



# **The daily cardinal. Vol. LXXVI, No. 173 August 9, 1966**

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# The Daily Cardinal

University of Wisconsin, Madison, Wisconsin 53706  
VOL. LXXVI, No. 173 Tuesday, August 9, 1966 FREE COPY

## Campus Negroes: Why So Few?

By CAROL WELCH  
Cardinal Staff Writer

Why are there only 130 American Negroes on a campus with a student body of almost 30,000?

It is contended that since Wisconsin does not have a large Negro population, the proportion at the University must be small. The cost of out-of-state tuition is prohibitive for most young Negroes. Schools in the East and South are more attractive in this respect. Negroes in the South have almost

no contact with Wisconsin alumni. As a result, there is little interest created about the university. Negro parents advise their children against a northern school because they fear social barriers.

At the present time there are two programs which are designed to encourage more contact with Negro students.

A faculty exchange program with three predominantly Negro colleges has been set up by the faculty Committee in Cooperation with Negro Universities (CCNU). It has established a broad program of conferences, workshops, consultation services as well as the actual faculty exchange.

Funded through a Carnegie grant, the program with A&T College of North Carolina, North Carolina College at Durham and Texas Southern University (TSU) is administered through the office of the Chancellor of Extension. However, each school is free to develop its own programs. Executive Secretary Marshall Colsten explained that there is no "big-brotherism" on the part of the university, because the colleges "understand their problems differently and perhaps more correctly" than an outside institution.

The participating schools applied for funds available through Title III of the Higher Education Act in order to continue their program after next year. They failed, however, to get the necessary amounts. The availability of funds will to a large extent determine  
(continued on page 7)

## Construction Programs Try To Keep Pace

A busy Madison campus building program is doing its best to keep pace with the mounting registration students.

More than 33,000 are expected to register this fall. To meet this challenge, the University will open the doors to six new structures, together with additions to two others.

There will be more classrooms; lecture, library, and research areas; and offices—as well as 12,700 more seats for football fans at Camp Randall stadium. Classes begin Sept. 12.

Another project, the Alumni House on the shore of Lake Mendota, was planned to be ready for homecoming Nov. 5, but construction and design delays forced a change in schedule.

The new projects nearing completion are:

Biotron, Social Science Research Center, Molecular Biology and Biophysics, Numerical Analysis-Statistics, Medical Library, heating plant addition, the west classroom wing of Van Hise Hall, and the Camp Randall addition.

The \$4.8 million Biotron on Observatory Drive, the only structure of its kind in the world, is a huge computer-controlled environment machine with a three-story building erected around it. In its laboratories, scientists will produce artificially almost any climate known to man. They will study precisely the life processes

## Cardinal History See Last Issue On Thursday

and behavior of plants and animals under controlled conditions.

Also on Observatory Drive, the Social Science Research Center, built at a cost of \$2 million, will house the departments of anthropology, economics, sociology, and the Wisconsin Survey Research Laboratory. An eight-story unit, it is located just north of the Carillon Tower, on the lakeshore.

Built with \$2.2 million in grants and gifts, the Molecular Biology

(continued on page 6)



**OVERPASS**—Two wooden support beams for the second skywalk on the University campus arch across N. Park Street between Science Hall and the Memorial Union just north of the Langdon St. intersection. Heavy pedestrian traffic between classes, often choking off the street to automobiles, made University plans take to the air. The first campus skywalk spans Francis St. between Witte Hall and Gordon Commons.

—Cardinal Photo by Tod Gilford

## Newman Critically Evaluates Conventional Ideas on Crime

By GENE WELLS  
Cardinal Staff Writer

Progress will be made in the war against crime, Prof. Donald J. Newman predicted in the Union Theater Monday night.

Newman, a professor of social work and law, said that improvement will come because of greater research and increasing funds for study; professors are now devoting more time to the problem. He said crime has in the past been given less emphasis in research than other areas.

Newman's lecture was the last in the "University Forum on the Contemporary Scene" series.

Newman noted some defects in our present methods of fighting crime. One erroneous idea, he said, is that eliminating poverty will prevent crime.

"The desire for a second Cadillac is as strong as the desire for bread," he said. He suggested that increasing the economic status of a poor criminal would probably do no more than turn him into a white collar criminal.

Another erroneous modern idea, Newman said, is that parental mistreatment is responsible for causing juvenile delinquency. On the contrary, he added, most parents have little control over their children and little idea of what they do and how they feel about things.

The child's external environment is more important than what happens to him in the home, Newman said, adding that where parents live and what their economic status is influences the child more than their actions toward him.

He said most people conceive of the war against crime as a war against gangsters and street violence, while other more common crimes go unnoticed.

The most frequent crime, he said, is fraud. Other common crimes which get little notice listed by Newman were embezzlement, drunkenness, income tax violations and price fixing.

Turning to the crimes people

worry about, he said that probably nothing could have been done to prevent the mass killings of Charles Starkweather, Richard Speck, and Charles Whitman.

