

Statesman

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FBI: 'Just Inquiring'

By BILL STOLLER

They were here last week asking about bomb threats and they've been here before asking about other incidents. And, according to one highly reliable source, they've inquired about some people, too. They are agents of the Federal Bureau of Investigation.

While they don't like to talk much about it, Administration officials don't hide the fact that the FBI has made inquiries about activities on campus, but, they said, the information the Bureau receives is purely "public record," information such as name, years at Stony Brook and arrest records, where they exist.

However, according to one high-level source, with University officials occasionally drifts into casual talk about people and incidents, including information that the University can not "officially" release.

Can't Generalize

T. Alexander Pond, executive vice-president, said that so far as he knows, the University discloses only the name, address and years of residence of any student. Arrest records are on public record, available to all with a plausible reason to know, and Pond added, as far as any casual information that may be given, "I don't think you can generalize about it."

Emphasizing that the Bureau couldn't get official information on a student's political actions, Pond said, "we do not collect political activity records."

University Police Chief Richard W. Walsh admitted speaking to FBI agents, both in person and on the telephone, and Walsh said that any information he gave the Bureau was from his arrest files. Walsh said that in addition to inquiring about the bomb threats, the FBI has been interested in other matters over the years, "disruptive activities, desecration of the flag, national organizations such as SDS, any time someone says 'down the U.S., down the President.'" He did not elaborate.

But, said a very reliable source, the FBI does. Among the Stony Brook people and activities in which the Bureau has shown interest are Arthur "Mitch" Mitchel and alleged gun-running; Spencer Black and his officially illegal visit to Cuba last year; Jerry Tung, his anti-government positions and his status as a naturalized citizen; and English Professor Jonah Raskin and his alleged link to militant SDS Weatherman activities.

The source said agents remark that "so and so did this and it is not in the interest of the United States," and then ask questions.

Just Inquiring

The FBI doesn't talk publicly about its investigations, as a few telephone inquiries can prove. A caller who recently asked an agent at the Long Island office about Federal investigation and possible prosecution of those involved in campus bomb threats was curtly told, "we're just inquiring about what's being done by the University." Repeated questioning by the caller was met with variations of the same answer.

The Bureau does have jurisdiction to investigate bombings and bomb threats under Federal law passed October 15 as part of President Nixon's Anti-Crime Bill. Chief Walsh said agents discussed with him the new laws regarding bombs, and he noted, "it's interesting as Hell." But Walsh indicated that he didn't think the Federal government was going to prosecute for bomb threats at Stony Brook, unless they are suspected of being part of a national conspiracy.

Walsh said the agents he spoke to were looking into what the University was doing and, "as far as they're concerned, we're doing more than they are."

Vice-president Pond mentioned that "we make reports in certain areas," including bomb threats, and that "we have an obligation to cooperate with law enforcement agencies—we will and we do... like any other institution."

Does the University ever ask the Bureau for information about some members of the University Community? Answered Walsh, "They freely give it."

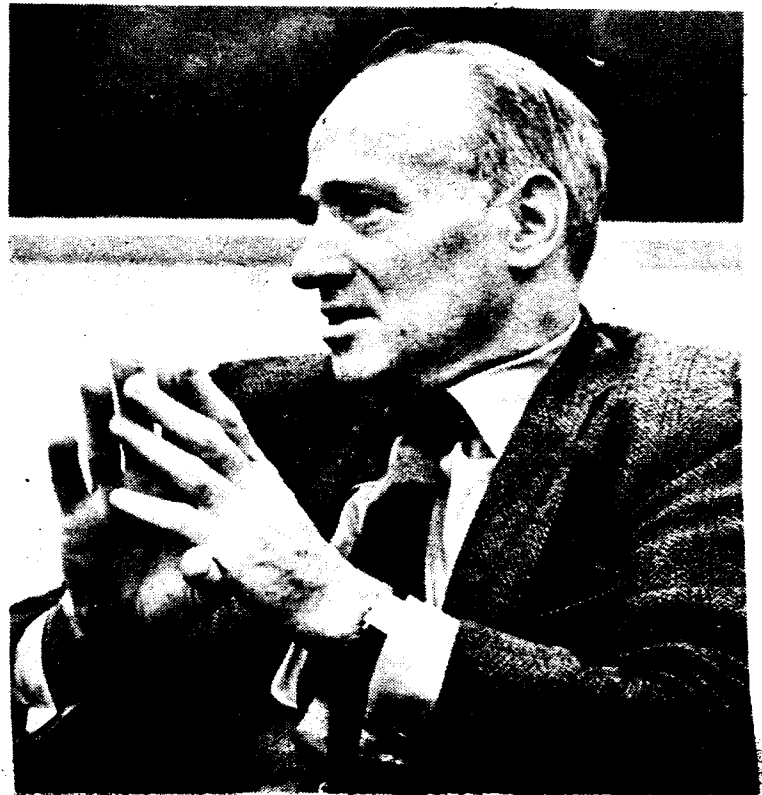
National Security

As far as questions the FBI might ask about matters or national security, Pond said he was unaware of any and added that the only direct contact he has had with members of the Bureau was concerning people applying for federal government jobs. But he did acknowledge that the FBI has a "mandate for concern" with anti-government activities.

Administration officials questioned all stated that they knew nothing of any undercover investigations the FBI might be doing, but one source did note that with the whole country to cover, secret investigations into Stony Brook were remote. He did not rule out that possibility entirely, however.

The FBI will apparently come back to campus whenever events or persons here interest them, and in the last two years, they've been here at least a dozen times, and made telephone inquiries more often, a source reported.

They have a "doctrine of need-to-know," noted University President John S. Toll.



Professor Max Dresden: Faculty Senate Chairman

Poor Show At Faculty Senate

Poor attendance characterized Wednesday's session of the Faculty Senate, preventing the academic calendar revision proposal from ever reaching serious consideration. A quorum called near the session's end resulted in its being dropped to await action at a later date.

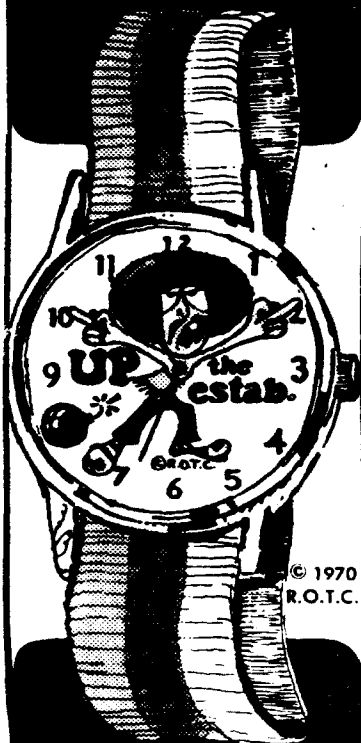
Although University President John S. Toll had originally planned to outline the Stony Brook University's budget, he was prevented from doing so by a postponement in the release of the New York State budget. January was scheduled for its certain presentation.

Instead, Toll initiated the meeting with a speech summarizing his work as chairman of a Rockefeller appointed committee that had been set up to study the state University system's long range planning. Toll also took the opportunity to convey a message of appreciation to Executive Vice-President T. A. Pond, who had been acting president during Toll's leave. The speech was followed by a series of slides, presented by Toll, depicting the artist's renderings of future construction slated for Stony Brook.

Little of importance occurred until Francis T. Bonner, chemistry faculty member, announced that the Statewide Faculty Senate is considering implementation of an official Albany communique requesting that the body admit undergraduate and graduate representatives to its roles. Bonner said that the request will most probably be implemented.

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Missing Girls Tarnish Brass Plan

(SAN DIEGO) — The "Brass Room" has made its debut in San Diego with hard rock music, hip wall-posters and plenty of young naval officers, just as the chief of naval operations planned it.

But there's one big problem: not enough girls.

The hard rock music club opened last night as the naval station on orders from Admiral Elmo Zumwalt Junior.

He has directed that five such clubs be established on the east and west coasts for officers under 30 years old to encourage them to stay in the navy. The "Brass Room" is the first.

On the wall hung posters of W. C. Fields and of the movie "Easy Rider." A five-man combo played the top rock tunes, and navy men—all in

civilian clothes—crowded in. But only a handful of girls were there.

One officer said, "It's groovy music, but how about some girls to dance?"

Deanna Urban, who is on the club's advisory board and a Lieutenant in the Waves, figures

there are only about 100 unmarried nurses in the area under 30 and possibly 30 Waves officers.

With others, Lieutenant Urban is visiting apartment buildings housing single girls, asking them to visit the club. The dress is casual, and the food

is hamburger, pizza and tacos.

Zumwalt had said the Navy must adjust to the contemporary social atmosphere to solve its critical shortage of skilled young officers.

But at Miramar Naval Air Station northeast of San Diego, hard rock music permitted recently in a special room for junior officers was finally halted.

A senior officer said, "It was driving us out of our gourds."

AWOL GI Is Charged In Apparent Car Theft

Campus police managed to recover two apparently stolen cars this week, one with the alleged thief still in it.

Late Tuesday night, according to police, Patrolman William Hennessey spotted a car moving erratically as it left P lot by the railroad station. He stopped the 1967 grey Chevrolet, and police said, when the driver failed to produce a license or registration, took him to headquarters for questioning.

Police said the man, Michael Beane, 18, of Solon, Maine, was not only driving the car without the owners authorization, but, they discovered, was also absent without leave from Fort Dix, New Jersey. Beane was charged with unauthorized use of a vehicle, a misdemeanor, and turned over to Suffolk police to be held for military authorities. The car belonged to a Cardozo College resident.

Then, Wednesday, a 1967

green Ford stationwagon that had been sitting in a Tabler parking lot for what one policeman said was at least three weeks proved finally to be too suspicious for Patrolman Ron Keyes. He called the license plate number in to Security headquarters, and, according to University police, a vehicle check with county authorities found it listed as a stolen car. Suffolk police came on campus to remove the automobile.

Meanwhile, vandalism against parked cars, especially at night, has continued at the same high rate.

SEEK WINTER CLOTHES FOR FARM WORKERS

It's almost winter and the temperature in Riverhead is down to woolie weather. Many poor, especially migrant farm workers are in desperate need of clothing to last through the months ahead, reports the Long Island Farm Workers Service Center which is running a clothing drive to provide the migrant workers and other poor in Riverhead with warm clothes.

Coats, socks, sweaters, pants and hats are especially needed. The service center in Riverhead is a non-profit, non-government affiliated organization and for funds depends on private contributions.

The center hopes that the entire University community will help by bringing clothing back after Thanksgiving vacation. A table will be set up in G quad lobby to collect clothing on Monday, November 30 through Wednesday December 2. For more information and/or clothing pick-up, contact Rena at 5273 or Kathy at 5225.

PAW Planning Welfare Demo

By LARRY REMER

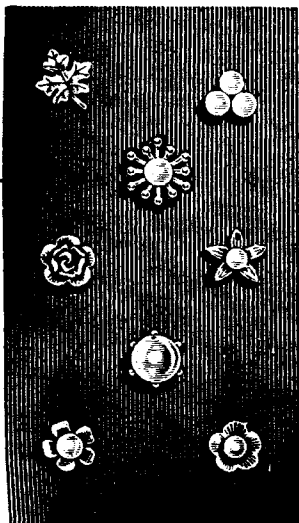
People for Adequate Welfare met Tuesday night with a group of Stony Brook students to organize support for ten welfare mothers arrested in August at a Sears store in Bayshore.

The PAW people are planning a demonstration on November 28 at the Bayshore store. The ten women were arrested in the store during the summer when they told cashiers to "charge it to welfare," after picking up clothes for their children. The store manager called Suffolk Social Services Commissioner James Kirby, who said he had not authorized any credit. Police then arrested the ten.

PAW said that Kirby had turned down their requests for funds for winter clothing for the children, and they claim the children cannot attend school if they do not have adequate clothing. They also said they had appealed to Sears for help.

The ten mothers, who have 38 children among them, were charged with petty larceny and held in \$500 bail each when arraigned at First District Court in Hauppauge. One woman was only held on \$50 bail however, because her age qualified her for youthful offender status. Unable to raise bail immediately, the ten spent a night in Riverhead County Jail.

Since August, Paw leaders and Bayshore clergymen have asked that Sears drop the charges. The women could receive sentences up to one year each.



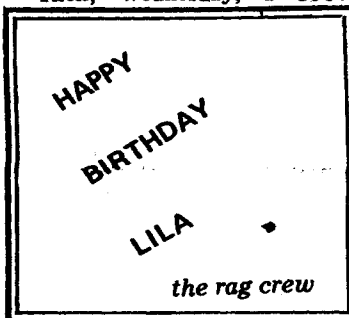
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Phone Co. Unties Itself



"HELLO, MOM, it's a free call!"

The telephone company got misconnected. By itself.

To the surprise and delight of apparently several hundred dormitory residents, the local office of the phone company managed to give students almost two weeks of free calls into New York City.

Contributing factors were what University officials call "the tie line" and the telephone company knows as "foreign exchange lines," plus a small mistake.

The so-called tie line allows phones in certain campus offices to place calls to New York City without being billed for a toll

call, if the person first dials 1-2-0 and waits for a second dial tone. It's supposed to be connected only to office phones.

But, the telephone company, adding new equipment to their Setauket station, apparently got its wires crossed and added the ability to pick up the tie line to quite a few dormitory phones.

In a little more than a week's time, many residents discovered the tie line on their phones, and jammed the circuits to New York with what must have been thousands of free calls.

The bill for the tie line is picked up by the University, so the check from the business office to the phone company will be a little bit bigger.

Now that the company has corrected the errors of its wires, they've crossed their fingers, hoping that that's all that gets crossed as they continue to expand facilities to handle the campus' increased telephone needs.

Meanwhile, local telephone company officials aren't doing too much talking about their mistake, at least not on the telephone. -BILL STOLLER

Rob Langmuir Comm. Bicycles Stolen In H

By BILL STOLLER

The spiraling campus crime rate hit home early Thursday for students of Langmuir College, as the student-run commissary was robbed and locked bicycles were stolen from racks outside the building.

