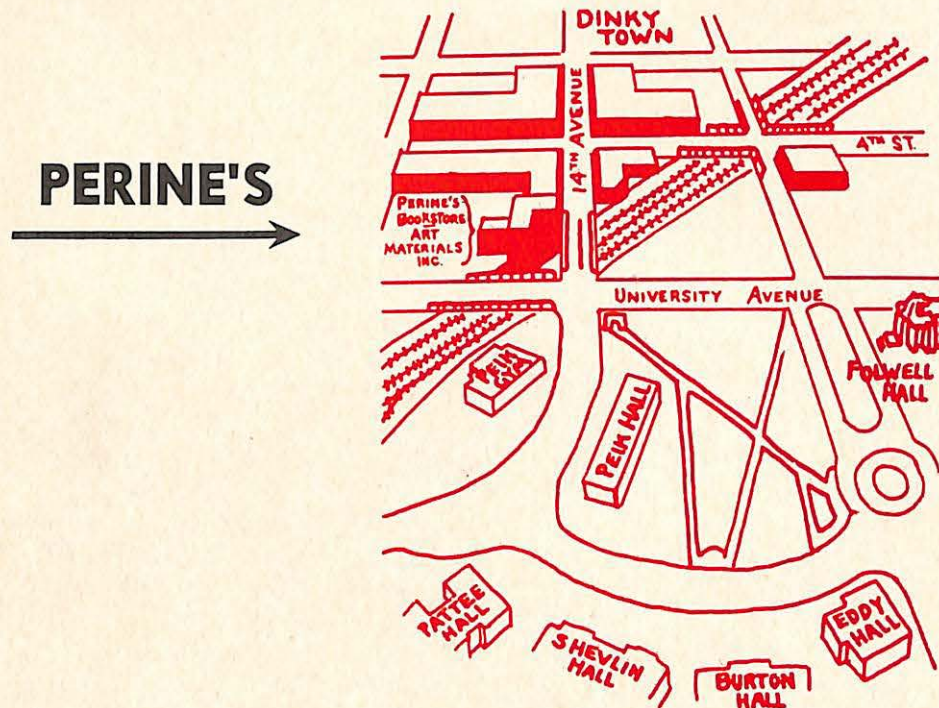


((Welcome.))



Minnesota Daily
Welcome Week 1969

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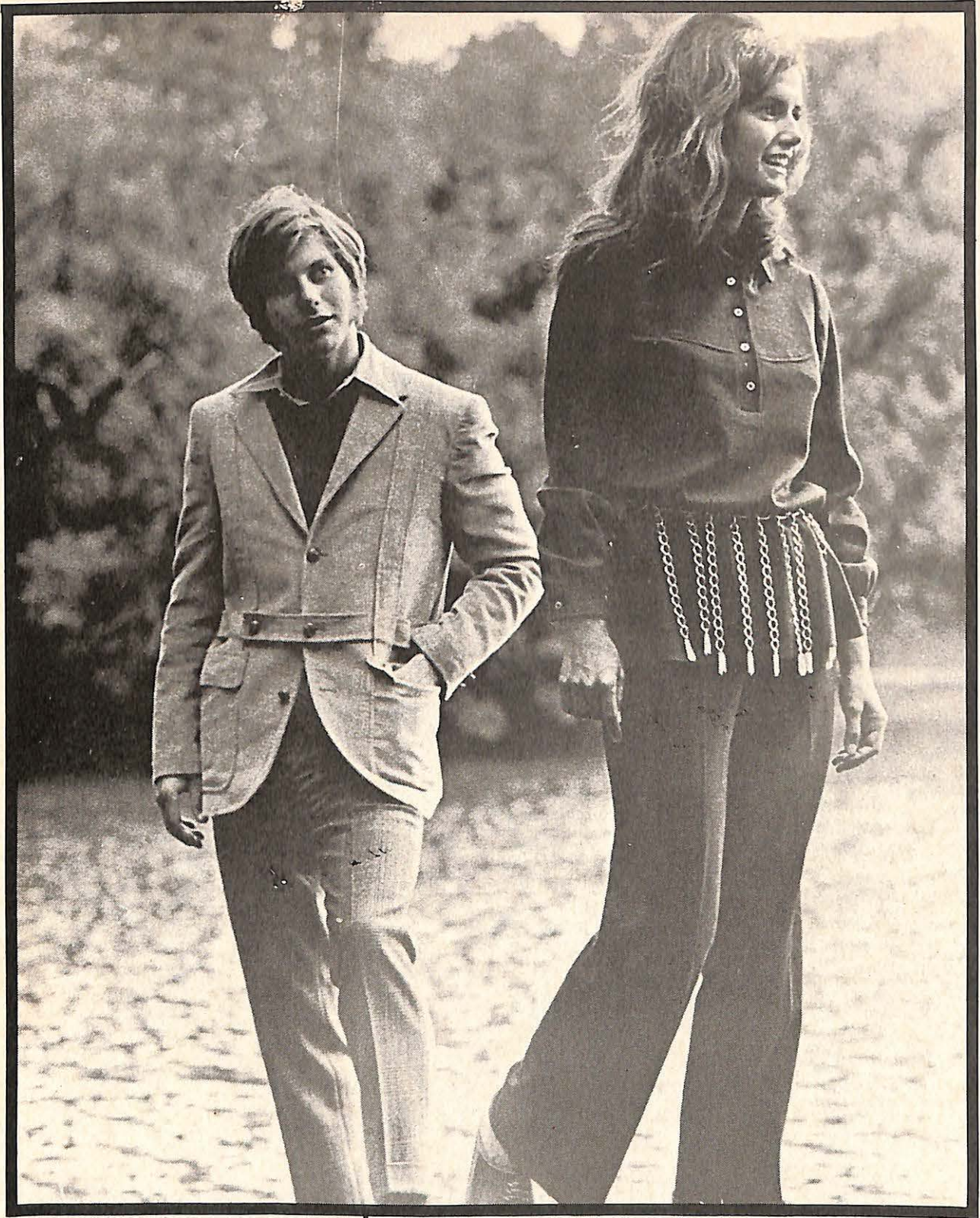
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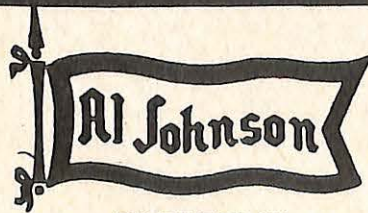
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University of Minnesota

Dear Student:

As you enter the University of Minnesota, college textbooks will be among your first requirements; accordingly, the purpose of this letter is to introduce the University Bookstores to you.

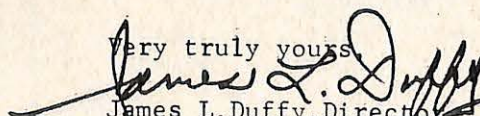
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Freshmen are encouraged to buy books during Welcome Week when stocks of new and used books are most complete. This avoids the rush of opening week when all other students return, and is of particular importance in this period of increasing enrollments and limited facilities.

Over the past year \$60,000 was added to the University Bookstores Scholarship Fund from bookstore operations.

JLD:cvs

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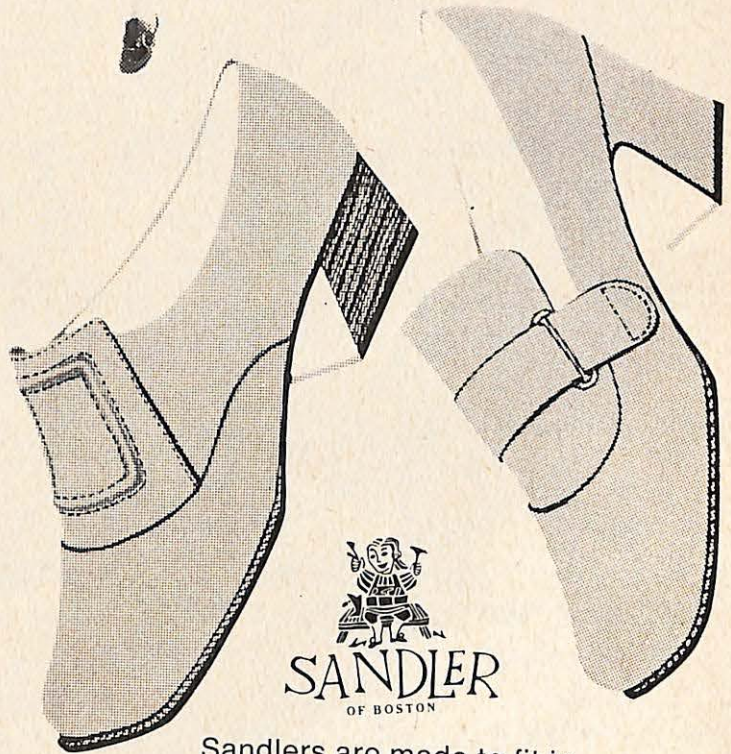
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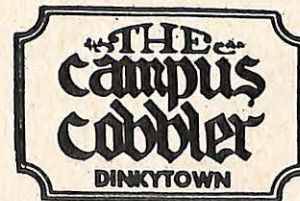
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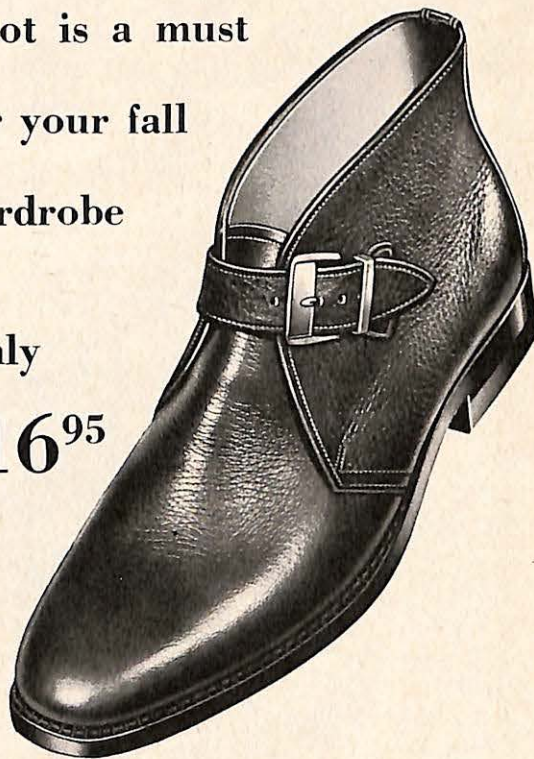
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Shoe Department

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Recorded by Connie Goldman

((Welcome.))

Hello. I hope you don't have too much trouble carrying this copy around this week, along with the inevitable odd-sized pamphlets, packets, and commercial propoganda traditionally foisted upon the newcomer. If you take us for just another passel of promoters, however, I ask you to sift through the merchant's messages on the following pages; the articles therein deal more with mind than material, and a few spare moments with them will be more than worth your while. I promise.

Welcome Week issues in years past have been primarily tools for physical orientation; this year's, radically different in design and content, intends to provide more of a "philosophical" orientation to the University; for example, former Daily associate editor Vince Liesenfeld explores the student's somewhat unequal legal relationship to the University; Prof. Justus Learner (the name isn't real but his story and title is) explores the academic maze; and residents give their views of the oft-badly-publicized West Bank in excerpts from Connie Goldman's KUOM radio program.

A more abstract view of the academic experience is provided by former Daily editor Paul Gruchow, former associate editor Robert Verbrugge, and myself; I hope you will be entertained, if not enlightened, by these works.

More factually-oriented offerings are made by veteran Daily political reporter Randy Tigue, who analyzes polarization; sports editor Phil Lewenstein, who probes the problems and prospects of the Gophers; entertainment editor and theater student Scott Bartell, who reviews the University Theatre; and associate editor Tom Gjelten, who writes of incest (read the article).

One more reason to keep this copy: If you get lost, just balance it on a finger and it'll point toward Murphy Hall. You're welcome to follow it; we get lonesome sometimes. P.C.

The Minnesota Daily, the student newspaper of the University of Minnesota, Minneapolis-St. Paul. Published daily except Saturdays, Sundays, holidays, and the day after holidays by the Board in Control of Student Publications. Steven Moden, President. Main offices: 10 Murphy Hall, University of Minnesota, Minneapolis 55455. Editorial phone 373-3381; business phone 373-3385. Represented for National Advertising by National Advertising Service, 18 E. 50th St., New York. Printed at Midwest Printing Co., 801 9th St. S.E. 331-7951. \$2.50 per quarter. Singles 5 cents. Second class postage paid at Minneapolis, Minn.

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Photos by: Richard Olsenius, photo editor; Lionel Demby, Sharon Sweeney.

Cover and inside illustrations by Peter Dodge.

all week

9 p.m. to 1 a.m. (9 to 11 p.m. Monday) The Whole Coffeehouse. Admission. Union.

11 p.m. and 12:30 a.m. Special inter-campus buses. Buses leave from in front of Union for St. Paul campus (except Wednesday, when buses leave from in front of St. Paul Student Center for Minneapolis campus). No 12:30 a.m. bus Saturday.

Noon to 4 p.m. Monday, Thursday, Friday; 8 to 11 p.m. Monday through Thursday. Activities Mart. Union North Star Room.

Wednesday

(St. Paul Campus Day)

10 a.m. Convocation. Prof. Hubert Humphrey. Mall; North Star Ballroom if rain.

9:30 a.m. Transportation to St. Paul. In front of Union.

11 a.m. Punchinello Players. North Hall Theatre.

11 a.m. to noon. "The Young Radicals," reviewed by Prof. Mulford Q. Sibley. 125 North Star Lounge, St. Paul Student Center.

Noon. New Horizon Singers. St. Paul Mall.

Noon to 1 p.m. St. Paul Programming. Student Center North Star Ballroom.

1 to 2 p.m. Sounds of Sexual Silence. Student Center North Star Ballroom.

1 to 2 p.m. Harpsichord Revival. Rouser A and B Formal Lounge, Student Center.

2 to 3 p.m. Punchinello Players. North Hall Theatre.

2 p.m. Film, "Multiply and Subdue the Earth." 495 Entomology Bldg.

3:30 to 5 p.m. St. Paul Campus Olympics. St. Paul Mall.

thursday

10 a.m. College Convocation. CLA: Union; IT: Architecture Court.

11 a.m. Questions Please, with representatives of CLA departments and professional schools requiring one or more year in CLA. Room locations available at convocation or Information Center

11 a.m. Tomorrow In The Making. Murphy Hall Auditorium.

Noon to 2 p.m. Monumental Sculpture. In front of Union.

Noon. Fraternity Rush Luncheons. Fraternity houses.

Noon. Folk Festival. In front of Union.

1 p.m. The Boundaries of Dissent, with Vice Pres. Paul Cashman and representatives of campus political groups. Union main ballroom.

1 p.m. Film, "Genesis." 45 Nicholson Hall.

2 p.m. Experimental Theatre. Scott Hall Auditorium.

3 to 4 p.m. Iambics and Dactyls.

WELCOME WEEK CALENDAR

monday

10 a.m. Opening Convocation. Vice Pres. Paul Cashman. Northrop.

11 a.m. Milt Williams reviews "Soul On Ice." Union main ballroom.

11 a.m. "Plug the Whole" (Coffeehouse). Union Terrace.

Noon. "The Weekly Gathering" performs. Front of Union; Union main lounge if rain.

Noon. Sons of the Desert shows Laurel and Hardy films. The Whole Coffeehouse, Union.

1 p.m. Movie, "War Game." 45 Nicholson Hall. Discussion follows in 216 Nicholson Hall.

1 p.m. Program: "Unrest In The Student Mind." Union Men's lounge.

2 to 3:30 p.m. Modern Dance. Union main ballroom.

2:30 p.m. Panel of Americans. Union men's lounge.

3:30 p.m. String Quartet. Union women's lounge.

6:30 to 8 p.m. Union Board of Governors Picnic. Union.

8 p.m. Coffman Union Night. Union.

8:30 p.m. Up, Up, and Away Dance. Admission \$1.50 and Welcome Week button.

5 to 6 p.m. Barbeque. St. Paul Mall.

6:30 to 8 p.m. Play, "The Zoo Story." Symposium follows. Student Center.

7:30 to 8:30 p.m. Camp Reunion. St. Paul Gym.

8:30 p.m. Big Louie's Dance. Admission \$1.50. Student Center.

Evening. Rock Bottom Coffeehouse. St. Paul campus.

11 p.m. and 12:30 a.m. Transportation to Minneapolis. In front of Student Center.

Union Terrace Reading Room.

3:30 p.m. MSA Forum: Senate meeting. Union men's lounge.

Afternoon. Sorority Rush Open Houses. Sorority houses.

7:45 p.m. Bus leaves for Tyrone Guthrie Theatre performances.

8:30 p.m. The Life-Saving Dance. Admission \$1.50 and Welcome Week button. Union main ballroom.

10 p.m. Old Bijou: classic comedy films. Admission 5 cents. Union Pop-In.

tuesday

(West Bank Day)

10 a.m. "Are You Listening?" Union main ballroom.

11 a.m. Project Awareness presentation. 230 Anderson Hall.

11 a.m. "The Fountainhead" reviewed by Robert Flint of the Student Counseling Bureau. Anderson Hall commons lounge.

Noon. Modern Brass Ensemble. River Bluff.

Noon. Ice Cream Social. River Bluff; 210 Anderson if bad weather.

Noon. The Handwriting On the Wall? Commons room, 110 Anderson Hall.

Noon. Sorority Rush Orientation. Union main ballroom.

Noon. Fraternity Rush luncheons. Anderson and Blegen Halls. (See Welcome Week booklet for room locations.)

3 p.m. Transportation to East Bank.

In front of Blegen Hall.

3:15 p.m. Movie, "A Man For All Seasons." Union.

Evening. Sorority Rush Open House. Sorority houses.

5:30 and 8 to 10:30 p.m. Council of Student Religious Organizations programs. Locations announced at above movie.

8 p.m. March For Unity. Begins at Lutheran Center, 1101 University Ave. S.E. (See Welcome Week booklet).

3:30 to 5:10 or 7 to 8:30 p.m. UBOG Audition. The Whole Coffeehouse, Union.

8:30 p.m. to midnight. Whether to Weather Dance. Admission \$1.50 and Welcome Week button. Union main ballroom.

10 p.m. Old Bijou: classic comedy films. Admission 5 cents. Union Pop-In.

friday

10 a.m. Studying: Maxi Results with Mini Effort. Union.

11 a.m. Minnesota Daily Bagel Bash. Daily office, 10 Murphy Hall.

11 a.m. "A Gopher Tale," film on 1968 Gopher football team. The Whole Coffeehouse, Union.

11 a.m. "Sarkhan" reviewed by Prof. Richard N. Blue. Union women's lounge.

11 a.m. Tour Minneapolis Institute of

Arts. Bus leaves from bus stop in front of Jones Hall.

Noon. Pep Fest. In front of Union.

Afternoon. Sorority Rush Open Houses. Sorority houses.

1 p.m. Film, "Genesis." 45 Nicholson Hall.

1 p.m. Can We Go Home Again? with students from Middle East, Africa, Asia. Union women's lounge.

2 p.m. Contemporary Baroque Concert. Union main ballroom.

3:30 p.m. International Coffee Hour. Union women's lounge.

7 p.m. Film, "Genesis." 45 Nicholson Hall.

8:30 p.m. to midnight. Dance featuring Showtime I and II. Admission \$1.50 and Welcome Week button. Union main ballroom.

10 p.m. Old Bijou: classic comedy films. Admission 5 cents. Union Pop-In.

1969

saturday

1:30 p.m. Minnesota-Ohio U football game. Memorial Stadium.

8 p.m. The Pair Extraordinaire. Northrop.

Friends:

The university is the soft, vulnerable underbelly of society, as audacious students have so insolently proven. Young people for the first time realize themselves possessed of indisputable political power, a bargaining constituency in their own right, strategically stationed in our centers of higher learning at the very moment that colleges and universities have become irreplaceable links in the national economy and social well-being.

As students rage against the Vietnam War, or against evidences of racism, or hold the Dean incommunicado, or bloody Selective Service records, or crusade as "children" (thereby accomplishing the politically impossible, leaving a dazed Master Politician ample retired leisure to think it all over), distressed over-30 society has become obsessed with its progeny and with the crises of the campuses. And well it might: for society invests mightily in institutions of higher education, and depends upon them for the human resources indispensable to the operation of business and government, to the management of the economy, the defense, the social services, the health, even the environment of the nation. The training function is too pressing to interrupt. By attacking the universities, students attack the fountainhead from which our computerized, militaristic society flows.

But is the mass production of technological hewers of wood and drawers of water the mission of "higher education?" No. In the medieval inception of the university, cloistered monks, as a community of scholars, rethought their world. Their thinking served the interests of no man; they were true to themselves. Their institutions, protected by the obscurity of academic learning at the time, were independent centers of thought and criticism. Modern universities, although not completely violated, have increasingly profaned their intellectual integrity to monied and influential interests. The educational mission has too often succumbed to the training function.

Many faculty members at the University of Minnesota are men (and women) of fertile minds, strong convictions, and intellectual integrity. Others are entrenched in private fiefdoms in the numerous sheltered nooks of the institution. All are intensely jealous of their power: for at this university, essential decision-making authority rests with the faculty, not with the President or the Regents. Within the past year particularly, however, some of the crucial political machinery of the institution—the college and departmental committees and the University Senate—have hesitantly and (usually) in token fashion tolerated student membership. If students are ever going to revitalize the educational mission and affect the enormous social role of the University, it will be through intelligent participation in the intricate governing channels of the University community. Becoming effective members of the community of scholars obviates the otherwise necessary radical and potentially disastrous actions—such as the blind, desperate occupation of Morrill Hall last January.

