The Fixer, May 31, 1970

Madison College Press (Free)

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1969
Sept. 3: Madison allows Jay Rainey to be readmitted after he takes his case to Federal Court

Sept. 19: Classes begin Madison College's 61st year

October: Basic Studies and Pass-Fail petitions circulated; over one-half of Madison's full-time students signed each petition

Nov. 1: Four students hand out copies of the student Basic Studies petition at a special faculty meeting; Provost Hall blows his cool and turns red, threatening the students with a law suit

Nov. 6: Toni Flitter case becomes public; Flitter nullified as of Feb. 1969 for "falsification of records"

Nov. 20: Fixer appears

Dec. 1: "Harambee" still not officially recognized after six months

Dec. 12: Notices of non-reappointment from President Miller received by three faculty members

1970
Jan. 15: Madison students; with students from local high schools, EMC and Bridgewater College, participate in demonstration in memory of the birthday of Dr. Martin Luther King

Jan. 23: "Harambee" given official recognition by Faculty Council

Feb. 11: Leon Wiesener's resignation published; Wiesener resigns in protest over Madison policies, including the non-reappointment of three faculty members

Feb. 12: Demonstration in protest of the firing of three professors

Feb. 15: Communique from Dean Fox prohibits further demonstrations in behalf of the three professors

Feb. 18: 1,300 students protest ban on demonstrations and the firing of three faculty members

March 16: McClung makes first appearance before Grievance Committee; represented by John G. Lowe

April 6: McClung makes second appearance before Grievance Committee; the committee refuses to recommend a hearing

April 14: Fixer purchases its own mimeograph machine, having been denied the use of a school machine

April 16: Black submits resignation to President Miller

April 20: President Miller announces decision to retire

April 22: Environmental Teach-In held; Breeze publishes last issue—out of funds

April 23: Six students ordered to vacate Wilson Hall, where they are sitting and waiting for President Miller

April 26: 28 students and 2 professors arrested for "trespassing" in Wilson Hall during vigil

May 7&14: Madison "26" appear in court on trespass charges; twenty-four guilty

May 13: ACLU secures injunction (the first temporary restraining order (cont. page 2))
The Fixer is $131.43 in debt. The new mimeograph machine, paper, ink and supplies cost a great deal of money. We ask (for the umpteenth time) for contributions. Just ten cents from everyone who receives a copy of this paper will cover over one-half of the expenses we now owe. We have printed 18 editions of The Fixer since Nov. 20; as many as The Breeze published since the beginning of the year with a budget of over $1,000.00. Some readers have given much more than their fair share, and we appreciate their generosity. Now, it is time for those of you who have not given to do so. We hope to appear during the summer, and weekly next Fall. But we need money to accomplish this. If you are able to spare a few coins please send them to: Madison College Press (Free), Box 35, Broadway, Virginia 22815.

Really, I didn't want to work on The Fixer at first. Then I got involved with the people and the things they were trying to do. It's been a real experience, one that I have enjoyed fully. Next year I'll be right in there, typing away.

Dee Dee Eicher

For me The Fixer has been an experience which will never be equalled. By being on the staff I learned everything which was going on; I felt better informed about this campus. I felt that I would never meet people who were as friendly and likable as the rest of the staff. It's been fun, maddening, work and learning. But most of all it improved my typing.

Rose Oglesby

I still don't understand what's going on.

Tina Rainey
For many young Americans the school year now ending has been a sad-
dening and frustrating experience. More than ever the essence of true
tional human communication and the methods of
how it did not reflect just my op-
ion but the views of every Fi-
er worker and contributor. Certainly
ly the paper could have been tech-
ically better, but in a learning
and growing situation lay-out, typ-
ing, and art work become just that—
technicalities.

A large part of what we were try-
ing to do has, for me been accom-
plished. We were not reaching for
the stars, but instead across a gulf
of far more importance and distance—
the divisions of understanding that
can exist between human beings. I
believe that at least one person in
the course of these months has been
moved to think, question, and feel
more deeply and based on that belief
I can say everything has been worth
it.

Mary Dohenue

Ever since its beginnings, I have
worked on The Fixer. Sometimes, it
wasn't particularly easy or plea-
sant; so many people disapprove of
anything it prints. In fact, there
are some students on this campus
who actually manage to disapprove
of articles before they are even
printed. But I kept on working be-
cause I believed and still believe
very strongly in the principle be-
cause most of its members have lit-
eral respect for being human—
derstanding of other human beings.

