

Statesman

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Albany And Suffolk County New Grading System Proposed In Dispute Over Mr. D

By STU EBER
Editor-in-Chief

Statesman has learned that the Suffolk County Grand Jury found that Assistant Dean of Students John De Francesco's actions demonstrated "serious misfeasance and misconduct" as well as "an attitude of misconduct."

The Grand Jury, primarily on the testimony of John Mather, the personal representative and assistant to Chancellor Gould of the State University of New York, "recommended that De Francesco be removed from his position," said an informed source. The court ordered this report, and a similar one concerning President John Toll, sealed.

Judge Thomas J. Stark made the decision based on the premises that "the testimony did not reflect any violation of any rule or regulation of the University or of any policy of the Board of Trustees," and that "the report

was not supported by a preponderance of the credible and legally admissible evidence," said a person close to the case.

Suffolk County District Attorney George Aspland is appealing Judge Stark's decision. Statesman has learned that State Attorney General Louis J. Lefkowitz's offices will represent De Francesco and Toll. Many people were surprised by this because President Toll is supposed to have told all University personnel summoned before the Grand Jury that they were called on as private

During the July 4, 1967 weekend, there was a robbery in Pete's. On July 6, a student came to Mr. De Francesco and told the assistant dean that he had the proceeds of the burglary. De Francesco refused to tell Suffolk County Detective Reginald Psillos the name of the student.

John De Francesco told the Grand Jury he would not reveal the student's name because "confidentiality is implicit in his relations with students," said an informed source. It was this refusal that John Mather, Chancellor Gould's assistant, thought to be misconduct.

Comm. Proposals Set For Ballot On April 21, 22

By RONNY HARTMAN
Assistant News Editor

Stony Brook students will step into voting booths on loan from the Suffolk County Board of Elections on April 21 and 22 to decide the fate of the 21 proposals developed by the Faculty-Student Commission.

The submitting of the proposals for approval by the University Community is the final development in a process that had its birth in the October three-day moratorium. A final draft of both the governance and the remaining proposals was placed in all mailboxes last week. The formal proposal, which introduces the University Senate, was changed in regard to its powers. The changes in the other proposals involved only minor wording alterations resulting from the hearings held in March.

During the balloting period, each constituency represented on the Commission—graduates, undergraduates, academic and non-academic personnel—will vote separately. The proposals will be listed on the ballot one by one, and the voter will have the opportunity to say yes or no on each. Approval proposals will then be passed along to committees representing the various people or departments concerned who will begin implementation. The minority proposals will also appear on the ballot. Prior to casting their ballots, voters will receive the voting tally of the commission members themselves on each proposal.

The Faculty-Student Commission has examined ideas and suggestions born out of the moratorium since then. Twenty-one unanimous proposals and four minority ones were developed and presented for discussion at six hearings last month. The proposals were then revised and all members of the University Community are urged to read them carefully.

Judiciary Redefines Its Role

By NED STEELE
News Editor

Student demonstrators here will no longer have their cases tried by a student court.

The Polity Judiciary, calling for an end to the current practice of "imposing academic sanction for . . . civil and/or criminal violation," has announced that it will no longer hear cases involving violation of the University rules and regulation of a civil or criminal nature. To continue to do so, said the Judiciary, would infringe students' academic freedom by imposing academic penalties on infractions of non-academic rules.

The civil and criminal cases referred to by the Judiciary include those matters which might arise in the course of a protest demonstration. The academic sanctions include such measures as reprimanding censures of students, and possibly suspension and dismissal from the University.

The Judiciary ruled that its decision would not include cases brought before it before April 10. These current cases include petitions against students involved in the anti-Army Materiel Command demonstration of Feb. 24 and those students identified by the Administration in the library occupation of March 12 and 13. It was announced that 12 people had been accused of violating rules and regulations in the army demonstration and 71 in the library affair. Among the 71 were the 21 students arrested by Suffolk County Police. The 71 were charged with violation of two University regulations involving failure to comply with a University administrator's request and obstructing an office. Those participating in the Army demonstration were charged with six to nine counts of University rule violations.

Text Of The Proposal

1. In order to reduce competition for grades, the University Curriculum Committee recommends that students be permitted to elect any courses on a pass-no credit basis, except those specifically restricted to a regular grading system by the requirements of a particular major. The "no credit" symbol should be placed on the official record, but is not necessarily to be interpreted as a failure, since it might represent withdrawal or incomplete work.
2. According to the intent of the existing legislation, students should not be segregated within courses into two groups, with easier requirements and lower standards for one group than for the other. The faculty should maintain comparable high standards for all. For this reason, the Committee recommends that teachers not be informed of the pass-no credit option elected by particular students, but instead submit regular grades to the registrar who will record the appropriate mark.
3. Pass-no credit records should not be included in the cumulative grade average. The cumulative grade average should state in each case the number of credits upon which it is based.
4. No full-time student can remain in good standing unless he passes a minimum of 21 credits in the freshman year and a cumulative total of 24 additional credits in each academic year thereafter.
5. To allow students maximum flexibility in choosing a major or to apply for admission to graduate or professional schools, the registrar shall keep the following records for all students.
 - a. An official transcript which will contain whatever the student has opted, whether pass-no credit or letter grades.
 - b. A supplementary record of all the student's grades on a letter basis.A student may request the registrar to send particular grades on his supplementary record to designated persons or institutions.

Special to Statesman

A new pass-no credit grading option that would affect all students by expanding the current pass-fail option has been proposed by the University Curriculum Committee. Hearings on the proposal will be held on Tuesday, April 15, and Thursday, April 17, at 3:30 p.m. in the Langmuir College Lounge. Following the hearings, a special meeting of the Faculty Senate will be requested for consideration of the proposed legislation before submission to a mail ballot.

Academic Vice-President Bentley Glass, who serves as chairman of the University Curriculum Committee, stated in a memorandum to the University Community, "Experience with the present pass-fail option indicates that it can safely be expanded, provided other safeguards of academic standing are created to substitute for the present reliance upon the cumulative grade point average."

As safeguards, the number of credits that a student's GPA was based on would be stated along with the GPA on the student's transcript; also full-time students would not be considered in good standing unless they passed a minimum of 21 credits in the freshman year and a cumulative total of 24 additional credits in each academic year thereafter.

Unhappiness with the present system has focused on the inclusion of the F on a P-F option in the cumulative GPA whereas the P is not included; and the separation of students in classes into two groups to whom different standards are applied. In attempting to meet the first criticism, the University Curriculum Committee proposed a P-NC option in place of the P-F option; a student would either be given a P or an N.C. The "No credit" would include withdrawals and incompletes as well as an unsatisfactory rating on work actually performed. In attempting to meet the second criticism, the UCC proposed that teachers remain uninformed of the P-NC status of particular students. Regular grades would be transmitted to the registrar who would make the appropriate conversions.



Judiciary Chairman Jon Panzer discussed a case with Judiciary Vice-Chairman Lenny Mell.

Jon Panzer and Lenny Mell issued a statement giving a rationale for the court's actions. They said:

"It is our feeling that this is the only decision that would do justice to all members of the University Community and to the integrity of both the court and the institution. It is the hope of this court that many of the conflicts, that have fissured the community can be eliminated through the placement by the community of effective checks on the decision-making process at both the executive and legislative levels. We also recognize that any attempt to ameliorate conflict, be it institutional or personal, requires mature actions by all parties involved. Therefore, this court has stated that it shall not violate an individual's academic freedom by judging his academic tenure on civil and/or criminal basis."

Panzer and Mell also expressed the hope that the institution would not violate an individual's academic freedom by judging

his academic tenure on a civil and/or criminal basis.

Decision Reprinted

Following is the text of the Judiciary's decision:

"The Polity Judiciary announces today that it has voted to accept the pending petitions before it, resulting from alleged violations of University Rules and Regulations which are in spirit or substance civil and/or criminal violations.

"The decision by the Judiciary that it will hear violations of the above nature, allegedly committed on or before April 10, 1969, manifests the court's feeling that it should maintain consistency with past judicial practice and action. Not to do so now would be an injustice to all parties involved in pending action, who, at the time of the alleged violations, were of the factual impression based on precedents that the Polity Judiciary would be the adjudicating body for infractions of University Rules and Regulations, re-

(Continued on page 3)

HEARINGS
on
New
Grading Proposal
will be held
in the
LANGMUIR
COLLEGE LOUNGE
at
3:30 P.M.,
TUES., APRIL 15
THURS., APRIL 17

Tenure Dispute Arouses 5th And 6th Graders' Wrath

By ROY GORDET
College Press Service

ANN ARBOR, Mich. (CPS)—
"If we need to, we'll have a sit-in.
We'll just sit down and
do nothing," declares Andy
Schoultz, a sixth grader at
Northside Elementary School.

Northside Elementary School?

In an action similar to those
at many universities over deci-
sions on tenure, a group of con-
cerned fifth and sixth graders
have confronted Ann Arbor
Superintendent of Public Schools
Scott Westerman and demanded
reinstatement of a teacher who
was recently demoted.

The leaders of the movement,
who call themselves the Kids
Committed for Mister Silvian
(KCMS), mobilized recently
when they learned that their
teacher, Joseph Silvian, had
been demoted from his regular
teaching position to full-time
substitute.

"He helps us, he talks to us,"
says Lynn Erlich, one of the
leaders of the KCMS and the
daughter of a University of
Michigan Social Work School
professor. "His entire idea of
education is getting cut off. Mr.
Silvian needs a chance."

"With Mr. Silvian, you don't
have to gobble up information,
but just soak it up," says
Schoultz, whose two brothers
have also joined the action.
"He doesn't shove education
down you."

So last week, the students
drew up a petition and began
to pass it around their class. All
30-odd students signed, accord-
ing to Miss Erlich—except one
adamant boy who ripped up
one petition and flushed a
second down the toilet. "We
would have had more signatures
but we didn't have time," Miss
Erlich adds.

The KCMS then attempted to
speak with Superintendent Wes-
terman, but were shunted from
one bureaucratic niche to another.
Granted an interview with
a director of personnel, the
group became quickly disen-
chanted with what one KCMS
member described as "some
long thing about making deci-
sions."

Finally, the students got to
speak with Westerman himself.
("We were determined to speak
to him," declares one.) "He
asked what the protest was all
about, but he didn't commit
himself," says Miss Erlich.
"We'll have to discuss it some
more."

So far, no one in the school
system has been willing to tell
the KCMS just why their teacher
has been demoted. According to
one student spokesman, some
parents originally signed a
petition requesting Silvian's dis-
missal because he gave his
students "too much freedom."

One parent, however, says the
school is dumping Silvian be-
cause his radical methods and
politics make him a "hot
potato."

Miss Erlich questions the
parental role in faculty assign-
ments. "They don't have the
teachers," she declares. "Why
should they have control over
who or what we have? Mr.
Silvian taught us to believe
in the democratic process, and
we plan to put those principles
to use."

Demonstration Postponed

By NED STEELE
News Editor

A group of students postponed
a demonstration at State Senator
Leon Giuffreda's local office
Saturday at the request of local
Fire Department officers.

It was announced that the
demonstration would be held
later this week.

The students began picketing
the Senator's Selden office to
protect his alleged support of
student "anti-riot" legislation
when they were asked to leave
by representatives of the Fire
Department. The request was
made because the town's fire
chief had recently died and the
area was in a period of mourn-
ing, with the funeral to be
held that afternoon.

The students agreed to leave,
"out of respect," said one. It
was agreed to return Thursday
after the period of mourning
ended. The students thought the
demonstration's impact on the

"The kids are the ones who
have Silvian," adds a student
whose father wishes him to re-
main anonymous. "Just because
Mr. Silvian lets us work inde-
pendently doesn't mean we can't
learn."

Several students not mem-
bers of the KCMS, said they
would not support the group's
effort to retain Mr. Silvian. But
these students' only complaint
was that the classroom was not
kept clean, KCMS leaders main-
tain. "The students are the
ones who made the room dirty,
not the teacher," declares one
irate protester.

Westerman, who has arranged
a tentative meeting with Sil-
vian's students, told the Michi-
gan Daily that Silvian was
transferred "because we thought
it would benefit his professional
growth, as well as benefit the
children."

In addition, Westerman said
that Harry Mial, principal of
Northside, has complained that
Silvian does not fit into the
programs of his school.

heavily trafficked street would
be greater on a weekday.

Bills now before the legis-
lature in Albany would increase
penalties for those convicted of
disrupting university affairs and
would deny them state financial
aid. Many students are claiming
that these measures, as well as
similar federal acts, are part
of a nationwide trend of re-
pressing radical students and
their actions. The group at Giuf-
freda's office had brought with
them signs saying "Thought
Control In The USA?" and
"Giuffreda is a Stalinist."

There will be a
demonstration
protesting
State Senator
Giuffreda's
Support of Student
"anti-riot bills."
Watch
for more details.

