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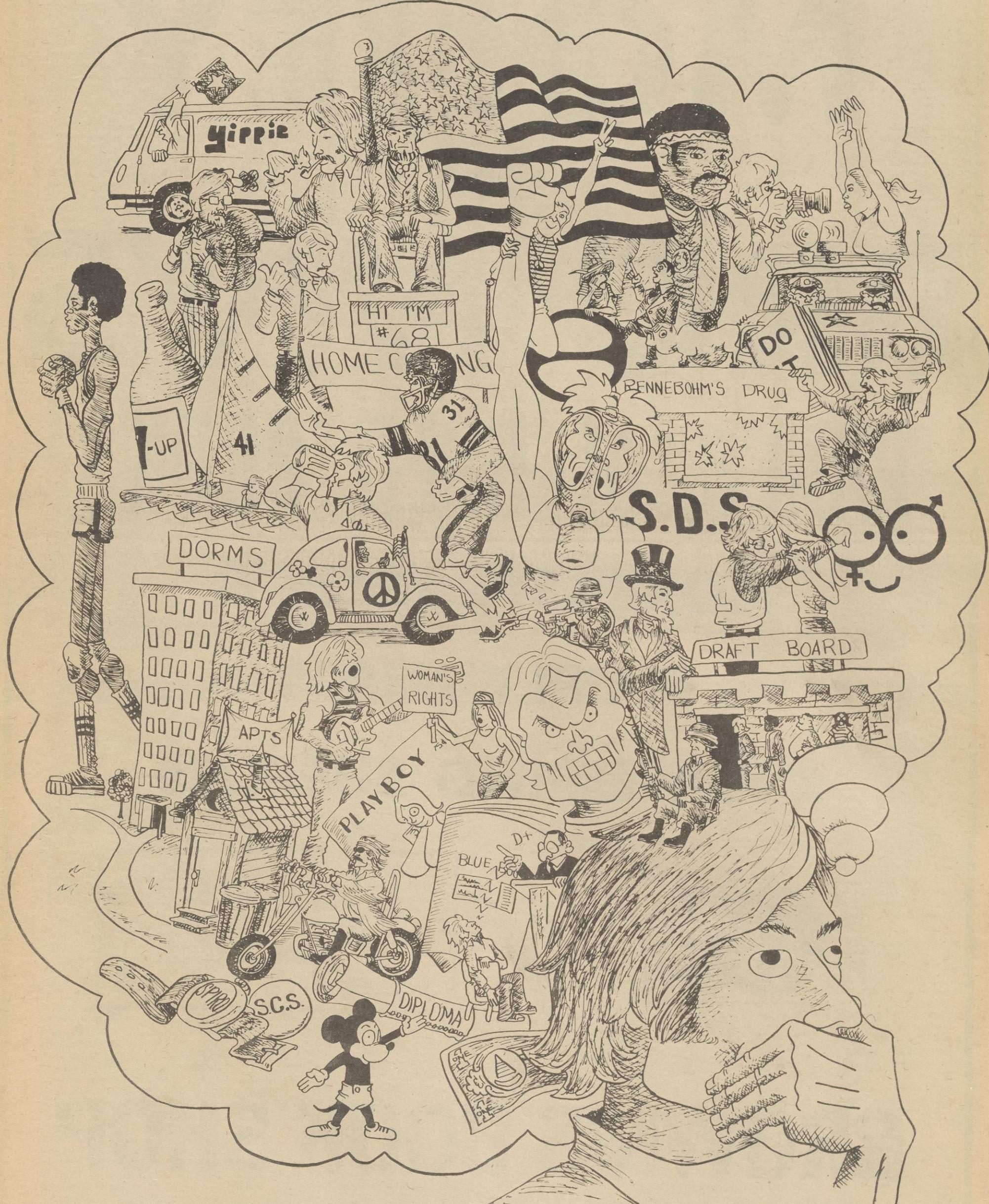
**THE
DAILY
CARDINAL**

University of Wisconsin at Madison
VOL. LXXX No. 161

August 1970

FREE

New Student Issue
Section I



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Ideological or economical?

Co-operatives as alternative

By TOM VALEO
of the Cardinal Staff

There's a quote by Eldridge Cleaver which hangs in the Mifflin Street Community Cooperative Grocery Store. It says, "Competition is the law of the jungle; cooperation is the law of survival."

That sums up the spirit of a whole new way of living in Madison; and of eating, buying your groceries, buying your clothes, and selling your crafts. It's all based on the noble old idea of the consumer's cooperative, a movement in which the consumers take over for themselves the distribution of the goods and services they need.

A co-op is formed especially to suit the needs of the founders. Its motivation is not profit, but cooperation for a common benefit. The success and effectiveness of the co-op often depends on each member's grasp of this cooperative idea, which requires that he suppress his competitive life style, and develop the spirit of cooperation for mutual benefit, which emphasizes individual responsibility for the co-op.

The growth of co-ops in Madison has been greatest in the area of apartment living, which is (some community leaders feel) the greatest area of student exploitation. Fr. Fred Kreuziger, staff member of the University Catholic Center, says he believes the growth and persistence of living co-ops is a "reaction to the situation in the dorms and in many apartments with their arbitrary physical structure and arbitrary rules." Kreuziger refers to dorm rooms as "cramped little boxes," which do not take into account human values.

Kreuziger's Co-op

Fr. Kreuziger has founded a co-op at 123 W. Gorham, which will open in September, and which will house nine people, including himself. The rent is \$45 per person, per month, unusually low for any apartment in Madison. Fr. Kreuziger admits that economics is an important factor in found-



THE INTERNATIONAL CO-OP Getting it together . . .

ing living co-ops, and he says that the building containing his co-op was purchased primarily to avoid being at the mercy of a landlord. But Kreuziger hopes the co-op can go beyond its financial advantages and provide a "different context in which people can discover things about themselves." He hopes the co-op will be able to offer some kind of "home base" for students at the University, so that they can "interact as persons, not just as students or tenants."

Like most living co-ops, the one Kreuziger has founded will be co-educational. The mixing of the sexes, Kreuziger says is an aspect of cooperative living which

is often misunderstood. "The problem is that we treat people as objects; sex objects, money objects, and so on, instead of as people," Kreuziger says. "In the co-op, we get to know each other not as objects, but as persons."

Several Madison building codes stipulate the conditions of co-ed living. The rule which often poses the greatest problem to the new co-ops says that women must have access to their private bathroom in such a way that they don't have to pass through any "common areas" in the house, such as the kitchen or the living room nor pass by any of the men's

bedrooms. The layout of certain houses often makes this regulation very difficult to follow, but breaking it could result in the closing of the co-op.

Cooking brings together

All the living co-ops have kitchen facilities and a dining area, and all members are encouraged to eat together as often as possible. Willi Becker, who is one of the founders of another new co-op, the Summit House Co-op at 1820 Summit Ave., believes that members should always eat together because "it helps to keep the co-op together." All the cooking and kitchen maintenance is done by members on a rotating schedule.

The Summit House Co-op, which will house twenty people starting in September, is currently being rented from Alpha Gamma Rho, an agricultural fraternity. Membership has been restricted to juniors, seniors, and graduate students, however, by the fraternity. The rents will vary from \$45 to \$65 per month.

Another frat-turned-co-op is the Le Chateau Co-op, in the former Alpha Chi Rho House on Lake Street. About 45 undergrads will live in the co-op, started with help from the University.

While economic advantage is a basic motive for starting a living co-op, the atmosphere in a communal living situation seems to offer an attraction that many members feel is more important. Mary Zinke, who is a member of the Groves Girls' Co-op at 102 E. Gorham, which was founded in 1943, has lived alone and with roommates, but finds that people seem "to get along better in a bigger group than in little groups." In an apartment situation, she says, an individual is more likely to ignore jobs that have to be done. But in the co-op, persons have to think about the "benefit of the house," and have to remember that by not doing a job, "you're letting down twenty other people."

Developing a spirit

Developing a co-operative spirit took time at the Groves Co-op. "At first people would just live in

their room," Zinke recalls, but within the last six months, enthusiasm within the co-op has grown. The women have made several improvements in the house itself, and have sold items on the Library Mall in order to raise money for the house.

An important reason for the development of this enthusiasm seems to be the practice of eating together, Zinke says. The schedules of the Groves members have conflicted in the past, making nightly communal dinners difficult. The co-op now has started to have house dinners on Sunday nights, and hopes to increase this practice in the fall.

Sister Judith Livchik, of the Bowen Court Community Co-op, feels that maintaining cooperative spirit depends to a large extent on the "core group" which stays in the co-op from one year to the next, offering some stability to the transient membership of the co-op.

Not financial advantage

Sister Lovchik lives in a co-op because she likes to "live with people." She claims that living at Bowen Court is "not that much of a financial advantage." This attitude is quite common among members of co-ops, and indicates that communal living offers satisfactions which go beyond merely saving money.

Channing-Murray Living Co-op, at 315 N. Lake Street, charges \$32 per month for a double room, and \$42 per month for a single, making it the most inexpensive of all the co-ops, yet, a major reason individuals have for living there seems to be to "get to know people." One girl, spending her first year out of the dorms, said the low rent was "just an extra advantage" to living at Channing-Murray. To her, cooperative living means "working together and not just thinking about yourself." She was also very hostile to the dorms, which made her feel like she was "on an assembly line."

The two "international" living co-ops make "getting to know (continued on page 6)

News analysis

Regents, administration to get tougher

By RON LEGRO
of the Cardinal Staff

There's a story about a man who castrated his enemy, ripping off the fellow's arms, and gouging out his eyeballs, all the while threatening to get "rough" with him if he didn't behave. Well, it may be hard to believe for those in some quarters of the University, but the Board of Regents, not to mention the administration, has apparently decided to get "rough" this fall with campus dissidents.

"Right now, the top priority is discipline," newly installed regent president Bernard Ziegler told a Kiwanis Club gathering in West Bend recently, and that appears to be the major thrust of his term.

In recent months, the regents have reinstated freshman women's hours, added a fulltime professional prosecutor whose only job is to build cases against students charged with violating University rules, put their stamp of disapproval on collective bargaining between the administration and University workers, cut out-of-state enrollment in an apparent attempt to eliminate radical elements, and refused to consider allowing the campus to be closed for students working in the November elections among other things.

But all of this has not been enough. The regents, and the University administration seem now to be moving in new ways against dissent. Take tenured faculty, for example.

Ziegler told the West Bend Kiwanians they could soon expect to see a headline reading "Pro-

fessor with Tenure Fired," said Ziegler, "There are some (faculty members) that have to be spanked."

Seven faculty members, all of them from the University of Milwaukee campus are waiting on the laps of the regents even now. The University has filed charges against four of the instructors for participating in May disturbances on that campus. Three others face reprimand counts. No names have been given out, but some of the eight are apparently tenured instructors.

Tenured faculty members are those who have been granted permanent positions on the University staff. They are entitled to appointments until the mandatory retirement age. A tenured faculty member may be dismissed only after a legal hearing, in which evidence must be given to show that the faculty member has himself violated his contract.

The move to actually dismiss a faculty member through the use of such a hearing has rarely, if ever, occurred. Several years ago, the regents did attempt to reduce the salary of Maurice Zietlin, a sociology professor, but they reneged.

Ziegler has warned the faculty councils of the various University campuses that if they fail to take action to "enforce" University rules within their own ranks, the regents may feel obligated to take away the faculty's council's power to grant tenure. He admits that to remove such tenure-granting power from faculty councils would be in violation of the principle of academic

freedom, but affirms the right of the regents to do so if necessary.

It would be an obvious irony of the regents removed tenure-granting power from the faculty since many junior faculty members regard the tenure system

form.

He also told the House subcommittee there was a need for more careful screening of young faculty members before they are hired. Harrington said the University should look more carefully at the technique of review-

"We have come to recognize that we must use force against students, and we are prepared to move against faculty," outgoing University President Fred Harrington told a Congressional Subcommittee.

as unfair, outmoded, and akin to the seniority system Congress runs on. But the regents would continue using the tenure system, presumably, taking the process from the control of the faculty.

Even President Fred Harrington speaking for the University administration, seems ready to take more drastic steps to cure the campus of "trouble makers."

"We have come to recognize that we must use force" in dealing with campus dissidents, Harrington recently assured a Congressional subcommittee. "We're quite prepared to use force against students, and we are prepared to move against faculty."

Apparently, Harrington, who is still around while a successor to his office is being named, plans on leaving his post in high

ing protest activities of faculty members when considering salary raises, and mentioned the possibility of dismissing tenured faculty members "for cause."

We want to do this very carefully, because if you do it out of hand, you run into trouble with the courts," the outgoing University president reportedly commented.

All of these moves, self-asserted efforts to restore in Ziegler's words "respect for authority" to the campus, may backfire. The regents, Ziegler and several others in particular, have taken the approach that the students, and some of the faculty, do not know what is best for themselves. The regent president told the West Bend Kiwanis Club radicals are successful on campus because "that's where the flock of sheep is."

Ziegler is prepared to begin expelling more and more of the dissidents to "protect" the "sheep." His reasoning, that the less rational and mature students are prey for some blind, ideological indoctrination, seems to indicate he is willing to remove the supposedly more intelligent, malignant, and dissident forces on campus. The removals, presumably, come in the form of expellings, firing of tenured and non-tenured faculty who are deemed to be trouble makers, and ever tighter restrictions on the campus.

The miscalculation in all of this could be that the regents and administration have failed to reckon with any sort of backlash that may continue to grow on the part of students and faculty as a result of such actions. Both the administration and regents appear to believe that if they can isolate dissident elements on the campus they can restore order. They seem to have neglected to view the scope of campus dissidence, however, as overwhelmingly demonstrated in the chancellor's referendum on the Cambodian issue last May.

Indeed, belying much of the recent "get tougher" attitude of the regents seems to be a basic fear that things may get worse this fall. Le Roy Luberg, dean for public services, has stated on behalf of Ziegler, that the regent president may himself be a key target of dissidents in the coming semester. And should recent regent actions be indicative of the future, that could be a self-fulfilling prophecy.

THE DAILY CARDINAL

Walt Bogdanich Co-editor
 Gordon Dickinson Co-editor
 Jim Haberman Photo Editor

open forum

welcome freshmen

Geoff Keyes

A community perspective

Since entering freshman and new students have no doubt already been well-versed on the magnificent facilities and traditions at the University as well as the maxims for a happy college life, it would be appropriate to discuss certain less touted realities on the Madison campus.

It comes down to the seemingly unpleasant fact that the people who run the University often have interests conflicting with the goal of providing you with an education, and the people who run the businesses and the city of Madison often have no interest but a singular goal to exploit you.

Many students at one point in their careers here become shocked at the magnitude of non-educational activity of the University, or the factory-production-line quality of the actual education. An appreciation of the broad purposes of the University—to provide education, research and service—will enable the student to either reconcile himself to the institution or conceivably work to change it.

The great amount of time the president of the University spends traveling around the state and even the country is indicative of the broad functions of this school. Far off University projects will seem to have little relevance to freshman English or sociology courses until the student begins to grasp the range of concerns here.

The very hierarchy which leads down to the University officials gives some clue to the non-educative functions of the University. The regents are chosen by the governor of Wisconsin. They are strictly political appointive jobs which are usually handed out to whomever the wealthiest man is at the moment.

The state legislators have the power to directly control the University, since the school was originally founded by a state law. Members of both groups spend much time decrying the fact that the University spends more money educating out-of-state students than do other states for Wisconsin.

In this framework it is not hard to understand the attitude that this school is a production line whose main function is to educate as many as quickly as possible.

This is an admirable goal, considering the needs of this country for the trained and educated, but few students like to think of themselves as guided by a production line. A great deal more conceive

of themselves as starting an adventure, during which they'll get to understand the work, appreciate life, look into themselves, and finally in a crowning moment of insight, decide upon a major.

But few University courses on the lower level call for any kind of adventurous exploring or thinking. The professor (you are not his only student, remember) presents a large well-structured body of knowledge to the student who studies it and is tested on it. After a while, all this will become dismally boring, and, throughout, requires more memorization than imagination. This is only partly a reflection on the professor, for it is truly an art to teach anything more than facts to a large classroom. All this amounts to a warning that you will have to use initiative to realize any idealistic educational goal, and worse yet, will never be graded for it.

This is not meant to be a polemic against the teachers or administrators, but rather to describe their position in relation to your education. Most of these men are doing a superb job; however, their interests are not always yours.

The description of the city might very well be a polemic, but what else can one expect from landlords, businessmen and cops?

We are prisoners within a very short radius around campus, since so few have cars, or places to park them. Because of this, landlords can get away with preposterously high rents, and stores can charge sky-high prices within our community. It is not unusual to pay \$200 per month for a slum three room apartment.

The police in Madison serve two functions: to stick their noses into suspicious-looking apartments or turn their backs on "vigilante" attacks on "freaks."

The myth, however, that students are essentially powerless has been proven false. Students are gaining an important foothold in city politics with three students already serving on City Council. Already dozens of co-ops have been started, with the hope of many more on the way.

In the last several years, we have witnessed the building of a new Madison culture. Many new students will doubtless witness future community advances, and participate in them. Welcome to all of you, students and citizens both.

Welcome Freshmen, you have come to the University of Wisconsin in the decade of the clenched fist.

You have already been "Clean for Gene" and marched in the candlelight parades for peace. And you have already learned the extent of your power in this "businessman's democracy."

You already know that you live in a racist society built on the bones of the red man and with the blood and sweat of the black man. And you also know that this racism has been used historically by those in power to separate black from white workers and the American working class from all other working class peoples.

You also know that the wonders of capitalism are wonderful only to the rich and that only poor yellow people, black people and white people die in Viet Nam, Cambodia and Laos and that "war of attrition" is a nice word for genocide.

You know that all women are systematically exploited as sex objects and menial laborers and that black women are exploited both as women and as blacks.

You probably believe in the Declaration of Independence and in the right of all peoples to determine their own destiny—I do too.

You suspect that a dominant institution, like the University, funded by the state and its owners, the corporations, can have little to do with real education, and that in fact it performs a valuable service to the needs of the "American International Empire" by perpetuating racism and chauvinism and by training the corporate and military elites.

You probably suspect that an institution owned and operated by the rich and powerful is more concerned with the discipline to docility than with education to liberation.

You are justified in fearing that the system will try to convince you that each day is the day after creation, that there is no such thing as history and that men always have and always will be as they are. They may even claim that man's problems lie in his own nature and not in the nature of a system which exploits the many and serves the few.

You are right when you say that they will try to tell you that liberation depends on changing the hearts and minds of men when you know as well as I do that when men are forced to respond daily to a racist and chauvinistic social arrangement they of necessity become alienated from their human roots. They become incapable of liberating themselves without smashing the system that binds them.

You are a bit confused as to why you came here. Maybe you think it's as good a place as any to get your head together or to raise your level of politics. You sense that you have little or no understanding of the nature of the struggle going on in America and throughout the world. Certainly you know that privileged middle class students, even those who desire to win back their humanity, can not understand the meaning of revolutionary struggle until they become a part of it.

Maybe you're thinking that the time spent on Corporate America's training grounds can be used to develop critical skills which will be of real service to the people in the long struggle for liberation that lies ahead.

And if I haven't assumed too much, brothers and sisters, I welcome you to the new American Revolution.

Seize the Time

The Cardinal: 80 years of controversy

The Daily Cardinal is now 80 years old. William W. Young founded the newspaper on April 4, 1892, after battling for five months with faculty, students, and merchants to get enough support to start a rival to the *Aegis*, an existing campus publication.

It took \$300 in assets.

Those years have been sensational. There was a time when half the staff got angry and went off to publish a strike newspaper; there was a time when the paper was ordered closed by the regents; there was a time when the Cardinal attacked verbally the Dean of Men.

In 1892, the editor often raced his horse down State Street in a last ditch effort to meet a deadline in the downtown printing shop.

In 1915 the School of Journalism decided to give the newspaper a few guidelines, and they declared the power of censor. The Cardinal defeated the action.

World War I was violently supported by Cardinal editorials, which often attacked those who spoke for pacifism. Later these same columns reversed and developed a traditional and controversial anti-war policy, leading to the paper's editorial condemnation today of the Indochina war.

The Cardinal wielded a strong power in strange ways. In 1923-24, when Porter Butts was editor, the Cardinal came out strongly against the "Lake Rush," a traditional yearly occurrence during which sophomores pushed freshmen into Lake Mendota.

The newspaper printed a headline announcing that Lake Rush was over. The tradition stopped.

In 1928, David Gordon, a University student, was arrested by the State of New York and imprisoned there for writing a poem entitled "America."

The poem was criticized as obscene and unpatriotic. Also, it was published in the Daily Worker, newspaper of the Communist Party. The Cardinal claimed that a university was a better place to correct so-called social misconceptions than a prison. Gordon was later released. He returned to the University.

Then there was the time the Cardinal attacked the Dean of Men, Scott Goodnight, who was accused of being "no gentleman" by a teacher in 1930.

The dean had gotten information through Louise Nardin, then Dean of Women, which culminated in his surprising a student couple in a boy's apartment. The students refused to come out—and the dean pulled up a rocking chair and announced he would wait.

The Cardinal sided with Prof. William Ellery Leonard, poet and English scholar, who called the dean no gentleman. Leonard was then accused by Dean of Women Nardin of being an advocate of free love. Dean Nardin eventually resigned, while Dean Goodnight was removed from disciplinary power.

Then, in the late 20's, came a tough period when the regents took away the "official student newspaper"

tag, ordered the Cardinal closed, and another paper set up.

It all started with a letter signed "Junior Woman," which praised graphically the merits of free love. The editorial page booted with answers and rebuffs.

Certain citizens considered their "moral" taste violated.

Then the paper fired up an ever-continuing attack on the compulsory membership of the Alumni Association. The regents grew angry, and a Republican on the ROTC program, followed by a violent attack on the compulsory membership of the Alumni Association. The regents grew angry, and a Republican senate candidate called for action.

The paper was punished. A new editor pleaded with the governing body—he promised less sensationalism and more "taste." At long last the board agreed, providing a faculty member and a regent were added to the Cardinal Board of Control.

Then in 1938 a predominantly Greek Board of Control refused to let newly named editor Richard S. Davis take office. About 30 members of an angry staff walked out to produce a strike newspaper, while campus students called the board "anti-semitic."

Within a month a student referendum was held. The strikers lost by 80 votes, and the staff members came back to the Cardinal. Concessions were made by the staff; today no Cardinal editor can be similarly ousted.

The Cardinal has had competition from persons other than its own staff members over the years. In 1912, students who were dissatisfied with a Cardinal increasingly prone to reporting only the trivia of dying student tradition, formed a slick competitor, the Wisconsin Daily News. The Cardinal fought back, improving its news coverage, and the Daily News eventually merged with it.

In the early fifties, other competition, in the form of a newspaper called the Herald, never materialized, when its young Republican founder decided the effort was too great.

Another Herald, the Badger Herald, made its competitive debut in 1969. Organized by a group of conservative students, the weekly Herald continues to publish.

The 1950's were quiet, troubled years for the Cardinal. The Cardinal experienced financial trouble and came out three times a week instead of its usual five in 1953. But it popped back again in 1957.

In 1965, State Sen. Jerris Leonard, now assistant attorney general for civil rights, called loudly for an investigation by the regents of Cardinal managing editor John Gruber, whom Leonard said resided with political leftists, including the son of a communist leader.

The controversy raged on until the regents met and declared that they "deplore attempts to subject any

student editor or writer to denunciation because of his associations or the ancestry of associates."

But the attitude of the Regents changed in 1968 during the so-called "four letter word" controversy. The Cardinal had published a story from a wire service, which mentioned the allegedly "obscene" name of a political group. Angry outcries from the regents followed, and the battle was on. In a front page editorial signed by over 50 staffwriters, the Cardinal said "The charges against the Cardinal are as insidious as the minds which made them in the first place."

The Cardinal found itself supported by the national college press, local professional press associations, and the American Civil Liberties Union. The regents found themselves supported by a conservative state legislature. They warned the paper to begin following the canons of journalism set up by professional Wisconsin journalists, and when they discovered there were no such canons, the regents imposed economic sanctions on the paper, which continue today.

In the spring of 1970, the Cardinal again came under heavy fire for several editorials and unsigned columns appearing on its editorial page, which discussed the use of violent tactics following a strike on campus against President Nixon's Cambodian actions. Regent President Bernard Ziegler said he expected relations with the Cardinal to "worsen." Afterwards, the regents gave approval for the Badger Herald to begin printing in the fall of 1970 on the University presses used almost exclusively up to then by the Cardinal.

New students may not realize it when they come to campus, but every one of them is part owner of The Daily Cardinal.

The Daily Cardinal is published by the New Daily Cardinal Corporation, set up in 1938 as a nonprofit nonstock company, whose owners were listed as the student body of the University of Wisconsin Madison campus.

The Cardinal corporation therefore has nearly 35,000 owners.

Students exercise their authority of ownership of the Cardinal by electing each year several of their number to represent them on the Cardinal Board of Control.

The Cardinal Board of Control consists of five students.

Board members are elected during regular Wisconsin Student Association elections. The board mainly concerns itself with the business and fiscal operations of the paper, and once yearly appoints persons to editorial positions on the Cardinal staff.