Campus police gave this version of the commissary incident: At about 12:15 a.m., five male students entered the basement store and when asked by the student manning it for the night what they wanted, they allegedly ordered him to lie on the floor and close his eyes. They reportedly took \$50 from the cash drawer and a few dollars from the other student's wallet. The student said cigarettes, candy and soda were also missing.

The student said that he ran after the five, but they fled in the direction of G quad.

Later, the student said he was in his room when he heard someone shout from outside, "they're stealing bicycles," and he ran outside with others from his hall.

University police said that about five bikes had been taken by persons who cut the chains that held them to the rack outside the building.

One of the Langmuir residents

said he saw several persons riding the bikes off in the direction of G quad, and he and others from Langmuir followed.

Arriving there, the student said, they saw the bicycles being ridden around the halls and lounge area of Washington Irving College. The students from Irving then reportedly chased the Langmuir students, some of whom then called campus police.

The police said they went to Irving and recovered the bikes, but no persons were around.

Shortly after, now about 3:50 a.m., according to a Langmuir resident, 10 to 15 students, apparently from Irving, came to the Langmuir mailroom, where police had left the bikes. There, a student said, one began hitting a student from Langmuir, asking why he had insulted him.

Police were called, arrived, and after questioning the Irving residents in what one police official later called a "tense situation," did not attempt to stop them when they left. One policeman said he could identify the Irving student accused of hitting the Langmuir resident.

Ron Seigel, acting director of security, said that the campus policemen involved had to choose between "two mistakes," letting them go for the time and enraging Langmuir students, or attempting to stop them and perhaps starting a scuffle.

Said Seigel, "They chose the least harmful mistake and I think they made the right judgement."

Police are continuing an investigation of the two incidents.

Spectator Holds Line In Taxing Dispute

NEW YORK (CPS)—Despite the threat of the loss of its currently tax-exempt status, Columbia University's student newspaper, the Spectator, has refused to sign a statement for the Internal Revenue Service (IRS) agreeing to refrain from endorsing any political candidates.

Although seldom applied to undergraduate newspapers, the tax laws state that when an organization "attempts to influence legislation by propaganda or otherwise" or "participates or intervenes, directly or indirectly, in any political campaign," it does not qualify for tax exemption.

The Columbia Daily Spectator, whose exemption has been under investigation by the IRS since last May, revealed its decision last Tuesday, terming the service's action "part of Richard Nixon's continuing campaign to crush student dissent" with the use of "economic sanctions on those who disagree with the cacophony which comes out of the White House."

Although in its 1966 application for tax-free status,

the 73 year old publication said it did not plan to intervene "on behalf of or in opposition to any candidate for public office," the Spectator added in a footnote that its editorial comment sometimes deals with "candidates for political office, and sometimes takes a stand with respect thereto."

In addition to examining the tax-exempt returns of the Columbia Daily Spectator, IRS investigators have been searching through back issues for editions in which the newspaper has taken stands on legislation or endorsed political candidates. Among those articles the agents have called attention to are an editorial supporting Governor Rockefeller for re-election in 1966, and another backing Eldridge Cleaver for President in 1968.

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TUES. NOV. 24
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Students — \$1.50 Univ. Comm. — \$3.50 Public — \$4.00

SUN. DEC. 6
Leonard Cohen
ONE SHOW ONLY 9:30 P.M.
SB Students — \$1.50 Univ. Comm. — \$3.00 Public — \$4.00

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SBU HOURS FOR THANKSGIVING RECESS:

BUILDING
Wed., Nov. 25—7:30 a.m.-7 p.m.
Thurs., Nov. 26—Bldg. closed.
Fri., Nov. 27—7:30 a.m.-7 p.m.
Sat., Nov. 28—Bldg. closed. Sun., Nov. 29—10 a.m.-2 p.m. (Return to regular schedule.)

FOOD SERVICE
Wed., Nov. 25—7:30 a.m.-6:30 p.m.
Thurs., Nov. 26—closed. Fri., Nov. 27—8 a.m.-2:30 p.m.
Sat., Nov. 28—closed. Sun., Nov. 29—(Regular hours) 11 a.m.-1:30 a.m.

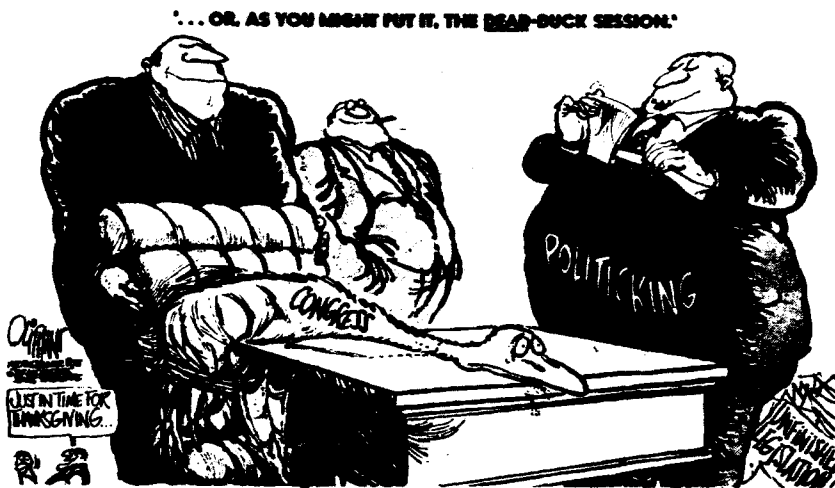
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Demand Housing Refund

An open letter to Robert Chason Director of Housing
To the Editor:

Inconvenience has pushed the borderline of our patience too far. Most of us who are new graduate students had expected to be assigned to a dormitory where we can at least have a modicum of comfort in order to have some peace of mind to plough through our studies. On the contrary, we have come to know a place called Gruzen which we believe is not typical of the habitat of students. Consider the following:

1. We were surprised when muscular exhaustion was a necessary condition when we moved into Gruzen Building A on the eventful 11 September 1970. Here is a list of furniture that we are particularly proud of because of this peculiar means by which they were transported into our rooms, i.e. by ourselves.

Item — bed rack, bed legs, mattress, lamp post, lamp shade and bulb, acquired 11 September; item — mirrors without hooks, waste can, bed pad, acquired 29 September; item — chair, acquired 24 September; item — book shelf & fluorescent lamp, acquired 6 October.

2. There were no fire extinguishers and firealarm system for two months, for this same period of time, our safety was not guaranteed.

3. Telephones were not available until 20 November. Many units are still inoperative up to this time.

4. Still there are no washing machines, screens for windows and mirror hooks.

5. Ditches, construction equipment and scrap metal pieces are strewn all over the place, making it unsafe to go in and out of the building. The absence of street lights near the building doubly endangers our safety if we venture out at night.

Opinion

Labor Committee Manipulates Students

By MITCHEL COHEN

Let me begin by saying that I hope Frasier Borgman get off. Now that that's out of the way, let's take a brief look at the organization to which they belong.

Larry Freeman, of the National Caucus of Labor Committees Suffolk Chapter, speaking for the Stony Brook Chapter of Labor Committee in Statesman, is suddenly crying about two of their members being framed. They shout out: "Everyone support us! We're not like those crazies who blew up the draftboards. We don't go around setting up free breakfast programs. In fact, we even got kicked out of the Long Island Service Center. Please, please Mr. Man, Mr. Pig, Mr. Boss, you've got the wrong guys! Can't you see? We are constructive revolutionaries. We only want to tax you a little heavier, we don't try to destroy you like these other groups. Get the Weathermen, get the Panthers, get PL, get the Independent Caucus, get them all so that we'll be the only ones left. Can't you see, my good friend Mr. Pig, you're only hurting yourselves by framing our members?" And so on. That's Labor Committee.

Not once did a single member of Labor Committee come down and support Ira Wechsler during his recent trial. Not once did Labor Committee help organize people to support the Stony Brook 11 after their indictments. Not once did Labor Committee recognize the need to fight the repression against the Panthers by attending demonstrations in New York or New Haven. Labor Committee expects to gain radical

6. Some refrigerators of the kitchens are not working. The basement kitchen has not yet been completed.

7. We have no cafeteria of our own. We are forced to go to other cafeterias, a big nuisance especially when winter sets in.

8. Many washrooms either have no water, or have dirty water.

In view of the hardships we suffered, both mental and physical, we, the residents of Gruzen Building A, demand a reasonable rebate of the housing charges, and also, the speedy installation and/or repair of all incomplete or malfunctioning facilities.

Residents of Stage XII Building A
Stephen Guggenheim Shao-Jung Liu
Edward Chan G. Komoripe
Preur Narain John Lee
Dinesh Mital Ralph Nazarith
and 138 others

Poor Food — Student Starves

To the Editor:

A few weeks ago, many articles and letters regarding Prophet Food appeared in Statesman. There was a human interest story telling of students cooking for themselves to insure eating well and reports of Prophet Food's plan to open a snack bar. Recently, however, the number of articles about Prophet Food has declined.

The food is still as bad as ever. A usual dinner includes some form of "mystery meat" — one night it is called veal, the next, pork. It all tastes the same. The vegetables are heated and re-heated until they are so soft that even a person who will eat anything turns his nose up at them. A favorite dish was oxtails. The rise is usually only partially cooked. The chicken bleeds when you cut it. Some nights the cake is as hard as rocks. When it is fresh, the pieces are hard to see. The rolls could be used by the girls' field hockey team. The soda tastes more like

seltzer than Coca-Cola or Sprite.

After about two weeks of hunger pains, the students of G-Quad attended a meeting where they could voice their complaints. The manager of the cafeteria and the infamous Monty Zullo were there to hear the students.

Some of the complaints were ridiculous, but most were valid. For every complaint, the food service had an excuse. Almost everything was the state's fault. The students were told that it was impossible to cook the chicken because it would be too dry, and that they had to use frozen eggs because it would save precious cooking time!

Admittedly, the service has improved since the meeting. The sanitary conditions are better. There is now plastic wrap to hopefully suffocate the flies around the salads and a great hot chocolate machine. But the food is still bad. I have eaten mustard sandwiches or rolls for two meals a day. I live on cake and ice cream because at times I can't look at the food much less eat it.

Something must be done about the food served in the cafeterias. A reason many students sign up for the meal plan is to eat three meals a day and so parents do not worry about their children's eating habits. As it stands now, most students eat poorly whether on or off the meal plan. Interest in Prophet Food should not fall off until the quality of the food improves.

Name Withheld on Request

Course Interviews

To the Editor:

A Statesman editorial of November 13 listed complaints about registration. While I cannot comment on the majority of difficulties, I would like to present the facts concerning the photography course alluded to (Art 126-Fundamentals of Photography), which I will be teaching next semester.

In six days 116 students were interested enough in that course to go to the trouble of attempting to get "permission of the Art Department Chairman" — a prerequisite for the course as indicated in the published class schedule. The first two-and-a-half of those six days were completely taken up interviewing, individually, the first 87 of those people to assess their interests in, and need for, the course. Since the course is being limited to 25 students, and since we felt we had more than 25 excellent candidates within the group of 87, interviews were terminated on Tuesday, November 10.

The limit of 25 students (not 45 as the editorial indicated) was chosen so that the individual attention, criticism, and critique of class work and special projects that I feel is necessary for a worthwhile, exciting course, could be given to each person on a one-to-one basis. The

curriculum committee of the College of Arts and Sciences agreed with this, and specified as well that a cross section of students — major and year — be selected on the basis of need and interest. Students were not, as the editorial stated, chosen on a first-come basis. And the question of taking seniors first since "this is their only opportunity" is an academic one: almost 50 seniors expressed a strong desire to be admitted.

Finally, the University does not have proper darkroom facilities to handle more than 25 busy students. If people thought registration was a "bussle," wait until the 25 selected try to schedule darkroom time!

If anyone is interested, the 25 finally chosen have 10 different majors. There are 10 seniors, 9 juniors, 4 sophomores, and 2 freshmen — less than 20% of the students bothering to come to me or to the art department office were freshmen or sophomores.

Offering my apology to those turned away will not teach them photography nor calm their ire. I do hope, though, that they do not lose heart, and will either try next year and/or pursue their interests on their own.

Lester Lefkowitz
College of Engineering

Hitch-Hiker Station

To the Editor:

I would like to take the opportunity to suggest the conversion of the information booth at the main entrance to the campus, into a hitch-hiker station where anyone leaving campus at any time may stop to offer free rides. A "destination" board could be placed outside the booth so that drivers could, at a glance, find out if anyone is going their way. The booth, heated in winter, could provide a more pleasant and reliable way to get local and out-of-town rides for students who have to rely on foot-power.

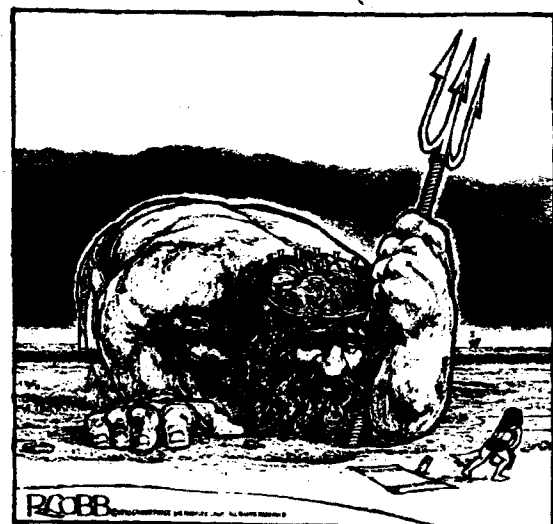
Peter Guerrero

Bio-Med Communications

To the Editor:

In your article entitled "Health Sciences Programs to Admit Students in '71," published in the October 27 issue, there were several errors of fact — specifically with reference to Biomedical Communications. This is a service division in the health Sciences Center, not a separate school. This division is planning an academic masters program which will be operated through the School of Allied Health Professions. The present plans indicate that 12 students could be accepted in September 1971 if the appropriate approvals for the programs are obtained. These approvals are pending.

