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THE CROW REPORT

On Student Government

Complete on pages 5-12

'LA BOHEME'
See page 3

The Daily Cardinal

WEATHER
Light snow!
Upper 20's.

VOL. LXXVIII, No. 91

University of Wisconsin, Madison, Wisconsin 53706, Wednesday, Feb. 28, 1968

5 CENTS A COPY

Res. Halls Has Even Budget; No Rate Hike

By DAVE GREILING
Cardinal Staff Writer

Residence Halls will probably not have to raise rates next year if the present trends continue. This was the opinion expressed by Res Halls Unit Manager, Ely Meyerson, Tuesday at a meeting with students explaining Res Halls' financial position.

Meyerson explained that at the present time Res Halls is in a better financial position than was expected when the budget was prepared last year. He said that this was due to a greater occupancy rate than was anticipated and to unforeseen savings in operational rates.

In answer to questions, Meyerson said that Res Halls operated in the red this year. He explained that the deficit was offset from three sources, parking revenue, surplus capital accrued over the years, and from unneeded funds budgeted for equipment replacement.

In response to student charges that Res Halls had been adding personnel that raised costs, specifically the program advisors, Meyerson said that the number of people added to the staff had not increased. He continued that the new staff members had been added as old ones retired, and that salaries in this case were almost the same.

Students were supported in their criticism of Res Halls administration in a letter to the Daily Cardinal from employees in the Elm Drive area.

The letter said that Res Halls had cut expenses in all areas except management. They complained that the Res Halls bakery had been almost closed down, and that while equipment was standing idle, bakery goods were being bought from private sources.

'No Need' for More Housing

By JOSHUA GREENE
Day Editor

The Legislative Committee on State Affairs' completed report on University housing for state campuses has found no need for additional housing on the Madison campus.

The report is subject to final approval by the Committee, and will, with proper recommendation, go before the Legislature in 1969.

Recommendations for more living units have been based in the past on enrollment projections. The projection for the University for the next three years estimates an increase of 2,751 students by 1970. "This does not constitute a need for additional housing," said James Klauser, executive di-

rector of the Legislative Assembly.

The essential factor in the anticipated increase lies in the University's graduate school. Originally, the estimate was based for the most part on probable graduate school enrollment hikes. But due to the recent changes in draft rulings, this estimate now seems questionable, and for this reason, the anticipated increase does not constitute sufficient cause for additional housing. There is a "reduced potential" in the graduate school, Klauser commented.

The decision to eliminate any further housing construction efforts is further complicated by the theory that next year will be the peak enrollment year for the University. After next year, enrollment

is expected to drop off because of the completion of the Shorewood and Parkside campuses now under construction.

The report recommends that University housing be augmented only when private units are unable to accommodate students. "Dormitory housing in Madison is no longer appropriate," Klauser stated. "It doesn't follow the preferences of the students."

Preference is one of the three factors in determining housing needs, as seen by the legislative committee. Enrollment as well as percentage composition of the student body constitute the other two. Financial ability is seen as concomitant with preference.

Attitude on the part of other states also comes into play when

deciding the fate of student housing. This stems from the notion that the University may justly assume the continuance of in-state enrollment, but not for out-of-state.

"New York, Illinois, and New Jersey are the greatest contributors of out-of-state students," Klauser explained. "If New York, for example, decides, as it recently has, to augment its housing facilities on campuses... we may readily assume that the result will be a decrease in the number of New Yorkers coming to Madison."

In the past, enrollment projections have jumped from high to low in accuracy. In 1960, the projection for 1964 was underestimated by as much as 21 per cent. The inevitable result of such a gross miscalculation was an immediate call for additional housing units. The 1963 projection for this year was an enrollment of 38,000 with the recommendation that an additional 14,291 units be constructed. The plan was adopted in February of 1964, but no action was taken.

There is one stalwart crusader for University housing who has continually asserted a need for 8,000 more units within the campus core (the area enclosed by a one-mile radius from the campus). He is Newell Smith, director of University Housing. Smith has been on vacation, and was not available for comment on the report.

Hart, Hershey Pose Amends To Draft Policy

By LEN SHAPIRO
Sports Editor

Wisconsin's basketball team finally decided to play loose Tuesday at the Fieldhouse and came away with a 94-82 conference win over cellar-dwelling Minnesota.

Knowing full well that it would take a major miracle to gain any sort of tie for the Big Ten title, the Badgers displayed the scrapping, pressing defense and the run-and-shoot offense which, if used throughout the season, could have kept them in contention all the way.

The win left the Badgers with a 6-5 league mark and dropped the Gophers into the sub-sellar with a 3-9 mark.

But more important than won-lost marks, Wisconsin's Joe Franklin continued his assault on a host of all-time Badger scoring records with a 20-point performance.

To mention just a few:

The 6-4 senior is 51 points short of the four year scoring record of 1180 points set by Dick Cable from 1952-55. He is six points short of the single season scoring record of 463 points set only last year by his teammate, Chuck Nagle. And he is 49 points away from the Wisconsin Big Ten single season scoring mark of 304 points, also set by Nagle last season.

The meager crowd of 6,366 seemed uninterested in anything other than who could score the most points and from what weird angles the ball would go through the hoop.

Franklin, James Johnson and Chuck Nagle did everything they could to satisfy that desire.

Franklin displayed his usual magic under the basket with some fantastic moves that confounded the sloppy Gopher defense. Johnson, with 26 points, hit from everywhere on the court—although he

Sen. Phillip Hart (D-Mich.) has recommended that drafted graduate students be permitted to complete the school year before entering the armed service.

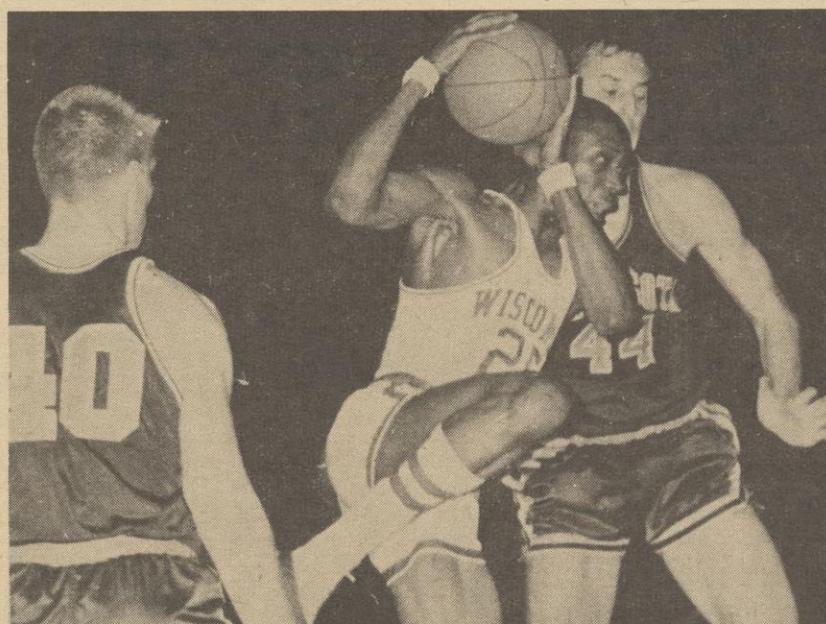
Hart also urged that the draft call be spread evenly from the minimum age of 19 to the top age of 26, instead of concentrating on those who are at the top age level.

Meanwhile Selective Service director Lt. Gen. Lewis Hershey told local draft boards that they can grant deferments to students at two-year colleges and vocational schools.

Last year when the policy of mandatory deferments for college students was written into law, no mention was made of students at two-year schools. Some local boards have been calling these students for induction.

After a Monday meeting with the American Association of Junior Colleges, the United Business School Association, and the American Vocational Association, Hershey issued a statement saying that local boards may continue to consider those registrants who are pursuing a fulltime course of study.

Hershey said that such students should receive occupational rather than student deferments.



JUMPIN' JOE FRANKLIN snags another rebound from Tom Kondia. —Cardinal Photo by Bob Pensinger

Traffic Problem Studied

By SHELDON MARBER
Cardinal Staff Writer

The pedestrian and vehicular traffic problems created by the University's construction plans for Johnson St. are currently under the scrutiny of the Chicago consulting firm of DeLeuw and Cather.

The firm was ordered to make a study of the problem by the Wisconsin State Building Commission when the Department of Planning and Construction proposal for a \$350,000 overhead walkway on Mills St. was rejected by the Commission and by the Campus Planning Committee.

The University, along with innumerable committees, departments and commissions, is looking for a way to make the southern fringe of the campus on Johnson St. safer and more easily accessible to students. Much of the concern is due to the planned construction of new Zoology and Education buildings, costing \$3.2 and \$5.6 million respectively. The Department of Planning and Construction had

hoped that the buildings would be linked to the rest of the campus by the overhead bridges, but last week the State Building Commission authorized construction of the new sites with only ground level entrances.

Ground for the two new buildings has been cleared and federal aid for their construction seems almost certain, as contracts have been made with the government. The Campus Planning Committee has asked the State Planning Commission for the additional monies needed. But, with the buildings slowly becoming a reality, the gravity of the traffic problem increases.

Sen. Jerris Leonard (R-Milwaukee), chairman of the University Affairs Subcommittee of the State Planning Commission has been quoted in the Wisconsin State Journal as saying, "The answer is to get all traffic off University Ave., not to put it above or below." Along these lines, several solutions have been offered for the problem.

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The Daily Cardinal

A Page of Opinion

Here They Go Again

Some people will just never learn. Certain ranking members of the faculty and the Administration are presently engaged in attempting to find a successor to Dean of Student Affairs Joseph Kauffman, and if the present methods of selection continue, we predict that they will also be choosing a future defendant for further Federal law suits.

One thing the past two years should have taught us is that the University community is made up of faculty and students as well as administrators, and that all three of these groups should have a voice in the governing of the University. We are, after all, choosing a dean of students—or we should be, anyway.

But where is the search-and-screen committee with tripartite representation that we have expected would choose the new dean? In fact, none exists, and the Administration is being notably silent on the subject.

If more October 18th's are to be avoided, and if the University is to stay out of Federal court, we will need a dean who is progressive, enlightened, and above all who

is trusted by students and their leaders. So far, however, the only names that have been mentioned for the post are people who have made less than impressive records in working with students; one is an administrator in Residence Halls, the other is a one-time member of the Office of Student Organizations Advisors. Both have been associated with—and actually helped to develop—many of the structures and practices that are finally being done away with: the Student Life and Interests Committee, unconstitutional picketing rules, undue restrictions on the activities and affairs of student groups on campus, and the whole set of regulations that encumber students living in the dorms.

To consider such people for the deanship is asking for trouble. We believe that what is needed is someone with no previous entanglements with students, and someone who is more than vaguely familiar with what the courts have said about due process. What is demanded, we think, is an outsider who can give the Division of Student Affairs the fresh approach it so desperately needs.

Looking for Friends

The committee which has been out garnering votes against the war for the April 2 Madison referendum has been organizing actively for several weeks now. Mailings have gone out, and a door-to-door campaign is under way.

But this kind of work takes money, and the organization doesn't have much left. If you pay lip-service to this committee, and if you can afford it, your contribution is much needed.

Call David Lipsky at 255-5819, or stop off at the booth in the Union.

A Literary Event

The Union Literary Committee will be accepting entries for its 17th Annual Creative Contest tomorrow through Monday in room 505 at the Union. In theory, the event is every bit as important as the Student Salon of Art. Yet in the past few years, interest and the accompanying enthusiasm have dwindled, a loss that should be keenly felt.

Such a contest ought to generate its own rewards and attention; it is reliant upon student talent and student expression. We support the committee in this attempt to create an event rather than just sponsor a mere contest; submit your writing.

In The Mailbox

Foul Conspiracy

To the Editor:

The stench of yet another conspiracy is permeating this campus, but few people smell it. The conspiracy involves the U.S. military, Res. Halls food service, and the physical education department.

Quite obviously, the only good soldiers are those who are in good physical condition. Of little use is the 350 pound weakling who sinks in the mud of the Asian swamps or who can't even walk (much less run) up Hill 881. If all inductees were fat and out of shape it would take all of the two year service period to wear off their fat and strengthen their muscles. There would be no time left for fighting. This would be an intolerable situation.

There is little problem with non-student draftees. They are young and usually engaged in physical labor, and therefore physically fit. But college students have too much time to get fat. So the military must do something to keep them lean.

The solution, of course, is for the University to set up an elaborate physical education system, including compulsory phy-ed (which goes under the sinister name of PE Gen M). The physical educators protest that they are concerned only with our future

health and happiness. But if that was their concern why aren't they worried about the fact that our fine conditioned bodies are soon to be blown to bits?

Suppose that you reject this physical "war training." You refuse to be slim and trim for Gen. Hershey. So you decide to eat lots and get fat. Alas, however, Res. Halls is in on the conspiracy. You could conceivably spend every waking hour eating their food, and never gain a pound. It all seems like a well executed trap, but there are some ways out.

Fortunately, some of us are fat already. And we wear our fat with pride. Every roll of pink flesh is living testimony to our refusal to comply with those who value physical force. They can make us run, and jump, and anything else, but they will never slim us down.

But you who are slim and trim—you are ripe for the picking. In six weeks you can be using those muscles to dig an Asian foxhole. The best way you can show your defiance is to refuse to comply with the "slim down for war" conspiracy. Boycott physical education—and eat!

Perhaps some sort of society could be established in which we could discuss with open minds and eat with open mouths.

Bill Rindfleisch

'71

Beyond Fat City

What We Did in the War

Jim Rowen

I was walking down Bascom Hill last week on the afternoon when General Hershey announced the ending of deferments for graduate students. I found myself behind three well-known members of the Liberal Arts Faculty who were discussing these new restrictions on graduate study and were obviously upset about the ruling. Their conversation, as near as I can recall, went something like this:

"It's just terrible," exclaimed one, a tall, be-spectacled English professor, "that the government and Selective Service would suddenly and arbitrarily actually do such a thing to us professors. How am I going to get any ideas for journal articles without a steady supply of seminar papers? I've contracted to do three this year, and I can't possibly think up three articles by myself without those graduate papers."

"Well, I've got it worse," stated his elderly companion, a prominent History professor. "I'm only one third finished with my latest book and the graduate students I have writing it all told me that they would be leaving school this June. Now what am I supposed to do?"

"Why not just revise your introduction to that pamphlet of yours on Christopher Columbus instead," asked the English professor. "Then at least you could publish something."

"The last introduction was the fourth revision in five years," said the old History professor, throwing up his hands, "and the publishers said no more revised introductions until mid-1969. I just don't know what to do. This is a real crisis."

"This draft is so unfair and unreasonable," sputtered the third member of the trio, a young Sociologist. "And everyone is always so worried about how the draft affects the students. Nobody gives the least thought to how the draft hits us professors. It's just depressing to think how the draft limits our work and makes it impossible to plan any projects because we just never know how many graduate students will be around to do them. We professors have really been victimized this time."

"You can say that again," said that English professor.

"For example," continued the sociologist, "my grad students were just beginning to plan and construct my latest field study. I'm supposed to get my tenure in January, but only if the study is com-

CORRECTION

To the Editor:

I would appreciate your making clear to your readers that I did not utter any of the statements attributed to me in your front page article on graduate education on Thursday, February 22.

Kenneth M. Dolbear
Assistant Professor
Political Science

CEWVN on Zwicker

An Open Letter to Dean Kauffman from the Committee to End the War in Vietnam:

Robert Zwicker voluntarily dropped out of the University in November 1967 while in good academic standing and without any University charges in any form pending against him. His attempt to be readmitted for the current semester was blocked by you and your committee, the Administrative Section of Student Conduct and Appeals. Your stated reasons for the denial were that he had organized a demonstration in defense of those abruptly expelled for their roles in the anti-war demonstration against Dow Chemical Company on Oct. 18, 1967. Never had Robert Zwicker been convicted of any University misconduct. At no time were University actions ever taken against him for his part in this demonstration. Hence, one must conclude from your actions that Robert Zwicker has been denied readmission because of his legal, political activity. This is a clear violation of his civil liberties.