If the Academic Revolution is to have significant permanent effect, and if student government is to become anything more than sandbox politics, students must prove themselves assets in University government, and demand a greater role in academic affairs. And if the University is wise, it will attend to Harold Taylor's remark that "the mark of a true university is whether or not it takes its students seriously."

Glenn Hovemann
Editor

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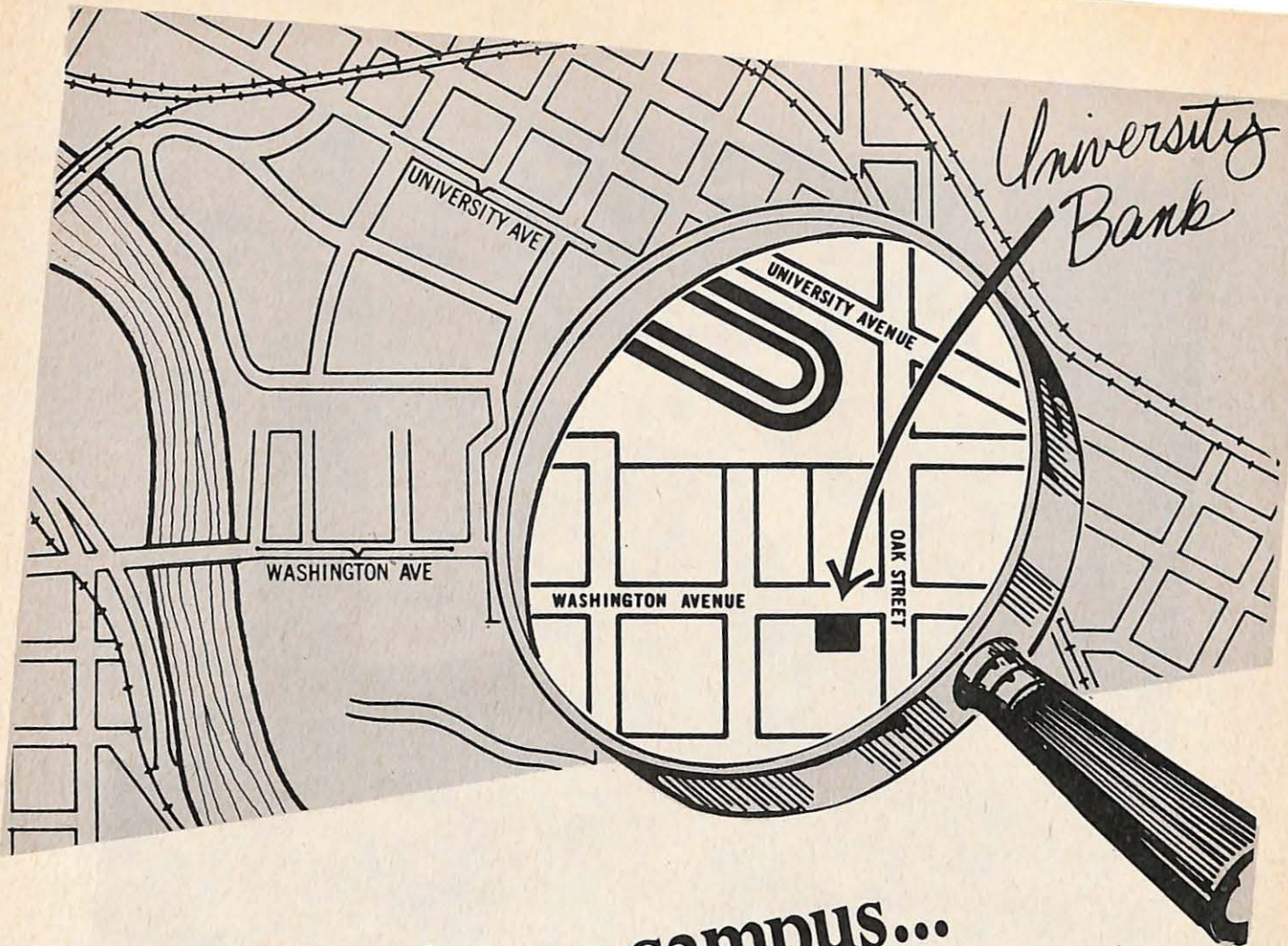
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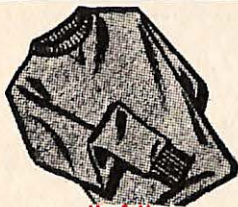


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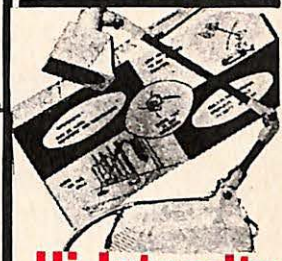
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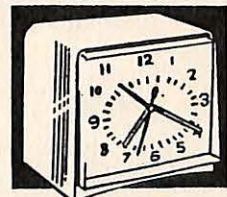
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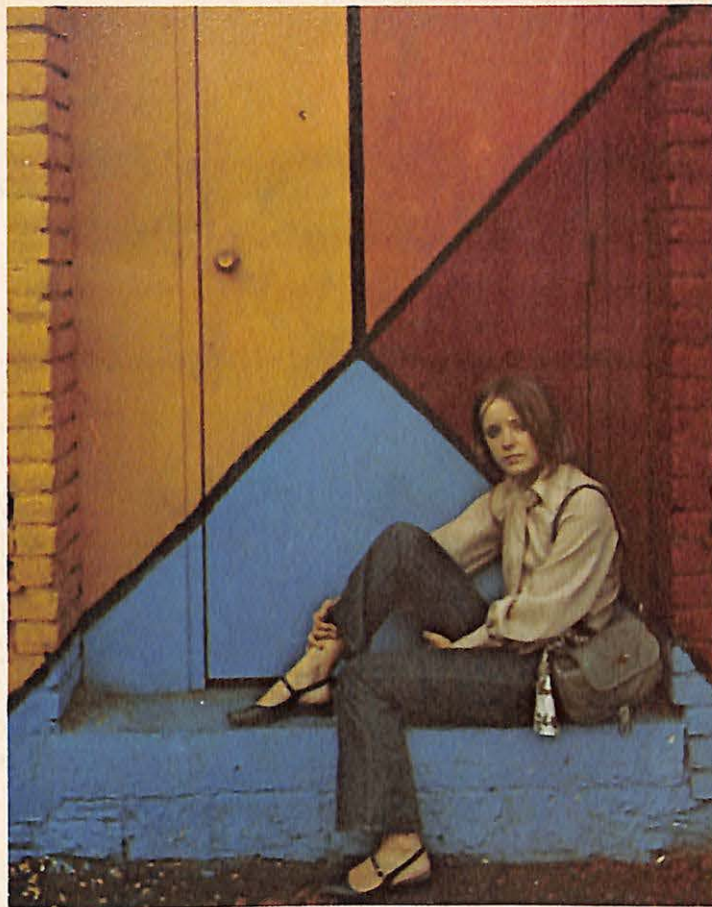
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Art against the wall

The West Bank is becoming an outdoor art gallery, displaying the works of Robert Meyers, dental school junior who was hired by Cedar-Riverside Associates to lend his artistry to its walls. On the right, Daily photo editor Richard Olsenius focused on a gaily-colored doorway behind Richter's Drub Store. Below, characters like those in "Yellow Submarine" are featured. On the opposite page, a West Bank resident views another of Meyers' works.





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Last January the Minnesota Daily carried an editorial which, in somewhat expansive language, patted the University on its collective backside for managing to avoid situations condemned on other then less fortunate campuses as examples of student "unrest." About ten days later 70 black students shut down the administration building, and the plague of public and self-scrutiny and abasement was visited on the University. It is still with us, and the Promised Land never was more distant.

Unrest has become a catchword for the growing pains of a generation of students. Administrators of the University generally tell the public that pays part of their salaries that they seek always to avoid it, and tell students (or their erstwhile representatives) who pay another part of their salaries that unrest is a sign of health, a result of that robust skepticism essential to critical thought. Professors generally say they welcome vigorous discussion, and sometimes bring students before discipline boards when the degree of vigor or the manner of discussion seem to them inappropriate to their classroom. Initial actions of disturbance within the University are frequently handled with boxing gloves—not punched so much as bobbed—and everyone gets motion sickness for a time until he becomes accustomed to the rapid position changes. One fundamental difficulty in adjusting to all this turmoil is the institution's inability to comprehend the radically different styles of disturbance, the different natures of dissatisfaction.

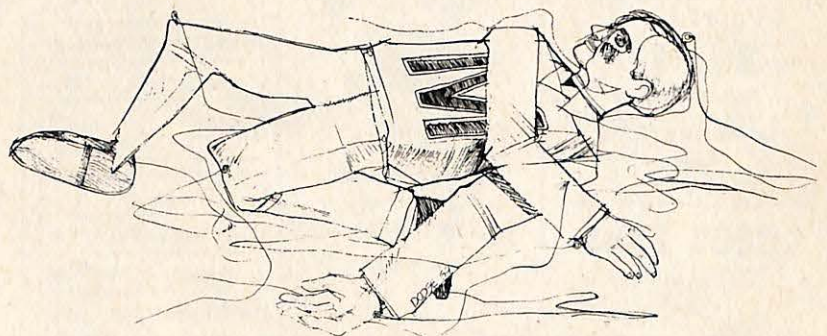
"Administrators . . . generally tell the public . . . that they seek always to avoid unrest, and tell students . . . it is a sign of health. . ."

For nearly all students, the University is a preliminary to their life's work, they come to learn, but for a purpose, one seldom related directly to the institution that attempts to mold them for four years.

Gross societal complaints — or racial bigotry, economic injustice, political ruthlessness, and the dull national whine over the Vietnam War, inflation, and the urban crises — have some roots in universities. Patterns of activity that prove explosive in what some students have taken to calling "the real world" retrograde along a rather short fuse to the classroom. The reason there are too few black

Vince Liesenfeld

The umbilical cobweb between you and U



teachers is that too few black students are graduated by the College of Education. That college, like the rest of the University, has very convincing explanations why this particular situation exists, but they sound no better here than they do anywhere else. Not too many people really admire Dow Chemical Company for producing napalm, yet a large number apparently consider that kind of complicity more outrageous than a four-year training program conceivably designed

to produce men efficient in their delivery of napalm . . . a program for which academic credit is granted.

The roots of social disorders are in universities, institutions themselves of that society. Most students, who are therefore white and moderately middle class, take interest in the University only as a temporary preliminary to their entrance into some other institution, however vaguely defined, and only to that degree do they owe allegiance to the University.

They are nonetheless sympathetic, some - times only passively, to measures like the disadvantaged students' program, the University secret research policy, or the Afro-American Studies Department. Few of them, one suspects, would oppose a revolution that promised to improve society by remaking universities.

Moreover, for all their grumblings about impossible schedules and necessary extra employment to finance their education, students in general live in an atmosphere of leisure. Students are busy, but the deadlines they face and the pressures that drive them are arbitrary ones. Symptoms of institutional injustice receive their attention with symptoms of society's malignancies, and they look for cures common to both worlds.

Revolutionary philosophies naturally flourish on college campuses. They have emerged from small groups of usually self-conscious, stylized radicals, but again the sympathy they receive has been unpredictable, and has created a climate within which such groups can disrupt what generally passes for the orderly process of education.

Inflation, the little disease that sucks away the sweat of men's brows, doubles up on University students. Rising costs, an ungenerous legislature, and an expanding institution have resulted in a tuition increase and exorbitant fee hikes. Dissatisfaction with the tax structure voiced by so many citizens is of nearly the

ing areas, and the incredible traffic problem for all of which apparently the greatest minds of the state have no practical solution.

In the midst of this inner unrest, surrounded by reminders of society's turmoil, students pursue their education. But whenever they or the institution attempt to meet a crisis, or prevent one from developing, structures and policies within the University threaten to sterilize the efforts that could, in some other system, generate solutions.

Students have usually united to form clubs, groups, or drives to deal with situations they feel ought to be changed. In the far distant past, problems which evidently received the most scrutiny, and which continued long enough to merit a permanent organization of students, were essentially matters created by the University. Most well-established student groups are therefore concerned with life within the University (such as the Minnesota Student Assn., the Union Board of Governors and the fraternities and sororities), or with transforming institutional energy into traditionally political circuits. These groups continue to exist under policies, and within structures, that make their effectiveness in University affairs more a matter of resolve than action, and which blind them almost completely from the problems that beset students from the greater society.

One of the most fundamental problems

in effecting change. Without them, groups are powerless, simply because they are not sanctioned.

The blessing of student groups by the University is the result of a long asperges. The University's President Morrill appeared before the Congress of the National Student Assn. 14 years ago and said, "If . . . experience in organized student affairs is part and parcel of the larger learning process, then the encouragement of participation by students in campus life and government becomes an institutional aim, and the organized opportunity for it provides a laboratory in fact for education for freedom." Just what kind of freedom he did not specify. But the University has since then dedicated itself to "encouraging" students to organize and participate in campus life, and that unfortunate and fundamental compromise, accepted by both students and the University, has degraded the institution as much as it has misdirected and castrated student affairs.

This, besides bureaucracy, is another fundamental problem that sterilizes student activity in facing up to the crises of society or education. The University has as part of its business the supervision of student activities outside the classroom. One memorable policy statement (still theoretically accepted by the Student Activities Bureau) contends that the Dean of Students, as well as the University Senate, supervises "the out-of-class life of students including both the informal and the organized." The legitimacy of student organizations is thus effectively made the determination of the University, which confers its recognition where it will. The University has certified the

"Student government at the University is, beneath its veneer of loyal opposition and critical cooperation with the faculty and administrative bureaucracy, a training ground for future administrators of a larger and more expensive world."

same tempo as the complaints of students over their educational expenses.

But no problem more than the Vietnam War has injected universities with so much anxiety and despair. Student citizens have found themselves imprisoned in a moral and political impossibility, a war they despise and over which they exert, it seems, no control, but which they are compelled to continue, and the cage they feel around them looks very much like a college wall.

Meanwhile, problems continue to grow within the University itself. One senses an increasing frustration over academic criteria, over the artificiality of formula classroom indoctrination, over the mammoth impersonality of paralytic procedures of registration, the insensate frigidity of oblivious clerks, the chicken-coop eat-

ing that of bureaucracy. The University is one hard to match, but it now appears the Minnesota Student Assn. is going to try. Committees, sub-committees, task forces, policy papers from various official administrative groups, have all proved to be more valuable as public relations devices than as tools with which to correct conditions which demanded their existence in the first place. Student government at the University is, beneath its veneer of loyal opposition and critical cooperation with the faculty and administrative bureaucracy, a training ground for future administrators of a larger and more expensive world.

Student groups in general seem not to mind their familial ties with the University bureaucracy: those ties, in fact, are often their most effective instrument

"It is the University from above, not the students from below, who in practice invest student groups with their legitimacy."

student government and student press as legitimate, and they therefore exercise an awesome, unresponsive, and therefore ultimately irresponsible power without the threat of bastardized competition. It is the University from above, not the students from below, who in practice invests student groups with their legitimacy.

That is a third essential problem of student action within and through the University: competition. Most large student groups (like the Minnesota Student

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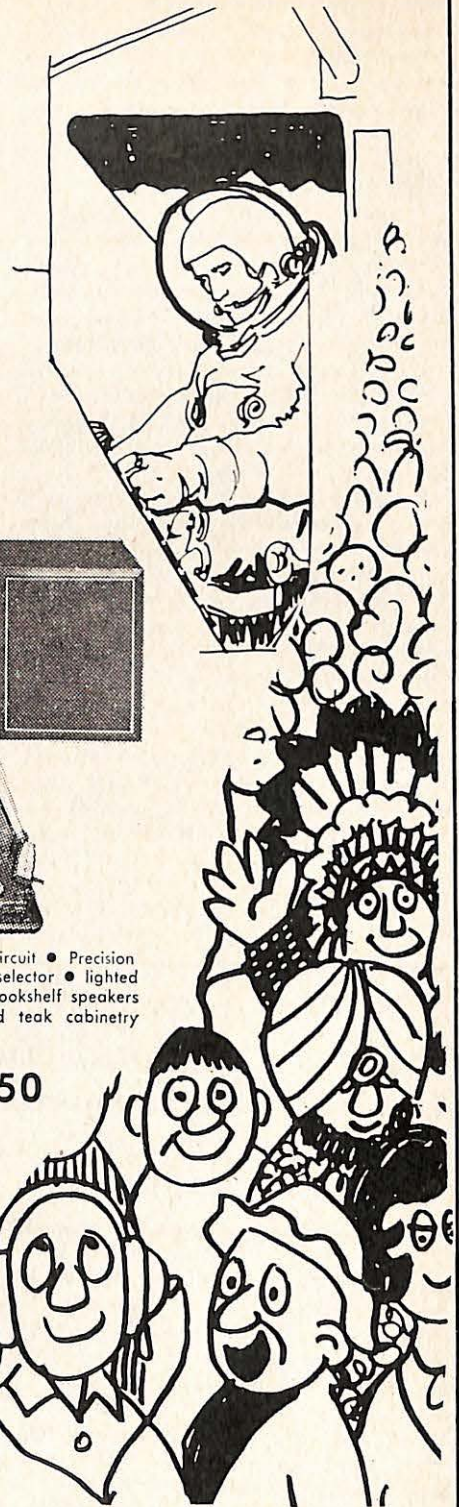


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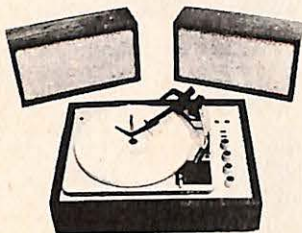


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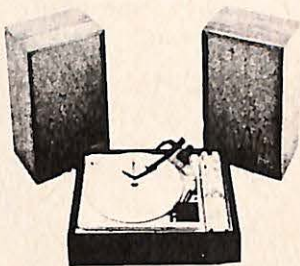
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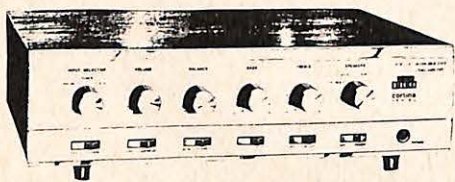
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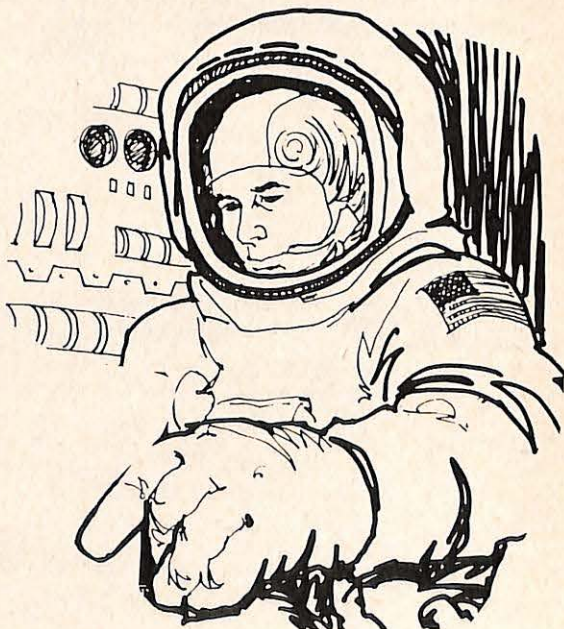
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You and U

from 21

Assn., UBOG, or the Minnesota Daily) are not only recognized, but exclusive. Any competitors must by institutional law answer to the same body that controls the recognized organ (for example, The New Opinion newspaper that has been around the campus last year is, theoretically at least, subject entirely to the control of the Board of Publications, the Daily's publisher).

A fourth — and perhaps the most adolescent — major difficulty facing student groups is the University's policy of requiring all their participants to maintain an "acceptable" grade point average. Like the puerile policy that demands SAB approval prior to the opening of any student group bank account (a policy apparently adhered to by many area banks), it seems an example of the University trying to protect students from themselves.

Student affairs, in other words, are ambiguously made legitimate by the University for its members. On the one hand they are embraced under academic matters and delegated to the University Senate on that justification, and on the other are set in practical opposition to a student's education by the institution's policies. Student affairs, in a word, are suspect.

This affiliation, accepted and cultivated, between student groups and the University, is destructive in another way. "Student organizations," another policy claims, ". . . derive their status and effectiveness from their affiliation with the University," a relationship defined by the Senate's Committee on Student Affairs in 1956 to mean that a student organization is one whose "composition and activities are of such nature that the University deems itself to be responsible for the actions of the group." In practice this has meant that a student group may be outlawed, its funds frozen and its members tagged for disciplinary hearings, if the University finds that the group's activities are not in the institution's best interest.

Such a tangled web of affiliation, bureaucracy, and internal restrictions makes institutional reform difficult. The problems facing the University compound themselves when they are brought into this web for their solution.

But if this complicates institutional reform, it destroys efforts to correct societal abuses. Racism, inflation, the Vietnam War, and the urban crises ought to be the concern of all members of the University, but it is difficult, because of the University's attitude of protection of and responsibility for students in their organized activities, for them to propose or implement any radical activity for their solu-

tion—particularly in a legislative year.

All of this means that students within the University, many of them full citizens in all other senses, are severely handicapped in their attempts to propose solutions to the problems that face their education and threaten to burn their society, handicapped at the very moment and by the very institution that ought to afford them their best opportunity.

Change must come, and it has, from the reorganization involving the Dean of Students' Office and the office of Vice-President for Student Affairs, to the creation of the Afro-American Studies Department, P-N grading, experiments in educational reform, and the policy on secret research. No improvement is more necessary, however, than a change in the manner in which change is effected.

In dealing with predictable tensions the University is usually well-prepared. When ROTC programs were being criticized across the nation, and the Minnesota Daily began an editorial campaign against them here, the University created a committee to study the matter, thereby hoping to forestall any overt and embarrassing activity that opposition might produce. But although a large committee and an enormous task force spent nine months investigating the complaints of black students, they were unable to forestall the takeover of the administration building. Perhaps, at least in part, they caused it.