Two Colleges To Be Dedicated This Week

Special to Statesman

Two residential colleges are
due to be dedicated this week.
Cardozo College and Benedict
College will be holding discus-
sions and other related events,
to be capped off by addresses
by anthropologist Margaret Mead
and former Supreme Court Jus-
tice and UN Ambassador, Ar-
thur Goldberg.

Dedication proceedings com-
menced in Benedict College on
Sunday with the showing of
two anthropological films. Other
films and panel discussions are
due to be held during the com-
ing week, with the speech by
Margaret Mead to be held the
weekend of April 26.

Miss Mead describes herself
as a "student, friend, and col-
laborator" of Ruth Benedict,
for whom the college is named.
The keynote address, which will
be given in the form of an out-
door lecture, will be based on

Notices

I would like to offer a reward
for the return of the statuette
taken from my office during
the night of March 12-13. No
questions will be asked.

Bentley Glass
Academic V.P.

There will be a meeting of
all students planning to student
teach in the summer or fall of
1969 on April 16 at 7:30 p.m.
in the Chemistry lecture hall.

A folk dance group may be
organized in the fall of 1969. In
order to ascertain student in-
terest, questionnaires will be
made available in the following
locations: gym, Roth cafeteria
lounge, Tabler cafeteria lounge,
or can be obtained personally
from Steve in the Chemistry
building, Room 326, or Prasad,
Roth I A 31.

The Langmuir Commissary
will be reopening soon in a new
location under new management
and a new name, The Strap-
hanger. Watch for details.

There will be an art exhibi-
tion by two faculty members of
the Art Department from 3 - 6
p.m. at Gallery North on April
22.

the theme, "Patterns of Cul-
ture," after Miss Benedict's
best-known book.

In other dedication events,
Cardozo College, named after
the famed jurist, Benjamin Car-
dozo, will hold panel discussions
on theories of conflict and en-
vironments affected by conflict.
Among the participating guests
will be Michael H. Cardozo,
cousin of the jurist; William H.
Whyte, author of *The Organiza-
tion Man*, and Herbert Kauf-
man, Yale professor of political
science.

These events, which began
Monday, will be climaxed by
Thursday's keynote address by
Arthur Goldberg, speaking on
"The Theory of Conflict," "Con-
flict in the University," and
"Conflict in the Environment,"
on April 17 in Roth cafeteria.

Eco. Dept. To Acquire New Chairman

Special to Statesman

Dr. Edward Ames will be-
come chairman of the Depart-
ment of Economics, effective
September 1, 1969. He is pre-
sently a Loeb Distinguished Pro-
fessor of Economics at Purdue
University.

A new program of graduate
study in economics will also begin
in the fall semester, it was
announced separately.

Dr. Ames is noted for re-
search in the fields of economic
theory and Soviet economics. He
has had three books published,
with a fourth coming this spring.

The major thrust of the new
graduate program in economics
will be in the fields of urban
economics, economics of educa-
tion, and economics of medi-
cine. In conjunction, emphasis
will be given to the study of
economic systems including eco-
nomic development, compara-
tive economic systems, and po-
litical economy. Additional
emphasis will be placed on teach-
ing and research in the areas
of economic theory and quanti-
tative method.

Calendar

TUESDAY, APRIL 15

Douglass College Lecture:
Dr. David Marzouk, Gynecologist, "Birth Control,"
8:00 p.m., Douglass College

Toscanini College Film Series:
Fail-Safe, 8:30 p.m., Tosca-
nini lounge

WEDNESDAY, APRIL 16

James College Lecture:
Prof. John Gagnon, Stony
Brook, "The Language of Sex"
7:00 p.m., James lounge

Graduate School Guest Lecture:
Former State Assemblyman
Joseph Kottler, "Legislative
Process and the People."
Last in a series of four
lectures. 8:00 p.m., Whitman
lounge

O'Neill College Film: *Raisin
in the Sun*, 8:30 p.m., O'Neill
lounge

Douglass College Film Festival:
The Rearing Twenties, 9:00
p.m., Douglass lounge

Gray College Film: *Petrified
Forest*, 9:00 p.m., Gray lounge

Sanger College Film: *Potem-
kin*, 10:00 p.m., Sanger lounge

THURSDAY, APRIL 17

BWSA General Meeting:
8:30 p.m., Ammann lounge

University Lecture Series:
Prof. Alfred Kazin, Stony
Brook, "Tolstoy's Anna Kare-
nina," 7:00 p.m., Chemistry
lecture hall

Faculty-Student Staff Film Club
Award-Winning Films, 8:30
p.m., Physics lecture hall

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30-mo. guarantee. Cheap. Marc
7536.

Triumph motorcycle, 500 cc
Daytona 3000 mi., perfect
cond. Phil Slingerman, Eng-
lish Dept.

1964 MGB \$1425, excellent con-
dition. Stan 4588

1968 Benelli motorcycle, like
new. Boy drafted. Immediate
sale. \$275. 751-8472.

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Cohen And Kissack Get June Jury Trial

Last Wednesday in Commack Superior Court, Mitchel Cohen and Glenn Kissack pleaded not guilty to charges stemming from their arrests on March 11.

Appearing before Judge Morton Weissman, they answered to charges placed by security officers, who arrested them in G cafeteria. Cohen was charged with loitering, trespass, and resisting arrest; Kissack with harassment and interfering with governmental administration.

Their lawyer, Moe Tandler, a member of the National Lawyer's Guild, asked the court for a trial date in June so that he could talk more fully with President John Toll and Assistant District Attorney Howard Berler. Dr. Toll has stated that he will not attempt to have the charges dropped, but will abide by any decision made by Dr. Scott Rickard, acting Vice President for Student Affairs. Berler refuses to ask the court to drop the charges.

Their arrests preceded by one day the massive library demonstration in which 21 persons were arrested. Cohen was apprehended in G cafeteria after having been declared persona non grata by Dr. Rickard for his alleged participation in the anti-Army Material Command demonstration in late February.

Their trial has been set for June 23.

Construction Speeds Up; Campus Landscaping Begins



Excavation begins at Instructional Resources Center

By ABE SANDERS

Campus construction projects are proceeding at an increased pace, as revealed in an interview with planning director Charles Wagner. In recent weeks, two buildings were completed and turned over to the University, construction of two more began, and a general sitework program was in progress.

The lecture hall complex was completed and formally accepted by the University. Chairs and carpets will begin arriving this month. The Center will open in September, 1969.

The undergraduate wing of the Earth and Space Sciences building was also accepted, and is now in use.

Sitework is in progress around G and H quads, as well as the Social Sciences building, the infirmary, and the service area. Planting and reseeding is being done in these locations. Landscaping is being done in the area between the Social Sciences building and the Biology building; the Social Science building's courtyard is being replanted.

Around the lecture hall complex, two buildings, the Instructional Resources Center and an office-laboratory building, have begun construction.

The 1969-70 academic year is expected to see the opening of the Stony Brook Union and the Heavy Engineering lab (both in September). The two will be landscaped. The engineering building will have a paved plaza lined with trees; the Stony Brook Union's landscaping job is to appear similar to the Earth and Space Science's mall.

Hearings Set For '69-'70 Polity Budget

Special to Statesman

Hearings on the 1969-70 Polity budget will be held this week throughout the campus. The hearings will be open to all students.

Topics to be brought up at the hearings include the possibility of a \$70 student activities

fee, a separate athletic fee, \$100,000 outright allocation to SAB, Polity-subsidized administrative salaries, Polity-paid Stony Brook Union activities, no Polity funds for clubs, and no free concerts.

Places and times for the hearings are as follows:

Student Council Calls For Action On THEMIS

By VINCENT MONTALBANO

The Student Council has asked President Toll and the Faculty Senate to discuss Project THEMIS amongst themselves in order to avoid another confrontation.

Polity Vice-President Peter Adams told the Student Council that there was no legal channel where students could debate DOD or Project THEMIS. He said this is a dangerous situation which is capable of again throwing the University into a state of disorder like that witnessed last month at the library sit-in. Concerning this, Mr. Adams then submitted a proposal which was passed by the Student Council. The proposal reads: "The Student Council calls upon the President and the Faculty Senate Executive Committee to recognize the fact that many students on campus are disturbed at the possibility that DOD contracts and particularly Project THEMIS may come to campus next year. While the Student Council doesn't recognize the Faculty Senate as the appropriate body to decide whether there should be DOD contracts of THEMIS for the campus, we fear that unless some body can channel debate on DOD and Project THEMIS, the University will again be in a state of disorder. Therefore, the Student Council requests that the President and the Faculty Senate Executive Committee bring before the Faculty Senate the question of University involvement in DOD and Project THEMIS."

Board described the policy changes drawn up by the board. Beginning in September, there will be only three times per year when elections can be held. The first will be no later than the third week in October. The second will be no later than the third week in the spring semester, and the third will be no later than the third week in May. Offices made vacant by resignation will be filled by appointment by Polity. Emergency elections and referendums are also provided for.

Discussion was continued on structural changes in Student Government next year, but no decisions were made. Polity President Tom Drysdale proposed a system which would have an elected President, Vice-President, Secretary and Treasurer as part of a Student Senate which would parallel the proposed University Senate for an interim period of time.

Harvard Students Strike



STUDENTS AT HARVARD held a meeting in Cambridge Stadium last night to discuss whether they should continue their three day strike. The strike began last Friday in protest of the police action used on campus. The police were called in last Thursday morning after the students staged an all-night sit-in in the administrative building. Over 200 persons were arrested. The students were protesting the appearance of ROTC on campus.

Judiciary Redefines Role

(Continued from page 1)

sulting from violations of a civil and/or criminal nature.

"In acceptance of cases of the above descriptions, the Judiciary will hear the petitions before it in a manner consistent with past precedents. However, the court wishes at this time to make the following official position known (in reference to future violations):

"Complete Separation"

"The Polity Judiciary of the State University of New York at Stony Brook today affirms and effects the complete separation between infractions of existing University Rules and Regulations which are in spirit civil and/or criminal infractions, and academic infractions, and/or student Government Judicial matters. If the State University of New York at Stony Brook is ever to be a truly academic community, the role of the student court must now be clearly established and defined as one pertaining to academic and student government judicial matters only.

Previously, the student court has been administratively defined as the body within the University Community whose function it is to levy, determine or impose academic sanctions for violations of University Rules and Regulations which are in spirit civil and/or criminal violations.

The court now affirms the principle that all violations of University Rules and Regulations which are in spirit and/or substance civil and/or criminal

violations, may not fall under the jurisdiction of any student court.

Superfluous

"If a student court is to have a function and a meaning, then it cannot rule on violations which by their nature are civil and/or criminal, for by so doing, the court is then relegated to the position of extra-legally paralleling the existent legal structure of society, and, by so functioning, becomes superfluous. More critically, to impose academic sanctions (which is the only pragmatic action available to the student court in light of the existence of the legal codes of our society), as a response to civil and/or criminal violations, is an unjust academic judgment and an abridgement of one's academic freedom and cannot be allowed to continue.

"Therefore, for the State University of New York at Stony Brook to be an academic community, the student court must now relinquish and refuse, henceforth (as of April 10, 1969), any and all jurisdiction which is in truth a superfluous parallel of the legal system of the society and more importantly, an abridgement of one's academic freedom, confining itself to only those actions which do not in potentiality or actuality parallel in any way existing civil and/or criminal laws. In accordance with this ruling, no student court shall accept cases involving such parallels of civil and/or criminal misconduct.

Jonathan J. Panzer
Chairman

G quad, 8:00 p.m., Tuesday, April 15, G lobby
Roth quad, 8:00 p.m., Wednesday, April 16, Roth cafeteria
Tabler quad, 8:00 p.m., Thursday, April 17, Tabler cafeteria
Commuters, to be announced.

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CAMPUS INTERVIEW APRIL 29

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Traffic Chief Explains Often Misunderstood Rules

The Traffic Appeals Board has noticed several patterns in the types of appeals it receives concerning traffic violations on campus. Many violations and subsequent appeals come about because the driver either has not read or has misinterpreted the regulations. (Copies of the regulations are available at the Traffic Office in the Service Building, or at the gatehouse. Alternatively, if you call 5063, a copy will be mailed to you.) There is also considerable misinformation circulating around the campus concerning the regulations and their enforcement. I hope that the following remarks may help in removing at least some of the confusion remaining in the University Community on this subject.

1. Residential Parking

S, T, W, and X spaces are 24-hour designations. That is, P cars cannot legally be parked in these areas at night nor should an S car park in T lot, etc. The faculty-staff lots are restricted only from 7 a.m. to 5 p.m. on weekdays.

2. Loading Zones, X spaces

These are all at present also 24-hour designations. Unless, therefore, the regulations are changed in the future, you risk receiving a ticket if you park in these areas. (Note that the TAB routinely defines a vehicle left unattended in a loading zone for more than three or four minutes—about the time required to write a ticket—as being a parked vehicle.)