The Spock indictments and the Hershey directives are both more publicized examples of the increasing repression falling on the anti-war movement across the country. That the administration of this University uses other devious means to eliminate political opposition is only a part of this general pattern. The Zwicker case is only one more indication that the University is far from neutral on the war in Vietnam.

We demand that Robert Zwicker be readmitted into the University immediately and unconditionally.

We also demand that you write an open letter to The Cardinal explaining your actions.

We further call upon all supporters of academic freedom and civil liberties to give full support to Robert Zwicker's efforts to be readmitted.

Madison Committee to End the War in Vietnam



pleted in December. And now I can't get it done. No survey; no tenure, and I don't know how to run a computer. My research assistants always took care of that. Hell, I don't even know where the rotten computers are."

"Oh my God," exclaimed the History professor as they crossed to State Street, "I just had another revolting thought. What about our T.A.'s? Where are we going to get them? What if we have to take over those undergraduate sections ourselves? And have to have office hours for undergraduates?"

"Just what I need," cried the English professor with a wave of his hand. "Undergraduates in my office, asking me all kinds of typically freshmen questions."

"If I have to instruct undergraduate quiz sections," said the sociologist, "I'll handle them just like my lectures. I'll simply read them my notes and take questions in writing in my mailbox. I'll tell those sections what I tell my lectures: 'You take notes on what I read.' Your classes run very smoothly that way."

"This is all away from the issue, though," said that English professor. "It still doesn't solve our predicament of no graduate students. Faced with this situation, I think we must realize that we may not be able to return here once the graduate students are gone. As for me, I'm calling an old friend of mine at General Motors. He may have an opening for me. It's not what I really want to do, but my choices are few. I'm sure that I could come back here once the war is over and the graduates return."

"Maybe I'll go into the Peace Corps," said the Sociologist as they passed Rennebohm's. "I don't really want to join for any altruistic reasons, but the only other alternative for me is to stay here at the University and face the music."

"And I think I'll have to write my old friend Dean Jackson at the University of Toronto," sighed the elderly History professor, sounding very unhappy at the prospect of leaving the United States for Canada. "Perhaps he has a position there for me. Temporarily, of course. Just until the war ends. I guess there's a lot of American graduate students there now, and I suppose some of them could work on my book. What miserable alternatives we professors are faced with." Then they turned off towards the Madison Inn for lunch and I couldn't hear anything more.

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'La Boheme' Productions Boast Sparkling Mimi's

By J. P. S. LaSha
Opera Reviewer

Arcenia Moser's Mimi carried off the vocal honors in the School of Music's production last weekend of Puccini's *La Boheme*, double cast with performances in English (Fri. and Sat.) and Italian (Sat. and Sun.).

Mrs. Moser's touching portrayal of this famous grisette was enhanced with a beautiful and intelligently controlled voice, and her sure theatrical technique made one forget that her upper register occasionally seemed pinched.

Nevertheless both casts, particularly in the ensembles, were able to maintain her level of interest. Perhaps this is due to Puccini's unerring theatrical instinct or because modern students find the roles easy to portray convincingly, for in *La Boheme* they need be little more than themselves.

Puccini's libretto on student life in the reign of Louis Philippe (1830-1848) was fashioned by Giocosa and Illica by reworking episodes from *Murger's* largely autobiographical *Scenes de la Boheme* (serialized in "le Corsaire" (1846-1849).

Murger's work glamorized Bohemian life and made it chic; the verisimo Italian eyes some half century later made it sentimental. This was most evident in the English performances.

The use of a text understood by both the singers and their audience enabled weaker performers to be every bit as absorbing and often more affecting than their accomplished Italian counterparts.

In Acts III and IV the dramatic effectiveness of John Bee (Rodolfo), Elizabeth Wilberscheid (Mimi) and David Hottman (Marcello) was felt by many a spectator as he wiped tears from his eyes.

Indeed, the absence of weepy females in the Italian cast's audiences argues potently for opera in English. An actual involvement in the drama itself, in opera as Puccini intended it to be, is impossible for a non-Italian audience.

There is more to be found in the character of Mimi and in the development of her love for Rodolfo than either of her protagonists saw. Miss Wilberscheid possesses an attractive voice in its middle range, sensitively portrayed Mimi's tragic innocence.

Mrs. Moser suggested more of a coquette—witness her "curiosity" of the Act I love duet. This latter approach makes Mimi's agreement to prolong her liaison with Rodolfo only until April and his jealousy more believable.

Both Mimi's, however, did not always feel for the light, and sang important lines while cast in shadow.

John Bee, the English Rodolfo,

had a much lighter voice than his Italian counterpart, Ronald Fornoso. The latter acquitted himself well in his Act I aria, though he might have made more of his text.

His acting technique—of the semaphore school—was hardly an improvement over the wooden behaviour of Bee. Bee's voice often prevented him from opening out and expanding with the music—the high notes of "Che gelida Manina" remained an ever-present risk.

Bee secured little assistance from the noisy orchestra, though to be sure, when it did drown him and his Mimi out, often as not they were both singing into the

wings (or worse!) upstage.

Though his characterization was capable of a certain intensity, at times he seemed unconscious of the words he was singing and he couldn't resist hamming up his final measures of Act IV.

Patricia Elliott as the English Musetta explored an interesting conception. Hers was not the usual diresome coquette, but rather a domineering woman who knows what she wants of a man and gets it.

Elliott's waltz song in the Cafe Momus vented her frustration at failing to keep Marcello at her beck whenever she wanted him. In this she was paired off well with Hottmann, whose Marcello was not

that of a sexually dominant male.

Karen Hodgson, the Italian Musetta, was content with singing the notes. Her face and vocal coloring suggested no inner feeling for this volatile female.

Bert Adams, the Italian Marcello, displayed a truly remarkable baritone. His quality was more engaging than that of Hottmann, though the latter sang with far greater finesse. Neither are polished actors.

Adams was ill at ease in the important Act III, while Hottmann was often too self-conscious and missed the good-humour or amusement of a situation. In the

(continued on page 4)

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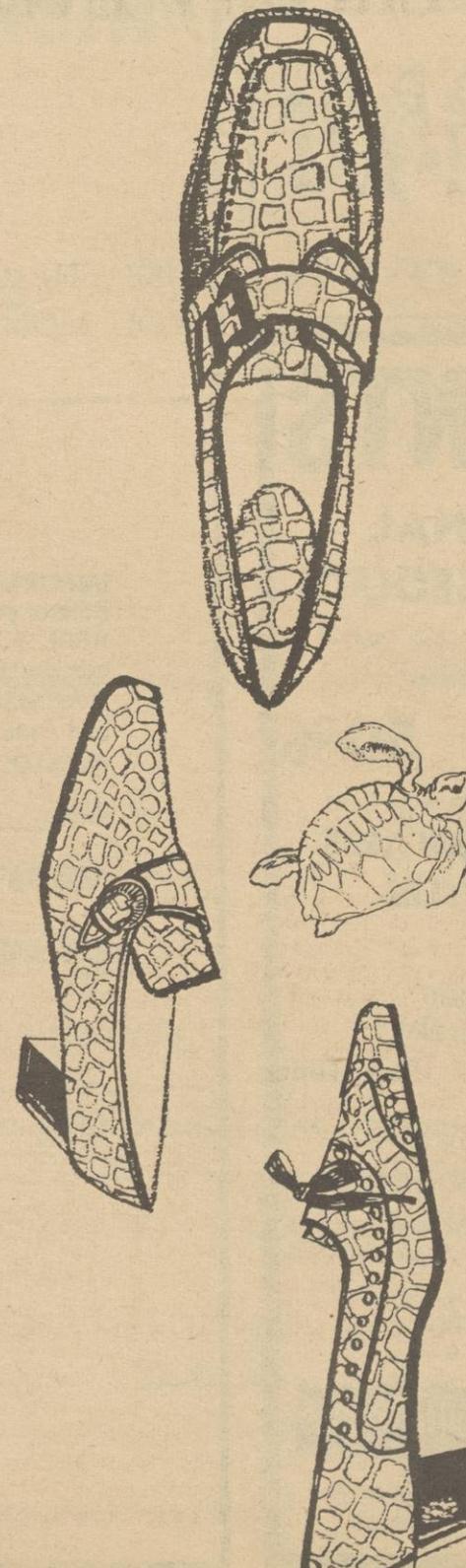
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'La Boheme'

(continued from page 5)

opening painting scene, the music demanded a lighter touch than he provided.

The English Colline (David Peterson) gave a well-thought out portrayal of a rough philosopher and vocally was better balanced in the ensembles than W. Ermey (Italian). The pathos of his coat aria was sensitively phrased and much more subtly underlined by his wistful stage business.

The comprimario parts, except for Benoit, were not double cast and were satisfactory, though Tim Wallace's caricature of Alcindoro upset the stylistic balance of the Cafe Momus scene. The Benoits (R. G. Brown and R. Modes) would have been a delight to Daumier, and should have been trained not to sing into the wings.

The highpoint of both productions, easily were the ensembles in Acts I and IV of the "Four Musketeers" as Murger called them. Vocally within the singer's capabilities, these well-integrated scenes were sung with gusto and humour.

Though the stage presence of Dennis Hirschbein (the Italian Schaunard) contributed much to the delightful "banquet" of the Act I, the English cast had the edge for its better visual organization and deft touches.

The Cafe Momus scene of the Second Act suffered from a crowding not entirely occasioned by the cramped stage. The intelligibility of the scene was not aided by the routine decor of Michael Goldberg.

Considering the minute budget begrimed the Opera Workshop one does not expect scenic extravagance, yet money would have been well spent to mask the organ pipes that seemed to loom over Paris.

The lighting was adequate, though

it is inexplicable why, after so many performances (both companies have already been on tour), lighting cues were missed. Moreover, the moonlight effect of Act I indicated in the libretto and demanded musically was ignored, and

no attempt was made for lighting effect in the final bars of Acts I and III when Mimi and Rodolfo sing off stage.

Much of the credit for these successful performances of *La Boheme* must go to the inspiration,

coaching and staging of Karlos Moser the conductor, and director of the Opera Workshop. He had set before himself a truly Herculean task of integrating largely non-professional and student talents together in the production of

an enormously popular opera on a small budget.

(EDITOR'S NOTE: J. P. S. La Sha, a grad at the University, was trained in Opera Production at the University of Southern California.)

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The Crow Report

AD HOC COMMITTEE ON THE ROLE OF STUDENTS IN THE GOVERNMENT OF THE MADISON CAMPUS UNIVERSITY OF WISCONSIN REPORT TO THE MADISON CAMPUS UNIVERSITY COMMITTEE

LETTER OF TRANSMITTAL

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4. Student Initiative Power in University Government
5. Student Participation in University Committees
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IV. SUMMARY OF RECOMMENDATIONS

The University Committee
University of Wisconsin

February 6, 1968

Gentlemen:

We are pleased to present our report on the role of students in the government of the University. The recommendations summarized below are the product of intensive inquiry and extended discussions with all sectors of the University community over the past five months. Paramount among our considerations have been (1) the recognition that there are many parties with vital and legitimate interests and goals to be served, and (2) a sense of opportunity and hope, inspired by the thought that fuller realization of the ideals of education is ultimately consistent with all of those interests and goals. We have employed our sense of educational purpose as a criterion throughout our deliberations; although there undoubtedly are some risks in the proposals we make, we think these risks are justified by the increased prospect of movement toward the highest and shared goals of modern university education.

The steps we recommend are not revolutionary, but they do represent distinct acceleration of established trends and, in some respects, tentative new departures which we hope will become trends in the future. In general, our proposals may be seen in four categories:

First, we advocate practically complete withdrawal by the University from its "in loco parentis" activities. We think students should be treated as any other person of comparable age and that, for example, there should be an end to regulation of their off-campus personal lives and of such aspects of their on-campus nonacademic affairs as hours regulations. All students over age 20, and all students under that age who are married or who have parental permission, should be able to live in housing of their choice.

Second, we advocate broader student participation in various forms in practically all areas of University government. We have tried to weigh the extent of effect upon students and on others, as well as the potential contributions of students, faculty and administration, of all existing campus committees—and to design formulae for appropriately expanding student representation. We propose a supplementary new channel whereby student government initiatives may be laid directly before the faculty for action.

Third, we advocate greater student self-governing authority, reduced areas and forms of direct faculty and administration supervision, and simpler means of liaison between students and faculty. We propose the elimination of the present Student Life and Interests Committee, for example, and distribution of its powers among WSA and smaller, joint student-faculty committees with limited jurisdictions.

Fourth, we advocate restructured, limited, and clarified University disciplinary procedures. We oppose duplication of any civil law penalties by University action, except in certain unusual cases. We believe the University disciplinary powers should be exercised over individuals only in specialized circumstances later detailed. Trials should be before joint student-faculty hearing panels, with appeals heard by all-faculty panels; in neither hearing nor appellate stage do we think it appropriate for an administration official to participate as either judge or juror. We propose further the creation of a separate new committee for policy-making in the area of individual student behavior, to be composed of three students and six members of the teaching faculty.

We invite comparison of our recommendations with present practice here and with either practice or recommendations elsewhere. The recent Berkeley report, for example, would not advance genuine student participation beyond that recommended in this Report and, we believe, falls short of our recommendations, and even of our present practice, in many respects.

There is, we believe, more substance than rhetoric in the body of this report. Because we envision a wide readership, we have been blunt at times in order to be certain of clarity. We expect that some will be disappointed with our work, or with the time we found it necessary to devote to our study, but these are the costs of any effort to institute change in a complex body which must serve the needs of many legitimate interests. At the same time, we are confident that, with cooperation from all parties, our recommendations will make a significant contribution toward the realization of our mutual educational goals.

William W. Beeman
James F. Crow, Chairman
Kenneth M. Dolbeare
William H. Hay
Robert J. Lampman
Peter L. Monkmyer
George L. Mosse
Clara Penniman
Walter B. Raushenbush

1. THE COMMITTEE'S TASK

The Committee was appointed by the University Committee in August 1967, and was given this charge:

The Committee is charged with three tasks. The first is to examine past and present student participation in University government as to its functions, the structures through which it has operated, and its effectiveness.

The second task is to formulate principles that will guide the Faculty and Administration of the University of Wisconsin, with approval of the Regents, in making decisions as to the role of students in the government of the University. Principles laid down should aim to ensure that student participation in University government will enhance the quality of the University of Wisconsin as an institution of higher education, will be consistent with the obligations of Faculty, Administration, and Regents to the people of the State of Wisconsin, and will contribute to the intellectual and social well-being of students and staff of the University.

The Committee's third task is to recommend to the University Committee changes in student participation and student functions in University government, and relevant structural changes, that may be necessary to implement the formulated principles in the context of the times in which we live.

As a part of our assignment, we also received from the University Committee the Student Power Bills

15-SS-25, 15-SS-65, and 15-SB-35. We have since received subsequent versions from Senate, 15-SS-105 and 15-SS-109, and statements from AWS regarding women's hours. The University Committee also sent 15-SS-24, a bill regarding student membership on committees, and stated that it would defer action until our Committee has issued its report. It was understood, however, that our Committee is to examine the whole problem of the role of students in the government of the University and not confine itself to issues raised by Senate Bills.

The Committee's task has required an assessment of past experience and of present opportunities. Accordingly, we have looked into practices elsewhere and have studied reports from other institutions, in particular those from Cornell, N.Y.U., and California at Berkeley. We have also received numerous suggestions from students in and out of Student Senate, both in public hearings and by correspondence and individual interviews. Many members of the faculty and administration have provided suggestions and information. Finally we have received advice from a few sources outside the University. We wish to take this opportunity to thank all these individuals and groups.

The Committee is fully aware that this report is incomplete in many areas and that a limited number of subjects have been treated. Plans made long in advance of the Committee's appointment have made it impossible for several members to serve beyond the first semester. We prefer to report at this time those conclusions that we have reached, not only because of the impending reduction of committee size, but because of the necessity that some issues be treated promptly.