Change in the manner of institutional change is essential, nowhere more so than in the area of communications. Although the Minnesota Daily is free from direct prior censorship, it has financial and political bonds to the institution and cannot function as an effective and disinterested critic. Even in extra-institutional affairs the Daily has been less than adequate in proposing possible solutions to problems. For example, the rotund sugardaddy of the West Bank, Keith Heller, has for some time been buying up all available real

"What public opinion has made legitimate, acceptable and blessed the student is free to express; if not, he is forbidden."

estate in the area (at a cost estimated at about 16 million dollars) in order to begin massive construction of "student" and "resident" housing, much of it which will be, he says, "low cost." When the Daily has carried articles or editorials about Heller's dealings, either approving or disapproving, the newspaper has received "tokens" of his reaction. These have in-

cluded a parakeet in a large cage for the editor, a large, decorated cake, and bagels, for the staff. A large number, perhaps most, of the staff live in Heller facilities.

The University cannot afford to leave the obligations of a free press in the hands of the Minnesota Daily as it is now constituted, any more than it can afford to leave with the present structures and policies governing student affairs the duty of maintaining the freedom of students to effect change in their education and their society.

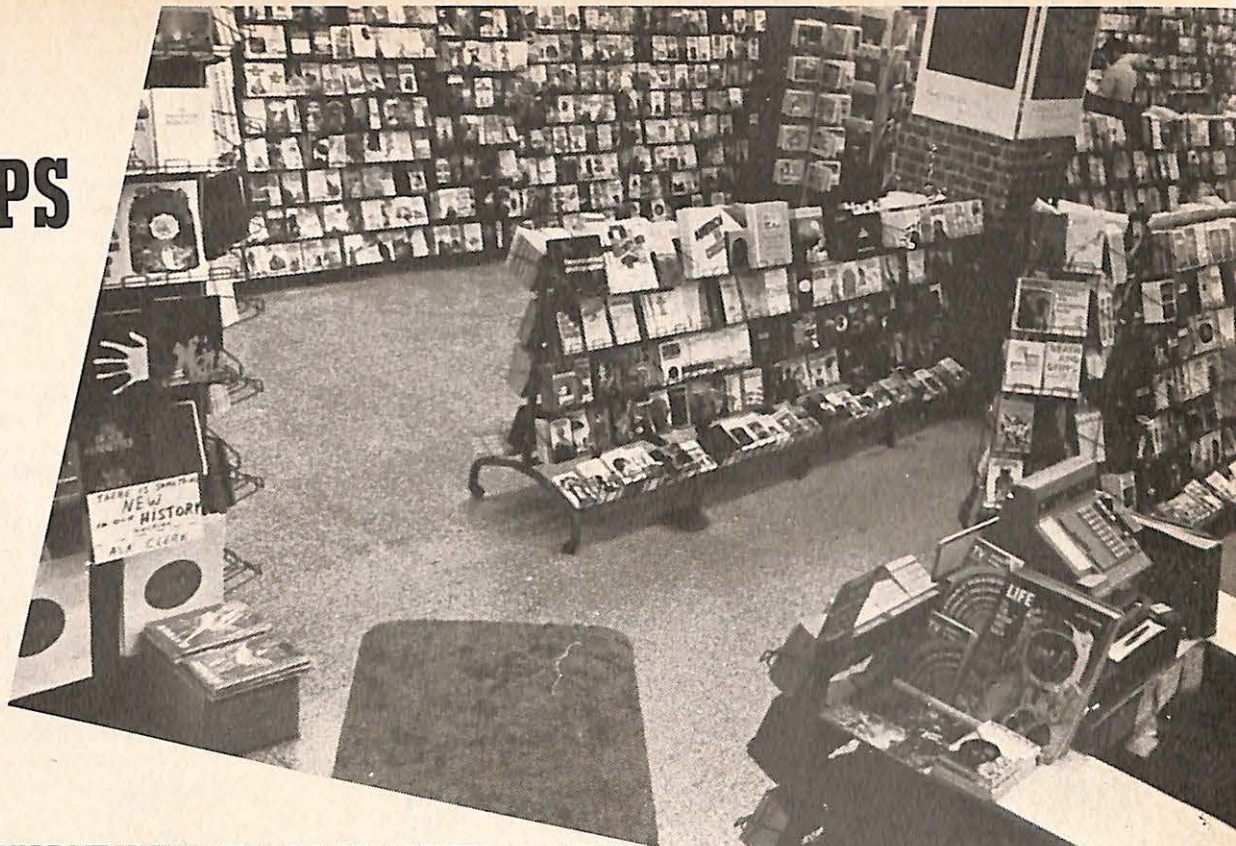
The autocratic Board of Publications and its only child (like most, spoiled, and somewhat narrow-minded) are part of the infrastructure of student-faculty-administrative control that parallels the official bureaucracy. Effective criticism of that interlocking directorate of student-leaders, so-called, who occupy various positions on University governing and advisory bodies — can be exercised under present policies only by participation and cooperation with organs of that infrastructure. Assemblies, meetings, or speeches which require University facilities, and publications of any nature, require sanction from the institution. In its policy concerning student organizations and their activities the University Senate claims that students have "rights and privileges similar to those enjoyed by responsible citizens in every community, including those of discussion, debate, assembly, communication, and dissemination of personal and group points of view through University-recognized and/or established media of expression and distribution . . ." What that means in practice is that the University determines who within it are "responsible" citizens and what media can be used, in what manner, for what purpose.

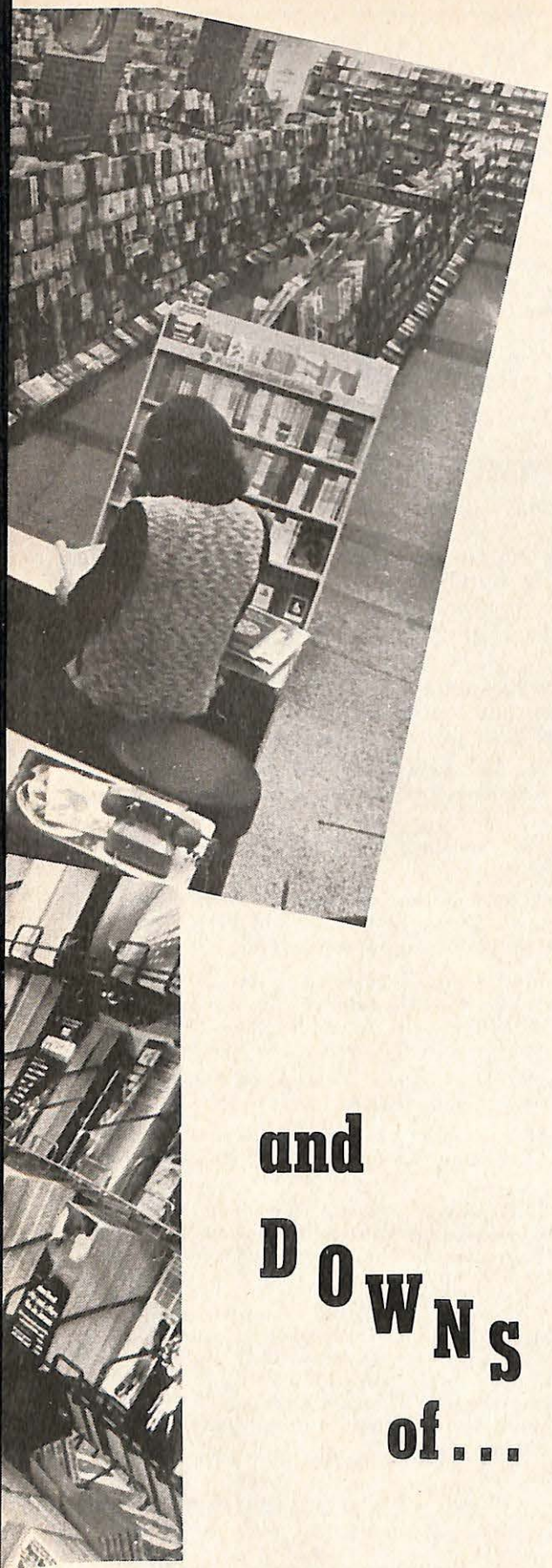
For example, the Senate Committee on Student Affairs (SCSA), adopted a policy statement on freedom of speech on May 10, 1963. The policy's title is misleading, however. It emphasizes that "orderly discussion" is essential, that students must "preserve conditions favorable to orderly and rational discussion conditions" which demand that "they conduct themselves in a manner which will not interfere with freedom of speech, . . . act to restore an atmosphere conducive to free expression (if it is absent), . . . cooperate with the police, University staff members, and members of the sponsoring organization in their attempts to restore an atmosphere conducive to free expression." SCSA finds them following activities detrimental to freedom of speech, and therefore prohibits them: "Questioning inappropriate to the format of the meeting; interruptions (singing, feet stamping, etc.); picketing designed to restrict the freedom of ex-

to 55



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"I should have brought more money! Look at the size of it! Did you ever see so many books! Go look at the science-fiction, Honey, I'll be in the Histor section! I wish they had this store in my city! How do you know where everythign is? (we don't) I wish I wish I had known you were here months ago!" (we've been advertising for a full year!)

Does all the above sound good? Well, read on for the bad! This store is actually losing money every month! So you ask, "Why does he keep it open?"

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So I ask myself, "Why aren't more people shopping Downtown Book?"

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1) That people think our store is full of obscene books—but all we have is history, drama, poetry, art, music, religion, language, psychology, philosophy, political science, business; sociology, travel, science, classics, fiction, novels, romance, occult, westerns, mysteries, science-fiction, humor, also plenty for the juvenile including 500 different wall posters and a black-lite room including 500 different wall posters and a black-lite room 60 year old kids enjoy also. Oh yes! Almost forgot. A 60 foot magazine rack. So what can you do?

Come down and buy a 15c comic book, or come down for 5 minutes on your lunch hour—don't buy anything, or if you don't read—come down anyhow and tell your friends about us, or make up a group on your lunch hour or after work and visit us. Also, it's a good place to come on a Sunday afternoon or evening. Now, we're going to need your continued support—not just a lot of business for a couple of weeks. Also, don't just come to us when you can't find it elsewhere; come to us first. We can't exist on just "the hard to find books."

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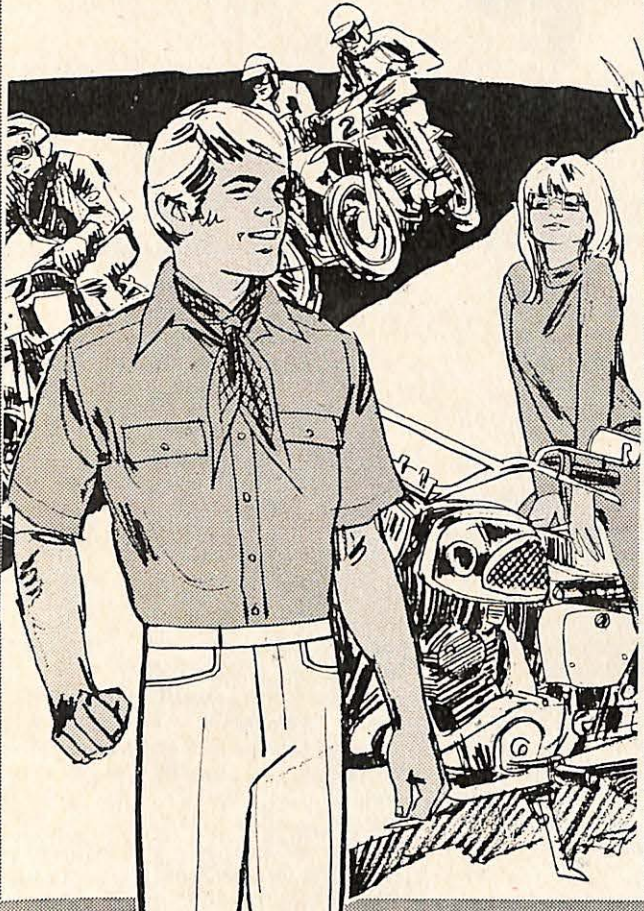
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On June 25, 1964, about 50 well-dressed, clean-cut University students peacefully picketed outside the Minneapolis Federal Building.

The purpose of the demonstration was to protest an investigation of campus politics by the House Un-American Activities Committee (HUAC). The demonstrators did nothing more than distribute anti-HUAC literature and carry signs which said such things as, "HUAC Violates Freedom of Speech and Assembly." The demonstration was led and organized by the University Young Democratic Farmer-Labor Club (YDFL).

On Jan. 14, 1969, about 150 University students took over Morrill Hall for 24 hours, refusing to leave until the University administration met demands for financing a conference for black students, establishing an Afro-American Studies Department, and placing control of the Martin Luther King Scholarship Fund into the hands of the black community. The takeover resulted in about \$7,000 worth of damage to Morrill Hall and the indictment of three students by the Hennepin County Grand Jury. The groups playing the key roles in the demonstration were the Afro-American Action Committee (AAAC) and Students for a Democratic Society (SDS).

The differences between these two demonstrations exemplify the differences between two eras, as far as University politics are concerned.

In the early 1960s, the most influential political group on campus was the YDFL, and the dominant political philosophy among campus activists was liberalism. Civil liberties, such as freedom of speech on campus and civil rights for blacks in the South were the major issues of the day.

Today, the largest and most active political group on campus is SDS, and the emphasis now is placed upon radicalism and the politics of confrontation. The key issues today have become the very legitimacy of the American political and economic system and the University's role in perpetuating that system.

The story of the decline of liberalism and the rise of radicalism on the University campus can be most clearly illustrated

Randy Tiguel

SDS P LIBERAL I G H T left

The polarization
of politics at
the University

by a comparison of the two organizations most immediately affected by the trends, SDS and YDFL.

SDS began in the early 1960s as a basically liberal organization, committed to many of the same goals as the YDFL. In 1964, SDS supported Lyndon Johnson for President.

Today, SDS is openly Marxist-Leninist, calling for an overthrow of the capitalist system and hailing Mao Tse-Tung and Che Guevara as its heroes.

SDS officer Rick Sklader said, "We began to learn. The Vietnam War escalated, the draft started putting the crunch on people, and black rebellions began taking place."

Marvin Rubin, another SDS'er added, "We discovered that war, racism, and

poverty are not accidents, but are part and parcel of the capitalist system."

As part of its Marxist outlook, SDS has begun to emphasize a "worker-student alliance," Sklader said. "We have to prove to the working class that the fights we're engaging in on campus are in their interest."

In its effort to form this alliance, some SDSers have participated in a "work-in" this summer. The work-in consists of having SDS members obtain industrial jobs and spread the word of revolutionary socialism to their co-workers.

Sklader said that "good things have happened" because of the work-in. He said one SDS member successfully organized a trade union this summer and "smashed four red-baiting campaigns by



Nyberg

"SDS can't carry off a revolution now . . . The revolution will be a long, bloody, protracted struggle, that will take years to win."



Foley

"At times, it's mighty hard to defend yourself as a liberal, and it's really hard to defend yourself as a Democrat sometimes."

" . . . the most important change is to change the party itself, right here at the state level, to make it more receptive to people."

the company."

However, Sklader declined to name either the company or the union.

Contrary to the fears of many government investigators, SDS harbors no illusions of overthrowing the power structure in the upcoming year.

"SDS can't carry off a revolution now," said Peer Nyberg, another SDS officer. "The revolution will be a long, bloody, protracted struggle, that will take years to win.

"Our task now is to build an anti-imperialist, anti-racist movement," he added.

Issues which SDS will stress in the upcoming year, Nyberg said, will include the abolition of the Reserve Officers Training Corps (ROTC) on campus, the abolition of the University's Law Enforcement Science Dept. (which Nyberg calls "the Pig Institute"), and the opening of University admissions to anyone who wishes to enter.

Although none of the SDSers interviewed would reveal the precise membership total for SDS on campus last year, they did say that SDS membership nationally has doubled and tripled respectively in the last two years.

The year before last, there were nearly 500 members of SDS on campus, and the group remains the University's largest and most active political organization.

Paralleling the rise of SDS on campus has been the decline of YDFL, which has had several lean years lately.

Part of the reason for the problems facing YDFL is the fact that liberals in general have had few victories in recent years, either nationally or locally.

The University YDFL was the first organization in the nation to endorse the Presidential campaign of Sen. Eugene McCarthy, and several YDFLers played key roles in the takeover of the Hennepin County DFL by the McCarthy forces.

When the McCarthy bid failed at the Chicago Convention, and when several McCarthy-backed local legislative candidates went down to defeat in the 1968 elections, many liberals who believed that social change could be achieved by working through the existing political system became discouraged.

The 1969 Minneapolis city elections did little to encourage them. For Mayor, YDFL supported Alderman Gerald Hegstrom, a person who opposed McCarthy but had compiled a solid liberal record as a city council member. Attacked from both the right and the left, Hegstrom finished a poor third in the primary election, losing out to Alderman Dan Cohen and the present Mayor, Charles Stenvig.

Moreover, YDFL-backed aldermanic candidates in the heavily-student Second and Sixth Wards went down to decisive defeats in the general election.

YDFL President Tom Foley summed up the sentiments of many YDFLers when he said, "At times, it's mighty hard to defend yourself as a liberal, and it's really hard to defend yourself as a Democrat sometimes."

However, YDFL has had to face further problems in addition to the waning appeal of liberalism and the Democratic Party. The McCarthy campaign left YDFL with a debt of nearly \$250, and the group spent all of fall quarter and the early part of winter quarter raising money to pay off the bills. Moreover, personality conflicts during fall quarter seriously hampered the organization's effectiveness.

In contrast to peak membership of more than 400 per year in the early 1960's, YDFL membership last year barely got over the 100 mark.

Nonetheless, YDFL plans to continue its advocacy of liberal programs on the University campus. Foley said, "Any change in this society will be a long, hard road. And the most important change is to change the party itself, right here at the state level, to make it more receptive to people."

Issues which YDFL plans to emphasize in the upcoming year include the 19 year-old vote, the grape boycott, academic reform, and opposition to the Vietnam War, Foley said.

Enjoying less success than SDS on the radical end of the political spectrum has been the Young Socialist Alliance (YSA), a Trotskyist organization which, like SDS, asserts its dedication to Marxism.

YSAers criticize SDS for their use of

"Stalinist tactics" and for their "elitism." Bill Scheer, YSA organizer at the University, said YSA opposes the tactics of "physical intimidation and coercion" that SDS has used, equating them with the tactics used by Stalin in the Soviet Union.

He also said that SDS tends to "substitute revolutionary rhetoric for mass action," thus undercutting the Marxist cause.

Nonetheless, YSA does agree with SDS that a socialist revolution overthrowing the capitalist system is necessary. Scheer said YSA envisions a society which has "the working class and its allies running it in the interests of people, rather than in the interests of profits."

Although YSA is an independent organization, it is "fraternally related" to the Socialist Workers Party (SWP) and generally supports the SWP candidates for public office.

Scheer estimated YSA's membership on campus at "about 10," which, while far fewer than SDS, is a marked improvement over its membership of about two or three just one year ago.

YSA will hold its annual national convention from Dec. 27 to 31 in the Union. This will be the first time YSA has held its convention in Minneapolis.

One of Isaac Newton's three basic laws of motion is that for every action, there is an equal and opposite reaction.

Newton's laws of physics are not entirely without application to campus politics, since the growth of the radical left on campus has not been without reaction on the right.

Exemplary of this right-wing reaction is the Society for the Preservation of the American Republic (SPAR), an organization dedicated to the promotion of the flag, the constitution, and patriotism.

SPAR began on the University campus last fall as a "reaction to leftist activities" and quickly spread to other campuses, including New York State University, the University of Southern California, St. Cloud State College, and Normandale Junior College.

Terry Selb, president of SPAR, said the group is "formally opposed" to SDS,

to 75 



Craig

"A student's work comes first. The organization won't order its membership into programs."



Selb

"We have an obligation to be out there whenever there is a demonstration by a leftist organization."

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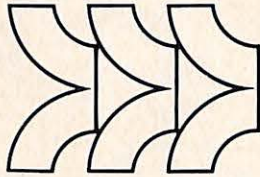
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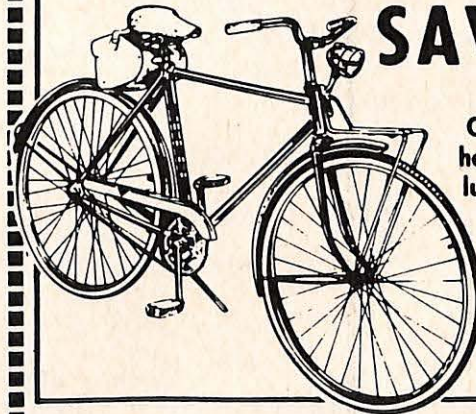
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On doing it over again

From the outset, I must confess my intentions in this writing. My purpose is neither to bare my soul nor to validate my life. The former you would find uninteresting, the latter unnecessary. I would like, however, to share with you some of the experiences which have led to my current views on higher education.

How I ended up here as a teacher is hard even for me to understand. It's a bit of a joke. By all rhyme or reason I should be pumping gas in some local filling station or exercising muscle in some other sundry activity. My origin is deep blue collar where higher education was more distrusted than esteemed.

College came accidentally through the persuasions of a high school teacher and the counsel of a devoted Christian socialist. Whatever motivation I had or anything in those days centered on some serious religious convictions. College life was entered into routinely with little understanding of either its purpose or process. I treated it as a job to be completed as specified in order to draw as little attention to myself as possible. I wasn't particularly anxious to expose either my ignorance or my naivete. At that time, I felt much too vulnerable.

From a straight C student in high school, I moved to being an A student in college. This jump in performance was largely for economic reasons, since college offered me free tuition for maintaining a B average. It didn't take long to discover that studying was easier work than sweeping floors or bussing dishes.

