

Tutors Fight Apathetic System

By TINA MYERSON

Azalia and Eric used to like reading and discussing poems or stories, but English at Bellport High School is fast divesting them of this interest.

Eric, a senior who faces the English Regents in June, has trouble expressing his ideas in writing. He gets back "F" papers, but receives no constructive criticism to explain why he failed.



RAPPORT ESTABLISHED: Good relationships develop between student and tutor.

Many of the Bellport kids, apathetic from years of exposure to uninspiring if not hostile teachers, have a defeatist attitude towards learning. They have been called "stupid" so many times, they are beginning to surrender

their own opinions of themselves to those of the authorities at school. Afraid of making mistakes of differing with the tutor's idea's, they are reluctant to offer opinions on poems or stories until they are sure their tutor won't yell or think they're "dumb."

Azalia, bright, with many opinions that she is too shy to express, is stifled in the classroom. Her teacher insists upon only one way to interpret works - her way, and leaves no room for Azalia's originality.

A group of Stony Brook students are trying to make these kids aware that they do have ideas worth sharing. Tutoring both the black and the white students of Bellport High, one sees evidence not only of racial problems, but of the problems created by a high school failing to do its job.

Scott, like Eric and Azalia, has gained little for all his years in school. Although he is in ninth grade, he can read only about as well as a first grader. He is an emotionally disturbed child whose problems need more attention than a public school can give, but what kind of absurd system can push a child along to ninth grade when he can't read? Although college students often feel they lack the training to instruct fourteen year-olds in the rudiments of reading, Scott and his tutor have been able to establish some degree of rapport. Over the semester, good relationships develop between student and tutor. Scott's attendance on Thursday nights show that he is anxious to learn, even though his confidence in his own capabilities has been severely undermined in school.

Taken in this light, the Bellport tutoring program is worthwhile. Of course, the success is necessarily limited, for it would be foolish to overestimate the effects of meetings one night a week on the lives of the kids. Perhaps the most good is derived by the tutors themselves, who feel, at least, that they are doing something constructive.



TUTORING: Students must overcome defeatist attitudes toward learning that have been fostered in school.

News Service Investigated

NEW YORK, N.Y.— Lawyers for Liberation News Service (LNS) prepared to move in Federal Court to fight an impending investigation of LNS by the Senate Internal Security Subcommittee.

The Subcommittee had subpoenaed the Chemical Bank New York Trust Company for the records of the LNS account. Fred Cohen of the Law Commune, representing LNS, said he would seek a temporary restraining order to prevent the bank from taking those records to Washington, D.C., as requested by Eastland's subpoena.

An LNS representative called the subcommittee and spoke to Richard Sourwine, its general counsel. Sourwine said he couldn't discuss the subcommittee's plans over the telephone, but he did say:

"Well, let's just say that Liberation News Service is pretty well involved with a number of individuals and activities. You know more about this than I do. We're seeking more information... We have not issued subpoenas to any individuals yet."

NOTICE

If you were present in Tabler Quad the night of last May's bust and saw Larry Axelrod in vicinity, please call 4320.

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Midnight Rambler

By **DANNY LAZAROFF**

Today when the student body goes to the ballot box it will be faced with the problem of either accepting or rejecting the concept of a mandatory student activities fee. It is essential to the workings of the University community that the mandatory nature of the fee be retained.

A voluntary fee raises difficulties in collection and creates the undesirable situation where students are placed in the position of policing fellow students to prevent "crashing" of concerts and their activities by non-payers. In effect, voting down the mandatory fee signs the death warrant for student government vis-a-vis sponsoring of an activities program. This cannot be permitted to happen.

The activities fee presently supports Statesman, athletics, clubs, concerts and subsidizes three academic departments. As a result, Stony Brook boasts what is probably the finest program of any college or University with comparable resources.

There is also the possibility that retaining the fee will provide new avenues for student involvement in issues relevant to both the campus and the surrounding communities. The idea of a "free university" and community action program can be realized and implemented, provided, of course, the student body consents to use of their funds in this manner.

It is undeniable that student government has been careless at times and has lacked prudence in its use of the budget. However, even this year's Student Council has demonstrated a dynamic interest in working in the interest of the student body, and has to a great extent succeeded, though more could have been done. What immediately comes to mind is the student-run businesses which have flourished with initial Polity support. The Toscanini Record Shop and both coffee houses have provided a great service to the student body.

One suggestion as to improving the use of student funds is closer scrutiny over the use of the conference budget. It would seem that the same people benefit from these monies over and over again. This can be solved quite simply by more responsible government which is a goal achievable via the electoral process. Revision in the selection process for the SAB would also serve to alter the present system.

At any rate, without a mandatory activities fee, the student body will have nothing to turn to for relaxation and entertainment outside of the usual sex and drugs syndrome. This writer has nothing against either, but when your throats on fire and you just can't do it anymore it's nice to have someplace to go. Save the activities fee!

OPINION

Free Advice for Dr. Pond

Dear Dr. Pond,

Firstly, may I congratulate you on your appointment to the position of Acting University President. This is much more important than you would think. With John Toll's dethronal imminent, your instatement as University President could be forthcoming, if you play those ever-lovin' cards right. As I think you are a fine gentlemen, and brilliant physicist, biologist, or whichever (I forget), and would make a university president in the tradition of such champions of enlightened education as Kirk, Hayakawa, and Pusey, I offer you a brief analysis of the blunders John was known to make.

Most important, John was known to lose his head. Remember back to the library sit-in last year? Well, all the people were sitting there working on their demands trying to bargain with him, but he lost his head and called the police to remove the 21 people who posed such a threat to the normal operation of the university. And when he did that, all the people outside said that the cops were "Pigs" (Oh yes. Very often you will find people calling the cops "pigs." it's kind of slang). And you can be sure that they didn't like the Albany Archangel anymore for it either. It is very important that you get the people to like you, or else they will pass around stickers with

your name preceeded by the word DUMP.

And John was obstinate. Oh, boy, was he obstinate. He didn't rehire De Francesco (who was the only man John Toll probably ever talked to in his life on an administrative level who had a brain in his head), and he made a big mess with Mitch Cohen, first declaring him persona non grata, and then over-ruling CAS on Mitch's readmission. I know Mitch Cohen. He is a good fellow, and only a hard-head like the Fair Physicist would be mad at him for so long a time.

And what really got everybody mad was that John would lie. Oh how he'd lie. He told everybody that there was tripling because the University had finally started, in its minimal way (doesn't the university have a sort of minimal way to it? Except for the power structure-then it's another story, but back to the business at hand), to admit black kids. Frankly, it was a lot of crap. There was tripling because they built Van De Graaffs, and Physics type things, and... well, what about the Administration Building? And he also lied about the Classified research files, by saying that there was no war research for eyes to behold. Perhaps John is blind.

John could also have his picture by helping people who need help, like Mike Zweig when the D.A. wanted him to talk about his

friends and Mike wouldn't. The D.A. is not yet acquainted with the principles of friendship, or like the 21 people who lingered in the library when they were forced to swallow the loving mercies of a cranial Goliath like Judge Green (our own little Harold Carswell).

Pray, take this advice to heart, Alex. Don't be hard-headed, don't be deceitful, don't be given to tantrums. These were John's downfall. You could try to do some things (here, a positive criticism) you could get rid of the drug laws, you could redirect the university's priorities to serve the students, you could keep the university's facilities from polluting the environment, or you could stop the university from accepting Department of Defense contracts on such neat little items as anti-missiles. The whole bit, Alex, has got to go.

I'm telling you this for your own good. John was a bumbler. He did not run a university, he tried to run a man-power training plant. Not a good thing. Don't do that. Show some respect for opinions other than your own, and try to do what's really right with Mistery Tilley and Bybee. Start taking action on this bullshit that's flying around on Work for All.

And keep in mind, Alex, that at all times I'm pulling for you. Until you start reminding me of John.

Peace and justice,
Ev Ehrlich

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THEY LOVE ME.

WHAT
DO
THEY
SAY?

NO.

DO ME A FAVOR.
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ASK THEM TO
ARREST THE
NUMBER THAT
DOESN'T LOVE
ME.

WHAT
DO
THEY
SAY?

THEY'RE
COMING
HERE
TO
GET
YOU.



DO ME A
FAVOR. DIAL
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TELL HER
THIS IS
HER FAULT.

WHAT
DOES
SHE
SAY?

HER
LINE
IS
BUSY.

DO ME A
FAVOR. DIAL
MY ANSWER-
ING SERVICE.

ASK THEM
THE ANSWER.

WHAT
DO
THEY
SAY?

THEY
DON'T
ANSWER.

WHAT ARE YOU
TRYING TO
DO TO ME?



2-22

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Film Review

The Damned - When the Grotesque turns to Gross

By HAROLD RUBENSTEIN

Whether they want to be or not, most movie-goers are cousins of Pavlov's pooches. It is almost impossible to see a film today without having been exposed to some form of critical comment about it. Movies are no longer aimless pieces of entertainment to be drooled over. Everthing from Psychology Today to Screw has movie reviews. Everybody talks on the "new cinema", the "old cinema" and film festivals at the Bleeker Street Cinema. Opinions of them fly all around, sticking to the brain, and permeate the atmosphere like smoke.