Malcolm Skolnick
Director
Biomedical Communications



Woman Cabbie Doesn't Fear City

"What's a nice girl like you doing in a place like this," is a line Ingrid Bengus encounters often as a night shift taxi operator in Manhattan. Miss Bengus, an articulate advocate of Women's Liberation, discussed her views toward her job and the attitudes of society toward women Tuesday at the Benedict College lounge.

Driving a cab in New York City, Miss Bengus has learned much about people's attitudes towards Women's Lib. When men see a woman driving a taxi, some refuse to get in the same cab with her, or if they do, they magnanimously inform her whenever a red light or a car is ahead. Miss Bengus felt she had to be a superlative driver to justify herself as a cab driver and to receive a man's grudging acceptance.

Even though Miss Bengus has picked up hookers, hustlers, pimps, and other assorted social misfits, and has driven through

Harlem many times at night, she does not feel afraid of the hazards inherent in her job and has never, in fact, been held up. Many men expect her, as a woman, to be afraid and they seem happy to know that her dog, Sasha, who is totally incompetent as any type of deterrent, is in the front seat with her.

Miss Bengus discussed the topic of Women's Lib and the mass-media effect of propagating the stereotype of male dominance and female passivity. Women's shoes, she noted, for example, are symbols of a male-dominated system, and were made to conform to the passive stereotype of women. They are dainty, elegant, and constructed to fall apart. Mini-skirts are likewise non-functional. Women, Miss Bengus remarked, are thought of in society only in terms of physical characteristics. These attitudes and behavioral role patterns formed in women

prevent them from achieving any kind of independence and equality. This is why, she noted, lesbians are very progressive; they refuse to conform to a woman's stereotype, they can be more daring, creative, and innovative in the fields of the arts and social reform.

A radical reorganization of family and social structure, Miss Bengus proposed, was the only method for achieving equality of the sexes. "Children by six," she noted, "are already fitted into their social-sexual roles. Girls are brought up to think highly of men's egos. Children's books and other forms of media succeed in portraying women as passive and dependent and achievement-oriented. This is why, she explained, there is a strong need for organization and a mutual reinforcement of a woman's new role in society. Only when everyone works on changing the part of society that affect them most, Miss Bengus noted, will society be ideologically reorganized.

Poetry Place

Ode

We did not like the jungles, the indistinctness of our inner parts
We could not be sure
what not fanged
blood clawed thing
might wait there to exhilarate
stretch its sleek body attacking some delicate spot?
its virile vivid coat flagrant with naked superiority

So we developed Methods (down to the last Bengal tiger)
and learned to cover our naked bodies with other people's skin
growing a bit more flaccid underneath
Trying dutifully to numb those embarrassing nerves we somehow found between our legs;
perfecting finally the art of the necktie

and of cutting and polishing lies to look like truths:
Reaching at last this!
the orgasm of civilization, on these hallowed pavements
Here, in this country of proud men,
sowers of concrete: this, most sanitary of hybrid peoples

Elizabeth Feinman

Mind Gazing

Some unseen spirits stir my soul as longing and freedom show their eyes,
The finger points to worlds beyond where I seem to feel in higher tones,
Today's confusion can only lead to an answer to my calling,
A calling I know and cannot explain and must follow through unmarked forests.
I follow not of choice and not of escaping but of need to be where I cannot yet see,
With gaze raised outward I look with my mind for my eyes only see what they meant me to be.
Past lives I will shed like layers of dead skin until my senses are exposed to the light of the mysterious one who beckons.
As veils lift themselves to uncover newfound reaches more veils will appear to lead further on to ephemeral answers which soon become questions,
The questions are answered but never quite really and after each answer there's humanly peace,
A peace that stirs itself from pleasant repose and leads ever onward to penetrate further inward.
Answers are many for those who accept them but answers are also the seeds of the life plant
Which grows ever upward and strives for the sunlight, upwards to regenerate in new seeds which start out their cycle just a little bit truer.

Jim Wilk

Ask "J" - SB's Sensuous Student

By JOAN ARENA, alias "J"

Dear "J",

After reading your "How To Guide for the Sensuous Student" in the November 13th issue of Statesman, my entire attitude toward life has undergone a radical change for the better. What a great source of inspiration you are to me, "J"! If only I had read your article just a few short years ago . . . But, thanks to you, I've resolved to never again let a golden opportunity pass me by.

Sincerely,
George Hamilton
Hollywood, California

Dear "J",

I've fallen madly in love with a Physics instructor. Our relationship would be fine, but he insists on bringing his Quantum Mechanics book into bed with us every night. I wouldn't mind that so much, but, one week-end, I had worked "P" into a really romantic mood (or so I thought) . . . But, at that intimate Orbital Magnetic

Moment, he commented on my Gyromagnetic Ratio! Mother always warned me to never allow a fellow to use such talk in my presence. I'm afraid that "P" now thinks of me as cheap. It has always been a Magnetic Moment for me, but, I fear that for "P", it is merely Mechanical. "J", can this romance be saved?

Sincerely,
"In a Quantum Quandary"
Tabler Quad

Dear "Q.Q."

SPINNING ELECTRONS!! It's never too late to save a romance. Remember that an orbital electron produces a MAGNETIC field! You've already got that little old single electron revolving around your circular orbit. Turn on your positive charge and pair off with your axes parallel!! Even if you and your Physics instructor are in opposite spin and orbit directions, you can reel him in and close off your subshell. Just sit back and wait for the normal order of doublet energy levels to take its course. Then go out to an X rated movie and groove on the Zeeman Effect it's bound to have on both of you!

Sensuously yours,
"J"

Dear "J",

I was recently sent out by "Cue" magazine to rate the Tabler Cafeteria for our

restaurant revue section. The food was lousy. I gained four pounds at one meal because of all the starch. I was nauseous from all the fat and grease, and I still have a piece of steel wool stuck in between my teeth from the celery chow-mein. On my way down the stairs, I was attacked by two security guards who took away my half-eaten orange. Criminal charges are being brought against me, and my grandmother in Hoboken is receiving threatening phone calls at the Home.

My question is this: Do you think I should accept the \$2.98 Prophet Foods offered me for a "4 Star" rating?

Sincerely,
Graham Kracker
(Galloping Gourmet)
New York City

Dear Graham,

No. (Burp!) No. Milton Berle, Spiro T. Agnew, President Toll, Tom Jones, Tiny Tim, Joe Namath, and John Zacherle are among the very few left who have not yet gotten in their letters to "Just Ask 'J'!" If you have a question of burning importance to ask . . . or, if you just want to see your name in print . . . send your letters to "J", The Sensuous Student, c/o Statesman. It's hard enough for me to write the answers, but, it's twice as tough to make up the questions, too.

IRC Plans Cultural Lecture Series

The International College (IRC), moving to Gruzen in the near future, has a vital and interesting program planned for foreign and American students.

Informal classes are being planned on various languages and such diverse activities as the correct use of chopsticks, Chinese cooking made easy, and Sanskrit. Many clubs and organizations concerned with foreign students will now have a place to hold their functions. The college has already been used for Host Family activities, an OAS dance, International Folk dancing, and foreign student orientation.

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HILLEL

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with Yeshiva University

FRI. NOV. 20
4:30 Sabbath Services
Gershwin Music Box

6:15 Zemirot (songs with spirit) Roth Cafe Lounge

7:30 Symposium - "I am a Jew-What am I?" Roth Cafe Lounge

SAT. NOV. 21
9:30 Services - at the Hillel House (opp. North Gate near RR trestle) followed by Kiddish

2:00 Oneg Shabbat at the Hillel House

3:00 The Reconstructionist View of the Sabbath at the Hillel House

5:15 Havdalah - Gershwin Music Box

7:30 Concert - Tzachi ben Ami - Israel: Folksinger & entertainer, Union Room 248

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COPY DEADLINE

12 noon two days previous to date of publication.

PERSONAL

FILISS FARKEL: What happened to Ophelia, C.C.

VISUALLY HANDICAPPED STUDENT at SUNY at Farmingdale needs tutors for medical Entomology and physics. Can pay \$2/hr. Call Rosemarie Facilla 249-9602.

HAPPY BIRTHDAY HEIDI from your family and friends. Congratulations - only one more year to go.

ARTIE, I HOPE you have learned your lesson. I forgive you. Love Pati.

I HUMBLY WISH TO THANK Tobbit, Nomi, Resi, Shady Lady, and City Slicker, of Douglas, for their wonderful gift, Mike.

HB JIM: I see you've finally made the Statesman. I'm still working on my creative present. Sue.

FOR SALE

CUESON Bb TRUMPET, used, very good condition. \$65. Case, mutes, mouthpiece. Call George 3740.

PENTAX MOUNT LENSES: 200mm f3.5 Soligor \$50, 100mm f3.5 Steinheil \$30, 55mm f1.8 Supertakumar \$30. Call Dave 4589.

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ATTRACTIVE XMAS CARDS, benefit interracial work in the south, with quotes from Marx, campus. Suggested donation \$2.50 per dozen. Call Matthew 7543 9-11 p.m.

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TWO SNOW TIRES, student priced, \$6.50 each. Used one season. Size 775x15 (fits any 700-15 series wheel.) 862-8589, St. James.

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1966 WHITE VOLKSWAGEN, excellent mechanical condition, serviced by Volkswagen every 3000 mi. \$650. Call 724-4788.

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NOTICES

COCA FILMS "Blow Up"-Fri. Nov. 20, 7:30 p.m., and 12 a.m. Lec. hall 100, Univ. Comm. \$1, Students free, Grads \$5.00.

SANGER COLLEGE FOLK CONCERT For the David Peck Defense Fund, Donation of \$.50 or more. 8:30 p.m., SBU Aud., Nov. 20.

CHILDREN'S FILM FESTIVAL: "The Red Balloon," "Fiddle-Dee-Dee" and "The Smile." Sat. Nov. 21, 10 a.m. & 2 p.m. SBU Aud. \$5.00.

ORIENTAL AMERICAN STUDENTS FILMS "Swordman of All Swordsman" and "The Road" English sub-titles. 1 p.m., and 8 p.m., SBU Aud. Sat. Nov. 21.

DREISER COLLEGE MOVIE "The Vampire." 9 p.m., Dreiser Lounge, Nov. 22.

REMINDER-PROPOSALS for INDEPENDENT STUDY PROJECTS for Spring 1971 are due in the Academic Advising office ESS 350 on Nov. 25. Guidelines for preparing proposals are available there.

WOODY GUTHRIE COLLEGE CZECH FILM: "The Shop on Main Street," to be shown at 9 p.m. Guest appearance of Ida Kaminska bet. 7:30-8:30 p.m., Mon. Nov. 23, Kelly Cafe. No tickets open to Univ. Comm. & general public.

LOOK FOR THE UNION CRAFT SHOP BAZAAR on Fri. Nov. 20. 11 a.m. to 5 p.m. Off the lobby - leatherwork, candles, pottery, stitchery, jewelry, ALL ITEMS FASHIONED BY UNIV. CRAFTSMEN! (Inexpensive too!)

THERE WILL BE A BLOOD DRIVE ON DEC. 10 from 1-6 p.m. If you are interested in donating please call any of these people: Steve 4560, Stan 3964, David 6396. This is only for preregistration; time appointments will be made after Thanksgiving.

ATTENTION ALL COMMUTERS: YOU MAY PICK UP COPIES OF THE RULES OF STUDENT CONDUCT at the main desk in the Stony Brook Union or at the Student Affairs office, Administration, room 355, beginning Nov. 23. It is your responsibility to become informed as to the contents of this document.

YOUNG AMERICANS FOR FREEDOM is sponsoring a talk by Prof. Donald Ackerman on "Mobilizing Conservatives" this Sunday Nov. 22, 8 p.m., SUB 214. All are most welcome!!

FOUND YOUNG BLACK & WHITE SPOTTED CAT in Tabler call 7573.

LIKE TO WRITE OR DRAW for an SF magazine? Come to the SF Library-Henry College (Roth IV) basement-Sun. Nov. 22, 10 p.m. or call Norm 5816.

CONCERT STONY BROOK BRASS Quintet 12:30 p.m. Tues. Nov. 24 SBU Aud.

HISTORY HONOR SOCIETY is accepting applications for membership. \$3.25 in history, \$3 over all; inquire in SSB 201.

DECLARATION OF MAJOR AND CHANGE OF MAJOR cards for students on the waiting lists for elementary major and secondary option may now be submitted for approval to the office of Teacher Preparation Counseling and Placement, room 440 SSB, Wed., Thur., and Fri., Nov. 18, 19, 20 from 9:30 to 12:30 and 1:30 to 3:30.

SERVICES

RIDE WANTED TO NEW PALTZ Nov. 25, will share expenses. Call Caria at 3961.

TYPING WANTED-IBM letter to Doctorate. Call after 6 p.m. 751-0376, quick service, reasonable.

RIDE WANTED FROM QUAKER-PATH/West Meadow Road at 10 a.m. return at 1 p.m. Pay gas. Call 751-8944.

MOTORCYCLE INSURANCE-IMMEDIATE FS-1, theft, collision available, no charge tickets, accidents. Frank Albino, 1820 Middle Country Rd., Centereach. 981-0478.

ANYONE (MALES AND FEMALES) interested in setting up a birth control/abortion information referral center on campus contact 4668 or 4669 before Thanksgiving weekend.

LOST & FOUND

LOST ORANGE TABBY KITTEN with flea collar in Tabler 3 wks ago. Call 7573.

LOST SHINY BLACK SKINNY DOG G courtyard Thursday last. Has skin disease on stomach, answers to Jason. Call 744-8972 or 6332.

LOST: FOUR BELLS on a blue ribbon. Very important to owner. Please call 6413.

ONE BLACK WALLET GIRLS ID between Kelly and Roth. Don't send home. Call Saralee 4792.

FOUND KEYS in Mt. College basement Sunday night. Call Elias 7217.