Tighter control over firearms would not have helped, he said, pointing out that Starkweather and Whitman had no previous felony convictions or other indications that they were unfit to use a gun, while Speck did not use a gun.

He said that some control over firearms was a good idea, but that it would not substantially reduce the number of crimes of violence.

Control over gangsters and organized crime will probably not be achieved until American values can be changed, he said. He not-

### NEW STUDENT ISSUE

Wednesday morning is absolutely the final day The Daily Cardinal will accept copy for the New Student Edition. Political organizations are urged to send in brief resumes of their policies and activities. Copy deadline for the Registration edition is August 22.

ed that gangsters can sell services to the public, such as gambling, prostitution and narcotics because there is a great demand for these services.

It is possible to stamp out organized crime by political means, he said, noting that Nazi Germany did so very effectively by killing anyone who committed a crime or appeared likely to do so. But he said he doubted that a democracy such as America would be willing to pay such a high price for crime prevention.

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## Negroes Attend Colleges For Jobs, Not Education

By RUTH ANN WENSLAFF  
Cardinal Staff Writer

A four member panel of students and educators from different parts of the US discussed "The Comparative Aspects of Negro Education" at the last of the University's Religious Center's summer lectures Sunday night.

"Negroes go to college to be qualified for a job, not for an education," Odessa Godly, an exchange student here this summer from Texas Southern University told the audience.

Other panel members included Carolyn Bell, another undergraduate from Texas Southern; Mrs. Viola Wallace, a Chicago elementary school teacher and Meyer Waks, principal of the Edward C. Broom Elementary School, a predominantly Negro and Puerto Rican school in Brooklyn N. Y.

Miss Godley described the lack of challenge in the honors system at Texas Southern. Although she scored extremely poorly in preliminary entrance tests, she said she received five A's and one B during her first semester.

The curve contributed to the lack of challenge, Miss Godly said. Lack of challenge, Miss Godly said, since none of the students studied, they were assured that the curve would be low. She added that "it was so strange to see people walk-

ing around and really reading here."

Miss Bell, felt that it was "stimulating and competitive" to have graduates in her classes here.

Jonathan Golan, who taught in Alabama last year pointed out that many of the problems attributed to Negro schools were true for all sothern schools. He said that many colleges had "experimental" and "imaginative" honor programs in order to obtain the grants necessary to keep the school in business. Mrs. Wallace, said that although their children are not succeeding in school, Negro parents think they are because their sons and daughters are still smarter than their parents.

The past experience of their peers also determines students' goals. Many of them go into education as a career because it is the only field open to them, Mrs. Wallace said. She related her own experience as a graduate with an M.A. degree. After working for more than a year at Carson, Pirie & Scott's in Chicago, she found herself doing the same job and receiving the same pay as high school girls.

Waks, attributed many Negro education problems to Negro domestic problems. Many of the



## A PAGE OF OPINION

# The Daily Cardinal

## Letters to the Editor

### Reply to Prof Hakeem—A Petulant Critic?

To the Editor:

In a series of letters since the initial teach-in in the spring of 1965, Prof. Michael Hakeem has clearly established himself as the most petulant critic of any new form of student protest. He charges students with appealing to emotion instead of reason, although his own writings appeal more to our endurance than our understanding.

In his latest offering (The Daily Cardinal, August 4), Hakeem exaggerates the few emotional appeals of the first teach-in, he ignores the presence of "contrary views" at the second teach-in, and characterizes the recent sit-in with such terms as "wild abandon" and "drastic measures of direct action" although restraint surely was the hallmark of that hectic week. One can forget when lost in the mire of Mr. Hakeem's rhetoric that Wisconsin has a tradition of a great university and that there is an escalating war consuming Viet Nam.

The tension between these facts is enormous, and the paradox of Mr. Hakeem, is that he is so oblivious to it. Mr. Hakeem offers himself to us as a model paternalistic pedant, but let us look closely at the thinking for which he claims authority.

He criticizes the sit-in because "opportunistic manipulation was of more concern than honest sifting and winnowing. Skill in the crude amassing of power was more in evidence than thoughtfulness in the examination of ideas." Not only is this passage tautological. Can power ever be obtained without some crudity and opportunism? Is not manipulation by its very nature opportunistic? What is more disturbing is Professor Hakeem's insensitivity to a subtle but vital problem of our collective lives, the relationship between power and knowledge, the government and the university.

While the sit-in hardly resolved this problem, it brought it clearly into focus. Many students sensed, however inarticulately, that the very silence of educators about the war, the draft, and increasing American militarism meant a commitment to the status quo. Yet what could scholars devoted to disinterested inquiry and the life of the mind honestly and effectively do to show their discontent?

The teach-in was one temporary answer, and on a much more immediate level to the students concerned, the sit-in emerged. How acutely did some of us feel the contradiction between our utter political powerlessness and our immense educational legacy.

In the months to come, students, teachers and administrators must grapple intensely with this dilemma. Professor Hakeem's tirade against mass demonstrations (what other sign of potential power is visible to students today?) misses entirely the thrust and implications of this movement.