We believe that this work should continue and that another group, including students, should be appointed to do it. Many of the important remaining questions are of such a nature that student participation in the deliberations is highly desirable. Furthermore, a joint student-faculty group could make suggestions to students about their own government, an area into which we as a faculty committee have not wished to intrude.

Therefore, we recommend that the present Committee be discharged and that further study be assigned to an ad hoc committee composed of students and faculty, the faculty members to be appointed by the University Committee and the students by Student Senate.

II. GENERAL CONSIDERATIONS

The Committee's charge required an assessment of past experience and of present opportunities. Accordingly, we have examined practice elsewhere and specific requests made here, both by student government and by other interested parties. After careful consideration, we decided to concentrate our attention on three particularly controversial questions. These are: Are students subject to unnecessary rules? Is there adequate assurance of fair application of basic rules of the University? Are there ways to enlarge productively the participation of students in University government?

We have not sought to deal with every detail of the recommendation that we have evolved. We have neither the time nor the expertise, and there are others who can do this better. However, we try to show with some examples how these broad recommendations will apply in actual circumstances. We do regard it as our task to delineate the boundaries between the powers and responsibilities of various units within the University, and between the University and civil authorities. Finally, we offer recommendations regarding structural changes that relate to the role of students in University government.

Our comments and recommendations are made in the context of the purposes and nature of the University of Wisconsin. We perceive the University's educational goals to include developing the intellectual capacities of students, harmonizing new knowledge with the experience of the past through a combination of research and teaching, and improving the quality of life in the state and the nation. We accept the 1947 statement of the Committee on University Functions and Policies, that the University's purposes combine "teaching, productive scholarship, and public services intimately connected with scholarship." It is with these purposes in mind that we examine the related roles of students and faculty in the government of the University.

Although the policy-making power for the University is in the hands of the people of the state through the government and the Regents, it is nevertheless true that the faculty has, by delegation or custom, a large decision-making role in University policies and procedures. We believe that this situation should continue. Student participation has been integral to the realization of the University's purposes, and we believe that it is important to find ways to extend such participation.

The major role of faculties in university government in America rests not on a technical right but on logic and pragmatic demonstration that only by such a role can the University assure the maximum probability of best accomplishing its educational purposes. Faculty governance at the University of Wisconsin has been a cherished privilege over the years. It has been based on the presumed special dedication of a university community to rationality and the search for truth by faculty members committed to and loyal to the institution.

Faculty members and administrators in a modern university accept many diverse roles in teaching, in research, and other activities. Students come into the university community from many backgrounds and with differing educational goals. Spheres of responsibility, concern, and rights are not neatly tagged as being solely student, faculty, administrative, or regent. Pluralism and diversity, not centralization, characterize all parts of the University decision-making arrangements.

1. LEARNING WITH FACULTY MEMBERS

Students should have a continuous, interacting role of learning with faculty members. The faculty member who most successfully meets the challenge of teaching will work with students, from the freshman to the Ph.D. candidate, to educate and to be educated. Faculty members, departments, administrators, and University committees have an obligation to use every means at their disposal to preserve, develop and enlarge this intellectual exchange with students.

2. OPPORTUNITIES TO PARTICIPATE IN STUDENT ACTIVITIES

Beyond this intellectual partnership students should have the opportunity to participate in a wide range of student activities. We believe that these activities can be an important part of the educational experience.

The University provides facilities for extra-curricular endeavors: meeting rooms, athletic fields, gymnasiums, auditoriums, theaters, craft and art studios, and music listening and practice rooms. All of these should be continued and perhaps expanded.

The University has also offered great freedom and wide latitude to students interested in political activity. We encourage such activity both for its immediate effect in promoting understanding of politics and of the local, state, and national issues of the day, and as training for the years after leaving the University.

We have no specific proposals with regard to (1) and (2) above. However, we do have specific recommendations with regard to the following. The student should have (3) independence from unnecessary rules, (4) fair application of basic University rules, and (5) opportunities to participate in University government. We now consider each of these briefly.

3. INDEPENDENCE FROM UNNECESSARY RULES

American universities have continuously enlarged the role of students in determining, individually or collectively, their personal and social affairs. The University role of *in loco parentis* is increasingly distasteful to student, faculty member, and administrator alike. Yet, in the choice between some University responsibility and abruptly turning the student out from the protection of his family into a complex society, it seems necessary to leave some role to the University. Enlargement of personal independence for the student can continue without eliminating a reasonable concern of the University faculty and administration for his welfare.

We are sympathetic with the desire of students to have more freedom in their choice of a place to live and in the rules under which they live. As is detailed in Section III, part 3, we are recommending that students who have their parents' consent to do so may live in unsupervised housing. Furthermore, we accept the principle that rules for students living in unsupervised housing are in general not a matter for University legislation, but are rather in the province of civil law. We are also recommending the elimination of rules regarding hours and the liberalization of visitation privileges in supervised housing.

4. FAIR APPLICATION OF BASIC UNIVERSITY RULES

We are in agreement with student requests that students involved in civil offenses generally be dealt with by civil authorities. Private student behavior that does not affect other students or the operation of the University is not a proper subject for University discipline. Yet, as we detail later (Section III, part 1), we believe that there are certain situations in which the University should be free to impose sanctions in addition to or independent of sanctions imposed by civil authorities. In general, these involve direct danger to University personnel, serious damage to University property, and impairment of important University processes. The purpose is to maintain the necessary operations of the University community. We are also recommending changes in the structure and procedures where University disciplining powers apply (Section III, part 2).

In regard to Human Rights, the Regents have passed the following resolution:

"The University of Wisconsin shall in all its branches and activities maintain the fullest respect and protection of the Constitutional rights of all citizens and students regardless of race, color, sect, or creed; and any violation thereof shall immediately be reported to the administration and the Regents for appropriate action to the end that any such violation of Constitutional rights shall be promptly and fully corrected, and future violations prevented."

Students (and all other members of the University community) are entitled to the fullest protection from violation of this ruling. Administration, faculty, and students have continuing responsibility for vigilant enforcement of this principle. We do not favor changing the operation or responsibility of the Human Rights Committee, which seems to us to be doing an exemplary job.

5. OPPORTUNITIES TO PARTICIPATE IN UNIVERSITY GOVERNMENT

We applaud the increasing interest of students in the University's government. Both individually, in groups, and through organized government, students in the past have played responsible and creative roles in University progress. To mention but three examples, the honors program, the pass-fail courses, and the human rights program are the result of active student participation.

The immediate experience of students in problems of concern to them is often invaluable in arriving at wise decisions. On the other hand, the longer tenure and greater experience of faculty often make them better able to take into account the long-run interests of the institution, including the protection of opportunities for future students.

Students now participate in University policy-making through student government in its various forms and through a wide variety of faculty-student committees. Politics in the University as in society at large are not to be exclusively learned or practiced in a single formal structure. Emphasis should be on decentralization and diversity. We believe that efforts should be made to reinforce and expand the number of opportunities for students to contribute to and influence University policy.

The heavy emphasis on the departmental structure in the University suggests the department or professional school as a natural center for student contribution. The experimentation of some departments in bringing in students on certain policy questions should be encouraged.

We reject any suggestion that there be direct student participation in decisions on faculty appointments, promotions, and salaries. This is a power not given to assistant professors or instructors. On the other hand, we believe that improvement should be made in the means by which student views on curricula, degree requirements, and other educational matters can be brought to the attention of the faculty and administration for full discussion of possibly divergent views. The faculty should also direct its attention to securing student evaluations of courses and teaching. We believe the methods so far developed for securing such evaluations are incomplete and inadequate.

We have made suggestions for student initiative power (Section III, part 4), and increased representation on University committees (Section III, part 5). The latter includes increasing student representation and powers in the area of discipline (Section III, parts 1 and 2). We also have recommended structural changes in committees that regulate housing and student organizations. We urge that

the WSA play a more significant role in regulating student organizations.

PART 1. UNIVERSITY POWER TO DISCIPLINE INDIVIDUAL STUDENTS

One of the most difficult and important problems with which the Committee has struggled is under what conditions the University power to discipline a student for his individual conduct should be exercised. In recent months, a wide range of opinions has been expressed, ranging from the view that the University should never discipline a student except for matters directly related to his academic work, to the view that University discipline should be the preferred method for dealing with nearly the entire range of student misconduct.

We have not directly concerned ourselves with the extent of the University's legal rights and powers to discipline students. Without legal staff help, we did not feel able to explore this matter. We believe, however, that the standards and procedures we recommend are clear and fair enough so they ought to withstand legal attack.

1. PRESENT POLICY ON STUDENT DISCIPLINE

The present policy follows in general the principles of Faculty Document 57 (April 4, 1966) and the detailed report which accompanied that Document. These were prepared by a special "Committee to Study Non-Curricular Life of Students" under the chairmanship of Professor Frank Remington of the Law School. That Committee worked for over two years and devoted its primary attention to the problem of student misconduct.

The Remington Report specifies three areas in which student conduct is properly subject to University disciplinary action (pp. 52-55 of the Report):

(1) Student conduct which is indicative of a continuing threat to the personal safety of members of the University Community.

(2) Student conduct which seriously damages University property.

(3) Student conduct which is unduly disruptive of the educational process.

These three concerns are recognized and applied by the University administration currently, regardless of whether state laws or city ordinances are also violated by the student conduct in question. The Student Handbook, "Policies and Guidelines for Student Life," 1967-68, page 11, purports to subject a student to University discipline for a wide range of conduct not falling within any of the three above categories. For example: "In addition to the civil code and specific regulations of the University, the student must adhere to a high standard of conduct. If he does not, he is subject to disciplinary action by appropriate University authorities." Our committee's impression is, however, that actual University practice currently is consistent with the Remington Report.

2. THE POLICY REQUESTED BY WSA

The Wisconsin Student Association, through Student Senate, has declared that there are areas of individual liberty where no University agency should legislate, and as to which no University discipline should apply. In particular, Bill 15-SS-105, adopted October 12, 1967, says:

No University agency, student or otherwise, should pass or enforce regulations which protect or punish any student or organization violating a law of Wisconsin or the United States. It should be remembered that a student is a citizen and responsible to civil law whether he has committed an offense on or off campus. Civil law would be expected to be enforced on campus and no repetition of legislation on the use of drugs, alcohol, gambling or in the areas of civil rights and liberties need be made.

In no case should an individual or organization be subject to more than civil action; that is, it should in no way affect his status as a student. The status of a student shall be affected only by his ability to participate in classroom activity.

When a student has been apprehended for the violation of a law of the community, the state, or the nation, the University will not request or agree to special consideration for the student because of his status as a student. The University may only take sanctions against the student based on his academic participation.

The University may provide for a student whatever counseling, psychiatric, and medical facilities it has at its disposal (counseling does not include University sanctions such as probation or expulsion). However the University may not dismiss a student for anything other than his academic performance; nor may they review his status because of his breaking of a civil or criminal law (e.g. involvement with drugs).

3. THE COMMITTEE'S VIEW

We have, earlier in this Report, stated our conviction that there are no areas of University life that are the exclusive concern of students in the sense that the faculty and administration are, or should be, indifferent to what happens in those areas; nor are there, in this sense, areas of solely faculty or administration concern.

On the other hand, we endorse much of the above WSA statement. The University should not ordinarily intervene in the individual activities or conduct of a student. There are many matters of individual student behavior as to which no University agency, student or otherwise, should attempt to make regulations or enforce discipline. The Remington Report substantially recognized this proposition.

However, the view that whenever any civil law applies to the conduct, the University must never impose its own discipline, goes too far. There must be exceptions where serious danger to University functions and processes is involved. In this connection, indeed, the student position, as it has been presented to us, is somewhat ambivalent. On the one hand, they assert that they want to be exclusively under civil rather than University authority. On the other, they do not appear to be asking for the logical extension that the campus and dormitories be regularly patrolled by the Madison police (or possibly campus police enforcing state law), who would presumably also be the first resort in any on-campus disorder or other conduct violating civil law. Individual student views vary. Indeed, without having the benefits of a detailed poll, we really wonder how many students would prefer being taken to criminal court for lesser offenses which might otherwise result in no more than a semester of disciplinary probation.

We are aware that some members of this faculty and of the administration think that University discipline should continue to apply to individual student misconduct because such discipline has educational and corrective

value ("It's for the good of the student"). Some also think University discipline is appropriate because students should be expected to adhere to some higher standard of conduct than that enforced by the larger community upon its citizens in general. The language above quoted from the Student Handbook suggests this view. While some members of the committee feel nostalgia for the relatively recent days when such views prevailed, we are agreed with the essential premise of the Remington Report, that formal enforcement of these hopes and expectations as such is not feasible. With vast numbers of students in the University, many thousands of them married or over 21 or both, in the normal situation all students should be treated as young adults, expected to obey all the laws of the larger community and subject only to the same enforcement and punishment procedures as other citizens.

Therefore, in ordinary situations, we concur with the Remington Report and with the general movement away from the University's playing a role in *loco parentis*. The off-campus behavior of a student as an individual in ways that do not represent a continuing threat to the welfare of others in the University community should not be a matter for University disciplinary action. Further, we think that the same proposition would hold even if the particular behavior should happen to occur within the geographical limits of the campus. Individual conduct on campus can be dealt with by campus police, who have the power to make arrests for violations of state laws. In addition, University authorities can deal with such conduct by bringing complaints against offending individuals to the attention of the Dane County District Attorney.

As stated previously, the ultimate WSA position that whenever civil law applies to student behavior, the University has no rights whatever to use disciplinary sanctions, is too absolute to be acceptable. There is a point at which it would not be feasible, nor would it be fair to the University community as a whole, for the University to fail to use its disciplinary powers.

For guidelines as to when University officials should have the discretionary authority to impose University discipline, we concur substantially with the Remington Report and use that as our starting place.

1. We agree with the Remington Report that intentional student conduct which seriously damages or destroys University property justifies imposition of University discipline. What about minor damage to, theft of, or defacing of University property? A complaint can be made to the civil authorities, but that course may be unwise in most such cases. We suggest that in such cases, the University should not assert the power of probation, suspension, or expulsion, but has and should assert the power to require the student culprit to pay for any needed repair, cleaning, replacement, or the like, and to withhold awarding of academic credit pending such payment. Such a procedure should be adequate for the lesser property damage cases. Within the spirit of these guidelines, we would expect appropriate University administrators to make the decision as to whether a given incident of property damage requires disciplinary action or merely compensation.

2. Likewise, student conduct which clearly indicates a serious continuing danger to the personal safety of other members of the University community will justify University discipline, including removal of the student from the University community by expulsion. The narrow scope of this category of conduct should be understood. One incident of even quite violent anti-social behavior by a student would not, in the Committee's view, justify University disciplinary action without clear and satisfactory evidence that the incident indicated a serious continuing danger to other members of the University community. It should be clear, however, that University authorities would be expected to bring such behavior to the attention of civil authorities.

3. The third category of conduct is still more difficult to state with precision. The Remington Report refers to conduct which is "unduly disruptive of the educational process." One example in that Report is cheating on exams, which of course must be subject to University discipline; we do not understand the WSA position to be otherwise. But "disruptive" conduct includes a wide range of other conduct, depending on how one defines disruption and how one defines "educational process." Recent events only reinforce the Committee's belief that University power over conduct of this kind must be examined and restated with great care.

(a) We are agreed that at least some kinds of intentional conduct which affect University functions and processes must be subject to University discipline.

(b) In general, we think University discipline is proper only when the intentional student conduct involved has clearly and seriously obstructed or impaired a University function or process. We use here the phrase "intentional student conduct" with the hope that it will not be misconstrued. What must be "intentional" is the conduct itself; this does not require proof that the conduct was "intended" to have the consequence of a clear and serious obstruction or impairment of a University function. For example, a student who loses control while driving his car and crashes into a University building where a class is in progress, forcing the class to adjourn, might be very careless but would not be guilty of intentional conduct. On the other hand, students who mass at the entrance to a classroom, preventing students from getting to class, are engaging in intentional conduct. Their argument that their intention was not to obstruct the class, but only to protest the draft (or celebrate a Rose Bowl invitation), would in our view be irrelevant.