3. Vacation, Intersession, Holiday Parking

L, M, H, (commuter) and S, T, W, (resident) lots are open to all University-registered cars during vacation periods, intersession, etc. Since faculty and staff normally work during this period, faculty-staff lots remain restricted. If there is to be an deviation from these policies, the change will be announced officially in advance. Deviations are expected to be extremely rare.

4. Overflow Lots

If the lot for which you are registered is full, you do not automatically receive license to park wherever you please. The designated overflow lots are given in the regulations. In addition, any registered car may park in the peripheral (P) lots. (Note that

even though you may be kept from your primary lot by an illegally parked car, that violation obviously cannot justify one of yours.)

5. Disabled Cars

Disabled cars will not be ticketed (or, if they are ticketed, the ticket will be rescinded on appeal) if:

- (a) The security office (S 5007) is immediately notified of the location and license number of the car, and
- (b) the disabled car is not left in such a position so as to obstruct traffic or block more than one parking space, and
- (c) the car is removed within 24 hours.

The TAB has sometimes required documentation in the form of a copy of a garage bill for parts or repair before granting an appeal on these grounds.

6. Snow

Snow causes several serious traffic problems on campus. Neither the Traffic Appeals Board nor the Committee on Parking Policy has yet been able to come up with reasonable, fair regulations to cover all snow situations. The problem, of course, is that each storm is different. Some are heavy, some are light. Some end at 1 a.m., Sunday, some at noon Wednesday. Some are followed by very warm weather and disappear soon; others are with us for days and may even receive a second deposit on top. No blanket regulation such as "Parking regulations suspended for 48 hours after each storm" can possibly work. (How does one define a "storm"? When, precisely, does it "end"? Forty-eight hours may be insufficient. How can accurate information on temporary regulation changes be quickly, fairly, and effectively distributed?) Probably the most serious snow problem is created by student cars which, as during the last big storm, emerge from the Roth and Tabler lots but are unable to return because the lots are not yet plowed. Many of these cars end up parked on South Drive, an apparently reasonable temporary alternative. The problem lies in the fact

that due to these parked cars, for several days last month, fire trucks would have been unable to reach many of the buildings in Roth and Tabler quads had they been needed. The potential for catastrophe is truly horrifying.

The Traffic Appeals Board reluctantly granted most appeals based on the last snow emergency because we could suggest no workable alternatives. Obviously, it is important that the Board's action not be interpreted as meaning that a heavy snow permits the blocking of fire truck access to buildings. Fortunately heavy snows are infrequent; hopefully we can develop reasonable solutions to the above problems before the next serious storm. In any case, we urge all drivers to act and park during a snow situation so as not to impair the safety of others.

7. Temporary X Permits

These are available from Quad and Departmental offices for visits on University business to lots other than the one for which you are registered. At the moment, there is no legal way to obtain a pass to permit a social visit to another lot, but I am sure that the Committee on Parking Policy will welcome any workable suggestions on this issue.

8. Towing

The towing policies as approved by the TAB and the CPP last month are designed to be enacted only as a last resort. A car is designated as towable only after it has been responsible for at least 10 unpaid violations and the owner has been issued at least two, and usually several, notices of that violation. (For exact details of the towing policies, see earlier issues of Statesman or News Brief or contact the Traffic Office.) We certainly do not enjoy towing cars. It is a lot of extra work for which we make no profit and will undoubtedly reap some abuse. The simple facts are that some 5% of the cars on the campus have received approximately 70% of the tickets issued. When you find your lot full, therefore, the probabilities are high that a car or cars from this 5% fraction have made it that way. The Board feels very strongly that the rest of the University Community, most of whom are nearly totally law-abiding, deserve to be protected from the 5%. The towing policies are designed to strongly encourage a scofflaw with several outstanding

Freed From Jail, Students Sound Off

Our inquiring photographer interviewed the Stony Brook twenty-one upon their release from jail and posed this question to them:

What are your sentiments about your experience in jail and how has it changed your attitudes?



Frank LaPresti: . . . very nice people there. I had my teeth fixed! There were beautiful people there. You people really missed something. It all seems like one day.

Larry Freeman: . . . an enlightening experience. I really dug it. We saw what repression does . . . people in there for crimes is unjust—there was no rehabilitation. The guards just lock them up. But they were a great bunch of people. It's said you people couldn't come with us.

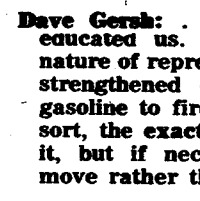


Jerry Tung: Before I was scared from all we had heard about jails. But everyone was down-to-earth people and very kind. To give you an example: if there were 100 people out on the streets and 100 people in jail and I was hungry, I'd go to the jail first for food. Bourgeoisie justice; it only benefits the bourgeoisie and not the poor. It really was a very good experience.

Alice Swartz: I wouldn't have missed it. It changed my attitude and gave me a definite goal, to work and get rid of prisons. Those inside are the only real people. Most of them, though, were black, and it isn't fair. I am more determined to push to get something accomplished. Something will be accomplished. Re: Judge Green who said we were animals: If we're animals, he's a vegetable.



Saul Housman: I'm glad I did it. It was really rewarding, and it reaffirmed my beliefs.



Dave Gersh: . . . definitely worth it. The jail educated us. Our arrests showed people the nature of repression in this country. It definitely strengthened our convictions and added the gasoline to fires. As for further arrests of this sort, the exact same thing would not be worth it, but if necessary, yes. It was a political move rather than a symbolic act.



violations to avoid receiving another by conforming to all regulations. That is obviously preferable to towing for all concerned, and we would like to see all scofflaws select that option.

9. Lawsuit and Illegal Regulations

At my last count, the number of lawyers who claimed the regulations to be legal approximately equalled the number who claimed them to be illegal. I do not see any way

that the outcome of any lawsuit can possibly be accurately predicted now or in the reasonably near future, and it would be foolish to guess. Whether we are unanimous in approval of the existing regulations or not, therefore, the facts remain that these are the regulations which are now in effect and that future changes are not likely to be retroactive. We do, of course, have the opportunity of changing those portions of the regulations which are unsatisfactory. The CPP is now actively considering such proposed changes and is holding weekly hearings on Wednesdays at 4 p.m. in the Administrative Conference Room in the library. If you have suggestions, let them know.

If you have suggestions for the TAB, please forward them to me (Chemistry 216, X 5063). If student groups would like to have me visit a residential college for group discussions on parking, please let me know.

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Linus Pauling

Chemist Calls For Peace

By ARNOLD YAGODA

What is the world's only two-time Nobel Prize winner like? Stony Brook students had the opportunity to find out as Linus Pauling, winner of the Nobel Peace Prize and Nobel Prize in Chemistry, addressed the Stony Brook community on "The Scientific Approach to Life." As the grey and sparsely thatched gentleman looked back at his audience in the women's gym, one could not but wonder what knowledge, what message, this elderly scholar had to impart to us. It was not long before this was found out.

Mr. Pauling seemed more the campus radical than his conservative attire and manner suggested. Outlining first, in scientific manner, his assessment of the current world situation, including its wars, poverty, and over-population, Mr. Pauling then proceeded to describe his basic formula for curing the world's ills. His formula, that of "providing the maximum amount of happiness through the least amount of suffering," although overtly simplistic, had some far-reaching implications. Following up some of these implications, Mr. Pauling suggested the tattooing of certain symbols on people's foreheads, signifying certain hereditary defects. This would steer people away from genetically unfavorable marriages and subsequent pregnancies and so remove the anguish of deformed children from the earth. He also advocated birth

control to prevent, and legal abortions to remedy, unwanted pregnancies.

Although the above techniques would certainly have their unhappy effects, Mr. Pauling maintained that the suffering would be less than that borne by the unwanted or deformed children to be born. This illustrated a corollary to his original proposition, that the "general good" is served better by reducing existing suffering than by attempting to promote additional happiness. For example, the extra benefit obtained by providing a poor person with a certain sum of money is disproportionately greater than the loss of happiness that a wealthy man would suffer upon losing an equal sum. This is true, supposedly, because it is easier to eliminate deprivation than to increase affluence. Given a certain sum, an extra dollar may provide enough food to save a starving child, but it takes many more dollars to provide a second car, for example.

Here then is an argument for equalizing the world's wealth and income, which taken to its logical extreme, applies on an international level. Mr. Pauling did not hesitate to make clear this point. Decrying the growing "military-industrial complex" in the U. S., and denouncing our intervention in the Dominican Republic and Vietnam, Mr. Pauling classified "nationalism" in general as a form of selfishness, since doing harm to one's enemy

(just other people, really) is as patriotic as promoting the welfare of one's state.

Citing but a few examples, Linus Pauling showed how the U. S. national effort being employed for destruction in Vietnam, is actually several times greater than that country's gross national product. Had all that money gone into the pockets of the people instead of bombs, the Vietnamese would actually be relatively rich now.

Having gone so far, it was a lesser surprise that the Nobel Prize winner admitted that he thought that student activism and the call for revolution was a good thing. His main premise was that students use their energies for worthwhile objectives and not waste their fervor on trivia or misguided goals.

In all, it was remarkable to hear a man so honored by the world community tear apart some of its most basic institutions and practices. Had the speech been given by a member of SDS, the audience could have been more comfortable with the connection between the speaker and his ideas. Mr. Pauling could not be dismissed as easily as are various campus radicals by their more conservative opponents. Although one member of the chemistry faculty was overheard saying that the speaker came through more smoothly when speaking about a technical subject, the import of Mr. Pauling's message came through loud and clear.



Dr. Linus Pauling

Med. Center Needed

By RICHARD L. SCHONFELD

Many students on campus express disapproval when asked about their views concerning the proposed Health Sciences center, slated for completion in the early 1970's. They feel that Stony Brook, by being science-oriented, is once again neglecting the social sciences and the humanities in its continuing expansion. Others see the Medical Center as being another impersonal part of a master plan to make Stony Brook "the Harvard of New York State." To the contrary, Stony Brook stands to gain a great deal from the Health Sciences center.

The Health Sciences center is expected to include schools of medicine, nursing, dentistry, social work, a University hospital and an affiliated veterans' hospital. A general program of education and service in all the major health areas is projected to have a full enrollment of 4,000. To carry out such a program effectively will require several major commitments.

One of these commitments is to involve the University with the Health Sciences center by making the latter's resources available to all University disciplines. Thus the Health Sciences center will be serving all areas of the University.

Perhaps the most important commitment concerns the development of relations with the outside community. The Health Sciences center has already begun to contact hospitals and other public agencies to arrange Stony Brook's contribution to the development of health services for the Nassau-Suffolk area. Hospital affilia-

tions, sharing of technical facilities and equipment are a few ways that the resources of the new Medical Center can help the Long Island community.

The community will benefit greatly from the new Medical Center. Experiments will be made in new methods of patient care. The veterans' hospital will become a living laboratory in which students in all areas of the health professions can learn to work together cooperatively, rather than working as isolated specialists.

Innovations in medical education are being planned. Rather than the rigid curricula characteristic of present-day medical education, more flexible programs will be offered whereby students can follow several tracks leading to the M. D. degree, such as medical research, and general or community medicine. Great emphasis will be placed on earlier student contact with patients. The student gets to work under actual conditions, rather than under controlled laboratory conditions. Thus the Health Sciences center represents a progressive concept in medical education in that the various health professions will work together cooperatively for the benefit of the community as well as for furthering medical knowledge. It will benefit the University Community more directly than any other venture to date. The center's full potential can be realized if the right combination of planning and execution can be found. If so, the Health Sciences Center will make significant contributions to health and to the welfare of the University as a whole.

ROTC And Slum Ownership Targets Of Harvard Protest

By RICHARD RODGERS

(Editor's Note: This story is based on a visit to Harvard from Thursday, April 10, to Sunday, April 13.)

Wednesday night, April 12, some two hundred students seized University Hall and were, several hours later, forcibly removed by the Cambridge police. The demands made by the SDS-led students were the removal of ROTC from campus and a halt in Harvard's role as a "slumlord." Fortunately, Harvard Yard was transformed from a battleground to a forum as a result of the meeting held by about twelve hundred students the following day in Memorial Church. This group, which represented a broad spectrum of opinion, called for a three-day strike to discuss the issues raised by the occupation.

Rather than resolving either of the issues, the Church group forged the majority position which, although opposed to both the students' action in seizing the building and the President's calling in the cops, recognizes the need for reform in governance. This entails removing power from the Corporation, a group of lawyers and businessmen that runs Harvard, and placing it in the hands of the students and faculty.

The specific demands seem to be of less importance to the majority of students than the



Students line the front of Harvard building in protest of police action Thursday (photos by Ed Connolly)

general feeling of helplessness they have in determining university policy. Whether or not most students would be in favor of allowing ROTC to remain in the no-credit status it was soon to assume was difficult to establish. However, students were upset that the administration did not act on the proposal by the Young People's Socialist League that a binding referendum be held on this issue. The feeling of impotence on the part of students, which seems to be

prevalent on many campuses and enables a group to use sometimes minor issues to cause disruption, is summed up by the statement of the Harvard Freshman Council: "We condemn the use of force by either administration or students and urge rational discussion in place of unreasoned acts... Help insure that control of the University rests with the students and faculty, the only legitimate seat of power in the academic community..."