But Professor Hakeem does not hold the student in very high esteem. He pronounces, "Students at-

tribute to the malevolence of persons what is best accounted for by impersonal social forces." Maybe Hakeem assumes a wide knowledge of esoteric sociologists, but I would like to know how relevant and how precise a term he means by "impersonal social forces." Is he perhaps suggesting that inevitable Russian-American conflict led us into a Cold War and inevitable policy-making pressures are forcing the bombs from passive Washington hands onto the poor Vietnamese people?

An anti-war polemic is not necessary here, but the question of the war and the draft provoked the vigorous academic response which Mr. Hakeem so dislikes. Rather than talk about enormous complexities in the world and "miseries which bedevil mankind," I would think it Mr. Hakeem's responsibility to give us his approach to the problems. All he talks about, when he is reasoning and not castigating, is inquiry, examination, and thoughtfulness. My own knowledge and thinking lead me to firm conclusions about the horrendous needlessness of Viet Nam and the inequities of General Hershey's draft system. What criterion other than age does Mr. Hakeem offer for the superiority of his generalities to my specific beliefs?

Mr. Hakeem believes that when the sit-in erupted, professors "should have prepared and distributed a bibliography dealing with the pros and cons of the politicalization of the university." Such a remark reveals an amazing naivete about the dynamics of a student mass movement. Students risked final exam disasters in order to participate in an experience which knew no parallel. Yet it is significant to recall how deferential students acted to any professor who attended their meetings. The possibility of bridging the generational gulf existed even then, and I believe the spirit of the sit-in is but young.

Therefore, I challenge Professor Hakeem to publish his bibliography on the university in politics or any other complex topic he devises. To show his desire to teach and to communicate, I ask that he be willing to lead or participate in a discussion of these issues, under mutually agreeable auspices and with fair treatment given all sides. (In his suggested course, I would want Robert Hutchins' teaching university fairly assessed opposite, let us say, Jacques Barzun's or Clark Kerr's research model. In a course on "Capitalism and Socialism," I would expect Leon Trotsky to be treated as fully as Henry Ford.)

I am confident that the "impersonal educational forces" of this university's youth would combine to create an exciting, relevant experience for the informed and the ignorant alike. Hopefully, it would make pedants like Professor Hakeem realize that the legs on which their pedestals rest are not so secure and infallible.

Lee Lowenfisch  
Teaching Assistant History

### ... Or a 'Confused Serene Logician'?

To the Editor:

Students should not let themselves be misled by professors who, under the guise of making an impassioned plea for dispassionateness, indulge themselves in peevishness and illogic. And, despite its pose as a plea for "straight thinking" and its denunciation of "fierce rancor" and "appeals to emotion" Professor Hakeem's letter is a somewhat garbled but fiercely rancorous appeal to emotion.

Is Professor Hakeem the serene, orderly logician he thinks he is? Let's analyse his letter. It falls into three parts: an introduction, five proposals for faculty action in the face of demonstrations against the draft, and a conclusion. In an essay, assertions made in the introduction should be supported, clarified, and explained in the body of the essay. Numbered points should be mutually exclusive and of about equal importance: their content should be defined by the intent of the essay as announced in the introduction. The conclusion should summarize the points established in the essay and relate them once again to the central assertion of the essay. If Professor Hakeem agrees that these rhetorical rules are reasonable, then he must admit his let-

ter is not.

The introduction to this dispassionate piece of straight thinking asks how the demonstrations differ from a baby's tantrum. Babies, sir, do not distribute leaflets explaining their position. There are other differences, of course, but this is sufficient to establish that by the 6th sentence of his letter our serene and mag-nanimous mentor has chosen to exclude name calling and false analogy, along with the bullying power of the rhetorical question, from the category of "appeals to emotion."

The introduction further asserts the demonstrations were "unnecessary, inappropriate and harmful," and that the students' actions were "drastic." Only in the vaguest terms ("the dangers of politicalization of the university") does his letter support the first assertion. If the demonstrations were, indeed, drastic, Professor Hakeem, what was Watts? Is "drastic" the word you wanted? Or is that too emotional? I did not participate in the demonstrations, but I did preregister in the Administration Building right in the vortex of those "drastic" actions. It took me 8 minutes.

What about "puerile," "antics," "bombast," etc., professor? Are these the vocabulary of dis-

passion? Is this the "analytic sobriety" you commend? I do not recall this sort of discourse in scholarly journals in sociology. Am I reading the wrong journals? Or are you practicing something other than the detached objectivity sociological prose enforces?

The introduction stakes out a lot of territory in assertions, then, that cannot be supported in the body of the essay because the assertions are merely inflammatory rhetoric. Let us move into the five points.

One, the faculty should have distributed bibliographies on the politicalization of the university, and demonstrators "under guidance" should study "the costs and consequences of action." This is quite vague. Special compulsory classes for anyone caught discussing the draft? Taught by whom? Administered by whom? Is this a serious proposal? "Politicalization of the university"? When and by whom? In the Middle Ages? This point should be a strong one since it is first. But why so vague? Does Professor Hakeem mean politicalization of the university as part of the communist conspiracy? Why doesn't he say so?