(c) Some conduct poses especially difficult problems because the conduct is politically inspired and, up to a point, represents an expression of the right of free speech and dissent which both the Constitution and our own University traditions not only permit but cherish. The right to speak out, to dissent, and to associate with others in doing so, does not however mean the right to forcibly stop the lawful activities of others. When student conduct, even though related to dissent or other political expression, clearly and seriously obstructs or impairs a University function or process, the University must be free to use its disciplinary powers as one means to stop the impairment and discourage future impairment.

(d) We emphasize "clear and serious obstruction or impairment," knowing that these words may be asserted by some to have the same vice of vague-

ness now claimed to corrupt words like "unduly disruptive." The words are general, indeed, but in the context of this discussion we do not regard them as vague. But as a further safeguard, we assert that we mean them to restrict sharply the kinds of conduct which fall properly within this category. It is our recommendation that in applying this standard, the University explicitly accept the burden of proving by clear and convincing evidence not only that the claimed misconduct occurred, but also that it was of the gravity and significance implicit in the general words we have offered. It follows that we cannot accept the suggestion made by some that the University is powerless to use its disciplinary processes unless it spells out a lengthy, detailed, and specific list of prohibited conduct. We do not understand "due process" or any other constitutional imperative to require this of the University, but it may be that the promulgation of some sort of "Student Code" would be an aid in University disciplinary matters. Later in this report, we propose the creation of a new Student Conduct Policy Committee, and we suggest that a proper early task for the Committee, if established, would be consideration of whether such a Code should be developed.

For the time being, we stand on the general statements above. Because of their generality, it may be well to suggest a few specific examples, not as fragments of a "code-to-be", but merely to try to illuminate our general statements. We emphasize that these are merely examples, not exclusive of other examples, and not in any way intended to define limits to the above general statements.

Example 1. A student who intentionally sets fire to a University building is subject to University discipline.

Example 2. A student who throws a snowball and breaks a pane of glass in a University building should be required to pay for replacement, on threat of withholding academic credit, but upon such payment should not be subject to University discipline.

Example 3. A student who has committed a violent and dangerous physical assault on another person (more than just a drunken scuffle), if there was substantial evidence that the act might be repeated, could be found to be a serious continuing danger and hence could be subject to University discipline.

Example 4. A student who is deliberately obstructive in the classroom to the point of not permitting the teaching process to continue would be subject to University discipline (see Remington Report, page 55).

Example 5. A student twice found guilty of shoplifting or of drunken driving off campus by Dane County Criminal Court would not be subject to University discipline. Of course, if these convictions brought jail sentences which prevented the student from meeting academic obligations, normal academic consequences would follow.

Example 6. A student attending a speech or program on campus sponsored by a student organization, University department, or other authorized group, who obstructs the program or significantly impairs the speaker's ability to be heard, would be subject to University discipline.

Example 7. A student who, a day before a scheduled speech on campus, exhorts other students to obstruct the speech and prevent the speaker's being heard, would not be subject to University discipline for such exhorting alone, although if the obstruction did occur on the following day with the student's continuing encouragement and leadership, the exhorting might be found to have been so related to the obstruction as to be a part of the proof of the over-all offense of obstructing.

Example 8. A student who is in attendance at any meeting of a University committee, whether as a spectator or as a participant, who by his conduct obstructs the meeting or seriously impairs the proceedings may be subject to University discipline. By contrast, a student who pickets and holds a sign outside such meeting, protesting the meeting, would not be subject to University discipline unless his conduct seriously obstructs or impairs some University function.

Example 9. A student who intentionally participates in preventing physical access to any authorized class or meeting in a University building, or in effectively denying physical entry or egress to or from a University building, or a room in such building, to any person authorized to enter or leave such room or building in connection with a University function or process, is subject to University discipline.

As to all categories of conduct above described as justifying imposition of University discipline, we are aware of the important question of the propriety of any University disciplinary action which is imposed in addition to civil law penalties imposed for the same conduct. Duplication or supplementation of civil law penalties is normally undesirable and suggestive of double jeopardy. We have so recognized by sharply restricting the kinds of student conduct subject to University discipline. At the same time the University cannot be expected to eschew internal defensive (i.e. disciplinary) procedures when its processes are seriously endangered. Therefore, the committee recommends that, as a general rule, the University should not apply its disciplinary powers in instances where the matter has been taken up by normal civil law processes; but in serious cases in the three categories above specified, the University should be free to impose discipline. In exercising this freedom, the University may act whether or not civil law enforcement has been or will be invoked for the same or related conduct of the student; it may in appropriate cases take into account what civil punishments have been imposed, when deciding what University action, if any, is appropriate; and it may appropriately reduce University penalties previously imposed if civil penalties are later imposed. The University may decide, depending on circumstances, not to bring a civil complaint against an offending student, but to impose University discipline only. However, in such a case, the student will of course also have to answer in court if a complaint is there brought against him by civil authorities or an individual, and the University should not intervene in any such court proceeding.

In summary, the committee supports the proposition that insofar as possible, individual student conduct shall be a matter between the student and the larger society, governed by the laws and procedures which apply to all citizens. We have attempted to set forth limited areas of student conduct in which we think the interest of the University community is so direct and immediate that University disciplinary power should be available. With-

in these limited areas, we think it essential that University officials have discretion to deal with differing situations in differing ways, subject of course to the provisions for hearing and review hereafter discussed.

In addition to the situations, discussed above, where University discipline may be appropriate as a response to student misconduct which also violates the general criminal law, there are University rules which relate to matters not strictly academic, yet not covered by the general criminal law. A limited number of such internal housekeeping rules seem to us necessary. The University cannot look to criminal law procedures in Dane County for enforcement of such rules. Hence, University housing regulations prohibiting certain categories of students from living in certain kinds of housing must ultimately be enforced by the imposition of University discipline. We have elsewhere in this Report indicated our view that limited restrictions on the housing choice of some students continue to be necessary. We would of course expect University authorities to seek voluntary compliance before resorting to discipline.

As another example, the University might develop a regulation requiring students to identify themselves on request by University authorities in certain very limited situations, as for instance to establish the right to be in a University building at an hour when the building is normally closed. We do not express an opinion on whether, or to what extent, such a regulation is needed. Rather, we suggest that the possible need for such a regulation is a proper matter for study by the Committee on Student Conduct Policy (hereafter discussed). Our purpose in mentioning it here is to point out that such a regulation, not duplicated by general law, would be enforced only by University discipline.

In the preceding discussion, references to "University discipline" have had to do with disciplinary measures largely relating to the student's general status as a student—such as course failure, probation, suspension, and expulsion. We now note three areas where certain other kinds of University power need special mention:

(1) When a student is a resident of a University dormitory, the University must be free to act as any landlord might against one whose conduct substantially violates the contractual or other obligations of a tenant. University action under this power might, for example, be expulsion from the dormitory. Such expulsion would not affect status as a student, though the conduct causing the expulsion from the dorms might conceivably be of the sort that would also justify other University action, under standards previously discussed.

(2) When a student is also an employee of the University, he is subject to the provisions of his employment agreement and the related rules appropriate to that employment. The University may, consistent with such rules and employment agreement, terminate his employment, but it should be clear that his status as a student is not affected by any action taken against him as an employee.

(3) Some professional colleges, schools and departments of the University are regularly asked to give personal evaluations of students in connection with the students' efforts to obtain employment, professional qualification, certification, or licensing. These evaluations, we understand, are independent of and supplementary to the student's degree and academic record. Sometimes the evaluations may be influenced by the college, school, or department's knowledge of some misconduct by the student which has not resulted in University discipline, but may arguably affect the student's suitability or eligibility for the particular profession involved. Some units, we understand, react to this problem by expelling offending students from the particular unit, without regard to University-wide procedures. Without attempting to say here what is proper for each particular unit faced with this problem, the majority of the committee is of the opinion that conduct not serious enough to fall in a category justifying discipline under the University-wide standards previously stated, should normally not be made the basis for expulsion from a particular school or course of study. University personnel as individuals in these situations, however, should be free to report as professional licensing authorities and the like what they know about a student, despite the indirect disciplinary effect such reporting may have in some cases. Whether a University school, college, or department officially (as contrasted with deans or professors individually) ought to furnish to any non-University agency any information or opinion about a student beyond what is shown on his academic record is a controversial question deserving of study, but beyond the scope of our committee's work.

In any case where the imposition of University discipline is contemplated (except the three special situations just discussed), procedures shall follow the guidelines set forth in the following section of this Report. In all such cases, discipline should be imposed only if it is satisfactorily proven that (1) the student was in fact guilty of the conduct charged, and (2) that the conduct was of a kind and seriousness to fall in one of the punishable categories previously set forth in this Report.

PART 2. STRUCTURE AND PROCEDURES FOR DISCIPLINING STUDENTS

We recognize that the vast majority of students will probably never be subject to University disciplinary procedures of any kind, at any level. However, one of the tests of a society or institution is the effectiveness and fairness with which it deals with its serious, albeit isolated and occasional, trouble spots. Hence we have regarded the University's structure for disciplining students, the procedures used within the structure, and the students' role in the structure, as among the principal concerns of our committee.

In what follows, we present our proposals, without first detailing the present structures and procedures. The present pattern receives substantial attention in the Remington Report, and will be referred to as needed in explaining our proposals.

1. STUDENT COURT

In the past, the primary roles of Student Court have had to do with the campus traffic offenses of individuals, and with certain matters within WSA involving student organizations, election disputes, and the like. The latter role is irrelevant to this section of our report, and we do not discuss it further here.

In its traffic offense jurisdiction, Student Court has performed a service for the University community and has provided experience to students who have served as court members or counsel. We recommend that Student Court continue this role.

We have previously mentioned the problem of student conduct which, while not serious enough to justify full-scale disciplinary action against a student, nonetheless results in minor property damage or loss which the University has a right to recoup against the responsible student. In such cases, where either the guilt of the student or the amount of the damage is in dispute, we recommend that Student Court be the hearing panel which decides the case and decides the amount, if any, which the student must pay the University. The sanction of withholding academic credit until such amount is paid, which we have previously discussed, would follow automatically and not be a part of the Student Court's responsibility. As previously noted, the appropriate administrator or dean would decide whether such a case involved serious property damage and hence requires disciplinary procedures, or whether reference to Student Court under this paragraph is the proper procedure. The student would have a right to appeal an adverse decision to the Committee for Student Conduct Appeals.

Student Court now has, theoretically, concurrent jurisdiction with the Administrative Division of the Committee on Student Conduct and Appeals over more serious cases of student misconduct. This jurisdiction has rarely, if ever, been invoked in recent years. In view of the new hearing and appeal tribunals we propose hereafter, we recommend that this aspect of Student Court jurisdiction be ended in theory, as well as in practice.

2. STUDENT LIFE AND INTERESTS COMMITTEE

SLIC is discussed in other sections of this report. We mention it here only to emphasize that despite its inclusive name, it has no jurisdiction over the disciplining of individual students. We do not understand SLIC to have asserted any such jurisdiction in the past, nor do we recommend that it, or any equivalent successor committee, have such jurisdiction in the future.

3. THE DEAN OF STUDENT AFFAIRS AND OTHER DEANS AND RELATED ADMINISTRATORS

We are agreed that "the dean" by which inclusive term we refer to any relevant administrative official in the impersonal, institutional sense, occupies a critically important position in the University structure. It is important to the structure in general; it is likewise important in the structure for dealing with students particularly, for helping with their problems, and for administering discipline when necessary.

In necessarily broad terms, the dean's present role in a matter eventually leading to disciplinary procedures against a student may include one or more of the following functions:

1. Gaining personal knowledge of, or receiving from police reports, newspaper stories, or other sources, reports of alleged misconduct by a student.

2. Counselling the student, after as well as before the alleged incident, and helping to make available to him University facilities which may help (medical, psychiatric, financial, etc.).

3. Investigating an alleged incident, once reported, by obtaining further reports, interviewing witnesses, and interviewing the student or students allegedly involved.

4. Making a decision as to whether the alleged misconduct requires that the matter be referred to city, county, or state law enforcement authorities.

5. Making a decision as to whether the alleged misconduct requires that some University disciplinary action be taken.

6. Imposing discipline directly on the student, as light as warning or as severe as suspension or expulsion (subject of course to the student's right to appeal directly to the Appeals Division of the Committee on Student Conduct and Appeals).

7. Advising the student that he is under charges, or perhaps even suspending him, pending a hearing before the Administrative Division of the Committee on Student Conduct and Appeals, and then referring the case to the Administrative Division.

8. Serving as a member of the Administrative Division panel hearing the case.

9. Appearing before the Administrative Division panel as, in effect, a prosecutor, helping to present the facts deemed to call for disciplinary action.

10. Appearing before the Administrative Division panel as a "friend of the student", helping the student to present his defense or his arguments for leniency.

11. Counselling a student on his rights to appeal after an imposition of discipline either by a dean or by the Administrative Division.

12. If a case is appealed, appearing before the Appeals Division as either a supporter of the student or a supporter of the case against him.

13. Posing a question for general consideration to the Appeals Division of the Committee on Student Conduct and Appeals, and asking that Committee's consideration of the matter on general policy basis, with the Committee wearing its "Student Conduct Committee" hat rather than its "Appellate Court" hat.

We are of course aware that no one dean, or even group of deans, does all these things in any single case. The list, does, we think, usefully disclose how much is expected of deans in these cases, and it should serve as a reference point in suggesting some restructuring of responsibilities.

Items 1 through 5 in the above list both inevitably and appropriately must remain the responsibility of the dean. We would add only two obvious cautionary points. First, in fairness to a student alleged to be guilty of misconduct, a dean investigating the matter must, when talking to the student, make clear that he is investigating, not just engaged in normal counseling. Indeed, in some cases it will be appropriate for him to refer either the investigative or counselling aspects of the case to another dean, to avoid any possibility of inconsistency or misunderstanding. Secondly, in making the decision as to whether disciplinary action should be taken in a given case, a dean's discretion must be exercised consistently with whatever general University disciplinary policies are then in force.

Items 6 and 7 above, in our view, pose more difficult problems. After investigation, a dean must have substantial power to impose discipline or otherwise handle a matter within his own office. We recommend that a dean have these powers:

(a) To advise a student that he is under charges of misconduct, that suspension or expulsion will be recommended, that the case will be referred to the Committee for Student Conduct Hearings (to be discussed hereafter in this report), but that the student has the option

to resign from the University "under charges", in which case the proceedings will end, "resigned under charges" will appear on the student's transcript, and the student's right to apply for reinstatement will be the same as if he had been expelled. Or, if the dean thinks suspension is the maximum penalty required, he may similarly offer the student the option to request leave "under charges" for the time the proposed suspension would have run, with a similar entry on the transcript. Any such resignation or request for leave under charges shall be entirely voluntary with the student, but if voluntarily signed by the student shall be given effect and shall end the proceedings in the case.

(b) In special cases, only where there is a strong indication that the student's misconduct will be repeated or continued, to impose immediate suspension, with resultant loss of all student rights and privileges, pending hearing before the Committee for Student Hearings. Such suspension pending hearing is to be distinguished from merely advising a student that he is under charges as described in (a). The procedure described in (a) is the standard one to be followed when a dean decides that discipline as severe as suspension or expulsion may be indicated; suspension pending hearing is a variation on that standard procedure and may be used only in the special cases described. Whenever suspension pending hearing is imposed by a dean, the suspended student shall have an immediate right of review by the Committee for Student Conduct Appeals (to be discussed hereafter in this report), such appeal to be limited to the question whether the temporary suspension should or should not be left in effect until the hearing before the Committee for Student Conduct Hearings.

(c) To impose, after adequate investigation, any disciplinary punishment less severe than suspension. The dean should not impose any such lesser punishment without first notifying the student and giving him an opportunity to make any statement he wishes in his own behalf, but the dean may impose such punishment without referring the case to the Committee for Student Conduct Hearings and without himself holding any formal hearing. If a dean does impose punishment pursuant to this power, the student shall have a direct right to appeal to the Committee for Student Conduct Appeals, which shall if the student so requests give the case a full hearing. This power of the dean does not prevent him in his discretion from referring any case to the Committee for Student Conduct Hearings, rather than himself imposing lesser punishment. In any case in which the dean has imposed lesser punishment pursuant to this power, the only appeal right is that of the student, and the University may not punish the student for the conduct involved beyond the punishment originally imposed by the Dean.