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Let's Get HEP

Much attention has been focused on migrant workers and the slave-labor system in which they are entrapped. An effort has been made to bring migrants out of the camps and into the educational mainstream by forming high school equivalency programs at universities throughout the country. One such program, HEP, has been successful at Hofstra University and is now being offered to Stony Brook.

The immediate goal of HEP is to prepare these students to pass the high school equivalency examination issued by the state. Second, the program is tailored to (a) meet the vocational aspirations of each individual student, (b) provide vocational and educational counseling, and (c) integrate the students into the University Community. The Stony Brook Administration is considering the program and has agreed to it in principle.

Up to one-quarter of a million dollars has been funded to HEP by the Office of Economic Opportunity in Washington for next year. The only tangible commitment for this University is to provide 50 beds. It is vital that the University find space without compromising any prior commitment to resident students. This can be accomplished by decreasing the number of on-campus housing guarantees by a mere 50 spaces or by voluntary tripling. Involuntary tripling of Stony Brook students will not occur since President Toll has guaranteed an end to tripling as of this fall.

Mr. Tom Turner, who is presently coordinating HEP at Hofstra, is the logical choice to direct this program at Stony Brook. In the past Mr. Turner has recruited young migrant workers from as far away as California.

It remains to be seen under whose administrative jurisdiction this project will fall. Again, the obvious choice is to place HEP in the capable hands of Mr. Aaron Godfrey, director of Special Projects. Mr. Godfrey has valuable knowledge and involvement with the migrant system in Riverhead and has been instrumental in offering HEP to the Stony Brook Administration.

Besides being an instrument in changing the deplorable migrant-labor system, HEP will boost Stony Brook into the forefront of educational innovation. Undergraduate students will be needed to serve as tutors in a one-to-one basis relationship with the migrants. Both tutor and student will benefit educationally from this experience.

The most compelling argument in favor of this proposal is the moral obligation of a public university to fulfill the educational aspirations of these young people whom society has forgotten. Stony Brook has

the resources, talent, and desire to do this job. Statesman pledges its support to the implementation and success of HEP at Stony Brook. The University Community can do no less.

Project THEMIS

It has become apparent that the next major issue facing this University will be the question of whether or not we want to participate in Project THEMIS, a nationwide Defense Department research program that will fiscally enrich the University over a relatively long period of time. We feel Stony Brook should follow the lead of the State University of New York at Buffalo and notify the Defense Department that we are no longer interested in Project THEMIS.

The president of SUNY at Buffalo, Martin Meyerson, will present his Faculty Senate with the following motion: "That the University shall sign no DOD (Department of Defense) contracts." It is obvious that Dr. Meyerson, along with Gabriel Kolko, a member of the Buffalo Faculty of Social Sciences and Administration, recognizes the danger that Project THEMIS presents. According to Kolko, "There is no question that this research can be classified at any time by the DOD." We agree with Kolko when he says it doesn't belong on an American campus.

This University has pledged itself not to undertake any classified research. THEMIS will allow the DOD to determine for this University what is classified. The idea of an outside agency telling this campus, which supposedly doesn't allow classified research, what is to be classified is repugnant to us. We ask President Toll, as an act of good faith, to withdraw this University's request to participate in THEMIS on the basis that research done for such a program is antithetical with the principles of academic freedom espoused by this campus. The purpose of academic research is to advance the knowledge of all men who are interested in a particular field. The concept of classified research can never be integrated with this idea of academic research.

If the President will not take the initiative on this matter, we hope members of the faculty will present a motion similar to Dr. Meyerson's at the next Faculty Senate meeting. It is clear that this University cannot circumvent the issue of Project THEMIS. It should be settled peacefully. If we don't deal with the problem now, then we can expect demonstrations similar to those that preceded Dr. Meyerson's motion at Buffalo.

Let's begin a new tradition at Stony Brook. Let's resolve a major issue without a confrontation.

Time Has Come

A Column by
By DANNY LAZAROFF

Member of OPT

Those of us who have been following the activities of the Faculty-Student Commission in the past few weeks may notice that this body has committed a terrible crime. Yes, folks, they did it again; somehow we were sold out — or were we?

With each alteration of the proposed constitution for a University Senate, the commission took more and more of the bite out of the document. When the final draft was released, it was but a pitiful facsimile of the original. Article 2, Section 2, originally designated some real power to the Senate. The Commission decided to alter this part of the constitution so that it was made clear that the Senate could not overrule or infringe upon the powers of the faculty, as defined by the by-laws of the Faculty Senate. It seems as if the evidence is pretty clear, doesn't it? I can almost hear everybody screaming, "Cop-out," and other assorted phrases of praise and good will.

I, too, was very disappointed by the final draft of the constitution, and was tempted not to endorse in any way the passage of this governance proposal. However, for various reasons, I can now support the governance proposal and would like to do all I can to effect its passage.

Perhaps the most instrumental factor in changing my mind in this matter was the covering

letter issued by the Faculty-Student Commission. I urge every member of the academic community to carefully read both the constitution and the covering letter before they vote on governance. It certainly becomes clear that the Commission also was extremely unhappy about the compromise that was so obvious in the final draft. Yet, rather than berate these people, I think they are to be congratulated. They were intelligent and mature enough to realize the disfavor with which a governance proposal would be met by faculty and Administration. Rather than allow a strong, forceful proposal to fail miserably, they were willing to water down the proposal and perhaps salvage its passage.

I again urge that everybody read the governance proposal and the covering letter. Many of you may still feel that it isn't quite enough; and you're absolutely right. The problem is whether you're willing to wait for the time when all our needs will be met simultaneously. I don't see such a time in the near future, and rather than continue to flounder aimlessly in our present system, I'm willing to settle for less. In short, I see our governance proposal as a starting point for continuous and meaningful reform in the University. To put it bluntly, things just couldn't get much worse.

Voice of the People

ROCKY

AND STUDENT PROTESTS

To the Editor:

The following is an open letter to Governor Rockefeller:

"As the youngest Assemblyman in New York State, I felt that I must write to urge you to veto the series of laws designed to limit protest on college campuses. I know that you will consider their implications and effect carefully, but I want to outline my feelings on the bills and hopefully to represent the interests of college students at whom the laws are aimed.

First, the harshest measure requires student aid to be revoked if the student has been convicted of illegal use of force during public demonstrations in which he is participating (the Henderson bill.) Not only will this measure hit hardest at the poor student, who may not be able to attend college except for the student aid, but the law would stand as a sword hanging over the heads of all students who desire to express their

views! The law in fact may have a "chilling effect" on First Amendment freedoms, because it requires a cut-off upon conviction before an appellate opportunity to contest the conviction on constitutional grounds.

"Secondly, the entire spectrum of the legislation seems to me to represent a dangerous precedent for intrusion into an area (student discipline) which is best left to the colleges. A law requiring colleges to set up procedural rules on student discipline seems but a first step towards requiring what those laws shall contain, and perhaps even towards their enforcement by the state.

You have in the past fostered programs that sought quality education for New York State. I cannot help but feel that these "student disorder" measures are a step backward from a quality, independent educational system.

Respectfully submitted,

Andrew Stein

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SUSB: Rural Retreat During Vacations

By JIM FRENKEL

When vacation starts, what happens? There's a mass exodus from campus. Clothing is haphazardly stuffed into suitcases, books are considered, inserted, reconsidered and finally shoved in, too. People hurry into cars and race to the Long Island Expressway toward home. Within hours of the last class, the campus is all but deserted.

But not quite deserted. Some people stay. Some, to study, others stay here because home is too far away and still other people stay merely because they like it here. These people know an aspect of campus life often spoken of, but seldom realized. This place becomes, strangely enough, a small rural community. Perhaps even a community of scholars.

Soon after the crowds have left and the cafeterias have closed, people settle down to a slow, relaxed pace of living. There are no pressing things that need to be done. Everyone is caught up, sometimes despite an effort to resist, in a feeling of happy complacency.

Of course, there are people who don't like to live here during vacation. They are usually the ones who are here to make up a batch of incomplete work. Or they are graduate students who can't make it back to the East in time for dinner. But then, there are lots of people who can't stand Stony Brook at any time.

During the school year, the problems of staying in school obscure the physical aspect of Stony Brook. At vacation time, the surroundings become suddenly very evident. Instead of people, there are trees to look

at. Preparing (yes, preparing) a meal becomes an adventure of exploration during a trip to a local grocery.

The town of Stony Brook, from which we are safely insulated during classes, becomes a fact of life. You find out that we actually do have neighbors. Life in the dormitory is strikingly different. People on the other side of the building suddenly exist. You might have to go "next door" to borrow a bit of sugar, or something else just as unlikely. Buildings that house two hundred poorly are spacious for twenty or twenty-five.

After a few days of wondering what to do with all the time you suddenly have, you begin to do things: work on that sketch you wanted to do months back, go skating on Lake Leon, or, in the spring, sit in the sun or go for a bicycle ride. There's no hassle.

You can play your stereo as loud as you like; sleep as late as you like. Nothing really matters. The outside world is very far away. The people you were going to escape from by leaving have left. There's little school spirit, in the conventional sense of that expression. There isn't, either, any feeling of the oppression that people so often feel at Stony Brook.

The Administration hardly exists for resident vacationers. It is the landlord, but an absentee owner. You're on your own. Nobody is going to tell you what not to do. Nor what to do, either. A vacation at Stony Brook can be a big nothing. If you have a mind to, though, you can have a different sort of groovy time here.



We Are The Players Of "Handicap Chess"

Ever since it was brought to my attention, I have noticed an increasing number of students who insist on carrying pocket chess sets with them throughout this campus. I would like to introduce a new form of chess that originated within the confines of my spacious room in JN. It is known as "Handicap Chess."

Handicap Chess is a modified version of standardized chess. As in the latter game, there are two sides, white and black. The white side is comprised of an unlimited number of pawns set up in their usual manner. On the other side, we have the black opponent. This side has only eight pieces, however; unlike the white side, these pieces are of varying strength.

First, we have the king. This piece is supreme as it is the most important object on the board. To his discretion, the

king sends out orders which all of his subjects must follow. If a piece doesn't follow these orders, it is easily replaced with a similar piece of the same order.

Next in line is the queen. She is the king's right hand assistant and can move vertically, horizontally and diagonally. Because of this, the queen can move quickly and efficiently, carrying out her orders at any corner of the board. Of course, finding a female who can respond to such rigorous demands is very difficult. In this case, a male is usually substituted on the board and is designated VPSA.

Next to the queen, we have two bishops. Both are limited in power and can move only diagonally.

The knight is another valuable piece comprising the black's attack. Generally, the knight that is on the queen's side is considered the more valuable

piece, for it controls a wider populace. An interesting story lies behind the other knight. It was recently given this position because of outstanding service to the entire board. Unlike the other pieces, this knight has a mind of its own and usually defies the king's orders because of differences in opinion. The knight is quite a passive piece and usually tries to avoid confrontations with the opposing pawns. It should be noted that any continued conflicts between the knight and king might lead to this knight's demotion.

Completing the black's attack are two rooks or castles. They are regarded as advanced pawns since they can only move vertically or horizontally. Often regarded as the most expendable pieces on the board, the rooks hold a valuable asset in relaying the king's messages to the threatened pawns.

I believe that the game of handicap chess holds special significance to the Stony Brook student. With continued play, the student will quickly realize that in order to win any game, one must organize and strategically move his pieces to

his advantage being very careful not to destroy the board in the process.

A surprising and challenging game, I recommend Handicap Chess to any fanatic who is tired of beating his opponent with the same frequent moves.

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THE FINAL GOODBYE (Dedicated to the Stony Brook Community)

I have knelt too long among the broken glass of once yours to listen to the stone thrown arguments. Your words fall like empty years of aging sleep; taking away your own youth, leaving nothing, not even compassion. The design is complex (the cagework of meaningless facts), but casts shadows of simplicity: life, freedom, are not the natural order of things, and love is indeed not a gift. Above the cold fire your portrait hangs within the fantasy of colored lights that play upon ice-filled skulls. So judge me not too harshly as I walk alone between the salt and the sea . . . for I would rather share my touch with the gentle wind than with your skin, and dedicate my mind to plathic trys at life than nothings found within pages of maybes.

Philip Mondanaro

THE ELECTION BOARD ANNOUNCES

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ALSO

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"The Lion" Gets The Gold **OTLEY**

The Adventures Of A Part-Time Voyeur

A REVIEW BY
HAROLD RUBENSTEIN
Statesman Arts Editor

By the time of this paper's release, *The Lion in Winter* will probably be beyond the need for critical appraisal, as it will have probably been awarded the title of Best Picture by the Motion Picture Academy of Arts and Sciences at their annual extravaganza of boring narcissism. The lines will start to form the second the statuette enters producer Martin Poll's quivering hands. The question then is, did *The Lion in Winter* deserve the title of Best Picture of 1968. Nope. It didn't. But why then, did it win?