Since the Cardinal is registered as a student organization, expenditure of its funds is reviewed by the University. But financially, the corporation is distinct and unsubsidized by the University. Cardinal assets come exclusively from subscriptions and advertising in the newspaper.

Opinion

Labor unions and the University

By STEVE ZORN
Special to the Cardinal

Editors note: Steve Zorn is the current president of the Teaching Assistants Association.

In the past two years, the Teaching Assistants Association has been one of the important agents for change at the University of Wisconsin. To those unaccustomed to the idea of higher education as big business, it may seem strange that a labor union can play an important role in changing conditions at a university, or even that a union would be necessary for university employees. By looking at the way things really are in the university, however, one can understand why the TAA has been necessary, and, more important, what's likely to happen in the future.

First, education—at least education as it operates at UW and other large research institutions—is no longer a quiet, ivory-tower activity. In fact, the major portion of UW budget funds go for research, for projects around the state, and for essentially vocational education—turning out people to fill needed roles in a complex technological economy. Only a small portion of the UW budget goes for what has traditionally been regarded as education, i.e., the basic liberal arts curriculum. The real products of the education industry are not so much pure intellectual ideas as they are (1) research reports, meeting the needs of particular government agencies and business firms, and (2) degrees, certifying that students have been given the proper technological training so they can take their place in the economy. And the real consumers are not the students, or even the taxpayers, although they pay the bills for all this, but rather the government agencies and businesses that use the research and that employ the graduates.

In this industrial situation, the teaching assistant has an important function, from the university's point of view. He provides cheap labor to help turn out the degrees. The introductory courses that students need for graduation are almost exclusively taught by TAs. In fact, more than two-thirds of all freshman and sophomore courses in the College of Letters and Science are taught by TAs. And, even though they are underpaid, TAs are not free to leave, since they would be throwing away the years they have invested in their own graduate training.

Another reason why it's not surprising that TAs, or other workers in the university, would see a need to organize for collective action is the lack of control they have over their work. In many courses, for example, TAs have little freedom to choose texts, teaching methods, or exam questions that will make the course effective, even though they are in touch with the students, and the faculty members who make up the syllabus are not. Similarly, research assistants rarely have much to say about the kind of research they're doing or the ways in which it will be used.

For reasons of both economics and control over their lives, then, TAs at UW have organized a union. The initial formation of the TAA occurred as a response to an anti-draft sit-in in 1966 (TAs didn't want to give grades that could send students into the Army), and membership increased sharply in Spring, 1969 when the Legislature attempted to reduce TA salaries by revoking part of the tuition exemption normally granted to TAs. The TA response to that action was so massive that the University was forced to recognize the legitimacy of the TAA and to agree to elections that resulted in the union's being chosen as bargaining agent for all TAs on campus.

The contract negotiations that lasted from July, 1969 to March, 1970, again drove home the point that the university is in fact a big business. Even the most reasonable

proposals made by the TAA were ignored by management (for example, one whole day of negotiations was spent arguing about the university's opposition to providing bulletin board space for TAs.)

When it finally became apparent that rational persuasion in the traditional university manner, wasn't going to change the minds of management, UW TAs went on strike—the first such strike by TAs at a major university and the first strike by any group of Wisconsin state employees. Despite threats of reprisals and court injunctions, the strike was maintained, with large-scale student support, for more than three weeks, until the UW management agreed to a contract that TAs considered acceptable.

It was an indication of the management's determination to maintain its power over the lives of TAs that, even after the strike, we were unable to win real concessions in the area of job control or educational planning; that battle remains to be fought.

The strike demonstrated that, at least at Wisconsin, TAs do see themselves as workers and are able to join together in the same kind of solidarity that has made other labor unions effective in the past. As the real nature of the higher education industry becomes apparent to more workers in the industry, such developments are likely to be repeated. Already there are TA and RA unions taking shape at many other major research institutions.

In addition, TAs have many unresolved complaints, ranging from lack of control over their courses to lack of day-care centers for the children of TAs. Other issues still being fought for are an end to discrimination both racial and sexual, within the university, and, in general, the creation of an institution responsive to the needs of people, rather than of government and industry.

Beyond the TA group, other groups of workers on campus are also expressing interest in unionization as a way of organizing collectively to achieve their goals.

Women's lib and the black analogy

Editors note: Women's liberation has become a major issue at the University and the subject of much debate. A member of a local women's lib group presents here her interpretation of the woman's situation

Eldridge Cleaver says he wants his manhood. I've read what he wants and I want the same thing. I'm a woman.

This black man wants to be considered a capable, rational human being. I do too.

He wants to take responsibility for himself and have control over his own life. I do too.

He wants to share in the power and direction of the society in which he lives. I do too.

These goals are not just a definition of manhood. They are also feminist goals, human goals. They serve to define the kind of womanhood to which we in Women's Liberation aspire.

The "Black Analogy"—using the slavery and civil rights experiences to illustrate male dominance and women's liberation, is a touchy subject for the most politically sensitive people. The Civil Rights Movement pointed up the shame and the anger with which black people must cope to

survive in our society. Now the same Civil Rights Activists who exhorted us to come to terms with the contradiction of the black man's bondage in free white America, must themselves admit to a somewhat more subtle but equally dehumanizing shame and anger among their own wives, sisters, mothers and daughters who are beginning to resent the contradiction of women's subservience in a society where the ideal is that "all men are created equal."

Did the house niggers have it easier than the field niggers? They were robbed of their humanity too. We cannot glibly analyze the quality of slavery. Have women had it easier than black people? Their humanity has been denied them and one might argue that their servitude has lasted a lot longer. Can we compare the value of 6 million Jews with the value of 20 million blacks? Can we compare

400 years of slavery with 4000 years of slavery? Suffering cannot be quantified.

Thousands of black people have been lynched and murdered for aspiring to white man's privilege. Tens of thousands of women have been hanged or stoned to death for adultery and promiscuity—for aspiring to man's privilege. Adultery is still grounds for "justifiable homicide" of women in some states. Today in this country women have fewer legal rights than black men. Women "heads of households" have legal responsibility for more than one-third of the families in this country but in many states cannot take out mortgages, sign binding contracts or even open up a charge account.

People of color have systematically starved to death in the ghettos and slums of the world in the name of "economic necessity." Women of all economic classes have suffered a cumulative 30% mortality rate in childbirth in the name of "cultural values," values which make the child (which may be male) more valuable than the mother. The choice factor was very explicit in the practice of some 18th century midwives—if a girl child, the mother's life took precedence, if a boy child, the infant would be saved first. The assumption was that the mother's life should be salvaged over the infant girl's so that she might bear a son the next year.

So intense has been the commitment to repeated childbirth over the life and freedom of the mother that our abortion and contraception laws still reflect this prejudice. One is forced to doubt that such laws would have persisted this far into the 20th century had the legislators and judges of the land been women, just as one doubts that the legal equality of black people would have been postponed so long if reconstruction representation in the federal and governments had been maintained.

What of the black woman, the focus of double oppression and exclusion? Fannie Lou Hamer of the Mississippi Freedom Democratic Party, says that she speaks louder than some because she has less to lose . . . BECAUSE SHE HAS LESS TO LOSE. Shirley Chisolm, the Congresswoman from Brooklyn, says that she has faced more discrimination as a woman than as a black person. Is she lying? Is she mistaken? Is she an Uncle Tom or an Aunt Jane?

Men who put us down for applying the "Black Analogy" to the Woman's Liberation Movement are qualifying and quantifying our pain

according to their values. It's clear to them that Eldridge Cleaver's manhood is a more compelling necessity than Fannie Lou Hamer's humanity. The reality of castration for the male is horrifying. The reality of mere soul death for the female is so commonplace as to be considered inconsequential. We in Women's Liberation know that when and if Eldridge Cleaver is allowed his manhood that Fannie Lou Hamer will still be one down. That is why she makes herself heard.

Women who speak apologetically of Women's Liberation or continue to compete in the traditional ways for the favor of men are qualifying and quantifying our pain according to internalized male-oriented cultural values as well. As Sally Kempton, a young Women's Lib writer, has said, "It's hard to fight an enemy who has outposts in your head." The enemy she speaks of is the system, those cultural values, not men.

Eldridge Cleaver tells us of his hope for the world alliances between oppressed peoples—contemplate if you will, the possibilities opened up if the 55% of the world's population which is female were incorporated into those unions. If the issue of nationalism is old, racism is young, and sexism is an unborn child. The despised objects of those forces could in time form a cohesive mass, working to eliminate the divisions which have excluded them from power—the goal being not the reversal of roles, the goal being the elimination of oppressive roles, stereotypes and classes.

Presently, however, the Black Analogy serves, as does political analysis, to acquaint us with the economics of exploitation and to familiarize us with the personal and social implications on emancipation. We must understand clearly what constitutes slavery before we can begin to know where our freedom lies.

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Dorms struggle on

Pimping, popcorn put Res Halls on map

By WALTER EZELL
of the Cardinal Staff

More popcorn is popped in residence halls than in all other University buildings combined.

And rapping over a towel of popcorn is but one of several social amenities afforded almost exclusively by res halls living.

Kids come to the big University knowing hardly anyone, and after only a few weeks of living in Tripp, Liz Waters or Sellery they have plenty of new friends to rap with, wondering about the football team, or comparing responses to the latest political events affecting the campus population.

Life in res halls can be fun. Take four thousand fairly small rooms that look essentially alike, add 7,000 students from all over Wisconsin and even the rest of the world, and suddenly each of these 4,000 rooms is a unique and exciting place to be.

By the end of the first semester, the walls of some rooms will be lined with beer cups, others will be hung with various magazine pictures; skis will lean against some walls, books against others. Bright colored light bulbs will appear where Residence Halls supplied white ones, and the standard bedspreads will be temporarily stashed away in lieu of more individualized ones brought from home.

Beds are about the only furniture not nailed down, but college students display amazing imagination in rearranging the furniture in their tiny rooms.

There is no dearth of studiousness in a person's first year away at school, but occasional all-nighters make the freshman year of college well worth experiencing.

What with uncertain plans and irrelevant requirements, the first year's course of study may be a mixed bag at best. Being away from home for the first time—away from family and high school friends—may not make it any easier.

But new friends help ease the burden, and few places afford a better atmosphere for making friends than University dormitories, officially referred to as Residence Halls.

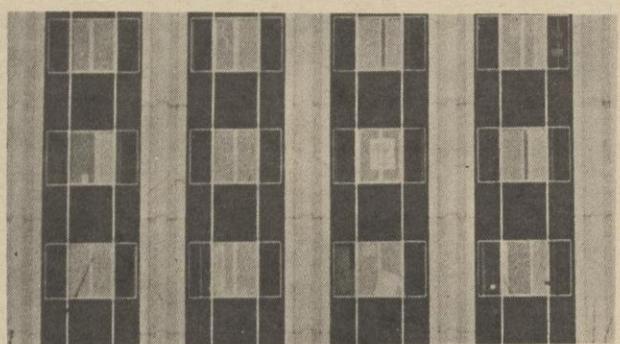
Living together, taking meals together and sometimes attending classes together takes off some of the rough

edges of life in a big University. Visitation hours three days a week makes social life less strained and more natural than was once possible.

In the coming months, of course, all this is likely to attract much less attention than the newly reinstated women's hours.

There seems almost certain to be some spontaneous reaction against the new Regent regulation. And a number of groups can be expected to attempt to harness this dissatisfaction in organized lobbying, protest and possibly even civil disobedience.

The Wisconsin Student Association is already chal-



lenging women's hours in the courts, charging that they are discriminatory on the basis of sex.

In the meantime, that great institution of sexual interaction—the panty raid—can be expected to continue though raunchier and in smaller numbers than in less turbulent times.

Pimping, however, is as much fun as ever and doesn't seem to be on the wane. Before blushing or running to the dictionary, the reader should know that pimping means "playing a practical joke," and such practical jokes abound in residence halls. Whether it means floating

the housefellow's Volkswagen on a raft on Lake Mendota, or doing something original with a can of shaving cream, pimping seems to be an unavoidable manifestation of res halls living.

Student tastes change, however, and there seems to be a trend away from dormitory living. Apartments are in high demand, and co-op living is slowly gaining momentum as well. What with the drop in enrollment and trend towards other living arrangements the Division of Residence Halls expects 800 vacancies this fall.

The Division of Residence Halls has tried to stem the tide by making dorm life more appealing. Following the recommendations of a committee of nine students and five staff members, res halls is offering this year a more flexible meal program which will allow students to eat what they pay for and pay only for what they eat. Breakfast and supper can be taken at any cafeteria, and meals are transferrable to a resident's friends. A limited number of tickets will be sold to students who want board but no room.

Residence halls officials appear to feel hampered by lack of student interest or participation in decision-making apparatus. "We're frankly interested in getting more student participation," said Laurence Halle, director of the Division of Residence Halls.

The Southeast Student Organization, representing students in Ogg, Witte and Sellery Halls, dissolved last year. The Lakeshore Halls Assn. (LHA) remains. "But they haven't filled their potential by any means," Halle said.

LHA and similar groups provide services, such as stores and clubs, recreational activities, and as a political body supposedly represent the interests of residents who elect them. "They could have a much greater effect," Halle said.

But as passive dissatisfaction with the buildings and active agitation against women's hours continues to make the headlines, thousands of students will continue to sit and rap, popping popcorn and listening to their radios, and deciding what to do with the housefellow's Volkswagen.

Co-ops

(continued from page 3)

people" a world-wide affair. The Rochdale International Co-op for men, at 138 W. Gorham St., and the International Co-operative House, which is co-ed, at 140 W. Gilman St., have members from China, Thailand, Japan, Africa, India, South America, and the United States. Both co-ops have communal meals each night, which are served by the members.

IDEOLOGY PART OF SOME

There seems to be very little financial advantage in eating dinner at either of the community's eating co-ops. Jonathan Ryshpan, who is a member of the Green Lantern Eating Co-op at 604 University Ave., and an organizer of the now defunct Madison Book Co-op, believes that people eat at the eating co-ops "partly for financial reasons, partly because they like to eat together, and partly for ideological reasons."

The Green Lantern has always maintained a strong Leftist ideology. It was founded in 1946 and was included on the Attorney General's list of subversive organizations in the 1950's.

The Lantern has a more solid structure than most of the other co-ops, which is probably why it has survived four major moves within the past ten years. The membership elects a managing board at one of their after-dinner membership meetings, which appoints a business manager who buys food and supplies, and a work chairman who portions out work

(continued on page 16)

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These are the Regents

Just who — are these Regents, anyway? — anonymous woman student overheard in the Rathskeller following the reinstatement of women's hours for freshmen.

They rule on everything from establishing new departments to forcing freshmen women inside their dormitories on weekends. They manage a \$43 million endowment, determine the cost of parking tickets, ban bullhorns from the campus and dogs from the Union terrace. In short, they regulate our lives for years.

Who are these seemingly omniscient powers? They are the University Board of Regents. Gathering from across the state once a month, they meet in a sound-proofed leather-chained, tinted-glass enclosed top floor suite in Van Hise which would be the envy of any aspiring corporate director in the country.

The public knows very little about the Board of Regents. Their names never appear on a ballot and rarely in the papers. Their only qualifications for office are that they must be friends of the incumbent governor, have one day a month free for nine years, have no background in higher education, and be a member of the economic ruling class. The professional backgrounds of the current gubernatorially appointed Regents are:

one corporate farmer/industrialist,
one lawyer,
one chemist,
one football-team physician/director, and
five banker/industrialists.

There are no appointed educators, professors, student leaders, labor leaders, rank and file workers, or just plain Wisconsin tax-paying residents.

A typical regent serving today is approximately 55 years old, white (there are no black or yellow regents), male (there is one female regent). All are Republicans.

Now, meet the Regents:

The President

Bernard C. Ziegler, Jr. is the third generation of a Wisconsin industrial family. The Sixth District Republican chairman is the son of the late Bernhardt C. Ziegler. The elder Ziegler founded the West Bend Co., the First National Bank of West Bend, and the B.C. Ziegler Co., a bond brokerage and lending institution. Regent Ziegler is now connected with all these businesses.

A well-known West Bend businessman, Bernard C. Ziegler, was named Feb. 23, 1966, to the University of Wisconsin Board of Regents. The appointment was made by Gov. Warren P. Knowles, effective May 1, 1966 for a nine-year term. He was elected to the vice-presidency of the Board in 1969 and the presidency in 1970.

His community service record shows the regent to be a charter member of the Junior Chamber of Commerce in his home city; former president of the West Bend Rotary Club; Washington County chairman of the American Cancer Society; industrial chairman of the West Bend-Barton Community Chest; district commissioner, Boy Scouts of America; and district chairman of the National Conference of Christians and Jews.

In addition, Ziegler also is a director of the Security Co., West Bend Mutual Insurance Co., the First Church Finance Corp. of America, the Ziegler Finance Co. and the Ziegler Foundation, all located in his home town of West Bend.

While Ziegler has been active in Republican party affairs, his grandfather, Jacob Ziegler, was a prominent West Bend Democrat. He served as city and Washington County Treasurer on the Democratic ticket and ran the West Bend Capital Hotel and Saloon.

Ziegler is best remembered by radical students and civil libertarians for his originating the proposal to fire philosophy teaching assistant Robert Cohen without a hearing following the Dow police riot in October, 1967.

The Vice President

The only farmer on the Board of Regents is Walter F. Renk of Sun Prairie. He is president of the William F. Renk & Sons, Inc., a corporate farm, the first family farm to be incorporated in the United States. The 3,500 acre (The Dane Co. average farm is 153.9 acres) operation produces seed corn, marketed under the name of Kernel Renk seed. In addition, the cobs from which the seed is stripped are processed into pink Kernel Renk Corn Cob Jelly, available for fifty cents a jar.

A conservative Republican, Renk has the tightest fists on the Board. He vehemently objected to spending \$21,000 to repair the fire-bombed Red Gym, explaining that he has a contractor-friend in town who could get it done wholesale, so to speak, for \$3,500. Overruled by board sentiment, he shouted out his "no" to spending the \$21,000 before the vote was taken. The vote was 8-1.

Besides running the Renk family farm with his brother Wilber, a twice-defeated Republican candidate for Governor and U.S. Senator, Walter Renk is also President of Renk Enterprises, Inc., a Sun Prairie housing complex. He has been a director of the Wisconsin Power and Light Co., General Telephone Co. of Wisconsin, and American Family Insurance Company for many years.

In addition, he is a long-time director of the First National Bank of Madison. The Sun Prairie Republican's financial conservatism was temporarily suspended in October, 1967, when he voted with the Board to purchase 1,000 shares of First Wisconsin Bankshares stock, the company which owns the Madison Bank he directs.

A graduate of the University of Wisconsin College of Agriculture, he was awarded a Certificate of Honorary Recognition by the University in 1959 at the college's annual Farm and Home Week banquet. The award is presented to persons who have made outstanding contributions to rural life.

The citation read, "Master of farm technology and management, lover of quality livestock, promoter of rural and urban understanding."

Mr. Renk is a past president and director of the Wisconsin Livestock Breeders' Association, past pres-

ident and director of the Wisconsin 4-H Foundation and a trustee of the Farm Foundation of Chicago. He was elected Master Farmer of Wisconsin in 1942.

Regent with Longest Tenure

Charles D. Gelatt, LaCrosse, who was named a member of the University of Wisconsin Board of Regents in 1947 when he was 29, holds the distinction of being the youngest regent ever named president of the governing board of the University.

He was elected to head the regents in 1955, re-elected the following year, and re-elected again in 1968.

In 1957-58 he served as chairman of the regent committee to select a successor to Edwin B. Fred when he retired as president. The committee recommended Conrad A. Elvehjem, who was named the 13th president of the University.

Mr. Gelatt was elected vice president of the Board of Regents in 1964 and re-elected in 1966 and 1967. He has served as chairman of the regent committee on the University of Wisconsin of the Future in 1967-1968.

The son of the late Philo M. Gelatt, pioneer in manufacture of automobile instruments, gauges, and other devices and tools, he entered his father's business, the Northern Engraving and Manufacturing Co., LaCrosse, on graduation, and by 1942 had become general manager. The firm won the Army-Navy award for excellence in shell case production four times during World War II.

He is credited with developing the microcard system now universally used in libraries across the country.

Mr. Gelatt was appointed to the board by Gov. Oscar Rennebohm in 1947. He was reappointed in 1965 by



The President

Gov. Warren P. Knowles.

He was named to the board of trustees of the La Crosse Public Library in 1941. In 1960 he was named to the board of trustees of Northwestern Mutual Life Insurance Co. and in 1961 to the executive committee of the firm. He was also named to the board of trustees of the LaCrosse Trust Co. in 1953 and to the board of the Wisconsin Manufacturing Association in 1964.

Regent with a Ph.D.

Dr. Robert V. Dahlstrom, of Manitowoc, was appointed to the University of Wisconsin Board of Regents in March, 1969 to fill the unexpired term of A. Matt Werner who resigned.

Since 1962, Dr. Dahlstrom has been vice president of Rahr Bio-Technical Laboratories of Manitowoc. From 1956 to 1962, he served as a senior research biochemist for the Rahr Malting Co., of Manitowoc.

Prior to his association with Rahr, he was a research biochemist in biological development at Eli Lilly & Co., in Indianapolis, Ind.

During World War II he served in the U.S. Army from 1943 to 1946 as a member of the 517th Parachute Combat Team.

Dr. Dahlstrom is the author of a number of scientific papers and the holder of four U.S. and foreign patents. His professional affiliations include: the American Institute of Biological Science, American Society of Brewing Chemists, Institute of Food Technologists, Society of Industrial Microbiology, and the Society of Plant Physiologists.

He has also been active in local affairs through the Manitowoc Chamber of Commerce and on the state level with the Republican Party and on Advisory Committee Region III, Department of Natural Resources.

The Packer's Doctor

Dr. James W. Nellen, an orthopedic surgeon and team physician of the Green Bay Packers, was named to the University of Wisconsin Board of Regents by Gov. Warren P. Knowles on Feb. 1, 1965. He was elected to serve as president of the Regents in 1969.

Dr. Nellen filled a vacancy left by the expiration of the term of Ellis E. Jensen of Janesville, Meyer Cohen, a Green Bay attorney, had been appointed by former Gov. John W. Reynolds to fill Jensen's post, but the Republican controlled State Senate did not confirm the Democratic governor's appointment.

Dr. Nellen was born Dec. 2, 1913, in Madison. He was an outstanding football player at the University of Wisconsin from 1933 to 1935, received his bachelor of science degree from the University in 1936, and his doctor of medicine degree in 1939.

A past president of the Wisconsin Orthopedic Association, Dr. Nellen also is a member of the American Academy of Orthopedic Surgery, a Diplomat of the

American Board of Orthopedic Surgery, and a member of the American College of Surgeons and of the Clinical Orthopedic Society. He is a past president of the Brown County Medical Society and past president of the medical staff of St. Vincent's hospital in Green Bay.

A resident of DePere, he is a director of the Green Bay Packers' Corp., a member of the Citizens Advisory Committee of St. Norbert College, chairman of the State Medical Society's Division on Handicapped Children, and a member of the Brown County Health Planning Committee.

Nellen was a relatively quiet regent before last year, but now strikes out angrily at those whom he conceives to be the University's enemies.

At the January meeting, Nellen blasted Federal District Court Judge James Doyle for invalidating a recent regent rule prohibiting the use of bullhorns on campus. Nellen complained that Doyle was "prejudiced" against the University and suggested the University seek a change of venue (transfer) to another federal court if the school is involved in future litigation. The regent president also attacked the Daily Cardinal for editorially supporting the destruction of ROTC property in the New Year's series of firebombings.

The former Naval lieutenant commander will serve on the Board until 1975.

The Lawyer

Frank J. Pelisek, of Milwaukee, was appointed a member of the University of Wisconsin Board of Regents by Gov. Warren Knowles on April 14, 1969.

Mr. Pelisek, a practicing attorney since 1958, is a partner in the Milwaukee law firm of Michael, Best & Friedrich where he specializes in tax and general corporate matters.

He is a member of the American Bar Association and its Taxation and Corporation sections as well as the Wisconsin Bar Association. He has also written articles for legal publications including the *Journal of Taxation* and the *Marquette Law Review*.

A member of the Republican Party since 1952, Mr. Pelisek has been active in Wisconsin governmental affairs during the past several years. He has served as a special budget consultant to Gov. Knowles, as a member and chairman of the Advisory Committee to the Wisconsin Secretary of Revenue, and as a member of the Wisconsin Joint Survey Committee on Tax Exemptions, the Governor's Commission for Economic Development, and the Taxation Committee of the Wisconsin Legislative Council.

Hartland Industrialist

Ody J. Fish was appointed to the UW Board of Regents by Governor Warren P. Knowles in April, 1970.

The Hartland industrialist is president of Pal-O-Pak Insulation Manufacturing Co., vice president of Pal-O-Pak Manufacturing Co., Ltd. in Canada, and a director of the State Bank of Hartland.

Fish served as president of the National Cellulose Insulation Manufacturers Association in 1959-63.

Active in the Republican Party, Fish was chairman of the Wisconsin Republican Party from 1965-70, and has held numerous other posts, both on the state and national level.

The Only Woman

Mrs. Caroline T. Sandin is the only woman serving on the Board of Regents, although women make up slightly more than 50% of the state's population.