In explanation of the above suggested powers, we add only that we think that the dean must retain much of the power and discretion he now has. The only significant authority he might lose under our proposal would be authority to individually impose disciplinary suspension (other than the special temporary suspension previously discussed) or expulsion on a student for misconduct. This is a power we believe little asserted by deans in recent years, one which should be reserved to a tribunal which will hold a full-scale hearing on the case.

Item 8 under our list of present dean's functions would be eliminated by our recommendation that hearings be held by a Committee for Student Conduct Hearings, which would include no deans or administrators (see later discussion). It seems to us essential that deans perform counseling, investigative and (in a sense) prosecutorial functions. In cases where severe penalties (suspension or expulsion) are contemplated, it seems best that others perform the judicial functions (even though in cases where lesser penalties are deemed sufficient, we have above suggested that deans have a limited judicial function). In proposing that deans and administrators not have a judicial function in cases where severe penalties may be appropriate, we mean to express no judgment as to the fairness in fact of present structures and procedures, as to past cases. We merely express a preference for the structures and procedures we here propose, for the future.

Items 9 and 13 under our above rough listing of present dean's functions would remain proper aspects of a dean's responsibility. A representative of the Administration would normally appear before the Committee for Student Conduct Hearings to present the results of investigation and the reasons why it was thought necessary to refer the case to hearing. He would, in effect, be a prosecutor. Nor would it be inappropriate for a dean who was not the prosecutor to appear before the Committee as a "friend of the student", if the student so requested. (Of course, the student would also be entitled to representation by legal counsel, at his option and at his expense.) Deans could properly again fill the roles of representing the administration and the student (at his request) if the case were later appealed, and should of course be available to advise the student of his right to appeal. And deans or administrators would be a principal source of general policy questions to be posed in the Student Conduct Policy Committee (described hereafter in this report).

4. THE COMMITTEE FOR STUDENT CONDUCT HEARINGS (CSCH)

This Committee has been indirectly introduced in some of the foregoing discussion. It would wholly replace the present Administrative Division of the Committee on Student Conduct and Appeals and would absorb whatever power the Student Court now has in student discipline cases other than traffic offenses and minor property damage cases (see discussion of Student Court above in this report). It would be the only University authority (other than the Regents) with power to suspend or expel a student for disciplinary (as opposed to academic) reasons, except for the Committee for Student Conduct Appeals in cases appealed to it and except for the dean's power to suspend pending hearings in special cases, previously discussed.

We recommend that CSCH be made up of four members of the full-time teaching faculty and four students, plus a member of the Law Faculty as chairman, who shall not vote except in case of a tie vote. The students shall be appointed directly by WSA; at least two of the student members must be undergraduates. The four faculty members and the Chairman shall be appointed by the Chancellor. If WSA does not provide appointees by July 1 of any year, for service during the following year, the Chancellor may appoint all faculty and student members in his discretion. If student appointees willing to serve are not available, the Chancellor shall

appoint faculty members instead.

We suggest to the appointing authorities that some degree of continuity on CSCH from year to year is a desirable goal to be considered in making appointments. We also suggest that at least until the University is equipped to give independent legal staff help to CSCH, it will be necessary to have a member of the Law Faculty appointed to the committee, as chairman, with vote only in case of a tie.

CSCH shall have authority to regulate its own procedures, subject to these general guidelines: Due process for the student is to be assured by (among other things) giving him adequate notice, a reasonable hour for hearing the case in light of his schedule, an opportunity to be represented by legal counsel of his choice at his own expense, an opportunity to know and respond to the case against him, and a prompt, fair and orderly hearing.

If CSCH has given a student reasonable notice and reasonable time to prepare for the hearing, it should have power to set the hearing for a reasonable date and time and to proceed with the hearing at the time set whether or not the student appears. CSCH should have power to hear at one time charges against several students arising out of the same general incident, and may otherwise regulate its procedures so that delay is held to a minimum consistent with fair notice, fair opportunity to prepare, and fair opportunity to be heard.

A quorum of CSCH to hear cases will be five members. In any case in which members may resign or refuse to serve, the Chancellor may promptly relieve such members and appoint replacements in his discretion. Decision on any case will require concurrence of a majority of the members present at the hearing.

CSCH shall have authority to keep order in its own proceedings. Its hearings shall be public, unless the student whose case is being heard requests a confidential hearing, or unless the committee finds it impossible to preserve reasonable order in a public hearing. The requirement that the hearings be public shall not be understood to mean that hearings must necessarily be held in a room large enough to accommodate all interested members of the public. In contrast with the hearing itself, the committee's deliberations after the hearing shall not be public.

As a part of its power to keep order, CSCH shall have the authority to summarily adjudicate disciplinary penalties against students who seriously obstruct or impair its proceedings in its presence, or to order removal of such students from the hearing, or both. Any penalties thus adjudged shall be subject to review with full hearing at the students' request before the Committee for Student Conduct Appeals.

In any case referred to CSCH, if the student whose case is to be heard so requests in writing at least 24 hours before the time set for hearing, the case will be heard and decided by only the faculty members of CSCH, with three faculty members required to constitute a committee quorum.

5. THE COMMITTEE FOR STUDENT CONDUCT APPEALS (CSCA)

We have already indirectly introduced our recommendation for the creation of an appellate body, which would assume the present appellate functions of the Committee on Student Conduct and Appeals. CSCA would be the only appellate body in the University on individual student disciplinary matters, having jurisdiction over appeals from Student Court, from disciplinary action imposed directly by Deans and Administrators, and from CSCH. In saying that CSCA is the "only" appellate body, we do not mean to suggest that the Faculty and ultimately the Board of Regents are without appellate authority. We assume that each has the right, on petition by a student, to review his case and reverse or reduce any action taken against him by lower University authorities, but we also assume that each has the right to refuse in its discretion to consider such a petition (a right which CSCA does not have).

After extended discussion, we have decided to recommend that CSCA be an all-faculty committee. We recommend substantial student representation on CSCH (above) and on the Committee on Student Conduct Policy (hereafter discussed), but it is our view that CSCA can best function as a relatively small committee made up only of teaching faculty. We think of appeal to CSCA as normally in lieu of any right to appeal to the whole Faculty. We recommend a committee of five teaching faculty members. The chairman shall be a law professor appointed by the Chancellor. The other four members shall be elected by the faculty, two each year for two-year terms, from among nominees provided by the Faculty Nominating Committee. At the first election of CSCA, four members shall be elected, with the two receiving the highest vote to serve for two years, and the other two for one year.

CSCA should have the power to regulate its own procedures, subject to the following rules and guidelines: Only a student may appeal from decisions by Student Court or by a dean, but either the student or the administration may appeal from a decision of CSCH. No appeal will be effective unless filed with CSCA in writing within 30 days after the parties are notified of the decision from which appeal is taken; for this purpose, the period between June 1 and September 15 will not count. Pending appeal, any penalty imposed by the authority appealed from will be in force, except the CSCA may in its discretion stay the imposition or enforcement of such penalty upon petition by the student.

Like CSCH, CSCA should assure due process for the student by giving him adequate notice, a reasonable hour for hearing his case in the light of his schedule, an opportunity to be represented by legal counsel of his choice at his own expense, and a prompt, fair and orderly hearing. If CSCA has given a student reasonable notice and a reasonable time to prepare, it should have power to set the hearing for a reasonable date and time and to consider the appeal at the time set whether or not the student appears and whether or not the administration is represented.

CSCA should have discretion in its procedure particularly with regard to the amount of evidence it hears. Where the appeal is on a limited issue, the committee may of course limit evidence before it to that pertinent to the particular issue. In cases where a substantial (not necessarily verbatim) written record was made at the hearing below, the committee may hear arguments, study the record, and decline to receive additional evidence. In any case brought to it, CSCA should have authority to review the matter as completely as seems necessary, change the findings of fact, make its own

judgment as to the seriousness of the conduct, and change or disapprove the penalty. However, it shall not increase a disciplinary penalty unless such increase was specifically requested in an appeal brought from CSCH by the administration.

The deliberations of CSCA shall not be public, but any hearing before the committee to receive evidence or arguments shall be public unless the student requests otherwise or the committee determines that it is necessary that, to preserve order, the public be excluded. A quorum of the committee for hearing purposes shall be three, and three members must concur if an action appealed from is to be reversed or changed. The Chancellor shall have discretion during the year to appoint a member to replace, temporarily or permanently, any member who is unable or unwilling to serve, but shall not have authority to replace any member who is able and willing to serve.

* * *

Like the members of CSCH, the members of CSCA are to have judicial functions only. They may be confronted from time to time with contentions relating to the legality or constitutionality of their own procedures, or of University regulations, or of their own very existence. As essentially lay committees, they should not be obliged to decide such contentions. Rather, they should feel free to decide such contentions if they feel able to do so, which in some cases they may, but they should also feel free to assume the legal validity of University rules and procedures, leaving decision on the challenge to a court of law.

Members of CSCH and CSCA, having only judicial functions, should not be expected to consult with deans or administrators about problems of University discipline, either in connection with cases in process or in connection with more general policy problems. Yet these committees will develop certain expertise and, very likely, certain views on such matters. Both CSCH and CSCA should report annually to the Faculty and to WSA about their procedures, their case load, and their views and recommendations on disciplinary matters. They should also maintain informal liaison with the Committee on Student Conduct Policy. That is the committee which deans and administrators should consult, and to which we now turn.

6. THE COMMITTEE ON STUDENT CONDUCT POLICY (CSCP)

CSCP would take over the present policy-making and policy-stating functions of the Committee on Student Conduct and Appeals. These are functions which we think should be separated from all judicial functions; hence the recommendation of a separate committee.

We recommend that CSCP consist of six members of the full-time teaching faculty and three students, at least two of whom shall be undergraduates. The students shall be appointed by WSA. The six faculty members shall be of the rank of assistant professor or higher and shall be elected by the faculty, from a slate submitted half by the Faculty Nominating Committee and half by WSA. At the first election, the Nominating Committee and WSA shall each provide eight nominees. The sixteen nominees shall be placed on the ballot in alphabetical order, without indication of the nominating entity. Six shall be elected, with the three receiving the highest vote to serve for two years, and the next three for one year. At subsequent elections, WSA and the Nominating Committee shall similarly each provide five names for an alphabetically arranged slate of ten, with three to be elected for two-year terms. Elections shall be in May of each year, and if the WSA slate of nominees is not furnished to the Secretary of the Faculty before May 1 of any year, the election shall be from among those nominated by the Nominating Committee. If WSA does not appoint the student members, the faculty members shall constitute the entire committee, which shall have the same powers and responsibilities as if student members were serving.

The Chairman of CSCP shall be a faculty member designated by the Chancellor from among the elected faculty members.

We think of CSCP as the central agency for formulating and evaluating University policy in matters of student conduct and discipline, subject of course to the ultimate control of Regents and Faculty. Without meaning to restrict CSCP's powers or scope because of the following enumeration, we think it may be valuable to list some of the things such a committee might do:

1. It should be the primary agency for watching and evaluating how the recommendations of student discipline—substantive, structural, and procedural—presented in this report work out, if adopted.

2. It should be the committee to which recommendations for changes in any aspect of student conduct policy—again, substantive, structural, or procedural—should be referred for consideration and report before action on such recommendations is taken by Faculty or Regents. This should apply whether the recommendations originate with the administration, WSA, CSCH, CSCA, or any other committee or source. Of course, CSCP would itself be expected to be a prime originator of such recommendations.

3. It should be a group which may be consulted by deans or administrators on student conduct problems, whether for advice on a particular case or for guidance in policy and planning.

4. In cases where it is thought that a formal policy statement of the University position on an existing or potential student conduct problem should be made, CSCP should ordinarily be consulted. Normally, it should be the responsibility of CSCP, rather than of an individual administrator or dean, to determine whether such a formal statement should be issued and if so, what its contents should be—consistent, of course, with general policies established by Regents and Faculty.

5. As we have previously suggested, CSCP should consider to what extent, if at all, it is desirable, to prepare and promulgate a Student Conduct Code. If it is thought desirable, CSCP would be the agency (with appropriate staff assistance) to draft such a code for possible adoption by the Faculty and Regents. In considering such a code, CSCP should also evaluate existing disciplinary penalties available to the University, and consider whether other kinds of penalties, not now used or contemplated, may in some cases be appropriate.

6. CSCP should maintain informal liaison with CSCH and CSCA, so as to understand problems faced by those committees. However, it should not attempt to influence or advise CSCH or CSCA as to specific cases which are before, or may be before, either of those committees.

for decision. CSCH and CSCA, however, should of course perform their duties with due regard for policy declarations or interpretations previously adopted by CSCP.

* * *

We recommend adoption of the above described structures and procedures for student discipline on a trial basis for two to three years. We would expect the Committee on Student Conduct Policy, if created, to lead the University in an evaluation and reexamination, probably during the academic year 1970-71. Even though our committee has tried to offer solutions which respond not to an immediate crisis of demand, but to the expected needs of future years, we recognize the need for periodic restudy.

The structures and procedures proposed are more cumbersome than some of us like. Fairness in fact is not necessarily dependent on elaborateness of procedure. Yet not just fairness in fact, but the genuineness of procedural safeguards and the appearance of fairness are important requirements, which we have tried to meet. Our proposals would also increase the participation of students in areas where important decisions, both general and particular, are made.

PART 3. HOUSING REGULATIONS

The University now has three types of housing regulations. The first requires that certain undergraduates must live in "supervised" housing, i.e., housing which (1) meets certain standards of physical safety, nondiscrimination and rental agreement, (2) rents only to students, (3) provides an opportunity and encouragement for student organization and participation within the housing unit, and (4) provides for a resident staff approved by the University. At present, supervised housing also implies some regulation of hours and visitation privileges.

The second type of regulation specifies that students not living in supervised housing must live in "certified" housing unless they live at considerable distance from the campus. Certified housing meets minimum standards of physical and safety facilities and nondiscrimination.

The third type of regulation is that "single students (graduate or undergraduate) may not reside in housing (excluding apartment buildings) accomodating unmarried persons of the opposite sex (students or nonstudents) other than members of the resident family."

These three types of regulations originate in the Living Conditions and Hygiene subcommittee of the Student Life and Interests Committee. They are next passed upon by the full Student Life and Interest Committee and then by the Faculty.

1. WHO MUST LIVE IN SUPERVISED HOUSING?

Single freshman men and single freshman and sophomore women under 21 years of age are required to live in supervised housing unless they work for room and board where they live or reside with parents, guardians, or relatives. With the consent of parent or guardian, single sophomore and junior men and single junior women are not required to live in supervised housing. Seniors and graduates, students who are 21 years of age or older, and married students do not require parental consent to live in nonsupervised housing.

In the fall semester of 1967, 41 percent of all undergraduate men and 58 percent of all undergraduate women lived in supervised housing. About three-fourths of freshman men and freshman and sophomore women live in supervised housing. See Table 1.

TABLE 1

Percentage of students living in supervised housing, by class and sex, for the Fall of 1967.

CLASS	MEN	WOMEN
Freshmen	74	82
Sophomore	44	74
Junior	29	43
Senior	16	22
All undergraduates	41	58
Graduate	7	15
Professional	11	8
Special	21	19
TOTAL	28	49

The general trend in recent years has been to allow students greater freedom of choice with regard to housing. The Committee believes that a continuation of this trend is consistent with development of student initiative, independence, and responsibility, surely important goals of the university experience. The Student Power Bill states that "The University shall not interfere with the selection of the student's housing." Nonetheless, we also recognize the legitimate interest of parents of our younger undergraduates in having their sons and daughters encounter the temptations and distractions of college in a gradual way.