The Lion in Winter is an example of an almost triumphant attempt to turn a silk purse out of a sow's ear. The Lion, King Henry II, has gathered his family together for Christmas; or rather, his guards have dragged his sons, Geoffrey from his bed, John from his tutors, and Richard from the jousting arena. He has also let his wife Eleanor out of jail for the holidays. Henry must choose his successor from his three remaining sons. He favors John, a pimply adolescent who doesn't know what a wash-tub looks like and is totally manipulable. Eleanor's favorite is Richard, a mighty soldier and always her personal charge. Both overlook Geoffrey. Most other kings' word would be law and Henry would be able to choose John. But Henry must deal with Eleanor. Eleanor, who was Queen of France and now of England, the woman Henry calls a "democratic drawbridge" because she goes down for everybody, but who owns the province of Aquitaine, the richest property on the continent,

and whose tongue is as sharp, and mind as deceiving as Henry's.

The intriguing aspect of the story line is that the royal family are what they seem. The First Family of England is a pack of back-stabbing liars who relish being one up on their kin. Their schemes and machinations make for a lively chess game. But the chess game is cerebral, the battles always verbal. The major problem in *The Lion in Winter* is that there is little physical action. Except for the realistic medieval sets and costumes that smash the fantasy of the splendorous court, as in *Becket*, there is no physical visual power. And some of the problem with James Goldman's screenplay is that he tries too hard, and too often, to be constantly witty, causing him to ruin several powerful scenes with a poorly placed, feeble joke.

But thankfully, Goldman succeeds more often than not and what makes these successes so pleasing and, indeed, what makes *The Lion in Winter* worthy of attention is Director Anthony Harvey's brilliant casting. Most of the cast is unknown to Americans, but all are fine, regal and human as they strike and attack each other to gain the upper hand. But at the forefront is the prime battle between King and Queen, Peter O'Toole and Katherine Hepburn.

With Goldman's sardonic humor, *The Lion in Winter* becomes a magnificent tour-de-force for their talents. Together their verbal battles crackle and explode with sparks that could rival Verdun. O'Toole roars

like Lear in a storm, bellowing at his unfortunate, pathetic brood. But his greatest scene comes in a beautifully staged scene in the bedroom of King Philip of France when Henry learns that his favorite, John, has betrayed him, (exposed by Geoffrey,) and that Eleanor's favorite, the mighty Richard, is a homosexual who has taught King Philip everything he knows. Henry is left alone, broken, with no one whom he can proudly call a successor. Like Lear, O'Toole valiantly displays the shattering force of hopelessness and helplessness man must cope with, in defiance of all his precautions.

The queen is Katherine Hepburn. She is totally, gloriously, menacingly Eleanor. Hepburn possesses a remarkable beauty: regal chin, thrusting cheekbones, and reddened flaming eyes. Sitting in front of the mirror, hair cascading in a tumbleweed of confusion, it frames an incandescent gleam in eye and spirit that is riveting. Every line is perfectly timed, accurately aimed, and sent forth with a stinging thrust that would unbalance a brick wall. But underneath is a love for a man who keeps her imprisoned and plots her defeat. She worships Henry, and beneath his roar, Henry adores her. Hepburn and O'Toole create love as something more than sex—as a knot that extends through bars and holds underneath the strain of insult.

The Lion in Winter is exciting mainly because of them. This is a "star" movie. It is Hollywood succeeding. Stanley Kubrick and Paul Newman are not commercial enough. The gold will go with the money.

By ALICIA SUSZKO

After seeing the reruns of *The Loneliness of the Long Distance Runner* for the fourteenth time, one gets the impression that Tom Courtenay is indestructible, almost in the Charlton Heston class. However, after years of prison and war exploits, it is time for a change of image. In *Otley*, Mr. Courtenay is a thieving, wide-eyed, winsome vagabond who makes a mediocre movie worth seeing.

Otley is a whimsical little bit of fluff that entertains; it has no message or greater implications. For those people who like to analyze, synthesize, and meditate, *Otley* is out. But, if one just wants to leave the crowded streets of Third Avenue for a few hours, *Otley* can be a pleasure and a lot of fun.

One first meets Gerald Arthur *Otley* in his landlady's bed. Ironically, she is evicting him. Now *Otley* has to find a place to stay and so he turns to his friends. But rather than finding lodging, *Otley* is asked to a party where he meets Imogene, played by Romy Schneider. Trying to make a good impression, he slithers up to her side, points to the host and nonchalantly asks, "Have you seen his William Morris lavatory?" Charming *Otley* is; refined he is not.

Striking out with Imogene, *Otley* invites himself to spend the night at the house of his

friend who happens to be a secret agent and who manages to get himself killed. Of course, *Otley* is blamed for the murder and is hunted by both the British government and a foreign intelligence network known as ICS. After the usual chase scenes, Imogene turns up again working for British intelligence and so both she and *Otley* work together to make England a safer place for mom and kidney pie.

Because the picture is a comedy, and because *Otley* is the hero, he is able to stay in one piece until the end of the film when Imogene promptly dumps him. But, in the end, *Otley* is no worse off than when he is found, for a luscious blond creature takes him under her wing.

Tom Courtenay is an adorable *Otley*. His expressions are sometimes unforgettable and his style is always witty and flawless. Romy Schneider is nice to look at, if you like to look at that sort of thing. Otherwise, she's no great actress. Alan Badel, James Bolin, and Fiona Lewis in supporting roles add to the humorous confusion on screen with adequate performances.

Otley will win no awards. It offers no unique plot, no outstanding acting, not even a good musical score to listen to. But it is fast-paced, enjoyable, and sometimes very, very funny. You really can't ask for much more.

Annual Spring Formal

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Harbor Hills Country Club

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Saturday, April 19

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Bowlers Forfeit In Final

By VINCENT MARAVENTANO

The Stony Brook bowling team forfeited what would have been its final match of the season. The forfeit was a result of some Florida vacationing by two members of the team and a conflicting varsity baseball game which claimed a third member. The match, scheduled for March 27 against New York Institute of Technology, could have moved the Patriots ahead of that team and into third place, but the loss left them in fourth and last place.

Despite a somewhat stronger effort at the beginning of the season, some poor performances toward the end, topped by the forfeit, gave the Patriots their 14-22 final record.

Jim Duffy, Aldo Rovere and Mike Brem will be returning to the varsity squad next year. All prospective bowlers are urged to attend tryouts for next year's team, to be held either later this year or next fall. Final statistics in an upcoming issue.

Frosh Tennis

All freshmen who are interested in tennis can see Tennis Coach Ken Lee or meet for the first tryout Tuesday afternoon at 3:00 at the tennis courts behind the infirmary.

For anyone who misses or cannot attend Tuesday's tryout, a second meeting will be held Wednesday afternoon at the same time and place.

Tennis Team Rebounds From Losses, Smashes Pace 9-0; Perkiel Unbeaten

By BARRY SHAPIRO

The tennis team, rebounding from defeats at the hands of strong Brooklyn and Plattsburgh State squads, walloped Pace College 9-0 on Saturday at the loser's Pleasantville courts.

As Bob Epstein, the team's number two singles player, put it, "The Pace match was the crucial one. We needed a win to build up our confidence."

As it turned out, the match was no contest from beginning to end. Pace forfeited first singles and doubles, giving Stony Brook a 2-0 edge before it ever took the court. From then on, it was all downhill. Playing in the second singles spot, Ken Glassberg routed his opponent 6-0, 6-2. Ken's tremendous quickness and strong forehand proved decisive. In the remaining four singles matches, Ron Dutcher,

Mitch Perkiel, Pete Civardi, and Jack Simon prevailed, with only Dutcher being extended to three sets. Civardi proved to be all powerful in defeating his opponent 6-0, 6-0. He lost only three points the entire first set.

Brooklyn, the defending Metropolitan Conference Champion, would have proved a strong opponent under any conditions, but Thursday was a ridiculous tennis day. The imminent rain was secondary to the vicious swirling wind that dominated every match played.

Brooklyn was victorious by a 5-1 margin. The three doubles matches were cancelled when the rain finally came down in late afternoon.

In the match, Brooklyn's number one player, Sol Teigerman, one of the top players in the East, defeated Gerry Glassberg

6-2, 6-2. Mike Ginsberg, almost Teigerman's equal, found the conditions more to his liking as he triumphed over Bob Epstein 6-1, 6-1. Ron Dutcher also bowed in straight sets. Pete Civardi and Jack Simon both extended their opponents to three sets, but came up on the short end of the score.

Stony Brook's only point in the match came from its steadiest player so far this year, Mitch Perkiel. Mitch won in a come-from-behind victory 2-6, 6-2, 6-4.

On Thursday afternoon, Stony Brook met Brooklyn College in its first match of the year. The team was weakened by the loss of Ken Glassberg for the day.

The doubles matches were no different. Bob Epstein and Ron Dutcher combined for an 8-6, 6-3

victory playing second doubles. Mitch Perkiel and Lance Mal-kind also triumphed in straight sets to insure Stony Brook's shutout victory.

On Friday, Stony Brook came up against a strong Plattsburgh State squad and was defeated 6-3.

Stony Brook's victories came from number four singles player, Mitch Perkiel, 8-6, 6-0, and number six singles player, Jack Simon, 6-1, 6-4.

Mitch Perkiel, who has not lost any of the five matches in which he has participated, teamed with Mark Tesser for a 6-8, 6-1, 6-4 doubles victory.

Yesterday's match against Fordham will be covered in Friday's Statesman.

Runners Finish Third

(Continued from Page 12)

Team Coach Henry Von Mechow was not particularly distressed by the team's third-place finish. C. W. Post is possibly the strongest team the Patriots will have to face this year. Queens also has a good, well respected team.

Coach Von Mechow did see one bright spot at the meet. He was able to set up a small meet among the freshman teams from all three schools. According to Coach Von Mechow, the SB frosh team was quite im-

pressive in its first outing. The coach was particularly pleased with the performance of Arthur Fricke. Fricke managed to run the mile in a surprising time of 4:27.7, only four seconds off the Stony Brook varsity record.

The first home track meet of the season will be this Saturday at 1:00 p.m. The track team hopes that the University Community will lend its support and turn out in large numbers.

Baseball Stats

PLATTSBURGH

STONY BROOK

	AB	R	H	RB	BI		AB	R	H	RB	BI
Romeo	5	1	1	0	0	Grimaldi	5	3	2	0	0
White	3	3	2	0	0	Kreiner	4	3	1	0	0
Wankopf	3	1	0	0	0	Low	3	2	2	2	2
Kenelty	3	1	1	1	1	Buckner	5	1	4	3	3
Rowlson	4	1	0	0	0	D'Amico	3	1	0	2	2
Moose	3	0	0	1	1	Dono	4	0	1	3	3
Parry	4	0	1	2	2	Mascia	2	0	0	0	0
Schultz	3	0	1	0	0	Burrows	1	0	0	0	0
Digman	3	0	0	0	0	Roehrig	1	0	0	0	0
Michener	1	0	0	0	0	Leiman	2	1	1	0	0
						McCabe	2	0	0	0	0
						Duffy	2	1	0	0	0
Plattsburgh	3	1	0	0	0	R	H	E			
Stony Brook	0	0	0	0	2	7	6	3			
					4	12	11	6			
					6						

SAB PRESENTS

DAVID

SCHOENBRUN

VIETNAM SCHOLAR AND NEWS COMMENTATOR

TUESDAY, APRIL 15

9:30 P. M.

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OTHERS \$2.00

JERRY PREDICTS:
Tints
and Orioles
will meet in fall

patriot sports

statesman

WHAT HAPPENED TO HOME GAMES PLAYED AT HOME?

Page 12

Tuesday, April 15, 1969

Hurlers Hunt For Consistency As Pats Split



Pat hurler Gene McCabe threw six strong innings in game with Plattsburgh.

By **JERRY REITMAN**
Assistant Sports Editor

Able to get good pitching, then good fielding, but not both together, the Stony Brook Patriots split two games over the weekend.

At home (Suffolk Community College) on Friday against Plattsburgh, fine mound performances by Gene McCabe and Jim Duffy led the Pats to a 12-7 victory, their first of the season. Next day, at C. W. Post, the pitching staff was humbled and the team beaten 14-3.

Against Plattsburgh, early inning action left the Patriots behind. After Jim Romeo and Bob White started the game with singles, Pat pitcher Gene McCabe struck out the number three and four batters, bringing up Al Rowison. Rowison hit a

wicked shot to third which Paul Mascia knocked down, but couldn't make a play on. Jim Moose walked in the first run, and Ed Parry singled to left, driving in another two before McCabe struck out Rick Schultz.