In college, I regarded each course of equal value and distinguished each only on the basis of its honor point potential. Unlike some college students, however, I didn't avoid work, but I did select the soft-graded courses with a passion. I studied compulsively 2 or 3 hours per day as a freshman working up to 5 or 6 hours a day as a senior. Study, however, largely consisted of rereading and memorizing prescribed textbooks and writing stock term papers. My central collegiate goal was to complete as quickly as possible the required 120 semester credits. This I managed to do in three years, again principally for economic reasons.

Moving with the flow of the times, I submitted unquestioningly to the draft and before long found myself in Europe. This was quite a jolt for a boy whose longest trip had been the 120 miles to college. In the service I was assigned to a headquarters company in an artillery battalion where my bunkmasters ranged from supersophisticated Ivy Leaguers to grossly undereducated black brothers from the Bayou. In this atmosphere I began to question truly for the first time myself and my future. Among other things, I discovered the black man existed, something we had never bothered to talk about in college. I curiously studied those around me, both the educated and the unedu-

cated. I found in each a bit of truth and a bit of distortion.

In an effort to overcome a pathological lack of confidence, I began to teach special education courses to the illiterates in our battalion. My association with these soldier-students convinced me that neither intelligence nor character was a function of formal education. Yet I had difficulty organizing this insight into a philosophy of education, let alone a philosophy of life. Europe, however, did open me up to both the universal and the particular among members of our species (something anthropology courses had failed to do).

The GI Bill brought me to graduate school. The thought of returning to the filling station somehow didn't fit a farm boy who had attended a performance of "The Flying Dutchman" at the Stuttgart opera. The choice of a location and goal for graduate study was problematic, since I was still only vaguely aware of the "academic-professional" worlds. I resolved the dilemma by choosing a university in the center of the United States (so it wouldn't be too far to the next stop) and a program that somehow complemented my religious convictions. My education turned out to be so dull, however, that I found myself questioning its authenticity. So-called theories and concepts either seemed to belong to the world of common sense or to the world of fantasy. A by-product of this new posture resulted in a similar challenging of my

"My association with these soldier-students convinced me that neither intelligence nor character was a function of formal education."

professors as persons. I began discovering that many, in fact most, were no more intelligent and were more confused in their personal lives than I. My challenges, however, were not too popular in the school, and both they and I were happy when I finally graduated.

After several years of successful practice of my trade (which the University chose to call a profession), I wanted to return for further study. In part, it was to curb my suspicion that whatever it was that a university had worth saying they must be holding back in their doctoral programs. In my doctoral studies, truth came home. I discovered what was meant by concepts, theories, and the like. I found that the task of conceptualizing was no more difficult than pumping gas once you got the hang of it. The power of the faculty was simply the power of jargon, not of super intelligence.

to 36 

ALL STUDENTS!

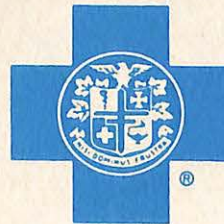
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Case History

It's been several months since I last heard from Ghengis—his real name's Charlie or something like that, but Ghengis seems to fit him better, 'cause he was pretty weird last time I saw him. Someone told me the other day that his shrink says he's doing fine, and they might let him out in a couple of weeks . . . I don't know, though, he sounded as weird as ever in the letter he wrote me in June. He kept talking about a "factory" and all this crap about how he'd been laid off but I was a good worker and I'd better be careful or I'd fall on the assembly line . . . God, I've never even *been* in a factory and he hasn't worked in a year and his old man works for an insurance company . . . I bet he didn't even remember who I was.

He sure has changed—you'd never have guessed he'd end up in a mental place a year ago about this time. He was straight as hell when he first came to the University, like his hair wasn't too long and he lived with his parents and his grades weren't bad in high school and stuff like that. But he sure did some weird things

last spring before they took him to that place.

Like the time he took one of those sheets with the circles on it that you pencil in for a machine-graded final and colored the circles so it read "Fuck you" and turned it in for a Soc final—and I saw him four days later looking at the scores in the Social Science tower and laughing like an idiot—He said he got a low B. God, that was funny. And then that last time—I'm not sure, but I think it was after this they locked him up—he walked up in the middle of Psych 1 class in Northrop Auditorium—there must've been a thousand kids there—walked up right in front of a big TV screen and raised his hand like he was trying to ask it a question. He just stood there, in front of all these kids, staring at the TV screen for about 20 minutes and of course nothing happened except a few chicks started giggling, until the end of the class. Then he started yelling, about as loud as he could—God, he was weird—yelling something like "Come outta there! I know you're in there! You're ignoring me!"

I guess he was there, yelling, for about another ten minutes, and then some cops came in and grabbed him and took him somewhere (At least that's what Craig told me—his chick had the same class.) . . . I don't know—his parents thought his head was screwed up from drugs but I never saw him stoned or anything, although Craig said once in a while he smoked grass. He was pretty uptight—Craig, that is—when he found out they'd put Ghengis in an institution. Craig was his roommate, you know, and he didn't hear from him for three days and thought he'd been beat up or something. But then his chick called and told him about the kid who freaked out in her Psych class, and Craig asked her what the kid looked like and she described him and . . . what he said to me, at least . . . he KNEW it would happen to him sooner or later. See, Craig . . . and, well, Craig acts kind of screwed up himself sometimes—he has this weird idea that Ghengis is really straight and he was doing stuff like that as sort of guerilla theatre to show people that the whole classroom thing is insane. But like I said, Craig acts kind of screwed up himself sometimes . . .

Autobiography

from 36

conomic reasons (I had a dissertation to complete); later, I stayed on because I enjoyed it. It was as a teacher, however that I finally gained some valid control over the bits and pieces of the world of knowledge. In order to teach effectively one must understand the content of a portion of the world and be turned on by it. My belated attempt to fit together the pieces of knowledge in my area led to both. Yet despite this modest breakthrough, I was still neither wise nor scholarly, and fully conscious of both deficiencies. I quickly discovered that my main contribution as a teacher would be to motivate others to understand what had taken me so

“Students have taught me . . . to expect no more of them than you are willing to demand of yourself.”

long to grasp and to challenge them to move beyond my own intellectual limitations. In other words, the issue seemed less the difficulty of learning than the will to learn.

Students have taught me a lot during these past years, chiefly their need to be treated as individuals and to expect no more of them than you are willing to demand of yourself. This cannot be faked. They read you better than they read their textbooks.

These flashbacks, as I stated at the outset, serve only to explain the evolution of my philosophy of education and to equip you to challenge what I am about to suggest. In effect, what follows is a set of suggestions that I would follow in pursuing higher education in this University, if I were to do it all over again.

First, it is important to regard higher education, even at the baccalaureate level, as a kind of an end in itself. Forget about occupational goals or pre-professional requirements; these can eventually be made up if one must earn a living at some point. To become a slave to some vocational end will only insure a kind of imbalance in the education to be had here.

Second, demand control of your own intellectual destiny, even if the route is unclear. Maintain a personal responsibility for this and be ready to alter it as new experiences and information are brought to bear in the decision. This is not to discount advisers, but frankly, advising in a large university is more fiction than fact. And please, please don't ruin the potential of a good education by seeking the “soft” courses or the easy major. This can have an irrevocable effect on your entire life. Education is basically a means by which one can become more of a man. It is not the credentializing process for entry into the labor force.

Third, approach all learning with a degree of

to 41



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*"The University has become a great gray
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*—Athelstan Spilhaus, parting
former Dean of IT, September, 1967*

I

You concrete slabs and somber columned tombs,
High-rise morticians of a dying friend,
Weep not—you do not stand to die with him.
Silence your baleful presence, give me peace
To search the fields for those who also loved:
There let me find green grasses swimming in
The fluid air, blue blazing stars and rich
Gardenias, juniper and stately elms,
The motley denizens of fallow minds;
And let me see their guardians to and fro:
Fair Hope who splashes all with drops of sun,
As Tolerance cautions weed and flow'r to live
In peace, and Justice sees that all are fed,
While Thought and Action whirl about above
Like courting butterflies or mating stars.
This longed-for rich and lucid symphony
Of color, touch, and sound I find instead
Skewed minor by graying, growing death.
Students of nature, faculties of mind:
All mourn, mourn the passing of a friend.

II

No better friend a man could have than this
Warm vision of a land where spirits thrive,
And no more fearsome enemy than that
Within which lacerates and chokes one's mind—
And you without who are incarnate wolves:
You country guys, eyes fixed on bods and booze
And bucks, with carpooled minds forever lodged
In provinces, and broads who roll twixt chit
And chat and think your educations full;
You paper pedants, honorable men,
Who execute with rude exactitude,
And you who hope with wide-eyed cosmic "Wow!"
To grasp the subtleties of runic thought;
You teachers, too, who down the mountain plod
To stir the mass with gospels writ in stone,
And you who tend the sluiceways of the mill,
And you who fulminate and legislate—
You would-be shepherds! sincerities
Misguided are fangs that tear his throat:
Now mourn, mourn the bleeding of a friend!

III

They do not mean him lethal harm, these wolves,
In sheeplike indirection lies their crime,
Though bands of wolves there are with genuine lust
For blood, eyes glazed for lack of sight, they prowl
And plunder, burn the aged walls that house
The liquid spirits they profess to seek.
Within his stony rooms I sometimes met
Those spirits, radiant there though ill at ease:
They dwelled in friends who shared a magic joy
In making concrete sing and columns dance;
At times they spoke when teachers' lectures filled
With blazing fires, igniting all in sight;
They danced from group to prof to course and friend
And kindled those who glowed with readiness.
To help us find the dwellers of the fields,
And there unravel, thresh, and weave our selves—
In this he lives, yet latent lies, like sparks
In phoenix ash, and each of us must save
The fire alone—so seek the fields and no
More mourn, mourn the dying of a friend.

—Robert R. Verbrugge ('69)

Autobiography

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skepticism. Many courses have been invented to build a department or to provide a niche for a faculty member. Not all are relevant or insure valid learning. Search for those courses which block out important variables of life, that deal with essential questions (this goes beyond those that are simply relevant for the moment). Demand those courses which do not describe, nor treat in isolation some real world phenomenon, but those that seek to organize and integrate knowledge as well as provide some intellectual and conceptual control over it.

Fourth, demand to know your professor: if not on an individual basis, at least make him share something of himself in the classroom. Teachers destroy any hope for objectivity in learning, despite all the rhetoric to the contrary.

“... Professors largely tend to teach themselves, not some specified course content.”

The man, his experience, his personal beliefs, his emotional state, and his life, all consciously or unconsciously affect his treatment of sub-

ject matter.

Fifth, don't take courses for credits. Frequently a student plans his schedule for three five-credit courses, rather than employing more traditional criteria. Courses are misleading and unpredictable. Credits likewise. You will find the amount of work you do related more to your interest in the course, than to the number of credits attached to the course. In lieu of courses, take men. The grapevine will identify these for you—and believe me they are not always the big name faculty. Although it is academic heresy to say, professors largely tend to teach themselves, not some specified course content. This is not bad if you recognize it. Those that become objective teaching machines are easily replaced by independent study. Most of their insights are already laid out in their textbooks. In fact, the only justification for taking classes taught by men is that they somehow can create a dialogue between the learner, themselves, and the subject matter that sheds light on learning as a process.

Sixth, recognize that higher education in big universities has been frequently organized to accommodate numbers, not to facilitate learning. Much of higher education, you will discover, comes outside the classroom and literally demands the integration of experience with instruction. It was from fellow soldiers

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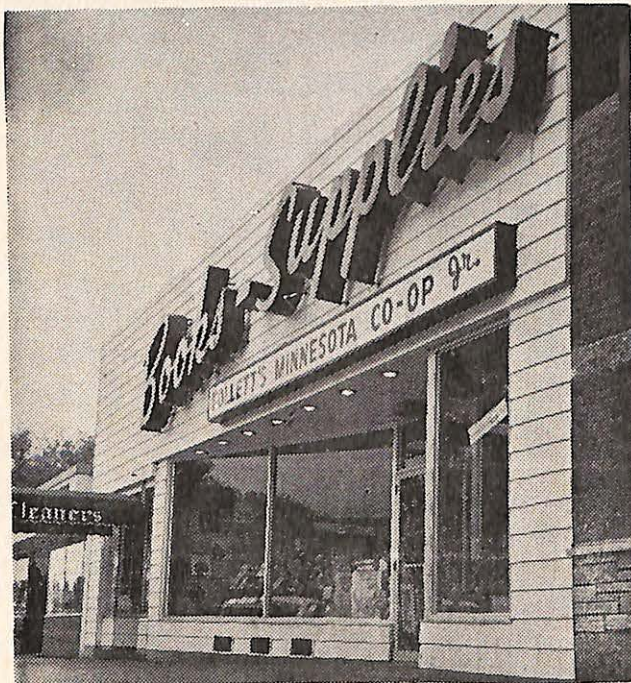
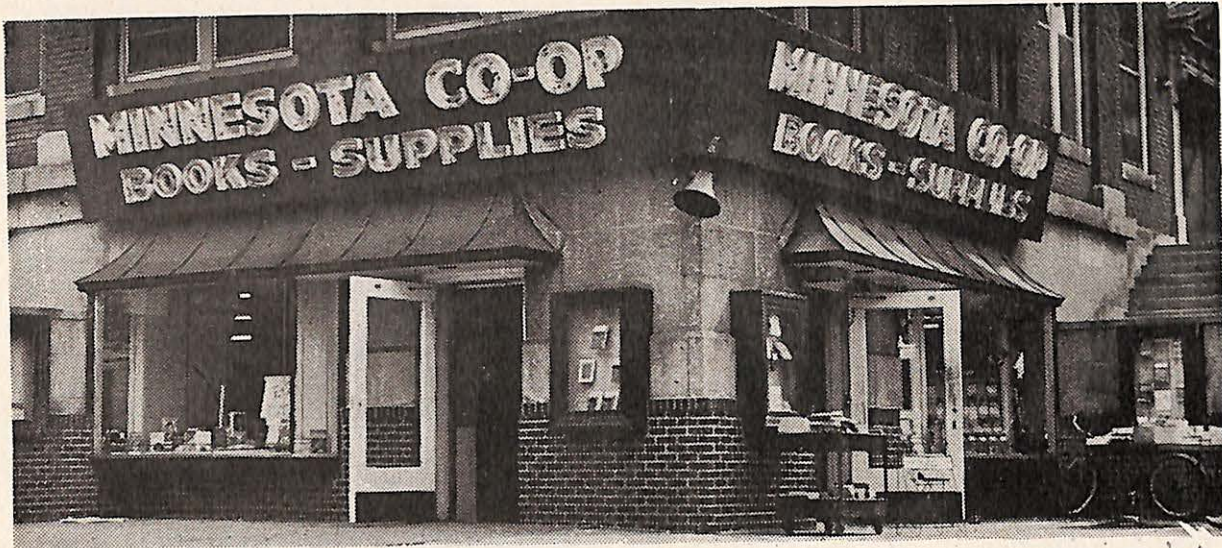
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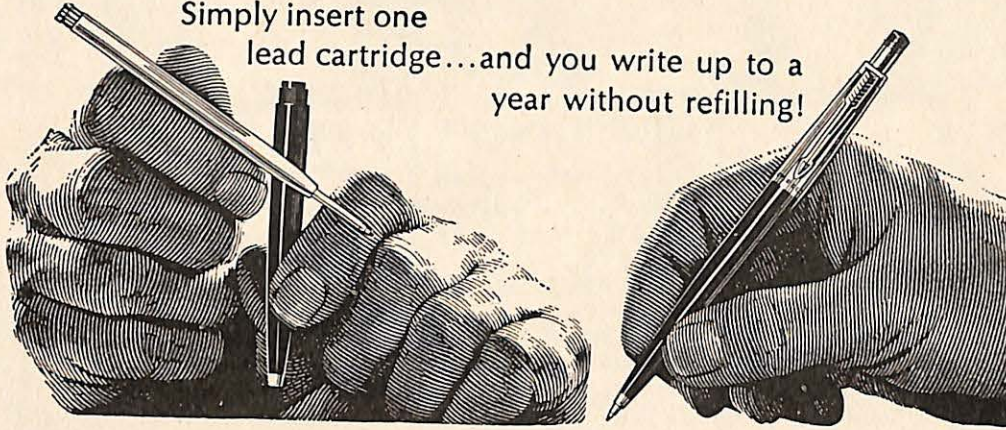
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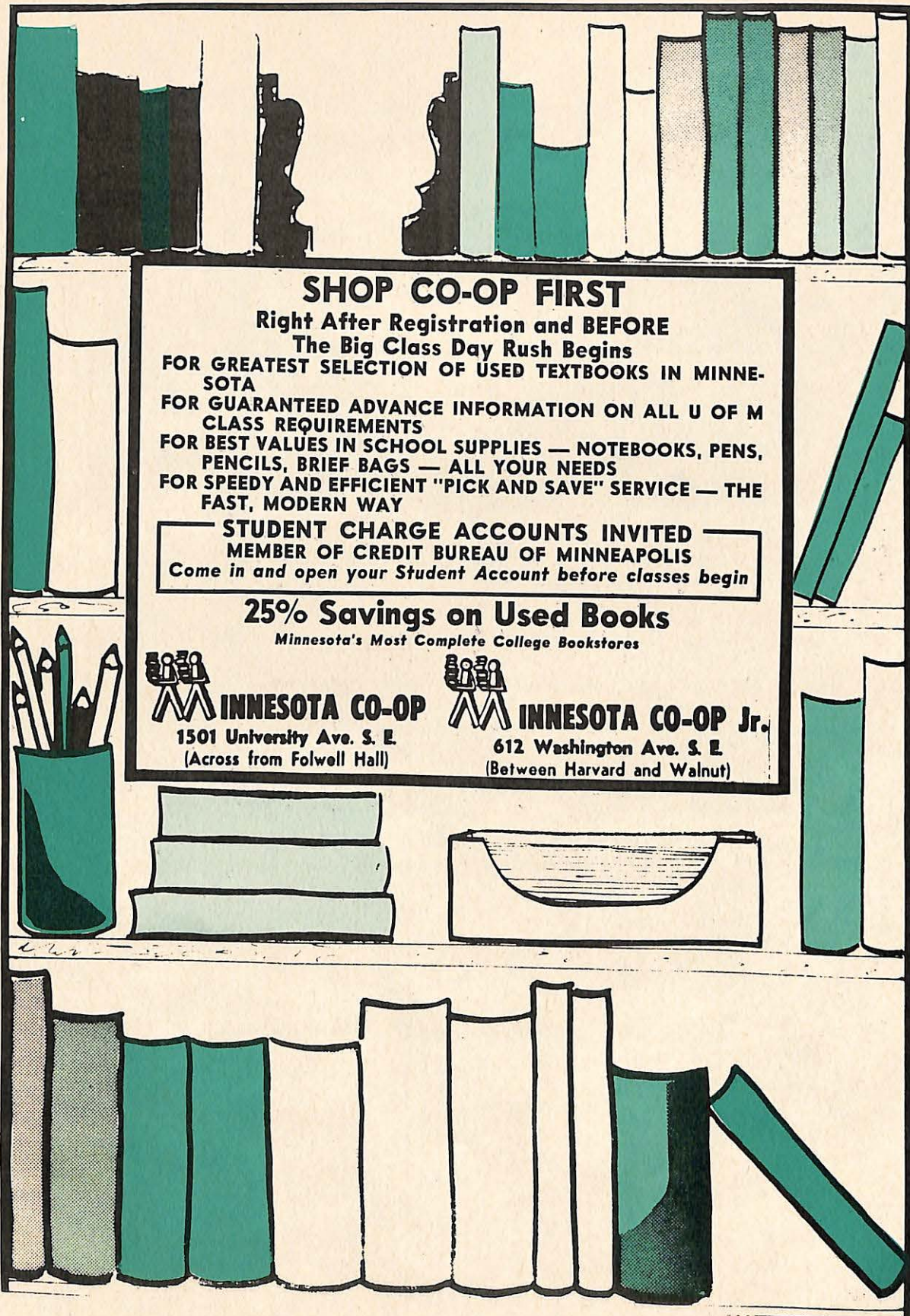


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You and U

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pression."

The wording of the statement is peculiar. It is also dangerous. In 1949 the U.S. Supreme Court was faced with a case in which a defrocked priest had, in a public speech, attacked his Jewish opponents as filthy scum, accused them of an organized conspiracy to inoculate the entire German population with syphilis, and produced a near-riot. The Court found that the hostility of his listeners could not be used as a reason for punishing him for exercising his right to speak. The explicit meaning of SCSA's policy seems to be that students ought to behave like ladies and gentlemen when they listen to speakers—which probably limits the audience's right to speak to a degree that the courts, faced with an arrest made under such terms, would probably find illegal. But does the policy imply, as it seems to, that a speaker could be asked, say by the police, to take his seat if the audience or parts of it seemed to be getting out of hand?

The refinement expected of students is emphasized further. It is a responsibility of student groups, says the policy concerning student organizations and their activities, "to recognize at all times that their actions and words may be considered by the public as representative of

the University, and that such actions and words should be such as to serve the best interest of all students and the highest purposes of higher education as a whole."

Again, there is that twofold impression of legitimacy conferred from above and the subsequent necessity for quiet voices and public relations. Such an attitude makes free speech and communication the servant of public opinion, as demonstrated by the boast of SAB that "A policy may fall into disuse because the situation which gave rise to the early establishment no longer exists, or if it does exist, it is no longer viewed as a 'problem.' The policy discouraging the selection of campus queens provides an example of the latter situation. Public opinion has generally accepted the selection of queens as a part of campus social life." What public opinion has made legitimate, acceptable, and blessed the student is free to express: what not, he is forbidden.