The Committee believes that the wishes of students, our mutual educational purposes, and the interests of parents can be harmonized by a wider use of parental consent. The view of the Committee is that students who are juniors, or who are 20 years of age, or are married should be regarded as adult with respect to their choice of housing. We believe further that the proper person to decide about housing for younger, unmarried students is the parent. Younger students who have parental consent should have the same freedom to select housing as other Madison residents of the same age.

We have received from several persons the suggestion that parental consent to live in nonsupervised housing should be assumed by the University in the absence of a specific written statement to the contrary. After considerable discussion the Committee has decided not to recommend this. The principal reason is our belief that some way is needed to know that the parent actually considers the question before the student is permitted to live in nonsupervised housing. Requiring specific written parental authorization assures this.

We therefore recommend that all freshmen and sophomores be required to live in supervised housing unless (1) they are at least 20 years of age, (2) they are married, or (3) they have the written consent of their parent or guardian to live elsewhere. As at present, the requirement does not apply to students who work for room and board where they live, or who reside with parents, guardians, or relatives.

Of course, any student regardless of age or class standing may choose to live in supervised housing. We

consider it important for the University to sponsor and to encourage a variety of supervised housing environments. In particular, we believe that the University should continue its efforts to enrich University residence halls living with extra-curricular and co-curricular activities. Faculty members can make important contributions by cooperating in the programs of the supervised living units.

2. THE REQUIREMENT FOR LIVING IN CERTIFIED HOUSING

The recently revised housing regulations require that students who are not required to live in supervised housing must nonetheless, if they choose to live in a specified area near the campus, live in certified housing. As stated before, certified housing must satisfy University and city physical and safety standards and must be nondiscriminatory. Likewise, even beyond the near-campus zone, students may be required to move from housing that fails to meet the same general standards. In the Committee's view, these requirements were designed, not to impose paternalism on students, but to support student desire to get more satisfactory private housing conditions and to upgrade the quality of housing in the near-campus area. We recognize that there is some conflict between the principle of complete freedom of choice by students and the desire to establish minimum standards for housing. We believe that the University should be cautious in withdrawing from concern for the latter.

We are inclined to question the wisdom of the student view that there be no University influence over physical and safety standards and we urge Student Senate to reconsider this question. We therefore recommend that present regulations on certified housing remain in force unless Student Senate passes a new request that the University no longer forbid students to live in housing not meeting the standards required for certification. If such a request is passed, we recommend that the present rules to this effect (Student Handbook, 1967-69, page 48, par. 5 (1) and (2)) should be deemed repealed. This would of course also apply to housing beyond the certification zone. It would necessarily follow that no student government or organization would have any authority to require a student to move from any housing deemed undesirable by such student government or organization. This repeal would not, of course, affect the University's authority to require freshmen and sophomores under 20 years of age to live in supervised housing unless they have parental consent to live elsewhere.

We further recommend that even if student government action does result in repeal of the requirement that students in the near-campus zone must live in certified housing, the certification and inspection program continue, and only certified housing within that zone be entitled to listing in the University Housing Office.

3. WHO SHOULD INITIATE CHANGES IN HOUSING REGULATIONS?

There are now several University committees that are concerned with housing. They are: the Living Conditions and Hygiene Subcommittee and its parent, the Student Life and Interest Committee; three committees that concern themselves with residence halls, namely, the Residence Halls Advisory Committee, the Scholarship Cooperative Halls Committee, and the Committee on Housing for Graduate and Professional Students; and the Advisory Council on Student Housing.

Closely interlocked with the question of who must live in supervised housing is the issue of what hours and what visitation practices must be observed in supervised housing. At present, rules on such matters are initiated by the Fraternal Societies and Social Life Subcommittee of SLIC.

We recommend that a new Madison Campus Student Housing Committee be established to do the work of the Subcommittee on Living Conditions and Hygiene and the work of the Subcommittee on Fraternal Societies and Social Life insofar as the latter is concerned with hours and visitations. We urge that this committee should be made up of students, one of whom should be the president of AWS, and faculty, and that appropriate administrators serve as advisors or consultants to the committee.

4. REGULATION OF HOURS AND VISITATION

The Student Power Report says the following in its section on Local Autonomy

WSA will delegate in its Constitution the power to decide upon visitation policies to the smallest feasible living unit. In most cases, a living unit will be defined as a house which has separate access...

The concept of separate hours for men and women violates a basic concept that there should be no discrimination by race, religion or sex. No more than we would impose separate hours on Negroes or Catholics should we impose them on women. Even if a majority of women were to want hours, what right have they to impose them upon those who do not?

We feel that hours are a matter of individual liberty and cannot be delegated or legislated upon even by a student organization.

The Committee is sympathetic with the continuing trend, at Wisconsin and elsewhere, toward liberalization of rules regarding hours and visitation.

(a) NONSUPERVISED HOUSING. We understand that the University now exercises no power over hours and visitations of students who live in nonsupervised housing. We agree with this practice. Our general principle is that students living in other than supervised housing come under civil authority and are responsible to the laws of the community rather than to University-enforced rules. This is consistent with our principle of nonduplication of civil law by the University and of withdrawal from the role of "in loco parentis." For example, under this principle, the rule that single students may not live in housing accommodating unmarried persons of the opposite sex should be discarded. Our view is that students who are age 20, juniors, married, or have parental consent should be treated as adults in regards to their hours and other aspects of their personal lives.

(b) SUPERVISED HOUSING. We have carefully considered the Student Power Report and have heard numerous student views on the question of hours and visitation in supervised housing. We have also heard the views of faculty, administration, and persons outside

the University. Originally, AWS argued for the retention of hours regulation, but later changed its mind and now supports the Student Power Report in this respect.

We note that at present sophomore and junior women have the option of unlimited hours provided that they have parental consent. This year 76 percent have exercised this option. The Committee believes that what a student chooses to do with his time is much more important than how he schedules it. We see no educational necessity in hours regulation and concur with the Student Senate view.

We therefore recommend that the University impose no general restriction on student hours in supervised housing.

As regards visitation regulations we are again sympathetic with the Student Senate position—that the regulations ordinarily should be formulated by students in the smallest feasible living unit. However, the physical nature of dormitories and other living units is often such as to raise difficult questions for visitation. We believe there is need in supervised housing for some general standards and guidelines.

We therefore recommend that student residents of each living unit should be able to recommend rules concerning visitation for that living unit for consideration by the new housing committee proposed above.

PART 4. STUDENT INITIATIVE POWER IN UNIVERSITY GOVERNMENT.

The Committee favors an increasing student participation in policy discussion and decisions. This can take place at all levels, department, college, or University.

We are aware that there are already ways in which student proposals can receive consideration at a faculty meeting. Perhaps the simplest is for the students to find a faculty member to present a resolution or legislative proposal on behalf of the student group. If the situation is urgent, students can take advantage of the rule that any ten faculty members may call a faculty meeting. Although such means exist, we are nevertheless in sympathy with student requests that there be a regularized procedure by which proposals may be assured of receiving Faculty attention.

We therefore recommend that Student Senate have the power to propose recommendations, resolutions, or legislation that are appropriate to the purposes of the University for Faculty consideration and to which the Faculty is obligated to respond.

Such proposals will be received by the University Committee (or its designee). The University Committee then has the responsibility either (a) to place the proposal on the faculty meeting agenda at the earliest feasible date, or (b) assign the proposal to a committee or to a college faculty.

If alternative (a) is chosen, the University Committee may bring the proposal to the faculty with or without a recommendation. It may recommend approval, disapproval on the grounds that the proposal lacks merit, or disapproval on the grounds that the proposal is not a proper one for faculty action; or it may make any other recommendation that it thinks appropriate. However, the proposal must be brought to the faculty and acted on promptly.

If alternative (b) is chosen, the committee selected may be a standing committee or an ad hoc committee appointed for this purpose. The committee may make suggestions and there may be discussions between the committee and those interested in the proposal. The committee may return the bill to Senate for clarification or reconsideration. However, it may do so only once. If it is resubmitted by Senate, the committee is then obligated to bring it to the faculty. The committee may make whatever recommendations it wishes to the faculty. Whatever the procedure, the committee must carry out its study and report to the faculty promptly.

Whenever the Faculty or a committee is considering a Student Senate proposal, representatives of Senate and other interested students should have the right to appear on the proposal.

We recognize that the proposed power of student initiative at the campus-wide level, through Student Senate, would for the first time officially require the Faculty to respond to student proposals. We think that such an assumption of Faculty response has been an unofficial but very real part of student-faculty relationships on this campus for many years. Nonetheless, our recommendation for a formalized procedure for student initiative would impose serious responsibilities. The Faculty should be prepared to give open-minded and thoughtful consideration to proposals growing out of this procedure. Student government should recognize the importance of using the procedure for appropriate and significant matters only, and the necessity of presenting only well-considered and carefully drafted proposals. The University Committee, as the agency for initial receipt of proposals, should evaluate the new procedure and be prepared to recommend improvements or changes after a two or three year experimental period.

University policy is to a large extent the resultant of a series of forces generated by numerous decisions in smaller units. We believe, therefore, that responsible student initiative power is just as important at the levels of the schools and colleges and in the departments as it is for the entire campus. It is more difficult to be specific because of the diversity of customs in various parts of the University.

We recommend that the colleges and schools be ready to receive and consider relevant student proposals. Such proposals could come from student organizations or from concerned individuals. If there is an organization that is representative of the students in a college or school, this could be the normal channel for such proposals.

Perhaps even more important, because so many more students could be involved, is participation of students in the individual departments. We encourage the formation within departments of organizations of undergraduate majors and of graduate students. Among the purposes of such organizations would be the presentation of proposals to the departmental faculty and the discussion of those issues that are of mutual concern to students and faculty. There should be a departmental response (not necessarily of acquiescence) to such proposals, and student advice should be a factor in the personnel, curriculum, and budgetary policies of the department.

PART 5. STUDENT PARTICIPATION IN UNIVERSITY COMMITTEES

The University of Wisconsin has a long tradition of

student participation in the activities of the University's committees. We view the committee structure as an opportunity to develop a partnership among the faculty, the students and the administration in which each will contribute an experience and point of view which are essential if the University is to best achieve its purposes. We are agreed that this tradition should not only be supported, but that it should be broadened to give students a greater voice in the establishment of University policy.

As a glance at Chapter 5 of the University Code reveals, the present committee system of the University of Wisconsin is one of wondrous complexity and diversity. We shrink from an examination of each individual committee and a recommendation as to what the student-faculty ratio should be, how the members should be selected or who should be responsible for their selection. Rather, we suggest guidelines which should help to assure that these decisions are made wisely.

To illustrate the guidelines we suggest for a number of committees the student representation which seems proper to us. However, we shall finally recommend that each committee consider its own structure and function and recommend, with these guidelines in mind, an appropriate student representation.

In what follows we shall, in fact, refer not only to the standing committees of Chapter 5 but to all committees, whatever their source and whatever their tenure. The values of student representation are related to the purposes of a committee, not to its pedigree. Those appointing ad hoc committees should also consider what student membership is desirable.

We shall speak of student representations ranging from approximately 50%, to substantial, to nominal (one student), to, in some cases, zero. "Approximately 50%" could mean exactly 50% unless a requirement for frequent and definitive committee action demands an odd number of members. It could mean a less than 50% student representation or it could mean more. We believe, however, that most committees with a majority student membership should be creations of, and responsible to, student government rather than the faculty or administration. We propose, modestly, that some of these committees might benefit from the particular experience and point of view of a faculty minority.

Finally, we emphasize that when we discuss committee membership, whether student or otherwise, we speak of voting membership.

1. CRITERIA FOR COMMITTEE MEMBERSHIP

The desirable membership of a committee is that which will contribute most to the total well-being and effectiveness of the University. Unfortunately, so general a statement does little more than restate the problem.

An obviously central consideration is the business of the committee. Is it closer to the extreme of solely student concern or to solely faculty or administration concern? What demands are made in the special training and experience of committee members? For example, a curriculum committee is concerned with matters of great concern to students. Curricula are for students. But approximately 50% student representation on such a committee is not justified if one admits that the arrangement of a curriculum requires a scholarly knowledge of the subject matter.

Are the reports and recommendations of a committee approved or rejected in the form in which they appear or are they inputs to the leisurely and detailed considerations of some higher body? In the former case there is a premium on expertise. In the latter case the premium is on a broad representation of different points of view. To what extent does the business of a committee require a familiarity with the structure and operation of the University? What is the demand on continuity of membership?

While some of the above questions imply the necessity of a student minority on many committees this minority may well be substantial. The values of student faculty discourse in small groups on real questions must be given great weight.

2. SOME SUGGESTIONS FOR COMMITTEE MEMBERSHIP

(a) We believe that student membership on the following committees should be approximately 50%. The list is meant to be illustrative rather than complete. The Human Rights Committee, the Religious Activities Committee, The Recreation Committee, The Student-Faculty Conference Committees associated with the University Committee and with the four Divisional Executive Committees (already 50%).

(b) In the category of substantial student membership we would place, for instance, the Library Committee, the Admissions Policy Committee, The Student Financial Aid Committee, The Parking and Transportation Board, The Campus Planning Committee, The Auditoriums Committee, The University Lectures Committee, The City-University Coordinating Committee, The Safety Committee, The Registration and Records Committee, The College or Departmental Curriculum Committees, The Biological Sciences Core Committee.

(c) As examples of nominal student representation we suggest the Naming University Buildings Committee, The Archives Committee and the Honorary Degrees Committee (Student Senate Bill 15-SS-24 suggests the Senior Class President for this post).

(d) There are several committees on which, in our opinion, student representation would be inappropriate. These include committees dealing almost exclusively with research and scholarly activities of individual faculty members and faculty tenure and promotion on an individual basis. In this category, for instance, are the four Divisional Executive Committees and The Research Committee of the Graduate School.

The elected University Committee falls in another category. It is essentially the Executive Committee of the Faculty. Its operations would not benefit from student membership. We feel that an equally strong argument can be made against faculty membership on the Student Senate.

We do not, in these paragraphs, imply that there is no place for student evaluation of the teaching performance of departments and individual staff members. We feel that this is best done at the departmental level. The problem will be discussed on later pages.

(e) In other sections of this report a number of committees, including proposed new committees, are discussed at length. The degree of student participation suggested in those sections is separately justified and should be considered as taking precedence over the remarks

of this section.

We are hesitant to recommend specific committee changes without consulting the committees themselves. Therefore we recommend as a means of implementation that, at the earliest opportunity following the adoption of this report, each committee of the University review its structure and responsibilities in the light of these recommendations and suggest an appropriate student membership to the University Committee, which shall recommend those changes of which it approves.

3. SELECTION OF STUDENTS FOR COMMITTEE MEMBERSHIP

The duly elected student government body should play the major role in appointing students to the committees of the University. Furthermore, we agree with Student Senate that the practice of drawing up a slate of students from which the Chancellor or some other representative of the faculty or administration selects the actual appointees should be abandoned. In order to assure that student representation on University Committees is genuine, the students should have direct power to select their representatives on committees.

The continued success of student participation in the work of University committees will depend upon the success of Student Government in finding interested, well-qualified, and representative candidates. It is not an easy task. Some appointments should perhaps be delegated to subdivisions of Student Government or to other student organizations, some might be ex-officio, conceivably some should be directly elected by the entire student body. Failure of the Student Government to act in a representative fashion may make student participation on most of the University committees unproductive.

4. STUDENT-FACULTY COOPERATION AT THE DEPARTMENT LEVEL

The organizational unit of the University is the Department. Almost all that is good or evil, academically at least, can be attributed to Departments. They control the curriculum of the major, they initiate the choice and promotion of individual faculty members, they provide the intellectual environment which makes possible the educational process.

Clearly it is at the departmental level that student-faculty interaction can have the most immediate and telling influence. It is also clear that a useful and continuing student-faculty exchange at the department level is not easy to achieve. Departments differ enormously in size, in their teaching responsibilities, their use of teaching assistants and their relative emphasis of undergraduate and graduate training. Thus, methods will vary, but we believe all departments (in some cases, perhaps, the proper unit is the professional school or college) should seek the following ends.