Two, students should have been given analyses, "from the point

### The House We Live In

EVAN STARK

On this anniversary of the A-bombing of Hiroshima-Nagasaki, it is important to see the connection between the incredible violence of which our system is capable and the everyday abundance that makes us proud.

As the Viet Nam war escalates, Americans become increasingly insensitive to the violence in headline material. Statistics and cliches give us a one dimensional mind on things foreign; acclimated to the language of the warfare, we become partially one-dimensional ourselves. The "hard facts" come pouring over the wire services—the dead are counted from Chicago and Austin to Saigon and Haiphong—and we get "tough."

Just below the surface of industrial civilization there is a violence which has its unique American form. And it is this violence of the middle-class, of the status quo, which begets the other kind, the frank expression of force feared by America's enemies and allies.

Trying to portray the brutality experienced at the hands of his Anglo-American captors, a Japanese intellectual explained: "The Officers' wives sometimes would undress in front of us as if we weren't there. As if we didn't exist." Perhaps the central quality of middle-class American violence is banal inhumanity, indifference to the personality of victims.

To argue that Americans are indifferent is not to say that we are apathetic nor to deny that we frequently "mean well." It is not, on the one hand, to call Americans irresponsible merely because they act in ways which disturb liberals nor, on the other hand, is it to minimize the importance of medicare, the poverty program, social security and CARE. Rather it is to say that these actions and programs—like the intentions at their bases—are inseparable from the programs and processes of victimization.

Liberals like Senator Fulbright call the malaise arrogance. To a point they are correct, the same arrogance which lets us think millions will proudly lift their heads to the call for the "culturally deprived" has designed the ghettos, the old age homes, prisons and palaces for the insane, housing projects and think tanks. On top our political demographers speak of old people as "depleted resources;" terms like Cong or gook, madman or egghead and "daddy" prevail on the popular front.

But the true conservative—like the real radical—seeks a deeper connection between the loss of quality in individual life and the System which hates and loves, creates and destroys with similar efficiency. To the conservative, the connection is at the very heart of liberal democracy in the projection of liberal democratic ideas onto the rational industrial plane.

The liberal asserts democracy, that is, the equalization of everything. For him morality, art and music, are as easily democratized as are money, property, leadership, love, terror and violence. All are spread universally with little distinction. For as quickly as the liberal transforms morality into economics, into questions of "values," either/or becomes "how much?" and bargain and compromise are elevated from strategy to first principle. Civil Rights, equality of men before everything, is emphasized.

The Conservative's view begins with a notion of liberty in the qualitative sense. He understands that men are unequal to the very core of their beings and that freedom consists in the ability of each man to develop without hindrance as he sees fit. The conservative understands—as the liberal cannot—that real democracy protects variety and does not enforce an external equality. He sees how the new technocracy loses sight of standards, goals and purposes and concentrates on means: people vote and consume but do not ask for whom they vote or what the quality of consumer goods is. The Conservative focuses on Civil Liberties and emphasizes the expression of quality and difference against the lowering of all differences to the consumer's denominator.

The liberal's abstract equality may, during times of peace, provide poverty programs and civil rights acts. But when one dimensional consciousness prevails as during times of chronic warfare, the liberal's view yields fanaticism. For like liberal democracy, fanaticism seeks abstract equality rather than differentiation; wherever it encounters distinctions, it finds them antagonistic and levels them down.

Is it strange that the Austin killer was a democrat, a boyscout leader and a student of the new technology? The conservative does not wince when, as now, liberals reject the morality of foreign policy but accept the "tragic necessity" of bombing civilian populations. Nor is the conservative surprised that the liberal administrations which brutalized Hiroshima-Nagasaki and Hanoi-Haiphong at the same time applied the technology to domestic discontent.

We can only smile when the President introduces anti-gun legislation at the same time that he exercises increasing control over business and armaments concerns. In the hands of Oswald, Speck, Whitman or Johnson the gun is just the outward manifestation of the violence which the System breeds. To prevent this violence humans must again direct the machine and make it sensitive to the qualities as well as to the quantities of life.

As the war escalates, conscience disintegrates. The liberal continues to appeal to conscience. The true conservative seeks to build a system in which conscience may prevail.

of view of straight thinking," of the literature of the demonstrations to point out "how illogical, propagandistic, and poorly thought out were most of these documents." Can someone be found to do this? Someone who will not merely dismiss them as drastic temper tantrums? Do you have the time for such a project, professor? Can we trust you?

Three, the faculty should have chided itself for having failed to teach the students better. Singly or in committee? Under the buddy system, with each professor picking a colleague to chide, or

at a mass meeting "under guidance" addressed by whom? Is this a serious proposal or a thinly disguised bit of vindictiveness? Professor Hakeem says that social problems are frequently "age-old dilemmas (that have) befuddled all the sages."