The policy of non-embarrassment to the University, of course, has its corollaries. For example, on December 7, 1954, the day that was promised a life in infamy, the Senate Committee on Student Affairs resolved "that no student organization of the University of Minnesota may lobby or conduct any campaign as a student organization for measures to be considered by the State Legislature without adherence to that clause . . . requiring that such activities be conducted with the "guidance

and approval of the Student Activities Bureau." That sounds faintly repressive.

To oppose these policies, or any other measure he feels inappropriate, a student ought to have the right, not denied to any other citizen, to publicize his dissatisfaction. However, SCSA (May 23, 1946) has stressed that "the publicity employed should avoid giving the impression that such actions, views, and decisions carry the endorsement of the University or the general student body and should be in such form as to indicate clearly the organization's responsibility for its actions, views, decisions, and statements and that the University bears no such responsibility." And that statement, which must be placed alongside whatever paranoid laws dictatorships find useful in the control of their populations, is followed by a resolution of enforcement: "Before publicity concerning such actions, views, and decisions is released it shall be referred to the Student Activities Bureau, Office of the Dean of Students, for clearance as to form consistent with the above paragraph." Prior permission of that sort is prior censorship and unlawful prior restraint: it is outrageous. On Jan. 15, 1965, SCSA agreed "That student organizations will not be allowed to contract for advertisements in newspapers, radio, or other off-campus communication media." That

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from 55

not only unlawfully restricts organizations' right to a free press, wherever they wish to find it, but also makes a practical and absolute monopoly of the Minnesota Daily. It is indefensible.

The University, as the report on campus demonstrations pointed out, has the power to determine in what instances it wishes its name to be used. To that extent it may, if it wishes, attempt to regulate the conduct, in words and print, of its student organizations. Beyond that, it seems reasonable (and demanded by the principles of law) to allow students to print up whatever they want, to say whatever they wish, so long as their actions do not directly and immediately threaten to produce a substantial evil which the University has a right to prevent. Requiring prior approval of all posters and signs of student organizations by SAB "to minimize possible unsightly conditions" is outrageous. It makes the student a second-class citizen.

Other, more flexible, more responsive and less compromising channels must be found for student participation in the reform of the University and the progressive cures of social illnesses. They must allow legitimacy to grow from students themselves, and to be always at the mercy of those students, and not to be merely assigned by the administration. They must allow students to express their dissatisfaction, and to receive a meaningful, active response, without the necessity of seizing a building to get the attention of the University. They must make the student as full a citizen in his community—the University—as he is in his society. They must recognize that spontaneous eruptions of unrest are different from self-conscious expressions of hostility, and that demonstrations of opposition to the Vietnam War cannot be treated in the same way as signs of opposition to higher tuition if institutional perspective is to remain undistorted.

The affiliations that so compromise the integrity of student organizations must end. So must the restrictions on individual speech and publications.

Understanding and education ennoble men. The faith so honored on the face of Northrop Auditorium has been compromised by the University so that society and its representatives would continue to provide the education that leads to understanding, and sometimes, perhaps, to wisdom. That practical compromise should not be enforced on the University's students: it has spawned the evils that now attack the institution and society, and their remedies will not be found in repetitions of the policies that strengthen that arrangement. □



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Autobiography

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and later fellow students that some of my most exciting discoveries were made. Most of all it was some challenging and encounters with the real world that pushed me to learn and gave me an honest feel for what a particular concept was all about. For example, to learn about poverty or race as a concept with little appreciation of its substance (smell, texture, tragedy) is dangerous to the budding intellectualizer.

There are many options in this educational smorgasbord to allow you free movement between community and university. Discover these options: find out about independent study, directed study, reading courses, independent research, living-learning centers, experimental courses, and the new enabling legislation (UC 75) offered by the University College. Also if you feel these are not enough options of this kind, accept your individual responsibility to seek and develop new avenues. It is important throughout to discover the people in the University who understand the enabling legislation designed to afford you maximum flexibility. Advisers can help, but so can the grapevine. It is redundant to say that these opportunities can be as easily abused as appropriately used. You will discover any shortcuts taken in education only leave you with serious scars, which as in my case, are not easily removed. Unless

you come well experienced in life, to restrict yourself to four years of classroom learning can be dangerous.

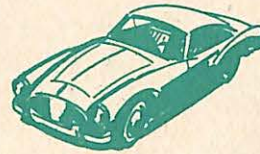
Finally, before you settle down to the serious experience of education, begin to acquaint yourself with the literature of higher education. Some understanding of the history and philosophy and the articulations of where higher education should go is an essential to a good beginning. The University generally does not provide this and often has not had the leisure to question it itself. Like a big factory, once it gets rolling, there seems to be little time or leisure to contemplate and meditate on these essentials. I don't think I need to suggest readings or other sources of inquiry for this. If you care, you will find them. □

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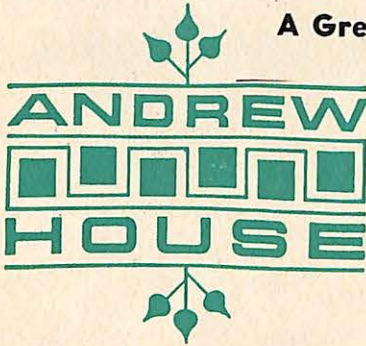
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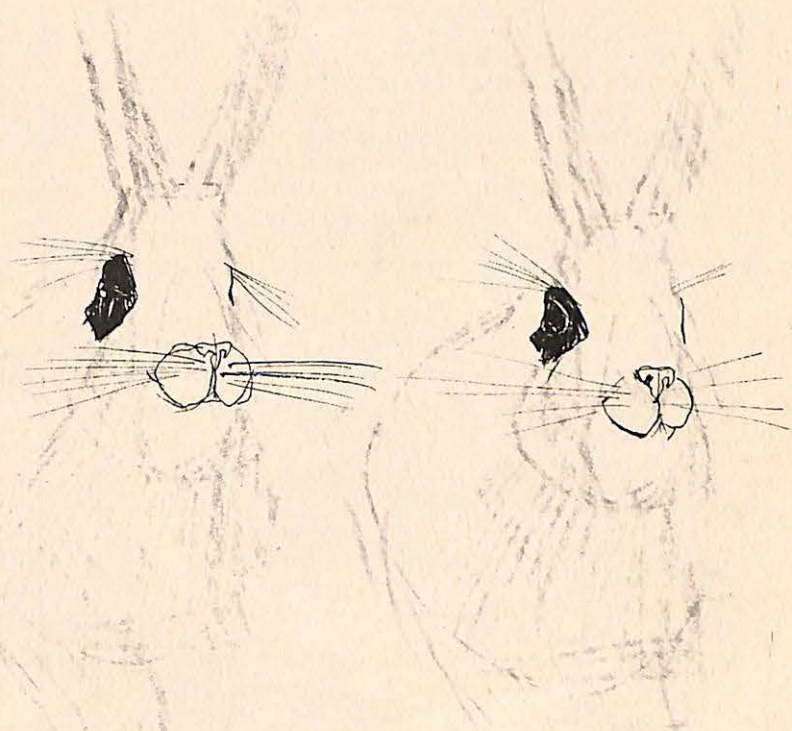
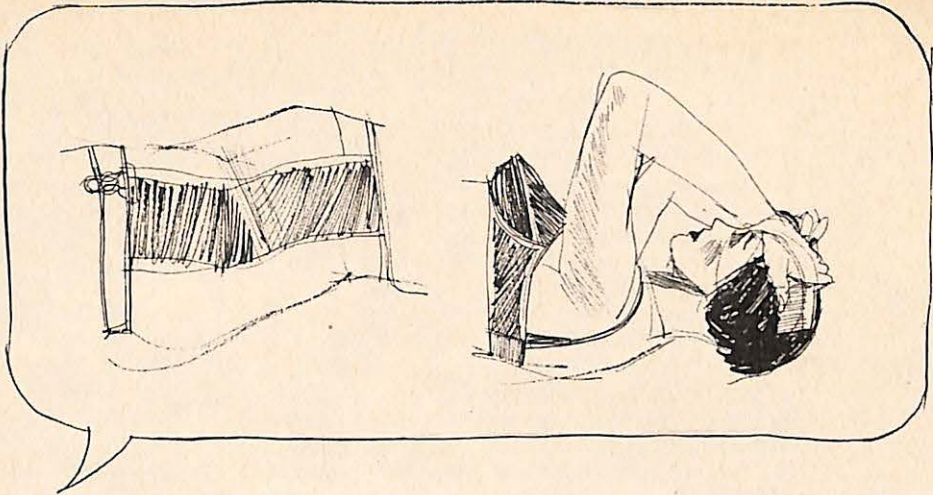
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A Rabbit Story

Paul Gruchow

P. J. Nelson was in love with Pinky who lay, dying, beneath his window.

P. J. slept while Pinky bled big red blotches of warm blood. The morning frost melted in the blood.

* * *

THERE was another morning, before the frost. It was a Thoreau-morning among the tree frogs and cabbage moths and milkweed plants, all blotches on the general greenery, as lichens on a rock. The sparrows browsed too noisily in the gooseberry bushes, whose thorns pricked too viciously.

It was a tall morning, too tall to be graceful. It was a hangover-morning, everything too big, too loud, and too bright.

On such a morning before the frost, tiny P. J. conquered a cottontail rabbit.

It was seven inches long and a forefinger across, pink-eared, innocent (by nature free from original sin) and lost in the tall blades of the quackgrass.

P. J. rescued the quivering animal, carried it home and stashed it away in a cardboard box filled with Kentucky bluegrass, which presently wilted. Soon the little cottontail stopped quivering, propped itself up pertly, straightened its ears and went to sleep. At rest, its ears promptly flopped again.

There was milk later that day, heated in the kitchen and poured from a doll bottle into the cowering animal, and later still there was lettuce, which it ate with dignity, one quick, prim, nose-bobbing bite after the other. After the lettuce there came carrot tops, and then the carrots, and then onion tops, and then grain and water. There was also a bigger box, and a bigger box still and finally, one fine morning, a cage beneath the backyard birch.

It was a beautiful cage, six feet high and six feet square, roofed and walled in six gauge chicken wire and framed in pine two by fours. The carpet was of lawn turf, and in one corner was a spacious pinewood den.

* * *

Another morning dawned between the tallness and the frost. P. J. wept that morning.

Half a nose was gone, and much blood.

The cottontail went back into its box, and nearly a month later it returned to its villa under the birch with its nose parts patched and crooked.

At dawn the next day there was a torn ear, ragged and flapping bloodily in the breeze.

In two weeks a permanently doubled ear complemented the nose twisted in the other direction.

* * *

P. J. collected bones. He once found the bones of a crane half-buried in the lake shore sand. Tanned and rotted flesh still held a feather stem or two to the wing bones, but the rest of the skeleton was chalky white and bare. P. J. carried home the long beak, which flopped open and shut on its hinges, and added it to his hoard. Another time, when he was wandering in the river valley, he came upon the hulk of an old bull cow nearly engulfed by the treacherous mud at the edge of a spring hole. The hide still draped over the bones, but P. J. could tell they were there and he could variously identify them by the ridges and sags they made in the skin. He left the bones there, but he came back often to the watering hole. Each time he came a covey of pheasants fled before him, their wing-beats squeaking in the sky, and P. J. would feel all over again the heart-stopping shock at the sight of the brown hide propped by jaggings bones above the mire. Elsewhere in the fields he found the rodent skulls and cattle forelegs and sparrow wingbones and shed antlers that were the stock of his collection. Each new bone he carried home in a burlap bag, polished and placed respectfully and with an eye to its visual impact on one of the peach crate shelves in his hayloft museum.

P. J. loved few other things so much as his bones. He liked being alone, unbothered. He liked long walks. He liked turtles when they, all in a row, sunned on a log in midstream. He liked country nights quietly filled with sound. He didn't like people, who were generally stupid, romantic about silly things and hysterical at the least provocation.

And one day before the frost his bones collected cobwebs and dirty crevices, all forgotten.

* * *

It was a moonlit night. The light looked warm, but the air was cold. The frost had formed early on the browning grass. P. J.'s rabbit slept primly against the wire wall of its cage.

There were no sounds except those of an occasional car in the distance and of a scattered, still persevering

to 60



A Rabbit Story

cricket protected from the chill by the building foundations.

In the backyard a tomcat stalked across the grass to the rabbit's cage, put its furry paw through the wire and raked the quivering animal across the face with its claws. The rabbit began to bleed. The tomcat pawed again, drawing flesh from the battle-scarred nose. The rabbit cowered in fear, but did not move. Another scraping of claws drew blood again. Again the rabbit did not move, and again the tomcat tore at its face. At last the bloodied animal hopped out of reach, settled down in the frosty grass, and bled quietly through the night.

P. J. slept, dreamed hard.

* * *

Once P. J. tried windmill climbing. It was one of those cloudy days when the sky seems possible, and the wind blew, masturbating the senses, and the ivy tangled round the three-cornered girders and groped its way up the air also. This, too, was before the frost.

There were no steps at first. The four-sided pyramid to the winds was not meant for pleasure. But if one pulled at the vines and shimmied hard, and kicked a little, it was possible to reach the first crossbars, from which the steps did ascend. This P. J. accomplished, although his grunts may have been of some use.

And from there he climbed, tentatively, from bolted metal rung to rung, stretching his little legs and arms to reach the man-sized gaps, until he was up thirty feet.

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A Rabbit Story

(From 60)

He was free of the vines now, and they had been a nuisance, catching the tops of his feet and scratching his forearms, but they had also been an aid, hiding the pump and the gravelly ground from his queasy view. Now there was only the narrowing two-sided corner post and the loosening staircase:

P. J. came quickly down and, glancing up from the ground, noticed that it had been quite a distance, after all, to the little platform where the wheel whirled in the breeze. He trembled.

It was about this time that P. J. discovered from the book his mother gave him that little boys who masturbate (a term to be associated with wet dreams) grow up to have high, squeaky voices forever and ever. So he determined never to masturbate, whatever that might be, and awoke mornings distrustful of his dreams and fearful, ever, of wet spots. They did not come, and in time his voice squeaked its way to tenor.

* * *

But there was Pinky who fattened under the backyard birch, not quite.

The cat struck, blood bled: there seemed nothing to be done. So in the afternoon P. J. put Pinky, scarred Pinky, under his arm, trudged down into the river valley to a willow tree grove where the blackbirds, flocked, were resting, and came to a spot by the fallen tree, near the gooseberry bushes, made room next to a toadstool, and gently lowering the beast to the grassy ground, firmly said:

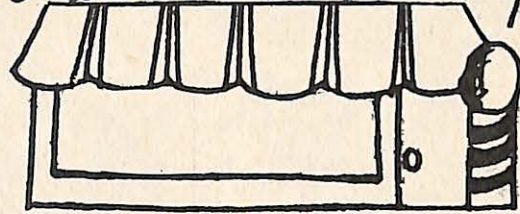
"There. Go away. Go away, I said." □



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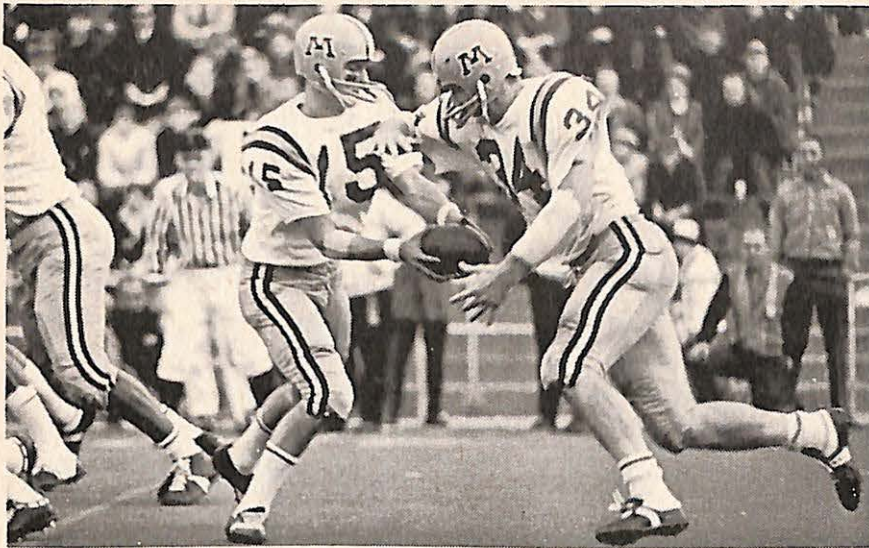
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Carter & Hagen Football co-captains

compile a list of the best 33 athletes in the area. After admission standards and injury risks are considered, about 20 players from this group are offered scholarships. The names of these players are then placed on a roster of players returning next fall. Having analyzed what weak spots remain on the roster, the coaches search the country for the best available eight to ten high school prospects.

Minnesota isn't the only school to follow this type of procedure. Big Ten football teams this fall will consist of players from more than 40 states. Illinois provided the most Big Ten players with approximately 180 players, Ohio contributes about 150, Michigan 85, Indiana about 75, Minnesota 60, and Pennsylvania 35. Most teams seem to have a favorite spot for acquiring players.

For example, the Gophers recently have had good connections to Tennessee (former home of Warmath and assistant coach Denver Crawford). Purdue has found favorable outlets in North Carolina, and Pennsylvania.

Since the caliber of recruited players means so much to the success of almost any large college team, the competition for players, especially against conferences with more lenient admission standards than the Big Ten, is intense.

Large recruiting expenses are incurred from the constant travel by coaches and the campus tours of prospects. Coaches, in addition to possessing a vast amount of football knowledge, must display personalities with the persuasive charm of a Madison Avenue public relations man to cajole, sympathize with, and convince

University athletes: You have to Gopher them

Phil Lewenstein

Take any fall Saturday afternoon. The scene is the 50-yard line at Memorial Stadium. Twenty-two talented players confront each other nose guard to nose guard at the line of scrimmage in an important collegiate football contest between the Gophers and an intersectional or Big Ten opponent.

With a little imagination one could visualize the locus of combat as a large, steaming, melting pot of black and white athletes from all walks of life and from all sections of the country. Geographically speaking, the scene could be a microcosm of the United States.

Situated in the center of the line for one squad might be a farm boy from southern Minnesota, a guard from Minneapolis, or a tackle from Memphis, Tenn. The backfield might exhibit a quarterback from Newport News, Va., a fullback from suburban St. Paul, or a back from Fargo, N.D.

For an athlete's geographical origin, superficially unimportant, becomes a complicated and sometimes controversial subject when applied to college sports. To get quality non-state athletes to enter Minnesota, coaches must actively recruit them.

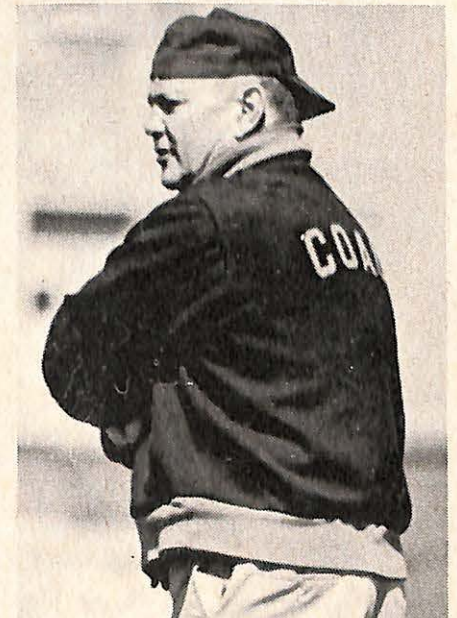
Without much flexing of the imagination, it's clear that the 1969-1970 fortunes of several major Gopher teams will reflect the success of outstate recruiting. Moreover, the future of college athletics, to some extent, is related to recruiting standards.

A University freshman, perhaps receiving his first sample of Gopher football this weekend, won't be surprised to see many of Minnesota's best former high school football players performing for the Maroon and Gold. Minnesota relies on local products, and the 1969 roster, reflecting this, lists some 50 Minnesota athletes coming from communities as small as Heron Lake to those as large as Minneapolis.

The Gopher football roster lists players from 17 states, Canada, and Puerto Rico—more locations than any other Big Ten team.

How well the Gophers fare this year will depend, to a large degree, on the development of such athletes as sophomore quarterback Craig Curry (Coral Gables, Fla.), senior defensive end Leon Tra-wick (Washington, D.C.), defensive back Mike Curtis (Cincinnati, Ohio), tackle John Thompson (Hickory, N.C.), flanker Terry Addison (Memphis, Tenn.), and the leadership of linebacker Rick Crawford (Marietta, Ga.), tackle Al Hawes (Memphis, Tenn.), and end Parson.

Each year, the Gopher football coaching staff awards about 30 full athletic scholarships. The primary goal, according to Coach Murray Warmath, is to attract the best high school players in the area (Minnesota, North Dakota, South Dakota, Wisconsin). The coaches



Warmath

SPORTS

high school stars to attend their college.

As a result of these rising recruiting costs, the accompanying pressures on coaches from superiors and alumni, and the psychological burden on the boys, much criticism has been directed at college athletics. Accusations against coaches for recruiting jocks to "major in football" and emphasizing athletics at the expense of academics are frequent. Violations in recruiting practices are uncovered every year. Consequently the role of college athletics is questioned.

It appears some restrictions may be forthcoming this year. At the National Collegiate Athletic Association's (NCAA) convention in January, action may be taken on recommendations for tougher recruiting restrictions recently proposed by the NCAA policy-making council. The proposals on limiting visits to high school athletes by recruiters are designed to ease pressure on coaches who travel the country to recruit and on students who are wooed by colleges.

Problems similar to those encountered in football exist in basketball. In fact, basketball coach Bill Fitch and his staff devote a large share of their time to recruiting and watching the nation's best high school players.