Of all the Knowles selections for Regents, Mrs. Sandin comes closest to having some educational experience in her background. A certified elementary teacher who graduated from County Teachers College, St. Peter, Minnesota, she served as a commercial teacher for the Southwestern Bell Telephone Co., in St. Louis before her marriage to an Ashland, Wisconsin physician.

Mrs. Sandin has also served as a member of the Ashland Board of Education, and was its president from 1962-1968. She also served as president of the Ashland League of Women Voters which she helped organize.

The leader of the unsuccessful opposition to the reinstatement of women's hours for freshmen, Mrs. Sandin will be a regent until 1977.

Educator-Regent: Ex Officio

William C. Kahl became a member of the University of Wisconsin Board of Regents in 1966, when he was elected state superintendent of public instruction.

Mr. Kahl's selection as chief school administrator came after 35 years of experience in Wisconsin public education, beginning as an Albany, Wis. teacher.

He graduated from the University of Wisconsin in 1931 with a degree in social science and economics. In 1937 he received his M.A. in educational administration from the University.

His professional experience began in 1931 in the Albany public schools. He was supervising principal in Albany from 1933 to 1944, when he became superintendent of schools in Lancaster.

In 1962 Mr. Kahl was promoted to deputy state superintendent, where he served until his 1966 selection as superintendent.

In addition to the University regents, he is a member of the Coordinating Council for Higher Education, the State College Board of Regents, the Educational Approval Council, and the State Board of Vocational Technical and Adult Education. He is also chairman of the board of directors of Project Public Information.

His other committee responsibilities include membership on the Wisconsin State Radio council, the State Commission for Higher Educational Aids, the Council of Chief State School Officers, and the American Council on Education's Committee on Accreditation of Service Experiences.

Stock investments in fifty large corporations, endless corporation recruiting on campus, cut-rate research sponsored by the big companies, military research and ROTC to maintain the status quo—is there any question why the Regents are whom they are?

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JACQUELINE DU PRE



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The great drug e

By SEYMOUR L. HALLECK

Editorial note: The following article was originally published in the July issue of The Progressive magazine, and is reprinted by permission. Dr. Seymour L. Halleck is a professor of psychiatry at the University, who is widely known for his vocalism on drugs and other issues.

It is now obvious to even the stanchest "law and order" advocates that our law enforcement agencies cannot control the use of illegal drugs. Neither harsh penalties, vigorous police surveillance, nor determined efforts to diminish the flow of drugs into the country have prevented millions of young people from experimenting with pharmaceutical agents alleged to be dangerous. In the light of this inability to control drug usage through legal sanctions, it has become fashionable to turn to "education" as the best method of persuading youth to abstain.

The American people have great faith in education. They have set out to educate our young people about drug abuse with a vengeance. Lectures on drugs have become almost a fixture of the high school and college curriculum. Even sparsely populated communities have appointed committees charged with promoting drug education. Such committees usually set up lectures or forums at which young people and their parents can hear experts discuss the effects and relative dangers of a wide variety of pharmaceutical agents.

Strangely enough, repetitive discussion of drugs does not seem to bore most people. Adults turn out for public meetings in amazing numbers. Even students (whose enthusiasm is perhaps buttressed by their being allowed to miss regular class time) become avid listeners and participants. Community leaders responsible for drug education point proudly to the number of lectures and meetings they have sponsored; many seem to feel that as long as they keep talking about the drug problem, it will be solved.

Despite all this enthusiasm, there is still no way of evaluating whether educating young people about drugs has any effect whatsoever in diminishing drug usage. Accurate data about the incidence of drug experimentation are almost impossible to obtain. People who take drugs illicitly are not going to talk about it too openly, and it

"... Drug education may not discourage youth from experimenting with illegal drugs."

is also unlikely that they will be honest or cooperative in responding to survey research. It does seem clear, however, from what little survey information we do have, that even with our educational programs, illegal drug usage has continued to increase.

In view of our uncertainty as to the effectiveness of drug education, it seems to me that it would be prudent to consider two disconcerting possibilities. First, that drug education may not discourage youth from experimenting with illegal drugs. Under certain circumstances, as indicated later, education may even encourage drug usage. Second, that drug education programs may be expensive and ineffective distractions which diminish our motivations to examine basic moral and political questions which may be the very roots of the drug problem.

The most prevalent but least effective theme in the drug education program is to "scare the hell out of them." Too often the program consists of one or more meetings at which a local physician, a law enforcement officer, and perhaps a former addict will endlessly catalogue the horrible outcome of drug usage. The physician will exaggerate the degree to which drugs can produce bodily damage. The law enforcement officer will gravely talk about the increasing flow of drugs into the community and will throw in a few anecdotes about young people he has seen ruined by drugs. Sometimes he will even bring in displays of confiscated drugs to show to his presumably horrified audience. The former addict, who is usually the star performer, will recount his sordid experiences as a drug user and will glowingly report the salutary effects of his reformation. It is an interesting show which has much of the flavor of an old-fashioned revival meeting.

Unfortunately, such a biased approach to the drug problem is unlikely to have a positive influence upon young people. The kids know better. A sizable proportion of high school and college students in the audience have already experimented with marijuana. Many have found this experience to

be a pleasant one. Few marijuana users believe that they have been harmed by using the drug. When these young people hear speakers describe marijuana as an anesthetic which belongs in the same class as harder drugs, they are understandably skeptical of the speaker's reliability. Since the young person's own experience leads him to believe that the speaker is exaggerating the dangers of marijuana, he wonders if the speaker is not exaggerating the dangers of other drugs as well.

It is also true that those students who have never used illegal drugs usually know somebody who has. Generally the student who does not use drugs hears only favorable reports of their effects from those who do. The non-user also notes that most of his user friends do not seem to be suffering the horrible effects described by the speakers. He is much more likely to be influenced by the opinions of his peers than the opinions of adult speakers.

Even the presence of a youthful former addict on the program does not have much deterrent effect on the audience. Usually the former addict has been addicted to heroin. He is likely to have grown up in an urban ghetto community and his life experiences are unlikely to have been similar to those of most of his audience. The young person in the audience who, as a rule, has never experimented with "hard" drugs has difficulty in identifying with the outlook or experiences of a true addict.

Finally, young people do a great deal of reading about drugs. From my own experience in working with student groups, I am regularly impressed with their knowledge of both the scientific and popular drug literature. Unfortunately, many of the doctors and police officers who participate in the "scare the hell out of them" programs have had neither the motivation nor the time to familiarize themselves with the literature.

Usually, when given a chance to ask questions, the young people in the audience find it easy to embarrass a speaker by quoting studies which contradict the speaker's claims. Nor is it difficult for them to expose the moralistic rather than the factual basis of a speaker's admonitions.

Under certain circumstances, education may even encourage drug usage..."

Once a speaker's biases and ignorance have been exposed, the younger people in the audience seem to give up. They may continue to confront the speaker but as the meeting goes on it is evident that some are snickering, that others are giving one another knowing glances, and that most are responding to the meeting with an attitude of supercilious resignation.

As educators become more sophisticated they tend to add participants to their programs who provide more factual knowledge about drugs. Some groups will even allow advocates of more liberal drug usage to participate in the education process. Not infrequently, a knowledgeable pharmacologist or psychiatrist will be allowed to present accurate information concerning the physical and psychological effects of drug usage. Young people seem to have an insatiable demand for such information. They will listen avidly as the lecturer discusses chemical formulas, describes sophisticated scientific studies, and lists esoteric side effects of a wide variety of little known as well as popular drugs.

As one listens to such talks, he finds it hard to keep from wondering why sixteen or seventeen year olds should be so fascinated with pharmacology or psychiatry. It is, after all, hardly essential that teenagers have vast knowledge of the physical and psychological effects of Psilocybin, LSD, or DMT. It seems quite unlikely that such extensive knowledge is going to help them make a moral decision on whether they will inject, inhale, or inject an illegal substance into their bodies. One possible, but ominous, explanation of the young people's interest might be that they are already heavily involved in using drugs; that they are simply trying to get as much information as they can so that they can enjoy the most pleasurable drug experience and be informed on how they might deal with any undesirable reactions.

As the young person listens to factual material about drugs, he comes to appreciate that they are not nearly so dangerous as people generally believe them to be. This is particularly true in the case of

marijuana. I have had the experience of lecturing groups about the physical and psychological effects of marijuana and have noted that as long as I present only objective material, and do not raise moral questions, the audience seems to become progressively more enthusiastic about the drug. At least in some instances the factual approach to drug education could encourage rather than discourage experimentation.

If an education program also includes an advocate of drug experimentation, the program is even more likely to have unintended effects. There are many people in our society, including some professionals, who feel that consciousness-altering drugs can produce pleasant, enlightening, and even spiritual experiences. They view some of the drugs, particularly the psychedelics, as agents that may eventually have a highly beneficial influence on man's well-being. Not infrequently, these individuals are charming or charismatic. Drugs are their "thing" and they are likely to know a little more about them than the other speakers.

In the eyes of the youthful audience, these drug advocates are also likely to be people who share the values of the "now" generation and who are quite adept at communicating with the young. In any debate with biased or even cautious advocates of drug control, they are quite likely to exert the greater influence. I have watched scholarly and articulate men debate with some of the "Pied Pipers" of the psychedelic era such as Timothy Leary, and have noted that even if the scholar presents the more telling arguments, he usually loses his audience.

We must also consider the possibility that repeated exposure to any subject may markedly alter our attitudes towards that subject. As illegal drugs are endlessly discussed and rediscussed, they become more familiar and perhaps more acceptable to us.

It is conceivable that the plethora of publicity about drug usage, and the abundance of educational meetings held, simply neutralize the negative feelings with which adults view drugs and arouse the curiosity of youth who are prone to experiment and take risks anyway. The problem is compounded by the tendency of the news media to report the proceedings of a drug information program in a provocative manner. The drugs may be described as dangerous but they are also described in a manner that lends them an aura of mystery and excitement. The young person may be thus stimulated to indulge in behavior that not only appears to be "the thing to do" but which also promises to be adventurous.

Though I have questioned the value of drug education programs in general, I do not mean to suggest that educational programs must, of necessity, be useless or dangerous. They can certainly be helpful to adults. When it comes to holding dialogues with teenage children about the potential dangers of drugs, the average American parent is totally outmatched. For reasons mentioned earlier, his child is likely to have a fund of information and a grasp of the issues which exceeds his own. At the very least, parents who decide to counsel their children about the use of drugs should start out with a knowledge of the facts. It is also important that professionals know about drugs; the family physician, the high school counselor, the teacher, and the minister quite frequently seem to be as ignorant of the uses and effects of drugs as the ordinary adult.

Educational programs might be helpful to young and old alike if they focused on broader social and ethical issues. It would be useful to begin by acknowledging that the abuse of legal drugs, including those prescribed by physicians, is probably a greater problem for our society than abuse of illegal drugs. Prescription drugs such as amphetamines, barbiturates, or tranquilizers are massively overused in our society. It must be noted that these drugs do not alleviate specific disease and have little medical purpose other than helping people tolerate the stress of everyday life. Yet, they are prescribed more frequently than any other class of legal

drugs and create more problems of habituation and overdose than any illegal drug. Abuse of alcohol still creates more mental and physical suffering among our citizens than abuse of other legal drugs.

If the drug problem is viewed from a broad perspective, a crucial ethical question for our survey is: Which drugs, legal or illegal, are worth using? Which drugs, if any, make life better? Most drugs provide the user with a pleasant experience—for the moment. Conceivably, there may also be drugs which could expand human awareness and provide people with new insights. Whether one uses tobacco, alcohol, marijuana, amphetamines, or heroin, he is searching for something, occasionally for greater awareness but usually for stimulation or relaxation, for a temporary respite from the tedium or stresses of everyday life. If we agree that man is entitled to a certain degree of artificial stimulation or relaxation, it is important to know which drugs do this most effectively and with the greatest safety.

The issue of safety must be considered in basic, honest terms. To begin with, the educator must acknowledge that there is no drug known to mankind that is not dangerous if used to excess. Many of the arguments between generations as to whether the older generation's drug, alcohol, is preferable to the younger generation's drug.



failure to define what kind of dosages they are talking about. If one compares the effects of large dosages of alcohol against the effects of small dosages of marijuana alcohol is obviously the more dangerous drug. However, when purer forms of marijuana are used frequently, marijuana may have as many undesirable side effects as alcohol. Both drugs can also lead to social deterioration.

On the other hand, both drugs can provide man with great pleasure. Society's task is to consider the physical, psychological, and social dangers of each drug and to make moral decisions as to whether the pleasures produced by that drug are worth risking its hazards. Similar kinds of questions are relevant to the use of other drugs such as tobacco, LSD, barbiturates, or the amphetamines. The search for answers to these basic questions could provide a more rational basis for future legislation than the puritanical or evangelistic approaches prevalent now.

Young people as well as their parents could benefit from a careful consideration of the morality of searching for artificial stimulation or tranquility. There has probably never been a society which has not used some kind of fermented beverage or botanical product to make the pains and outrages of everyday life more tolerable. It would seem that man's existence is so

"... The most prevalent but least effective theme in the drug education program is to 'scare the hell out of them.' Unfortunately, such a biased approach to the drug problem is unlikely to have a positive influence upon young people. The kids know better..."

education 'hoax'

plagued by anxiety, uncertainty, and loneliness that he regularly seeks temporary states of artificial escape. The problem here is that a certain degree of stimulation or tranquillity obviously benefits many people, but too much alteration of consciousness does not bring out the best in man. People need a certain amount of anxiety and frustration to be creative, to make decisions and even to confront oppressive institutions within our society. If they become too euphoric or too tranquil, they do nothing.

I have noted over several years of watching protests at the University of Wisconsin that activism and drug usage seem to be inversely related. I am not saying that protesters do not use drugs. They frequently do, and for that matter the drug experience may even encourage them to question existing values even more vigorously. What I am saying is that at a time of confrontation, when it is urgent to bring about useful change, a ready availability of drugs in the community seems to diminish the drive to seek change. I have seen dedicated activists become so involved in drug usage that they lost their desire to continue their activism. In their narcotized, peaceful states, such youth may be more tolerable to the "establishment," but their use of drugs has rendered them ineffective as agents of social change.

Even in smaller social relationships, excessive drug usage seems to have a pernicious effect in maintaining an undesirable status quo. I recently counseled a couple who had serious problems with each other. They had many disagreements, different tastes, and, like many other married couples, had devised subtle but elaborate means of keeping each other unhappy. Periodically they would get into an argument and try to consider their differences seriously. They both, however, happened to be heavy marijuana users. Whenever they felt too anxious about their relationship, they would simply "turn on" and

their problems would never be resolved. They remained tranquil, but both were chronically depressed over a relationship which would have been meaningful if they had really confronted each other. Similar kinds of oppressive status quo are probably being maintained in many marital and other social relationships whenever drugs (legal or illegal) are used to narcotize individuals who have problems but who are reluctant to deal with them.

"...I have seen dedicated activists become so involved in drug usage that they lost their desire to continue their activism. In their narcotized, peaceful states, such

decision unbiased by the exaggerated views of his peers or his parents. And considering the problem of drug usage in basic moral or ethical—and social—terms does seem to minimize the destructive and inane polarization of viewpoints which appears to be an inevitable result of the ordinary drug education program.

Obviously the approach I am advocating would lead to serious questioning of existing laws governing drug usage and dis-

ting about the society must have changed. Many social factors can be invoked to explain the drug problem. There is the generation gap, and the increasing tendency of youth to imitate peers and to derive their values from peers. There is our tendency to search for meaning in an era in which past values are losing their relevance. There is our growing permissiveness and our willingness to tolerate new kinds of social experimentation. And most of all, there is despair.

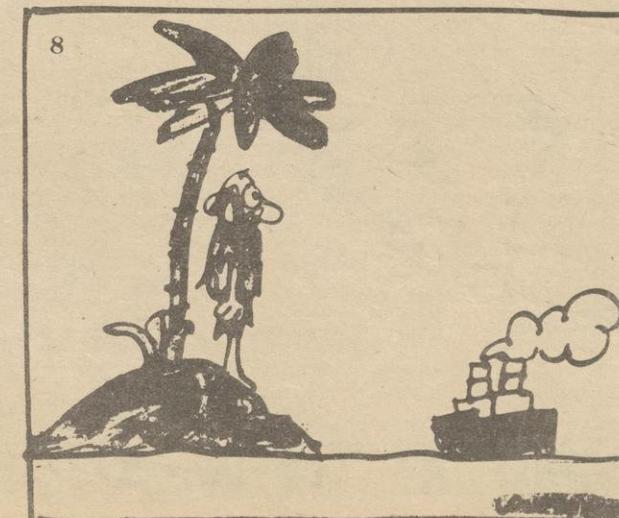
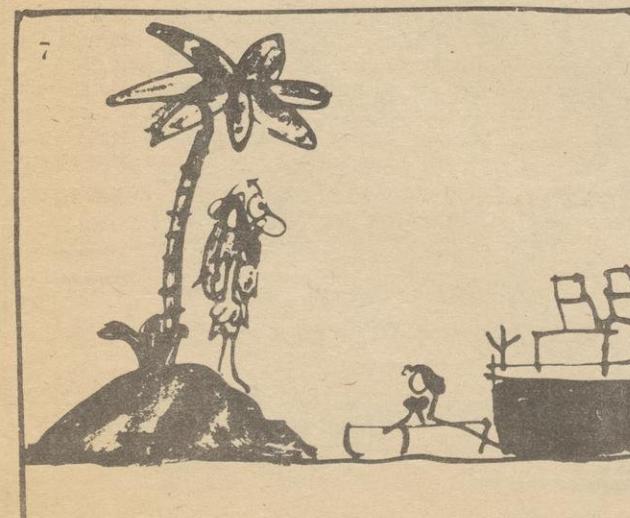
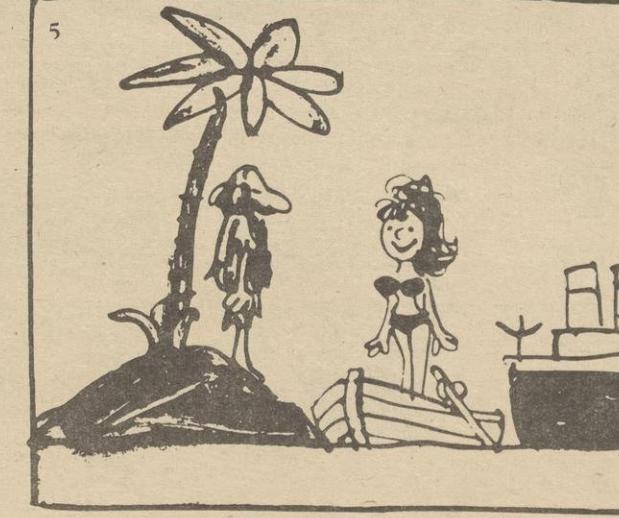
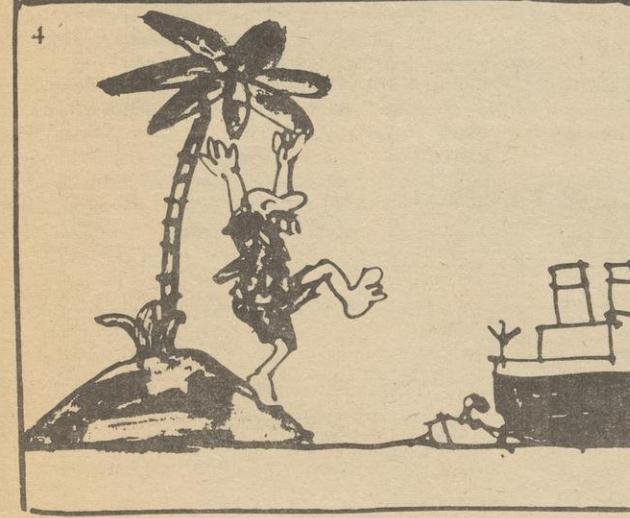
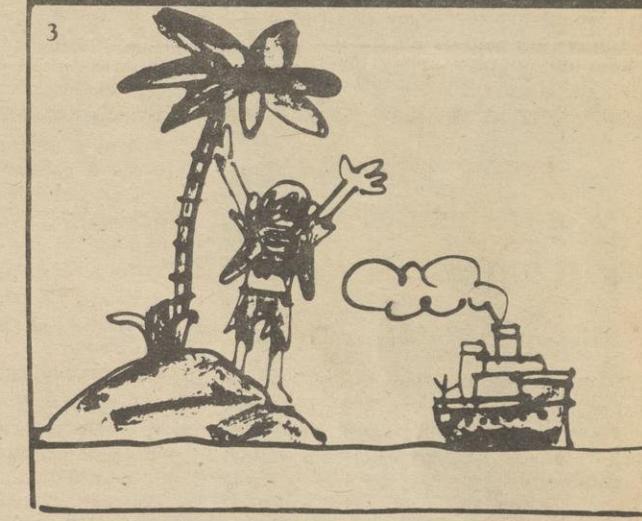
Perhaps the best explanation for the growing use of drugs in this country is that we are an unhappy society. It makes little difference whether one is talking about young people who use illegal drugs or older people who use legal drugs. In our frustration, our anxiety, our fear, our boredom, and our purposelessness, we all use too many drugs. Our affluence and leisure do not bring us happiness. Our failure to deal with urgent problems such as the rapid rate of technological change, over-population, pollution, or the war in Vietnam leaves us feeling frustrated and impotent. The younger generation seems especially desperate. They fear the future, distrust the past as a guide to the future, and are relentlessly trying to live in the moment. The drug experience heightens their sense of the present and enables them to avoid the painful realities of their lives.

It is my belief that the drug problem is only a symptom of a sickness that pervades our entire society. Drug education can be thought of as a treatment that is designed to treat the symptom without doing anything about the causes of the illness. Whether it is an effective treatment is far from proven. But even more distressing, by relying upon education as a symptomatic treatment, we are lured away from the real problems which are causing the symptom. Drug education programs can be helpful. But unless supported by a firm commitment to examine and deal with the more basic causes of human despair, they are nothing but a "cop-out."

Young people do seem to understand that if the world were peaceful and that if all men were free, drug usage might be a luxury we could easily afford. They can also appreciate that in a world in which there are so many things that need doing and changing, and in which the joys of creativity still represent one of the most profound of human experiences, excessive search for artificial euphoria might be socially dangerous. I do now know if raising ethical questions about the general problems of artificial euphoria actually discourages young people from using drugs. Certainly such an approach cannot provide any young person with a clear yes-or-no answer on whether he should experiment with a particular drug. It does, however, provide him with an intellectual framework from which he can make a rational

tribution. Many of our laws are based on unrealistic fears and misinformation. If we approached the drug problem by recognizing man's need to seek relief and release from a world he never made; by being realistic as to the physical and psychological dangers of drugs, and by considering the extent to which society has the right to control the use of agents that interfere with social progress, we could at least develop a rational basis for recommending legal reform.

With the exception of a few esoteric drugs—which are not used too frequently anyway—most of the drugs which youth currently use have been with us for a long time. Why should young people suddenly turn to drugs now? It is unlikely that youth's innate need for artificial escape has changed. Rather, some-



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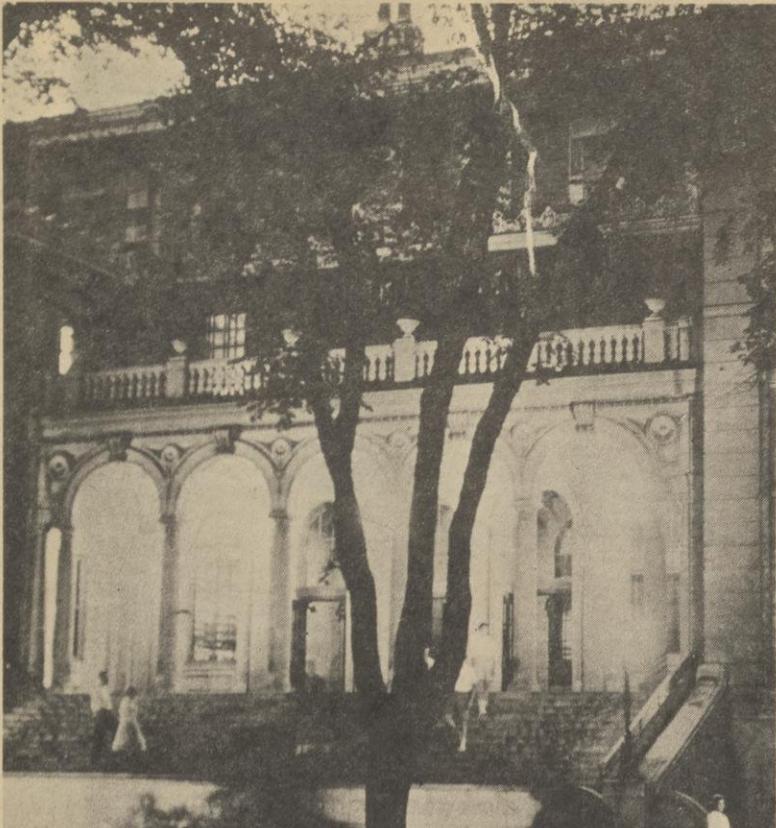
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The Union browsing library, located on the second floor next to the main lounge, is open Monday through Friday, from 9 a.m. - 10:30 p.m., and 11 a.m. - 10:30 p.m. on Saturday and Sunday. Maintained by the Union Literary Committee, the library offers leisure-time reading and books may be checked out for three days. The collection includes the latest periodicals, new books and the best from other years.