At times during the past year,
this atmosphere that fosters repres-
sion has really gotten to me. I
have seen injustices against all mem-
ers of the college cloister—In-
justices that I was powerless to
correct despite all my sincere ef-
forts. These feelings of hopeless-
ness and frustration merely stren-
gthened my commitment to The Fixer.
The paper became the means of un-
covering all those uncomfortable
truths that our administration
would like to remain hidden. It is
very true that this campus would
have been more subdued without the
paper stirring it up. Actually,
this campus would have been subdued
to the point of paralysis.

Now, as I reread what I have
written, realizing that I haven't
told you more about what I mean
by "The Fixer". The Indictment
of Madison that I am about to make
certainly does not apply wholly to
all its students, faculty, and ad-
ministrators, but I fear it does ap-
ply to a large extent to an over-
whelming majority.

There is little human understand-
ing in the Madison community be-
cause most of its members have lit-
tle or no respect for being human—
probably very little understanding
of the human processes within them-
selves, and hence virtually no un-
derstanding of other human beings.
Many of the administrators and fac-
ulty members are men and women who
never recovered from the trauma of
being born into a world they had
neither the ability to tolerate nor
the imagination to improve. Thus, in-
paranoid fear, they perpetrate many
of the injustices and ignorances
that surround us because these injust-
ices and ignorances continue to
serve them as their only means of
controlling that shocking world they
do not love.

This year has marked, I hope,
some kind of turning point at Madi-
son College, and now I can only
trust that many of the legal and
administrative means students and
faculty have begun to employ will
bring the college's obsession with
process of total dehumanization to a noisy

Debbie Darr

"It's a nice place, but I wouldn't
want my sister to go there...."

As an academic community of hu-
man beings, Madison College is sig-
ularly devoid of human interest and
understanding. The indictment
of Madison that I am about to make
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(cont. page 4, column 1)
Dear Fixer,

I have watched from the sidelines most of the activity on campus during the past month and a half. I wonder if anything I did or attempted to do accomplished good at M.C. I find it very appalling that a fellow student or students find demonstrations unpatriotic or destructive. I have reasons why I stayed in (and out) of Wilson back when. I stayed because many events I have witnessed at Madison flashed before my eyes in a period of ten minutes; events such as professors shutting doors to their offices while talking to me because "the walls have ears." Discriminatory practices such as the case in which a fellow student was allowed readmission with a 1.3 after two semesters (and going to summer school also) while other students who do not have political power are forced to withdraw with a 1.999. I am not complaining about the individual but about the discrimination used by the administration.

Also, I stayed that Sunday night because I was disgusted with Mr. Mandeville, who was making an out of himself in front of the students he should be serving. If he was not acting as an official of the college he should have been arrested.

Faith in the goal sought by those fighting the battles—an end to repression, to the autocratic and arbitrary rule of the administration that makes many faculty members live in fear and that creates such uncertainty in the lives of many students.

The examples are numerous. Repression at Madison takes many forms. Administrators exercise complete arbitrary power over the lives of both faculty and students. From the stories I have heard from my colleagues, faculty members are all too aware of the way in which they can be (and have been) penalized when they are critical or outspoken. Faculty members who oppose the selection of textbooks in a given course, for instance, have been known to suffer anything from denial of raises and promotions to non-reappointment. With students, examples of administrative repression are even more blatant; an obvious illustration is the disciplinary action now being gleefully, almost sadistically, considered against some fifty students who did nothing more than peacefully exercise their constitutional rights.

Faculty are also guilty of re-

(T.O.COT, cont.)

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pressive practices. There is often guilt and complicity when they sit on their thrones of ignorance and blandly allow injustices they are well aware of to go uncensured. They are all too willing to lecture students (in private) on the injustices faculty members suffer, but never willing to stand up publicly to the lies the administration spreads about their colleagues and the students. Instead, they pontificate bullshit, use grades to penalize students when their own paranoid egos are damaged, and go on cramming an irrelevant curriculum into uninterested students who sit in their classes like so many cereal boxes on an assembly line.

Finally, students must also bear part of the burden of repressive tactics employed against their fellow students. Those students who have achieved some position of "influence" through an organization are often so concerned with their "good relations" with the academic community and so vainglorious in their officialdom that they forget that they are supposed to be serving the community, not using it to gratify some petty ego whim typical of a child on a playground. Unfortunately, this indictment especially brings to mind those students in SGA-SGO--the most ineffectual student government I have ever seen. Students sitting in judgment of their peers for either academic or social violations too often, I think, forget that they are dealing with human beings, and only condescend to mete out some vindictive punishment to those they consider socially, politically, and academically inferior. Equal Justice for All?