Based on the Gophers' dearth of Big Ten championships, this year's fate and the future of Gopher basketball revolves around recruiting success. Relying on the best state players or mediocre non-Minnesota players, the Gophers haven't won a Big Ten basketball championship since 1937. When the team has possessed quality non-state players, its fortunes have improved. True, not every all-state star from Illinois or California attending Minnesota fulfilled expectations; yet the Gophers enjoyed their best years in recent decades with Lou Hudson (North Carolina) and Archie Clark (Michigan) leading the team. The past five years, the Gophers struggled aimlessly with local athletes; this year with local products Larry Mikan (Edina), Larry Overskei (Roseville), and Tom Masterson (Walnut Grove), the team will be improved but not of championship quality.

In hockey, geography — perhaps more than in any other sport — evokes bitter debate. The Western Collegiate Hockey Association has been threatened with extinction several times in its brief history because of the geographical controversy involved in using Canadian players.

Most league teams, except for Minnesota and Colorado, consist of mostly Canadian players. Minnesota's 1969 roster, for instance, showed 23 Minnesota

to 64 



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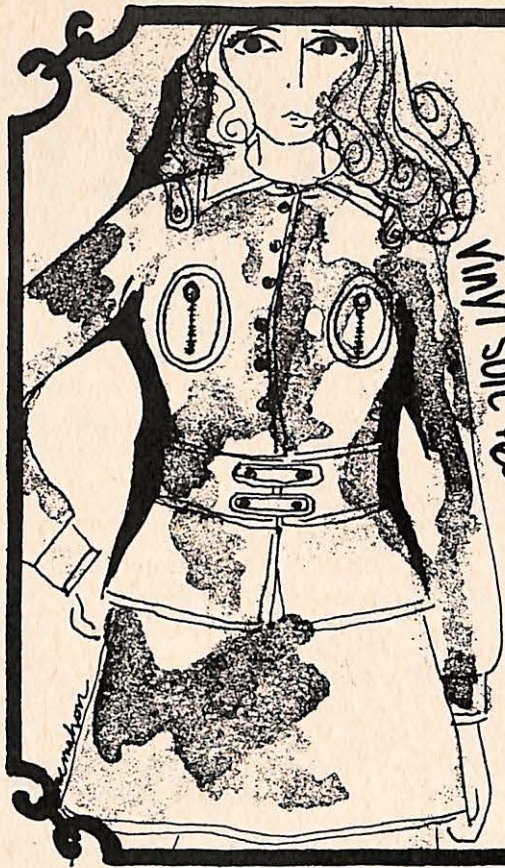
from 63

players, one North Dakota player and two Canadians. Significantly the Canadians, goalie Murray McLachlan and wing Rich Yurich, were two of the squad's best performers. Both return this year.

The outcome of Gopher sports in 1969-1970 is partially predictable. The football team's record, to some extent, will depend on the performances of several potentially outstanding non-Minnesota recruits at key positions. The local-oriented basketball team and the hockey squad, minus key Canadians, will demonstrate improvement but won't compare to the league's best teams. And the minor sports, plagued by recruiting and budgetary limitations will encounter an uphill struggle in the quest for a rare championship.

Perhaps more important than the teams' records, the Big Ten and other conferences, perennially beset by criticism, will undergo a critical examination of the future role of recruiting practices, minor sports, and the relation of athletes to coaches and academic studies. □

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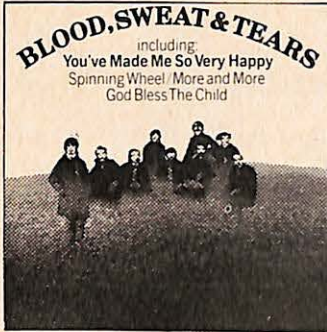
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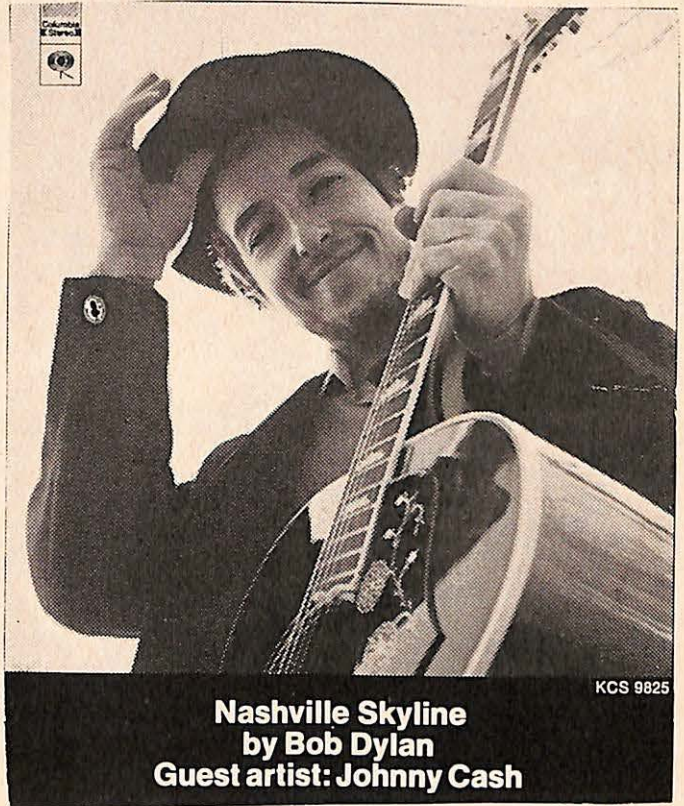
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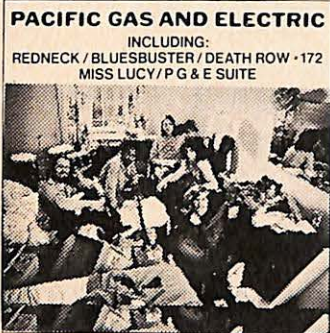
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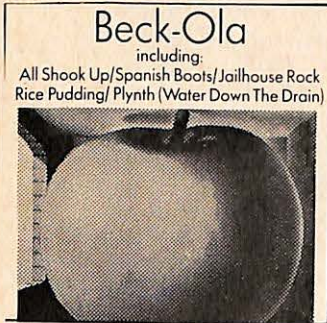
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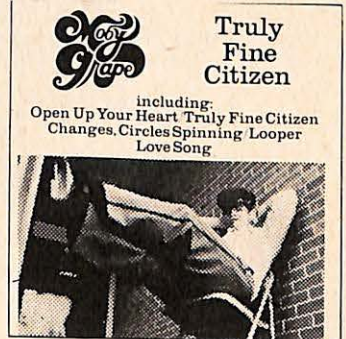
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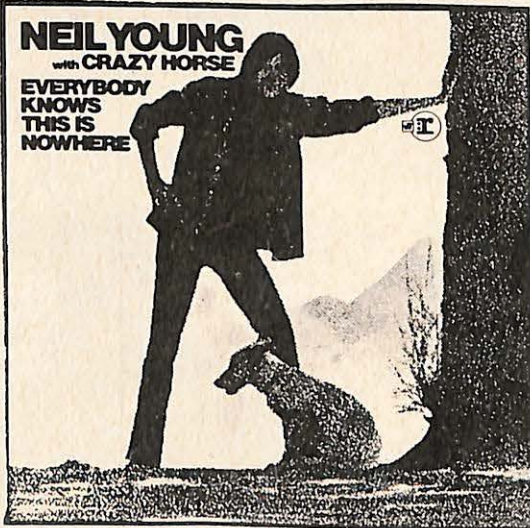


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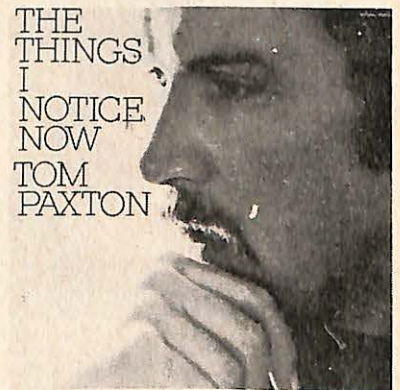
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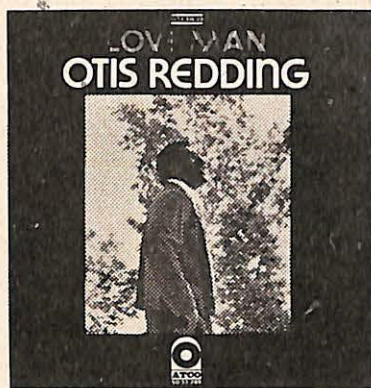
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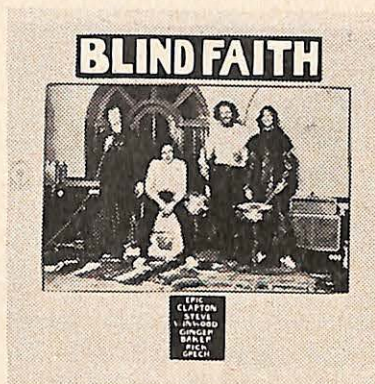
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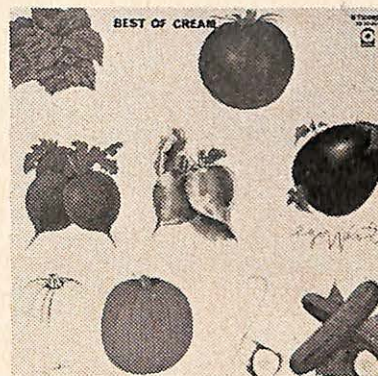
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President



The University and ROTC: Cherish is the word . . .

There was a time, a few years ago, when opposition to the U.S. involvement in Vietnam was singularly uncommon. There was also a time, a little longer ago, when it was equally heretical to suggest that participation in Reserve Officers Training Corps (ROTC) programs should be voluntary.

The times, as proverbially claimed, may have changed. Most of us by this time oppose the war in Vietnam, and compulsory ROTC has disappeared from most campuses. It is still unpopular, however, to argue that ROTC doesn't have the right to exist, or merely that it doesn't deserve the graces of academic accreditation. Even the implication that it may be improper for a university president to send out letters to incoming male freshmen plugging ROTC is rarely heard.

Protest, and probably the times, have not changed, however. Dissenters are still around, even if the face of dissent doesn't stay the same. For some—those who are reputed to thrive on protest—opposition to ROTC is only a symptom of a total, angry alienation directed against all of society. Society seems to perceive their voices most readily in any protest; thus, Time magazine titled its story on the ROTC phenomenon: "The Protesters' Next Target."

But the anti-ROTC movement doesn't follow in the series of blind, senseless snipes by which the Time editors characterize student radicalism, nor is it limited, in fact, to the ranks of student radicals. Though still in its early stages, the protest against ROTC, when it has gathered its full momentum, will draw upon a wide segment of the student-faculty spectrum. The protest is, in any analysis, issue-oriented, though the issues raised in opposition vary as widely as do the critics.

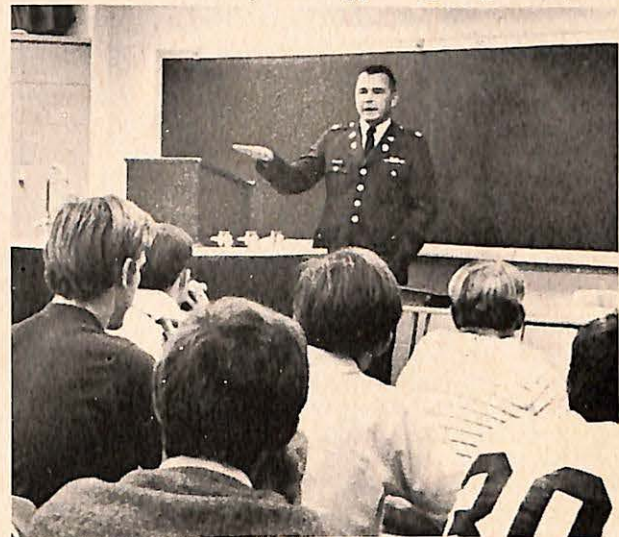
After the Harvard University faculty of arts and sciences voted overwhelmingly to strip ROTC courses of academic credit and ROTC instructors of professorial status, Harvard's president, Dr. Nathan M. Pusey sent a letter to the faculty commending them for opposing a motion to exclude ROTC completely and for steering clear of anti-Vietnam remarks in basing their conclusions. "It would be short-sighted in the extreme," he said, "if academic institutions were now to withdraw their cooperation from the ROTC programs because of repugnance to an unpopular war."

For those most infuriated by Vietnam, however, ROTC is a highly visible—and vulnerable—symbol of the militarism that characterizes American foreign policy and leads to Vietnams. The necessity of its elimination from university campuses proceeds as reasonably as does the demand that the United States climb out of Vietnam. Thus, the Harvard strikers, in a pamphlet supporting their political positions, advised, "The abolition of ROTC on the Harvard campus is imperative not because ROTC maintains low academic standards, but because the policies its men defend and the interests they serve are fundamentally wrong." ROTC, they argued, "is essential to the smooth functioning of the American military in the pursuit of" foreign policies that necessitate the installation and support of reactionary governments and the suppression of popular revolt. Harvard, then, should abolish ROTC as a record of protest against such policies. Beyond the abolition of ROTC, in fact, the strikers "believe the university should refuse to cooperate with the armed forces as long as counter-revolution remains the objective of American foreign policy."

Harvard, of course, will never take such a position; it is doubtful that any university would. Indeed, the arguments that universities shouldn't represent political positions don't lack validity.

Those, however, who support the notion of an "apolitical" university and claim it as the existing ideal are as naive as those who would have it take serious political stands. The university has deeply rooted political commitments hidden safely behind its facade of neutrality. While the assertion that the university should not be neutral in a political context may be improper, it is certainly true that the university cannot be neutral, at least as long as the institution's expression comes in the grey flannel monotone of the Regents and the Administration rather than from the colorful spectrum of its most vital members: the students and faculty. When President Moos sends out a letter proclaiming the University's "indispensable contribution to national defense," it can hardly be held he is acting in signal evidence of the institution's neutrality.

But if the ROTC protest has been moved by the anger over Vietnam, it doesn't end there. Conceivably, American foreign policy could alter its direction and character; Vietnam, at the very least, cannot go on forever. With only the supporting argument that



the university, by allowing ROTC on campus, is endorsing imperialistic foreign policies, the movement would be weakened. The heart of the issue has not been exposed.

For the faculty, objections against ROTC programs are based more on academic implications than upon their political implications. As Arthur W. Galston, Yale professor of biology and chairman of the faculty committee that studied ROTC at that institution suggested, "ROTC is like singing in the Whiffenpoofs—a perfectly fine activity, but one that we don't think merits any academic standing." (At Minnesota, the four-year Army ROTC program supplies 30 credits applicable toward the B.A. degree.)

To contend that the military indoctrination the ROTC cadet receives may actually be perceived by the college registrar as creditable is incredible. Beyond that, course content and course materials are determined solely by the Pentagon, and ROTC instructors, though perfunctorily approved by the university, are

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appointed by the Department of Defense.

Understandably, ROTC was never popular with Ivy League faculties; to allow academic credit for "those" courses and to share professorial status with military officers who in many cases lacked any graduate degree was simply intolerable. Harvard and Yale took the initiative in moving against the ROTC programs; each of the eight Ivy League schools have by now abolished academic credit for ROTC or are in the process of doing so. In each case, the decision on the treatment of ROTC has been on the basis of (or lack of) the programs' academic merits. Arrogant sentiments such as one professor expressed—"Low-level trade-school courses have no place at Yale"—were common.

But the faculty hasn't added to an understanding of the issue with their self-righteous musings about ROTC's academic contribution any more than the students who perceive ROTC only as a symbol of imperialistic foreign policies. There are, as a Navy ROTC'er at Yale complained, "plenty of other courses that don't deserve credit" in a university.

ROTC courses, undoubtedly, do not stand alone in their intellectual vacuity. But, as a professor at the University of Massachusetts has observed, "ROTC may not be the only non-intellectual program on campus, but it is the only one that is, by universal and traditional definition, anti-intellectual." This is the heart of the issue in opposing ROTC: regardless of the political reality to which ROTC contributes, regardless of the intrinsic academic merit of ROTC instruction, the relationship between the university and the military symbolized by ROTC is, simply, unhealthy.

"The present mission of ROTC," admits Col. Robert H. Pell, Harvard ROTC commandant, "is the production of officers, not merely to expose students to military training." The university has no business participating in such a mission. The issue of academic accreditation of ROTC, held paramount by the faculty, is in this context essentially irrelevant. What is relevant is the inconsistency of the production of military officers and the education of students in a manner supposedly ensuring unrestrained dialogue and free inquiry as coordinate enterprises in a university. The two proceed toward antithetical ends.

The Army has responded to the move to revoke academic credit from its ROTC program by revising its curriculum and "upgrading" the academic merit of the ROTC courses. Minnesota is one of eleven campuses on which the Army is testing experimental curricula. Included in the revision is the use of all civilian instructors in teaching cadets in their first two years. At Minnesota, the two "preprofessional" course sequences in Military Science, "World Military History" and "Foundations of National Power," are taught by Rodney Loehr, professor of history, and Robert E. Riggs, professor of political science, respectively.

"Leadership laboratory," the classic euphemism for what is commonly known as Drill, carries no academic credit and is secondary to the more academic aspects of the program. Furthermore, there has been a "shift over the years to an educational emphasis" in Army ROTC, according to Col. William D. Beard, head of Army ROTC. "All the 'nuts and bolts' stuff has been moved off campus."

There will probably be much more liberalization of the ROTC curriculum this year, as the Pentagon tries desperately to appease its campus critics. Rather than pleading for continued accreditation of military courses, the Pentagon will probably accredit more academic courses for ROTC, such as economics, psychology and political science. The trend toward leaving the instruction of essentially soldierly skills to summer camp programs (of which Col. Beard speaks) will escalate.

Such reform, if it deserves that label, however, makes little difference. Like the criticism to which it is a concession, it misses the point of the controversy. For nothing which has been proposed alters the basic issue: should a free university devoted to scholarly pursuits include a curricular program designed to bring its graduates directly into military life?

Ideally, no. At Minnesota, perhaps unfortunately, yes—is the common answer. All the antitheses and inconsistencies notwithstanding, land-grant institutions such as Minnesota are obligated to some form of instruction in military tactics under the Morrill Land-Grant Act of 1862. The proper treatment of ROTC programs becomes, then, a more complicated issue in a local application. Thus, when Pres. Malcolm Moos appointed a special student-faculty committee to study the relationship between the University and ROTC, one of its mandates was to investigate the proper role of the University, and its obligations as a land-grant institution, in relation to such programs.

Legal obligations, however, probably impose less restrictions on the University's flexibility in dealing with ROTC than does institutional precedent. Though the special committee he chairs has not come to a definitive conclusion on the subject yet, Regents Prof. E. Adamson Hoebel, chairman of the Anthropology Dept., expects that the "University could drop ROTC, but it would still have to provide some form of military instruction," whether in a separate department or integrated into the regular academic course offerings.

A 1930 Attorney General's ruling declared the ROTC programs do not have to be compulsory in order for the institution to abide by the Morrill Act. At Cornell University, also a land-grant institution, a commission on military training appointed by Pres. James A. Perkins was charged with the responsibility of determining "the most appropriate way for a mod- any course offered solely by the military services; and of the Morrill Act and its charter regarding instruction in military tactics." The commission found that the ROTC program should be revised such that "courses with substantial political or policy content" should be part of the ROTC curriculum, but should be taught by civilian instructors and offered by the appropriate academic departments; that credit should be denied any course offered solely by the military services; and that the practice of granting professorial tenure to military officers be discontinued, and there would be no transgression of the Morrill Act.

Prejudging the recommendations of the ROTC committee, the University will not drop ROTC. Like most faculty committees that have studied the issue in the last year, Hoebel's committee may well suggest the ROTC courses, at least as currently structured in the professional division, don't really deserve academic credit, but it won't call for the removal of ROTC from

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Welcome Week

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YSA, Students Against Selective Service (SASS), AAAC ("We don't condone racism—black or white"), and the Liberation Coalition, an ad hoc organization formed to support the three students indicted for the Morrill Hall occupation.

SPAR's tactics have been mainly confined to counter-demonstrations, the chief of which were a demonstration on the Nicollet Mall to protest a demonstration by the Liberation Coalition and a demonstration at the University Armory to protest a demonstration by SASS and SDS against ROTC.

"We have an obligation to be out there whenever there is a demonstration by a leftist organization," Selb said.

In addition to being a reaction to the left, SPAR is also a group which has broken away from the group that has been for years the major organized campus spokesman for the right wing, the Young Americans for Freedom (YAF).

Selb said, "YAF can't become activated because it's too tied down to national YAF policies. If you want to write letters, join YAF. If you want to stick your neck out, join SPAR."

YAF members vehemently deny that their organization is a group of inactive letter-writers.

John Bowers, state YAF college director, said that YAF deserves much of the credit for actions that SPAR is claiming the glory for.

Bowers said that YAF turned just as many people out for the counter-demonstration at the Armory as SPAR did and that YAF did "at least an equal share of planning."

This year, Bowers said the state YAF intends to file court injunctions to bar takeovers of campus buildings by radical student groups. He said YAF started to file such proceedings during the Morrill Hall takeover, but that the occupation ended before their case could be acted upon.

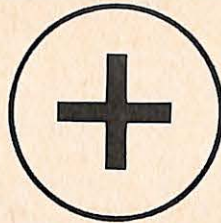
Incidentally, the prospect of court injunctions apparently strikes little fear into SDS members. One SDSer said, "Injunctions don't bother us. They'll be filing their injunctions while the cops are beating the shit out of us."

Bowers estimated YAF membership at the University at about 40.

The one exception to the rule of declining liberalism on campus comes in the University of Minnesota Republican Association (UMRA), an organization which is under the control of the liberal element of the Republican Party for the first time in a decade.