Should those professors who have thought about "social action" and are hence befuddled be dressed down by the physical scientists? How does point three differ from point five ["The faculty should... see the agitation... as symptomatic of its fail-

(continued on page 3)



# Mailbox

(continued from page 2)  
 ure to inculcate intellectual discipline." Why repeat this point? Did Professor Hakeem forget he had already made it? Or are the points not the calm counsels he pretends but merely "constructive" window dressing to give form to angry rant?

Four, the faculty should have used the occasion to warn students against being taken in by glib and confused professors. After this proposal, Professor Hakeem stoops to name a few: those who signed a petition he didn't agree with, and those who taught at a teach-in. He spends most of his time in this point denouncing the petition and the teach-in in his cool analytic way: "greatest perversion . . . imaginable," "imaginable," "brainwash," "completely propagandistic." But let's pretend this letter is what it presents itself as being, a set of cool proposals.

How would the faculty determine which professors are glib and confused? What would such an action do to the morale of the university? Should the faculty set up a Permanent Committee to Warn Against Glib and Confused Professors? Would Professor Hakeem feel safe with such a committee dredging about for a few new names each year? Or would he prefer to do it with an informal, ad hoc committee of one?

The conclusion is of a piece with the rest of the letter. It poses as serene and logical: "They insist on running (changing the whole world) before they have learned to walk (changing the mind of one peer with settled and opposed opinion)." But it is anything but serene, and scarcely goes through the motions of logic: "Students run and bay with the pack," "they claim prophetic powers," "they angrily demand instant solutions."

Professor Hakeem's prose reeks with emotion. Does he deny it? He accuses the students of doing "violence to almost every rule of logic." But his logical proposals are really shams, and he does not support his proposals with logical suggestions for the implementation, but uses them instead as springboards for vituperation.

Apparently at some point in one of these meetings when things reached some sort of impasse, the chairman asked, "Has anyone got a guitar?" I have heard departmental chairmen at faculty meetings make the same sort of humorous remarks (usually in reference to alcohol). This was not because the chairman was "so determined to unravel the oppressive tide of perplexities and miseries that bedevils mankind," was it? Vituperative response to such remarks, innocent and good natured, is what is called "peevish."

Professor Hakeem seems to have a personal vendetta toward some graduate student on a fellowship in his department with whose views he disagrees. He strongly implies that this student is a bad teacher—on no other evidence than his political actions. I have had excellent teachers of all political persuasions—and some of them were excellent because they had some sort of political commitment. Professor Hakeem is afraid of political commitment. His letter seems to me a frightened, an almost frenzied, response to what were orderly, even dull, political demonstrations. He hints at menaces and consequences which other people don't understand. I am sorry he is so disturbed. Who, he asks, will teach the teacher? How can we reassure the bedeviled and confused serene logician?

Bill Donnelly

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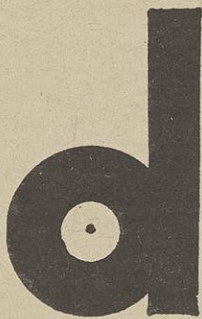
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# Campus News Briefs

## Poetry Writing Workshop to Be Held

Felix Pollak, rare books curator of the University Library will conduct a poetry writing workshop at 7 p.m. tonight in the Union. He will read selections of his own work and discuss manuscripts submitted last week by student participants. It is not necessary to have submitted work in order to attend.

\* \* \*

### ROETHKE FILM

"In a Dark Time", a film of Pulitzer prize winning poet, Theodore Roethke reading selections from his collected works will be shown at 12:30 p.m. in the Play Circle and 9 p.m. tonight on the Union Terrace. Tickets are free.

\* \* \*

### FILM SOCIETY

The Wisconsin Film Society will present "The Bride of Frankenstein" and "Occurrence at Owl Creek Bridge" at 7:30 p.m. tonight in B-10 Commerce.

\* \* \*

### NSA FILMS

A selection of the prize winning films in the National Student Association Film Festival will be shown free at 3:30, 7 and 9 p.m. today in the Union Play Circle. Tickets are available at the Play Circle box office.

\* \* \*

### FACULTY RECITAL

The summer music clinic faculty recital will be held at 7 p.m. tonight in Music Hall.

\* \* \*

### Y-DEMS FILM

The Y-Dems will show a free film at 6:30, 7:30 and 8:30 p.m. Wednesday in the Union Play Circle.

\* \* \*

### SUB-CULTURE

The sub-culture committee of the Committee on the University and the Draft will hold its final meeting of the summer at 8 p.m. Wednesday in the Union. The featured attraction will be a socio-drama of the mind.

## SLIC Allows Mime Theater

The Student Life and Interests Committee (SLIC) has voted to allow Quixote magazine to sponsor the San Francisco Mime Theater group but has refused to allow The Committee on the University and the Draft (CUD) to co-sponsor the group.