A most recent instance of this repression is the school's apparent intention to expel Jay Rainey again. He has been notified of a special hearing on Tuesday, June 2nd, at 9:30 a.m., where he will be charged with violations of some of the stipulations of the court order that readmitted him to Madison last September. Since the school has apparently already decided upon Jay's "guilt," it looks as if his case will go back to court.

One of these charges against Jay is the "repeated harassment of the President...out of disrespect for the person of the President." If one reads Jay's article in The Fixer, it becomes clear that Jay has never abused the person of our beloved President, despite what his opinion of the man's abilities in an official capacity might be. Or is influence (cont. p. 5, col. 1)
of repression secures my indict-
ment. Fortunately, now, there are
many students and some faculty mem-
bors sufficiently galvanized to
protect the administration's mane-
vers to repress the voices of chal-
lenge and creative energy in the
academic community. The tide aga-
inst repression of this sort will
swell, and, backed by the courts,
people will hopefully wear out a-
against injustice and ignorance.
They will protest the inhumane
treatment of any member of this
community—by any member of this
community, be he student, faculty,
or administrator. They will search
instead for the truth and compas-
tion that make us tolerant of each
other—and rid us of our desires
to look up or expel the voices that
displease us. If this academic
community is to instill knowledge
where there was once only ignorance,
their first goal must work towards
this goal at both ends of its hier-
archy. To the student, it has the
obligation of knowledge and truth
and wisdom, but before it can hope
to accomplish these objectives, its
administrators and faculty members
must themselves seek knowledge and
truth and wisdom.
The academic community is a
place of dialogue, challenge, ref-
dutation, and inquiry, and to restrin-
t any activities leading to those
goals is violative of the spirit of the
community. As long as an educa-
tional endeavor does not disrupt
(continued p. 7, col. 2)
LOVE AND STRUGGLE!

Emmett Jesse Barnes

A Position Paper on Cambodia

The Madison College Chapter of the Young Americans for Freedom support President Nixon in his decision to send troops into Cambodia for the purpose of destroying an enemy sanctuary from which our American boys and South Vietnamese were being attacked without being able to retaliate.

The President has made it clear that the invasion was for the purpose of destroying this enemy sanctuary. It was designed to give the Cambodians and the South Vietnamese the time needed to prepare for their own defense and to allow for a continued safe withdrawal of American troops from Vietnam.

The President promised to withdraw our troops from Cambodia when the stated objective had been accomplished. He has already begun that withdrawal and has announced a deadline date of June 30 for the withdrawal of all troops.

The President promised to bring American boys home from Vietnam. He is keeping that promise, with the plan for withdrawal running ahead of schedule.

The Young Americans for Freedom have always stood for a free exchange of ideas in a peaceful and lawful manner.

Madison YAF

(NICE PLACE, cont.)

The community by coercing anyone into an activity against his will or by preventing anyone from pursuing his own educational goals, then that activity should be encouraged. Both in and out of the classroom so-called regulations and requirements should often be sacrificed to the spirit of challenge and inquiry—the truer creative atmosphere that one needs in order to learn.

For the most part, Madison College is a far cry from being the academic community I have just described. On every level, its so-called channels of communication and learning have become the sewer, along which pass the human waste of pettiness and jealousy, insecurity and fear, bigotry and intolerance. Once its students are dehumanised, all it has to offer is a label—"B.S.: Certified to teach in the Commonwealth of Virginia"; and students are equally at fault for allowing themselves to be dehumanised and labelled. It is all too rare that people at Madison College, students and faculty especially, want to fan the sparks of inspiration and learning; rather they

(cont. page 8, column 1)
allow them to glimmer and die in the ashes of their crushed hopes and frustrated good intentions or, worse, in the dust of some decayed mind in which "education" never meant anything more than "indoctrination." By and large, the educational process at Madison to me seems as antiseptic as artificial insemination—and equally as barron of human love and contact, excitement and stimulation, eagerness and dedication. Students are not interested in learning, teachers in sharing, administrators in helping. It is as grotesque as a vision of Hell or Purgatory by a Bosch or a Danto—a scene of braying asses being tortured to death by blind and brutal barons—those bone-boned, volant gods look on. It is not the setting of learning; it is the charnel house of the mind. But as long as there are voices raised in opposition to those devastating forces that are undermining the people of Madison College—voices dedicated to learning and some students receptive to learning—then I have faith that it will emerge from its entombment.

Very recent impressions of Madison have led to this indictment. There are certainly students and teachers now at Madison who are exceptions to the indictment; I hope one day that the indictment will be the exception.

Jim McClung
HEB.