It is more than ironic that UMRA should become a stronghold of liberalism in the

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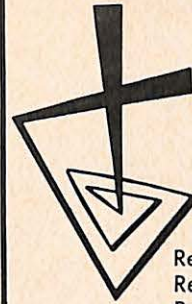
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11 A.M.—Coffee Hour

4-5:30 P.M.—Parents Day Open House

Tuesday, Sept. 23

3:30 P.M.—Movie at Northrop Auditorium **Man for All Seasons**

6:00 P.M.—Dinner and New Student Welcome at Center

8:00 P.M.—Walk to West Bank

Sunday, Sept. 28

10 A.M.—Folk Mass

11 A.M.—Coffee Hour

CHAPEL SCHEDULE (Begins October 5)

Sunday Worship (Communion at every service)

9 A.M.—Holy Communion

11 A.M.—Folk Mass

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cherish is the word . . .

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the campus, as it rightfully should.

The Harvard strikers argued, "The attempt to change ROTC's status—as opposed to abolishing it—is an attempt to translate opposition to ROTC based on its political functions into opposition based on its inferior academic credentials. It is hoped that political neutrality can be preserved by pushing ROTC out of the academic front parlor so that it can be kept in the extra-curricular yard. In this way the truth that ROTC implements oppression of people all over the world, is turned into the feeble and misleading plea that ROTC does not really belong in high academic society."

ROTC offers instruction in the art (if not the liberal art) of war and, according to the University ROTC bulletin, aims to "develop individual characteristics and attributes of leadership essential to an officer." For that, read—ROTC consists of convincing the cadet to do whatever a statutory superior orders him to do. Fourteen courses in the Berkeley ROTC program are intended "to give the student a sense of mission." But education, as the Massachusetts professor observed, "does not try to convince or give a sense of mission; it tries to teach. ROTC has no resemblance to education. What it is may be a great thing in itself and a great asset to the national life. Where it is wrong."

And that is the issue, an issue beyond the scope of the petty remarks that it doesn't belong in an elite academic society. While I may hesitate to argue (as

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*Minnesota Daily Article by P. Gruchow, August 19, 1969.

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late 1960s, since in the early 1960s, in the words of a former UMRA chairman, "you practically had to show your John Birch Society membership card to be accepted."

Actually, the liberal leadership took over UMRA by default last year, when conservative chairman Kirby Titus resigned in January and was succeeded by H. Neil Lund, a liberal.

Liberals retained control of the club in the spring when Fred Strobl, a liberal, won the chairmanship election against Jim Newman, a conservative. Strobl captured about 60 per cent of the vote. Liberals also captured four of the seven positions on the club's executive board.

However, Strobl is quick to play down the ideological aspect of the election. "The election reflected more disgust with past leadership than a shift to liberalism," he said.

"The membership just wanted the club to do something," Strobl said.

Strobl also takes care to point out that conservatives will not be excluded from UMRA. "I don't hold a grievance against a person's political philosophy," he said. "We have to appeal to a broad spectrum."

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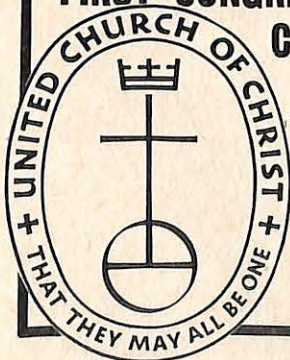
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cherish is the word . . .

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the Harvard strikers did) beyond the extent of the elimination of a contractual relationship between the university and the military, anything short of that end is no more than an unacceptable compromise.

That position, however, is sufficient to engender vigorous opposition. There will inevitably be those who consider any revocation of academic credit, any revision of ROTC's near-sacred status within the University, and certainly the prospect of removing it from the University campus as a violation of the civil liberties of those students who desire ROTC training. ROTC, you may argue, is entirely voluntary; if you oppose it, you can choose not to participate. But why deny it to those who want it? That argument presupposes,

however, that the Army has the *prima facie* right to establish ROTC at American universities. That "right," I argue, is not guaranteed in the Morrill Land-Grant Act; the Army, indeed, does not have that right. The University of Minnesota should not have, nor it is legally obligated to have, contractual relations with the Army, the Navy, or the Air Force, that serve to provide the military with officers. Until it is shown that any military branch possesses that right, the argument that a student has some inalienable right to participate in an accredited ROTC program is not valid.

Even more common is the argument that if ROTC were abolished, the military would have to turn "inward" for its officers; ROTC, they say, by leavening the military with (liberally) college-educated officers, provides an essential curb on what may otherwise become an ingrown militaristic elite.

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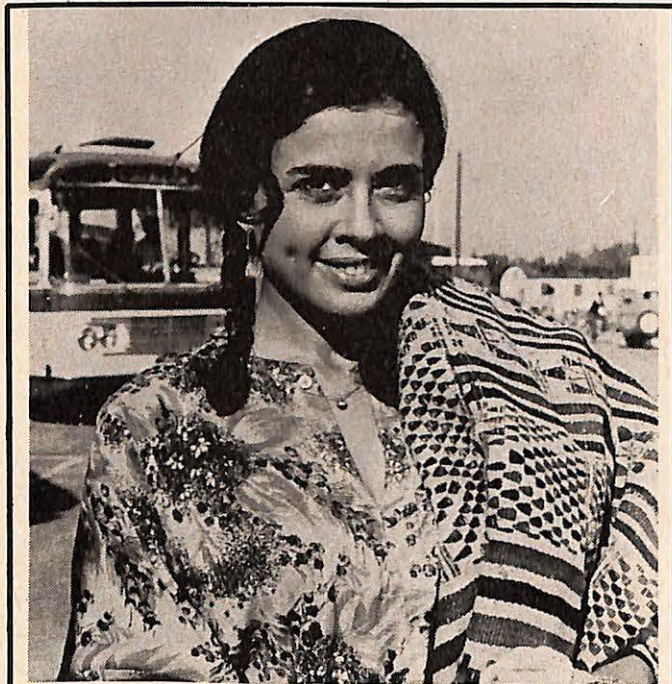
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That argument is apparently supported by the facts of ROTC's function in the American military. According to the New York Times, ROTC supplies 50 per cent of all Army officers, 35 per cent of all Navy officers, and 30 per cent of all Air Force officers. If every ROTC-trained officer is significantly more enlightened than his military colleagues, and if ROTC is considered the only source of enlightened officers, the argument would be a strong one, indeed, though it ignores the issue of universities colluding with the military.

Col. Pell, the Harvard ROTC commandant, finds the "knowledge that there are brilliant young Harvard

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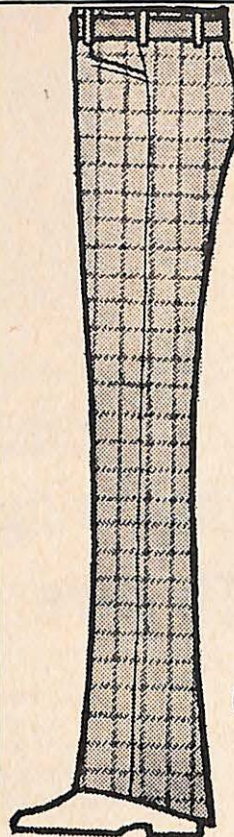
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1939 operetta "Vagabond King" used Northrop Auditorium stage

The player's the thing in University Theatre

The University Theatre is a much-criticized branch of the University of Minnesota, perhaps because it is one of the most visible. But a great deal of it is invisible and rarely taken into account by the audience or the press: the role of educational theater at Minnesota and the historical precedents that help to shape the present reality. If we are to define the responsibilities of University Theatre and criticize it intelligently, we should know some of its background.

In the early days, the University had no Theater Department and no official theater productions. Plays were given by student amateurs in what little space they could find under the handicap of a nearly indifferent administration. Both actors and audience lacked sophistication and funds, but their interest and enthusiasm kept theater alive. In 1881, these amateurs gave their first presentation, a humble and anonymous melodrama called "The Last Loaf." The University Dramatics Club was formed in 1891 and was immediately joined by rival groups in the vigorous struggle for performing opportunities. Sometimes difficulties and misfortunes threatened to overwhelm their attempts. For example, on April 30, 1892, the members of Kappa Kappa Gamma were putting on a production in the chapel of Old Main when their footlights burst into flame. The fire, though it injured no one,

**Two Showboat actors consider
problems of University Theatre**

destroyed the cupola, and all theater productions were barred from use of the building. This meant that all the clubs had to rent theaters in downtown Minneapolis, a very costly procedure.

Finally the University Extension Division became interested and managed to sponsor a number of touring shows throughout Minnesota, and the public response awakened administrators to the growing importance of theater. In 1919, they appointed Mrs. Ariel McNaughton Dingwall as the first full-time director of theater productions, and in 1921 campus theater activities were given a permanent home in the basement of Scott Hall. In 1925, a student named Lester Raines managed to incorporate most of the clubs into the oldest existent group, the Minnesota Masquers, which was then transformed into the still-larger University Workshop Theater. This one organization then controlled the production and financing of all plays on campus.

While all this was going on, theater was gaining academic respectability, too. Courses in playwriting, dramatic criticism and theater history were offered with full credit, and in 1927 the Regents established a Speech Department under Frank M. Rarig which offered three concentrations: oral interpretation of literature, dramatic production, and the scientific study of speech. Finally, with the help of Professor Rarig, A. Dale Riley transformed the Workshop into the University of Minnesota Theatre.

Because of its role as the main producer of live theater in the Twin Cities, the department grew quickly

Welcome Week



even in the face of the Depression. Staff positions such as technical director, business manager, and costumer were created and quickly filled. Dr. C. Lowell Lees served as director from 1937 to 1943, when his technical director Frank Whiting ascended to the position which he has held to the present day. Under him, the University Theatre has gained a strong reputation throughout the nation and, indeed, throughout the world, as one of the finest academic theaters in America.

It seems then that two things were responsible for the rapid growth of theater at the University in spite of late and inauspicious beginnings: vital student enthusiasm and a monopoly as the Twin Cities' only real resident theater. Press coverage in those early days was lavish as compared to the present and even without official funding it was possible to mount operettas and musicals in Northrop Auditorium. But the public demand meant that departmental emphasis had to be on productions rather than on a thorough education for the theater student. Until recently, productions here could be quite in tune with the times, and, in fact, could sometimes be better than Broadway or the touring companies, or they were able to escape professional clichés of acting and production.

But the change in theatrical climate in the world and specifically in this metropolitan area has forced a change at Minnesota. The increasing availability of good theater in Minneapolis has caused it to be regarded as America's second theatre capital. In a recent interview, Professor Frank M. Whiting was asked how this

"Bobby and the Dragons," a 1969 Peppermint Tent production

has affected University theater policy. He responded:

Now, with the Guthrie and other theatres, we no longer feel our responsibility to be primarily as a producing theatre. We are trying to switch around to more purely educational theatre; we exist definitely for the student. For the first time in our history, we have mostly a student audience. Thus, we feel obligated to do something from every period, to give the student experience in all different sorts of shows. The main criticism we get is that we don't have a definite focus; our only answer is that a state institution should not have a definite focus.

This is especially true in light of modern theater trends such as violently radical political positions and the open use of nudity and sexual intercourse on the stage. One of the great dilemmas of an academic theater is that it must offer many styles of production, including up-to-the-minute modern work, yet do so without enraging the administration of its sponsoring school or the legislature that ultimately controls its funds. For instance, many angry letters poured in to the theater business office and the office of President Moos in response to the alleged display of intercourse on Scott Hall stage during "The Death of Eagles," a recent work by New York playwright Harold LeMay. In fact, the sex was only verbal. Yet such public reactions could endanger important projects like the new theater arts building or other requests that involve appropriations beyond the usual departmental budget.

The theater must also maintain a strong audience willing to give box



office support, for the productions at the University must be self-supporting. As the Twin Cities and University audience becomes more knowledgeable, it will demand more avant-garde work. So no matter which way it turns, theater policy may alienate some substantial portion of its audience.

There are also the problems of availability of actors adequate for the plays that have been chosen, limited production budget and space, and giving the staff adequate opportunities to display its own creative wares.

The physical plant of the department currently includes Scott Hall, a somewhat outdated proscenium theater housing the five major production efforts referred to as the Scott Hall Series, as well as the University Young People's Theatre plays; the somewhat smaller Shevlin Hall Arena, where more experimental works are run with the audience seated on all four sides of the stage; the Scott Hall Studio, a little theater directly beneath the main stage, used for rehearsals, classes, and such productions as last year's highly successful "'Tis Pity She's a Whore"; the tiny to 80

Small stage of Showboat carries full load in 1969 "The Birds"



U Theatre

(From 79)

Nicholson Attic theatre used mainly for classes; The Other Space, a room with completely flexible seating and staging but very limited capacity; and such backstage necessities as the costume shop in Nicholson's tropically hot attic, the theater scene shop incongruously located in the Armory annex, and the Scott Hall ticket and publicity offices, the nerve centers of the department. During the summer, the Peppermint Tent houses children's theater on the East Bank of the Mississippi by the landing of the Minnesota Centennial Showboat, obtained in 1958 as surplus from the Army Corps of Engineers and a strong money-maker and showcase for the department since that time.

In spite of all this real estate, the staff is crowded and rehearsal times are often in conflict with each other and classes which use the same space. This year promises to be the most desperate ever in terms of liebensraum.

The situation should be aided immensely by the long-overdue construction of a theater arts building on the West Bank. To be occupied by fall of 1971, the fourth and fifth stories of the structure will hold the radio and television facilities, while the basement and first three stories will hold the University Theatre. In addition to workshops and other needed rooms, there will be a proscenium stage theater, a thrust stage theater (similar to the Guthrie stage), and arena theater, and a complete Elizabethan theater. The basement will contain a flexible staging area similar to the Other Space.

There will still be the problem of selecting plays and directors for the coming season. This is initially accomplished by a committee of all the staff members plus one representative each from the undergraduate and graduate theater student bodies. The director of University Theatre has a veto power, but he rarely exercises it, as the committee usually comes to terms satisfactorily. Then comes the delicate issue of choosing the directors. Dr. Whiting says:

One of our problems is how to keep everyone who wants to direct happy. One curious thing about theatre is that everyone thinks he is the best director. It's amazing how many people feel that other people should not be directing.

To 86



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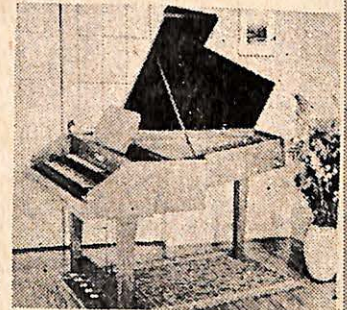
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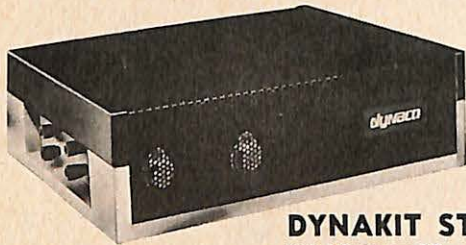
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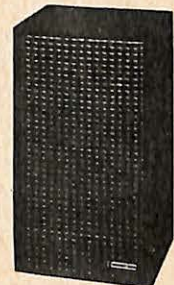


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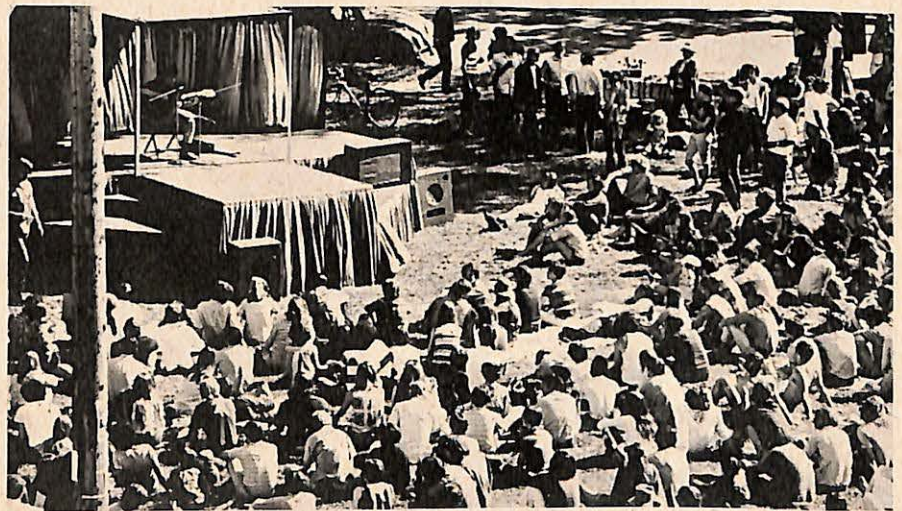


If the unique West Bank community adjacent to the University had not developed spontaneously in the past few years, it would probably have to be invented. For many, it is a refuge of sanity—a "crib," as one resident describes it—away from the violence, bigotry, and hypocrisies of American society of the late 1960s. For students, the free and daring intellectual atmosphere, entertaining radical political and social ideas, has made the West Bank a necessary part of the University experience itself, and the University is much the richer for it. Yet the community suffers a stereotyped image of drugs, communal living, cacophonous music, and ungodly, freaky people.

Early this summer, Connie Goldman produced a three-hour program about the West Bank for her weekly Saturday broadcast on KUOM, the radio station operated by the General Extension Division of the University. As Connie said, "I tried to survey the scene. I couldn't talk with everyone, and some people couldn't talk with me. But the better I got to know the West Bank, the more respect and concern I had to tell its story." Connie did not try to tell the story herself; she let the residents tell it, in a stimulating collage of their own comments and music. What follows are excerpts from the program. Again, the residents—most of whom are not identified—tell their own story.

"Originally the West Bank was low-income housing, occupied by working people in low and middle income groups and by old and poor people who moved here because the rent was cheap. And then the University moved here and the second group — students and graduate students — moved in. As they began to get a foothold in the area, a third group of people, who are maybe the artists or intellectuals but not necessarily connected with the University, began to move in. All three groups are still here in some strength. I'd say that students and artists and drop-outs and hippies are probably 50 per cent of the population, but there's at least half the population which is old Swedish immigrants, like the man who lives upstairs from us, who is a roofing contractor. When you look around the West Bank you notice this."

"This community is a mind set, not a geographic area. People who have since moved to other parts of the city still identify with the West Bank, with some of the bars, the musicians, and the shops as being their places. This is very much a small town in terms of its gossip, its little family groups, maybe even tribal along the lines of an Indian tribe in that each tribe is fairly close; within the tribe is a lot of concern and sharing for each other.



"I'm familiar with judges who live here, and attorneys, police, political leaders, businessmen, doctors, and they're all exceptional people. And priests. There's one doctor who's got all sorts of degrees from Cambridge. I don't like to see the area portrayed with some kind of terrible image."

Connie Goldman: "What do you think about people's comments, people from the outside who say, 'Oh the West Bank, just a bunch of dirty hippies.'?"

Mr. Phil Richter (owner and operator of Richter's Pharmacy): "The hippie that is hanging around here now is not the hippie that was here three years ago.

The intellectual hippie was here three years ago, now we just have those that are coming over for thrills, for drugs, and that is about all. I've made good relationships, especially with the hippies. Any time you have a retail business you must get along with those in the area. You have to get along with the customer. It's not exactly my wish that they be here, but if they're here, that's all I can do. I'm actually staying here for one purpose: to be part of the new University community that is contemplated for this area.

Connie Goldman: "How do you view the suburbs and the people out there?"

Young woman: "The suburban culture, the suburban people who are often the parents of the runaways, are the people that we threaten the most, you know, because we are the ones who are saying maybe monogamy isn't the best thing and pot is better than alcohol and you don't really need to own a car. We're the people who say it's important to have a stereo, not because it's expensive or looks good, but because we dig music and we dig sounds — so we buy pretty expensive stereos in a lot of cases. But it's not a matter of conspicuous consumption."

Kenneth Beitler: (of Youth Emergency Service) "Maybe you can't be measured in terms of 9 to 5 type of creativity, or \$500 a month type salaries. Because the idea, even for most of the shops here, is not to maximize profits, but, how much do you need to live on and be comfortable? And you work to that level and no harder. Maybe there's fewer ulcers around here, I don't know."

Connie Goldman: "Do drugs change your life?"

"Three years ago in this country there were 10 billion amphetamine and barbiturate pills manufactured. Now those weren't given to the hippies, those are the types of things you take in the suburbs. The American Medical Association has said that 100 million Americans need something to get going in the morning and something to slow down at night. You know: 'headache take aspirin, tension take Compoz.' Well, it's that type of framework that these kids who are experimenting with drugs come out of. They've seen their parents drink too much and take too many tranquilizers, and for that sluggish feeling in the morning they take some kind of a pep pill. Their kids say, 'Okay we'll do it too. Only we'll do it a little differently.' We're a hedonistic society; people have to come to grips with that."

Rev. William Teska: "Quite frankly, we aren't going to worry too much about marijuana. Lysurgic acid is, of course, very dangerous. We will worry about that. But worst of all is methedrene, or speed. A hysterical attitude towards this — viewing them all in the same category as heroin, of which, by the way, there is almost none of on the West Bank, thank God — simply doesn't help. It blinds you to any effectiveness in working with these people at all."

Richter: "We've had it peaceful here in the last three years, more so than ever before. I think that the statistics will show that there is less crime actually. There are more drugs sold on the outside of the store, probably, than are sold on the inside, but as far as such crimes as rape and other types of violence, I believe

to 88

Keith R. Heller and Gloria M. Segal are the tycoons of the West Bank. Heller is president, and Mrs. Segal vice president, of Cedar-Riverside Associates, a real estate empire that controls more than 75 per cent of the non-institutional land in the Seven Corners-Cedar-Riverside area. They are making elaborate plans for the redevelopment of the area.