See Cat Nov. 24

Hear him every nite at home

Available on A&M Records and Tapes

On the Screen this Weekend

By HAROLD R. RUBENSTEIN
BEHOLD, BEWARE, AND BELIEVE AS EDUCATION'S OWN PYRAMID AT GIZA DARES US NOT TO GO AGAPE UPON OBSERVING AN ABRACADABRIAN TRANSFORMATION IF THERE EVER WAS ONE BECAUSE THE BUILDING THAT MUSSOLINI WOULD HAVE CALLED TOO SENTIMENTAL WILL HAVE THE ANGLES SOFTER, THE RAZOR LINES WILL BEND, THE HARDNESS WILL AMEND ITSELF AND AS PYGMALION FASHIONED GALATEA SO DOES THE CONCRETE CLASSIC BECOME CUSHIONARY SOFT AS AN INTIMATE ART HOUSE JUST AS THE WILD KINGDOM AUDIENCE ITSELF WILL BECOME A SOPHISTICATED COVY OF CULTURE VULTURES AND TOGETHER THEY WILL BE CHIC AS A VICUNA SHOWER CURTAIN as Cinema 100 unveils.

Blow-up — a film by Michelangelo Antonioni; starring David Hemmings, Vanessa Redgrave, and Sarah Miles. A dazzling display of cinematic tricks and imagery that leaves one breathless and in dire need of an Excedrin. Antonioni has always been a flashy director even in his disasters (Zabriskie Point). But this time the bravado is perfectly balanced by his subject, swinging London, and its children, who live lives as cold and calculated as the camera click on a Nikon. Antonioni slides from hallucinatory fantasy to brash reality like Sonja Henie made it on ice. Suffused into a photographer's discovery of a murder through his photographs is a devastating transference of man's sex drives into the machines of the modern world. The guitar, the camera and neon lights are now integral parts of our libido and we turn it all on and off at will. Love is a definition and reality an undefined space. Antonioni lights the space up like Times Square on New Year's eve and the tension is just as piercing.

THREE VILLAGE THEATRE
Fantasia a film by Walt Disney

A film that features a goldfish that is sexier than Rita Hayworth doing the dance of the seven veils in "Salome," that has a hippo who can outdance Ginger Rogers and an alligator that could fill Fred's shoes, that has a magician who can do what Moses did without God, that could embarrass Charlie Chan with a mushroom that is more Chinese than he is, and that uses three Tinkerbells has to be something special. And when they are woven into a film that explodes into such color as to destroy the straight mind as it precisely counterpoints music of the masters sending consciousness on a journey that has only been traveled in the worlds of "2001" and "Satyricon" before and accomplish this feat though it is 30 years since its debut, "Fantasia" must be regarded as something beyond the screen, a work that flies higher than anything Disney has ever done.

"Fantasia" is astonishing in how it predates "2001." The film need not be explained. It is a spectacularly visual collection of tone poems emblazoned with ingenious humor, peerless grace, and a style that flows like the Danube on a spring morning. It is funny, and brisk and at the same time just as much an assault on the mind as Kubrick's classic because it refuses to let the senses rest. The horror in "Night on Bald Mountain" is as terrifyingly real as the serenity of Ave Maria. One is right after the other. It is too much. So is the film. Disney probably wasn't a speed freak but his genius just might have been based on a natural high. When you watch the film, think about one thing.

"Fantasia" was at least ten years old at the time you were born! See if that don't wreck you.
FRIDAY AND SATURDAY 7:05, 9:10. Special show both nights at 11:30 — Only \$1 for all those who spend their bread on popcorn and other "treats" for the film.

BROOKHAVEN
Move—starring Elliot Gould, Paula Prentiss; directed by Stuart Rosenberg (R)
The Sicilian Clan—Alain Delon; directed by Henri Verneuil
FRI AND SAT—Move 7:00 10:30

CLAN 8:30
PORT JEFFERSON ART CINEMA
The Baby Maker—starring Barbara Hershey (R)
Poor Cow—starring Carol White
FRI AND SAT—Baby 10:35 Cow 7:00, 8:50

"BURN!"
 a film by Gillo Pontocorvo starring Marlon Brando and Evaristo Marquez
 "Burn!" tries to start a fire by rubbing two dry sticks together, achieving lots of provocatively curving patterns of smoke, but with the final result covered in sweat not flames. Pontocorvo, as evidenced in his last film "The Battle of Algiers" (which is as important to the Black Panthers as instant replays are to the Packers' practice on Monday), is unique among filmmakers because his aim is not directed at the box office but at the gut. The brilliance in his constructing

mass action and revolution with serious dedication renders "Strawberry Statement" irrelevant and can drown with passionate spirit, the stolid stoicism of "Medium Cool." Pontocorvo's "Burn!" releases his brash fury in color that slashes the eye the way a native whips through sugar cane. Surrounded by a score that seems to call the world to action "Burn!" moves with a realism unlike any revolutionary film around today. But unlike "Algiers" the film lacks the spark to kindle the flames. "Burn!" is smothered by a script that displays but rarely explains, showing us events but never the connection between them. Once can see the determination in silent faces, but the gauze of confusion that the story line makes it impossible to follow these men and they emerge as

sterile as the tropical white suits they wear.
 One man of great importance is Marlon Brando, who stars in this film as a result of his desire for affiliation with the Black revolution. He is leading a charge on a lame horse. Though efficient in the role of the Kiplingesque white man, and even sometimes effective, Brando could do little with a character as unrealized as the goal of the film. Besides playing against an un nourished idea, his foil Evaristo Marquez, who, while physically embodying the romanticism and rage that one imagines must have infused Che Guevara, he has all the vibrant fervor of a pop poster. "Burn!" for all its sparks and hopes restates the flatness and smolders in ashes before it ever got to crackle like thunder.

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MARLON BRANDO..

"BURN!"

Fri. 7:25, 9:40
 Sat. 4:30, 6:35, 10:25
 Sun. 4:45, 6:55, 9:35
 Mon. 7:25, 9:40
 Tues. 7:25, 9:40

Children's Matinee
"Santa & The Three Bears"

Sat. 1:20, 3:00
 Sun. 1:20, 3:00

PREVIEW of Our Next Attraction SATURDAY 8:30

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Sunday — Nov. 22 — SBU Theater

The Road — 1 p.m. & 8 p.m.

Swordsmen of All Swordsmen — 3 p.m. & 10 p.m.

Monday — Nov. 23 — Eng. Lec. Hall 145

The Road — 7 p.m.

Swordsmen of All Swordsmen — 9 p.m.

Good luck
Frosh against
the Varsity
tonight. Game
at 8 p.m.

PATRIOT SPORTS

Good luck
Varsity against
the Frosh
tonight. Game
at 8 p.m.

Page 8

Statesman

November 20, 1970

Varsity And Frosh Clash Tonight In Red-White Game

RED

By STEVE INGIS

Over the course of the past few weeks there has been great speculation concerning the prospects of this year's basketball teams. The varsity team has many questions still left unanswered causing critics to wonder if it is capable of retaining the conference championship. In contrast to cautious attitudes towards the varsity, there seems to be great optimism over the potential of the freshmen, whose size and power have given fans great expectations.

Tonight at 8:00 students will have an opportunity to judge for themselves as the two teams clash in the first annual varsity-frosh basketball game. The contest will match the experience of the well-drilled varsity against the superior height of the highly touted but still untested freshmen team. The game however, is an exhibition, and every effort will be made to enable students to see all of the players in action. Its purpose, according to varsity coach Massimino, is to "provide an excellent opportunity for the students to see the new groups of players in a pre-season special."

Those who followed last year's team took great pride in the tremendous fan support that was observable at every Patriot game, home and away. Serious efforts, in the form of a pep club, are being made to promote this enthusiasm. Although plans are still tentative, arrangements are being made for a special rooting section in the bleachers, jerseys for the club, and buses to take the (pep) club to road games. Anyone interested in joining the pep club and becoming involved in this season's team can contact Coach Massimino in his office for further information.

WHITE

By ALAN SCHECHTER
Tonight the first annual Red-White game ushers in the

beginning of the 1970-71 basketball season for the Patriots.

For the varsity, after capturing the Knickerbocker Conference title last year and going to the NCAA, it will just be a warm-up for what will hopefully be another championship year. For the Frosh it's a different ball game. They're just beginning to learn the transition from high school ball to college ball, and for them, it'll be a game "in the big times." Even though the Freshman are underdogs this game, it should be a real thriller.

The varsity has a tremendous advantage because of their experience, but the Frosh are a taller team. The speed of the varsity, however, should compensate for the lack of height. To one courtside observer, "The game should become a contest of styles."

According to Coach Massimino, the varsity coach, "the Frosh need a lot of work and the varsity should have no trouble winning. Our main objective, however, is to experiment." But Coach Covaleski has a different opinion. "I think the Frosh could win if they don't panic."

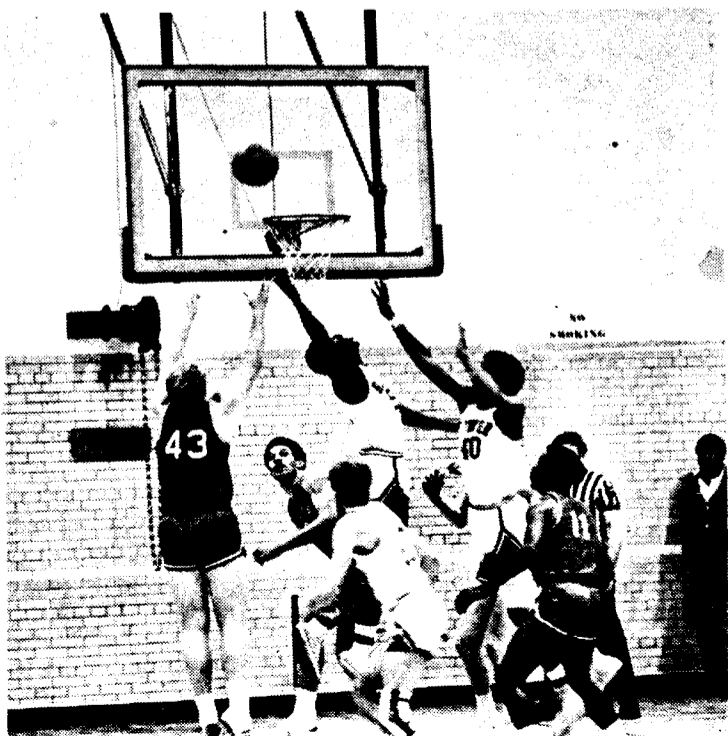
Besides the height of Rick Schrenberg, Steve Nastasiuk, and Chris Ryba, the Freshman have good outside shooting threats in Bruce Thompson and Jim Murphy. In order for the Frosh to win they will have to stop last year's varsity stars, Bill Myrick and Gene Willard, along with being able to penetrate the tight Pat defense.

Predictions: Ingis, Varsity by five; Schechter, Frosh by five; Shapiro, Varsity by twelve; Sarzynski, Varsity by eight.



WHITE-RED: "... the Frosh could win if they don't panic."

Intramurals delayed because of the inclement weekend weather. See Marc Jacob's column next week for final results.



RED-WHITE: "... the Varsity should have no trouble winning."



RED-GREY GAME: Mike Whelan will hope to star for the Grey squad Saturday in their attempt to upset the heavily favored Red team booters.

The soccer season; yes, the same season that officially drew to a close last weekend, will issue its last gasp this Saturday afternoon at 1 p.m. In a battle more important than, well, even the World Cup, the Patriot second-liners (the Grey team) will try to humiliate the starting squad (the Red team).

During the approximately 75 season practices the Grey team more than held their own against the Met Conference Division II Champion Red team. Even the knowledge that the Grey squad boasts the talents of starting goalie Dave Tuttle can not negate the fact that it was drive, hustle and determination that boosted the bench warmers to many an evening of contentment.

The Red team has proven itself all year long to be one of the finest soccer teams in New York State (eleventh rated in the final state poll). But a year of hard knocks will all go for naught if the first stringers can't put it together one more time. This is when it counts—not for glory but for pride. The pressure resides with the starters.

The soccer team's exceptionally loyal fans are all invited to witness this travesty. Over 300 strong, each game the fans turned out and were rewarded by the team in the only way they knew how—by posting a 7-0-1 home record. If you're strong enough to withstand the sight of grown men crying be there Saturday. Who knows, it may even be fun?

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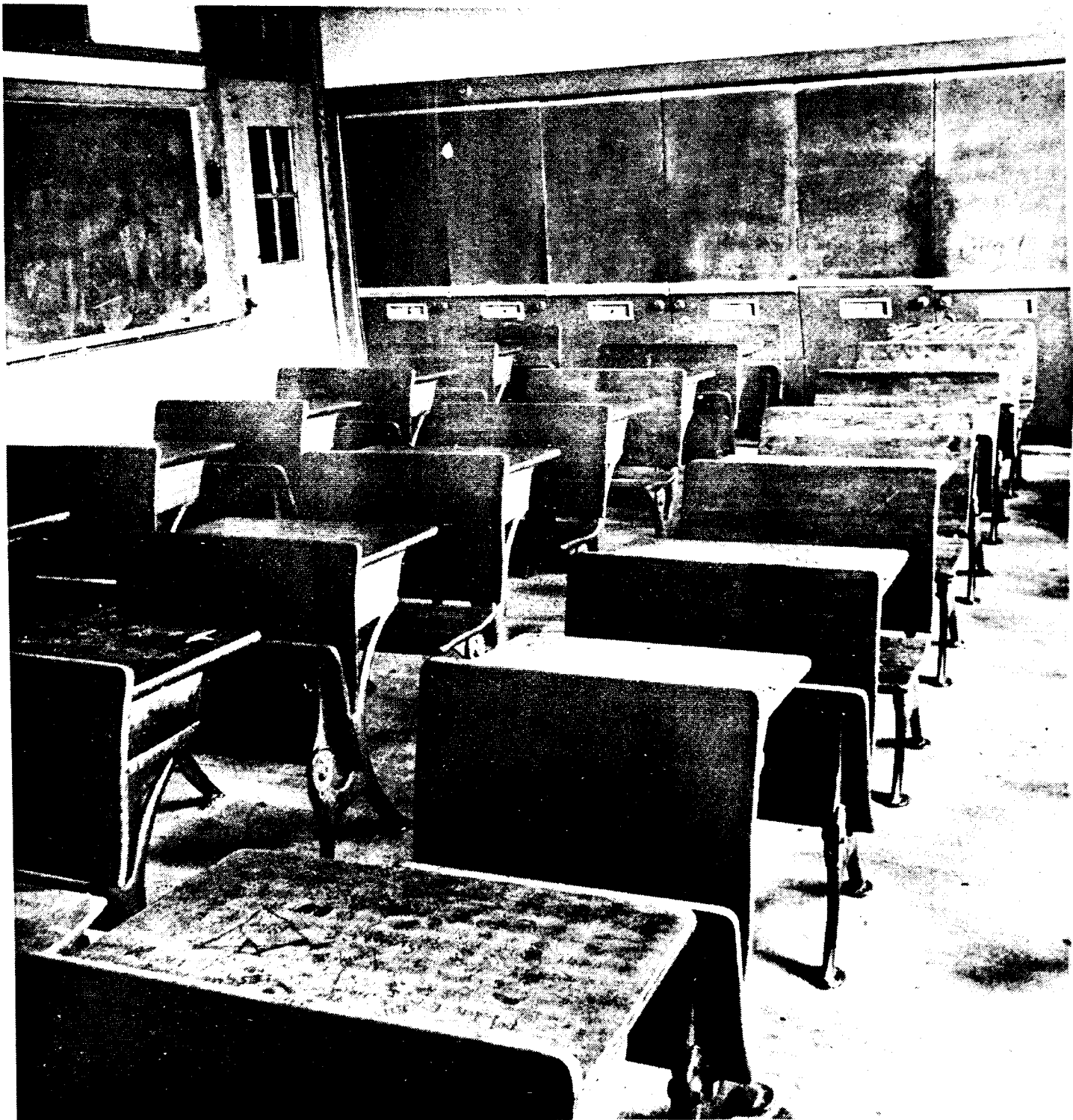
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HIGH SCHOOL

A Statesman Supplement



"Because adults take the school so much for granted, they fail to appreciate what grim, joyless places most American schools are, how oppressive and petty are the rules by which they are governed, how intellectually sterile and aesthetically barren the atmosphere, what an appalling lack of civility obtains on the part of teachers and principals, what contempt they unconsciously display for children as children . . ."