But at a movie preview the air is more deadly, for it is charged with the pulverizing murmur of rumor. All one hears are assumptions, and possibilities, proof of the nakedness at which you will be subjected to the film. Reviewers wait with intense anticipation and move with all the unassured spontaneity of an autistic child.

Waiting for *The Damned* to be shown was like waiting for the wreckers' ball to attack a building. Like drones at their honeycomb, reviewers animatedly hummed their bits of trivia, gossiped about the production, tossed around the "X" rating, and reiterated ad infinitum little "in" things about the Count Visconti. But once the lights went down they held their breath for the avalanche of depravity that was to depict the Germany of the Third Reich.

The avalanche fell like a ton of bricks. Pieces of heavy matter cascaded downward with enormous power and force, but with such a lack of organization, in syncopated rhythms with wasted energy, that it all ended in an ugly pile of rubble. *The Damned* is so perverse, so unflinchingly black a portrait of pre-Nazi Germany that it is surprising the projector's lamp didn't turn off in sympathy. Subtlety was never Visconti's forte nor his style. Visconti exaggerates, overstates and repeats incessantly but in all of his other films he seemed to build a crescendo that would overpower.

But with the first deafening crash from Maurice Jarre's horrendous score (Mr. Jarre has now done about ten versions of *Lara's Theme*, changing only two chords per score so that he couldn't sue himself for plagiarism), Visconti stays on one sledgehammering level, starting so high on the power scale that he has nowhere to go but across. The problem with any straight road is that it eventually gets boring.

The Damned allegorizes the fall of Germany with the Aschenbach family, a rich, aristocratic dynasty that made it by making steel. They are a tight-knit, yet back-stabbing disgusting lot who breathe the essence of power and are pure in their hatred. Each one slowly plots the downfall of the other and a harrowing game of human chess where everyone is a pawn for the other begins.

Visconti leaves almost nothing out. The list has now been repeated many times—murder, sadism, rape, fetishism, tranvestism, homosexuality, incest, machism, conspiracy, blackmail. They are not a happy lot. Yet when *The Damned* was released critics went wild in droves, lapping up the machinations of this morbid bunch and chewing up the atmosphere. Maybe some things were overdone, they said, but the few excesses made up for a film that has no irrelevancies.

There are no irrelevancies because the film is so one faceted, a constant drum roll that never finds a cymbal crash. Conditioning might now make it easy to overlook some of the film's flaws, but an initial viewing gave them no camouflage.

Visconti has lit the film in

tones as if the Aschenbachs lived in a bordello. The initial scenes of the family together are well done, but we are so in the dark about the story and so busy trying to construct our own who's who as to the cast, that we can't even focus on the background. Once we get going, however, Visconti gets gone. The scenes are dimmed in garish reds, shadows a mile long, abdicating-royal-blue, or natural tones the color of sludge rather than earth. Everything looks like it has been dragged through the muck, including the actors.

The acting is not overdone for the film, but the film is so broad that much of it evokes humor. Dirk Bogard has been miscast in the role of the heiress' (to the fortune) lover and just when one feels he will hit the right stride in a scene, Visconti makes him shake or pound his hands like a junior high student who forgot what to do with his arms on stage because his pockets are too small. Ingrid Thulin is Sophie the heiress, and she is wasted, her long sensuous mouth, splashed with red lipstick so that it looks like a squashed strawberry. Her part is not as strong as it seems, her frailty is annoying in the light of her position, and her submission to

her son is finally revolting. Her son is played by Helmut Berger. Of all the depravities listed, there isn't one he misses. Given this virtual volcano of debauchery, Berger gives a performance of exceptional range, but the character itself is so base, so alien, that it is impossible to see him as human. From his marvelous entrance dressed in drag as Marlene Dietrich to a wildly funny rape of his mother, Berger's role is a caricature of Germany, not a dissection.

There is so much that is Wagnerian in *The Damned* that it almost seems more than a coincidence that the film's real name is *Gottterdammerung*. The incest scene is a primary example. It is shot in a room filled with lumberous furniture, lit in varying degrees of midnight blue. Sophie's son is so Freudian he drips in complexes. His physical blatancy is not enough, he must espouse the "you never loved me" speech, at which they both get off the couch, each to his own respective corner of the room. Rapidly switching focus from one character to another, we watch Sophie clutch her hand to her mouth (Miss Thulin does this at every climatic scene. She must have been instructed

to do so; no actress would deliberately chew away at the palm of her hand), and her son all in blue, begins his strip, as Mr. Jarre's ever-present, ever-awful score trudges forward. The next thing we see is Sophie standing, trembling, as a sweater falls to the left of her, a sock to the side. Finally, when his jockey shorts fly over her, it is too much to bear. The scene is too grossly played, the timing so melodramatic, that laughter is sadly inevitable.

Suprisingly the most successful segment of the film is the most depraved; "The Night of the Long Knives," a homosexual orgy with Roehms' SA forces that eventually ends in their slaughter. Here Visconti has caught the innocents in the vile, the subtlety in the grotesque, and played it against a horrifying background. It is remarkable. But it only happens once.

Visconti, Antonioni, and Fellini, make up the "big three" in Italian cinema. This year all three made films about a decaying structure of society. Antonioni used America and failed miserably. Visconti used Germany and has not fared much better, though his point does get across, all too soon.

Maybe the film hits harder at an older audience because we don't remember. Or maybe our age has been a more subliminal one. Visconti hits first with one fist and then another, and another, and the blows beat his film to a pulp. The repetition does not display ugliness, but is in itself ugly. Fellini's *Satyricon* opens and will be reviewed next month. It was also viewed, unconditioned, at a preview. His film is at least superficially about a time in Italy, and then applies to the world in general. Home is where the heart is.

MEV: A New Harmony

The Musica Elettronica Viva is coming to Stony Brook on Wednesday, February 25. MEV is a group of composer-performers making live electronic music, composed, improvised, individual, collective. The music is a search for a new harmony—a process where speaker and listener agree to communicate. Electronics are a means, making space itself a living circuit.

The MEV is a cooperative which was formed in Rome, Italy, in September, 1966. The Stony Brook program performed by Nicole Abbelloos, Alvin Curran, Barbara Mayfield, Frederic Rzewski, Edith Schloss, Richard Teitelbaum, will include a work entitled *Spacecraft* which is a group improvisation. In addition to their concert activity in Rome, the MEV has made a series of tours throughout Europe, giving over 100 concerts

in 30 cities. MEV performances have taken place in the most varied circumstances—in festivals, concert halls, theatres, museums, churches, schools, universities, art galleries, bookstores, clubs, factories, prisons, and in the streets. The group has received wide acclaim throughout Europe such as "The sounds retain the imprint of the physical gestures which produce them; they are expressive in a way that pre-recorded electronic music can be... the performance was fascinating and compelling," quoted by the Listener, London, England. The performance is scheduled to begin at 8:30 p.m. in the Lecture Center. Series tickets are still available through the Department of Music for the Spring series concerts. For reservations and information contact the Music Department at 246-5671.

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Hockey Team Loses Again Despite Tough Performance



TOUGH LOSS: Hockey club faced off against St. Francis and played a fine game, only to lose, 6-2.

By **SCOTT KARSON**

It is a fact that the Stony Brook Ice Hockey Club has already been eliminated from the Metropolitan Intercollegiate Hockey League playoffs. It is also a fact that defending league champion St. Francis College has clinched first place in the league's eastern division. However, previous performances did not indicate how these two teams were to fare when they clashed on Saturday night at the Newbridge Road Rink in Bellmore.

The Patriots turned in their finest performance since dropping a 2-0 decision to Columbia as they lost to the Terriers by a slim 6-2 margin. Stony Brook lost to this same St. Francis squad by a 12-2 score earlier in the season.

With only fourteen Stony Brook skaters on hand, Coach Gerry McCarthy was forced to create some new and untried lines for the game. He moved right-winger Jeff Faulhaber back to defense alongside Harvey Heilbrun. The new pairing worked out well, as they, along with blue-line stalwarts D.I. Hermansen and Bob Lieberman, were consistently able to clear the puck from their own end onto the sticks of the advancing Stony Brook forwards.

The line of Greg Alcorn, centering for Pete Hayman and

Marshall Green, was very impressive in its first outing, accounting for all of the Patriot scoring. Green poked home a rebound off of an Alcorn shot in the second period, and Alcorn netted a goal of his own in the third, with assists going to Hayman and Green.

St. Francis jumped to a quick 3-0 lead in the first five minutes of the game, scoring on two long shots from the point and on a break-away. They picked up two more in the second before Stony Brook began to whittle away at the lead with its two goals. Midway through the third period, with the Patriots continuously storming the Terrier net and setting up numerous scoring opportunities, a fight involving several players from each squad broke out. With

the ensuing penalties, Stony Brook found itself playing short-handed by two men until there was less than a minute to go in the game. During this time, the Pats allowed only one goal, but were unable to mount an offensive attack of their own. Interestingly enough, Stony Brook stayed even in the shots on goal column through the game—each team managed to get off twenty-seven shots at the opponent's net.

The Stony Brook squad, known to its loyal supporters as "The Mighty Karson Art Players," has one game left in its fledgling campaign. The Pats will return home to the Long Island Arena in Commack on Wednesday, February 25, to meet Nassau Community. Game time will be 6 p.m.