They should solicit in some organized and continuing fashion the advice of their students on curriculum and teaching effectiveness. This should be done at both the undergraduate and graduate level. Students should be aware that the chairman or a representative is available at any time and at least once a year (or better, once a semester or oftener) a larger student-faculty discussion should be held with a prepared agenda.

Because of our conviction that some of the most important opportunities for student-faculty cooperation are at the departmental level, we make the following recommendation: Following the adoption of this report the Student-Faculty Conference Committee of the University Committee, with the assistance of the Divisional Conference Committees, shall canvas the departments of the Madison campus and study the steps being taken to improve student-faculty cooperation at the departmental level. A report on, and evaluation of these steps shall be made available to students and faculty.

5. DIVISIONAL STUDENT-FACULTY CONFERENCE COMMITTEES

Faculty document 20, May 3, 1965, setting up Divisional Student-Faculty Conference Committees, calls for a Faculty review after two years. We believe that these committees can be an important step in the direction of greater student-faculty cooperation. Although we have not made a study of their operation, we believe these committees should continue during the next few years during the time (if our recommendations are adopted) that other committees will have increased student membership. Therefore we further recommend that the Divisional Student-Faculty Conference Committees be retained in their present form and that these be reviewed along with other committees with student members by the Madison faculty after two or three years. This should also include a review of the way in which student members are selected.

PART 6. STRUCTURE OF COMMITTEES ON STUDENT ORGANIZATIONS

The present Committee on Student Life and Interests is charged by the faculty with establishing policy in the area of student activities and housing. The Committee includes in its membership five faculty members, who also serve as chairmen of the five subcommittees (Forensics, Dramatics, and Music; Fraternal Societies and Social Life; General Student Organizations and Politics; Living Conditions and Hygiene; and Publications), three members of the Division of Student Affairs, and six students (the presidents of the Wisconsin Student Association, the Associated Women Students, and The Wisconsin Union, and three students nominated by the Senate of WSA, one of whom must be a graduate student).

The committee has been engaged in a broad range of activities: for example, through the year 1966-67 it was concerned with housing policies, regulations concerning picketing on campus and the distribution of literature, as well as the coordination of programming by campus organizations.

It should be noted that while SLIC's jurisdiction is broad, it does not cover all aspects of all student activities. For example, the Wisconsin Union has its own student-faculty-alumni governing board (Union Council) and is independently chartered. The "Daily Cardinal," similarly, is governed by a separate board under its own charter. Athletics, student health services, University residence halls, and lectures and convocations are examples of matters which lie outside the jurisdiction of SLIC. Moreover, conduct of individual students and discriminatory policy by campus organizations are subject to committees of the faculty which are independent of SLIC. Hence, the title, Student Life and Interests Committee, is misleadingly broad.

It seems to us desirable to structure committees to

deal separately with narrowly specified problems and to rely upon the University Committee and the faculty to coordinate the recommendations of the several committees. Moreover, we would like to give impetus to an apparent trend of certain faculty committees to withdraw from detailed regulation of student affairs. For these reasons, then, we propose that changes be made in the structure of committees and in the relationship among certain faculty committees and student organizations.

1. A NEW COMMITTEE ON STUDENT ORGANIZATIONS (CSO)

We propose the following: (1) The dissolution of SLIC. (2) Transfer of SLIC's functions in regard to student housing, visitation, and other associated matters to the proposed Committee on Student Housing, which is discussed earlier in this report. (3) A new primary responsibility for student government in regard to the structure and activities of student organizations. (4) The formation of a new committee with more limited jurisdiction than SLIC, to be known as the Committee on Student Organizations. The jurisdiction of this new committee would be more limited in two ways: first, as to the subject areas in which it would have authority to act; and second, in the scope and manner in which its review powers would be exercised.

As to the subject area jurisdiction of the proposed Committee on Student Organizations, we suggest that some of the present SLIC subcommittee areas be included, such as forensics, dramatics, and music; fraternal societies and social life (but not including hours or visitation); general student organizations and politics; and publications. In these areas, the CSO would exercise certain powers (shortly to be described) with regard to such things as the structure and behavior of nonchartered student organizations (chartered organizations include the Union and the Cardinal, nonchartered include student political parties and academic interest associations); social regulations to be observed by student organizations (such as rules for parties at fraternities); rules to assure financial responsibility by recognized student organizations; and programming by recognized student and other campus organizations to assure fair and efficient use of theater and auditorium space.

Under our proposal student government will have primary responsibility for rule-making and enforcement in these areas. In general, its legislation will be the chief source of such regulation as will exist concerning student organizations' structure and activities, and will be binding upon those groups when enacted. We understand the trend of such legislation to be in the direction of greater autonomy for student organizations. For example, it appears to be contemplated that eligibility of students for organizational office be delegated to individual organizations; that it is proposed that there be no general regulations of off-campus events; and that organizations be accorded wide latitude to sponsor events of diverse character. We note that certain social regulations are now enforced by the Inter-Fraternity Council, the Pan-Hellenic Association, and the dormitory associations. These federations have certain sanctions over their member organizations. These developments seem to us to be desirable, and we also endorse the concept of a "Bill of Rights" for organizations which includes rights of appeal to student court and ultimately (for certain limited claims) to the faculty.

The exercise of student government's responsibilities in these areas will ultimately rest on the prospect or actuality of sanctions which may be imposed on non-cooperating student organizations. The principal sanction is denial or withdrawal of university recognition or registration. Only registered student organizations may use the name of the university in their titles, use university buildings or other facilities, and rely upon the Student Activities Reserve Fund for certain financial guarantees. A lesser sanction than complete withdrawal of recognition is the temporary suspension of certain privileges (e.g., prohibiting a fraternity from sponsoring any parties for a semester). On occasion, an organization has been denied access to university facilities to carry on an activity which is thought to be inappropriate to the organization's purpose. A sore point has been fund-raising activities.

In addition to the rules of student government, there are also rules of the Faculty or Regents which student organizations may conceivably violate on occasion. For that matter, administration-made procedural or implementing requirements may also be violated. The problem of how these sanctions are to be imposed is thus a complex one potentially involving many parties, not just student government; this brings us to a consideration of the scope and manner of the review powers of CSO in the subject areas in which it has authority.

We see the powers of CSO as essentially "constitutional" review, in the sense that it should ascertain only whether the power to make the rule in question in any case resided with the body which enacted it—and not whether the body acted wisely or in the same way that the Committee would have done. This line is not always easy to draw, but we shall try to indicate our intent under different hypothetical circumstances.

In cases where student government has enacted a rule, or imposed a sanction, which an organization considers to be outside the scope of WSA powers or contrary to the organization "Bill of Rights," its first appeal is to the student court. The administration should have the same right. Any party aggrieved at the student court decision should have the subsequent right to petition CSO for a review, which would be limited to the question of whether WSA had the power to undertake the action. Cases of apparent conflict between WSA and faculty or Regent policies would come under these provisions.

Where the alleged violation is of a faculty, Regent, or administrative regulation, the administration shall notify student government that such violation may have occurred. Student government may then in its discretion investigate and decide whether the violation did occur, and if so, what if any sanctions should be imposed. If the student government investigation is expeditiously undertaken, the administration should normally defer further action until a decision is made. If the decision is a finding that the violation did not occur, or that sanctions should not be imposed, or if student government does not undertake an investigation, the administration shall have authority to impose sanctions in its discretion if it feels that violation did in fact occur and should be penalized. In any case, the affected organization shall have the right to invoke review by CSO.

which shall have power to hold a full hearing and determine the facts as well as to resolve any question of power among the parties.

CSO should also have power to conduct studies of the workings of this arrangement or any related questions, and to make recommendations to the faculty for action if deemed necessary. It should not have power to enact new regulations without faculty approval. It should be available for consultation with the administration in regard to changes in administrative practices, and for liaison between student government and the faculty, if and when asked. Cooperation on an ad hoc basis will probably be necessary, particularly in the early stages, and we envision the need for considerable consultation. With regard to coordinated programming, for example, the "sanction" involves permission to use University of Wisconsin Union space and facilities. In general, this is a matter which can only be handled by cooperation of the users and suppliers of such facilities and is not often amenable to general legislation. It is essentially, then, a matter for specific administration rather than broad policy-making. To the extent that policy-making is required, we see recommendations issuing from the Committee on Student Organizations, after consultation with interested parties, and addressed to the faculty.

2. THE MEMBERSHIP OF THE COMMITTEE ON STUDENT ORGANIZATIONS

Although CSO will be acting chiefly as a power-allocating committee on behalf of the faculty, and hearing appeals from the actions of student government, we think it desirable that students representing a variety of points of view serve on the committee. We propose that the committee be composed of four members of the teaching faculty (one of whom shall be chairman) and one nonvoting member from the Dean of Students staff, all to be designated by the Chancellor; plus, as voting members, the President of WSA, the President of the Wisconsin Union, and the President of the Senior class (or their designated alternates). Appropriate members of the administration or representatives of other organizations may be invited to consult with the committee as desired. If WSA chooses not to participate, or if the student members of CSO refuse to serve, the faculty members shall continue to serve as an appellate body overseeing activities having to do with student organizations.

We recommend:

A. POLICIES AND RULES

1. In general agreement with the Remington Report (Faculty Document 57, April, 1966) that University discipline should be imposed only for intentional conduct which (1) seriously damages or destroys University property, (2) indicates a serious continuing danger to the personal safety of other members of the University community, or (3) clearly and seriously obstructs or impairs a significant University function or process. Individual behavior that does not come under these restrictions is not a matter for University discipline.
2. That all freshmen and sophomores be required to live in supervised housing unless (1) they are at least 20 years of age, (2) they are married, or (3) they have the written consent of their parent or guardian to live elsewhere. (Page 35)
3. That the existing requirement that students must live in supervised or certified housing if they live in the near-campus area be retained unless Student Senate passes a new request that this no longer be required.
4. That the University exercise no disciplinary authority over hours and visitations in nonsupervised housing.
5. That the University impose no general restriction on student hours in supervised housing. (Pages 37-38)
6. That student residents of each living unit be permitted to recommend rules concerning visitation for that living unit for consideration of the Madison Campus Housing Committee.
7. That Student Senate have the power to propose recommendations, resolutions, or legislation for Faculty consideration and to which the Faculty is obligated to respond.
8. That, following the adoption of this Report the Student Faculty Conference Committee of the University Committee, with the assistance of the Divisional Conference Committees, shall canvas the departments of the Madison Campus and study the steps being taken to improve student-faculty cooperation at the departmental level. A report on, and an evaluation of, these steps shall be made available to students and faculty members.

B. STRUCTURE

9. That the student voting membership on University committees be substantially increased and that the student members be named by student government.
10. That at the earliest opportunity following the adoption of this Report each committee of the University shall review its structure and responsibilities in the light of these recommendations and suggest an appropriate student membership to the University Committee which shall recommend those changes of which it approves to the Faculty.
11. That the Student Life and Interest Committee be abolished.
12. That a "Committee on Student Organizations" be created consisting of four faculty and three students, and with more limited jurisdiction than SLIC.
13. That a "Madison Campus Student Housing Committee," consisting of students and faculty, be established.
14. That there be established a "Committee for Student Conduct Hearings" to replace the present Administrative Division of the Committee on Student Conduct and Appeals. The membership is four faculty and four students, plus a chairman from the Law Faculty who votes only in case of a tie. This committee shall have the power to suspend or expel a student for disciplinary reasons under the principles of Recommendation 1.
15. That there be a "Committee for Student Conduct Appeals" to hear appeals from the Committee for Student Conduct Hearings. Its membership is five faculty members.
16. That there be a "Committee on Student Conduct Policy" to take over the policy-making and policy-stating functions of the present Committee on Student Conduct and Appeals. Its membership is six faculty and three students.

Traffic

(continued from page 1)

One of the plans would involve rerouting traffic off University Ave. west of the First Congregational Church onto an elevated road, south on Breez Terrace to Regent Street, and then onto a new road

extending from Regent Street to Johnson Street, on the eastern end of the campus.

The Department of Planning and Construction estimates the cost of this project at \$29 million.

The second plan, costing \$18 million, is to build a tunnel under University Ave. through the campus area.

POULTRY BROILERS
Poultry broilers are one of the most nutritious and economical meats you can buy today, says University poultry production specialist J. H. Skala.



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Students Ask Dow Return

Nearly 1100 engineering students and faculty members have blasted Chancellor William Sewell's delay of job interviews by armed services and the Dow Chemical Corp.

The petition called the delay a "discriminatory policy" which "infringes on our right of free choice to interview those bona-fide employers."

The statement urged Sewell to "use all means at his disposal to get the Mermin report out of committee and published," and to reschedule interviews for Mar. 25 and 26 if the report is not out of committee by Mar. 15.

The statement said, "New draft laws have made it essential that we be able to consider opportunities in the armed services."



Basketball

(continued from page 1)
missed an easy breakaway lay-in toward the end of the game. And Nagle, with 17, threw the ball up from all corners of the floor and every possible off-balance position to further ignite the otherwise fireless throng.

Even Tom Mitchell got into the act. With 45 seconds left on the clock, he took a perfect pass from Franklin, and nonchalantly threw up an 8-foot left-handed set shot for his eighth and final points of the night. It was that kind of night.

Mike Carlin played another brilliant game, something he has been doing since the start of the second semester, and finished with 11 points.

The Badgers exploded to an early 24-5 lead at 13:36 of the first half, and from then on it was easy.

Wisconsin took a 51-39 half-time lead into the lockerroom pushed it up to 76-59 at 11:08 of the final period, and coasted home with possibly the easiest win of the year.

However, things could change quickly this Saturday when Purdue and Rick Mount, the hottest shooter in the Big Ten, invade the Fieldhouse. Although the Boilermakers were knocked out of the lead Tuesday night by Michigan's 104-94 upset, they are still in the thick of the race.

Game time is 3:15 p.m. Saturday with a freshman preliminary at 1:30. If nothing else, it would be worth while to see seniors Franklin, Carlin, Jim McCallum and Robb Johnson play their last games at home.

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News Briefs

Vietnam Vote Office Opens

The official opening of campaign headquarters for Madison Citizens For a Vote on Vietnam will be held at 7:30 p.m. today at 206 King St.

Speakers will include Prof. Maurice Zeitlin, chairman; Laurence Weinstein, finance chairman; John Patrick Hunter, and other leaders of the campaign.

CHAMBER MUSIC

A recital of chamber music will be given by Thomas Moore, violin; and Leo Steffes, piano; today at 8 p.m., in Music Hall Auditorium. Admission is free.

The program will consist of Fritz Kreisler "Praeludium and Allegro," the Antonio Vivaldi "Sonata in A major for Violin and Piano," the Ludwig van Beethoven "Romance in F major, Op. 50," the Johannes Brahms "Sonata No. 2 in A major, for Violin and Piano, Op. 100," the Anton Dvorak "Romantic Pieces for Violin and Piano, Op. 75," the Eugene Ysaye "Sonata No. 3 for Violin Alone, Op. 27," and the Joaquin Nin "Four Spanish Pieces for Violin and Piano."

KENNEDY COMMITTEE

The "Who Killed Kennedy Committee" organizational meeting will be held today at 7:30 p.m. in the Union. The room will be posted. The purpose of the meeting is to call public attention to the possible political implications of the Kennedy assassination.

HOOFERS

Hoofers Riding Club will meet

at 7 p.m. in Hoofers Quarters today.

WSA P.R.

There will be a public relations meeting of the Wisconsin Student Association today at 7 p.m., in the Union. Attendance is mandatory. Call Marc Kaufman at 256-0005 if you can't make the meeting.

ARGO

There will be a meeting of Alliance for Responsible Governmental Objectives, to discuss and vote

on party policy and the platform for the coming election today at 9:30 p.m. in the Union. Because this is a very important meeting all old and new members, as well as anyone interested in joining ARGO, are urged to attend.

* * *

AMERICAN INDIAN PANEL

The Union Forum Committee will hold the last of a series of panels on the American Indian in the Paul Bunyan Room today at 4 p.m. Participants will be American Indians, anthropologists, and people from the Community Leadership Development Program.