The visitors tallied again in the second. Following two pop-outs, Bob White singled to center and stole second. Warren Wankopf hit a grounder to short, but Matt Low threw the ball past first sacker Frank Grimaldi. So, although Plattsburgh hadn't scored an earned run, they led 4-0 after their second at bat.

Annoyed because six men were left on base in the first four frames, Stony Brook came to life in the fifth inning. Consecutive base hits by Frank Grimaldi, Steve Kreiner, Matt Low and Stu Buckner

brought two runs across, cutting the lead in half.

Next inning, the Pats went ahead. Mike Leiman opened with a walk and took second on McCabe's sacrifice. The next five men got on base. Grimaldi singled, Kreiner reached on an error, Low walked, Buckner singled and Jim D'Amico walked. Joe Dono made it a 6-4 game as he grounded out, scoring Matt Low.

Following six strong frames, starter McCabe tired in the seventh. Bob White, who led off with a walk and a stolen second, was followed by Warren Wankopf, who also walked. After clean-up hitter Dennis Kennelly hit a run-scoring single to center to make the score 6-5, Patriot manager Frank Tirico brought in Jim Duffy.

But for a bad fielding play, the move would have killed the rally. Al Rowison skied to center for the first out, and Jim Moose hit the ball towards third. Moose's drive eluded third sacker Mascia and went into left-field, scoring Wankopf.

When the ball came back to the infield, Duffy cut it off and fired to third, trying to catch Kennelly, who was steaming in that direction. His throw sailed into left and Kennelly scored. Fortunately, Stu Buckner was there, and he pegged the ball

to Matt Low. Matt nailed Jim Moose, the batter, going for third. However, Plattsburgh was again on top, now leading 7-6.

Hardly giving the fans time for their seventh inning stretch, Stony Brook went to bat and put the ball game away with its largest outburst of the season. With Duffy on first and one away, this was the sequence: Grimaldi walked, Kreiner walked, Low walked, bringing home the tying run. Buckner beat out an infield hit, making it 8-7. D'Amico was hit by a pitch, forcing in another run. Dono singled up the middle, sending home two key runs. Finally, D'Amico stole home as lead man in a double steal.

The visitors went down in order in the eighth. In the home-half of the inning, the umpires called the game after Leiman and Kreiner had reached base for the fourth consecutive time. It was a tardy decision. They halted the game at 6:56, three quarters of an hour after the sun had officially set.

Going against C. W. Post on Saturday, the mound staff was thoroughly pounded. The Pioneers racked up two doubles, four triples and homers by Ralph Kamhi, Doug Robins, and Gary Scott. The home runs were questionable, however, be-

cause they just cleared the short left field fence.

On one of these "shots," outfielder Mike Leiman had the ball lined up and was fading back when, to his surprise, he suddenly fell over the short wooden fence. Shaken up, he kept himself in the game. Later, he explained, "I was stunned, but not badly hurt." Coach Tirico said, "That fence really hurt us, it's very short."

Scoring started in the third, when a triple, double, single, pair of walks, and a bases-loaded triple by Vito Cordaro gave Post a 5-0 lead. Stony Brook did its scoring in the fifth when it crossed the plate three times. D'Amico singled, Dono walked, Mascia reached on an error, Leiman walked, Duffy singled, and the last run scored while Grimaldi grounded out.

See Page 11 for game statistics.

Runners Are Third Behind Post, Queens

By **PAUL BEFANIS**

The Stony Brook track team held its first meet on April 9 at Queens College. It was a tri-meet against Queens and C. W. Post. Although the Patriots put up a gallant fight, they were unable to overcome the particularly strong teams from Post and Queens. The final score read C. W. Post 85, Queens 57, and Stony Brook 38.

The only event that the Patriots were able to take was the 440 relay. The team was composed of Pete Watson, Roger Fluhr, Bill Gieckel and Phil Farber. Several SB trackmen managed to grab second in their particular events. Roger Fluhr ran the 440 low hurdles in a time of 62.8. Bill Gieckel upended the high hurdles in 17.3. Phil Farber placed second in the 100-yard dash while teammate Lou Landman clocked a 23.5 in the 220-yard dash.

Third-place finishers for the Pats included Roger Fluhr who ran a 57.2 in the 440-yard dash, Robert Moore who paced himself to a 11:10 in the two-mile event, Larry Livingston who threw the javelin a distance of 109' 5", Dan Pickney who ran the 880 in a time of 2:09.4, and Steve Vanasco who threw the hammer 103' 7.5". The mile relay team of Pickney (56.4), Grecco (54.7), Fluhr (56.9), and Landman (51.4) ran its event in 3:39.4, good enough to capture third.

(Continued on page 11)

Field Still Unplayable; Home Games Moved

By **MIKE LEIMAN**
Sports Editor

The Patriot baseball team was again unable to play on their home field.

Yesterday's game with Jersey City State had to be moved to another site because work on the outfield is still not completed, leaving mounds of dirt on the playing area.

For these reasons, scheduled home contests with Albany State and Plattsburgh were played on the field at Suffolk Community College.

"This is a real inconvenience," said varsity coach Frank Tirico. "I feel like we've been on the road the whole season."

Work on the field was begun after the season had started, and was scheduled for completion before Friday's game with Plattsburgh, according to athletic director Leslie Thompson. But delays in the work, especially the failure to use a bulldozer, has left the field totally unplayable.

Lack of a home diamond has hurt the Patriots. "It's a tremendous advantage to play on

it (the home field) every day," said Coach Tirico. "It's like the home court advantage in basketball. We know, for instance, that there's a real tough sun over third base in the late afternoon."

Referring to yesterday's opponents, Tirico continued: "Jersey City doesn't even know where we're playing. We have to worry about them. Hell, they don't worry about us when we go there."

A final disadvantage is that "it interferes with our batting and fielding practice. Playing at home we have plenty of time for these things, on the road it's difficult."

The Patriots' field should be ready for the next home game, which will be against Adelphi, on Thursday, April 24. Dedication ceremonies are planned.

FOOTBALL CLUB PRACTICE

Tuesday, 4 p.m.
On 1st Intramural Field.

Bring shorts, sweats, sneakers, or spikes



A close play at first.

Basketball Stars Receive Awards At Annual Dinner

Members of the Stony Brook basketball squad held their annual awards dinner at the home of Coach Herb Brown on Friday night, April 11.

Mark Kirschner was presented with the Most Valuable Player award, succeeding Charlie Anderson, who achieved that honor last year.

Gerry Glassberg, Gene Willard, Mike Kerr, and tri-captains Pat Garrahan, Larry Neuschaefer, and Kirschner were other players who merited special acknowledgement in the form of trophies.

Willard was named best defensive player on the squad, Kerr received the B'nai B'rith award as Stony Brook's most improved player. The tri-captains received a special award for the job they did in that capacity, and Glassberg was

named the squad's "hustler" for the second straight season.

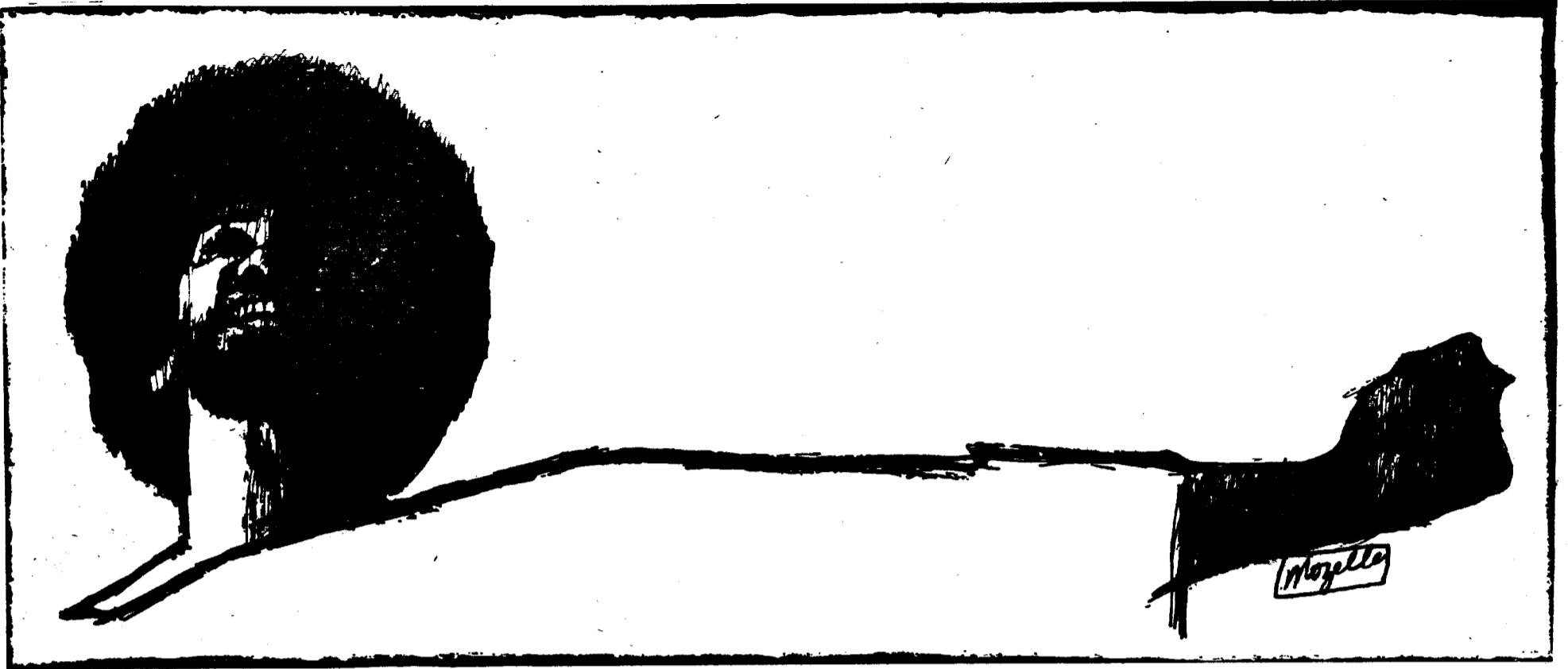
Winners of the awards were determined by a vote of their teammates after the final basketball contest.

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Administrative Mentality Lacks Humanity

By DWIGHT LOINES

One situation illustrates far better than anything else that I can think of, the mentality of this administration as it relates to the student.

After years of obvious racism evidenced by the nonexistence of black students on this campus, the administration, pressured by outside forces, in great haste and total neglect for human dignity created a "Special Opportunity Program" supposedly to deal with the student who had academic and/or financial problems.

It is not my intention here to go into all the shit that was perpetrated on the minds and hearts of all the students involved or to deal with the many aspects of institutional racism spelled out in the need to create such a program. Let it suffice to say that the administration had to have a certain number of bodies classified as "special students" with the result that people were arbitrarily and without their knowledge or consent, placed in this special category. Included were

black students with overall high school averages in the nineties.

Students in this program with financial difficulties were promised specifically, or led to believe that they were to receive complete financial packages covering tuition, room and board. Subsequently many of the students found themselves being billed by the university for these specific items. After B.S.U. applied a little pressure, the administration went on record to live up to these commitments. However the administration has made similar commitments in the past, so that as of this date the situation remains ambiguous.

Leading up to and following the presentation of B.S.U.'s demands I was present in the company of President Toll and various other administrators and at no time did I hear any of these people make any statements of concern or apology for the ordeal that S.O.P. students were forced to go through.

The point that I am making is that I question the basic humanity of this

administration and its ability to live up to the responsibility of preparing young people to deal with reality. I don't believe that this administration has the slightest understanding of human growth and development and therefore is not even aware of the destruction of human minds and souls so rampant on this campus.

If you find it difficult to relate to what I have just stated because it doesn't come close enough to you and your interest, I'm sure, if you're half a human being, that you can see this destructive process at work within many of the academic departments. Education should be concerned with building and strengthening human beings to help them deal with this fucked-up world, not with weeding out and rigidly forcing people into antiquated roles. The mentality of the administration communicated through its sense of priorities, comes to be reflected in all aspects of university life.

Unfortunately this is as much the case in the social science departments as in the natural science departments.

White Response To Black Demands

By CATHERINE J. MAYER
and
JOHN E. CONLIN

Weeks have passed since B.S.U. confronted Dr. Toll in a public hearing to discuss the present status of Black students at Stony Brook.

Concerning the hearing itself, there was a striking aspect which the majority of the non-Black audience appeared not to recognize. Throughout the hearing, the various speakers of B.S.U. expressed their evaluation of the University, including such factors as the faculty, curriculum, and students. With the crescendo of these expressions, came interrupting applause from the audience.

It is only too pitiful when supposedly educated students applaud their own

worthlessness. After every directed comment of B.S.U. speaker Dan Houston, shouts and cheers resonated from the audience, seemingly agreeing with his comments. The B.S.U. speakers were commenting about those very students who were applauding, yet this audience could not even recognize itself as that which was being criticized by B.S.U.