Lee And Swimmers

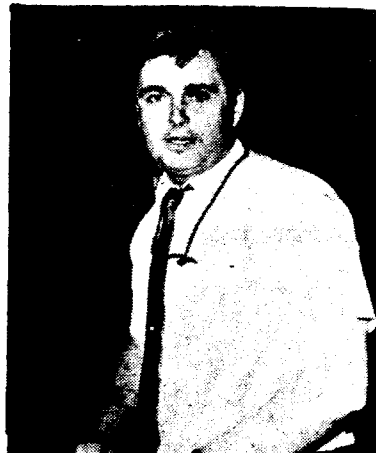
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Everyone Involved

Lee's goal as a coach is to help his men develop their potentials to the fullest possible degree. "I guess it sounds Utopian," he admits, "but I want to see everybody reach their full capabilities by the end of a season. This is what I shoot for."

"I like to get everybody on the team involved," he adds, "to the point where they become coaches themselves. They should gain the ability to help themselves and their teammates not only as swimmers but as persons."

John Sherry, one of the tri-captains of the team, has been with the coach ever since Lee came to Stony Brook. "Everybody on this team has



Ken Lee

been pushing hard," he says. "Those who haven't, dropped out." That's the way Ken Lee runs a team.

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February 25, 1970

Pats Clip Paterson 58-46

By BARRY SHAPIRO

The Stony Brook Swimmers extended their winning streak to seven straight with an exciting 58-46 win over highly rated Paterson College, Tuesday evening. In leading the meet from beginning to end the mermen avenged last year's 22 point loss at the hands of the same New Jersey rivals.

The Patriots fashioned this win over their toughest opponent of the year with the finest swimming display ever put on by a Stony Brook Swimming squad. Led by Rich Fotiades, who smashed Pat records in the 1000 and 500 meter freestyle events, the mermen in total set five new individual records, tied two others, and established records in both relay events.

"Times early in the year denoted this one as a sure loss," commented Coach Ken Lee, "but by today we knew we had a good chance. Every boy swam great."

Pats Lead Early

The Pats jumped to an early lead when Pete Klimley, Al Weiland, Dave Gersh, and Bob Maestre teamed for a new record of 4:03 to cop the 400 medley relay. In the 1000, Fotiades broke the old Stony Brook record by 0:15.2 seconds when he took second to Paterson's Rick Magee in 11:45.8. The first Pat to ever break the twelve minute mark was followed in third by John Sherry.

Paul Montagna tied a mermer record with a 2:01.7 in the 200 freestyle. Maestre tied his own record of 0:24.0 and was closely followed by Klimley, who set a personal record of 0:24.2 as Stony Brook swept one-two in the 50 free. Weiland copped a third place in the grueling 200 individual medley, in a time of 2:28.6.

Mark Silver edged his teammate Eric Rogoyski 148.20-144.80 as Stony Brook swept the first two places in the diving event. At the halfway point in the meet the Pats held a 32-20 lead.

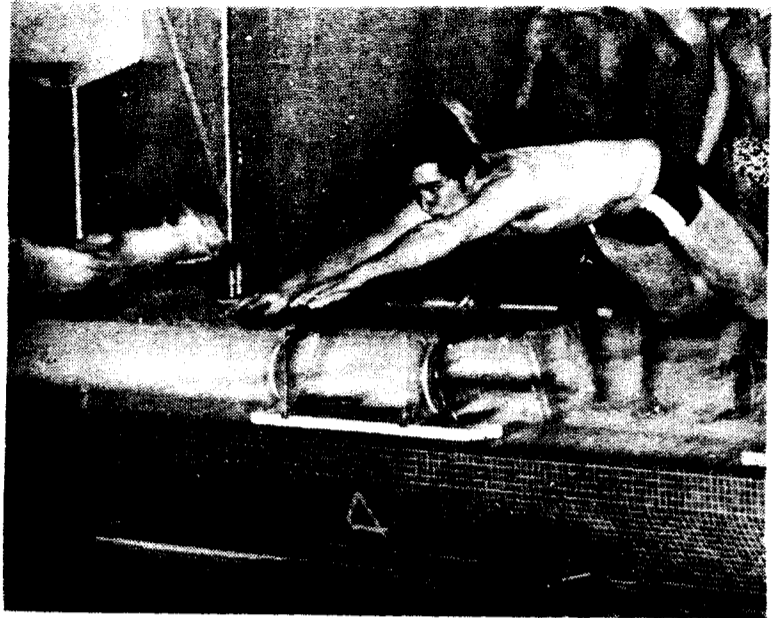
Records Continue To Fall

Gersh set a new record in the 200 fly in a time of 2:19.0. Montagna brought home the third in 2:32.5. John Sherry followed with a record in the 100 free - as he edged out Paterson's O'Shea in an important photo-finish. Klimley broke his own record in the 200 backstroke as his 2:19.0 fell second to three event winner Magee.

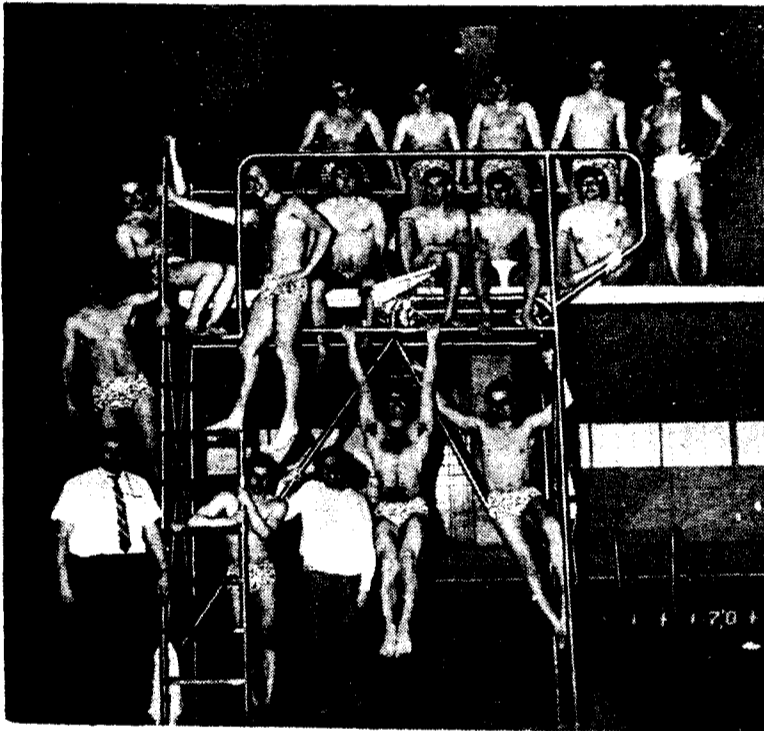
Fotiades continued the record onslaught as he low red his time in the 500 free to 5:37.8 to take a second place - again to that man, Magee. Steve Lukaczer took third. This gave the Pats a 50-38 edge, just three points short of victory. But Paterson rose to the occasion and held Stony Brook's Weiland to a one point third place in the meet's next to last event, the 200 breaststroke.

With the meet on the line the first rate 400 free relay team of Gersh, Sherry, Montagna, and Maestre smashed the team record by three seconds as their 3:37.4 left Paterson a pool length behind.

The team's record is now 11-3.



SWIMMERS: Went into action last night against Paterson.



THE 1969-70 PATRIOT SWIMMERS: "Have a profound confidence in their abilities."

Ken Lee And Swimmers Grow Into First Place Combination

By MIKE LEIMAN

The Patriot swimming team had never competed in a single meet going into the 1965-66 season, which made them ideally suited for their new coach, Ken Lee, who had never coached a single swimming team going into the 1965-66 season.

Together, Coach Lee and his swimmers worked hard, but by the end of the year they had compiled a dismal 0-7 record.

"We were never losers, not even then," said the coach as he looked back. We've always had a good attitude on this team. Sometimes I've marvelled at our attitude."

From that first year the Patriots improved steadily. In 1966-67 they won their first meet ever against Gallaudet University and went on to compile a 4-9 mark. They slipped to 3-9-1 the next season, but last year gained a 6-7 win-loss record and second place in the Metropolitan Conference Division Two.

Now the team is on top of the swimming world, or at least that

part of it that belongs to Division Two. The Patriots finished their league season Saturday with a win over CCNY that gave them a perfect 8-0 conference record and a 10-3 overall mark with two meets yet to go (including yesterday's against Paterson).

"As a team, we're exactly where I thought we'd be," he admits. "I expected that we'd win our conference, but some of the individual improvements have surprised me. Why, Al Weiland dropped the record in the 200 yard breast stroke from 2:49.5 to 2:32.8."

Coach Matures

Coach Lee and the swimming team have grown together. "I know I've improved as a coach," he admits. "At first I didn't know what to expect, but I've matured with the team. I gained a great amount of knowledge about swimming itself from them. Now I understand the team better."

Ken Lee went to Cortland Teachers College where he swam

the 220, 440 and the 1650 for three years under the tutelage of Doc Councilman, one of swimming's leading authorities. Lee was captain of the team in his senior year.