Keith Heller: "Cedar-Riverside had its heyday about the turn of the century, and was initially a lumbering community where people from the lumbering trades would come in to spend the weekend. Thus the bars and the entertainment area along Cedar Avenue. For the last fifty years the area's been dormant and become somewhat dilapidated, although many of the original property owners have been living there until quite recently."

Mrs. Segal: "The Cedar-Riverside redevelopment really started ten years ago when the University made its decision to move to the West Bank. At that time there were approximately 2,500 private property owners in the Cedar-Riverside area. With the University's move across the river, change became inevitable. Today there are probably less than 200

Heller-Segal

"There will be a gradual merging . . . into a new community"

private property owners left."

Mr. Heller: "With the University coming over to the West Bank and the freeways going in, this has become quite a unique inner-city area, especially since probably two thirds of the total 400 acre land area is institutional. This leaves fewer than 100 acres of residential prop-

erty remaining. Almost by accident a few years ago we began acquiring some property in this area and now have acquired a great deal of the non-institutional land. One of the purposes of urban renewal is to assemble land that cannot be assembled otherwise to make some sort of major redevelopment possible.

Through our property acquisitions we have done what urban renewal would normally do through condemnation. Property owners have received their own asked prices for their land, rather than given a price that is set by court or commissioners in some condemnation action. The area is still an urban renewal area, but due to the particular conditions of the present plan, it will not be taken in total by the housing authority, or bulldozed in total. But we will be able to make a gradual redevelopment over the next 10 to 15 years that will keep most of the present community intact as a new community is built within it, or over it. There will be a gradual merging from the present community into a new community.

Mr. Heller: "Our goals in the community that's redeveloped are those of integration and diversity. And one of our policies has been to create more of this integration and diversity. To bring in faculty members and people of higher economic means, we have rehabilitated and remodelled a number of buildings to get something of higher quality in the area. We have kept a mix of older people, some of whom have been in the area for a long time, with students. We've brought in University staff. There are some of the dropout community in the area. There are some people who just like to live in the University area because that's where the action is. There are university and hospital employees there. There are people of all races, all

to 88



U Theatre

(From 80)

Once the director is chosen, he must cast the play either from a round-robin audition held at the beginning of fall quarter (all try-outs, by the way, are open to any interested University student) or from a try-out that he schedules himself. Then production meetings must be held with the designer, technical director, costumer, choreographer and musical director (if they are required) and often the playwright (if it is a new work). Then the actors go into rehearsal, and the technical staff begins work on its projects, aided by students in the various courses for which crew work is a requirement.

Currently, only the Showboat and the stagecraft workers get academic credit; actors work simply for the experience.

Eventually, the play goes "on the boards" and possibly gets an attentive viewing and accurate, helpful criticism. If everything works, it is at least learning experience, and, hopefully, it is good theater. But anything can go wrong. Equally true, fantastic talent can appear from nowhere, and great theater is where you find it; quite often, it happens at the University of Minnesota. One final statement from Dr. Whiting speaks of the possible future course of the University Theatre:

The greatest problem the University Theatre faces now is that we've grown too big. In trying to please too many people, it's become too confusing. It might be better from a theatre standpoint if we could split into two or more theatres. . . . If I had my way (in the new building), each one of those theatres would have a definite focus. There would be a different artistic director for each one. In the arts, you tend to get better quality from someone who thinks he's going somewhere, someone with a bias. . . . I do not believe in art by committee. In the final analysis, one person must be responsible.

In theatre, fortunately or unfortunately, whether you have a good or a bad year depends upon human beings. The wonderful thing about theatre is that you never escape the human element.

Perhaps in the future, the University's new building will be occupied by a Theater department more clearly defined. In the meantime, they must struggle on with their present sprawling home, doing the best they can with their major resource: people.

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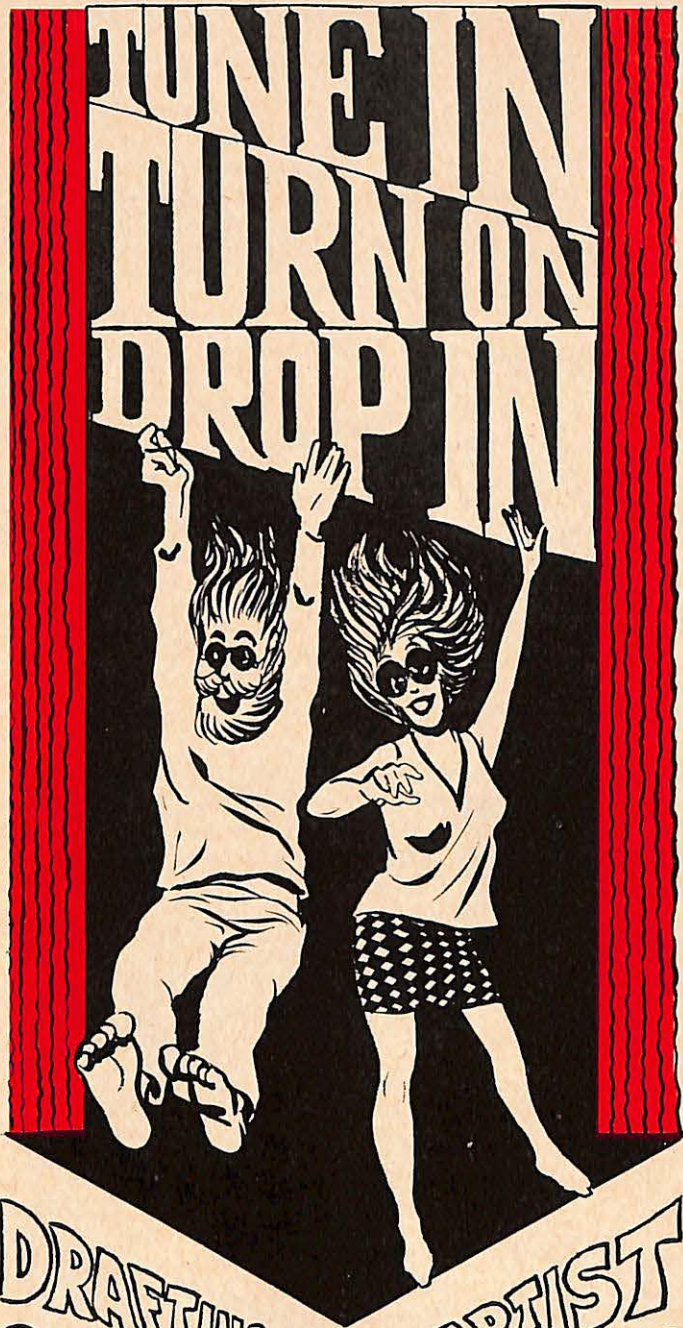
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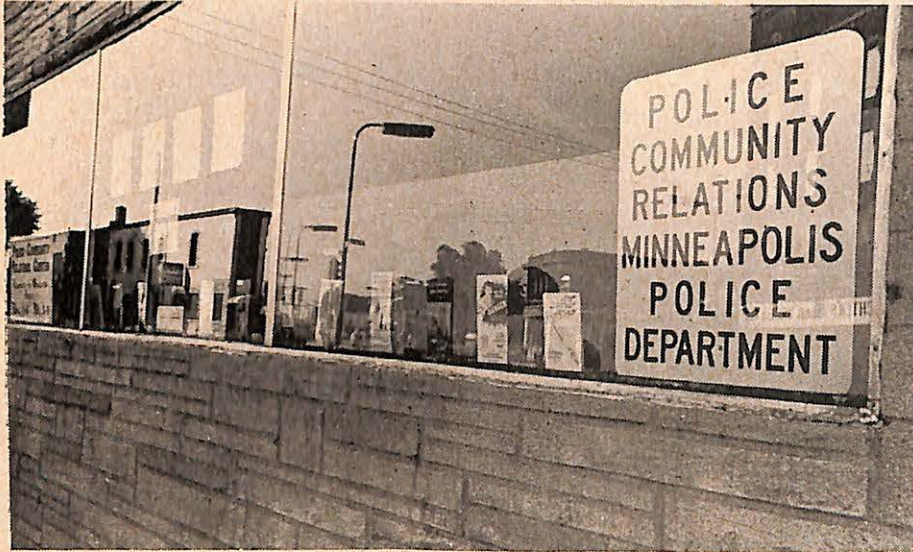
WEST BANK

from 85

it is way down. Actually I feel myself safer than I've ever felt before in my life being here. I walk out of here sometimes at 12 o'clock at night and you can walk out anytime at night when you've got, say, 100 people milling around outside, and you can absolutely feel safe, because who's going to start holding you up or hitting you on the head? See? That's why I say it's actually the safest area. You could walk up and

down these streets and have no problem at all."

Young woman: "We have been living this way since last spring, beginning of the summer maybe. We moved in gradually you know, one person came to live with me then another came to live with us and another and another . . . we didn't all of a sudden say, 'Oh! now we're going to live in a communal situation.' People that like each other moved in and it grew very organically, sort of." □



HELLER-SEGAL

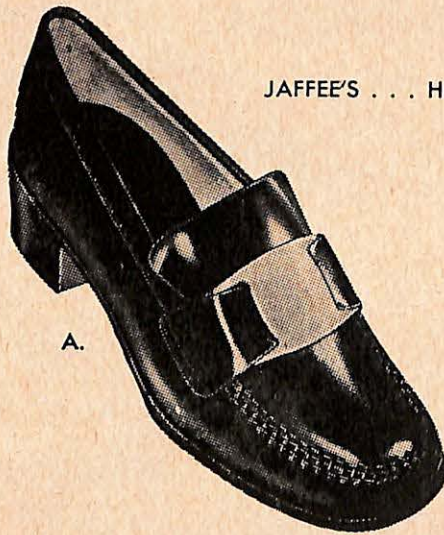
from 85

creeds, all sorts of economic income levels and we would like to see this sort of thing continued as the area is rebuilt."

Mrs. Segal: "I know one of the repeated fears is that there will be no low rent housing in Cedar-Riverside. There are a number of things that one really has to look at tackling well-designed low-rent housing: the design of the unit itself; the technology of construction; the types of financing used; government subsidy; and internal subsidy, with high rent residential and commercial units helping to subsidize lower rent. It's possible for the Housing and Redevelopment Authority to lease units.

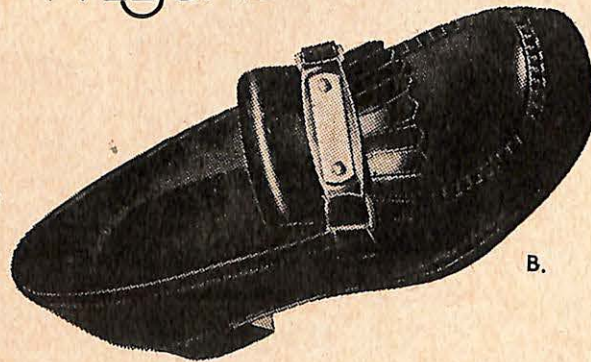
I think what's going to happen is a combination of all these various elements in order to produce well-designed low rent housing."

"If you can use as any indication of the kind of landlord most of the people over here have, I think we have some people who really know where it's at. The family that lives next door to me, they're both in their later twenties and they have about four or five children and they haven't paid rent for I don't know how many months and he's talked to them about it and every once and awhile they pay so much, you know, what they can." □



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from 75

UMRA had about 130 members as of last spring.

The rise of radicalism and the decline of liberalism which SDS and YDFL so clearly exemplify can also be seen when one turns to human rights-oriented political groups.

In the early 1960s, the major human rights organization on campus was Students For Integration, a racially mixed organization dedicated to assisting the Civil Rights movement in the South.

Today, the major campus political organization in the human rights field is the Afro-American Action Committee (AAAC), an all-black organization dedicated to the preservation of a sense of identity with the larger black community among black students on the University campus.

It was AAAC that formulated the demands that led to the occupation of Mor-

rill Hall in January, and it was AAAC that led the takeover itself. When the Liberation Coalition was formed to support the three AAAC members who were indicted because of the takeover, it was AAAC that called the shots in planning the coalition's strategy.

However, despite its success, the Morrill Hall occupation had its price for AAAC. Three AAAC leaders — Horace Huntley, Rosemary Freeman, and Warren Tucker — were indicted by the Hennepin County Grand Jury for unlawful assembly, riot, and criminal damage to property.

All three come to trial Oct. 20. If convicted, they could each face up to six years in prison.

Yet, AAAC members, including the three indicted, saw the occupation as worth the price. The Afro-American Studies Department was of special importance.

AAAC member Anna Stanley said, "We see the department as the achievement of scholarship, not as a political thing. We see it as a chance to draw the best minds

of the black economic community from whom we can see and learn."

Miss Stanley said that AAAC's goals center around "the academic necessity of surviving." She said that too often American educational institutions have stripped blacks of their sense of identity with the larger black community.

AAAC rejects the traditional concept of integration that motivated earlier civil rights efforts. "We recognize that the melting pot concept is fallacious and doesn't exist in America," Miss Stanley said.

Last year, about 70 out of approximately 150 black students at the University were members of AAAC.

An organization very similar to, yet very different from AAAC is the American Indian Student Association (AISA, formerly called the American Indian Student Council).

Like AAAC, AISA membership is racially restricted, with the membership being entirely of American Indian descent.

AISA exists to assist Indian students already on campus and to help recruit

more of them, goals similar to those of AAAC.

And just as AAAC was influential in bringing about the creation of an Afro-American Studies Department for this fall, so AISA members worked to bring about the creation of an American Indian Studies Department, also for this fall.

However, AISA is also very different from AAAC, largely because of AISA's lack of formal activity. In contrast to numerous programs put on by AAAC, the only program put on by AISA during all of last year was a dance in the Union for Indian teenagers during American Indian Week in May.


Craig said, "A student's work comes first. The organization won't order its membership into programs."

Of the 44 Indian students on campus last year, about one-third were members of AISA.

AISA will be holding a reception for new Indian students at the University from 2:30 to 4:30 p.m. Sept. 24 in the fifth floor lounge of the Campus Club.

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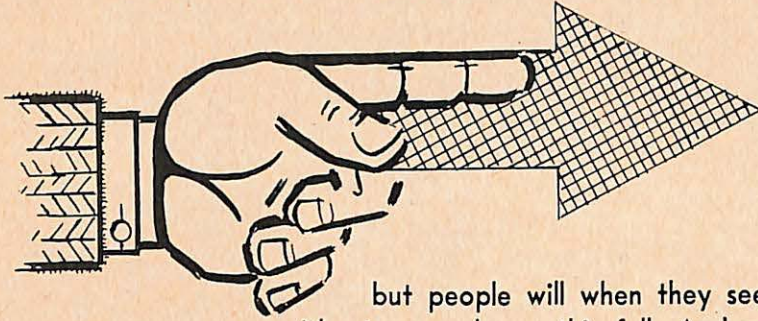
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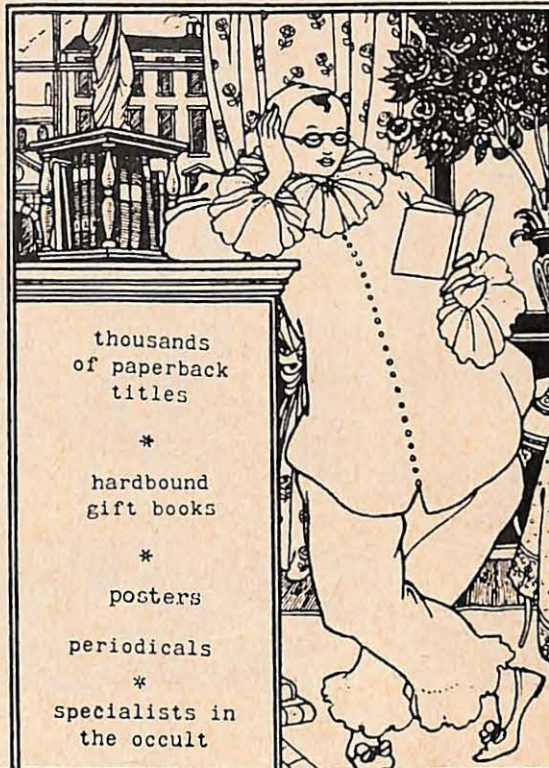


Cherish is the word . . .

from 77

men with God-given leadership abilities who seem content to waste two years of their life by allowing themselves to be drafted to serve as a private" terribly disturbing. His obvious bigotry about educated men are similar to prejudices that maintain that college educated men are somehow more virtuous than men who haven't suffered through the stultifying educational experience. Even if college-educated men are indispensable in the maintenance of a sane military, however the services could find them by intensifying recruitment all through the college years. A reasonable alternative may be found in the Marine Corps, which has shunned ROTC programs. Future Marine officers are recruited on campus, but have no military obligations or affiliations during the school year. Instead, they attend intensive summer training sessions. Some young officers say their superiors fear a weakening of the ROTC would weaken the military influence in the country; if the fears are legitimate, it would be an achievement devoutly to be desired.

Pres. Moos, even as he instructed a special ad hoc committee to investigate the proper role of ROTC on the University campus, assured male incoming freshmen that our institution "cherishes its ROTC programs" If that is, in fact, the case (and evidence that it is, indeed, is not limited to the president's confirmation of the affection), ROTC may prove impossible to dislodge from its trench. Amalgamated efforts towards the objective, however, are no less imperative. Like the wars that sustain it, ROTC is as dishonorable as it is superfluous. The university does not deserve such a curse. □



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Special Events Social P.R.
Recreation Cultural Personal
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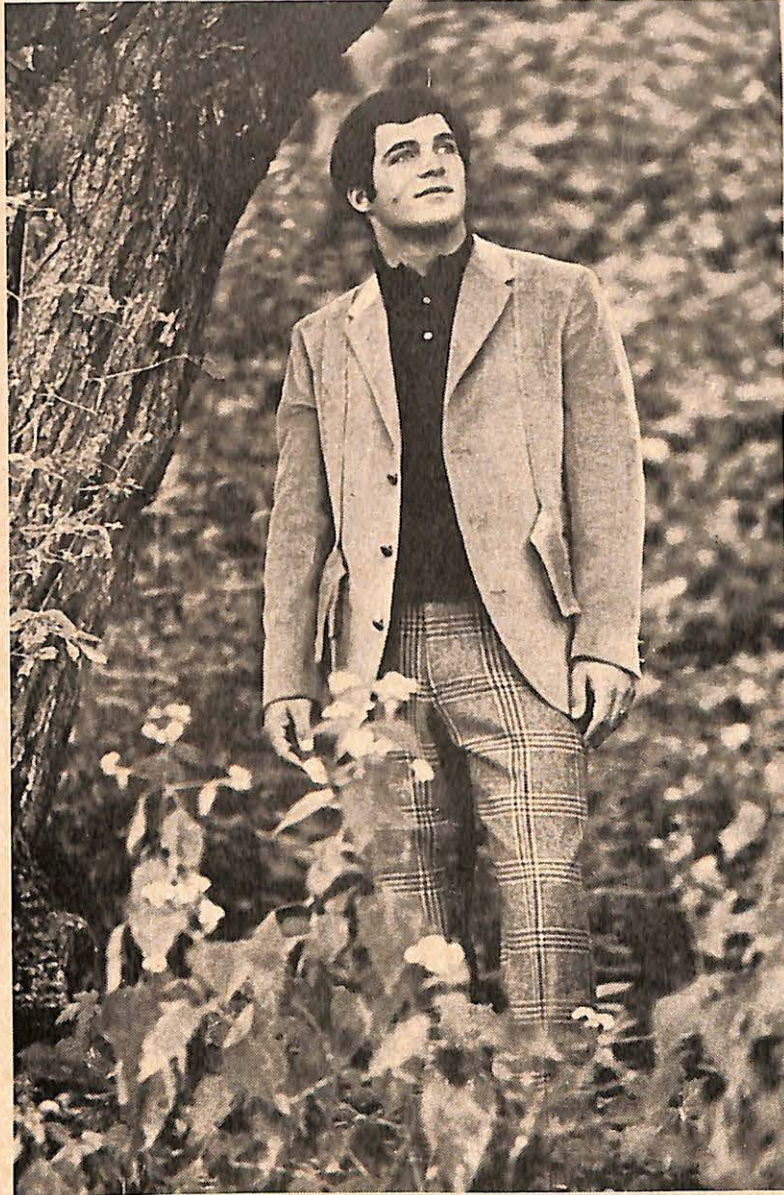
SEX WEEK
WEEKLY VARIETY
HOMECOMING
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OUTINGS
SKI TRAINS
TOURNAMENTS
FILMS
MUSIC
ART
LECTURES/DISCUSSION
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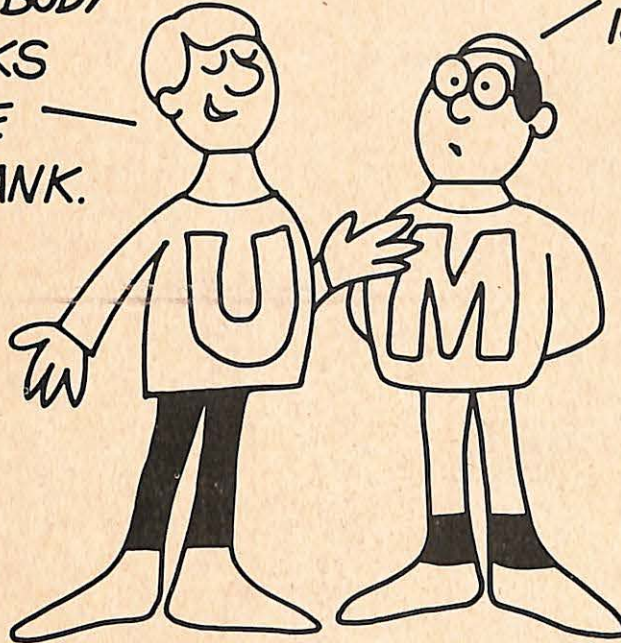


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