The Music Lounge, across from the browsing library is maintained by the Union Music Committee. It is designed especially for those

who like to study to the background of classical music or who merely enjoy listening to good music. Students can sign up with the attendant in the browsing library to have their record choices played in the Music Lounge. There is also a record lending service at the browsing library.

Located in the theater wing of the Union, the theater offers various programs including concerts, lectures, dramatic and dance productions. The Wisconsin Players productions are also staged here. Tickets are available at the Union Box Office for these programs.

The Play Circle, located on the first floor of the Union, presents "distinguished foreign films, films you've missed, films you want to see again" from noon Friday through Sunday. The free studio plays, play readings and studio films also are presented in the Play Circle.

The Union workshop is located up the stairs from the Play Circle Lobby. Equipment and materials are available for every kind of craft from making posters to doing jewelry and art and metal work. Complete darkroom facilities are available to those who purchase darkroom permits in the workshop. Open Tuesday through Friday, 1 to 5 p.m.; Tuesday and Thursday evenings 7 to 10 p.m.; Saturday 10 a.m. to 12 noon and 1 to 5 p.m. Closed Sundays and Mondays.

The Union games room provides billiards, bridge and chess facilities, and is open Monday through Thursday 9 a.m. to 10:30 p.m.; Friday and Saturday, 9 a.m. to midnight; and Sunday noon to 10:30 p.m.

The Main Desk of the Union, across from the main lounge, is the place to obtain information about room locations and programs, to make reservations for dining at Inn Wisconsin and for guest rooms, to cash checks, and to buy candy, cigarettes, magazines, and newspapers. Information, concessions, newspapers and carry-out foods are available at the cafeteria desk, located on the east end of the first floor.

Union committees

Members of the Union's ten committees and three special interest clubs sponsor more than 200 different types of programs each year, from plays, films, rock concerts, forums, art sales, to ski trips, symphony performances and craft workshops.

Committee membership is open to all students—and special fall committee sign-up days are Sept. 29-30 in the Union's Great Hall.

The Crafts Committee, chaired by Wendy Becker, a sociology major from Chicago, offers a chance for students to become involved in all types of crafts. Members organize craft sales, run the Union Workshop for individual experimentation and organizational publicity, and design new instructional workshops. They hope to better acquaint the university community with crafts and appreciation of individual crafts.

Forum Committee plans to open forums to be held on campus to keep the campus informed in many areas, encourages dialogue among students, professors, and outside speakers. Members seek to broaden their understanding of events and people and thus often expose the campus to material not offered in class. Ronnie Jo Sokol, a senior in Behavioral Disabilities from Chicago, Illinois, chairs the committee.

An art history major from Toledo, Ohio, Marj Morton, is chairman of the Gallery Committee. The committee sponsors shows in the Main, Theater and Lounge galleries. Also, the committee handles services for students in (Continued on Page 17)

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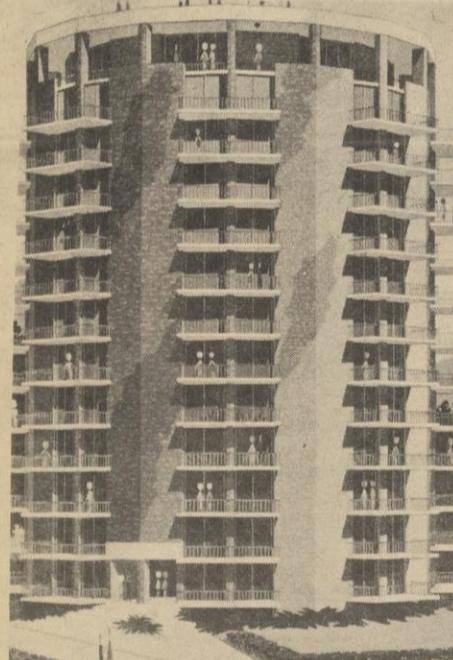
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ILS undergoes 'facelifting' job

By PAT MORAN
of the Cardinal Staff

The Integrated Liberal Studies (ILS) program here will be undergoing some minor facelifting this fall. Prof. Robt. Kimbrough, chairman of the ILS department, summed up the changes in the program when he said, "The ILS program will be moving away from the tight lecture-quiz pattern."

Kimbrough indicated that revisions in the program would include "a lot more seminar work and optional credits." Kimbrough said the first two years of study at the university have been in the past "unconsciously perpetrating a type of education which is outdated. There is a lessening interest in content per se and a greater need to study processes and problems.

This is what ILS will attempt to do in the coming year. In connection with these changes, especially the dropping of the freshman English requirement, several new courses have been added.

Replacing the English Composition requirement is a course called "Approaches to Knowledge." In the spring semester this course will include 20 seminars for ILS students instead of larger lecture classes.

Another new course is "An Introduction to History: The Laboratory Approach." This will be taught by Prof. Stanley N. Katz and will be included in the sophomore year curriculum. Primary source materials will be used in this course, whose aim is to make students analyze history and draw

their own conclusions from their source materials. This lab approach to history will be conducted in small seminar groups with occasional meetings of the entire class.

Another change in the ILS program will include the addition of an optional fourth credit to three-credit courses. This plan has already been implemented to a small degree, but its scale will increase this year. Students choosing the optional work for the fourth credit have the latitude to do "almost anything they please," according to Kimbrough. In the past, students have earned an additional credit by painting, producing plays, reading original poetry and offering seminars which they then lead for their classes.

The ILS program had been floundering a few years ago, but a study was conducted within the department into the deficiencies of the program. Most, if not all, of the recommendations of the study committee will be implemented by this fall, and many were put into effect during the past school year.

The most noticeable result of the ILS's department's changing structure to meet the needs of freshmen and sophomores at the university has been an increase in enrollment in the program. Kimbrough said, "We had to close enrollment before the end of May. The program is limited to 300 students. We could go up to 400, but this would really be defeating our purpose." One of the main purposes of the ILS program is to enable students to have some of the advantages of a small liberal arts college in their first two years, thus helping to combat the impersonality of the huge university into which new college students are thrust.

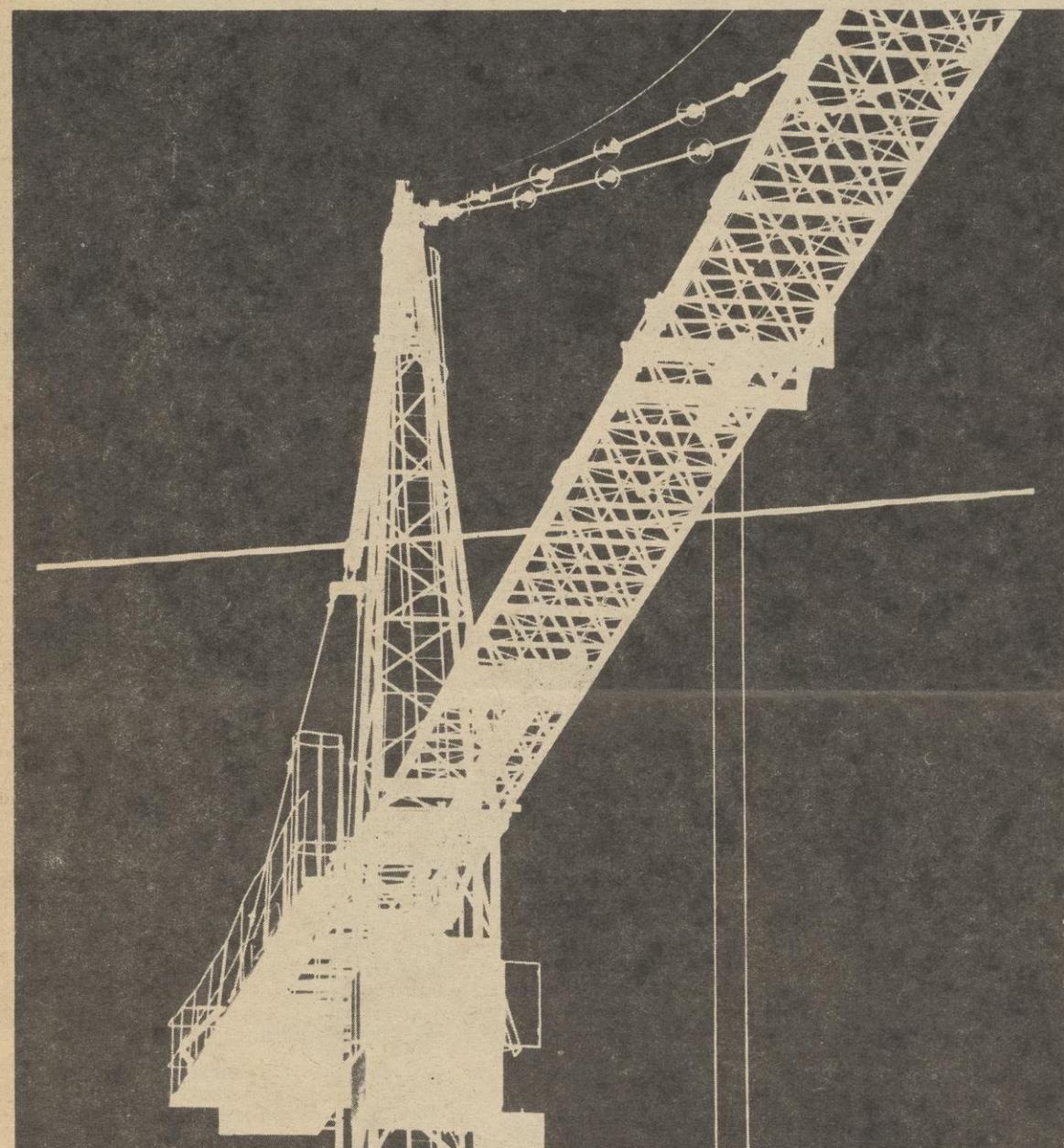
The other main purpose of the ILS program is, according to the ILS Bulletin, "To integrate certain courses so as to add interest and significance to the variety of science, social studies, and humanities courses needed to satisfy the general education requirements in the College of Letters

and Science."

Kimbrough said, "What we are trying to do is become visible again. For years ILS was the vital thing on the undergraduate level in college." In the last several years, ILS has become a mundane program offering little to students seeking a more relevant integrated education than is covered by most universities during the first two years. Indications are that the changes in the ILS program will be successful in revitalizing the entire program and in strengthening the department as well.

For students not yet registered for ILS but who are interested in being admitted to the program, there will be an orientation meeting during New Student Week on Thursday, Sept. 17 at 10 a.m. in 105 Psychology. Interested students are invited to come and hear about the program as well as check into any possible openings.

In addition, for students already registered for ILS, there will be an all-ILS convocation during the first week of classes. Topics to be discussed will include ILS Student Forum, a student government within the ILS department, and a student-TA-faculty review committee to study and continuously review their relevance for changes in the program.



A CONSTRUCTION CRANE produces an interesting abstract design when the photograph is reversed. This crane is atop the Communications Art Building now going up on University Ave. Other

campus construction includes a new alumni research building, the Union South, and the library annex. Cardinal photo by Jim Haberman.

No Hassel,

610 UNIVERSITY AVE., knowing life's a drag, believes that anything that relieves the pain is to the good and will make you better, but as you know we can't sell marijuana, only pipes, papers, scales, grinders, mortars and clothing that will make you feel different and get across to the other side, if you got any heart and legs left.

Take this for what its worth, you are going to lose much more from the education you are pursuing, than you're gonna gain. By seeing the world through TEACHER'S eyes, in order to pass TEACHER'S test, you're gonna lose what gift you got for self-reliance and inspiration. For God's sake, don't become a satellite to someone else's system, or else the future will see you shootin innocents under orders. Cut your classes, lightly read the books they recommend, never take their tests unless you want to be a robot like your parents and be a pawn to someone else's game. And for the matter, after today don't read the Daily Cardinal, it hasn't got the power to make you laugh, and its insightless writers still raise their hands for permission for the bathroom, though they think themselves as undergoing revolution.

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Freshmen begin with SOAR

By DIANE DUSTON
of the Cardinal Staff

Established to help make the freshman experience of college adjustment as painless as possible, Summer Orientation and Advance Registration (SOAR) rolls into its seventh week of operation 1970.

Prospective freshman, 80 per cent of whom are accompanied by parents, register for a two day stay at Chadbourne Hall, where most of the orientation activities take place.

Bright and early each morning at 8:15 parents and students meet en masse—usually 200 to 350 strong—in the Chadbourne Dining Room for an opening session with emphasis on academic orientation.

At 9:15 the incoming freshmen leave Mom and Dad for a well-organized day of academic advising, photo posing, and information of extracurricular activities.

While their offspring are busy parents participate in an orientation program of their own. Leonard Fromm, from the Department of Housing, conducted a discussion session of parents. "I don't know if it's because they like to hear themselves speaking before a group or what," Fromm said, but we often get into lengthy discussions with the parents. They sure are eager to talk about the future of their children at U.W."

As this reporter sat in on a session for the students concerning extracurricular activities, I noticed the young co-ed to be at my left beginning to doze off. "Excuse me," I said, tapping her on the shoulder at the close of the session. "Would you mind giving me your impression of the program?"

She looked at me warily. "I'm not really bored," she assured me, "just tired from not enough sleep last night. I think the orientation is mainly for the parents anyway. To reassure them."

After the session students congregated in the lobby of Chadbourne Hall. They looked about, seemingly apprehensive of their upcoming college adventure. Some spoke to one another. Some were engrossed in their copies of "Guidelines" and others stood around looking uncomfortable, as if they would much rather be home with those they know and love, or anywhere but here.

I was able to talk at some length with four of the students participating in SOAR.

My desire to hear their impressions of the University was



Incoming freshmen Marilyn Roman, Karyl Weicher, Robbie Grossman, and Richard Anderson compare their impressions of the UW.

Cardinal photo by John Brittingham

Editorial note: This article was originally published in July while Summer Orientation and Advising was still going on. The editors have included it in this issue because of its relevance to new students—particularly freshmen—who will have an opportunity to hear some of their own kind speak.

many times superseded by their eagerness to find out what campus life is really like. I found myself target for such questions as, "Is there any communication between students of different political leanings when it comes to campus disturbances? I mean is it like the construction workers and the students?" "I've heard that Wisconsin is a conservative state. Is that true?" "I've heard a lot about the 'revolution'. What do you think about it?"

Why did these students choose the University of Wisconsin?

Marilyn Roman, Chicago, Ill. answered, "The choice is obvious. I have friends here. It's known to be a good school. I hated all the Illinois schools and

I wanted to get away from home. Besides, it's good ski country."

Richard Anderson, Merrill, Wis., said he wanted to meet people with different ideas. "You don't get to know many different viewpoints up north in Wisconsin."

The SOAR program was not providing the first exposure to the UW for any of the students. All had previously spent weekends at Madison.

Karyl Weicher, Milwaukee, said that she thought everyone was very friendly. "I haven't gotten a real chance to meet people but I will in the fall."

Marilyn Roman said that she thought the students were much more friendly when she visited last fall. "This time they all

seem involved in their own little groups."

Richard Anderson said that at first he was a little shocked by some of the people. "I mean you see things here that you don't see in a little town. It's a lot different."

Robbie Grossman, Scarsdale, N.Y., said, "I don't think the people are that unusual. I mean, people are people."

All four prospective freshmen displayed apprehension of student demonstrations and possible campus disorder.

"It's all very frightening," Miss Roman said. "Of course I'm sure what's printed in the newspapers has been blown up. But

it sounds as though it's unsafe to go out of the dorm at night."

The question of campus disorder broke into a discussion between the four students as they expressed their opinions of student unrest.

Miss Roman said, "What bothers me is that it doesn't seem to be for a cause. It looks like some students just like to go out and break windows for no reason."

"That's what's paradoxical," Miss Weicher said, "here they talk against violence in Vietnam and then riot on campus."

"What's wrong with rhetoric?" Anderson asked. "We're here to learn. Why don't we use the rhetorical skills we learn here instead of resorting to violence?"

"Of course, we are presenting a very biased viewpoint," Grossman interjected. "Why don't we wait and see what it's like before we start passing judgement?"

"Yeah," Miss Weicher laughed, "What do you think of all these stupid freshmen with all their big ideas?"

What kind of warnings have the students had from back home? "Most of the kids from my high school come to Madison," Miss Weicher said. "They don't have anything negative to say about it, except it's so big you might get lost."

Anderson said that he had mainly been advised to study hard and stay out of the bars except on Saturday night."

Grossman said that he looked forward to going to a school as large as Wisconsin. "It's good thing to be forced to do a lot for yourself."

Anderson added, "There's a lot more individual attention than I thought there would be."

Do politically active high schools students want to become politically active college students?

Miss Weicher said, "I'm not politically oriented to Madison yet. I don't think I'll dive right in first semester."

"I'd like to establish good grades my first year," Anderson said.

Miss Roman said that she wanted to find out about things right away. "You can't just sit back and wait for things to happen. I mean, you only have four years in college and these are supposed to be the best years of your life."

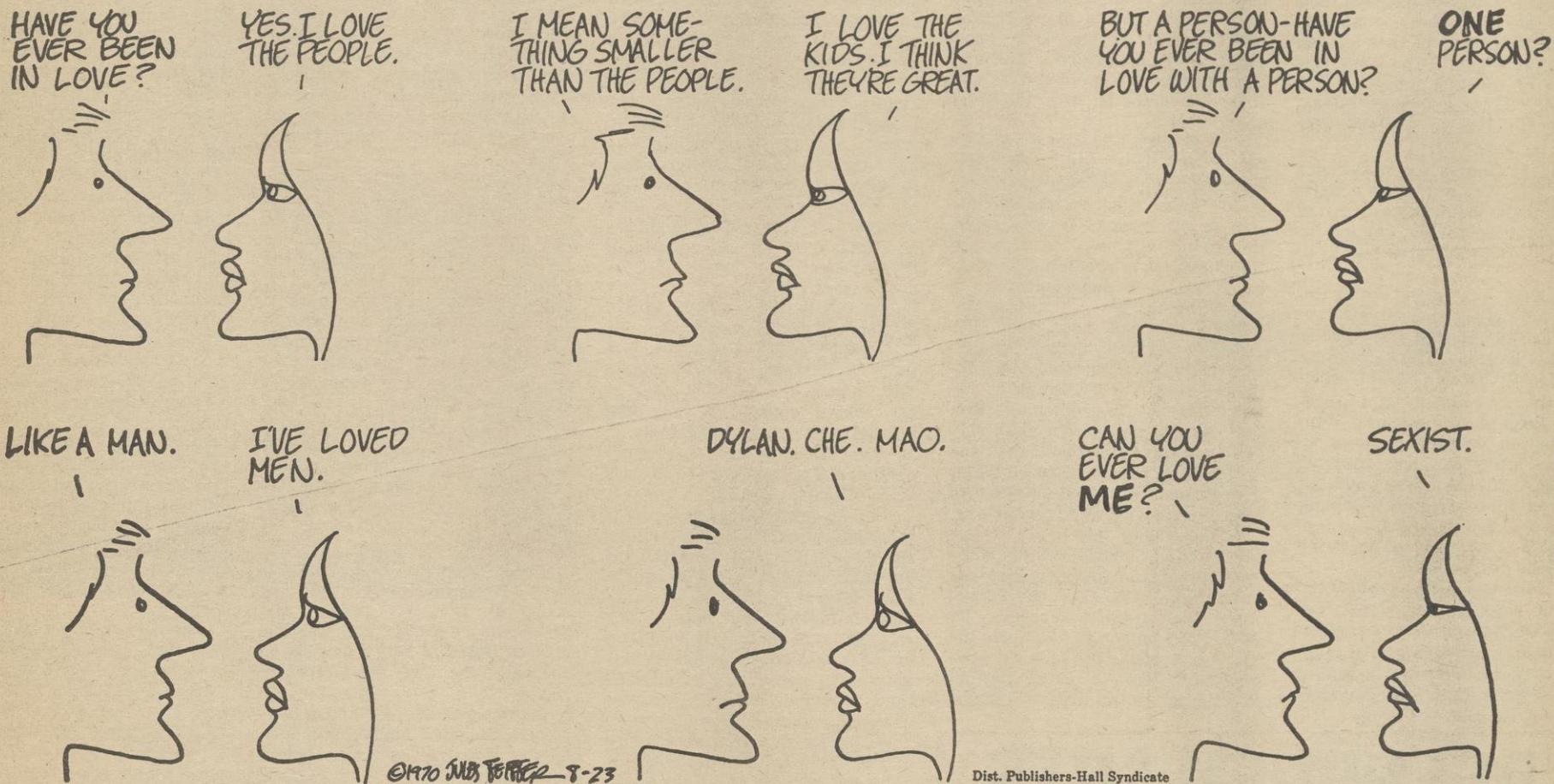
"I'd like to sit back at first and watch," Grossman said, "but I think that if a person's convictions are strong enough he should get involved."

Orientation session on campus life captures the attention of four soon-to-be UW students.

Cardinal photo by John Brittingham



Feiffer



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Co-ops

(continued from page 6)

jobs.

The Lantern normally serves between 80 and 100 people, although membership has fallen in recent years in spite of several membership drives and improvements in the food. Each member pays about \$10 and does three short work jobs each week, in exchange for lunch and dinner on Monday through Saturday. Guests can eat dinner for \$1.25. The work jobs consist of washing dishes or pots clearing tables, setting tables, helping the cook, or whatever else has to be done.

Saturday. Guests can eat dinner for \$1.25. The work jobs consist of washing dishes or pots, clearing tables, setting tables, helping the cook, or whatever else has to be done.

The Kerk-en-Wereld Eating Co-op, at 309 N. Mills, also serves lunch and dinner on Monday through Saturday but also offers individual breakfasts. Its membership which is limited by space to 65, is composed largely of members of the two Baptist Student Centers, at 309 N. Mills St., and 1022 W. Johnson. The members pay a fee which is approximately the same as the Green Lantern's, and they are also required to do three work jobs per week.

Mifflin Co-op changes

When the Mifflin Street Co-operative grocery store opened less than two years ago, its purpose was to undersell prices at Kroger's chain market near cam-

pus. Since then, Kroger's has burned down, and the co-op has changed its self-image. "We're using the co-op form for getting together and solidifying a new approach to life in America in the twentieth century," says Bob Golden, the founder and current manager of the co-op.

The co-op is very unstructured, and depends very much on community enthusiasm for staying in business. Golden feels that efficiency is not the most important function of the co-op, and hopes that the store's success comes from the community's ability to "relate to what has to be done."

The co-op promotes a revolutionary ideology, and the store's ultimate goal, according to Golden, is to "cause a successful revolution in America." He hopes that the co-op will help those people interested in a revolution in America relate to one another on a "living basis."

Such ideology has made the co-op a favorite target for police during past disturbances. During the riots which followed President Nixon's Cambodian decision last spring, police allegedly ripped protective boards off the windows of the co-op, smashed them, and threw several cannisters of tear gas into the empty store.

Golden says this type of police action, along with Nixon's "repression of young, white, revolutionary types," has helped make the co-op a success. He says the community has made the store a success because the people know that "it is an attempt to function in a different man-

ner," although he admits that the co-op has "a captive audience as far as groceries are concerned."

Neighborhood center, too

Golden thinks the Mifflin Co-op serves as a neighborhood center too, and at times, there are "more people than groceries" in it. He says people relate to the store because it "reflects their life style." The operation of the store is very unstructured, with only four paid workers, who purchase food. The cash register is always operated by volunteers.

The Mifflin Co-op's approach attempts to involve people's entire lives, Golden says, going beyond merely trying to save people money and beyond selling according to "popular demand." The Co-op for example, does not carry cigarettes or soda pop. It offers no explanation for this omission. "We present, not instruct," Golden says of the store.

The Whole Earth Co-op, at 817 E. Johnson, is another "community co-op" which is not primarily interested in saving people money. "It's not necessarily a place to get things cheaper," says Bill Winfield, the founder of the store. He describes it as a "resource center, and a supply store for new ways of doing things."

The Co-op takes its name from the Whole Earth Catalog, which is filled with things to help the individual "conduct his own education," as the founder of the catalog, Stewart Brand, puts it. The catalog is filled mainly with lists of tools and books about organic gardening, communal living, pottery, weaving, living in the wilderness, and other items.

Whole Earth follows the theme of the catalog. It sells "organically grown" flour, nuts, vegetables, and fruits, which means they are grown without fertilizers or insecticides. The co-op also has

a small bookstore, carrying the sort of books found in the catalog.

Highly Structured

The Whole Earth Co-op is also a highly structured store, having only three paid members. The majority of the work involved in keeping the store running is done by about 20 unpaid members, who work about four hours per week.

The Co-op is currently planning to open an organic restaurant and bakery, "so there will be somewhere good to eat in Madison," according to Winfield. The Co-op will also continue to offer several types of books, magazines, and literature, all geared to "get people to do more things themselves."