The audience seemed to have acquired the belief that it was a Berkeley Francisco State White student body, truly educated and concerned in the Black Movement. In this regard, however, there is a noticeable difference between an audience at the University of California and one at the University of New York at Stony Brook.

At Berkeley, the audience, be it active or passive, projects, discusses and evaluates the ideas or proposals long

after the audience has subsided. At Stony Brook, however, the spontaneity of such mass interaction involves sensation and emotion and the audience closes the meeting or hearing by closing its mind to the crises at hand.

Although there is a minority of White students who are sincere and thoughtful in their endeavors and concerns, these unfortunate students are drowned out by the hordes of "White liberals" who misinterpret the factors at hand.

Therefore, rather than recognizing B.S.U.'s hearing as being a significant educational experience, it appeared that the majority of White students visioned it to be an enjoyable change from the usual coffee break syndrome.

With the termination of the hearing, we realized the futility of hope. As the

(Continued on page 2)

Struggle For Freedom

By PHILIP A. JACKSON

Saturday, April 12th, eight Stony Brook students participated in the first of a series of Black Student Conventions, which was held at New Jersey City State College. The black students at New Jersey City State College, The Black Freedom Society, felt the necessity in formulating a harmonious interchange of thoughts and ideas which might form a nucleus for all black groups on the various campuses along the east coast.

The Stony Brook students who participated in the Convention were: Calvin Canton, Sandra Parker, Mike Kerr, Portia Hill, Donald Davis, Haig Bennett, Rose McQueen, and Philip Jackson.

With the overriding theme of the Convention being "The Struggle For Freedom," the students discussed how the goals of the Convention could be made the reality of the campuses. An effort to create an "East Coast Black Student Union" was of primary importance. A rapid communications system between all Black organizations would create a feeling of "peoplehood." The need to set up a date for the next Convention was also realized, as a follow-through is of urgent need if the convention's goals are to be accomplished.

Present at the Convention, were representatives of Black student groups from twenty colleges and universities as well as the Black Panther Party. One representative of each group proceeded to speak on how their particular organization was striving for freedom in the college or university and the surrounding community.

A problem discussed was the cognizance of the need to rewrite the existence of the Blackman into American society by means of the educational process. "Know ye the truth and the truth shall make you free." The students felt change in the universities, colleges and the communities was inevitable, and would come through education.

Achievements of the Convention included the establishment of a communications system between the attending schools, thus laying the foundation for an "East Coast Black Student Union." The time and location for the next Convention was set-up.

Personal interactions between the organizations, resulted in BSU becoming a member of the New York City Black Student Union; and the beginnings of a New Jersey Black Student Union.

Throughout the Convention, the existence of struggle was realized by all. As in the words of Frederick Douglass "If there is no struggle, there is no progress."

White Response

(Continued from Page 1)

last speaker from the B.S.U. descended from the platform, so did their significantly constructive proposals descend from the concern of the audience.

All the applauses have yet to result in change. The problem at Stony Brook is not a Black problem, it is a White problem.

Those of us White students who identify with the dress and ideologies of the "Hip"

AFRICA 1969

The University of Ghana will be the site for Africa 1969, the second African studies program sponsored by the American Forum for African Studies.

The five week intensified program will run from July 4 through August 8, 1969.

The entire program will be under the direction of Professor J. H. Nketia and his staff of the Institute of African Studies, University of Ghana

Three programs will be offered: African History and Culture; The Music, Arts, and Literature of Africa; and Contemporary African Problems and Developments. (60 hours of lectures in each program plus 15 hours of seminars). In addition a full cultural program has been arranged by the Institute of African Studies, including field trips to historical, cultural, and modern industrial sites throughout Ghana. A week will be spent in Kumasi at the University of Science and Technology.

A specially chartered Boeing 707 Jet from Air France-Air Afrique will fly the group of 150 to Ghana. A short stopover in Paris will be included in our flight to and from Africa.

The Program is designed for college and school faculty, upper level college students, and others seriously interested in Africa or Afro-American Studies.

The cost of the 36 day program is \$1,420. A limited number of part scholarships are available.

The American Forum for African Study is a non-profit educational body established to promote cultural contacts between America and Africa. The forum is under the direction of Dr. C. Eric Lincoln, Professor of Sociology and Religion, Union Theological Seminary, New York, and Dr. Melvin Drimmer, Professor of History, Spelman College, Atlanta University Center.

Further information about the program may be obtained from The American Forum For African Study, 1725 K Street, Washington, D.C., 20006, or by calling (202) 293-2214.

movement or "sub-culture" must re-evaluate ourselves and positions.

This is not a question of helping the "Negro," nor integrating our social activities so as to express our liberal concerns. This is a problem of educating the White man and alleviating his ignorance of the Afro-American crisis today. It is a problem of destroying the traditional White racist wall, so as to extend the economic, educational and political opportunities which have been denied to the Black man for centuries.



Progress In Black Studies at S.B.

At the present time there are many questions investigating the progress of the demands made by Black Students United earlier this spring. In this case we can only respond with the true fact that obscurity in many respects hinders the mechanisms of progress. But it should stand to reason that need is more motivating than obscurity is defeating. Black Students United spends most of its time insuring the establishment of all we have demanded. It also stands to reason that dependence on the unknowing in such matters would be instrumental in the ultimate destruction of a good thing. Therefore BSU have been going about the business of school building. The Black studies department will make its debut in September of this year hopefully adding an innuendo of progress to the campus of Stony Brook. At the present time Professor Anny Mea Walker has taken the eminent post of acting director. The positive direction in which the black studies department seems to be taking does by no means imply great success. However there is something essential in such an institution to all students, which of course provides the motivation, and will, to battle for what is more than a worthy cause.

Aims Program Gets Director

On Wednesday the fifteenth of this month, Mr. George Bunch will assume directorship of the newly designated (AIM) program here at Stony Brook. The (AIM) program, Advancement on Individual merit, is the program which formally replaces the (SOP) and will attempt to act in the capacity which the (SOP) made it's unsuccessful debut. The (AIM) program will act in somewhat of the capacity that the special opportunities would have done had specific goals and aims been set prior to the insitution of the program. (There are modifications in the new (AIM) program which makes it being designated a program somewhat outrageous. The program will request

that the student provide, thru family earnings, as much as possible for his support. This aspect of the program alone tends to clarify the myth about certain privileges given to black students. In any case, the new director find an abundance of work in his new position, and an equal abundance of support from black students united.) Mr. Bunch has completed his masters in philosophy, holds a master of arts degree in social science, and a bachelor of arts in experimental psychology. Mr. Bunch is also adequately versed in matters of criminal law, civil procedures, and other aspects of law. Black Students United welcomes Mr. Bunch to S.B. and hope that he will find the utmost cooperation from both administration, and faculty. It is also hopeful that Mr. Bunch will be welcomed by the general student body.;

Stony Brook Black Voice

Robert A. Callender . . . Editor
 Editorials by: Kathy Mayer, John Conlin, Ernest Star,, Philip son, Calvin Canton, Robert Callender
 Poems by Marcella McCallum, Calvin Canton
 Commentary by Dwight Loines

We at Statesman would like to take this opportunity to thank Black Students United for their help in preparing the supplement to today's edition. We hope that our readers will enjoy Stony Brook Black Voice, and we hope to continue to provide the academic community with the best in news and social commentary. Again a special thanks to BSU, and a plea for understanding and communication among all our students, regardless of color or political preference.

Black Studies In Sept. 1969

By CALVIN CANTON

Before I begin to tell you a little about the Black Studies Program (a little, because that is all I know or could comment on at the present time), I would like to say to all those doubting Thomases, who thought that BSU had got caught up in that Ole Trick Bag of Dr. Toll's called committee participation or Group dying, that all possibilities were taken into consideration before hand.

The Black Studies Program will be a functioning Reality by Sept. 1969. It will be an open program because BSU as well as Black America would like for all people to have knowledge about the Pride and Heritage of Black people. There are so many things that the system in it's zeal, to keep Blacks from learning about themselves, have kept from all of it's citizens. I don't know them all, so I am really looking forward to this.

We do, however, caution those whites who think that they are already an authority on Black people. Black people don't know about themselves fully, so how can you? Come in with an open mind and a willingness to learn new things and apply them to Realty. America's present system of Education tends to produce scholars like Ford Motors produces cars . . . and with almost the same function, to be driven by someone else until it reaches a type of L.I.E. traffic-jam. The B.S.P. will endeavor to produce thinking functional human beings, after a process of Learning, not having to MEMORIZE.

It will sort of be an old twist with a new recognition in America . . . THE DARK LEADING To THE LIGHT.

Mentality Of The Stony Brook Student

I am reluctant to say all that I can in this regard, considering the inadequacies of this institution as a whole in those areas so imperative to survival in this age confusion and contradictions. I find it necessary to approach this topic from a certain perspective. That being that the Stony Brook student has been told that he is exceptional, and representative of all that is good in the educational system of this country.

From my experiences of working with people in programs concerned about people, I find that the Stony Brook student is the least prepared of any group of people that I've come in contact with, to relate to the real world. And for the record I've worked with, lived with and came to love junkies, prostitutes, ex-convicts, juvenile offenders etc., i.e. all those people who couldn't come anywhere near Stony Brook. The Stony Brook student has and is being trained to function logically to the extent that he attempts to deal with all of human experience on that level.

The thing that everyone seems to forget is that the intellect, vital as it is, is only one small part of the total human being that must be developed. Ones emotions and deep down frustrations and drives cloud and distort the intellect, so that we see brilliant people in their respective fields who are unable to take care of themselves i.e. to relate to their internal and external existence. It is in this broader area of human

development that the Stony Brook student is so obviously lacking.

The limitations of the Stony Brook student within the confines of his own community is one thing, however the fact is that he is being prepared, more so than at most other institutions, to enter in and fill the positions of the exploiters, the rapist, the parasite feeding on the flesh of human beings struggling for liberation. The sad thing is that he isn't even aware of what is happening to him, for even intellectually his development is quite restricted.

He will find himself increasingly unable to relate to a world which he will perceive as going mad, and which will demand change or be destroyed in the process.

He will wake up one morning and find himself in direct conflict with the surge of humanity refusing to be subjugated in the rice paddies of Asia, the plantations of Latin America, or the diamond mines of South Africa.

And more close to home he will find himself in the path of those refusing to die of mental and nutritional genocide in the deep south or the urban north. In his role as engineer, scientist, teacher, social worker, etc., he will pose a direct threat to the legitimate aspirations of oppressed people seeking to take charge of oppressive institutions and to turn them around.

In The Valley Of The KKK

By CALVIN CANTON

You remember Willy May, well they're hanging him today

In the Valley of the KKK
He is pressed this fateful day, they are in their white & grey

In the Valley of the KKK

You remember Malcolm X, now he's on the crucifix

In the Valley of the KKK
He was slaughtered in New York, but he didn't have to walk

To the Valley of the KKK

Malcolm's death was not in vain, thousands, millions hail his name

In the Valley of the KKK
His words of wisdom have come to past, liberation's coming fast

In the Valley of the KKK



Dead, four girls from Birmingham, why? I just can't understand

In the Valley of the KKK
But the Kluxes and the Birches won't just stop at bombing churches

In the Valley of the KKK

Now you've heard of civil rights, well they're only for the whites

In the Valley of the KKK
'Cause you know in this dominion, whites have the public opinion

In the Valley of the KKK

Through the acts of many men, sword proves mightier than the pen

In the Valley of the KKK
So my people will not 'bargain,' just to hear your simple jargon

In the Valley of the KKK

Whitey's scared, he tells me, so, tell the blacks to take it slow

In the Valley of the KKK
So I tell blacks, take it easy, as Nat Turner, Denmark Vessey

In the Valley of the KKK

Whiteys' fear the term black power, 'cause it just might be the hour

For the Valley of the KKK
To be torn and put asunder, by black lightning & black thunder

Yes, the Valley of the KKK

Some brothers are steadily rapping, while still others do the mapping

In the Valley of the KKK
Tunnels like the VC dig, to destroy the blue eyed pig

In this Valley of the KKK

There was Martin Luther King, 'be nonviolent' was his thing

In the Valley of the KKK
But that slogan went to hell, when his neck received that 'shell'

From the Valley of the KKK

Now the pig has gotten mace, spray black children in the face

In the Valley of the KKK
No age limit, the pig has told, four or five or six years old

Get in the Valley of the KKK



Stokeley, Rap or was it. SNCC, shouted 'power' and made whites sick

In the Valley of the KKK
Said to whites we'll kill you all, if not by summer, then by fall

In your Valley of the KKK

Blacks won't vote in this election, with so rotten a selection

In the Valley of the KKK
You won't either, when you see, "vote the pig —Row A or B"

In the Valley of the KKK

Does Whitey really think we're mad, or even angry? No, we're sad

In the Valley of the KKK
Madness, anger, they can wait. Taking what's ours, the thing to date

In the Valley of the KKK

Panthers are so "militant," that the 'pig' is not content

In the Valley of the KKK
Hope the end for them is hurried, and the last one dead & buried

In the Valley of the KKK



MALCOLM X IN DEATH
... bullets will."

