Inside, Greetings America, written and prepared by blacks at the University, containing articles on the black athlete, the Afro-American Studies Department, and an article written by the Director of the Afro-American Center, Elrie Chrite.

**The Daily Cardinal**

**Five Cents**

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By Elaine Cohen
Cardinal Staff Writer

The following is a dialogue between three Madison high school students and a Cardinal reporter.

Sue Niles is a senior at Memorial High School who says she is “involved with whatever happens to interest me”—recently the moratorium.

Dan Swanson, a junior at West High School and chairman of the newly formed Young Americans for Freedom (YAF) chapter there, is interested in “sports, science and hunting—and I’m sort of a theatrical man.”

Also a junior at West, Bob Camerini is involved with stage work, debate and high school politics. He is currently president of the West student senate.

Cardinal: How do you like your schools?

Sue: Well, I’m pretty satisfied. It’s sort of a joke, though. They’ve got these mottos plastered all over the walls: “Independence,” “Study Now, Invest in your Future” to be pounded in your brains. I don’t know; there’s nothing really bad about it that I’ve noticed, that’s outstandingly bad.

Dan: I think West is a fairly fun school. If they don’t let you do something, you do it anyway. The only beef that I have is that since they’re

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Of the current need for Negro history—the writing, the teaching and the learning of it—there can be no question.

History in its limited treatment of their people will be rejected, and it is now explicitly clear that historians have been "suppressed" or "buried" in the prehistoric tribal past.

But the "identity vacuum" which the Black movement of the 1960's is revitalizing.

Black historian meriting scholarly attention. The point is well made: "the slaves invented it but Eli Whitney stole it!"

The younger generation of American Blacks are experiencing today that was the past.

In a more broad definition, Afro-American Studies: Comments

It seems strange to be writing about Afro-American.

Students under this program would be allowed to concentrate on a specific aspect of Afro-American society. The program would take courses on that topic from several departments.

In February, 1969, a conference dealing with the Black society followed a presentation of 13 demands of Black students on a campus of a university. The list of demands was the demand for an Afro-American Studies Department which would enable students to receive a bachelor's degree.

The Thiede Committee recommended on March 3 to the faculty vote in favor of the establishment of an undergraduate major in Afro-American Studies. This would be a giant step.

It is now explicitly clear that Afro-American Studies received its initiation large measure because Black Studies received its initiation large measure because Black Studies.

In order to obtain a major, a student will be required to take between 30 and 40 credits of Afro-American Studies. The projected enrollment in all courses are between 1,200 and 1,500 for the first year, By 1975-76, the expected number will rise to between 5,100 and 5,400. Once three tenured faculty members are appointed, the Department will become autonomous and the present Committee shall make only periodic evaluations.