The Fixer wishes to thank those students who sent us articles to be printed. We printed every article we received that was typed and followed copyright laws. Many times we felt that the students did not want to be heard, but when we compared our student response with that of The Breeze, we found that the students were anxious to have their feelings heard. If anyone has an idea of how we could improve The Fixer please pass it along to us. We hope the paper will improve, both in technical skills, which frankly we never quite ironed out, and in the material we publish.

In the past few months, my work for The Fixer has been centered on carrying copies to the dorms. Many times as I handed a paper to that figure bent over a book or sprawled out on a bed, I shuddered at the thought of some of the articles she would be reading. It was not unusual to carry a book to a dorm room, and students are not considered to be malicious and even lecherous. In part, I was anxious about the hurt that someone would feel from being abused. I was also concerned about the damage being done to the author's point because of the way in which he presented his idea. But I was mostly afraid that people would label the paper unjustly and put it on the shelf as someone else's paper.

The paper has failed in this respect. Not all students are convinced that The Fixer can be their paper. Perhaps these people are afraid of associates themselves or their ideas with woodchucks while no one has really considered the idea. Not only is each person free to challenge any statement in The Fixer, but also to participate in the actual process of putting the paper together. Why don't more student faculty take advantage of and responsibility for The Fixer.

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TO STRIKE OR NOT TO STRIKE

For the sake of brevity I should like to get immediately to the issue--to strike or not to strike!!

It seems to me that striking will accomplish very little at this point unless we offer a token strike--by that I mean one day of meditation for all oppressed souls not only those at Kent State. Why must we sacrifice education to the war? Why do we have to be dropping out? Is it really wise to jeopardize your education at this point? Does injuring your education really help the war? Why be against education to be for peace? Some of us want to stay busy in these trying days. Let us leave this up to each individual's conscience.

What is wrong with compromise? All great men in history had to compromise at something to gain their goals. America even in victory had to compromise at Yalta and Gheran--not to suggest that all compromise is right or effective. Lack of compromise at Versailles gave us a Hitler to contend with. Nixon is compromising today as never before. If the President can do this why can't we at this point? Because others are striking does not mean we must conform to more of the same. Most colleges and universities throughout the country are open--not closed. Is it really wise to ignore the classroom when this should be the last place to leave? Can you really believe that the dialogue on campus will replenish the formal aspects of education? I for one doubt the wisdom of such an action. In fact I believe this is where the struggle should continue--in the classroom--not away from it. Are we really concerned about the rights of others--academic freedom--or is our student movement perhaps being somewhat capricious and in a somewhat recreational mood? At the end of every semester many students are inclined to wish it to end as soon as possible. Immediate gratification is not always the right thing.

Perhaps it would be wise to look at what has caused all this dissent. To do so and make it more meaningful let us examine a specific campus. Why not this one? Not too long ago aspiring female teachers dominated the campus environment. The administration at that time had to cope with problems consistent with a conservative staff and a conservative community. Faculty were also attracted who represented people who had experienced a depression loaded with compromises. As this campus rapidly grew, over the last five years in particular, the outside world penetrated the aversion, sleepy Shenandoah Valley with male students, faculty from way-out places (lv. Greenville, N. C.) and administrators from different walks of life. Students because of their age have always been more likely to submit to change than older people such as faculty and administration. The faculty on the other hand has usually been the catalyst that has kept the extremes in working order. In this instance the faculty has not changed accordingly--in the classroom as well as outside. Recently our faculty was complimented for keeping its cool--when it should have been reprimanded for keeping itself frozen--with fear, apathy and disconcert in general. No administration on any campus can operate without an effective faculty. So what has happened? Radicals take over where apathy persists and violence takes over where a cultural lag is too serious. Now, I am not throwing stones at our faculty necessarily. I am only suggesting by using the faculty at this time--a self analysis.

Students on the other hand are also to blame in that they have not indicated a strong desire to be well educated. They have settled for less than they should. For example they still thing Greek Week more important than exams or demonstration more exciting than a stronger debate. They have failed to accent movement until radicals take over. They then are looked in a conformity of their own while condemning the so-called conformity of the status quo. They close their minds to other avenues of communication and they contradict their very goals with the peace sign displayed paralal to the violent closed fist. Power to the people leads to Nazism and Communism. In nearly all societies except a few small ones, oligarchy is usually more efficient as long as it is representative. I for one fear the rule of the mob.