—CHARLES SILBERMAN
"Crisis in the Classroom"

High School Forever !

High school — solid or sprawling on the outside, tension-ridden on the inside despite placid, acquiescent stares. High school is just back at the last intersection and high school is what most of us would rather forget.

High school students, plodding through mazes of petty regulations, standardized tests, and censored publications, have long been aware of the vague uncomfortable feeling that high school is not meeting their needs. But, in recent months, they have come forward to redefine their expectations — and, using an awakening knowledge of their rights, to demand that high schools fulfill them. Furthermore, critics of current educational modes, ranging from radical politicians even to minority spokesmen on the Board of Education — are coming aboveground and pressing for changes within the system itself.

High school students, like their predecessors, are being molded to take their places among the adult and established, but not without the influences of swarming counter-pressures — Chicago, Kent State, Woodstock, and yes, you and me and all of us just a few years removed from what we were in high school.

High school students are caught up in a tangled web with teachers, parents, principals, and politicians, a web which no one understands and which no one cares to understand. As

complexities grow, so do ironies, and so this lack of understanding is institutionalized by teachers and administrators and called "Failure", "Drug Addict", "Dropout" or "Underachiever". The students oftentimes continue to fail to understand, but then it really doesn't matter any more

The lucky ones make it to some state university where they are fortified by the introspection formed as a reaction to high school's insensitivity — an introspection that even high school couldn't destroy. And the results of their introspection become their experiences, and our experiences, and the experiences of the university

If high school were truly limited to the blackboards of the classroom, the chalk-dusty corridors, and the four imposing walls, then we might be able to relegate high school to a niche called "the buried past". But as long as bureaucratic rules, political pressure groups, and authoritarian administrators exist within a rigid framework which proclaims who may go to college, who may be a housewife, and who may be suspended to roam the streets, high school cannot be a tranquil etching engraved on Memory Lane. As long as we are past the intersection but still within its reach, high school is us. High school is here and now, and let us never forget it.

—Judy Horenstein

STAFF: Carla Weiss, Marcia Mijstein, Ned Steele, Ronny Hartman

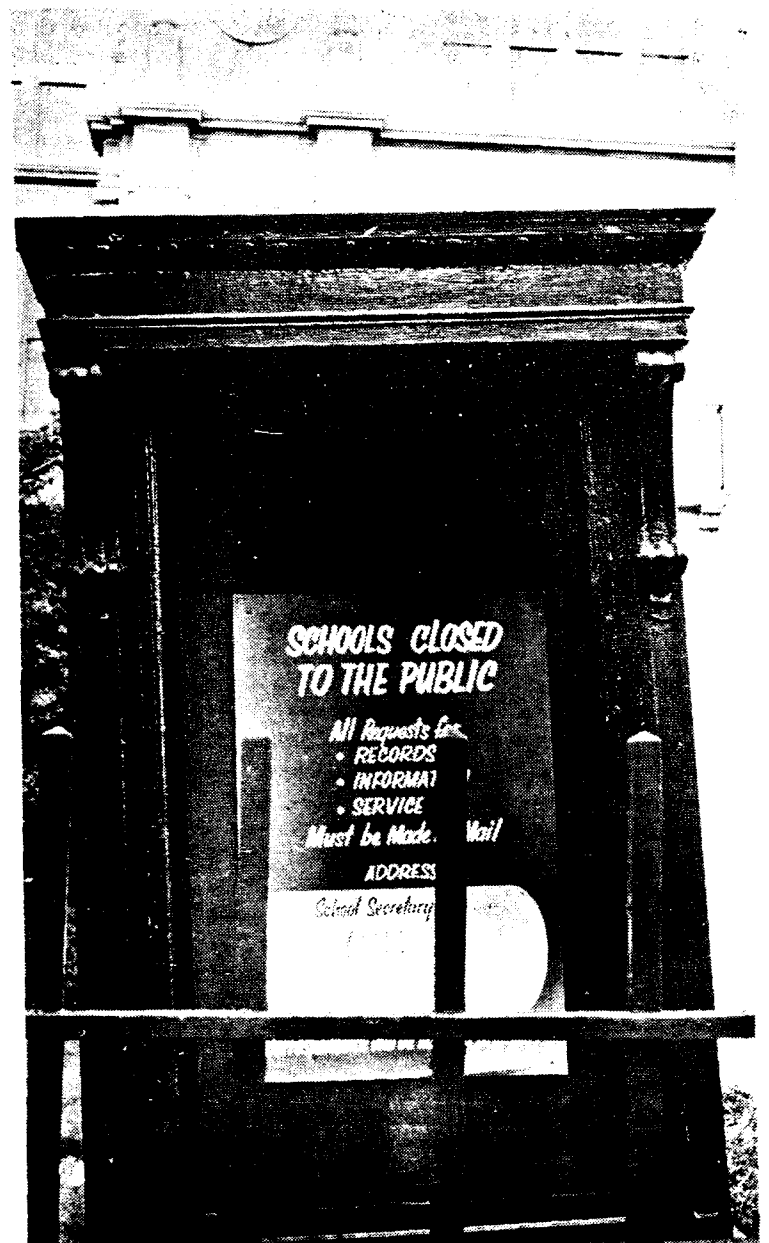
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GRAPHICS: Sue Bartner, Florence Steinberger, Al Walker

HIGH SCHOOL SUPPLEMENT

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COORDINATED BY: Judy Horenstein



New Medium For A New Culture

By ROBERT THOMSON

"The high school underground is people educating each other . . . educating each other to the things that are relevant to their lives their culture." With these lines, John Birmingham introduces the outside world to the mood, movement, and passion that has grown into the student free press.

An underground editor himself just a year or two ago, he remains part of the sub-culture media he describes in "Our Time Is Now." He, like those he writes about, got into the underground business simply to escape the stifling censorship that school administrators impose on the official school papers.

"The principal must deal with parents who might be angered by articles. To this extent, the school is a reflection of the adult world outside. Yet, obviously it shouldn't be. It should be a healthy community of its own." That younger community has already adopted a new culture, and with it a new way of communicating that had no place on the sterile pages of the overground press. "To obtain freedom within the school so it can cater to the needs of their times and not of their parents," Birmingham says, "students must obtain some measure of power on their own. In this case, the power of freedom of speech."

A similar, though perhaps less spiritual and more cerebral view on the new-born press is expressed by Dianne Divoky, the editor of "How Old Will You Be In 1984?" — "Perhaps 500 underground papers have sprung up over the past year or two. Some last a year or more, others die after an issue. They range from slick, well-designed products to slapdash mimeographed ventures."

Angry Authority

Both writers report that, once a student paper gets off the ground, attempts will almost invariably be made to suppress it. The distributors of John Birmingham's paper were told by the principal that they could not distribute the paper on school grounds. The editors called the American Civil Liberties Union and were told that they should go ahead with their plans. If they were suspended, they would have ACLU lawyers working them as soon as possible.

Not all papers are so fortunate. Distributors of the Tuscon Mine were harassed by police on school grounds for "blocking the sidewalk" and being a "traffic hazard." Several of the students were suspended. School administrators usually do their best to destroy the papers, viewing them as a direct affront to their authority in the school, or at least as a dangerous fad.

John Birmingham found that the worst reaction comes in rural communities, areas that are removed from the modern world and would like to keep it that way. "Many adults seem to favor a repression of ideas that don't agree with their way of thinking."



UNDERGROUND PRESS: Cooperative High School Independent Press Service, which uses the above emblem, acts as an information exchange for high school underground papers throughout the country.

On the other hand, reactions from readers often encourage the editors to press on to greater heights. A confrontation with the administration can usually ignite some spark of unity among the students and impress on them the need for a really free means of communication. According to Dianne Sivoky, "Once the students have been subjected to open or subtle suppression, the continued publishing of the paper takes on a new role: simply to expose the system that says the students have no uncensored voice."

Broader Issues

In his survey of the state of the art, John Birmingham noticed that "where it had had a chance to develop, the underground was dealing with issues that are more directly concerned with the schools than censorship." Student power was the big issue; the students wanted more control over the school of which they were a part. The underground papers sought to educate students as to how their schools had failed them: "Through the press, students must make people aware of their lack of freedom and how it restricts their learning."

The free press must make the majority of students aware of their condition, four or five percent who are activist, Birmingham feels. Most papers that he came in contact with sought to inform—and thus to convert—the wider "redneck" audience rather than to deal exclusively with the hip community. Sometimes it's simply a matter of practicality. The hip community is so tiny in many areas that it wouldn't be worthwhile to put out a paper just for them.

If you do want to make the extra effort to reach adults, teachers, and conservative students, certain universal qualifications must be met, according to Birmingham. Most of the uninitiated have strong objections to the use of obscenities. While this might seem a small point, Birmingham found in putting out his paper that

printed obscenities seem to take on some kind of great symbolic value." It seems ridiculous, but one major interest of students and teachers was to see how many four-letter words we dared to print." Since it is usually easy to avoid, most underground papers keep obscenities to a minimum: "Some of them even deliberately leave out all obscenities in order not to alienate any readers who might otherwise benefit from the content of the writing."

Style

There are more substantial points that must be taken into consideration in determining audience appeal. Dianne Divoky notes that the ideologies expressed in the papers run from "polite liberalism to revolutionary dogma," but the weight seem to be on the former. John Birmingham can find few calls to violence and little mad rambling. "High school revolutionaries tend to be less paranoid than college revolutionaries because they are younger and have experienced less opposition."

Miss Divoky sees the style of writing as, in part, a reaction to today's depersonalized, technological culture. What students seek most is feeling. "Gut-reactions, awareness, vibrations are the surest signs of reality in a world where rhetoric is phony and 'reason' and 'common sense' become the weapons of the defenders of the status quo." This is coupled with a crusade for a puritanic ideal society: "The students are uncompromising, and see all diplomacy as duplicity, ambivalence as weakness, and strategic maneuvering as a cop-out."

Cultural Expression

It is obvious that the papers disregard standard journalistic practices. They rarely investigate events to get both sides of the story (this, of course, would usually be difficult considering their status), but often relate their own personal experiences and pet gripes. Objectivity does not appear to be a goal and editorializing is constant.

However, what does come through the news print is a dynamic expression of youth culture — a culture that was being stifled in an overground press that had to conform to the requirements of a somewhat alien adult world. The "New York High School Free Press" published an article stressing the importance of bringing students out of their institutional apathy through the underground press. "The important thing is to cause a reaction . . . Make people face their real emotions. Whether they accept or reject you is not the issue, they have been forced to react on a gut level and the more that happens, the harder it is to program them into our computerized alienated society." Students are at last stepping outside an inhibiting educational structure to create their own freedom and offer it to others.

THE SCHOOL PAPER... THEN... ...AND NOW...



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in order to form a more perfect union

By CARLA WEISS

A group numbering 275,000 New York City residents has been gaining notoriety in the past year concerning its demand to exercise those same constitutional rights that are granted any United States citizen. Certainly, in their never-ending efforts to maintain equality for all, officials would not easily dismiss such a serious charge by so large a group of people. But they could easily ignore a group that wasn't even old enough to vote—the entire student body of the New York City high school system, for example.

Students have always been forced to yield to the strict rules of conduct established by high school authorities. With the recent growing political awareness and questioning of arbitrary rules, the authority of high school principals has been greatly threatened. In an attempt to quell any insubordination, students have been suspended for possession and distribution of underground newspapers; college recommendations have been withheld for disobedience and any challenging of certain archaic rules. At William Taft High School, each student had to sign a declaration, pledging that he had not participated in any secret society, club or organization, and that membership in any secret organizations would deny him admittance to honor societies, scholastic honors, holding of school or class offices and participation in any school exercises, athletics or elections.

Official Document

"We wanted to develop a framework within which students might be treated as young adults and as a legitimate interest group in the total education process with a share in the decision-making process." This quote, ironically, was not initiated by a new breed of high school student concerned with major change, but by Seymour Lachman, a member of the New York City Board of Education. In the fall of 1969, in reaction to the spring offensives and the increasing disturbances plaguing the city schools, a resolution was drawn up, entitled "The Rights and Responsibilities of Senior High School Students." According to Lachman, who prepared the document, it is "a step forward in the direction of peaceful reform... formalizing viable and constructive behavior... a clear statement of student rights must be made by those of us in authority roles."