The Madison Association of Student Co-operatives (MASC), which was revitalized this summer by its new manager, Jay Wind, serves as the coordinator of most of the student co-ops in Madison. It gives organizational and financial aid to new co-ops, and with a \$4500 loan from the Episcopal Foundation, it has helped several new cooperative ventures get started this summer.

An ample supply of money is vital to a new co-op, according to Wind. If it has enough money to purchase the house at the beginning, it has removed a major obstacle to the success of the co-op. Fr. Kreuziger, for example, received a \$1500 loan from MASC to help him purchase the house at 123 W. Gorham, and MASC also recently authorized a loan of \$1,150 to help a new co-op purchase the Chi Phi fraternity house.

Terrence Grace, of the Department of Urban Planning, has been looking for houses which MASC could develop into co-ops. Grace says he has found that old sorority and fraternity houses are well suited to the cooperative idea

because they have many bedrooms, large kitchens and dining areas, common areas, and good locations. Nine fraternities are reportedly going out of business in the fall, which could be a boost to the cooperative movement in Madison.

MASC helps clothes co-op

A \$500 loan from MASC has helped get a new needlecraft co-op called Cooperative Threads on its feet. This co-op, which will open on Sept. 1 at 925 University Ave., was the idea of some "Mall people," who spend much of their time this summer on Library Mall selling their home-made clothes.

Members will pay a \$5 membership fee, donating time to helping out in the store. Members can sell their needlecraft work in the co-op, with only a small percentage taken out to cover the overhead of the store. The Co-op will sell home-made clothes of all kinds, including knit, sewn, crocheted, and woven clothes, and possibly leather work.

The most ambitious project which MASC has attempted has been to plan the construction of a "cooperative environment," on a triangle of land between Park Street and W. Washington Ave. MASC has consulted with real estate experts, urban planners, lawyers, architects, and the Office of Student Housing to determine the feasibility of constructing some low-cost, low density student housing using the cooperative form.

The Triangle Project, as the proposal is called, would construct a cooperative student community which would allow "fresh air, open spaces, and free choice of life style," as Wind puts it. It would have about fifty living units which would vary in size and design, and which would house about 1,000 persons. MASC hopes to finance this project with a loan from the Department of Housing and Urban Development.

The ideal and the practical

The cooperative movement in Madison seems to be applying the old form of the co-op to broader ideological goals and personal needs. The success of this movement will depend on how well it can sustain this combination of the ideal and the practical.

Jonathan Ryshpan helped organize the Madison Book Co-op in 1967, which, for several complex reasons, failed. He now says he believes that the three most important prerequisites for a successful co-op are "people, a common need, and money."

The cooperative movement in the student community is difficult to sustain because of the transient nature of student life, which can lead to disorientation and instability in the co-ops. Ryshpan says people who are "committed" to the cooperative venture are the most important factor in its success.

The common need of the cooperative can be variously defined, but it must be a very real need, or else the goal of the co-op will be hazy, and will not be reached. While the housing shortage is definitely placing economic pressure on students, the need for cheap housing does not seem to be an overwhelming motivation for forming living co-ops.

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(continued from page 12)
interested in art, such as the sidewalk art sales, art rental, films and lectures about art and artists.

Public Information Committee has the task of bringing the Union to the community. News releases, radio shows, and special programs take up much of the committee members' time. A senior in International Relations, Susan Mulloy, is chairman of the P.I. Committee.

Film Committee plans and presents many films to the University community—Movie Time films, Stiftskellar and Studio Film series, and student produced films. Henry Binder from Scarsdale, N.Y., is film chairman.

The Literary Committee, chaired by Bill Kasdorf, edits their own literary magazine, Modine Gunch. Other jobs include bringing well-known writers to campus and sponsoring student creative writing competition.

Howie Tolkan of Milwaukee chairs the Special Services Committee. The committee has varied projects from directing a coffeehouse to tutoring disadvantaged kids, and sponsors a wide range of student volunteer programs. Social Committee chairman is

Jill Feldman, junior sociology major from Milwaukee. The committee sponsors many social events.

Theater Committee, chaired by Marcia Busching, a native of Omaha, Nebraska, brings outside traveling theater and dance events to the Union audiences.

Grad Club strives to be the activity center for all 10,000 graduate students on the Madison campus. The club's Friday afternoon TGIF happy hours are a tradition at the Union. President Jon Holtzman is a German Literature major and native of Madison.

Members of the International Club hail from all parts of the University community as well as the world community. The club sponsors forums, parties, and dances. President Andreas Philopoulos is a Cypriot.

Hoofers offers everything from a European ski trip to a fine fleet of boats and even mountain climbing. The man representing the nearly 5,000 members on Union Directorate is Frank Vazquez.

Music Committee chaired by Shari Pero, who was president of the Union's summer board, brings all types of music to the campus. Members have charge of the Music Lounge and record collection in the browsing library.

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The programs, planned by these committees and clubs to serve the many interests and abilities of the entire campus community, are coordinated by the all-student Union Directorate. Committee chairman, club presidents, and the Union officers are members of Directorate, the Union's main programming body.

The Union Council, composed of nine student and six non-student voting members including representatives of student government, faculty, alumni and Union staff, is the policy making body of the Union.

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The largest and most active outing organization in the country, The Union's Hoofers consists

of five separate clubs—mountaineering, outing, riding, sailing and skiing. Hoofers' 5,000 members use the facilities of the Wisconsin Union, while running its own separate programs with separate officers, membership, dues and activities. The Hoofers council, made up of the five club chairmen and elected officers, coordinate programming with the Union's 13 other student clubs and committees.

Members welcome both beginners and experienced sportsmen to their ranks. Besides sharing good times, the members learn skills from each other.

All kinds of outdoor activities—biking, hiking, fishing, hunting, cycling, camping and canoeing—challenge the Outing Club's 700

members. Trips are scheduled every weekend and during vacations. Members participate in a number of national slalom and down river races throughout the spring and summer. Annually, the club sponsors a midwest championship slalom race. Membership dues are \$7 for fall-spring. Meetings are held Tuesdays at 7 p.m. in the Union.

With a membership of 1,700, the Sailing Club is the largest student-run sailing club in the country.

The club offers instruction for nonsailors, weekly interclub races, and hosts a midwest regatta annually. A racing team sponsored by the club travels to regattas across the country. The club has a large variety of sailboats

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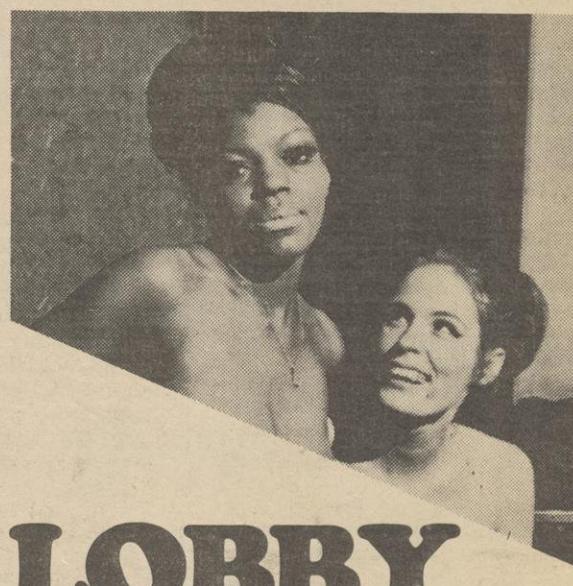
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The landlady as peasant



"She's coming, she's coming, I think she's coming unclogged."

Actually I was opposed to a rent strike from the beginning, on grounds that if it succeeded it would be another case of the bourgeois oppressing the working class.

Try as we might, we could not escape the preponderence of evidence that Herb and Lorna are working class peasants.

Herb is this kindly, sometimes petulant voice at the other end of the line whom you ask to fix the gas leak or pilot light and mysteriously the next day it is done. But we've never seen him.

But Lorna—oh, Lorna is something else. Her working class bod was fluttering all over the place promising not to do things and doing them anyway. For example, she gave us her firmest assurances she would not have the painter do our bedroom one week, despite our request that she do it while my roommate Larry took one of his frequent weekend surries home to Brooklyn, N.Y.

But with her usual precision, Lorna had her painter in our bedroom at exactly the time she said it couldn't be done.

Without a doubt much of this renovative activity was in response to the one-building membership drive we conducted for the Madison Tenant Union, which is sort of the subject of this article, but first we must learn more about Lorna and her family.

Lorna is the only landlady I know who can't take calls between 4 and 5:30 because she is out delivering a paper route.

And the kids. The first time I met little Joe was when he was eating cake in the kitchen. Our kitchen, not Lorna's.

He's not too bright, that kid. I remember one time Lorna and I were unclogging the lavatory. (By lavatory I mean bathroom sink.)

Lorna kept saying, "I think she's coming now, I think she's coming unclogged." And all the time little Joe was standing right next to the sink, getting a face full of sink uncloggings every time we pushed the plunger.

The rent strike was a culmination of many things (such as not having the money on time and so forth), but I suppose the crowning blow was the chandalier.

Not that it fell on anyone's

head. It's just that Maggie—the girl next door—thought the crystal chandalier in her apartment was ugly, being made of dusty, yellowed plastic, and she made the nigh fatal mistake of taking it down.

"Herb wants that back," Lorna said when informed of this deed.

There was obviously a difference in tastes.

And when Maggie and Deedee took down the cotton curtains, faded and filthy, Lorna responded that "those curtains were practically new. We got them only last spring."

I fear Maggie and Deedee still hadn't learned their lesson, because they proceeded to inform our landlady they wanted to paint the living room.

Bad vibrations came from the other end of the line. Using a term that was to puncture our eardrums many times in the months to come, Lorna warned the girls, "That unit is not to have bright colors."

For months before occupying a neighboring unit on the same floor I had been looking forward to living in an apartment. It was only after many vehement repetitions that I came to see that we were actually living in a unit, not an apartment.

The supreme provocation for the rent strike was the mail boxes. By way of background the reader should know it is a federal offense for landlords to have mail boxes with broken locks.

Herb was a postman. But most of the building's mail boxes were broken. It was a paradox we never resolved. To compound the grievances, Herb and Lorna had never delivered the girls the carpets promised in their lease.

Their bathtub was only 1' 8" long, but that was not a grievance, since the girls could take a shower instead.

In our own apartment we had long given up on the broken shower nozzle, the mouldy shower curtain and the matchless furniture. Our only grievance was the leaky ceiling in the bathroom, since we had heard stories about mushrooms growing out of floors and such.

The rent was due on the first. On the nineteenth when Lorna called, we realized we hadn't paid. A hurried Sunday dinner was called at which we decided we had been

withholding rent because of the aforementioned grievances. We got everyone in the building's eight apartments to join the Madison Tenant Union, sent Herb and Lorna some registered letters, and got another phone call from Lorna.

She was upset. She thought we should pay the rent first and then talk about grievances.

I could see why she might be upset so I called her back and said Larry and I would pay our rent and I would talk to the girls next door and see if they wouldn't pay theirs too. In the meantime the girls had been served with a three day pay or quit notice.

They quit striking and paid the rent. Just as they finished writing the checks Lorna was knocking on the door with a carpenter. He measured our bathroom at eight o'clock in the morning. The shower he measured too, and other bathroom accoutrements. He measured and pounded on the girls' mailboxes and carpets.

We were visibly impressed.

However we did not sleep late the next couple of weeks.

One morning outside my room I heard this

Pound! Pound! Pound! Pound! Pound! TACK! TACK! TACK! tack!

I ventured outside and noticed the first flight of steps had been carpeted. The first one was green, the next one was red, then a yellow one, chartreuse, tangerine and so forth. Each rectangle of carpeting just covered a step. And down in the corner of each was a small, riveted hole.

Ascending the staircase-of-many-colors I finally espied Lorna pounding away, one step at a time.

"Carpet samples?" I asked.

"Yes," she replied. "But they're very expensive, none-the-less!"

New carpeting and mailboxes and sofa for the girls.

New paint in the bath and bedroom for us. And a completely renovated shower, complete with sliding glass door to replace the mouldy curtain.

The new nozzle, I think, was a love offering. It was an expression of appreciation for our not going through with the rent strike.

But as was apparently the case

sloppy job. See that plaster! They put in too much and it ran down the side. They didn't take the time to do it right." I nodded my head in solemn agreement.

As an afterthought the painter added, "I can't fix it. Lorna has six more units to be painted."

And he further noted, "You cannot work too hard for what I get paid."

Soon after the rent withholding episode, the bathroom walls were painted a light-greenish, hospital bleachy kind of hue. Other than that we were glad to have them painted.

The original wallpaper was practically a sex education course in itself. Cartoon drawings of all sorts of bathrooms scenes. Playboy subject matter without Playboy quality. Just for the sake of completeness, our bawdy predecessors had penned in the missing details, of which there were few.

Lorna was probably glad to get rid of the paper too. She is known among her many tenants as something of a prude and the wallpaper could be considered pornographic. However it did cover the cracks in the plaster, and I consider that to be redeeming social value.

The rest of the bathroom wasn't so beautiful either. The tub for instance. Just standing in it was like slogging through alewives on the shores of Michigan. Pretty slimy.

But all that is gone now.

Or I should say, I am gone now. After Larry went back to Brooklyn, I moved out second semester, granted my freedom by a note penned in the hand of Lorna—which began with the linguistically interesting contortion, "I will be releasing . . ."

She didn't have to be releasing me, but I told her as gently as I could that I could only pay my half of the rent.

Reluctantly, almost gleefully, Herb and Lorna gave me a contract release, moved in three women where there were only two people before, and raised rent for the unit by \$20 a month.

It is not without a certain nostalgia that I look back to those days with Lorna and little Joe frolicking through the house. If there actually are millionaires who earn their first thousand grand by the sweat of their brow, Herb and Lorna will someday take their place in this category. When I think of Lorna pounding carpet samples to the building's three flights of stairs, a bit of a tear-drop comes to my eye. But in 1984, when the pair are doddering old codgers in their early forties, the question will continue to reverberate on the greenish orange walls of 155 East Gilman St.: "Was it worth it? Was it worth it?"

text

by

Walter Ezell

illustrations

by

Jody Avdek



The Compleat Gastrophobe

Concerning the summer in which a Cardinal reporter sought employment in a residence hall cafeteria and the ensuing occurrences.

They that live by the food shall die by the food.

By REX FLYGT
of the Cardinal Staff

A funny thing happened to me on the way to Van Hise one day: Walking by Liz Waters I saw a pair of ducks. Not wishing to be obtrusive, I strode by them without speaking. Later, while walking back to the dorm, I beheld a heap of feathers lying on the ground. Farther down the hill I spied a man in a white hat and suit skipping exuberantly, a blood-stained cleaver in his right hand and a sack in his left.

Thereafter, I decided I must infiltrate the University's food-employment complex in the guise of an everyday student and discover what secrets lay buried under a dollop of "chicken" gravy.

At first I was apprehensive that I might not be qualified, but all the application form required was my name. After they had determined I had spelled it correctly, I was hired.

Because student employees work during meal hours, there's an early line for workers; here they test the meal before it's used on the regular students: A "sick" tray is run down the line and little bits of everything are put on it. Then the workers go through. Many things happen here that cannot happen later. Have you

ever picked up the milk machine sanitizing agent in the first glass drawn? Try that for a new taste treat!

But soon the fun is over and you proceed to your first "job," the dish room. Here you play with the clean dishes as they come from the machine on a conveyor. While this is normally an easy job, it can be hard if the racker wants to be perverse and mix up the order or arrangement of the dishes: If you have two different kinds of plates in your hands and 300 vegetable dishes—X or VD's as they're called—start coming out, you've got trouble. If you do get the plates down and away, you start piling VD's on the rolling table at the end of the conveyor so one of your cohorts can put them away. If by some chance the VD's get to the end of the conveyor, then they push the table over. At least this turns off the belt so you can take a break to clean up.

But usually you treat clean dishes with more respect than dirty dishes (such is our society), unless you're a dish trucker, who doesn't treat anything with respect except a supervisor. Right, Stan?

When you work scrape table the dishes don't mean too much, either: If someone sticks mashed potatoes in his glass to hold a salt shaker below the top of the milk, you don't really care what happens to the glass as long as you get a chance to flick some food at the guy who did it. Similarly, a lot of workers are too busy eating off the trays to worry about the dishes.

If you really want to aggravate someone, spread around on your plate the waxed paper your butter came on—that's sinister, because they don't have time to retaliate. People have also told me they put pennies in mashed potatoes to wreck the disposal—this does not happen.

One fellow who worked here used to make objets d'arte from spoons. To each his own.

Things can get tough on the table if someone kicks up the belt speed, or if the disposal goes off. Once it went off in the middle of a meal, and they called the supervisor; first he kicked it and then he hit it with a wrench, but it just sat there. Eventually the guy who was working at that end of the table stuck a paddle down its throat and started spinning it by hand. The sight of all that meat was too much for it, so on it roared and went for his arm. At this writing, he still has a mark from his elbow to his finger.

Students also clean pots and pans—they used to sterilize them until someone sabotaged the machine—very scientifically: So-



"Sure, Mac, you can work here, but you gotta keep neat and clean. It's the law here, Mac."

renson's Law states that post-wash cleanliness is inversely proportional to pre-wash dirtiness. You really put a lot of elbow grease onto those pans. Putting everything away can be interesting too, especially if you have a 7:00 p.m. date; things have a habit of winding up in the drawers closest to the cleaning area.

I've never made mashed potatoes before in my life before I came to res halls, so they made me a "potato boy." That means that some nights I sliced baked potatoes open and took them to the servery; other nights I made mashed potatoes. When we didn't have left-over mashed potatoes to start with, we mixed water, milk, and potato powder nine or more gallons at a time.

A first problem in making mashed potatoes is getting hot liquids, a second adding the right amounts—so you add powder a little at a time while the beater blows powder all over. Oops! I've forgotten to add the salt, but now the potatoes are solid so if I added salt, they would lump. Forgot the butter, too—I'll have to add twice as much next time. See the little blue spots? That's where little bits of the label have fallen in—they taste alright.

Sometimes I clean the big kettles too, if they've been used very much.

The servery, though, is the only place I wouldn't want to work: Working there

you have to take it for all the stuff that goes over the counter. Once a fellow threw a plate at a girl for not giving him seconds. Food will make a person do strange things.

The scenery has its diversions, though; Turk told me how they used to mangle desserts and then give bonuses to whom-ever would take them, or ask questions and give bonus food. What great prizes.

Frying is another job where students can cook; I fried one morning when the regular man didn't come and on-one else knew how to fry either. I was worried because I can't crack eggs, but I should have known better.

They give you an initially colorless egg product that comes frozen to make the scrambled eggs, and have a special person to crack whole eggs for you. Those fried eggs were something else: If you were very skillful, you could slide them onto the griddle without breaking them—then you curled the white over to protect the yolks, cook them until you can pick them up, and send them out to the servery.

Frying at other meals is more varied, especially with such exciting materials such as hash browns made from left-over baked potatoes, Lake Erie perch, etc. I was relieved to have someone tell me that the perch were caught before Lake Erie became polluted; this is very consoling.

Once I fried my hat—it tasted very much like chicken.

Unfortunately, most of you will never see these things: You will never learn how we used machine oil to soften pizzas. You will only be able to derive pleasure from your commons by eating or fighting with its food. You will look at the picture of your commons namesake, bearded and moustachioed with "I want to kill" stitched in the hat, and only wonder what he was really like.

Yes, work in a res halls kitchen can have its lighter moments, although the day-to-day responsibilities do wear on some people. Some say the spirits you're in have a lot to do with the spirits you're into—Saturday mornings tend to refute that idea. Still, ask Mark why he slips down to the PR every afternoon before work—he'll tell you how to get into high spirits before work.

All in all, I'm sure you will find the accomplishments of the University's cafeterias quite amazing. How many people could produce such gastronomic wonders starting with what they start with. Ask yourself that.

Then ask yourself if you don't want a bigger meal plan next semester.

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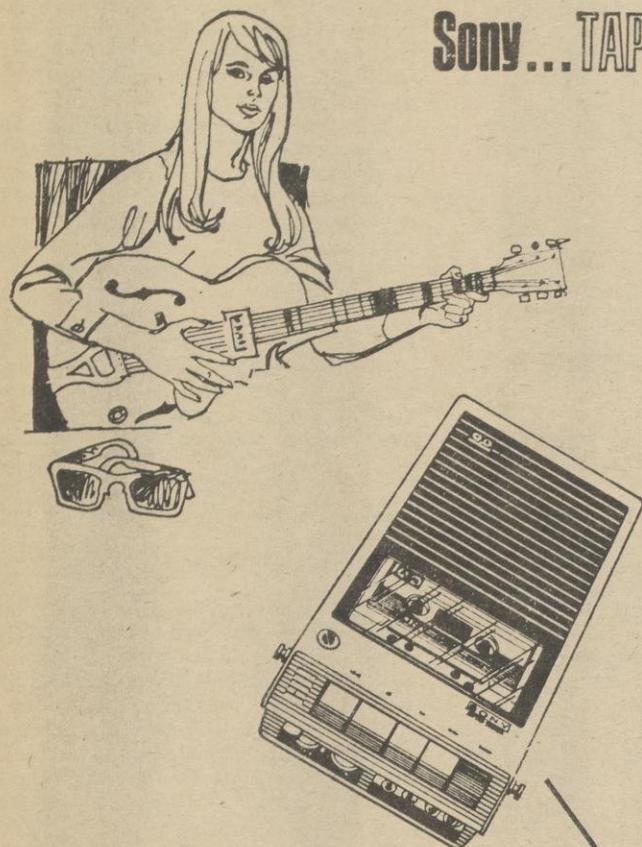
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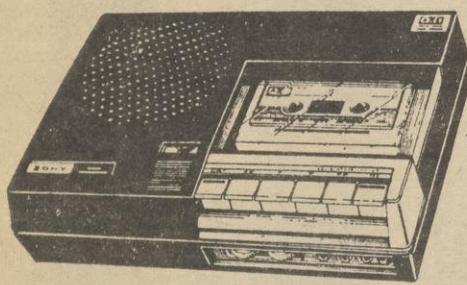
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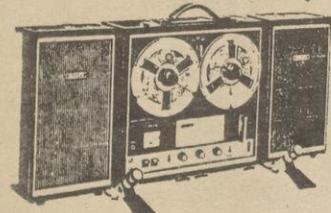
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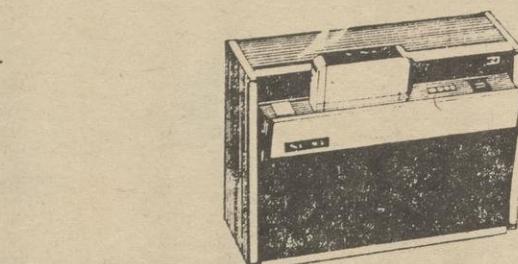
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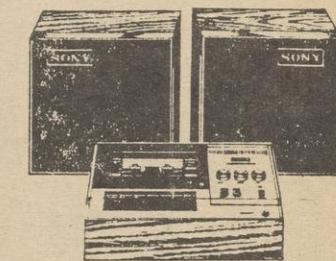
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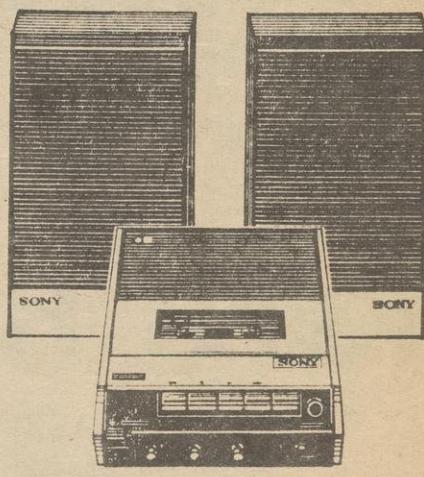


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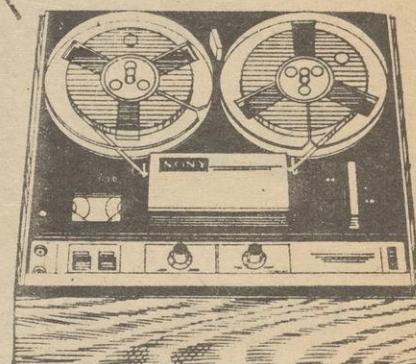


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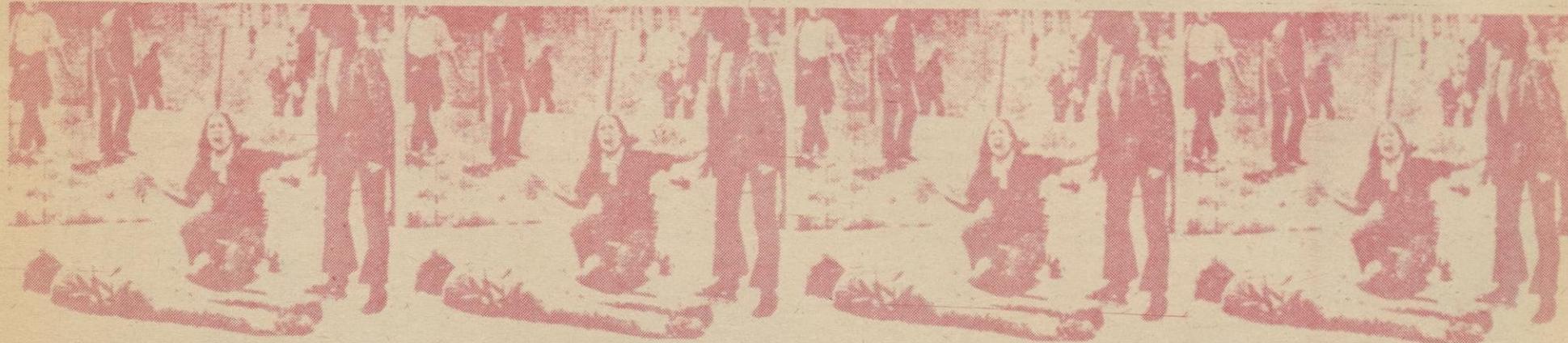
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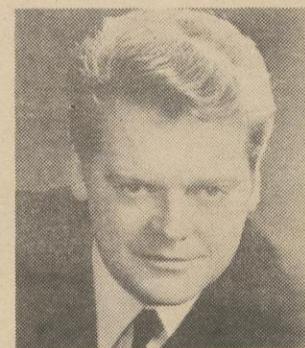
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Abolition confuses departments

Lack of frosh English a problem

By KITTY HANKE
of the Cardinal Staff

The English department left many schools confused when it abolished freshman English courses last February.