The administration, last but not least in certain instances, has not taken the feelings of students and faculty seriously enough. In some cases by not permitting non-Violence (violence has erupted i.e., a police force has been called). The administration has not enough to hold 2 or 3 individuals responsible to represent the administration. More, if not all, must involve themselves as
is the case of the faculty as well. Confrontation should be avoided at nearly all costs. In other words, as long as a student is non-violent, police action should be and must be avoided. There is more to administration than being in the right. Since administrators have the power they can afford the compassion that must go with it.

Every nation needs its non-violent radicals if only to remind us of what we are not aware of. We are a nation born of violence and still education violence—the war is an example as well as our unions. We cannot expect students of today to be guilty alone for what we have taught them on TV, and through the other mass media as well as through our own actions. Our generation in many ways enjoyed World War II. Most of us could hardly wait to go. Much to the credit of our young people they have learned the lessons of war thanks also to those veterans who came back from World War II disillusioned with killing and so-called victory.

Now in conclusion compromise is not a dirty word, but violence is. Is it really so necessary to use obscenities when it aggravates others? Is this why they are being used? Will this gain more than content? Why not compromise for greater goals than such mediocrity? How many times in our lives must we compromise in order to survive? Is it right for faculty not to involve itself out of fear? Is it right to deny that academic freedom is always threatened where apathy and the threat of violence appear? Is it right to punish well-meaning students who protest non-violently? Is it right to condemn others for our own weaknesses? Is it right to act without thinking of the results? Is it right to abolish American virtues of fair play, forgiveness and humility? Is it right to be for peace while perpetrated violence? If these are your rights, then we are truly in a sad state of affairs and history will judge us accordingly. No great people has ever survived without compassion and compromise. Hatred breeds hatred, violence begets violence, and love breeds love. And in the words of Edwin Markham let me close by saying:

"There is a destiny that makes us brothers:
None goes his way alone:
All that we send into the lives of others
Comes back into our own."

Thank you!

(Presented by Dr. R. von T. Napp, Associate Professor of Sociology, Madison College.)

The preceding is a speech presented by a Madison college faculty member. While the decision to strike or not to strike has already been settled, we felt the speech sums up many of the problems facing our campus. There is a new term that is starting to circulate, the radical middle. While the writer of the speech disavows himself from any such label we feel many of the ideas presented reflect the ideals of this position.
IN THE UNITED STATES DISTRICT COURT
FOR THE EASTERN DISTRICT OF VIRGINIA
RICHMOND DIVISION
LEWIS H. SWORD, et al
v.
JAMES W. FOX, etc., et al
CIVIL ACTION
NO. 282-70-R
ORDER
It appearing from the verified complaint that the plaintiffs herein are students at Madison College, a State college of the Commonwealth of Virginia, who, as a result of their participation in a peaceful exercise of their First Amendment rights, have been allegedly subjected to disciplinary action on the part of the defendants based upon certain administrative regulations, specifically a regulation requiring a 48 hour pre-registration concerning any demonstration or certain other exercises of First Amendment rights, as well as a regulation forbidding any demonstrations in certain areas and buildings allegedly now open to public access.

The Court finding from the verified complaint that it appears that procedural due process may be being denied the plaintiffs, and others in their class, resulting in irreparable injury, and concluding that procedural due process must be afforded in disciplinary proceedings brought against students in state schools, and deeming it proper so to do,

It is therefore ADJUDGED and ORDERED that the defendants, their agents, employees, attorneys and all others acting in concert therewith, be, and they hereby are, mandatorily enjoined from proceeding with the administrative disciplinary proceedings presently in progress, and that they are further enjoined to restore the plaintiffs to their full rights and privileges as students of Madison College in good standing; and
said defendants, their agents, employees, attorneys and all others acting in concert therewith, be, and they hereby are, enjoined and restrained from enforcing the operation or execution of Rules 1 and 4 of the regulations on demonstrations and peaceful assemblies contained in the student hand-book of Madison College, specifically on Page 51 thereof, and, in addition thereto, they are restrained from impeding, intimidating, hindering and preventing the individual plaintiffs and others similarly situated from the exercise of rights, privileges and immunities granted to them by the Constitution of the United States.

This restraining order shall not be in full force and effect unless and until the plaintiffs, or someone for them, place bond in the sum of One Hundred ($100.00) Dollars for the payment of such costs and damages as may be incurred or suffered by any parties who may be found to have been wrongfully enjoined or restrained.

This order shall be in full force and effect upon the placing of said bond until 1:00 o'clock p.m. on Thursday, May 21, 1970. This matter is set down for hearing pursuant to Rule 65, F. R. Civ. P., at 10:00 o'clock a.m. on Thursday, May 21, 1970.

May 13, 1970.