* * *

FILM: "ISLE OF THE DEAD"

"Isle of the Dead," with Boris Karloff, will be shown at 12:30, 3:30, 7 and 9 p.m. today in the Union Play Circle. Free tickets to the free Studio Film program, sponsored by the Union Film Committee, are available at the Union box office.

A YEAR AT TEL AVIV UNIVERSITY

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The American Friends of the Tel Aviv University, Inc.
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New York, N. Y. 10017 MU 7-5651

ternatives will be held today at 8:30 p.m. in Tripp Commons of the Union. All sorority and fraternity members interested in doing something about the war are urged to come.

COLLOQUIUM

President F. H. Harrington will speak today at 4:15 p.m. in Room 2535 Electrical Engineering Building. He will speak on the Role of the Engineer in the University of the Future.

* * *

INFO

The Advertising Association of WSA desperately needs artists for ad copy and art work. The experience you receive in this actual advertising field is valuable both to you and to us. Contact Marc Kaufman at 256-0005, or leave your

(continued on page 14)

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Campus News Briefs

(continued from page 13)

name in the PR mailbox at the WSA office (507 Union).

* * *

FILM SCRIPTS

Original scripts are wanted for a movie, approximately 15 minutes in length, to be sponsored and filmed in April by Focus, The Film Society of the University Residence Halls. Scripts should be sent to FOCUS, Box 1, Tripp Hall, by April 1. Unused material will be returned if accompanied by a self-addressed return envelope.

* * *

BEST DRESSED CONTEST

Best dressed women are welcome to enter their name in "The Ten Best Dressed College Girl" contest run by Glamour magazine. Individual students or campus or-

ganizations may enter students to be reviewed by the WSA board of judges. The deadline is today. Leave your name and picture proofs in the PR mailbox (507 Union). If you have any questions, call Marc Kaufman at 256-0005

* * * UNION OFFICERS

Application blanks for the three Union officers—president, vice-president, and administrative vice-president—are available in Room 506 of the Union. The blanks are due back in Room 506 Friday, Mar. 8.

* * *

WSP

Wisconsin Student Press needs writers for its service. WSP will prepare in-depth reports as well as instantaneous coverage of events for the nation. If you have any writing talents, we need you. Call Marc Kaufman at 256-0005, or leave your name in the PR mailbox at the WSA office (507 Union).

* * *

VISTA

"A Year Toward Tomorrow," a descriptive film about the VISTA

experience will be shown through Friday between 12 and 1 p.m. in the Main Lounge of the Union.

The visiting VISTA team composed of Mary Ferguson, Judy Conger, Betty Steinbacher and Tim Kraft, former volunteers and staff members, will be available to discuss opportunities for service in VISTA at their information booth in the Play Circle Lobby this week.

There will be a student faculty discussion with returned volunteers, Thursday at 7:30 p.m. in the Union Beefeaters Room. It will be moderated by Prof. C.T. O'Reilly, social work.

* * * PROGRAM CHAIRMAN

Interviews are open for the Wesley Foundation Student Association Program Chairman. Duties are obtaining people for the Sunday night Catacombs-Coffee House Programs. Types of programming include folk dancing, singing, poetry reading, and interviews on current topics. Interested people should contact Steve Sprecher at 255-7267.

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GOLF Clubs. New & used. Pre-season sale. Save up to 50%. We accept trade-ins. Wes Zulty Sports. 1440 E. Washington, 249-6466. 9x29

GUITAR—Steel string. New, w/ hard case. Call 256-8561. 6x28

SKI RACK. \$13. Stroltz Ski Boots, sz. 10½. \$25. Universal Car Stereo. \$25. 222-0444. 5x28

ENGAGEMENT & Wed. Ring. New \$195. Now \$140. 257-0528. 7x1

KUSTOM AMP. with boost & clipper etc. PA Equipment, Electric piano. 256-6981. 5x2

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GROOVY CHICK with attractive body to dance Part-time at The Dangle Lounge, ½ blk. off the square. For interview call 257-6433 after 4:30. 10x6

GO-GO DANCERS. Attractive. Good figure. \$4./hr. The Pussy Cat. 6001 Monona Dr. 10 min. from campus. 15x13

GHOST WRITER wanted for book. Contact Dr. R. Dante, after 12 at Midway Motor Lodge. 244-2424. 5x1

GRADUATING Senior Women! Want In with a going concern? Pan American World Airways will be conducting Stewardess interviews on Mon., March 4. For further information & interview appts., please contact the Placement Office, 117 Bascom. An Equal Opportunity Employer. 5x2

MALE Staff needed for co-ed summer camp located in Eagle River, Wis. area. Program Director & counselors needed. Contact Shel Goldstein, Jewish Community Center, 1400 N. Prospect Ave., Milwaukee 53202. 5x2

PRIVATE Recorder lessons, begin Feb. 17. aft. 5. 251-0324. 10x29

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PERSONALS

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SAD Companion of Winnie the Pooh wishes former "friend" to return when she is sure!. 2x28

DEAR MOOSE, It's Sunny! 1x28

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BLUE Plastic looseleaf notebook & class notes. 222-0191. 3x28

REWARD for black billfold lost in Union Friday. Need I.D. Call M. Simmons 262-1550, 256-0993. 3x29

REWARD. Dog. 7-yr. old basset hound. Name — "Lance" w/ Waukesha tag. Early Sun. A.M. in Langdon St. area. Call 222-0444/256-1391. Reward. 2x29

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HOW I WON THE WAR

Richard Lester's new film, which opens today at the Hilldale, will be reviewed in a full-page spread tomorrow.

STUDENT FILMS WANTED

FOCUS, the Film Society of the University Res. Halls, would like to show student-made films. Any student interested can contact FOCUS by sending a card to FOCUS, Ogg Desk, or by calling 262-9350 or 262-9360.

SPANISH CLUB

The Spanish Club will meet at 7:30 p.m. Thursday, in the Reception Room of the Union. Professor E. Neale-Silva will speak in Spanish on "Reflections on Spain and Her Peoples." All are welcome.

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San Francisco Chronicle

On the Town

Film Is More Than
A War Protest

Ralph J. Gleason

Lester has made a film which is a powerful anti-war protest, but even more than that, implicitly a protest against the way in which our entire world is run. "How I Won the War" is part of the same protest and an articulation of the basic attitude of the entire reaction this generation of youth is having against the stupidity dug in behind the madness of its elders.

I WOULD LIKE to see this film 20 times. There's poetry in it with the machines and the rows of helmets in the desert sand evoking flashes of Bunuel and Bergman. But there is such a basic realignment of attitudes that it ends up implying and explicitly saying a great deal that is very important and which needs reflection. It makes you think.

NOTE: Call 238-0206 after 6:30 p.m. for bus schedule or ticket information. NO SEATS RESERVED. Weekday evening—Adults \$1.50.

Experimental 'Ch. Barrage' Uses Unorthodox Techniques

Tickets are now on sale at Paul's Bookstore for "Ch. Barrage," a drama assemblage written and directed by Paul Gray. "Ch. Barrage" will be presented at 9 p.m. Saturday in the Union cafeteria and at 4 and 8 p.m. Sunday in the Union Great Hall.

The assemblage is experimental, says Gray, not in the sense that anything contemporary is experimental but in that this kind of production has never been done before. The script has been created in rehearsal by the actors and director through improvisational experiences based on documentary films and tape recordings. A gradual expansion of role-playing has occurred, so that the 24 cast members are now ready to involve the audience in the drama. The audience introduces an element of chance, so that the cast is prepared to present a different show for each performance.

Gray is one of the leading figures in American theater. He is an editor of "The Drama Review" (the new name of the "Tulane Drama Review") and was responsible for that magazine's recent film issue, for which Gray travelled to Europe and interviewed Bergman and Antonioni. On the same trip he met with directors of the Berliner Ensemble, to discuss with them techniques in Brecht productions, and with theater directors in France and England. Gray is the director of the Bennington College Ensemble Theatre, where he has done more than 40 experimental productions, two of the most recent being Arthur's "The Cenci" and Pablo Picasso's "Desire Caught by the Tail." Both of these were American premieres, as is his Madison performance, "Ch. Barrage."

Gray's visit here is a result of



MORRIS EDELSON, editor of "Quixote," holds a poster advertising "Ch. Barrage."

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an article he contributed to "Quixote," the campus literary magazine. The article, "The Visit of an Old Lady to a New Theater," described unorthodox directing techniques Gray used in the Bennington production of Durenmat's "The Visit." For example, since the play called for a group of poor people, he required the actors for those parts to register—and to qualify—for relief checks. He recreated, also, something like a medieval fair outside the theater, and did several of the final scenes completely without lights.

In that article Gray said that he would like to construct a script using the responses of relatively untrained actors, people he didn't know. A correspondence followed, and the production is the result.

Tickets for "Ch. Barrage" will also be sold at the Quixote booth in the Union Wednesday and Thursday, along with posters advertising the show by Bill Weege.

PEOPLE MANAGERS

Foresters must be "people managers" as well as "tree managers," according to Clarence A. Schoenfeld, journalism and wildlife ecology. "If this assumption is correct; namely, that outdoor recreation is an American 'must,' the overriding consideration seems to me to be that forestry must put its money where its mouth is, so to speak, and really practice multiple-use management."

Survey Predicts Economic Growth

Expansion of Wisconsin's economy in the next seven years should provide jobs for 290,000 more persons, according to a new University survey.

Prof. Joe G. Udell, author of the survey and director of the Bureau of Business Research and

Service, also serves as assistant dean of the Graduate School of Business. The other authors of the research project were Prof. William A. Strong, assistant director of the bureau,

MASTITIS CONTROL

Wisconsin's mastitis control program is doing a good job. Less than 4 per cent of about 69,000 grade A herds in the state needed

some help in correcting their mastitis situation, reports University veterinary scientist C. W. Burch. The status of manufacturing milk producers is only slightly different, reports Burch. A few more of them needed help in controlling mastitis. Nevertheless, the situation seems satisfactory. Over 87 per cent of manufacturing milk producers need no further assistance,

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SPORTS

Young Grapplers
Take Triple-Dual

Three victories in triple-dual meet last weekend brought a short freshman wrestling season to a close. Wisconsin defeated Iowa, 23-13, Augustana, 17-13 and Northern Illinois, 23-14.

The meet, the young grapplers' second such meet of the season, raised the Badgers' record to 4-2 which includes two close meets in their first outing two weeks ago.

Ed Speers recorded the team's best record, 2-0, but several others would have undoubtedly been better if it were not for a rash of forfeits. The young Badgers forfeited three matches at the 177 pound division and picked up a total of five others from Northern Illinois and Iowa.

Against Augustana an individual loss instead of a win in any of the bouts would have reversed the team decision, but Dave Mahoney and Mike Henschel, both WIAA state tourney veterans of last year, opened the meet with victories and Augustana was never able to catch up.

Henschel's win was his third straight, but a 3-2 loss to Northern Illinois kept him from a perfect 4-0 season record.

Also winners of one or more bouts were Steve Wuetrich, Glenn Schneiter, Bob Buckley, Tyler North and Chuck Ballweg. Schneiter and Buckley both pinned one of their opponents.

The three meets ended the team's official season, but the grapplers will compete as unaffiliated individuals in the state AAU meet in Milwaukee the weekend of Mar. 15-16. Several state schools, including Marquette, enter their varsity teams in the meet, but Big Ten rules prohibit more than two outings for freshmen wrestlers and the team is thus forced to compete unaffiliated.

Frosh 'Clads
Run in Own
Big 10 Meet

By MARK SHAPIRO

The Wisconsin freshman track team—that has been called by varsity coach Rut Walter "the classiest in recent years," and by the Track and Field News as one of the nation's ten best—will make its intercollegiate debut in the Big Ten freshman track meet this Saturday.

Although the contingent is small, the Badger tracksters have possibilities of winning the majority of the running events.

Sprinter Terry Brown and quarter-miler Bill Bahnfleth are the Badger hopefuls in the short distances. Brown has turned in a 31.3 clocking this year in the 300 yard dash and Bahnfleth, the Illinois high school 440 yard champion, has covered the distance in 47.3.

Half-miler Mark Winzenried, holder of a 1:50.3 clocking at that distance, is considered one of the nation's best. He recently ran third in the USTFF indoor meet at New York's Madison Square Garden.

Don Vandrey holds the key to the Big Ten mile title.

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Shorthanded 'Nasts Drop
Decisions to Wolves, Illini

By TOM HAWLEY

After battling all season to a 10-2 record, the Badger gymnastics team came up shorthanded against two tough Big Ten opponents last weekend, dropped a pair of decisions and saw its final season record fall to 10-4.

Coach George Bauer was without the services of two of his top gymnasts, Don Dunfield and Jeff Mann, and his most consistent scorer this season, John Russo, suffered an off day as the Badgers' score of 165.15 was eclipsed by Michigan's 189.4 and Illinois' 187.8.

Dunfield, unique among Wisconsin athletes in that he competes on the varsity level both as a gymnast and as a diver, was in Madison Friday night for the swimming meet against Illinois and Ohio State and was unable to get to East Lansing in time for Saturday's gymnastics meet. Bauer, planning on Dunfield's being able to make it, had left Mann behind and the team found itself without the services of either.

Dunfield's absence cost the team something in the range of a dozen points, as Bauer was left with only two instead of the regular three men in the floor exercise and had to substitute inexperienced men in two other events.

Michigan and Illinois, both of

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whom should be in the thick of the fight for the Big Ten championship this weekend, showed depth in all events.

Russo, who is ranked third in the midwest region on the side horse, slipped up his routine and suffered what was only his second loss of the season. His scores, usually in the area of 9.5 out of a possible 10.0, fell to 9.15.

Gary Goodman and Pete Bradley, however, came up with their best nights of the season. Goodman hit 9.0 on the horizontal bar and Bradley scored well in each of four different events. His scores of 8.95 on the still rings, 9.0 in longhorse vaulting, 9.1 on the parallel bars and 9.15 on the horizontal bar were all high for the Badgers in those events.

The loss to Michigan was not entirely unexpected, but Bauer had predicted a close battle between the Badgers and the Illini. He

pointed out, though, that in gymnastics, "You don't get lucky, you get unfortunate," meaning that practiced routines are only so good and, if changed at all, are most likely to be slipped up.

The Big Ten meet, which starts tomorrow, will be the last appearance of the season for the team. Any individuals who place among the top three in an event will advance to the NCAA meet late next month.

FRESHMAN BASEBALL

Freshman baseball coach Marty Stilman will meet with all freshmen interested in playing this spring and any upperclassmen who are ineligible for varsity competition Thursday at 7 p.m. in room 121 Psychology. This meeting is mandatory for all those interested in playing freshman baseball.

INTERVIEW MARCH 1

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CORPORATE ENGINEER. Industrial Refrigeration. M.S.M.E. Knowledge and experience in industrial ammonia refrigeration. Design, installation, cost estimating, problem solving, etc. To \$13,300

SALES REPRESENTATIVE. College degree plus experience in selling in food industry. Probably Madison based. Call on leading food companies in Chicago, Minneapolis and Wisconsin. Either car furnished or all expenses. \$12,000 potential the first year. Base salary. \$8,400

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GREENBUSH
APARTMENTS

ONE & TWO BEDROOM

"THESE ARE NOT DORM TYPE APTS"

Completely Modern Furnishings
with many extras including
a Swimming Pool!

PRICE RANGE—FOR SEPT. '68 TO JUNE 10, '69

1 BEDROOM APARTMENT FOR TWO \$800 Each

2 BEDROOM APARTMENT FOR FOUR \$700 Each

SUMMER RENTALS AVAILABLE

Model Apartments Available for Showing

1-5 P.M. DAILY

AT 104 BROOKS ST.

6 BLOCKS FROM CHEMISTRY BUILDING

256-5010

GENERAL  ELECTRIC

ALL GENERAL ELECTRIC Appliances Are Used Exclusively

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PERFECT MATCH
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FEBRUARY 23-28

GREAT HALL MARCH 9 9-12 P.M.

\$1 Per Person

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