After three years in the Marines he started his teaching and coaching career at Hicksville High School and then Islip Elementary School. He worked for three years as a junior high school wrestling and assistant track coach before coming to Stony Brook in 1965. Originally hired to coach tennis and swimming (he's no longer with the tennis team), Lee had never coached either sport.

"It was the first year for both teams when I came over, and I looked on it as sort of a history-making venture," Lee says. Then he laughs and adds "I had little background in tennis but we finished with a winning record. I did have some background in swimming but didn't take a single meet. It just shows that you're only as good as your horses."

Continued on page 7

Fun And Games

Swimmers: A Team



Mike Leiman

"We've become a team in an individual sport situation," said Coach Ken Lee. "We do what's best for the team, we don't perform as individuals."

The Stony Brook Swimmers are a squad that can't be understood by just a look at their times. There's a feeling of unity among the players that leads them to place team honor above individual achievement. "I'll swim anything and I'll do my best," said Patriot Bobby Diamond. "But whatever is best for the team that's what counts."

Paradoxically, the swimmers have become a team because they've chosen to assume the individual responsibility that is open to them. "The guys aren't afraid to let me know when I make a mistake," revealed the coach. "I've learned a lot from them."

"We look at each other, we help each other," he continued. "For example, Paul Montagna noticed that Pete Klimley wasn't stroking fast enough as he came out of his turns. In effect, he was dying in the water, losing momentum. So Paul brought it to his attention. Now it's no longer a problem for Pete."

Swimming is a tiring sport and as the end of the season nears, a team could drag. But the Patriots haven't. Instead they clinch their meets earlier each time, winning by a wider and wider margin. The players act as their own cheerleaders, and each meet is enlivened by Tiki on his bongoes or someone else on the morroccas.

As for the men who do more cheerleading than competitive swimming, their attitude is as good as the Red Raiders of basketball. Though everyone is interested in bringing down his individual times, no one seems bitter about his place on the team.

A squad with such a healthy attitude is often one that can rise to the tough competition. That's just the case with the Patriots. "We know we can swim our best when it counts the most," acknowledged Coach Lee. "We have a profound confidence in our ability. We feel that we can win anytime."

"That's the way it was when we beat St. Francis and Adelphi," he went on. "This is a team that's able to get itself up for the important meets. We don't choke, we produce when it counts."

The Pats strong point is the depth of the squad. They can put their best swimmers in the opening relay and still have strong men to come back with. A team doesn't rely on any one or two individuals. The Swimmers are a team.

PICKING UP THE PIECES

Why The Hell Should I Read This?

What's the standard reason for staying in school? Mom and Dad drum into our heads, stay in school, the more you learn, the more you earn, the more you earn the more you get, and of course, the more you get the happier you are. Daily, we confront an education which serves to satisfy our individual material greed. The more I know the better my chances to obtain those things which will make me a little better than the next guy. The little bit of humaneness left in us ironically makes us turn off to not only our education, but to the world it fails to represent. Turned off, we must face the consequences. We drift around, floating from one meaningless activity to another. We play cards. We oversleep, we smoke, we hang out. In a cloud of undefined vagueness we stumble through a cluttered and useless world.

Some of us still look for a meaning to our lives. We may try to find it in our classes. Here we walk from one academic building to another. Swept up, we ride the

merry-go-round of an educational system which fragments us and places us into its specialized departments. The teacher unfeeling blabs out his empirical knowledge devoid of any answer to the misery of man. We sit transformed into human tape recorders, recording. Periodically, at exam time society demands the assessment of her little machines. On cue we responsively press our playback buttons. And what of the science student, who has studied diligently, learning the technology which could be used for the benefit of man? His prime consideration upon graduating becomes a selling of the scientific skill under corporate slave block, services to be rendered to the highest bidder. Sold into slavery, his master puts him to work on new ways to destroy, or rocket above, a world stricken with the disease called "man."

Most of us give up the search and submerge ourselves into a consciousness barren of meaning. Yet always in our minds one frightening thought lies ready to



pierce the protective fog of our limbo world—the future. The nightmarish reality of the future sears our minds to a screaming awakening. The pit of our graduation lies open, and at the bottom the gleaming teeth of society's jaws reveal themselves. As graduation draws closer its jaws open wide, ready to rip from its victim all feeling for his fellow man. Clawing at our heart, it will only release its bite when we submit to its teachings. "Get all you can for yourself," "Be better than the next guy." "The more money you get the less you get stepped on." "Don't forget, everybody's out for themselves." Slowly we look around and we realize we're still in the university, the nightmare subsides. We return to the desert of Stony Brook, terrified in thinking of the future, or now even more terrified of thinking. The shadow of the future's harsh reality dances away but only to inevitably return. Shivering we sink still further into the ghostly darkness we call our lives.

Sunday Night: An Opportunity

"What is desperately needed to make such an effort effective are people: people with ideas they are willing to discuss, people who are receptive to new ideas."

March 1, 1970 will be the inauguration of a coalition. Its purpose is to examine our existence at Stony Brook and our role in society. Why has such a meeting been called? To educate each other and the general public of the relationship between college education and our complex society.

We must begin to examine why recruiters come to a university. Is it because they like to be called obsenities, or look at themselves as imperialists or is it because the progress of corporations is dependant upon college graduates? Why does society invest in our education? Why does society permit us 4-10 years to be educated? Why do companies refuse to meet the needs of our

rapidly expanding society? Why are businesses continually looting natural resources (our very means for survival) and never replenishing them? Our university must be questioned as to why it refuses to assume its responsibility of preventing this ecological destruction. How can we continue to allow our faculties to waste their knowledge by giving new improved methods to corporations on how to dehumanize the human race?

If we look at our campus closely we find thousands of students dissatisfied with their education. They find it meaningless, useless and repetitious. Why can't we have an educational process that allows people to think creatively? We must begin to educate ourselves (as

human beings dependant on a whole world) as to how we can improve the lives of all people.

If we venture outside the Stony Brook gates we can see thousands of youths deprived of any education. We can see blacks and whites fighting each other to get a piece of our bankrupt education. We must ask ourselves "why?"

These questions have never been discussed with any serious exploration of the problems and possible solutions. More importantly, this nation has failed to initiate a movement that approaches alternatives to the present structure.

Sunday's meeting is the start of such a movement. This educationally oriented (rather than

issue oriented) approach is new to all of us and will be difficult at first, but we have to be willing to take this first step. What is desperately needed to make such an effort effective are people; people with ideas they are willing to discuss, people who are receptive to new ideas.

There is no strict format or agenda to Sunday's meeting, to be held 8 o'clock in the Physics Lecture Hall. There are some students who want to seriously build a viable movement. Education is the order of the day. To make this movement work you must attend. Share your thoughts with everyone. You, who attend, will be the pioneers of this real struggle. Please come and speak out.

Research, Economy, University

The federal government now supports nearly 70% of all research and development in the U. S. today, while only a little more than 20 years ago it supported practically none outside of a few of its own laboratories.

Research and Real Production

One reason for increased federal expenditures is the expense and uncertainty of the developmental work needed for the production of useful goods (goods, such as new steel mills or housing, whose use enhances the material and cultural level of society, and increases society's ability to further raise that level in the future), which private industry does not find economical to support. Research and development expenditures by private sources are small and getting smaller. In recent years these have totaled about \$4 billion annually, though only \$1.5 billion of this amount has been directed at developing new useful goods and production processes. The balance has been devoted to winning larger government contracts.

These intellectual resources employed by industry are often misused for the benefit of higher profits. In the sector of the economy which produces usable

resources are not being exploited by the productive sectors of our economy. Rather they go into the production of sheer waste, usually in the defense and aerospace industries, areas which produce nothing that benefits society. The large financial and corporate institutions can, if they have enough power, protect their "old" capital investment when it is in their interest to do so, when the lessening of costs through the introduction of more advanced technology would not be greater than the cost of writing off their already substantial investment in now obsolescent machinery. Thus, many of their profits have been diverted from the productive sector into areas which won't compete with their previous investments in that sector, especially into the defense and aerospace industry.

The statistics concerning the misuse of our scientific manpower are staggering. More than 2/3 of U. S. scientists are working directly or indirectly for the military. Of the total funds allocated in the U. S. for scientific development, 70% are used for research of a military nature, 90% of federal research and development funds are devoted to defense, space and atomic energy. Out of every dollar of industrial research and development, over

scientific graduate students, a majority of the students in the final phase of their Ph.D. research, 1/3 of all new science facilities, involving all Ph.D. granting institutions in the country—are federally funded. Today more than 2/3 of the university research funds come from the Dept. of Defense, the Atomic Energy Commission and the National Aeronautic and Space Administration. Thus, when SUNY Chancellor Gould states that "we require the closest co-operation between the Federal government and the academic community, with its huge reservoir of knowledge and talent," or when Pres. Toll says, "we are interested, seriously, in developing a partnership with business in developing the Island," they clearly refer to the use of our institutions for cost-cutting/profit-increasing and useless defense research, paid for by all American workers.