Freshman English 102 was still considered a degree requirement for those in Business, Agricultural and Life Sciences, Education, English and Letters and Science (L&S).

The elimination of English 102 and 181 forced these colleges and schools to choose some alternative. Basically, they are deciding whether their students need communications courses now that the two composition courses are no longer available.

The final move to drop English 102 and 181 exempts nearly all freshmen from taking any composition course.

A placement test taken during registration, determines whether English 101 will be required for prospective freshmen.

Taking English 101 or exemption by passing the placement test fulfills the freshman English requirement for those entering the College of Letters and Science (L&S).

Some schools and colleges are following the requirement change set by the College of Letters and Science. Others have added communication course requirements to compensate for the elimination of English 102.

In the School of Education, the general requirements for students in the new B.A. program will be like L&S requirements, according to Michael L. Pierce, assistant director of Education Personnel Service.

He said that all education departments such as art, physical education have made revisions. But, final decisions have not been made for those following other major sequences, such as the former B.A. and B.S. and those with special majors.

The School of Business requires students to take English 200 and a second literature course, a speech course, and Business 218.

Dean Erwin A. Gaumnitz said that the school was "moving toward this change anyway."

He said that the second literature course would take the place of English 102.

Dean Gaumnitz said that Bus. 218, a professional communications course, is being expanded to require additional reporting.

The College of Engineering has adopted the same requirements as L and S. However, three departments have added a communication skills requirement, according to Dean Frederick O. Leidel.

Agricultural and civil engineering now require three credits of any level speech or communication courses for their students, according to Dean Leidel.

Electrical engineering requires six credits in this area.

Dean Leidel said that the communications requirement is a direct result of the elimination of English 102.

After taking English 101 or being exempted by the placement test, students in the College of Agricultural and Life Sciences will also need to take communication courses.

The college has raised the requirements from two or three credits of either written or spoken communication courses to five or

six credits.

Lee M. Swan, assistant dean of resident instruction courses, said that the engineering college feels that its students need background in composition or speech.

He said that the college is very concerned about these service courses and changed the communications requirement because freshman English was dropped.

According to Swan, there will be a higher enrollment in introductory agricultural journalism courses which will have to be expanded.

Students in the School of Family Resources and Consumer Sciences will meet their requirements by taking three English credits, according to Charlotte Finley, chairman of the school's curriculum

committee.

Unless exempted by testing, English 101 will fulfill that requirement.

Prof. William T. Lenehan, director of freshmen English, said that he knew of no major objections to the elimination of English 102.

According to Prof. Edgar W. Lacy, associate chairman of the English department, the move gives more responsibility to departments for deciding on communication requirements for their own majors.

Prof. Lenehan said that it is a step forward for both students and teachers.

He said that the majority of the students come to college equipped with "the basic tools for effective writing."

Also, varied interests of thousands of students are nearly impossible to satisfy in freshmen composition courses, according to Prof. Lenehan.

Consequently two programs have been designed by the English department for those who "very clearly need formal help with standard English," according to Prof. Lenehan.

English 101 is the first program. Prof. Lenehan said that it will retain the same objectives as other freshmen English courses, but it will be very flexible in order to meet students' needs.

The course will be taught by teaching assistants.

Prof. Lacy estimated the fall enrollment would be anywhere from 100 to 200 students.

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about 400 from last year. Out-of-state applications were only half as many this year compared to last year, Halle said, and he attributed this to the rise in non-resident undergraduate tuition.

The Elm Drive dorms hold about 500 students in double rooms. The rest of the surplus 800 spaces will be trimmed by converting some doubles in other dorms to single rooms.

The closings will cost Residence Halls about \$362,000 in lost revenue. No decision has been announced as to other possible uses of the dorms, although they could be utilized for University office space, according to Halle.

Dormitory applications are down 800 from last year, according to Lawrence J. Halle, Residence Halls director.

Halle said increasing room and board rates, lack of financial aids, higher out-of-state tuition and other factors probably figured in the slack of applicants.

Another reason, he said, may be dorm regulations approved this year by the Board of Regents, curtailing visitation and reinstating curfew hours for freshmen women. Recent turmoil on the campus may also have been a cause in the reduction Halle said.

Halle said University enrollment this year may be down by

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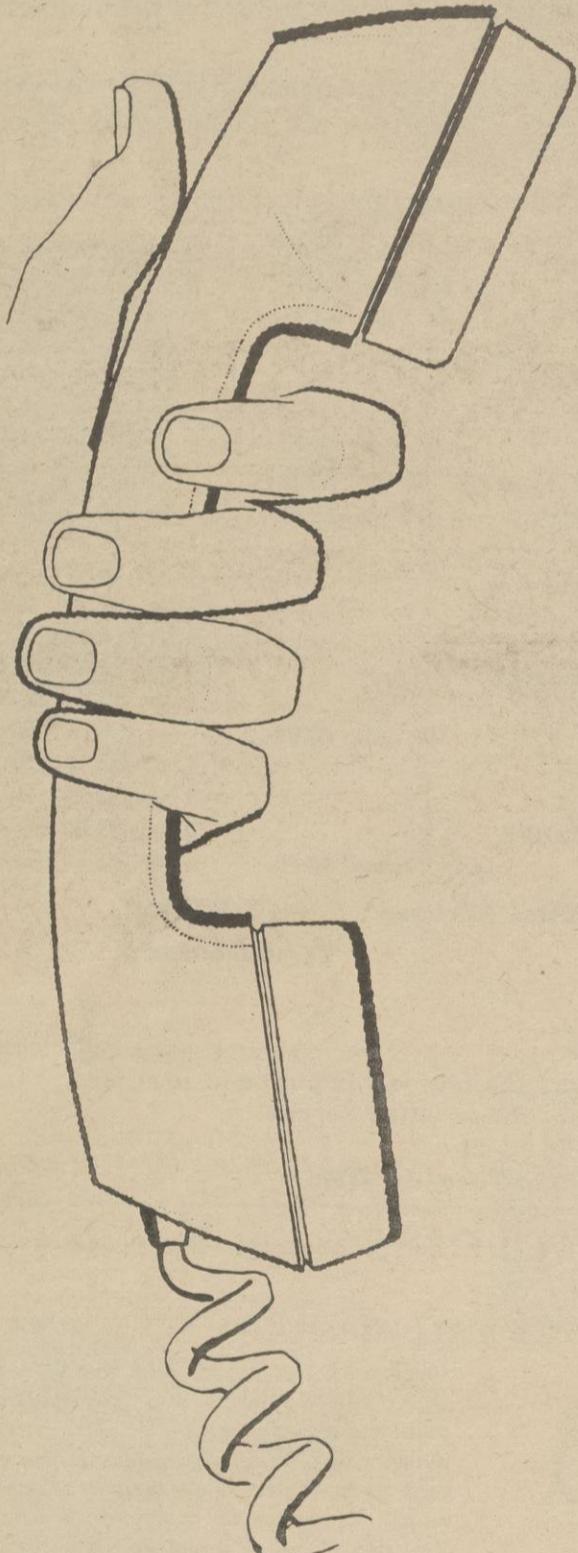
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By NAN HARDER
of the Cardinal Staff

Current Problems in Ecology, Star Gazing, From Co-op to Free Store, The Gay Counterculture are just a few of the many courses that were offered by the Free University this summer.

The Free University is a voluntary, cooperative organization that relies completely on contributions from organizations and individuals to pay its expenses, including printing of the timetable. The purpose of the Free University is to offer a variety of courses, free of charge, to anyone who is interested. This gives people a chance for a free exchange of different points of view on various topics. All the usual han-

ups and hassle of regular university courses are nonexistent.

Anyone interested in a course is free to come to a session. There is no formal enrollment, no attendance records are kept so students are free to come and go as they please, there are no grades given, and no fees—allowing for people with similar interests to get together.

The instructors are not paid for their work, they are volunteers who give freely of their time to teach something they are interested in and think is important enough to share with other people.

The instructors teach what they want, determine the content and the format of their courses and

have complete freedom in their teaching methods. Anyone can teach. Most of the teachers are students, but there are some professors, ministers, and other members of the community. The classes meet once a week, some on campus, some in private apartments, and some out-of-doors.

According to Mr. Henry Keesing, coordinator of the Free University for the summer, the work for the fall session of the Free University will start the first week of classes. During this time the Free University will be soliciting teachers and funds. In the past, posters have been put up around campus announcing the need for teachers and stating who prospective teachers should contact. This

method has worked in the past, it will be used again this fall. Because the teachers determine the Free University's curriculum, the courses to be offered this fall won't be known until after the teaching applications are in. While the curriculum is being set up, reservations will be made in the Union for those classes being held on campus. Then the fall timetable will come out, with the list of courses, course descriptions, and instructors for each course.

Mr. Keesing hopes to have the Free University well underway by the third week of regular classes.

The Free University was originated in 1966 by Mrs. Ann Krooth. According to Mrs. Krooth it started out as a form of radi-

cal education, offering only courses that were termed radical in content and purpose. But the Free University has now expanded to include conservative as well as radical courses. Its courses range from English Fiction Study, a class teaching the fundamentals of reading and the principles of fiction writing through the study of short stories, to the Socialist School, a serious discussion of revolutionary socialism.

Now that the Free University has existed for four years, one would expect it to be fairly well established. But this is not the case, it is still struggling to survive. The main problem is lack of funds, but another major problem is the lack of a headquarters or office of some sort. Mr. Keesing states that an office is badly needed to facilitate the co-ordination of the Free University activities. He hopes the Union will donate a room somewhere. He points out that free universities at other colleges have permanent offices and many have whole buildings to themselves from which to plan and co-ordinate their activities.

Contribution of money and especially time are badly needed at the beginning of the fall semester to plan the fall courses (soliciting courses, getting rooms reserved, composing the timetable, etc.)

Consumer's League protects buyers

By REX FLYGT
of the Cardinal Staff

"Caveat Vendor—Let the Seller Beware!" This motto of the Madison Consumers League characterizes its first full campaign of consumer advocacy.

Consumers with complaints can walk into the league center, located at 306 North Brooks St. in the University YMCA, write or phone 257-2702 from two p.m. to six p.m. weekday afternoons. Soon the center will offer expert advice to aid in major purchases so that complaints can be avoided altogether.

To resolve difficulties the league frequently calls the manager of a store and arranges a meeting for the consumer; if the business is out-of-town, the call is often sufficient. Sometimes stronger methods are used, however: Early this April the league helped picket a one cent sale at a Rennebohm drug store.

"In the fall, we're going to organize for the influx of students and arrange to boycott the First National Bank," said Mike Fellner, league member and former vice president.

"We want to show people that it's unnecessary to have a checking account there," Fellner went on to say that other banks may be more convenient for students,

who should be encouraged to use them.

Another major league goal is the establishment of a co-op to sell prescription drugs, and possibly food, clothing and books as well, if a large building is available. Members of the league expressed hope this activity would refute the charge that the league is out to ruin business.

"It's our function to establish co-ops, but not to run them," said Roy Schenk, current league treasurer, who recently proposed an organization that would oversee State Street merchants.

Buying clubs, which require no specific location, have also been considered by the league, according to Schenk.

The Madison Consumer's League is also seeking tax-exempt status as a non profit organization.

A newsletter is published and available to all those who want it, Fellner said. Latest notes on the Madison consumer scene mention that a recent suit against the league by Sallee Advertising Company has been settled out of court, that Union grapes are available in ten Madison stores, that Rennebohm's is reexamining its one cent sale policy with the possibility of discontinuing it, and that a major danger to consumer

organizations is control by businessmen.

There are more than 70 paid members in the organization. Dues are a dollar and mass recruiting meetings are planned for the fall.

About half of the league members are students and the other other half are older, non-students. The organization says it hopes to increase its membership mainly through action against specific grievances, by picketing Rennebohm's, for instance, or by boy-

cotting the First National Bank.

Members of the organization expressed the belief that people who don't have any stake in a business, except that they consume its product, should still have some control over the way it does business. As Jack Dunn, Consumers League president, summed it up, "The business-man-consumer relationship is changing, giving a lot of power to the nationwide chain retailers.

not so

First Federal Foolish Fables / No.1



If you don't think saving is smart—
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You grasshoppers who blow your rolls every Summer: influence your friends and amaze Dad by putting up some cash against next Winter's hardships—like not hitting the slopes or going without new threads.

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U enrollment this fall to drop by 400 from last year's high

By WALTER EZELL
of the Cardinal Staff

Total enrollment is expected to be down by about 400 this fall, according to University officials.

Undergraduate out-of-state applications—which peaked last year at 5,000—are down 50 per cent this year at 2,500, according to Lee Wilcox, director of admissions. "We admitted all qualified out-of-state applicants this year," Wilcox said, about 2000 in all. Of these, 800 are expected to attend, compared to 900 who could have entered under the newly lowered 20 per cent out-of-state quota.

In-state applications were also down slightly Wilcox said.

The total of new freshmen and transfer students will be down about 500, Wilcox indicated.

Noting that reasons for this drop are matter of "guesswork," Wilcox listed the possibilities.

* Tuition increases—announced just before the start of classes last year and augmented this year—may have discouraged some applicants.

* The quota for out-of-state admissions this fall is 20 per cent for 1970, reduced by the Board of Regents from the previous 25 per cent figure.

* Many qualified out-of-state applicants last year were turned away. High school counsellors may have steered students away from the University this year.

* The widely publicized student strikes may have had some effect on the number of applicants.

The decrease in female applicants was greater than the decrease in male applicants.

Graduate enrollment is expected to remain about the same, at 9,050, according to Robert Bock, dean of the graduate school.

"We don't see the mechanism for growth that would have been predicted by population statistics," he said.

Although this year's potential entering class is larger than last year's, the number of graduate students entering is expected to be about the same.

A lagging economy, increased tuition, the draft, and "psycholog-

ical" reasons were cited by Bock in explaining the leveling off in enrollment.

About 20 departments indicated in a survey they have actually raised admissions standards, usually citing budget cuts as the reason. Some three-fourths of the departments are using the same standards as last year without admitting any more new students, Bock said.

Approximately 3,500 new freshmen participated in the Summer Orientation and Registration Program which ended last week, compared to 3,700 last year.

About 80 per cent of the new freshmen participate in the program each year.

Union South opens doors semester 2

Come Spring 1971, a "new" Union—located on the south end of campus—will open its doors to the University community.

A music listening lounge, billiards and bowling areas, a crafts workshop with a darkroom and other education, recreational and food services will all be housed under the roof of Union-South.

Designed to meet the needs of the campus on the expanding west and south portions of the University, the \$3.5 million, 102,000 square foot structure will not merely be an extension of The Wisconsin Union located on the shores of Lake Mendota. It will have an identity of its own, with programs planned for the campus community by a student Program Board.

The Union-South Program Board is composed of eight students and board chairman Jim Wessing, the first union vice-president elected by the Union Council to serve the Union-South specifically.

Students interested in becoming involved in Union-South programs may attend Union Committee Sign-ups Sept. 29-30 in the Union's Great Hall.

A fireplace in the first floor main lounge will offer students a warm welcome to Union-South. Also located on the first floor will be an assembly hall which will be able to accommodate 325 persons for lectures, films, parties and banquets. Newspapers and magazines will also be available on the first floor.

Below the ground will be eight bowling lanes, 10 billiard tables, five table tennis tables, and a viewing room with two color TVs.

Feature attraction on the second floor will be the Kay-Wheel in the cafeteria serving area. Sixteen persons at a time will be able to serve themselves from the horizontal wheel, with a 23-foot diameter, which will be partitioned for serving hot and cold foods.

Other features of Union-South will be the music lounge, where the listener will be able to dial any one of 100 selections; a meeting room, fully equipped with kitchen facilities; and 14 guest rooms.

For more than 20 years many persons have been thinking and planning about a second Union. It began in 1949 with plans to replace Breese Terrace Cafeteria with its war surplus building, on a new site, and developed into the exciting concept of a complete branch Union. The only one in the world which encompasses more than just food service and lounge facilities, Memorial Union-South was planned by a student faculty committee. Construction started in May of 1969.

To guide those responsible for developing its specific program and uses, the Union-South Task Force several years ago set forth a statement of philosophy: The Union-South is a facility of program, service, and communication. Through its committees and staff, it provides an atmosphere for personal and intellectual growth, as well as an extension of the Wisconsin Union's commitment to campus service.

Providing space where dialogue is possible is one of the personal priorities of Merrill Sischo, assistant director of the Memorial Union, who has been chosen to be the Wisconsin Union-South's resident manager.

Union jobs open

Inflation or not, the job market on a campus with 37,000 students is bound to be tight. The Union is one place that employs student workers.

Usually about 350 students work at the Union each year in jobs that pay an average of \$1.60 an hour.

Students should apply at the Union Personnel Office, room 408. After filling out an application, the student is interviewed. Jobs will be posted on the chalkboard in the office as they become open. Though the office tries to call applicants back for openings, it's a good idea to occasionally check the board. This is especially true during registration week when the work schedules will be set up.

the wisconsin PLAYERS



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Reviewing 1969-70

A year of violent confrontation

By DIANE DUSTON
of the Cardinal Staff

First Semester

The 1969-70 school year at the University of Wisconsin began with student-National Guard confrontation on the steps of the Capitol Building during the September welfare demonstration and ended with student-National Guard confrontation on campus during the May riots resulting from American military action in Cambodia.

It was during this year that many students who had formerly remained detached from world problems were forced to commit themselves. The realization of a need for social change reached out and grabbed the student by the collar. Suddenly he had to decide how he would face the cry of revolution.

Some students will remember it as a year filled with frustration, the year they threw their first rock through a store window, the year they had their first violent confrontations with police. Some may recall it as the year they lost all faith in American government and militantly joined the "revolution" or passively left for Canada.

Others will remember the vows of non-violence they made to themselves as they watched fellow students baiting policemen and police responding with rocks, tear gas, and clubs. They will think of the discussions they had with non-university people who could not understand why students rebelled, and the efforts they made to break the generation gap. They'll remember this past year as the first one in which they wrote letters to Congressmen, signed peace petitions, and took interest in the upcoming elections.

However, students were affected by 1969-70 most of them will agree that during this year most of their education was received outside the classroom.

Groppi's Welfare March

On September 29, 1969, school had been in session for weeks and the chance to become involved seized U.W. students.

On Saturday, Sept. 27, welfare recipients and demonstrators sympathetic with them marched 91 miles from Milwaukee in protest of welfare programs deleted from the state budget. Led by Milwaukee's Father James Groppi, the demonstrators were joined by U.W. students on Monday, Sept. 29, in a march from the Library Mall to the Capitol, and there, they pledged to remain until the programs omitted from the budget were restored.

They marched to contest the 16¢ a day allotment to feed a child, to restore the cancelled clothing allotment; to restore Aid to Families with Dependent Children (AFDC) for employed father; to grant aid to the 18-21 age group and to raise the level of medical assistance.

They flooded into the Capitol Building, 1500 to 2000 strong. They filled the Assembly's spectator galleries and they forced their way into the Assembly chambers by breaking down one of the large red ornate doors separating the lobby from the Assembly floor.

One student recalls his impressions as he sat-in with welfare demonstrators in the Assembly chambers: "The ornate, pompous chambers were transformed; you blinked your eyes and there was the drone of the 'democratic process,' which is easy to pass off as 'irrelevant.'

"The celebration was on. The signs—"I may be on welfare—but I'm someone", "Shame on Shabaz" littered the festive hall. We knew the cops were going to come, we had heard about the National Guard. But the spirit never lessened. It was peanut butter and singing, enjoying the plush red-carpeted chambers (including their phone) and listening to the resolute, saintly Father Groppi. "We're gonna go to jail full of joy, we're gonna go in singing."

"And you felt stronger, exalted almost. It wasn't rah-rah revolution, no one was playing games. It wasn't upper-middle class kids bemoaning their oppression, it was hungry, unbeautiful, stepped-on ordinary folks who had felt the heel of their goddam boots."

And so the demonstration continued. The National Guard arrived. Father Groppi was arrested. Students and welfare mothers were clubbed and jailed. Impassioned speeches were made and tears were shed, but the plea for non-violence reigned strong.

On October 16, the National Guard left Madison after a 17 day tour of duty. A special legislative session concerned with the welfare issue had been called and students turned their attentions to the October Moratorium.

Moratorium Day

The Moratorium Day in Madison was cloudy with a continuous threat of rain. How very well the darkness of the day typified the solemnity of the occasion.

Organizers for the Moratorium hoped

that this massive national demonstration would help mend the gap dividing citizens and students. They hoped that the programs offered by the full day demonstration would provide channels for everyone despite the difference in depth of their anti-war movement involvement.

In Madison support was high and while President Nixon's statement that "he would not be affected by public demonstrations" may have been meant to deter demonstrators it only added impetus to the anti-war protest.

A full day of workshops, lectures, and class discussions culminated in a candle-light procession to the Capitol after a rally at the Fieldhouse attended by over 1500 people. Speaker after speaker rose to the platform before a jammed fieldhouse. They evoked tears and cheers from the audience as each expressed his distaste of the war, urged U.S. withdrawal, decried the widespread corruption in the Vietnamese government and the dehumanizing aspect of the war. All promised that "this was only the beginning" of an expanding Moratorium effort to end the war. That night after the rally thousands of marchers trekked through rain and cold, straining to keep their candles lit, to the Capitol building where the names of Wisconsin Vietnam dead were read aloud and a candle snuffed for every one.

But the October Moratorium was only the beginning of what was to become the biggest anti-war demonstration in the history of the United States in Washington on November 15.

Fifteen thousand left Madison for Washington. When they returned, they brought back a greater perspective of the future of the peaceful demonstration. The consensus seemed to be that the Washington demonstration had been the biggest, the best, but perhaps the last of its kind.

Rena Steinzor, then news editor of the Cardinal, put it this way: "It was against war—specifically and fundamentally against the Vietnam war. Its alternative was peace, pure and simple... For the young, the march had the air of a second Woodstock. For the middleaged, it was a unique and perhaps singular chance at physical self-expression of an opposition they have felt growing inside them for five years to the barbarity of Vietnamese war. For the very old, it was memory reincarnate of labor and peace organizing in the thirties."

First Football Victory

While welfare demonstrators were marching and organizers were preparing for the October Moratorium, the Wisconsin Badgers were busy winning their first football game in three seasons.

In a game almost as wild and unbelievable as the 23 game winless streak that preceded it, Wisconsin stopped almost two and one half seasons of frustration with an upset, come-from-behind 23-17 victory over Iowa before 53,714 fans.

The win was the Badgers' first since Milt Bruin left as head coach in 1966. All John Coatta had to show for his first 23 games at the Badger helm was a 21-21 tie against Iowa in 1967.

Everyone joined in on the celebration of the victory. Wisconsin players were surrounded by fans even before the end of the game, when officials and police had to clear the playing field. The Badgers, once inside the dressing room began the celebration with players pounding on the lockers, slapping each other on the back, throwing around coke (instead of champagne) and yelling at, and hugging each other.

Wildly celebrating students packed State Street from Francis to Gilman in a demonstration which pleased the administration of the University and citizens of Madison. The year before police had thrown tear gas at students blocking the streets but this time they only smiled as hundreds of young people some of whom had been drinking liberally, massed in the street, effectively blocking traffic, celebrating the win.

With one victory under their belts, the Badgers went on to beat Illinois and Indiana (Homecoming) during 1969.

Hopes for the coming season are high. John Coatta left as Badger head coach and John Jardine takes his place.

Madison Tenant Union

During 1969 the Madison Tenant Union (MTU), renters' alliance against slum landlords and unjust rent procedures, became a major force for apartment dwelling students who suffer with poorly maintained buildings and unfair contracts.

The MTU was formed during the spring and summer of 1969 but it strongly got under way in the fall when students returned to school and their new-old apartments.

A staff of fifty researchers studied, and continues to study, the holdings of indi-

(continued on page 8)



Students demonstrated against



(continued from page 7)

vidual Madison landlords as well as of corporations and holding companies.

Housing continues to grow as a problem for students at UW. Dorm living seems unsatisfactory, and apartment conditions are sometimes intolerable.