SLIC member Elmer Meyer, now a center system official, said that Quixote was granted an exception to a policy which forbids groups from doing things not included within the purposes stated in the group's constitution. Quixote recently amended its constitution to include sponsoring cultural groups. Meyer said Quixote had previously sponsored play readings, and that the constitutional change would cover this also.

Meyer said the refusal for CUD occurred because some SLIC members felt that sponsoring a cultural group was clearly not within the purposes of CUD. He said the decision was final in regard to the San Francisco Mime group but that CUD might later be given permission to sponsor other cultural activities.

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7:30 p.m.—Dutch Music of the 20th Century—Music featured is from Electra by Alphons Diepenbrock.

### WEDNESDAY

8 a.m.—Morning Concert—Rous-

sel's Symphony No. 3 is performed.

2 p.m.—Portraits of our Time—Alexi Kosygin, prime minister of the Soviet Union, is discussed by a British minister, several journalists and a leading authority on Soviet Affairs.

3:15 p.m.—Music of the Masters—String Quartet by Debussy and Thirteen ways of Looking at a Blackbird by Blacher are performed.

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## Programs Try To Keep Pace

(continued from page 1)

and Biophysics Laboratories on the College of Engineering campus will permit a number of departments—11 at last count—to join in various programs. Administration of the laboratories is under direction of the Graduate School.

The Numerical Analysis-Statistics complex, a \$1.6 million project, houses \$5 million in computing equipment, and provides offices, classrooms, training and research space, and administrative areas. It is located on West Dayton Street.

The first phase of the new Medical Library on Linden Drive, named in honor of Dr. William S. Middleton, former dean of the Medical School, was built for \$1.1 million, most of it coming from private and industrial gifts. The

second and third phases of the library are planned for the 1969-71 biennium.

The \$2 million heating plant addition on North Charter Street will provide a boiler capacity of 200,000 pounds of steam 24 hours a day, sufficient for projected University needs in Madison until 1971.

The west wing of the new Van Hise Hall on Linden Drive and North Charter Street will be opened in time to ease the shortage of classrooms. The five-story section contains 50 classrooms with a capacity for 2,000 students. The hall's 18 story tower will be completed next summer.

In addition to the cantilevered second deck on the Breese Terrace (west) side of the stadium, the University is building a new communications center for press, radio, and television personnel. The \$3 million stadium improvement, paid by athletic receipts, will be read for the season opener against Iowa State Sept. 17.

## Negroes Attend Colleges for Jobs

(continued from page 1)

males are unemployed or have left the family and the mothers are the breadwinners, he said.

Waks suggested that the high proportion of problem children might be lowered by integrating them into other schools. He said, however, this is not likely to be accomplished because the white middle class won't allow their children to be moved out of neighborhood schools.

The ratio of Negroes in the New York school system is increasing, with Negroes and Puerto Ricans moving in and whites moving out. Of all school children in Manhattan, 71.5 per cent are Negro, Waks said.

### CIVIL ENGINEERS

Civil engineering upperclassmen must spend a 6-week summer session in the department's

camp at Chequamegon National Forest in northern Wisconsin. The camp is on Taylor Lake, 10 miles south of Grandview. Prof. Eldon Wagner teaches the forty

students a two-credit highway surveying course and a 4-credit course of land platting, hydrographic and topographic mapping, stream gauging and other surveying problems.

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MOBILE HOME—2 bedroom, furnished. 257-9149 after 8 p.m. 20x9/22

FOR SALE—2 contracts—Essex—Write 1146 College Ave., Racine, Wis. 21x9/23

HONDA 50, 1 yr. old. Excellent condition. Stephi, 256-9279. 7x11

HONDA S65, checked 7/25/66, Best offer. 257-1507, Oscar. 5x9

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FEMALE grad desires to share apt. with same. Write: R. Lawrence, 239 Cortland, Highland Park, Mich. 3x17

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## Daily Crossword Puzzle

### ACROSS

- 1 Musical instrument.
- 9 American statesman.
- 15 Fee paid.
- 16 Spread over.
- 17 U.S. government department.
- 18 Walk quietly.
- 19 Barnyard sound.
- 20 Bestows.
- 22 Presidential initials.
- 23 Branch of U.S. armed forces: Abbr.
- 24 Roman emperor.
- 25 Middle: Law.
- 28 Hoosier author.
- 29 Snug abodes.
- 34 Radicals.
- 37 Loafer.
- 38 Traffic violator.
- 39 Contrary.
- 41 Greek war god.
- 42 General.
- 44 Categories.
- 46 Man's nickname.
- 47 Merits.
- 48 Work units.
- 50 Small, unsubstantial amount.