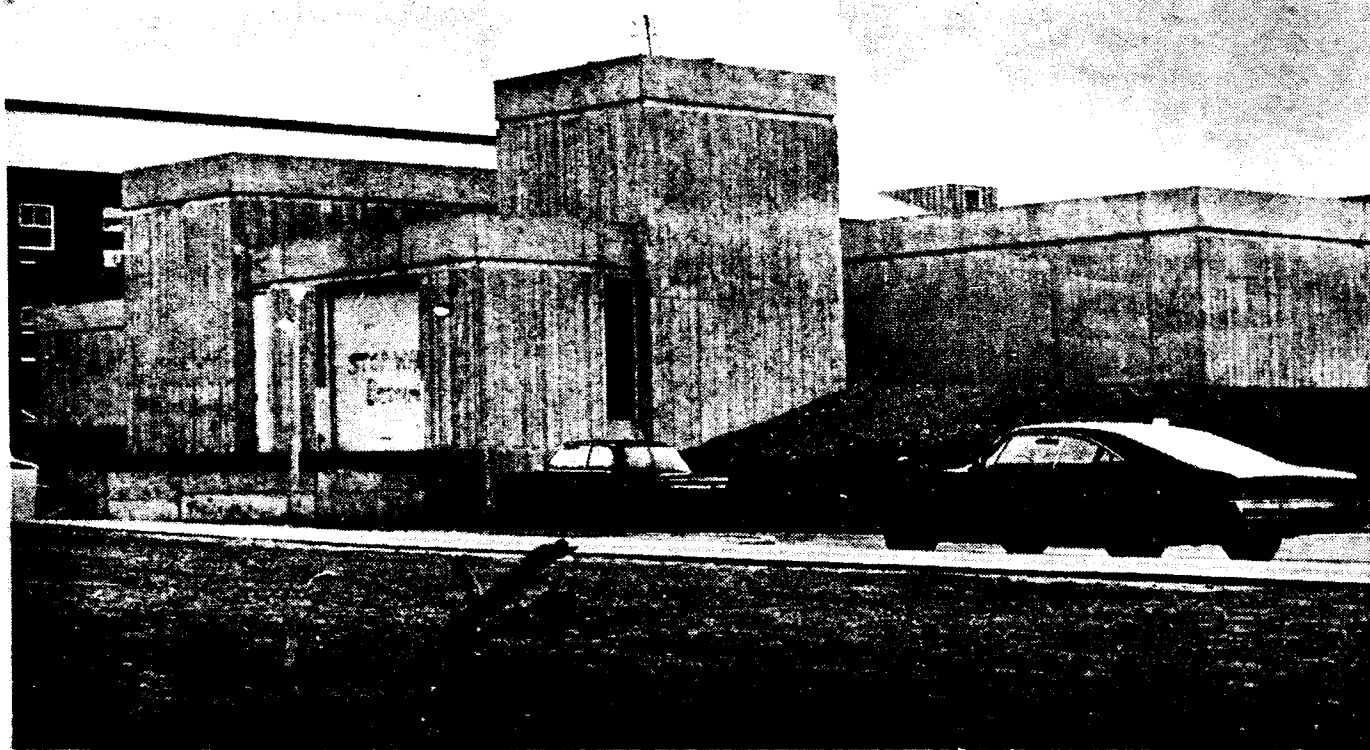
"Educational" Needs and Research

The development of research facilities coincided with, indeed helped to foster, the change in the education direction of our schools required by the burgeoning of waste production. Universities are not isolated from the political economic forces of society. The Regents Statewide Plan For the

to provide for the training of the needed Ph. D.'s. The six universities with a little more than 25% of the federal project funds graduated about 25% of the Ph.D.'s. Today 75% of the Ph.D.'s graduate from the 25 leading research universities. These graduate schools largely determine academia's future. Their professors define the methodological and ideological horizons which command academic respect and within which the professional operates.

The Uses of Research

This article does not intend to oppose the heavily funded universities as against the small liberal arts college, or the rich physical sciences as against the poor social sciences. Indeed, it doesn't even intend to focus on the universities. Rather, it attempts to place the uses of university research within the political-economic context of our world. It does not pose ridiculous solutions such as the separation of research and education institutions (an isolation which will neither prevent the misuse of our intellectual resource, for the same defense-related research can be carried on off-campus, or improve teaching quality, for good teaching does depend upon contact with relevant, contemporary trends). Rather it is intended as a springboard for a comprehensive examination, not only of research here at Stony Brook, or SUNY, but of the determining social forces which have created our wasted intellects. Our solution must stem from an understanding that the only criteria for what research shall be done is whether it benefits society as a whole, in terms of who will pay its present cost and who shall reap its benefits. Defense research subsidized by wage-earners is criminal; what we need is research on solutions to our power, ecological, housing, transportation, inflationary, etc., etc., problems, at the expense of those whose present control of investment of our resources has caused our problems. (P.S. for those who still think in terms of the university as a self-insulating value-system, on Nov. 2, 1967, the head of Defense Dept. research issued the scarcely noticed statement that he was "taking steps to assure that in the future all basic research supported by the DOD at universities will be unclassified." He in effect made it possible for critics to claim that no classified research is "basic," contrary to all previous claims. In a self enclosed system, it is impossible to recognize this sudden reversal of value judgments—a fact which should convince one of the truth of the mystic phrase "it's all part of the same system." Incidentally, the Pentagon has defined basic research as the "new knowledge . . . relevant to security." The Pentagon often repeated in subsequent years that the DOD would finance university research "in order to get results that will strengthen the national defense, not contribution to higher education.")



goods, production is set at a level which will maintain prices and acceptable profit margins in terms of costs and invested capital. The result is an artificial restriction of production in order to stabilize prices at a high level. (e.g., in 1960 the break-even point, the figure at which the company begins turning a profit, was roughly 50% of capacity.) To the extent that technological improvements in the production process are employed, they are used either to cut the costs of production without corresponding wage increases and/or price decreases, or to renew existing markets by the technological obsolescence (e.g., auto).

Economy vs. Waste Prod?

However, the empirical fact is that most of our technological

sixty cents is public contract money, usually for the defense and aerospace industries, while 2/3 of the rest is ultimately charged as overhead on these same contracts.

Not only is the American wage-earner directly subsidizing the costs of technological development, but these advances are generally made in an area which produces nothing of use to him. This causes his wage to be eaten away through the hidden tax of inflation, and is used to directly suppress his brothers at home (especially in the ghetto) and abroad.

The Misuse of University Research

The relationship between the universities and the federal government became intimate during WW II and has grown to very substantial proportion—3/4 of all university research, 1/3 of our

Expansion And Development Of Higher Education-1964 recognizes that: "In the broadest sense, the task of educational institutions will be to fit a growing and changing labor force into the growing kinds of occupational positions. Beyond this, it is to identify and train leaders for society's future."

The increase in defense-related research budgets naturally coincided with an expansion of educational facilities, along with a change in their orientation. America needed increased numbers of trained scientists and technicians to fill its growing military, government and corporate bureaucracies. Today 8 of every 10 new science graduates will end up working in non-growth sectors of contract research and development. The universities best equipped to undertake the research were also those with the faculty and facilities

Is Recruitment The Issue?

With spring and the annual culmination of four years of study comes the recruiter. Concomitant to this is the now quasi religious ceremony of dealing with the Recruiter. It begins in the sanctuary of the Humanities Alcove, with a high priest giving a now meaningless sermon on U. S. imperialism to a still devout following. The outgrowth of the sermon is that the now rapturous disciples want to remove this stigmatized individual (ie. the recruiter) from the campus and in this way strike a hard-hitting symbolic (?) blow at racism, imperialism, male chauvinism, and the military. One thus places special emphasis on war producers, the armed "services," and companies whose employees are out on strike. An attempt is made to exorcise the recruiter from our campus with chants in the name, and name only, of the working class. If this fails he is then to be physically removed by the true believers and other concerned and frustrated students who become caught up in the emotion of the demonstration. This rite has a tendency to treat recruiters, and recruitment in general, on a subjective rather than on an objective level.

The Capitalistic system is run for the benefit of a few whose primary concern is for increased profits, at

the expense of the many whose daily labor enables society to exist. One finds evidence of the inequities of such a system in its increased war production, the primary cause of the spiraling inflation affecting all American consumers. Thus real wages decline, while corporate profits increase. What is misleading is the implicit conception that the actions and rhetoric pertaining to the prevention of the recruiter from recruiting on campus will hurt big business or the army, or that a company whose employees are on strike is less oppressive than the same one when its employees are not striking.

The issue is not the act of recruitment per se, and that act must not be our primary focus. Rather we must focus on what the needs of society are and how the particular company the recruiter is representing meets them. The recruiter is after all only a link between this company and the university. The company should be providing the goods and employment necessary for mankind's existence and progress. Implicit in this is that the natural resources be conserved and used in the least wasteful, least polluting, and most economical way possible.

The recruiter must be held accountable for the institution he



Students demonstrating against Dow Chemicals last spring staged a brief sit-in in the library.

represents. We shall afford him the opportunity to explain his company's involvement, or lack of it, in socially useful production in an open forum so that we may ascertain its present usefulness as measured against society's needs, as well as the manner in which it deals with its workers.

Recruitment can and should be used as an educational tool—a device by which we can foster an awareness that companies should provide socially useful goods and

employment at the expense of those who make their money in socially useful ways (ie. war and aerospace production, speculation, obsolescence), rather than by such means as Nixon's Austerity program, which would further tax the workers. The open forum must be publicized in the community as well as on campus so that both workers and students can question the legitimacy of any institution that does not deal with the objective needs of the people.