According to an underground newspaper editorial, the document "gave no one the right to do anything more than talk. The Board of Education decided to enact the principle of

'repressive tolerance'. They would give the students freedom of speech and press but again no power in determining the content and form of their education." One student just retorted, "It's too vague." The general feeling is that Lachman merely enumerated certain rights and responsibilities without providing channels through which reforms might be achieved within the system. Ultimately, "the power is where it always was, in the hands of the principals who determine who's good and what's in good taste."

Lachman's resolution, although it finally recognized those constitutionally protected rights of speech and assembly (as long as there is no interference with operations of regular school programs), does not diminish the legal authority of the administrators. Its main stress is on students responsibilities and self-respect and respect for others. Toward the end there is a stern admonition that "no student has the right to interfere with the education of his fellow students."

The document, itself, is a list of ten statements which are to be the guidelines for maintaining discipline in each high school. It provides for a parent-faculty-student-consultative council which, through a complicated process of sub-committees and agendas, "will establish a continuing relationship with the principals," be informed on administration, recommend improvement of school services and "promote implementation of agreed-upon innovations." Representatives of student government, elected according to reasonable standards, are permitted to meet at least monthly with the principal to "exchange views" and "share in the formulation of school-student policies." And, at the beginning of each school year parents and students will receive a publication, setting forth rules and regulations, the extent and definition of which are subject to discussion by the consultative councils.

Student Demands

In February, the students retaliated; they were dissatisfied with the limitations of the Board of Education's resolution and highly critical of its very moderate stand. The High School Student Rights Coalition was formed, including such groups as the General Organization Council, (the officially recognized student government body), the High School Student Mobilization to End the War in Vietnam, the Afro-American Student Association, the A.C.L.U. and the Third World Committee. The HSSRC, together with the G.O., presented the

High School Students



UNITE!

Board of Education with their own list of demands, "The High School Bill of Rights."

"Our Bill of Rights is not meant to be a legalistic document; rather, it is a statement of basic rights that can be won by united action." The HSSRC centers its demands on the full freedom of political activity and all that it would entail. Students should have the right to freedom of speech and press; the right to due process; the right to hold free elections; the right to end "high school complicity with the war machine;" and the right to determine the curriculum and evaluate teachers. All this must be possible without any restrictions by high school authorities.

The "High School Bill of Rights" is a revision of a larger document which went into more detail and which concerned itself with the actual formation of student-parent-faculty represented liason boards having binding authority. A spokesman from the HSSRC, which this fall is the main organization involved in the movement and which centers itself around the war issue, explained that the purpose of the present demands is to outline the constitutional rights of

students rather than to form complicated rules and structures for implementing these rights. It would be sufficient if these rights were declared valid by the Board of Education. Once they were established, students could then participate in those activities that are important to them, such as the anti-war effort or curriculum reform.

Issues Unresolved

The issue, however, still remains unresolved. The movement to assure students a "Bill of Rights," that would be relevant and workable, was interrupted by the summer vacation. When students returned to school this fall, the "Rights and Responsibilities of Senior High School Students," the Board of Education's attempt to pacify disruptive students, was issued and put into effect. The HSSRC plans to renew its pressures on the Board for enactment of a students' Bill of Rights. A contingent marched in the October 31 peace rally and conferences will be held this month to discuss strategy. Hopefully the movement will attract major public attention and the cry of "Free the New York 275,000" will not go unheard.



Apathy Hampers Long Island Movement

By TOM MURNANE

If you're looking for a good, regularly published underground paper on Long Island the best thing you can do is print your own, which is just what several people have done.

The underground press on the Island is, for the most part, non-existent, having been buried by apathy. High school students, while they have the money, lack the interest and initiative to regularly publish a paper devoted to their own culture.

The cost of putting out a fairly decent issue of an unprofessional underground "rag" is about \$400, provided there are enough people involved (about 4 or 5 people who know what they're doing). Some of the best underground papers are put out at this minimal cost, but they are usually one-issue ventures that die out from lack of interest, both on the part of the paper's staff and its readership.

Students in Long Island high schools are generally politically inactive. When papers do come out they are usually centered around a particular political movement, which soon dies out — either from success or apathy, apathy winning out 99% of the time.

A brilliant exception to this was "Alternate Culture," a one-issue underground paper published by some students at Sachem High School in protest of censorship of the irregular school newspaper. The students who put out "Alternate Culture," in opposition to the "our new teacher" and "best-dressed senior" mentality, wrote about political issues, rock culture records and interesting books that students were reading outside of school. Before the publication of "Alternate Culture," interest in the student press was at an all time low. But when free copies of "Alternate Culture," were distributed, students grabbed at a chance to look at the paper. As a result, the administration



of the school dropped its censorship, and now the regular school press is a true student paper. Unfortunately, the possible growth of a good underground rag was aborted at the same time.

Most high school student papers on the Island are dull. It's the gung-ho "we like our school" kids who put them out, and they are so satisfied with their comfortable environment that they don't want to put out anything that would upset the administration.

An honest attempt at an underground press is (or was, for no one has seen a recent issue for some time now) the Long Island Free Press, which attempted to center on the draft, student rights and drugs. But it was actually more conservative than underground rags are expected to be. It was a carefully published paper, and extremely cautious in not advocating "unlawful activities," i.e. taking drugs or evading the draft.

Instead it pointed out dangers of drugs,

how to avoid getting busted with drugs, how to legally avoid the draft, etc. Supposedly a monthly paper, the last issue we could locate came out in May. A high school student who worked on the paper, predominantly staffed by post-high school people, said that "unless, somebody suddenly comes up with the bread..."

Perhaps the only true underground press on the Island is "Dog Breath," which so far has published seven issues. This paper is widely distributed, and its publishers claim a circulation of 20,000, although that claim may be just for advertising purposes. It contains articles on political issues such as repression, and also has some good material on rock groups and records.

The "Long Island Duck," which has been distributed here at Stony Brook, is an irregularly published rag that consists, mainly of listings of draft counseling centers and drug centers.

It occasionally has articles on "the movement," ranging from how to avoid hassles with cops ("know your rights") to articles on famous rock singers. There are seldom more than two significant (more than three paragraphs long) articles in an issue, and it fails as an underground paper.

An apparently inactive Long Island High School Student Union was formed about a year ago in an attempt to increase and protect student rights. The "organization," now primarily a one-man operation, put out a monthly publication to help serve its own interests. Its high point was reached during the nation-wide student strike of last May and June, but little has been done since then. During the strike, the Union's publication listed several "demands" but few of them have been met in any high schools on the

Island. One "demand," that has been met in some high schools, was the elimination of uniformed guards patrolling school halls and the use of teachers instead. The guards were supposed to prevent students from cutting classes, but spent most of their time hassling students.

There were several attempts at publishing "underground papers" during the student strike of last May and June, and some of the most successful papers were mimeographed at that time. However, none have survived the summer, and none have been re-established this fall.

One of the best attempts on the Island to print a readable and intelligent underground press was the work of some high school and college students in connection with Smithhaven Ministries at the Smith-Haven Mall. But a lack of financial backing limited the paper to one issue. Again, the paper was largely the result of the work and financial backing of one individual, although several people did write articles for the issue.

If you have no intentions of helping to initiate an underground press paper, the best alternatives you have are to grab a copy of "Dog Breath" and read it on your way into the city where you might pick up a copy of the student-produced "New York Herald-Tribune," or some other true underground rag.

HIGH SCHOOL FREE PRESS
"Of, by, and for liberated High School Students"



Analysis:

Why Not Long Island?

By PAUL BOSCO

Somewhere there's a high school movement. In fact there are two of them: one in Illinois and a very recent one in Houston which is run by kids from Illinois. There's a bit of activity in the city, but the ACLU is still the prime mover for youth.

Why isn't something more coming off on Long Island? (Please note that I'm postulating the desirability of something coming off.) All these are contributing factors:

—These high schools are the world's best. This obscures most students' perception of the hostility of the environment.

—Most students are happy in their school. They can dress sloppily, their parents don't know what they're doing, and 80% of them are going to college.

—Not one girl in a thousand would participate in originating an anti-establishment act.

—The tracking system is a bit of a caste system.

—The smartest students, and all the seniors, are given privileges if they are docile.

—Hardly anything can be done about these conditions. Some others could be alleviated or eliminated if there were an effective Island youth media. Like these:

—Wherever there are blacks and whites in a school, they fight each other instead of the man.

—The "most potentially revolutionary" students, for whom the generic term is "greasers," channel their efforts into vandalism, letting the man off with just a repair bill. Both the blacks and the "greasers" would flock to a movement if some medium educated them to its possibilities.

—Few high school-aged people are capable of the kind of activities that would constitute a youth movement. The few there are are spread thin and don't know about each other's existence. Most schools are small (1000-1500 pupils) that there are usually only two or three radical kids enrolled. Five leaders per school are not enough. Ten kids in two schools would be enough, but boundary crossing is too hard to do with Island geography, because:

—There is no transportation out here but cars, which kids don't have.

—Much of the little activity there is is "wasted" on causes like Vietnam and the Panthers. A better rallying "point of revolution" for young people would focus on oppression since only what is felt will lend itself to organizing.

But the biggest deterrent to a youth movement is the most natural: you're only in high school for three years. Only recently are people staying with this movement after having graduated. This, and the fact that the greatest activism is among the older Jr. High kids, are the most encouraging aspects of Island youth politics.

If you're curious as to what it would take to get things rolling with the Island's youth population, I happen to know! (idle boast? Not from the winner of the Nassau-Suffolk HS Student Union's 1969-70 Saul Alinski Award.) Furthermore, it happens that Polity has quite adequate bearings from which to start the snowball downhill, if not to oversee the whole process. Three inputs:

1. A corps of as few as five outside agitators, skilled in organizing and in media, could train and aid young leaders, provided the work isn't considered "seed-planting for the revolution." These older people are needed simply because it takes too long to learn from experience.

2. A few thousand dollars—what Polity allocated for The People's Paper—would almost cover the printed part of a county youth media, considering likely ad and subscription revenue.

3. If WUSB were expanded to reach off-campus, it would bring together the youth community of the broadcast area.

I note that next year four dollars of every activity fee may be put into the outside community. If the interests of local high school students get half as much money as will the Worker's League and Labor Committee (who sell literature in the Student Union lobby instead of laying down ideas with the construction workers on campus) things will take off.

EDITOR'S NOTE: The author, a Stony Brook undergraduate, has worked with local high school students in developing the Long Island underground press movement and has helped coordinate the efforts of the Smithhaven Ministries toward this end.

"Much of what is taught is not worth knowing as a child, let alone as an adult, and little will be remembered.

The banality and triviality of the curriculum in most schools has to be experienced to be believed..."

—CHARLES SILBERMAN

"Crisis in the Classroom"

The Stony Brook Across The Tracks

By MARSHA PRAVDER
and ROBERT THOMSON

"What is Stony Brook? A Christian school where relationships built on trust, concern and integrity are the necessary ingredients for making Stony Brook be what it proposes to be."

Sound familiar? No, because this is the Stony Brook preparatory school for boys, spread out across acres of wooded land and colonial style mansions. It is the ideal picture of a boarding school or college.

The 235 boys, 65 of whom are day students, seem to reflect the school's tranquil appearance. Little of the turmoil of the outside world penetrates their well-defined boundaries. Rules permit little ideological or physical contact with the University right across the tracks. Just last week, one of the boys from the preparatory school was suspended for being in the Union building here. Tom Luxen, a junior from Pennsylvania, commented, "The omnipresence of the masters is unbelievable. The University is an enforced off-bounds rule because they (the administration) think that you turn into a freak if you go there." Some of this seems to have rubbed off on the students. They were surprised to see anyone from the University without a huge mass of hair and full hippie regalia. Tom said he would "label them plastic," conforming in their universal nonconformity.

Code of Conduct

The student handbook, received by all the boys, contains a very stringent code



STONY BROOK: Will the graduates of this prep school really be "anchors" in their communities?

curfew while he was working on a theater project.

However, Ken is not totally satisfied. He would like to see reforms in the car, dress, and boundary rules. The good aspects of the school, in Ken's opinion, must nevertheless outweigh the disadvantages, because he concluded by saying, "Most people are here by choice. If they don't like it, they don't have to stay."

Tom took note of the economic factor relating to student regulations. He explained that the school's financing comes from contributions and tuition. Since so few people donate, the financial burden falls upon the parents of the students. The parents must therefore be assured that the school maintains "high moral standards," as well as provides for the safety of the student.

No Demonstrations

The boys have never held a serious demonstration. According to Mr. Gaebelein, "in a school this small, there are plenty of avenues of communication." He cited a poorly attended forum conducted every other Tuesday where the boys can discuss grievances. Thus, if he were to walk into his office and find students occupying it, he would feel no sympathy and have no mercy. While Tom mentioned that students can speak with the headmaster and present him with their ideas and philosophies, day student Steve Sibbers countered that "You can't really relate to the headmaster because you're sort of in awe of him. Relationships with the headmaster are reserved for the seniors." For the rest, Tom added, there's a certain amount of remoteness. All expressed great respect for him, though, commenting that "he does the job of at least five men" and "he's really got an impossible job collecting money for the school."

The only "demonstration" that the boys can remember was the night of the Jefferson Airplane concert. Since they were not permitted to view the concert from the University, they gathered in the preparatory school quad to demand that the headmaster allow them to listen to the concert from the outside quads. Instead he ordered them to stay in their rooms after the curfew, whereupon they disbanded and obeyed the order.

When asked about political involvement on their campus, Ken commented that "the prevailing political party is apathy." The boys and the headmaster all seemed to think that the school has become more "liberal." The headmaster noted that in the 1964 Presidential election, the majority of boys favored Goldwater, while in the 1968 election they were evenly split between Humphrey and Nixon. The headmaster, who is labeled a Democrat by the boys, mentioned that students have done a small amount of work for Buckley or Goodell, but little for Ottinger. In fact, the administration and students seem to agree that the students participation in political campaigns is almost nil.