The MTU formed with hopes of providing suitable lease agreements and a apartment maintenance through negotiation between tenant and landlord. MTU defined itself as "the bargaining agent on all matters between tenant and landlord." So far they have had limited success.

When MTU began organizing it found that tenants were eager for its formation. In fact, tenants other than students were interested in joining the union. In October, MTU reported that 300 to 500 residents outside the University community were present at their meetings. The opposition came from the landlords.

On Wednesday, October 23, MTU began taking decisive action against landlords. On this day a telegram was sent to James T. Devine, Sr., landlord with extensive property holdings in Madison, demanding recognition of the tenant union as the bargaining agent for his tenants.

That was the beginning of what proved to be a long and active year for the MTU.

The story of the MTU is long and complex. It has gone to court, faced financial difficulty, suffered from the disorganization of any group which must depend entirely on a volunteer staff. Yet it still survives and leaders in the MTU will tell you that it is beginning to make real headway in the Madison community.

Army-Math Research Center

During this year, the Army-Math Research Center (MRC), Land Tenure Center, and ROTC were exposed as directly contrasting the purposes of an educational institution. Abolishment of these three became non-negotiable demands during more than one campus demonstration.

With the escalation of and growing opposition to the Vietnamese War and the rising question of University affiliation with the military, students began to demand that military operations be removed from campus.

The Army-Math Research Center, the site of research paid for by the army and sometimes directly related to military operations, became a prime target for fire-bombings and window-breaking rocks. SDS continually demanded that it, along with the Land Tenure Center and ROTC training be removed from campus.

The issue grew to such great interest that the Wisconsin Student Assoc. sponsored hearings in which the three were discussed at great length from pro and con viewpoints.

William Kaplan from SDS said, "The case against them is The Case Against American Imperialism."

Dr. Ben Noble of the Army-Math Research Center said that there are many misunderstood points about MRC. He said that the army does not use the center for urgent military problem solving. He said members of the MRC worked on

problems of their own choosing. Many of them never have requests from the army for research. Publication of results of work done and MRC, according to Noble, are free for public perusal.

But the demonstrators failed to be satisfied with proclamations on the neutrality of the institution and rocks continued to find their way to the windows of the building.

In May, the finale of the riot season, "Abolish Army-Math Research Center, Land Tenure Center, and ROTC" was still on the lips of those in the crowd.

Bullhorn Regulation

As disturbances on campus increased the university administration decided it necessary to find ways of discouraging the assembly of large groups of people. "Freedom of speech has been threatened!" was the cry of those rebelling against the restriction by administrators of sound equipment for rallies on campus.

Over the objections of both President Fred Harvey Harrington and Chancellor H. Edwin Young, the Board of Regents voted to designate so specifically the times when bullhorns or other forms of amplifying equipment could be used on campus that they nearly eliminated the discretion of the chancellor to grant requests for sound equipment use by student groups.

The new regulation allows the use of the equipment only for University sponsored activities, for what the resolution described as an "event of an all-campus nature." When November Moratorium time rolled around the "bullhorn regulation" was in its height of controversy. Spokesmen for the moratorium steering committee, who expected over 3000 people to attend a rally in library mall, noted the acoustical difficulties which the mall area presented.

The rumor of a challenge to sound equipment regulations turned into reality when the Moratorium demonstration in the library mall took place. Two students and an instructor attempted to use bullhorns. The administration stood fast on its decision and arrested the three for the violation.

As the arrested students went to trial so did the bullhorn regulation. Objections to the regulation as unconstitutional resulted in a court order preventing enforcement of the ban on sound equipment. Further court action was planned against the regulation.

Regent meeting after Regent meeting went by. Each time the bullhorn ban was discussed, but a final decision as to what direction the regulation should take was never made. Finally, it, like so many campus issues, fell by the wayside as more immediate problems arose. The 1970-71 school year may provide added material for the bullhorn story.

Women's Hours Reinstated

Administrators stepped in once again during this year, this time to reinstate women's hours, a restriction which was abolished two years ago.

Claims from the Board of Regents that parents were demanding greater university supervision of students brought back the once abolished rule.

With the ruling on women came a resolution to turn University dormitories into no visitation and limited visitation living units and raise from 20 to 21 the age at which a student may live in unsupervised housing without parental approval.

The decision was passed by a 7-3 Regent vote after a long, hard struggle by students and faculty who attended meeting after meeting hoping that hours would not be reinstated and that visitation be extended rather than limited.

Student reaction to the decision was swift and intense. Several student groups called emergency meetings to discuss mass defiance of the new rules, and refusal to acknowledge the new restrictions by totally ignoring them.

Hours set for freshman coeds will be midnight on weekdays and 2 a.m. on weekends. But this as the bullhorn regulation has been taken to court and the Regents may find themselves unable to enforce such a discriminatory restriction.

The future of the restriction should be interesting.

WSA store

With the opening of the WSA Service Center, the Wisconsin Student Association provided a service which has, and should in the future, prove to be much appreciated by the student body.

Shocking pink, vivid yellow and royal blue walls greet customers as they enter the WSA store on 730 State Street.

The store opened Oct. 20, 1969 and caters to the needs and wants of University students, providing discount prices for most items. The store among other things offers chartered flights for students traveling in the United States and Europe, lecture notes taken in popular undergraduate courses, at a nickel per copy Xeroxing service, an exam file, and the "cheapest phonograph records in town."

The store has grown steadily since it

opened and proves to be a most successful business venture of WSA.

Wisconsin ID Cards

For the first time in the history of the University this year students and faculty members were required to carry picture identification cards while on campus. Due to former disruptions which administrators blamed on outside agitators, the ID was initiated to provide proof

of the student's need to be present on campus. However, not only was the picture to be on the ID card but a copy was also to be kept on file with the University.

Controversy surrounded the issue. Students objected to having "mug shots" on file. Threats came from the University to students who refused to be photographed. "A penalty of not receiving grades or credit for courses will at the end of



at the university and the nation

the semester be applied to students who have not been photographed by that time," said the University.

But many students ignored the threats. Faculty members also voiced objection to the ID's. A prominent professor, Karl Paul Link, of the biochemistry dept., sent communication to the Regents concerning ID cards which made headlines.

In a letter to Regent James Nellen he said, "I now hear that you loyal Univer-

at those students who do not submit to having their faces copied on those identification cards will lose credits. Jeepers, creepers!"

You and your associates don't have faults. You have lacks. Please don't give us any more "feed" on what those photos are for. You're in 1969—not 1952."

The College of Letters and Science said

that they didn't want the ID photos in their files. Dean Stephen Kleene said, "We don't want them. We've got enough things to do without looking out for a bunch of photographs."

Students for a Democratic Society moved to destroy ID picture files. The purpose of the SDS demonstration was a "quick hit" inside the ROTC building, and a fast march via Observatory Drive, to the Administration Building, where the files would be destroyed. Lack of SDS leadership and police preparation altered march tactics. However, the students were able to destroy several boxes of student's IDs.

The final result of efforts to stop ID picture taking is difficult to determine. Students were required to show their cards during second semester registration and the student caught on campus without his card during the May riots may have easily found himself with a police escort home or the city jail. Whether or not the University will use the filed pictures as a detriment to any student remains to be seen.

Second semester was the real test of the ability of the student to learn on his own without the help of classroom instruction. It was the test of the students emotional stability in time of disruption. It was a test of his powers of concentration when tear gas cannisters and fire bombs were exploding outside his windows.

Spring semester is never easy. Although days spent in class are fewer than fall semester, beautiful weather, extended spring vacations and general spring fever make studying more than the usual chore.

This spring it was more than spring fever which kept students out of class. Disturbance followed disturbance until the semester had deteriorated to such an extent that professors temporarily discontinued the grading system and turned to pass-fail marks.

Students may remember this semester as frustrating, unhappy, or a waste of time, but State Street businessmen if they have any recollection at all of this particular semester will look back on it as the one in which they first replaced their store windows, broken by radical rock-throwers and then as the glass was broken a second time in another demonstration, finally gave up and invested in plywood store fronts.

General Electric Demonstration

Once upon a time General Electric recruiters came to the campus of the University of Wisconsin. Students of the University as they are by this time notorious for doing were ready and waiting to unwelcome them.

On February 7, these words appeared in The Daily Cardinal: "On February 12 the recruiter from the General Electric Company will be on campus. He will be here to represent a company that has had a long and notorious history of racism and worker abuse. He will likewise be representing a company that through the years has been one of the nation's largest corporate defenders of United States Imperialism—whose great goal of "progress" has time and again been translated into immoral and illegal economic policies."

Whether or not these thoughts were the ones which incensed some students to riot is difficult to predict. Nevertheless, riot they did.

A last minute agreement between various campus organizations resulted in a Madison-wide United Front against (GE with the purpose of confronting General Electric recruiters and forcing them off campus.

The night before the decision was made, Jerry Rubin member of the Chicago Conspiracy 7 spoke in the Great Hall of the Union. After an emotional speech in which he charged America with, "Trying to wipe out its children," a small number of persons moved over to State Street from the Union and began breaking store windows in at least five stores.

With the GE demonstration scheduled for the next day emotions high, and this precedent of window breaking set, continued trashing seemed to be the natural tactic in displaying displeasure with the establishment.

The night after recruiters arrived a mass demonstration of 2500 students against General Electric recruitment on campus broke into widespread trashing after being met by massive police intervention following a march from the Library Mall to the Engineering building, where GE interviews were taking place.

The trashing involved the window smashing of unpopular business and military establishments, principally State Street and University Ave. merchants, the ROTC-16 building and the Army Math Research Center. The amount of property damage ran into thousands of dollars.

Eight demonstrators were arrested. Five persons were treated at University Hospital's emergency room. And Chancellor Young issued a statement saying: "I have directed the expulsion procedures to be prepared for those students apprehended for destruction of property, endangering individuals or disruption of University activities."

TAA Strike

When the TAA strike hit the University it was neither spontaneous nor unexpected. Talk of a strike among the Teaching Assistants had been circulating for over a year. It is doubtful whether administrators realized that it along with other disturbances of the year would have such a crippling effect on the University.

The TAA is a union of teaching assistants, graduate students who assist professors with classroom instruction by leading the discussion groups of the course. TA's are the ones with whom the students come in direct contact. The TA usually issues grades.

When the TA's went on strike on March 17, 1970 most classroom instruction came to a halt. Some professors continued their lectures but often 250 to 400 students were enrolled in a single course. Professors found great difficulty in substituting for their TA's in the discussion sessions. Exam and paper grading was an arduous task without the help of the TA's.

The strike had been in the planning stages for many months. The demands included better working conditions for the TA's and increased participation by students in curriculum planning.

The first week of the strike witnessed massive support from the student body. Classes were only twenty per cent full. Students joined TA's on the picket line. The strike was conducted in an orderly, peaceful manner.

However, as the weeks wore on the gap between factions in the Union deepened. Many TA's went back to work because they disagreed with the tactics of the rest of the group. Many said that they thought the issues were being lost and the point of the strike had disappeared.

After long periods of negotiation on April 9, 1970 the University proposal was accepted by the TAA. The strike had lasted 23 days. Spring vacation had come and gone. Many students had taken almost a month off from their studies.

As classes resumed and professors tried to make up for lost time the campus once more found itself in the midst of activity.

May Demonstrations

On May 3, 1970 four students were killed by National Guardsmen at Kent State University in a demonstration against the President's decision to extend the S.E. Asian war into Cambodia. The University of Wisconsin as the rest of the country was in shock.

A strike organization on campus and students demanded withdrawal of US troops from Southeast Asia. Rallies and demonstrations ended in violence. A grocery store burned to the ground, more windows were broken, and military affiliated buildings on campus were in constant threat of incendiarism.

Professors were unable to teach class either because of the emotional stress of traying throughout the nation or because rioting and teargas outside the classroom made instruction physically impossible.

Students were in the streets nightly. Police checked students on campus for ID's. Students baited policemen, policemen took the bait and clubbed and gassed. National Guardsmen were posted at buildings throughout the campus area. Final exams and term papers were cancelled. Students left for summer vacation early. What had begun as a rocky semester ended in the same way.



... and against
the state, too

Daily Cardinal photos



Dear Mom,



Let Us Bring A Touch of HOME

Yes, Let University Associates Club bring a touch of home to your college student. We will be glad to personally deliver a birthday cake or the booster baskets (monthly fresh fruit) to your college student.

University Associates Club was organized to provide a bit of home away from home for our students and a better line of communication for our parents. YOUR membership in UAC entitles you to receive the **regular** issues of "The LINK" newsletter (campus news and views) and to partake of any or all of our special services.

Membership:

Membership includes the newsletter "The LINK" (news and views of UW and calendar of events), special projects (Birthday Cakes, Booster Baskets, Exam Kits, Valentine Cakes and etc.) at the stated charge. Special requests from the parents such as: motel reservations, summer storage information, student travel reservations, campus information or any local help we may be to you.

Birthday Cakes:

Helping you provide the traditional Birthday Cake. We would enjoy receiving the nice cards and letters from you folks expressing your satisfaction and your students' pleasure. We do encourage your prompt reply, regardless of month, so we may better plan our year.

Booster Baskets:

The Booster Baskets are our biggest project. In order to help balance between meal eating, we provide a monthly or semi-monthly fruit basket of hand packed oranges, apples, bananas, raisins and other in-season fruit. You can surprise and help your student with this select fresh fruit.

Membership Order Form

Please enter my membership in the University Associates Club
(\$5.00 enclosed).....

Parent Name _____

Please
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Monthly Booster Basket
(Fresh Fruit) at \$3.75/mo.

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Twice a month Booster Basket
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Birthday Cake
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Size	{	Small	\$4.50	<input type="checkbox"/>	<input type="checkbox"/>
		Medium	\$5.50	<input type="checkbox"/>	<input type="checkbox"/>
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A native's interpretation

Welcome to Madison: a brief

By PAT McGLAGLEN
Cardinal Staff Writer

"In every town and small city of America, an upper set of families stands above the middle class and towers over the underlying population of clerks and wage workers. The members of this set possess more than do others of whatever there is locally to possess; they hold the keys to local decision; their names and faces are often printed in the local paper; in fact, they own the newspaper as well as the radio station; they also own the three important local plants and most of the commercial properties along the main street; they direct the banks. Mingling closely with one another, they are quite conscious of the fact that they belong to the leading class of the leading families." —C. Wright Mills, *The Power Elite*.

In varying degrees, Madison harbors the ugliest factors of present social reality, and a careful study of its rich, its poor, its educational standards, its governmental intricacies and its local problems will provide you with the most basic of lessons—lessons largely unavailable to you from the processed courses of this University.

Welcome to Madison. If you are really here for an education, do not miss the opportunities for instruction afforded to you by the city of your residence.

In varying degrees, Madison harbors the ugliest factors of present social reality, and a careful study of its rich, its poor, its educational standards, its governmental intricacies, and its local "problems," will provide you with the most basic of lessons—lessons largely unavailable to you from the processed courses of this University.

Madison is known as a "progressive" city, i.e. racism in Madison is usually subtle; the local elite are rarely blatant. But regardless of manner or form, it must be said that sharp social inequalities exist here.

Among Madisonians, there is an old legend: the west side of town runs the city. While oversimplified, of course, the legend does make its point. In terms of wealth (and power), west Madison has the decided edge.

Centered in the comfortable out-lying districts of Nakoma, Orchard

Hills, Cherokee Heights, Westmoreland, Highpoint, and Hilldale, are almost three fourths of Madison's doctors and lawyers, along with many University and city officials, local real estate and insurance executives, and other professional people.

Now raising its own fashionable suburban edges, east Madison has been traditionally known as the area of the lower middle and working classes in town, and east side homes, in general, stand in marked contrast to the more spacious and fashionable west area residences. East Madison is the older, more industrial part of this relatively unindustrial city.

On the east side, neighborhoods such as Williamson Street house Madison's most publicized poverty situations. Along with south Madison, near east also is the center for most of Madison's small (less

zens have recently attempted to have their grade school children taken out of the Madison school district and placed within Monona Grove's (a far-east Madison district) educational jurisdiction. Presumably then, Maple Bluff residents may sometime in the future have their own educational system also.

Most Maple Bluffers make their money in Madison and take it home with them. Twelve of the 21 chairmen of Oscar Mayer's board of directors, for example, live in the Bluff. The bulk of the Oscar Mayer workforce, numbering about 3500, lives nearby in the modest homes of east Madison, within the city limits.

Bankers, construction officials, corporation executives, local celebrities and entrepreneurs—in Madison, another (not-so-debatable) legend says that when you have really made it in Madison, you are from the Bluff.

The west side version of Maple Bluff is Shorewood. Newer than the Bluff, Shorewood is also an incorporated village and, like Maple Bluff, it also exists surrounded by the city of Madison. Shorewood residents are considered to be the nouveaux riche; their sons and daughters attend West High School.

Private tennis courts, two and three car garages, lakefront properties, swimming pools—it is the tangible benefits of wealth which easily distinguish Shorewood and Maple Bluff residents from their Madison neighbors.

And so, technically, the legend of west side rule should not be discarded, but simply updated and clarified. It is in the suburbs (some which are now locating on the east side), where the pockets of wealth and power are to be found. The imbalance is unfortunate—but mostly for south Madison, central Madison, near west, and east side residents.

This Imbalance, neatly packaged into an easily understood "east-west" competition, is a fact of life in Madison, and is evident in many ways. The most treasured local rivalry for example, athletic events between East High School and West High School where east side residents have an opportunity to recoup their social prestige by an upset victory. High school principals publicly tout their teams with the message that "East High is Best!"

The Madison newspapers (largely controlled by west side interests) usually bill the results

of such meetings as either "West Loses!" or "West Wins!"—the psychological implications are not lost.

That school spirit attitude carries over into Madison's adult life, also, it would seem. Mayor William Dyke (a resident of Nakoma) commands a city council of eleven east siders and eleven west siders (capitol square serving as the dividing line), but among the important 200 odd city committee members (appointed by Dyke), an over-sized 65 per cent fall from the west side. Few are from central Madison.

(In addition, less than 20 per cent are women, although women

outnumber men in Madison, proving that affluence is not the only prerequisite for governmental influence; being male helps.)

In the 1969 mayoral race, both candidates were from the west side of town. Dyke's opponent, a liberal, and a near-west resident, carried most of the east side wards; predictably, Dyke a conservative, captured the west side vote and the mayoral post.

This imbalance of political and economic power has been suspiciously unkind to east-siders in recent years. In the important city-wide controversies of east-west contention, east side resi-

(continued on page 14)

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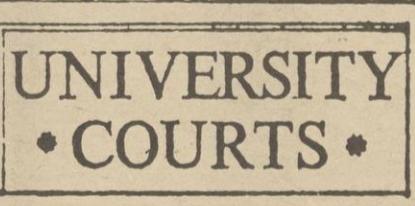
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Friday - Sept. 18 - Chamber Music

at PRES HOUSE, 731 State Street . . . 7:30 P.M.

Saturday - Sept. 19 - Free Film: "Dr. Strangelove"

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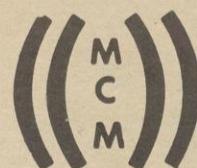
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at PRES HOUSE, 731 State Street . . . 10:30 A.M.

Sunday - Sept. 20 - Folk Music & Poetry Reading

at THE BLAKEMAN PLACE, 1121 University

Avenue 7 until 10 P.M.



Football--the big one . . .

1970 season--up or down

By MARK SHAPIRO

John Jardine, 34, an ex-assistant at UCLA was installed as Wisconsin's 23rd head football coach to do what hasn't been done in seven years: lead the Badgers through a season with more wins than losses.

When he took the job last December, he vowed that "we can have a winner here in the fall." The realities of spring practice tempered some of that hope, but after the annual spring intrasquad game in May, Jardine said: "We have some improving to do, but we have the makings of a solid football team."

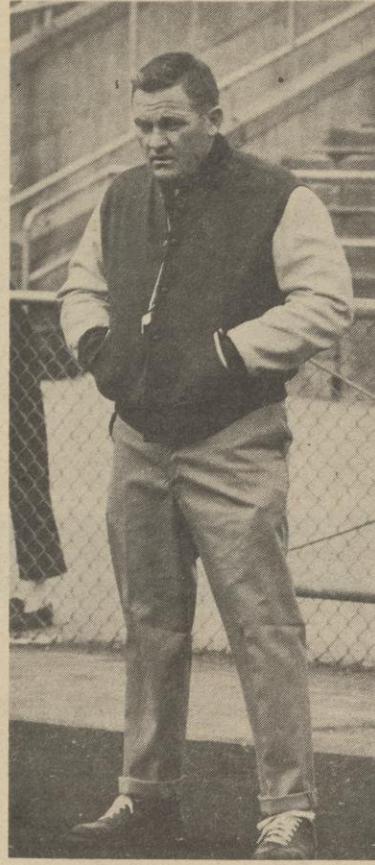
Jardine's goal of making Wisconsin a winner will not be easy, but as Jardine's comments reflect, the Badgers potential to move into the upper echelons of the Big Ten, and enough problems to keep them in the starting gate for at least one more year.

Jardine's plusses include 27 lettermen off a squad that, after two winless seasons, finally tasted the fruit of victory by upsetting Iowa, 23-17.

Only four regulars return from an offense that developed into one of the most respectable in the Big Ten, scoring 196 points and gaining 3,320 yards in the Badgers' 3-7 season.

But two of those four are fullback Alan "A-Train" Thompson, considered one of the finest at his position in the nation, and Neil Graff, who heads what should be an efficient quarterback corps.

The defense, which yielded 35 points per game last season, returns almost intact, and Jardine hopes that a year's experience can provide better things.



JOHN JARDINE, Wisconsin's 23rd head football coach, goes into his first season with plenty of problems, but plenty of bright spots. One of his major assets is . . .

Wisconsin's running game, headed by Thompson, should be one of the best the school has seen in years.

Thompson, a 6-1, 215 pounder from Dallas, Tex. broke the Badger single game rushing record in his first varsity outing last fall, gained 907 yards for a 4.2 average, and scored nine touchdowns during the season.

"Barring injury, he should be one of the truly finest backs in the

THE SCHEDULE	
Sept. 19	at Oklahoma
Sept. 26	Texas Christian
Oct. 3	Penn State
Oct. 10	at Iowa
Oct. 17	Northwestern
Oct. 24	at Indiana
Oct. 31	Michigan (HC)
Nov. 7	Ohio State
Nov. 14	at Illinois
Nov. 21	Minnesota

country," Jardine says of Thompson, who already has been tabbed on many pre-season All-America lists.

Teaming with Thompson will be sophomore Rufus "Roadrunner" Ferguson, a 5-6, 190 pound blockbuster, speedy Greg "Grape Juice" Johnson, or veteran Randy Marks.

Graff fought off a four-man challenge last spring to retain the job he won as a sophomore last season. He started all 10 Badger games, and completed 93 of 191 passes for 1,086 yards and seven touchdowns. His main substitute Gary Losse, fired 31 of 62 completions for 346 yards and three scores.

Who they'll be throwing to will be a problem. Mel Reddick, the leading receiver in Wisconsin history, Stu Voigt, a Minnesota Viking draftee, and steady Ike Isom are gone.

Al Hannah, who grabbed ten passes last fall for a whopping 261 yards and three touchdowns had an outstanding spring, and will open at one wide spot. He'll be joined by tight end Larry Miklik, and either Terry Whittaker, or sophomores Leo Mitchell or Tim Klosek at the other wide spot.

Jardine may, however, elect to experiment with Johnson's great speed at a split end or a flanker. Last season, Johnson gained 190 yards on 34 carries, grabbed three passes and returned 25 kickoffs for 541 yards. Marks may also move back to flanker, where he



ALAN THOMPSON, 215-pound Badger fullback who set the Wisconsin single-game rushing record against Oklahoma last fall. Thompson is a prime All-America candidate. Cardinal photos by Mickey Pfleger.

played last fall.

Question mark no. 2 is the offensive interior line, returning only 290 pound tackle Elbert Walker and center Jim Fedenia. Roger Jaeger should open at one guard, with five candidates at the other spot. Jaeger established himself as one of the top place kickers in Wisconsin annals last autumn, hitting 19 of 19 extra points and eight of 11 field goals. Mike Smolcich,

a 235 pounder, will probably open opposite Walker.

"Our running game went well in the spring," said Jardine. "We have a fine set of backs. But the receiving is just going to have to improve if we want to reach anybody's goal line. Graff made some mistakes he shouldn't have, although he looked good at times. The receivers weren't running sharp patterns, and just weren't getting their hands on the ball."

Jardine, who was a guard at Purdue and UCLA's line coach, spent some extra time observing that unit. "They came along fairly well toward the end of practice, but there is still a long way for them to go. There are plenty of gaps that have to be filled there."

As a new coach, Jardine installed a new system in the spring. It looked much the same on offense with a pro-type formation, but on defense, Wisconsin changed from a 4-4 to a pro-type 4-3-4 with more man-to-man instead of zone pass coverage.

Jardine was pleased with the way his defense came along in the spring and responded to the change of system. "They started getting more aggressive, and playing with more pride," he said last spring. "The secondary was the most improved part of our club."

In the new formation, Bill Gregory, last year's stickout, moved from tackle to end. The 6-6, 245 pounder has "fine mobility and good pursuit," according to Jardine and "can be a tremendous asset to our club."