Education, Society and Admissions

Gov. Rockefeller and Mayor Lindsay have submitted various programs on open admissions. These proposals would mean a drastic change in the present structure of higher education. In order to have the universities meet the increased enrollment, a standardized education for all students would be implemented. University courses would have to be standardized to set curriculums. The mind-destroying process of drill and grill would become more deeply entrenched, totally eliminating all possibilities of creative thinking in the universities. Tests, akin to the High School Regents Exams, would be established to insure the uniformity of course instruction. This dehumanizing proposal must be fought tooth and nail and a viable alternative to Rockefeller and Lindsay's schemes must be developed. At Stony Brook, the present course enrollment of 100 to 300 students per class already confronts us with the problems of uniform education, where students are consigned to do nothing more than memorize professors' lectures.

While our society is faced with mounting problems in housing, mass transportation and environmental pollution that

require vast reallocation of society's productive powers, we find great segments of the working class population currently mis- and under-employed. Many jobs are technological anachronisms that could easily be done away with, without subsequent unemployment, if revolutionary changes in present productive relationships based on private ownership of the means of production were made. We need a skilled work force just to elevate technological employment to its present capabilities. By greatly expanding the four year educational facilities we could produce an educated work force capable of addressing mankind's grievances. This is opposed to the concept of increasing admissions for select groups of the population, without expanding the capacity of the present institutions.

The State University system has shown reluctance to even minimally aid the education of working class youth. The tutorial funds for AIM have been slashed. The funds for the present HEP program at Stony Brook, that would have permitted fifty migrant worker students to live on campus, were not delivered. Instead, we find constant increases in dorm and

tuition rates that make it even more difficult for working class youths to attend. High school graduates, not able to find productive jobs upon leaving school, either enter vastly inferior community colleges that track them into becoming petty bureaucrats, clerics and technicians, or drop out and enter the work force after serving in the army.

The present educational structure of the universities themselves must be changed. If the university refuses to address itself toward education and research then we must develop political capacity capable of forcing it to do so. The present obsolescence of capitalist production can be eliminated and the work force given sufficient training for involving itself in production for increasing mankind's material and cultural wealth. If students felt their education was of genuine social value and not mere preparation for employment in corporate bureaucracies or as researchers for defense industries, then a great deal of the alienation and feelings of impotence in students lives would be eliminated.

We must realize that "higher education" is useless in the 1970's unless it provides all segments of

society with the skill and opportunities to help construct a world in which all people work for each other's benefit. Our entire notion of the university as the cloistered environment for "intellectuals" must be eliminated. A new university should be founded upon the principles of what jobs are necessary for the common good. It must be open to all who want to be involved in the construction of a world free of poverty and economic exploitation. The entire university will be "paying" for their education by the tasks they will undertake after graduation.

We must also demand that such a program for universal free higher education be financed by the banking and real estate speculators that profit from the huge debts that the State University construction fund has incurred for the benefits of those self-same banking and real estate speculators. The debt service can be suspended and used to help finance free higher education for all those who want it.

SUNDAY 8 pm

PHYSICS LECTURE HALL

OPEN MEETING

PLEASE ATTEND

Coalition Statement of Purpose

This spring many corporations and government agencies will be recruiting on our campus. Once again recruitment will and should become an issue. The recruiter is a direct link between two social institutions: the corporation and the University. Typically the student movement has focused on whether or not the recruiter should be allowed on our ivory pure campus. Instead our concern should be the degree to which these institutions are, or are capable of, meeting pressing social needs. In most cases the student movement has wrongly chosen to deal with the question of what is in the moral interest of the University. This represents an extremely narrow conception of both students and the University. It begs the larger question of what is the role of the University within society.

The growth of the military-industrial complex necessitated a great change in the University structure in this country. First of all the University had to grow very rapidly to supply great numbers of engineers, scientists and nonscientific bureaucrats for the

defense and aerospace industry. The methods of instruction and overall University life changed as the purpose for which students were getting an education changed. The purposes of education during the early '60s moved away from medicine, law and teaching and into scientific research and training for the military-industrial complex and into growing bureaucracies such as advertising and the Universities themselves.

These developments reflected a tendency not to invest capital in socially useful ways (such as a consumer goods, industries, housing, transit, etc.). Instead, the greater profits of the defense industry, real estate speculation, etc., are the object of investment. It is this growing useless expenditure of energy in the University and in the economy that has been the determining factor in alienating students and blacks and in forcing trade unionists to an increasingly more militant position in opposition to corporate and government policy.

The recruiter comes to the University to place graduates into

the capitalistic production process. The focus of a recruitment campaign should deal with the degree to which capitalist production meets society's needs and the degree to which the University educates in a way that provides the skills for solving the world's problems—an education which, of necessity, must foster a critical and creative mind.

1. We, therefore, demand that each recruiter must submit to an open forum in which he should be questioned about the usefulness of his corporation's production measured against the needs of society, the treatment of the labor force, wages, working conditions, pollution, etc. Student government will do all in its power to facilitate such a forum.

2. Recognizing that research in the University is a potentially important tool for social change, the research in the University must be evaluated in terms of the tasks and goals of all society. It is necessary that the waste of the University's intellectual resources on such things as Defense-oriented projects be exposed. We must begin

to pose useful application of these resources.

3. A four-year University education must be free and open to all. This is necessary to begin providing the kind, quantity and quality of education for meeting society's problems. In fulfilling this curriculum the University must be more problem- and task-oriented; directed consciously to provide analysis and solution to human problems.

To wage an effective campaign around these ideas it is necessary that detailed proposals be developed which will require specific information on corporations who recruit here, on the bankruptcy of Rockefeller's Open Admissions program, and examination of existing faculty research and the development of alternatives where necessary.

The only political force capable of accomplishing the tasks called for by this proposal must be based on a broad coalition of all groups and individuals who are willing to accept these tasks as major objectives.

Where Do We Go From Here?

There is a likelihood that this year will bring only a repetition of the countless symbolic actions by SDS of confrontations, whether they be sit-ins or actions directed at throwing recruiters off campus. The attempts of these frustrated individuals culminate only in arrests, prove little and gain nothing but adverse publicity in the surrounding community. They do prove that the people are dedicated to mindless militancy. We have all been through this and are tired of such futile movements. The library sit-in last year, one of the major actions for which this campus has ever been mobilized for, ended in Toll agreeing to almost all the demands and acting on none of them. Furthermore, as we examine those very demands we find nothing of substance. No one was educated, no one gained any new insight. Research files were opened to a limited audience whose sole purpose was the restricted task of deciding whether or not some research was war related. From all the militancy we learned nothing but the lesson of court trials and jail cells.

When any recruiter is confronted, or locked in his room (as in the case of the 1969 Army Material Command recruiter), by the very nature of the action, we learn nothing about the corporation. These actions impede our ability to investigate ways that corporations can be converted into making useful products for people

instead of implements of war. This week, in what was barely an echo of last year's demonstration, the Army Mat. Command Recruiter was greeted by an SDS action. It was indeed sad to see them trying to relive the "glory" of the "old days." Alas, the turnout was "smaller" and "the people" didn't get to see the recruiter, let alone "capture" him as was done last year. The failure was predictable—but even if it had succeeded, what would we have

"Martyrs, militancy and mindless slogans can never succeed. They have failed us before and they inevitably will fail us again. The only alternative is hard work — research into the correlation of our education and the research done in the University to the corporations and the select few it ultimately serves."

learned?

The time has come for something more productive; something that attacks the problem and attempts to solve it. We cannot proceed in a haphazard, undirected way as was done in previous years. There is a pressing need for a specific program. We must begin to educate each other not only to the innate evil of our present institutions, but also to their present functions. We must alter them to meet the needs of all people. Herein lies the true struggle—the one for understanding. Only when we understand its full implications can we take positive, informative action.

We have been deceived before and it is still possible that thoughtless action can be disguised as the "right" path to building a

movement. Martyrs, militancy and mindless slogans can never succeed. They have failed us before and they inevitably will fail us again. The only alternative is concentrated hard work—research into the correlation of our education and the research done in the University for the corporations, and the select few it ultimately serves. We must also begin the essential task of formulating productive programs. Then, and only then, can we take meaningful actions, with an end in mind.

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Statesman

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STONY BROOK, N.Y.