Mr. Gaebelein also termed the student body as apathetic. Time was set aside for discussions concerning the war last May, but these were "disappointingly attended. Most students just sat around or shot the breeze."

The students could not cite any radical elements in the school, but were assured that any radical students would be allowed to express their opinions and wear any buttons "as long as it is not

obscene." Those questioned, however, added that they could not justify building take-overs.

Though there is no political activity in the school, students have noted limited use of marijuana and pills. No students were familiar with hard drugs on campus.

Policy Changes

The boys and headmaster stressed that the school has instituted several reforms as a result of recommendations emerging from a committee system. The committees consist of faculty members and students, with a greater representation of faculty, except in the honor committee. The honor committee, composed entirely of students, is responsible for the maintenance of the the honor system to which the headmaster and boys point with pride. The tests at the school are not proctored, but each boy must sign an oath saying that he did not cheat or witness another boy cheat. Any infraction of this code is reported to the honor committee. According to one pupil, the first offense is dismissed; the second time, a letter is written home. The third violation results in suspension. The committee never has had to suspend anybody, which, according to the boys, testifies to the success of this system.

The committee system has also reformed the dress code so as not to require ties worn in classes. Curriculum changes were instituted to include more modern literature, rather than a concentration on classics.

A major reversal of policy occurred when the committee suggestion to admit girl day students next year was accepted. Surprisingly, the boys' reactions to this proposal are mixed. Some boys complained that they came to an all boy's school by choice; others would prefer a sister school instead of a directly coed school. The boys claim that girls come to the school on weekends, so that the boys are not completely isolated from the opposite sex.

In spite of the committee system, Mr. Gaebelein terms the school "faculty-run." The headmaster is not bound by the vote of the committees.

Social Action

Although the headmaster termed Stony Brook "not a rich man's school," tuition for boarders is \$3000 per year, and \$1650 for day students. Mr. Gaebelein commented that 35% of the students receive financial aid, and "a good portion come from underprivileged areas." Junior high school counselors and ministers recruit students from East Harlem and Newark to come to Stony Brook. These students are not rated by objective tests, but by interviews designed to rate potential.

Mr. Gaebelein mentioned that the school participates in community action by drawing plans and collecting funds for a June camp for underprivileged children. The camp is held in conjunction with the Elmendorf Reformed Church in Harlem, and is financed and staffed by Stony Brook. In addition, there is a tutoring program on Wednesday afternoons for underprivileged children.

One of the school's publications proclaims that, "In today's materialistic world, boys desperately need something to which they may anchor their hopes and dreams; something strong and sure that does not vacillate with the whims of style in thinking and behavior." Stony Brook graduates will undoubtedly be "anchors" in their communities. One can only hope that the dreams to which they have become attached in their country sanctuary won't be nightmares of disillusionment in the future.



POLITICAL ACTIVITY: Headmaster of the Stony Brook School states that it has recently become more "liberal".

for smoking (cigarettes or marijuana), drinking, entering a car without written permission, carrying firearms, possessing a slingshot, leaving school bounds without permission, stealing, or successive cutting of chapel or classes.

The boys also must conform to a dress code. They are expected to wear slacks and a shirt, no crew-necked sweaters, dungarees, or tee shirts. The boarding students must wear a tie and jacket at the evening meal.

As for hair length, the headmaster, Donn Gaebelein, wants to see the ears and the back of the neck." Ken Block, a senior from Illinois, commented "The headmaster is hung up on hair. He sees it as a symbol of revolution."

Students reaction to the regulations was mixed. According to Ken, "You can have a good time here, but you have to be pragmatic." Ken said that he can live without drinking and smoking, but the attitude behind the rules bother him. The system is not that rigid; rules can be bent for legitimate reasons. Ken recollected that he was allowed to stay up past the

Underground Paper: No "Shit"

By MIKE LEIMAN

"I don't know if you could really call the "Pergamentum" an underground newspaper," said the Connetquot high school paper's faculty adviser. "After all, I don't think they've once used the word "shit" in the last two years."

As if in response to their advisor's half-serious evaluation of them, the "Pergamentum" did use the word "shit," once in the latest issue. But they used it by accident.

"It was definitely a mistake," said editor Helene Spieler soon after she left the principal's office where she had been called to explain the presence of the four-letter word. "We put a piece of paper over the word, but it must have slipped off at the printer."

Despite their language problems, the "Pergamentum" has run into censorship restrictions mainly on words, not issues. For example, last year the administration pulled down an anti-American military painting that was hanging in the halls as part of an art class project illustrating pain and agony.

"It was an American flag with dead bodies falling from it," stated assistant editor Chuck Hammond. "When the administration took it down, they violated peoples' rights to express an opinion in public; and we wrote an editorial saying that. But we never heard anything from the administration."

On another controversial school issue, the "Pergamentum" took an editorial stand which seems to have met with more success. It was on the question of hall guards.

"At one time we needed passes to go through the halls," explained Helene, "but then they tried to appear liberal by stopping that. Instead, they put hall guards in the hall and we didn't need passes anymore. But in order to get past them you had to give them your whole life's story. How stupid it was! After we wrote the editorial, they didn't do it anymore."

Still, one reason for this apparent freedom is that the editors know what they can't do. "We don't push, we know our limits," acknowledged Chuck. "Otherwise we get called down to the principal's office."

The "Pergamentum" was originally begun last year as a literary magazine for the middle-class conservative, Suffolk high school, but it didn't go over too well. The name itself means "garbage" in Latin. "We were looking through a Latin dictionary," explained one of the editors, "and it looked interesting."

The paper now has evolved into an opinion and news analysis compliment to Connetquot's more established newspaper, the "Centurion." The two papers co-exist with uneasy distrustful attitudes towards one another. In fact the "Centurion" once accused its rival of stealing its master copy for an issue, a claim denied by the "Pergamentum."

But "Pergamentum's" staff doesn't only find it difficult to get along with the other newspaper. They have problems among themselves, too. For example, one writer refused to discuss a controversial story idea with her editor before she spoke to the paper's advisor, claiming: "I don't want my story censored in advance."

Perhaps that's one of the major difficulties with the "Pergamentum." Although it is a newspaper attempting to present the more controversial side of school news, it must keep within the bounds of the administration. "Sometimes we feel tied down," conceded a student editor.

The Class of '74 - Has It Already Earned Its Diploma?



By NED STEELE

If there really is a revolution happening in the high schools of America, the young activists who fought it, took their diplomas from the battlegrounds, and entered the nation's colleges and universities this fall are not yet elated, victorious and liberated.

If anything, their experiences in the seas of social action, political protest, and drug sub-cultures have left them not with a clear sense of purpose and understanding of life, but rather in the midst of an ocean of continuing social and emotional unrest that may or may not lead them to the new society they dream of.

The freshman class of the State University of New York at Stony Brook is not a class of revolutionaries. Nor is it a class of disillusioned, embittered activists that has abandoned all contact with reality after too many frustrating years of trying to change America. The freshman class at Stony Brook doesn't know yet what it is.

Coming out of diverse high school experiences, Stony Brook's freshmen have nevertheless stumbled, glided, flown, or staggered into college more or less sharing the same wave-length. It doesn't matter that one member of the Class of '74 might have left behind him a high school where the kids kept administrators on their toes with the Vietnam-ecology-students-rights bandwagon, and his roommate graduated from a place where the only time the principal worried about kids tearing apart the school was after a big football game. It makes little difference, because the two of them were there last November or May in Washington, just as they were there as Vietnam unfolded across the 60's and came into the living rooms of America. It wasn't necessary to be physically there to be a part of something, and so they were there when a beer-bellied American Man first slammed down his lunchpail and remarked to his buddy that those goddam kids with the long hair and creepy outfits were just another type of nigger — and, years later, they were there as the nightsticks of Richard Daley's police force cracked open a million young skulls.

All of this was squeezed into their consciousness, molding the minds of an entire generation of Americans and propelling them, despite their diverse backgrounds, onto the same psychic level — the only deviation being that some might be aware of their location on that plane earlier than others.

The Stony Brook freshman of 1970 might have been the same person as today's senior was when he entered college. We'll never know, because he never had the option of deciding for himself what he was going to be like.

Strictly speaking, he didn't make a revolution in music, high-school, life-style, or anything else. Something came along and made him make it happen. Rebellion in the pre-college generation didn't spread because local college activists made it a point to carry their programs past the campus and into the local high schools. Neither is it accurate to dismiss that movement by saying it began with the younger set emulating their big brothers and the new values, as happens in many a generation. Vietnam, the CIA, Green Berets, the Democratic Convention of 1968, Richard Nixon — all these made it inevitable that the earth would start quivering.

All these elements were logical extensions of the American Heritage. In the 1950's few perceived Richard Daley or the Green Berets as disharmonious with the American dream, but in the 1960's, certain threats to the American government's well-being and prestige emerged. The nation's systems in their hasty reaction, stepped over accepted limits of morality and carried the American values of competitiveness and "only the strong survive" to the point where entire segments of the population, nations and generations could conceivably be sacrificed so that American Integrity might stand intact.

Holding the basic comforts and security that his parents struggled half a lifetime for as a given factor in their lives, Freshman 70's generation saw what many of its parents could not see: the American Heritage was a set of hollow, inhumane and harsh values. The generation felt a necessity to forge a new American Heritage. Drugs, long hair, communal experiments, return-to-nature, and the Woodstock spirit — all

part of the search for something better. And until the generation finds its new heritage, it will be frightened, alone, and restless — because it has disposed of an entire way of living that, if nothing else, provided security, because everyone believed in it, and rewarded most of its members who followed the rules. Unless the generation finds a replacement for that structure, it will drift, with nothing going for it.

All this, of course, hasn't happened to just the people who entered college this fall. More or less simultaneously it was happening to the entire junior-high-through-college-graduate population. But the process of discovery and frustration, which hit half of Stony Brook while it was in college, hit the freshmen at a younger age. For these people, and those still younger than them, growing up will be that much more difficult. They come to Stony Brook assuming what their predecessors had to learn. They've had two years less of childhood than the students who have been here for some time.

Although he may share the same frustrations with the American political and social systems as his upperclass acquaintances, the Stony Brook freshman, by virtue of his position, has a different perspective on higher education as practiced on this campus. He draws a distinction between society (alternately defined as the "real" and "outside world"), with all its diseases, and the university, maintaining the hope that somehow the campus setting will be for them while all the rest of society can't be. Whether it will work out that way, freshmen agree, is largely up to them; and so much of their energies are concentrated on attempting to understand themselves and feeling their way through to deeper relationships with one another.

"We're up all night every night talking about how to relate to each other and where we're at. I don't think we've ever talked about politics."

"I've done what I can as far as politics goes," remarks a former high school activist, "and now I've got to do something for myself."

The matter of doing something for oneself,

(Continued on page 18S)

Activism Awakens At Ward Melville High

By RALPH W. BASTEDO

I'm a senior at the high school in the Three Village (Old Field, Stony Brook, and Setauket) School District. It's called Ward Melville High School, named after a local millionaire whose generosity led to the creation of this colonial monstrosity but a few years ago.

I'm also a part-time student at Stony Brook, and quite aware of the goings-on at the university. Because of this dual position, I can often look a bit more objectively at the high school and university than can most students.

Non-Controversial

Several years ago, Ward Melville High School didn't exist. But population and economics soon forced the creation in the mid-sixties of an entity named the "Setauket Junior-Senior High School." Composed of a renovated former elementary school and of red "portables" on Main Street, it was not exactly an inspiring sight.

Under Acting Principal Richard F. Bangs, athletics and music were by far the focal point of non-academic activity at the school. Hopes were high that our new-born sports team and music groups would blossom into greatness. Other activities were equally non-controversial: a production of "The King and I," a pep club, a ski club, an unheard of student council, and a school newspaper called "Green 'N Gold" (named after the school colors).

"Green 'N Gold" was a great paper: I've yet to meet a student who wouldn't agree that it made terrific book covers

petition drive, the sophomore class demanded and got a revote in their class election when irregularities became apparent in the voting results. Academic requirements for student government having just been removed, the sophomores then elected as class president a non-academic student with a history of suspensions.

Political Activism

The blossoming of a democratic left became apparent when in September 1969 the new senior high building on Old Town Road opened.

As the date of the Vietnam Moratorium approached, the SSA lobbied for a teach-in at the school on the topic of the war. But Mr. Cotten rejected this idea. So, on October 15, 225 students and 25 teachers marched from the school grounds to the Setauket green where they heard speakers.

Such activities created a backlash, both in the community and the student body. At a tumultuous and tense meeting of 450 concerned students, parents, teachers and administrators, the New England Civic Association presented these issues for debate: 1) the Student-Faculty Group. 2) the situation regarding speakers on SDS, drugs, etc., and the right to have equal time in presenting the opposite point of view. 3) the school newspaper and the fact that it is uncensored. 4) the situation regarding a student lounge and coffee lounge. 5) Attendance regulations. 6) the way Mr. Cotten runs the school. In a dramatic confrontation, Mr. Cotten



MORATORIUM AT WARD MELVILLE: Last October's march included over two hundred students and faculty.

defended his policies and carried the day.

At the same time, less liberal-minded students, previously uninvolved, decided to take action. A Conservative Club was formed. On a rainy November 14 they sponsored an Honor America March for "victory in Vietnam" from the school grounds to the green in Stony Brook, in which 45 students participated. They also sponsored right-wing speakers and pressed for a more "balanced" school paper. Together, the Conservative Club, SSA and S.O. planned with Mr. Cotten a "balanced" Vietnam teach-in at the school coinciding with the November Moratorium.

The day following the teach-in at school, some 20 Ward Melville students went to Washington, by way of SDS-sponsored SUBS buses, to take part in the march against the war. They attended the gathering at the Washington Monument, watched the SDS-WSA Labor Department rally, and were innocently tear-gassed while walking back to the buses. The antics and confrontation at the Justice Department rally, however, disgusted the students.

A fight between a white teacher and a black student led indirectly to the creation of the Black Student Union at the school. Composed of most of the school's 20 blacks, it set as its goals the election of a black student to the S.O. and the obtaining of a black studies course. In S.O. elections held at the end of the year, a black girl was elected vice-president of the student body. Serious discussions on a black studies course at the school were begun.