MY BEATITUDES

Blessed is he that does hunger and
thirst for his people

For he shall be called black

Blessed are the revolutionaries
For they shall inherit the earth

Blessed are the pure in heart
and maimed in spirit

For they shall seek salvation

Blessed are they that toil the earth
For their sweat shall fertilize the
seeds of a great people

Blessed are my brothers who do
battle and die for justice's sake

For theirs is the Kingdom of Heaven

Blessed are my brothers who do
labor and learn

And bring tidings to their people
For theirs is the promise of a
beautiful culture

Blessed are they who cleanse their
minds and souls of the tricks

And traits of the Devil

For they shall be seated on the
right hand of Allah

Blessed are my brothers who scorn
earthly pleasures for a life in

Perpetual misery to insure their
people

The promise of a future
For theirs is freedom everlasting.

Sister Marcella McCallum

BLACK

WEEKEND

COMING

SOON

Reflections On Our Struggle At S. B.

As a result of looking at the Afro American studies center at Cornell University, and discussing various ideas and approaches to the development of such a program, certain points are brought out into the limelight which merit brief discussion. There are certain things which should be constant on our minds as we begin to conceptualize a black studies program. The unique nature of the black experience in America, and the fact that all the traditional methods of teaching people to deal with the pathologies of the ghetto have miserably failed, points out that we should not expect to find the resources and talents to develop a relevant educational for black students within the university structure as it exists today. It is equally obvious that black students despite their courage and determination are being frustrated, and somewhat defeated at every step of the long road to instituting meaningful change in the present university structure. The university is adept at using every all the buerocratic bags to hang us up, and divert our attentions from our legitimate demands. The experience of the brothers and sisters here, or at Cornell, are no different from the experiences in Oceanhill Brownsville, the state mental hospital, or simply anywhere where changes would benefit the black man. If you will recall, there have been a series of articles appearing in the New York Times detailing the structure of a program designated especially the needs of the Afro American students, according to their description, the only accomplish-

ment was the appointment of an administration dominated committee with obscure powers, and a complete lack of positive outlined direction. However, these articles made it obvious that the administration intended to procrastinate as long as possible, ultimately establishing a watered down, white washed, version of the original meaningful concept of a black studies program.

In my opinion, the only way to ourselves gain the proper insight, and to provide the our community with what a black studies program is, is to clearly define what we mean when we say, black studies pdogram, or a relevent education. We have to talk about what form a black studies program would take, and how it would relate to the university structure. On this point, we must be aware of the interdepartmental approach favored by university administrators. After this point is clear, we must then bein to develop a blueprint mapping our actions step by step, and a planning of how to approach the university administration allowing spaces in each step for alternative action. It is obvious that the university has a tendency to subvert our aims. On this point we must be clear as to our own strength, the strength of the university, this is of course necessary for avoiding them to deal with the issues on grounds favorable, and beneficial only to them, and their position.

If we expect to deal with problems involving such intricate variables, we

must be absolutely honest with regard to our own positions. We must be prepared to deal with our own inadequacies, we must discriminate between things we should, and should not do. For example, none of us are program developers, or curriculum coordinators. This by no means implies that we are nebulus as to we consider to be beneficial to us, this simply means that we must aim our resources to pulling in the people on the outside whose talent include insight into such matters. Another point which is of the utmost importance, is that we continually measure our program against the needs of the black community. We must refuse the aid of those forces whose interest is to manipulate us in the wrong direction. We must go to the gathering places of the community, we must spread ourselves thin throughout the churches, in our community, the parks, the community centers, the bars if need be. This will ensure that we are acting in accordance with the needs of the community, also how we can best relate to the community.

Finally brothers and sisters, we move into this struggle blindly, therefore, we must show courage in the face of violence, a lack of understanding, and oppression, but never to surrender. We must now create an atmosphere of support for the positive image we need. We must realize what we are struggling with, and how to overcome the pressures of trying to re-define ourselves in a system which in fact tells us we do not exist.

Bigotry: Harassment & Childish Antics

For centuries of existence in a society hostile to the presence of black people, there has been one great fault which domnnated the black American home and plagued the black man and woman. The protection of the black home seemed a virtual impossibility. There were always too many of them, and not enough of us. Therefore, bad turns remained bad turns, and no one dared do anything which would imply retaliation to the gross treatment of especially the black woman. Bootprints on the backside however, tend to change people. As the progression of time served as a function in the illimation of fear for the man, backlash took place. Whenever the man tried to initiate his violence in our homes, we would first say get it together, and then proceed to take the action justified by the harassment.

There is one obvious fact to

all black students on this campus. That fact is that some of the student body would rather not have us around. Some say it's okay, as long as we don't get too big for our britches. Some of the students who feel this way are prudent enough for the sake of avoiding exposure, and keep their inner thoughts to themselves. However, there are some who say this land is my land, and I don't care who don't like it, I am going to tell them niggers how I feel. That is in more ways than one good. Our enemy comes to the surface. Then there is no doubt as to who we are to be wary of. And we are to be hypocritical with, as they are to you. On the night of march eleven, members of Black Students United found it of dire need to go over to the area of Tabler One to investiage a matter which was of the greatest importance to us. A threat to the safety of some specific

people, including phone calls threatening the life of one of the more outstanding black faculty members on campus. When we reached our destination, we were greeted, and not warmly by someone who identified himself as Charles Farber. Upon questioning Mr. Farber, it was discovered that we were after the wrong duck. For in fact Mr. Farber has nothing to do with ASU. The matter was supposedly forgotten until March 20 when a letter was submitted to the office of Dr. Scott Rickard charging BSU members with some of the most absurd and childish antics thus far conceived by a pathological mind. There was an addition to the letter submitted to Dr. Rickard which I can envision at this point as being highly typical of certain portions of the white society. The letter charged that BSU members threatened to rape white girls if black girls were raped. It

is interesting to note that there was no mention made of anyone being raped. However there is room here for comment relevant to my opening statement. It was mentioned that protection of the black family has in the past been defunct from black life. This is however an era in which fear of certain things are also defunct from black life. This means that the next time John Lewis of Tabler One goes on another one of his spitting sprees in Walt Whitman College, we begin to play a different game. Our persuits will include the judicious prosecution of all such people. There is one amazing factor which complicates this paradox. That factor is the awareness of the student affairs office about the atrocities suffered by BSU. However, it was appropriate to summon members of BSU only when the tables had been turned.

1969 Student

By ROBERT CALLENDER

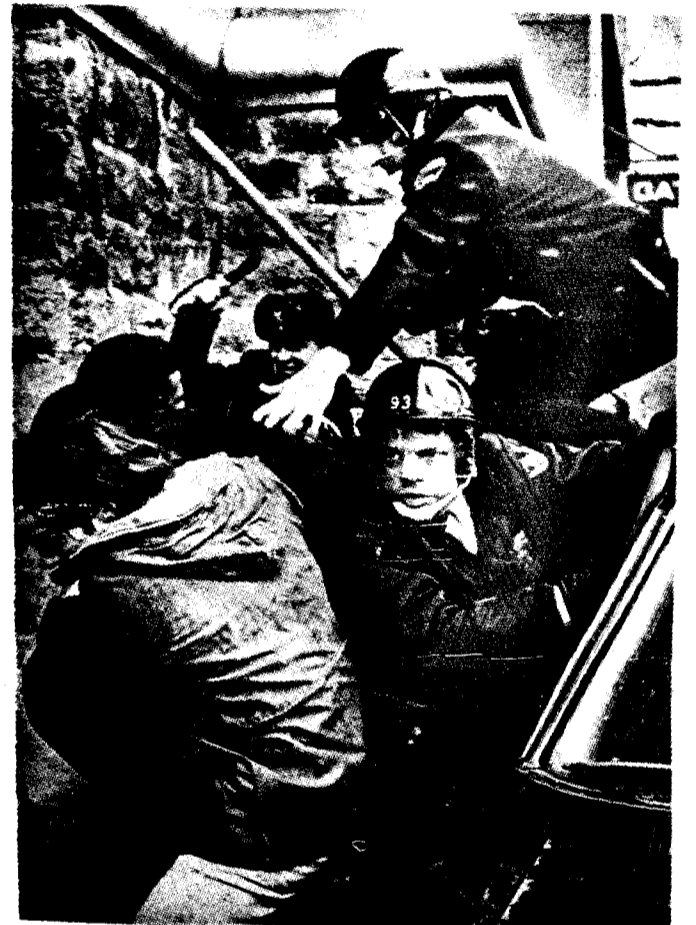
I don't know what it would have been like to have a student say ten years ago. However, I am in fact a student today which renders me capable of stopping in my tracks and taking a careful look at what it means to be a student. Years ago it was unprecedented to be a black student, and a student at the same time. Black students many years ago were confined to black universities, of course that is if there was something in your environment which motivated you, and something else which thru some strange force provided the stuff necessary for going to school, mainly money. Today however, things are somewhat different in the respect that there is some amount of motivation, and an increasing amount of need for equality, which includes going to school whether you have to mop floors, work in a kitchen, or do some other hideous task. There is however, something new to being a student. If you are a black student or a white student, then there is a great difference. However, basically, there is one thing which dominates many campuses, and if it is correct to say, has become a part of the American educational system. When Richard Nixon and George Wallace started talking about the preservation of law and order, the closest association one could make, was that this is another way of saying racism. That is in fact true. However, it was the prelude to the current situation of politically repressing and changing the attitudes of students to agree with the system, whether they want to or not. The need for a more modern trend in education has brought about what the media calls campus disruption among things. There is however, one unfortunate fact in this whole mess. That fact is that when campuses become the stomping ground for policemen and students who simply don't want to be lied to, and cheated further, it is typical of the media and the university officials to blame what they call campus disruption on the black population of the university, which is usually nill. The demands of black for the best available education due under the professed goal of each institution, has forced S.I. Hiakawa to tell Senators that the current trend of education being sought, poses a threat to the system. Of course the use of the word anarchistic convinced those already convinced Senators of their inbred and inherited dedication to things like racism, and livalism. There is however, something now in existence which does not discriminate between black or white students. The cops have introduced something into the curriculum. Head cracking 101, 102, or one o none is a distinct part of the social activities on any given campus. It makes no difference whether a student is conservative, liberal, or facist, every tom dick and murray is subjected to head cracking. The thing is not to be in the wrong place at the right time. If you are you get it along with the part time activists, or radicals, or whatever they call themselves. Another evil to which we are all subjected despite certain conditions which may differentiate us in other situations.

The draft in certain situations which occur more often than not, subjects us all to the disgraceful preservation of imperialism, they call it the great American Army. When I was in the service there was this song and dance to which I yielded at the time. That song and dance went something to the effect of preserving freedom for all mankind. But how about the freedom of the young man. I can also recollect when it was possible for a young man to instead of going to college, he would go traveling through the country playing his guitar, playing with the girls, and generally having a good time. After which he ultimately either decides that he wants to study in college, or perhaps voluntarily join the armed services. Today the basic difference is concentrated in going to college, or suffering the greetings syndrome. If college is the only alternative to the greetings syndrome, then you also face jail. The reaction to the youthful reaction to the system has brought about some disheartening effects. Depending on the geographical location, the mood, or better stated emotion of the particular university students differ. On this campus the efforts of some of the more politically oriented students are marred and misconstrued by conservatives who alienate themselves from the issues in order to keep telling themselves that the present system of unjusticial repression represent nothing but the regressions of a society not ready for change. The system has such people convinced that twenty thousand a year is all important, and has no relevance to the seemingly minor discrepancies which exists. There is only one thing wrong with the argument they system presents. What are we in school for? To be programmed for Dow Chemical. Or to receive an education.

It was recently told to me that this is a very crucial period in American life and time. I find that statement to contain much more than what it implicitly states. In the first place this is a time when young white youth must either differentiate between their initial impressions of the world they came into upon leaving home for the first time, or maintain the initial teaching of someone who told them. If you are not white, you aint shit. It makes little sense for people in their embryonic stage of living development to have gone through a university experience without having learned anything about their brother. Unfortunately, there are more people here at Stony Brook who are doing just that. More unfortunate after years of not having paid attention to what was being said, one warm suburban night one of these inattentive individuals will develop a paternalistic urge, and go either into a black or Puerto Rican community getting as his reward for what he considers a good deed a bellyfull of buckshot. And then ten thousand more people with the same attitude will commence the cycle of alienation and discrimination all over again. What will the era of asswhipping turn into. That hard to say. However, the unpredictability of human emotions makes soothsaying in this case somewhat ridiculous. Hope for the best and pray that the next ass busted will be other than yourself.



BLOODIED DEMONSTRATOR



CAMPUS AS BATTLEFIELD—Students collide with police at Wisconsin last month at a rally supporting black students' demands for campus changes.



POLICE & STRIKER