FRIDAY, FEB. 27, 1970

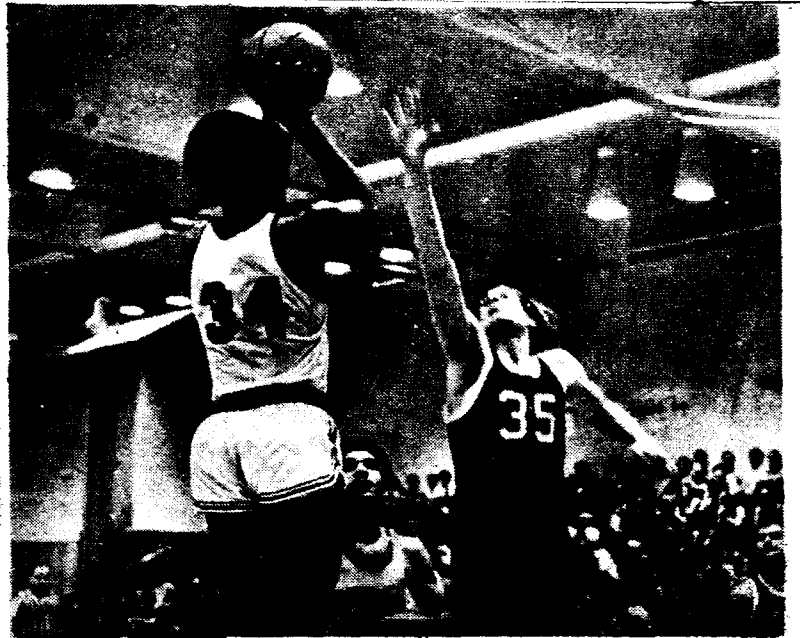
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CONCERTS: Concerts were one of the many items that would have been jeopardized if the activities fee was not voted mandatory.



POLITY VP: Evan Strager says next year's activities fee will be approximately the same as this year's.



BASKETBALL: Like all other S.B. sports, basketball has an uncertain future because of the long-standing athletic funding hassle.

Both Polity Referenda Approved

By MARSHA PRAVDER

Voting on a referendum to establish a mandatory activities fee, the student body Wednesday approved such a plan. In a much closer decision, a resolution calling for state funding of Stony Brook's athletic program was approved.

While 1,973 students voted for a mandatory fee, and only 475 opposed one, the majority of commuters opposed such a fee. The feeling among commuters is that there is no guarantee from Polity that they will receive a discount on the fee. Matthias Kotowski, a commuter Senator, voted in favor of this resolution but pointed out that if the commuters receive no discount, they might withdraw from Polity and form a separate commuters' association which charges its own fee. While this commuter association would support Specula, Statesman, and other activities from which commuters benefit, Kotowski also feels that a huge percentage of the money will go toward commuter oriented activities such as afternoon moods and concerts.

Polity Vice-President Evan Strager contended that the referendum was meant to seek out student opinions. He therefore feels that since the activities fee was overwhelmingly approved, the fee is now definitely mandatory and arguments against such a fee (i.e. with the administration) is now closed. He feels, however, that the matter of varying fees is still open and will be discussed at budget committee meetings where commuters will have to back their position for a reduced fee. Once the number of people attending school next year is determined, the amount of the fee can be fixed. This fee can range up to \$70, but according to Strager, "it will be in the vicinity of this year's fee."

Voting in favor of the State's funding of athletics were 1,258 for, as opposed to the 1,115 voting against it. Strager pointed out that although the referendum passed by a small majority, it showed that there is student support of state financing of the program. He continued, "We need a good intercollegiate program, and it can't evolve from the activities fee. We don't want to jeopardize athletics, rather our interest is in expanding it."

On Tuesday night, meetings were held in the Stony Brook Union and in all quad cafeterias

to discuss the pending referendums. Nobody appeared at the Tabler or G meetings, only one person showed in Kelley-Gruzen, and a handful appeared in H, the Union, and Roth. One discussion leader commented, "It's a shame that students will be voting tomorrow without knowing what they're voting about. It's

really something in a school of 6,500 to have 12 people show at an important meeting."

Sanctions applied to those not paying the activities fee including the withholding of grades or transcripts as well as denial of participation in student activities for any student who has failed to pay this fee.

Name Chairman For S.B. Council

Governor Rockefeller announced the appointment Wednesday of George P. Tobler to the chairmanship of the Stony Brook Council. Tobler, a 52-year-old insurance executive, has been a member of the powerful nine-man advisory body since May 1969. He will take office within a few days.

Reacting to his appointment, Tobler said, "One of my priority concerns will be to do everything possible to help establish effective, continuing communication between the Council and the student body." "We can still talk about issues," he added, rejecting the view that Stony Brook Council-student body relationships were too estranged for communication to be beneficial.

Acting President T. Alexander Pond issued a statement welcoming Tobler to the campus, saying, "We look forward to working with him and the other members of the Council in the further development of the University."

Tobler fills a vacancy created last November when A. William (Monk) Larson resigned from the Council to seek the Vice Presidency for Student Affairs. Larson later withdrew from consideration for that post, claiming he had not received full support from all campus constituencies. Kevin Collins has been acting as Chairman since December 1.

In an interview Wednesday night, Tobler took a hard stance on the drug regulation issue. Reiterating a claim made last fall that "Drugs just are not good for young people," he asserted that his recent readings have reinforced that opinion. Tobler rejected the growing belief among government officials and physicians that drug laws should distinguish between marijuana and hard drug use.

Likening the similarities between marijuana and heroin to the similarities "wine and whiskey," he said "You can drink a lot of wine and get drunk; drinking a little whiskey can get you just as drunk. You can use an awful lot of marijuana and it's the same as a little heroin." Tobler would not comment on published reports indicating the different effects produced by the two drugs, saying, "I'm not an expert."

The new council chairman also expressed his support of a recommendation by acting vice-president for student affairs Scott Rickard that students be given representation on the council, calling it "an excellent idea."

Chairman of the Board of George P. Tobler, Inc., a Smithtown insurance firm, Tobler is a past President of the Smithtown Chamber of Commerce and of the Mutual Insurance Agents Association of New York State.

Tobler, his wife, and their six children reside at 269 Middle Country Road, in Smithtown. Tobler has been a resident of Suffolk County since 1941.

Cops, Students Clash In Buffalo Riot

BUFFALO, N.Y.—Students at the State University of New York at Buffalo, angered at police intervention during a protest Tuesday night, battled with police Wednesday night and all day yesterday in a campus-wide melee that resulted in damage to several University buildings, a police invasion of the Student Union, and an evacuation of the administration building.

Demonstrators destroyed a wall of the campus security building when two cars battered the wood structure. During the day, windows were smashed in a number of campus buildings.

Students, Police Clash

The protest began Wednesday night when students and police clashed for three hours in a battle resulting in at least 17 arrests and several injuries. On the previous night Tactical Police units had been called into the gymnasium because of a threat of violence during a protest over demands made on the administration by black athletes. Black members of the basketball team forced the cancellation of a game between Stony Brook and Buffalo, demanding promised financial support for all athletes, and the hiring of more black staff members on the athletic staff.

Yesterday's demonstrations were apparently in protest of the police presence rather than in support of the Tuesday night demands.

As of midnight, this morning, all who were arrested Wednesday night had been released on bail. Four students who were arrested last night were scheduled to be arraigned this morning. The charges against the twenty-one students ranged from disorderly conduct and harassment to one charge of inciting to riot.

Hearing Committee Formed

University President Peter Regan established an "Authoritative Hearing Commission" to "provide a full and non-adversary system for determining the complete extent of involvement in disruption by administrators, faculty members, staff and students, as well as the involvement of non-members of our community in any disruption; and to recommend sanctions against those responsible."

A meeting was being held late last night to determine whether a general strike will be held this morning. A reporter for the Buffalo Spectrum, when asked what the reaction by the faculty was, said that "a lot of people are just shocked into disbelief."

It was also reported that an arbitration board had reached accord in the dispute between the black athletes and the athletic department yesterday.



THE PROBLEM: The country is being frightened into realizing the dangers of what we are doing to our resources. SUNY centers are starting to plan their attack on the problem.

SUNY Centers Plan Ecology Strategy

By RUTHE KANDEL

At the State Universities of New York a need for improvement in the ecology of our country is being realized. Various schools are creating different programs and courses so that an awareness in this area can be developed.

A club entitled "Preserve Your Environment" has been established at SUNY Albany. It will attempt to organize a program for the April 22 nationwide effort. Various ideas to improve the Albany campus are also being considered. A major objection voiced by students with regard to the structure of the campus is that it is too symmetrical. They hope to improve the university surroundings by stopping the trees from being cut and changing the monotony of the buildings. A course is currently being offered at Albany called "Environmental Forum." The curriculum of the course includes outside speakers who hold discussions on ecology. The students participating in this course conduct such projects as taking a daily pollution count of the air. The present theme of all these programs at Albany is to create an awareness concerning ecological problems among the students.

SUNY Harpur is also interested in informing students about ecological problems. They are encouraging people to attend their non-credited course (RAPE: Resources, Anxiety, Population, and Ecology), conducted by a biology professor. They also have a credited course, "Harpur College 101 X," taught by the same man. Many more students than expected attended these courses and the interest for ecological improvements at Harpur is constantly growing.

SUNY Buffalo is likewise active in these programs and is hoping to call off regular classes and have discussions concerning environmental problems. They

are working toward getting such speakers as Richard McCarthy and Ralph Nader. In addition to having a teach-in for the students on the campus, Buffalo hopes to have a "teach-out" where residents of the community can become involved. Programs currently offered relevant to this topic include the course Bio 423 - Ecology and the Ecology College Workshop. The workshop is presently trying to establish itself as a separate college within the university.

eliminated. Students are thoroughly investigating this and other suggestions.

Another matter of concern is the large amount of trees cut by SB. Opposing the University are many local housewives who are considering striking SB. The Action Committee, a part of the University teach-in headed by Bill O'Neill (a Bio Grad student), has assigned a subcommittee to investigate University pollution.