### DOWN

- 1 In good order.
- 2 Western Mecca.
- 3 Well-known Kahn.
- 4 Girl's name.
- 5 Hemp, millet, etc.: 2 words.
- 6 Vegetable.
- 7 Inert gaseous element.
- 8 Special trips.
- 9 Stamping instrument.
- 10 Agreement.
- 11 Trim.
- 12 Stone: Comb. form.
- 13 Biblical patriarch.
- 14 Change one's mind, on galley

- proof.
- 21 Acquired molars.
- 23 Commotion.
- 25 Western hills.
- 26 Former golf professional: 2 words.
- 27 Tip: Slang.
- 28 Excursions.
- 30 Wandering domestic animal.
- 31 Nervous horse.
- 32 White crystalline hydrocarbon.
- 33 First principles.
- 35 Cat cry.
- 36 Distress signal.
- 40 Tribal warriors.
- 43 Tyrants.
- 45 Marsh plants.
- 49 PeeWee of baseball.
- 50 Range of hills.
- 51 Unique person: Slang.
- 52 Defect.
- 53 Fragment.
- 55 Descended.
- 56 Great: Scot.
- 57 Ruler.
- 58 Establishes.
- 60 Bustle.
- 62 Craft.

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IN JANUARY OF 1967, IN ORDER TO GET HANOI TO THE NEGOTIATING TABLE, WITH MANIFEST SOBRIETY I ORDERED MY BOMBERS TO TAKE OUT CHINA'S NUCLEAR CAPABILITY.

THIS STRATEGY PROVED IN MANY WAYS FRUITFUL. BUT IT DID NOT GET HANOI TO THE NEGOTIATING TABLE.



IN JULY OF 1967, IN ORDER TO GET HANOI TO THE NEGOTIATING TABLE, WITH THE AGONY OF POWER I ORDERED MY BOMBERS TO STRIKE PEKING.



NOW, AT THIS VERY MOMENT, MY MISSILES ARE RELUCTANTLY ALERTED FOR MOSCOW.



LET ME WARN HANOI -



MY RESTRAINT IS NOT INEXHAUSTIBLE.

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## Negroes on Campus Are Few

(continued from page 1)

the future of the program.

Under the program last year, two Wisconsin professors taught at TSU and one professor from TSU and one from A&T came here. Graduate study grants were also given to students from the southern schools.

The CCNU's program is unique. There are however, other projects being developed to provide the Negro with a better opportunity for college education.

In April volunteers for Wisconsin Student Association's (WSA) Project Awareness contacted Negro high school students in Chicago and Milwaukee who were not planning on attending college because they either lacked financial aid or lacked information on admissions policy.

The WSA recruitment project was motivated by the fact that Negro students represent less than one half of one per cent of the student body and the belief that the university was interested in all capable students.

It was found that the counselling services of the various high school had failed to bring the possibilities of a college education to the attention of these students. One volunteer reported

meeting a young Negro girl who was not even aware that counselling services were available.

In the period of one week the volunteers contacted 40 students in Milwaukee and 70 in Chicago. They explained what entrance tests were required, helped them fill out university applications, and answered their questions. They obtained recommendations for these students and sent personal letters about them to the Departments of Student Affairs.

Later in the semester they invited groups of students for a visit of the campus in order to familiarize them with university life. These visits were successful in overcoming many of the doubts that the high school students felt.

Plans for next year includes an expanded program. The chairman of the committee said that she hopes they will be able to be active in more cities. They are also setting up a better system of campus visits since this is considered the most effective measure.

A fact acknowledged by most observers is that Negro high school students often do not receive proper college preparatory training.

Special services are currently available to remedy this situation.

In order to improve the quality of teaching there are various NDEA symposiums held each year to instruct grade and high school teachers how to teach English skills more effectively. One such institute was held at TSU this summer. Its purpose was to improve the competency of teachers who would be able to instigate innovations in their respective high schools.

On campus there are some special tutoring services available for those students who had insufficient training in language skills in high school. At the present time there are 50 Negro students being tutored with the expectation of being admitted to the university later.

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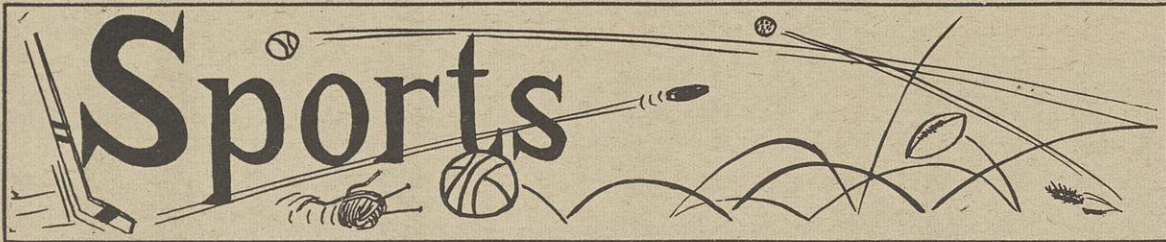
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# The Defense: Improved But Lacking in Depth

By MIKE GOLDMAN  
Summer Sports Editor

(Editor's Note: This is the third in a series previewing the 1966 football team.)

Roger French, the new Wisconsin defensive line coach, was talking before the start of spring football practice about how he planned to coach his linemen.

"I like to see a man who is aggressive and likes to hit through the line," said French. "This is what I'll stress during the spring."