Jim DeLisle, a 6-5, 240 pound tackle, had a fine sophomore year, but had to fight the injury bug last season. He'll open at one tackle. Veterans Mike Propson, Ted Jefferson, and Jim Johnson join sophomores Bob Storck and Mike Mayer in the battle for the other two line spots.

Gary Buss, an end last year, moves to one outside linebacker. (continued on page 13)

... and the other 13

partment, works its varying hardships on many of the school's teams.

There is even talk of cutting out crew, another team which finished second in the nation (in the Intercollegiate Rowing Association meet), and a sport with a tradition almost as rich as football on the Madison campus.

The tennis team is another one that went by car to its Big Ten meet while the baseball team, which has produced major league stars like Harvey Kuenn in the 1950s and Rick Reichardt now, is getting some more much-needed aid.

With its problems, however, the school was fifth in composite won-lost results in the Big Ten, behind some of the conference rich sisters like Ohio State and Michigan.

At the Daily Cardinal, we certainly don't feel that each sport is as important as the other. However, we know that the athlete on the so-called minor sport team doesn't work any less hard, and isn't any less proficient at his skill, than the football player.

With that in mind, we cover 14 sports in the Daily Cardinal. That's a tall order, and it takes a lot of work, and manpower. We think

it's worth it. If you read the Daily Cardinal—or better still, work for it—you'll agree with us.

... plus 2

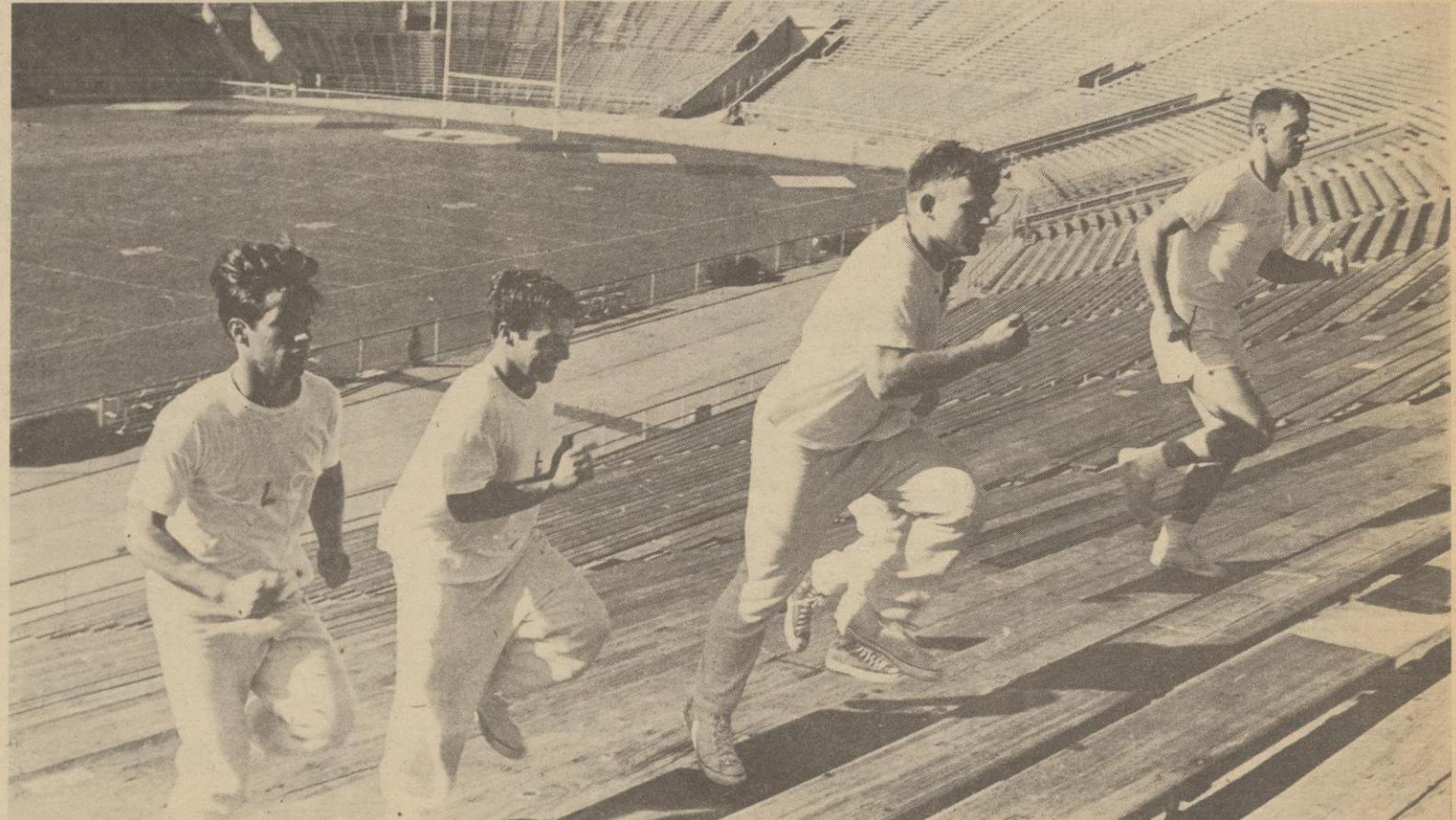
And for the liberated jock, there are at least two avenues to take without stepping into the more standard and more publicized Athletic Dept.

Step one is a year-round voyage into the hard-hitting world of rugby, where the athlete pays his own way into the many rugby fields and beer bars of Mid-America.

Step two is a fall-only camaraderie with players of the world's most popular sport—soccer.

Both sports are on their own, pay their own way, and see University locker rooms only in the rarest of circumstances. Rugby coach is Pieter Gous, who learned the sport in his homeland of South Africa, and soccer coach is Bill Reddan. Both are volunteer workers and assistant professors.

Information on joining up with these off-vagabonds, and with any of the other sports that occasionally pop up—such as lacrosse, will be available in early issues of this fall's Cardinal.



These hockey players spend the "off-season" running up the steps of Camp Randall Stadium.

Cardinal Photo

Year-around love affair

At this time of the year, Wisconsin Sports means football.

But the University's athletic program is a year-round, seven-day-a-week affair which doesn't start with a kickoff and stop at 4:00 p.m. on Saturday afternoons in the Autumn.

Wisconsin sponsors 14 varsity sports, many of which cross-cut the normal seasonal patterns people would like to establish for them.

For instance: The basketball team starts its long distance road work in September. The hockey team plays its first intrasquad game just weeks after school starts. Wisconsin's crewmen start getting in shape several months before the season starts.

And not only football captures the attention of throngs of students.

The hockey team packed nearly 8,000 fans into the Dane County Coliseum on numerous evenings last winter. Crowds of 10,000 are common for basketball games. The track team can fit 2,500 inside the Memorial Building for one of its three-ring circuses, and does.

And, as opposed to football, many of these teams are among the most successful in the Big Ten, or in the nation.

The skaters, after upsetting Denver for a share of the WCHA playoff crown, came within a goal of getting into the national championship game, losing to Cornell, 2-1, in the NCAA semi-finals.

The track team rolled to fourth straight indoor Big Ten title last winter. The fencing team missed by a shade of winning the conference crown. Numerous other sports produce winning records, and outstanding individuals.

The university's financial bind felt strongly by the athletic de-

THE DAILY CARDINAL / special edition

Five Cents

monday

10-13-69

WE WIN!



Score by Quarters

Iowa	3	7	7	0-17
Wisconsin	0	0	0	23-23

Cross Country

Work never seems to end for Coach Bob Brennan. But, then again, winning never seems to end, either.

Last year's track season continued through August for two Wisconsin athletes, and now it's time for cross country.

The cross country team is not recruited as such. "We just can't afford to give out a scholarship to someone for cross country alone," Brennan explains.

What he does is take his long distance runners from the track team and send them out over the hilly five mile course that is cross country.

Last year Wisconsin won three of four dual meets and ran second in the Big 10 meet. This year Brennan has all of his top runners coming back and should be even stronger.

Captain will be Fred Lands, a letterwinner in both track and cross country who has turned in a 4:06 mile. Lands was the team's most valuable runner last year, although he was pushed hard for the honor by then-freshman, Glenn Herold.

Herold was easily the winner of the outstanding freshman runner trophy. He led Wisconsin finishers in the first four meets of the fall and finished behind Lands in the other two. Herold went on to set a school record of 8:47.6 in the indoor two mile run for the track team.

Other returnees include 1969 captains Dean Martell and Don Vandrey and letterwinners John Cordes, Mark Larson, and Bob Scharneck.

But Brennan doesn't mind the continuous work. When cross country season starts drawing to a close, the only subject he'll talk about is track's upcoming season.

His team had a great one last year, winning the Big 10 indoor for the fourth straight year and placing second outdoors. For Mark Winzenried and Pat Matzdorf, the season continued. Winzenried, second in the AAU half mile, spent the summer running in Europe, and Matzdorf, NCAA high jump titlist, won a trip to Turin, Italy, for the international collegiate meet.

Football

(continued from page 12)

He'll play along with Chuck Winfrey, the middle man, and either Ed Albright, Bill Yarborough, Chuck Ballweg or Al Lettow, all lettermen.

Jardine calls Winfrey, a 220 pounder, "our defensive anchor."

The Badger secondary underwent a shakeup even though most of its 1969 personnel remained, and the results pleased Jardine.

Dan Crooks made the move from running back to the secondary, and won a corner spot alongside either

Lee Wilder or Neovia Gruer. Jardine will choose from among Nate Butler, a regular cornerback last year, Dick Hyland, another 1969 regular, Tom Shinnick, and Randy Safranek at the other secondary positions.

Any hopes of a successful season must be viewed in light of the competition Wisconsin will face. The schedule, one of the nation's toughest, includes three of last season's top ten teams: Penn State, Ohio State and Michigan, plus perennially powerful Oklahoma. Texas Christian, provides Wisconsin's first opportunity to play a school from the rugged Southwest conference.

Come down to the first Daily Cardinal staff meeting, which will be announced throughout campus during registration week. Or if you can't make that, come to the sports desk any weekday afternoon at the Cardinal Office in the Journalism building, 425 Henry Mall. Or if you can't make that, call the sports staff at 262-5856. Like we said, we need you.

Oct. 11, 1969: end of an era

We won.

Nobody could believe it, but that's what it said on the scoreboard. That's what it said on the radio. That's what it said in the celebrations on the streets that followed.

We Won.

For 23 games, the Daily Cardinal tried to make its coverage of the Wisconsin football team as interesting and lively as possible, but when your team doesn't win any of these 23 games, it isn't easy.

The drought ended, coincidentally, with 23 fourth-quarter points that upset Iowa, 23-17 at precisely 4:09 on Oct. 11, 1970.

After the jubilation in the locker room, some tears, and some celebration, the sports staff realized it had better do something out of the ordinary to chronicle the event.

With the help of an original idea proposed by the then editor-in-chief, Steve Reiner, the Cardinal sport scribes put out a special, four-page issue.

After a lot of phone calls and arranging, by then sports editor Mark Shapiro, the staff met in the newspaper's office at 7:00 p.m. Sunday, Oct. 12, to put the issue out.

The next morning, about 10,000 plus students, who already knew the news, but wanted some memento of it, picked up copies of the issue, the cover of which is here-with reprinted. (Copies are still available at the Daily Cardinal office).

The issue was emotional, as Wisconsin football often is. But this event, as Crosby Stills and Nash say, was "A Long Time Coming."



Getting Primed

This is a primer for the new student.

There is lots to learn, for athletics takes a crazy turn when it leaves high school.

Do you know Mike Adamle? Of Chuck Nagle, Keith Burlington, John Ryan? Where are Milt Bruhn and Dynie Mansfield?

And pity the new student who'll never know of the John Coatta years. Did your high school team ever go through an 0-9-1 season, and did you then get some satisfaction from thinking it couldn't be any worse next year, it's got to be better. And then next year you went 0-10.

Did you ever see a team with a 21-game losing streak get beaten, 43-8, because of overconfidence. Really, it happened. And you missed it.

John Ryan fades back to pass, looks for receivers, looks for the familiar defensive tackles, and sees no one. He knows what to do, however, and so he sends the ball flying out of bounds, like any smart quarterback. But only for John Coatta can he throw it short, right into the hands of the defense.

That day, back in '68 against Washington, Ryan threw six interceptions. A few weeks later the Badgers missed six field goals and lost to Indiana.

And then, only last fall, Wisconsin made an instant hero of Northwestern's Mike Adamle, and found a place on the all-Big 10 team for him. Mike scooted and scampered for some 316 yards—a Big 10 record—against the Badgers. He added another 300 or so in six other Big 10 games for a place on the all-conference team.

And Keith Burlington, who Coatta certainly could have used. Burlington led the league in tackles two straight years, but it was on the hardwood basketball court, not the black tartan turf, that he won his name.

Burlington was a one-man defense against the fast break. Opponent after opponent would dash down the court, only to be knocked into the stands after a bone-crunching collision with big Keith. Two-shot foul, every time.

And Chuck Nagle, who set a Wisconsin basketball scoring record his sophomore year, the '66-'67 season, and gained fame after that on the hard-linoleum floor of the Amber Grid.

Now Milt Bruhn, one of the nicest men around, is gone, too. No money in the Athletic Dept. for ex-coaches, so Milt, who coached Wisconsin to two losing Rose Bowls, is now just an Assistant Professor in the Phy Ed Dept.

When Milt was fired as Assistant Athletic Director this summer, he heard the news at a gas station, returning to town after some Athletic Department business. Everybody apologized, but how can you apologize to something like that.

Retired is Dynie Mansfield, a baseball coach of the truly old genre. Dynie was here when Harvey Kuehn, Jim O'Toole, and Rick Reichardt came, and he was here when they left.

And can you, possibly, remember Elroy Hirsch crazylegging his way down the field for the Los Angeles Rams?

Alas, I can't either. All I know of Elroy—or "Leroy," as Packer Doug Hart called him on TV once—is what he's done here.

Things do not get bungled when Elroy Hirsch is in charge, except sometimes if you're Milt Bruhn.

Elroy has a mean job to do, and he does it well. Just as there was room on the wayside for Milt, so, too, can you expect to see other things fall to the wayside.

Wisconsin football, henceforth, should dispense with inefficiency. John Jardine has been brought in to win, and win he will. Jardine was given an empty coaching staff to fill up himself, a luxury never afforded Coatta.

And the stadium will fill up, because that's what makes things click. Money in the coffers. Empty seats mean no dough. I think you understand.

On the wayside may fall the crew. The crew does not row in Camp Randall Stadium before 45,000—or, someday, hopefully, 77,000—but on Lake Mendota, where there are no bleachers in the sun. There are no tickets sold, and thus no money.

That is the way things are.

But now is not the time to talk of Elroy Hirsch's job. That will come later. Let's just mosey over to the stadium this fall and remember how things were over a few slugs from that flask.

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Local power balance

(continued from page 11) dents seem to always be the losers.

East siders, for instance, have been begging for years for the funds to operate an east side hospital; as yet, they have not received approval for such a project. At present, there is no hospital on the east side of town; there are five on the west side (one of which is city-operated).

In the fights over neighborhood health centers, day-care operations, a community center, and a north side high school, east side residents have come out on the losing end. East siders, arguing that such proposals are a necessity for east-side citizens, are met with budgetary excuses from west-siders, to whom such ideas probably do, indeed, appear superfluous.

Madison ADC (Aid for Dependent Children) families, most of them from the near east side and south Madison, also met budget explanations when they recently attempted to secure an \$8 per person monthly aid.

Dyke, and welfare chairman William Hall (a resident of one of the new far-east districts) argued that city financial resources could not absorb welfare responsibilities. Six aldermen who agreed with the mayor were enough to uphold his decision and withhold the aid.

East High, the oldest and largest of existing Madison high schools is feeling a similar financial pinch. East is finally having its over-crowded quarters expanded this year—West High received its addition last year.

Overcrowding is contributing to another of the serious problems East High faces. Racial tensions, which resulted in one brawl last year and very nearly precipitated another, are compounding unat-

tended, according to many East students.

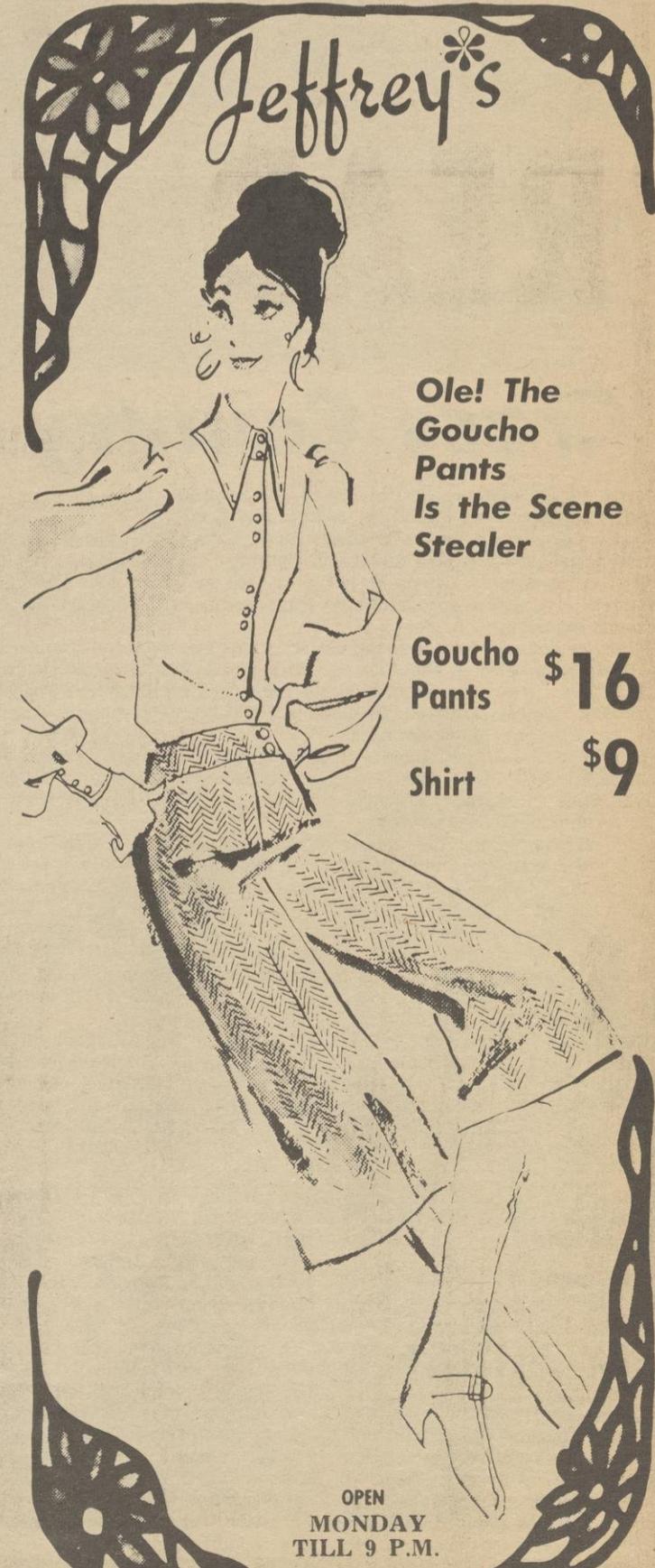
East's principal resigned last year, ostensibly to take a more lucrative position in Arizona, but one staff member confided he really meant an "easier," less explosive position.

City-wide, racism is just as explosive, and is receiving increased publicity, if not direct attention, every year. Concern over women's rights in Madison also threatens the complacency of local citizens. The advisory (and, as such, relatively powerless) Equal Opportunities Commission recently reported a drastic increase in complaints received at their office.

Many Madison citizens have recognized these growing problems but found themselves powerless to deal with them. Within the Madison Common council, a coalition of liberals challenges Dyke's authority regularly by attempting to block various traditional procedures and initiate new programs.

They have only been partially successful. This year, for example, the council refused to give its customary stamp of approval to the U.S. Savings Bond program because of U.S. involvement in the Vietnam War. The council has also banned the federally-sponsored SST transport airplane from flying over the city of Madison, risking a loss of government funds.

Pending before the council now, are resolutions authorizing free bus service for the elderly, free parking for downtown residents, the banning of non-cyclic materials from city limits, and city legal counsel for Madison citizens who oppose serving in the armed services during an "undeclared war."



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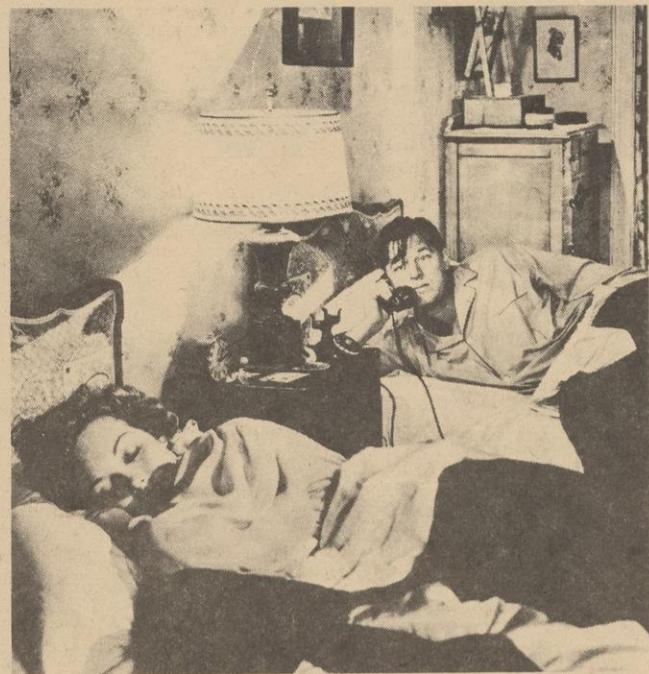
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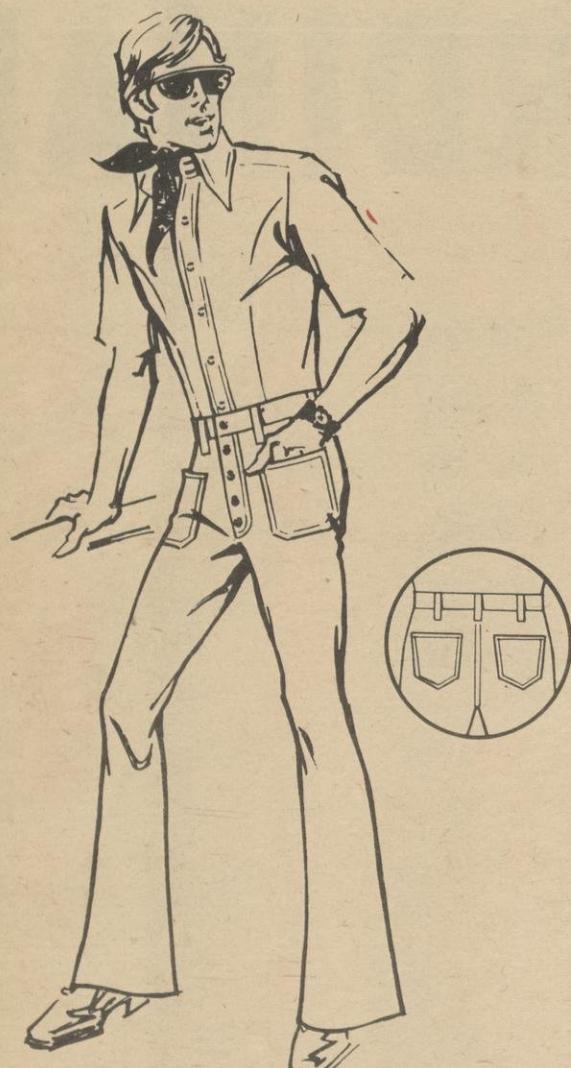
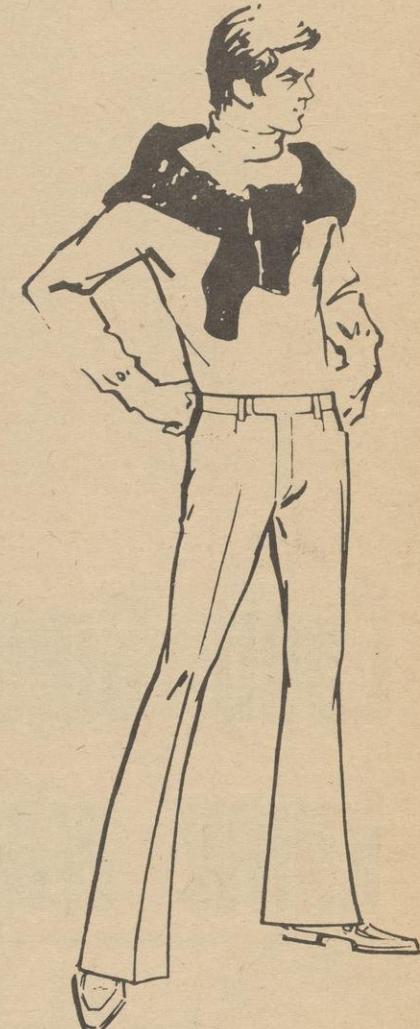
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