For April panel discussions, speakers and a play are being planned. Also there are hopes of including local conservation groups and having the local community involved in the program. However, Stony Brook's activities on ecology are being planned for mid-April. Students here want to avoid being associated with the idea that Nixon is using the ecology issue to avoid the war issue. Both are vitally important. The mid-April timing is also to avoid conflicts with students going home for Passover, which begins April 20.

The activities on campuses is furthering the goal of the State Universities. This goal is to create an awareness among the students and then focus this awareness on action in relation to the current problems of ecology. Beware just 30 years from now, if nothing is done NOW.

No April 22 for SB

Here at Stony Brook various investigations are being conducted with regard to the ecology problem. A major concern is the sewage disposal. The sewage from here is sent to Port Jefferson, where it undergoes the minimal "primary" sewage treatment (which leaves it still very polluted), and is then disposed of in Port Jeff Harbor, thereby polluting the bay. Dr. Schnee, a local MD highly interested in this, has suggested an alternative to this situation. If the "tertiary" treatment is used, the result is a solid residue that is used for land filler, and a clear liquid that is by no stretch polluted. Thus, by using this plan, pollution can be

ESS Dept. Awaits Eclipse

A group of students and faculty, sponsored by the ESS Society, will travel to Florida to observe the last total solar eclipse visible in this country in the twentieth century. Some astronomy faculty and graduate students plan to observe the March 7 event from aircraft 120 miles offshore.

The eclipse will be 96% total in the Stony Brook area. Dr. John Dawson, director of University health services, has warned the university community not to look at the sun, even through smoked glass or exposed film. He suggests that viewers focus the image on a white surface with a piece of glass to observe the eclipse. Retinal damage results from looking directly at the sun.

The eclipse will be total within a strip about 80 miles wide, extending 7000 miles from the equatorial Pacific to the north Atlantic. Inside the region of totality, first the southwestern, then the entire sky will darken, the stars will appear, and the sun will be replaced by the black disk of the moon. Surrounding the moon will be the pale inner corona of the sun and the reddish, spiked prominences which rise 100,000 miles above the solar surface.

At Stony Brook, first contact will occur at 12:26 p.m., maximum coverage at 1:43 p.m., and last contact at 2:55 p.m., with the shadow moving from west to east.

Announcing **The SUSB Motorcycle Gang**
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Student Mobe Plans April Antiwar Actions

CLEVELAND (LNS)—At a conference attended by more than 3000 anti-war activists, including two S.B. students, Stu Eber and Harry Brett, the Student Mobilization Committee (SMC) laid out plans for city-wide anti-war demonstrations for April 15, and for stepped-up campus and high school protest activities.

The meeting passed a resolution that set the week of April 13-18 as the focus of a spring anti-war offensive. Large anti-war demonstrations for April 15 have already been called by the Moratorium and the New Mobilization Committee.

The SMC resolution declared: "...This week should be highlighted on April 15 by

massive student actions and strikes in the colleges and high schools across the country; early on that day the campuses should be turned into engines of anti-war activity."

The conference also passed a high school resolution calling for a campaign that would culminate in actions on April 15 around the SMC-sponsored High School Bill of Rights and the war, as well as a Third World proposal supporting the National Black Referendum and calling for defense campaigns against the U.S. government's repression of Third World groups, especially the Black Panthers.

For further information about SMC activities, nationally and in local communities, write or call, Student Mobilization Committee to End the War in Vietnam, Suite 907, 1029 Vermont Ave., NW, Washington, D. C. 20005, phone 202-737-0072.

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Campus Transit Aims for Right Track



R. W. SEIGEL: Says increased bus service will be a result of the building of a 2000-car parking lot off campus.

By GARY KRIGSMAN

Bus service and parking facilities on the Stony Brook campus are slated for a complete overhaul by next September according to Ronald W. Siegel, assistant to the Executive Vice-President. The need for additional parking spaces has resulted in proposals for new lots which will affect improved and more frequent bus service.

A proposal has been submitted which would provide the campus with a 2000-car lot, to be located near Oxhead Road and Stony Brook Road, south of the construction site of the medical complex. Siegel said that this proposal is being bid upon and if possible the lot may be ready by September.

The Parking Policy Committee, headed by Director of Facilities Planning Charles Wagner and Assistant to the President Sheldon Ackley, will have to decide who will be using the new lot if it is ready by September.

According to Siegel the new lot will not only provide additional parking spaces but will result in the formation of two-bus routes—one originating from the new lot and one from P-lot by the railroad station. Siegel points out that the existing route will remain unchanged and that the new

route will run in the opposite direction.

Siegel suggested several innovations, including a proposal which calls for two buses on each route, running about 9-10 minutes apart. During what Siegel termed "rush hours," three buses will be used leaving at six minutes headways. These "rush hours," or times of heavy usage, will be determined by who used the respective lots.

Siegel says that in addition to the two buses now being run on each route, a request has been made to buy three buses. These additional buses will be "double-enders," the type used in city transit having front and rear doors. They would be used in "rush hours" and in reserve in case another bus breaks down.

If the new lot fails to materialize, other arrangements will have to be made. Cancellation of the new lot would result in a severe parking space shortage. Possible alternatives might be the extension of P-lot, Kelly-Gruzen lot, or by Tabler.

In the past, construction of new buildings, such as the Earth and Space Sciences Building and the Lecture Center, without provisions for new parking spaces and the general increase in campus population has resulted in a critical parking space shortage in the central campus.

Education Coalition Formed

By MARSHA PRAVDER

A coalition which will be education-oriented, rather than issue-oriented, will be formally initiated on Sunday night.

The meeting, to be held in the Physics Lecture Hall at 8 p.m., has no set agenda, but there will be discussion of a program which will consist of examining the research in the University as well as in corporations, and pressuring for open forums when recruiters come on campus. Sunday night's meeting will allow people to exchange ideas and suggestions about this coalition. Harry Brett, one of the initiators of this coalition, stated that "the coalition will force the establishment to attempt to justify itself. By research that we've done, we're sure the coalition could be the remedy to fragmentation in the New Left and will attract people to a political program that will be educational and provoke discussion."

Lonnie Wolfe, another

organizer of this program, feels that a major accomplishment will be that people won't just accept answers, but that they will question and "if someone wants to challenge us, they had better be prepared with facts—because we have facts." Wolfe feels that University education is not adequate, as is demonstrated by student dissatisfaction, so that it is up to the students to educate themselves. This coalition will be a form of education, according to Wolfe.

At present, research is being done concerning GE, and the information gained will be presented to the coalition which will then be able to plan what to do about the GE recruitment on campus. However, the organizers of the coalition stress that this is not an issue-oriented group, but

an approach to the causes of the issues. For example, this group will not concentrate on the war itself, but the causes of wars; not on the Chicago 7, but what brings about such trials.

The idea of this coalition was first announced in Wolfe's "State of Polity" address earlier this month.

Parking Regs Changed In Residence Lots

In response to a recommendation of the Parking Policy Committee, the President has authorized a change in traffic regulations that will allow vehicles registered for residential lots to park in any other residential lot 24 hours a day.

Parking in these lots had previously been restricted to cars specifically registered for a certain lot and "visiting" was permitted only at night and on weekends. Under the new policy, which will go into effect Monday, March 3, cars with G, T, W, or S stickers may park in any of these lots at any time.

In a notice to the University Community, the committee noted that "this change is a specific one and campus traffic regulations are not changed in any way or for any other persons."

Remaining residential lot parking bans still apply to loading zones and parking reserved for the handicapped. Summonses issued prior to March 3 for violation of the old rules are still answerable and cars subject to towing will not be allowed to park in any of the residential lots pending their return to good standing. Cars not registered for residential lots and unregistered vehicles are still restricted from parking in G, T, W, and S.

Cohen Released

After having served five days in the maximum security prison in Riverhead, Mitchel Cohen was released on Wednesday following the presentation of a certificate of reasonable doubt to the State Supreme Court.

Cohen was sentenced last week to four months in jail, a year after he and Glenn Kissack had charges pressed against them in the courts by the university, in a chain of events following last year's demonstration against the Army Materiel Command. Kissack will be released today, rather than on Monday, on good behavior, but he is still required to pay a \$100 fine to the court. Cohen's transcript for appeal costs \$1,000 while the legal expenses, including the appeal itself, the court fees and counsel will cost an additional \$2,000.

Others Face Charges

Nine other students will be facing up to nine years each in court within the next few weeks, as the university aided the police in securing formal grand jury charges against them. These charges stem from their alleged participation in the tumult following the police drug raid last May, in which over 1,000

students participated. The trials of Brian O'Malley and Steve Tischler will be this week.

Jerry Tung, who faces 29 counts in court, has been told by Louis Bluestein, Assistant to the Executive Vice-President, to speak to Security Chief Richard W. Walsh, who is contemplating initiating additional charges against Tung for Monday's army demonstration. A nightstick was taken during the demonstration from Patrolman Calli and has not been returned. It is not known who has it.

Cohen is seeking contributions for the defense of the Stony Brook Eleven, and has indicated that at least \$5,000 is needed to begin. All donations should be sent to Steve Senuik, 246-6915. Checks are to be made payable to the Student Defense Fund. Faculty members and graduate students should make contact with Greg Bachelis in the Mathematics Department.

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