Wisconsin doesn't have the best defense in the Big Ten, but French's success formula has been starting to work. The linemen were more aggressive this past spring than at the end of last season and they are gradually adapting to the "blood and hard work" style of football stressed by French.

If a player isn't willing to work, French won't let him play. During one of the scrimmages this spring French saw a player loafing on the field.

"What are you standing around for," he yelled. "You're not a coach, you're a player. Now get in there and work!"

Like the other positions on the Badger team, the defense will suffer from a lack of depth. If the starting defensive players are beset by injuries, experienced replacements will be hard to find.

The main stalwarts on the defensive line are Warren Dyer, Wayne Kostka, Bob Richter, Bill Grisley, Sam Wheeler, Tom Domres, and Eric Rice.

Dyer and Rice are the defensive ends. Dyer, a junior, has a full year of Big Ten experience. He is strong and was specifically praised by the coaches at last season for his play in several games. Rice will be a senior this

fall and has won two varsity football letters.

Kostka, Domres, and Don Bliss will compete for the two tackle positions. Domres who weighs 230 pounds is a favorite among the coaches. His aggressive play was a highlight of the spring.

Bliss, also a shot putter on the track team, was hurt last year and only saw limited action. However, the coaches think Bliss also has a lot of potential.

Grisley is a junior who was the starting defensive center last spring. He played very little last season, but according to French, Grisley is gradually developing.

The top three linebackers are Bob Richter, Sam Wheeler, and Soph Ken Criter. Dyer also was used at linebacker last spring.

Richter is a two year veteran. One of the hardest workers on the squad, Richter has been hampered by injuries which are still bothering him.

Richter has a pinched nerve which may slow him down when fall practice starts September 1.

Wheeler, a junior, also has been hampered by injuries. He missed a great deal of spring practice due to ailments.

The coaches are most worried about the defensive backfield. The secondary lacks depth and experience.

Once practice starts, the coaches will give particular attention

to the defensive backs since Wisconsin's first opponent, Iowa State, is a predominately passing team.

Bob Grossman and Dave Berg are the two backs with the most experience. Grossman was given an extra year of eligibility due to an injury he received in his sophomore season.

The secondary positions are not completely set. Tom McCauley, a sophomore who sparkled as an offensive end this spring, may also be playing a defensive backfield position.

Gary Bander, a junior, also will be used as defensive back. Bander earned a letter last season but, as has been the case with other key players, has been injury stricken.

Veteran Gary Pinnow, sophomore Mike Cavill, and junior college transfer Walt Ridlon are the other defensive back candidates.

So many of the fortunes of the defense this season will depend on the injury and depth factors. If a lot of starters get hurt early in the season, there will be trouble. Like the rest of the squad, the defense lacks many players who have had collegiate playing experience.

However, if injuries are kept to a minimum and several sophomores can develop, a few people around Camp Randall may be surprised once the season starts.

## TELEVISION HIGHLIGHTS CHANNEL 21 TUESDAY

7 p.m.—USA: Writers—S.J. Perelman. Perelman discusses writing as a career and comments on other American authors, including his brother-in-law, the late novelist Nathaniel West.

7:30 p.m.—University Roundtable—"Ethical Codes for Government Officials." Panelists will be professors James McCamy, Kenneth Dolbeare, and David Adamany, and Arlene Christenson and Roy Vogelman.

## WEDNESDAY

7 p.m.—Inquiry—Sir Jack Allan Westrup, a British knight who is a musicologist, composer, conductor and professor at Oxford University, discusses Britain with Prof. Richard Church.

7:30 p.m.—Invitation to Art—"The Realist." This is the first of seven programs filmed in the galleries of the Museum of Fine Arts in Boston and featuring some of the world's greatest masterpieces. The nature of reality, from

illustration to investigation of the nature of the external world is examined as illuminated by art.

9 p.m.—Nur Ein Tag—Only One Day. The routine of one day in a Nazi concentration camp is re-created in this documentary drama marking the 20th anniversary of the end of World War II.

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in your itinerary  
TEA, GOURMET LUNCHES

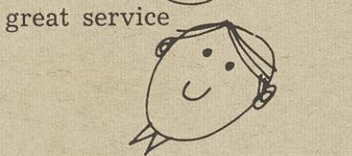
In the Hayloft

GIFTS & ANTIQUES

In the Manger

Between Taliesen and the House on the Rock on Highway 23. Take Route 14 west from Madison. Less than one hour away!

OPEN EVERY DAY EXCEPT MONDAY AND FRIDAY  
Tuesday, Wednesday, Thursday 11 a.m. to 5 p.m.  
Saturday and Sunday 10:30 a.m. to 8 p.m.



and just plain fun dine at the Roundelay Room in the Madison Inn tonight.

Lavish menu features such nicely priced specialties as Complete Planked Steak Dinner \$3.95. Elegant furnishings, superb service make important evenings even more so.

Why don't you join us? You'll be among friends.

**MADISON  
INN** On Campus  
601 Langdon