Then came Kent State. At a meeting of 95 students and faculty, reason emerged victorious. Student leftist leaders, who previously hadn't publicly voiced their opinions, now came out and condemned all violent trends within the anti-war movement. A committee was formed and

mass services were held May 8 on the school lawn, attended by 300 to 400 students. The very same day, a mass meeting of high school students from various parts of the Island was held at SUBS with the hope of setting up a high school union. But this soon became a farce as the university students attempted to direct the assembly of students. The 25 participating Ward Melville students were bitterly disappointed.

Rights Gained

Much has been gained by Ward Melville students. A School Senate, composed of students and faculty, has been approved. The S.O. hoped to have draft counseling available soon. The SSA has campaigned for State Senatorial peace candidate Kwan Wu Lai and organized a Christmas card project to obtain funds for the needy. The SEA has persuaded a local supermarket to set up a display for non-pollutant, bio-degradable detergents and hoped to bring court action against local polluters through the support of local government agencies. Kaleidoscope has increased its flexibility by running caricatures, poems and any opinion article a student wished to submit. And the Black Student Union appears to be on the verge of obtaining an academic course on black culture.

However, different trends are emerging this year. Administration reforms have satisfied most students. The new class of sophomores is not familiar with recent activist history. It's almost as if a post-revolutionary "Thermadorian Reaction" (remember your French History?) has set in against student activism.

It is not yet clear whether the changed climate of activism will remain this way for long. But, whatever the case, the democratic left at Ward Melville is here to stay—if only to be reawakened.



and paper airplanes. Sometimes it was even useful in bad weather for wiping off boots. But it wasn't read. The highlights of the paper were enthusiastic articles on sports heroes, jokes stolen from "Readers Digest" without credit, punful essays using Latin or chemistry terminology and vague introspective "editorials" that never ruffled a feather.

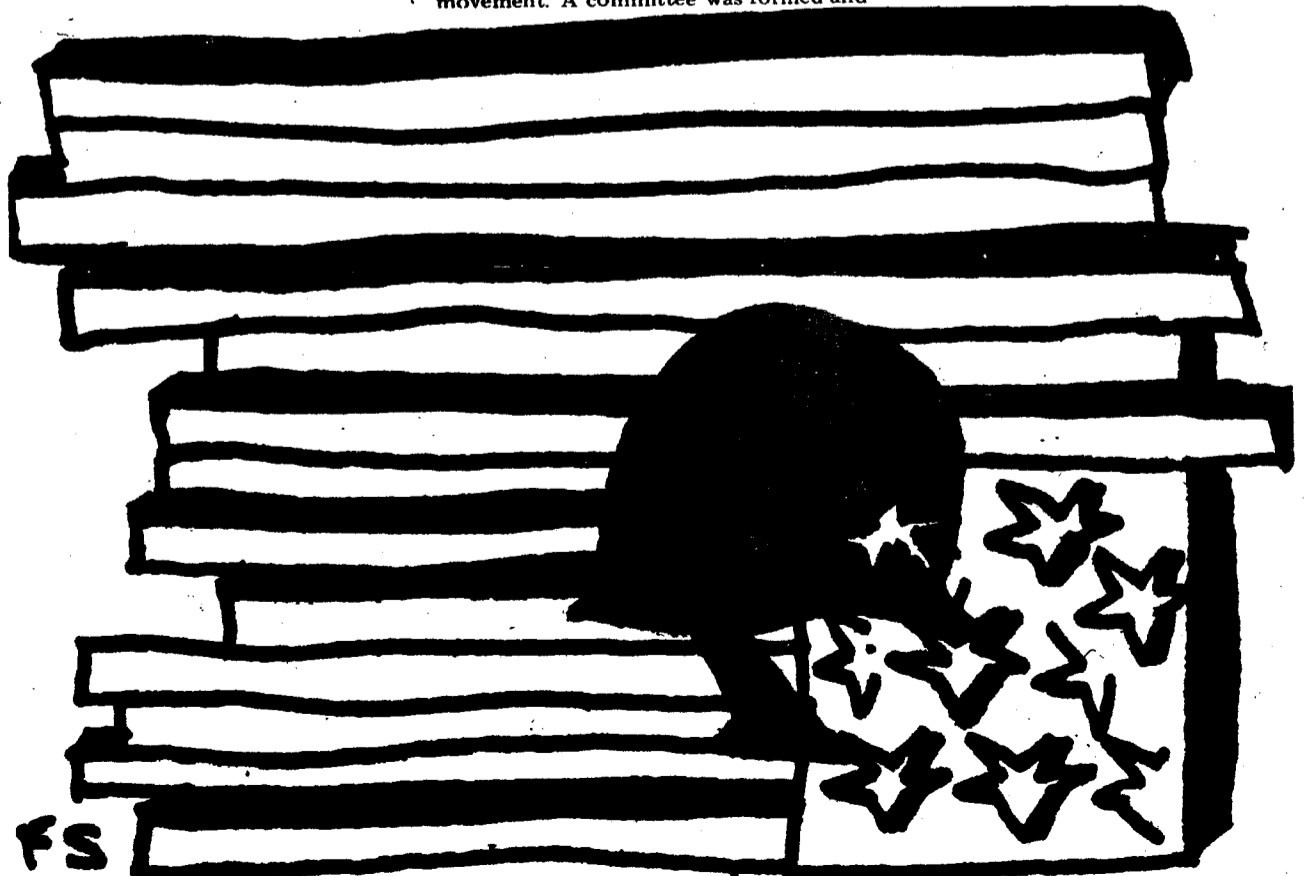
Then, two years ago, in the turbulent year of 1968, Henry F. Cotten was imported from a "revolutionary" school in Massachusetts to become principal. "People talk about student dissent as if it were T.B. or a disease that had to be eliminated," would note the new principal. "The trouble with most students," Mr. Cotten would comment, "is that they are afraid to stand up for what they think." Such talk was unheard of at the time. Students welcomed the change.

Activism Emerges

Things now began to happen at the school. "Green 'N Gold" was replaced by a relatively censorship-free paper christened "Kaleidoscope." Editorials in the new paper were quick to criticize student government, and administrative or national policies when the need arose.

A liberal discussion group at the school called Students for Social Action (SSA) helped to actively organize, with the Student Organization, a 25 mile march for Biafra on November 24 of that year. An estimated 700 Ward Melville students walked from Port Jefferson to Northport in order to dramatize the Biafran plight.

Students began taking seriously the potential of the student government. A "Student Power" advocate was easily elected S.O. president, replacing a student who had been impeached for not being active enough. Through an unprecedented



my father wont let me read subversive literature... so i write my own

By RALPH COWINGS

When I was a senior in the Bronx High School of Science, through one of those ridiculous regulations that are so common in the New York City Board of Education, I found myself in a freshman art class. It turned out to be a stroke of luck for me, though, because that is where I met a truly amazing soph (he got there the same way I did) who shall anonymously be named Dave.

I had written a story, (actually it was more of an expose) about the teachers I had that year. I filled it with caricatures about their personalities, and their personal habits, in an effort to make it as funny as possible. Dave thought it was fairly good, and asked me if he could have it. I suppose I should have asked him what he wanted it for, but I figured it wasn't much, besides I had an extra copy, so I let him have it.

The next week I spotted Dave and some others in front of the school circulating what they called a new underground newspaper. He caught me and gave me a copy. Sure enough, on page three, big as life and twice as incriminating, was the story I had given him.

I went berserk. "Jesus H. Christ... WHAT HAVE YOU DONE TO ME?" I yelled at him. I was a "good boy." I had gone through three years of school without getting into any real trouble. And now this! I tried to explain to him that I had written the story as a goof, and that I never expected anybody to publish it. Some of the things I had put in that story were less than kind, to say the least. They were true, but not very flattering. I had learned a long time before that the best way to get by in school is to shut up and not make waves. But now, HOLY SHIT, was I gonna get shafted.

The inevitable, Dave, me, and four other people connected with the paper, which was then called the Bronx Science Free Press, were called down to Cotter's office.

First, let me tell you a few things about Matthew Cotter, the illustrious assistant principal and dean of boys of Bronx Science. He is what people call a disciplinarian. He has an office tucked away in a quiet corner of the building where no one has to look at him often. His favorite sport was castrating freshmen, and, God, he was good at it. He could take a healthy virile young student and turn him into whimpering jelly in one period. I suppose every school has a Matthew Cotter lurking about the hallways someplace, collecting program cards and generally making a nuisance of himself, but ours was actually proud of the reputation he had among the students and faculty.

Anyway, like I said, the six of us were called down to the "dungeon" (Cotter's office) and I steeled myself for the worst. I wasn't too worried, though. Because like I said, his favorite food was freshmen, and I was a senior. He could only make my life miserable for the next seven or eight months, whereas the others had years to go. I had a few really good, excuses ready. "I don't know these guys, Mr. Cotter," "I had no idea of what they were going to do with my story, Mr. Cotter." If all else failed, I could clutch at my heart for a second, roll my eyes up into my head, and pass out cold. He lined us up, while he continued writing something on his desk. I guess he was trying to make us sweat for a few minutes. He took his time opening his attache case and producing a copy of the Press. He looked us over and then said in a voice that seemed to come up from the floor and punch you in the chest, "Well boys what have you to



say about this," pointing to the papers.

Then Dave did the only really brave thing I have ever seen in my life.

He stood up to Matthew Cotter.

He leaned forward, placed his palms on the desk and looked Cotter straight in the eye and said. "Nothing at all to you MISTER Cotter. We just about said it all in this. And we're going to keep saying it, every two weeks to whoever will listen."

Cotter looked perplexed. I suspect he half expected Dave to talk to him that way. But before he could get a word out of rebuttal, Jake, the guy on Dave's left, jumped in. "Right, this is our paper and we can say anything in it we



want. It's not like that phony excuse for a paper that the school puts out." Then Michael started in on it too. It seemed so good to let off steam at Cotter that even I got into the swing of it.

"Yeah," I said, "Just where do you get off pulling us out of class like this? We wrote and produced this paper on our own, outside the school and your authority."

Cotter was thunderstruck. He was used to pockets of protest, but this was open rebellion. He couldn't handle it. He tried not to show it, but he was really shook. He gave us a warning, mentioned something about calling our parents, and we walked out. We had won our first battle. It felt good.

Now that I think of it, I was really shanghaied into the underground newspaper business, but I didn't think of that then. At the time, all I could remember was the look on Cotter's face, and the good feeling in my stomach when we came out of that office. Dave and the others started meeting regularly to put out a new paper, and they asked me to come into this with them. I told them "sure," and there I was.

The new paper was called B.L.A.D.A.U.N., short for Birth Life and Death of an Underground Newspaper, and we set out crusading. Dave wanted everything open and above board, but the others and myself convinced him it would be better to use pen names. I was Mr. Skitz and Dave was Wild Beatnik Pie. We did everything outside school, so we wouldn't be liable to school regulations concerning periodicals. We typed it all ourselves and ran it off on an old mimeograph that Mike had.

The paper had everything. Feature articles, like the one I wrote on how to cut classes and get away with it, crossword puzzles consisting entirely of the names of teachers (with some pretty raunchy clues) and four letter words, and political cartoons. We were effective, too. We organized anti-war rallies, ran fund-raising benefits for the Kent State Memorial Fund, and generally got people thinking about the more messed up aspects of our school. We made a lot of friends, and a lot of enemies, and even learned a little about ourselves.

High School Conference

Issues And Aftermath

By MARSHA PRAVDER

"We wanted to fight the system, and I guess we ended up fighting ourselves. What we need are ideas that work, ideas that can produce change. We gotta tell people what's going on right in front of them."

The high school student who made this comment, together with 200 others, gathered on the Stony Brook campus last year for a series of meetings organized by University students Yvonne Smith and Vincent Montalbano. They came to rap about political and high school problems, hoping to gain ideas about how to mobilize students around these issues. They left Stony Brook with mixed reactions as to the effectiveness of the conference.

According to Miss Smith, the sponsors of the conference were divided on whether it should center around rap sessions or lectures designed to educate students about the war, the Panthers and DoD research. A symposium was held on the three demands, and there were several workshops to discuss both the demands and specific high school problems.

Many of the University members found it difficult to grasp that high schools often stymie freedom of the press and freedom of assembly. June Wittke, a graduate of Sachem High School, offered the following example: "I had some things printed and hung up (in the high school) announcing future meetings for high school students at Stony Brook. I didn't ask for permission to hand up these things, because if I asked, the administration would have said no. I could have

gotten suspended for that."

Following the conference, several students planned actions against the war. Ilene Feinman recalled the following incident which took place in Central Islip High School: "One day, about 35% of the seniors were planning to walk out during the last period to talk about the war at a peaceful rally outside. It never went off — the principal announced that any student who left the building would be suspended and the seniors who left wouldn't graduate. I walked out, but only 10% instead of 35% came. Many of the Central Islip adults were standing outside — they said they were there to guard their children... they were flying American flags and spread a rumor that we were going to burn them down. That was nonsense. We had no such plans. The police came and we all got scared and left... The next week we had seminars in class about the war."

Miss Feinman believes that working with the University students helped reform certain high school policies. After a combined effort by Stony Brook and high school students, her school board granted the right to circulate anti-war literature in the high school.

Other students' comments were not as positive as Miss Feinman's. Ken Simpson of Ward Melville High School said, "Nothing was accomplished. People should have come to the conference equipped with definite ideas about what they wanted to do." He felt that because of lack of organization and concrete suggestions, he had nothing to report to his fellow high school students. Simpson

asserted that no pamphlets were given out at Stony Brook for him to distribute, and no speakers were sent to the schools as suggested by several of the students. Simpson, as well as most of the interviewed students, would like to see the conferences continued this year. However, no plans have been made so far this semester to continue the meetings.

Richard Drew, formerly a student at Smithtown High, commented that he thought the purpose of the meetings was to come up with ideas, go back to the school and put these ideas into actions, "without getting our heads chopped off by the school." He focused criticism on his fellow students, as well as on the University. One reason for the conference's ineffectiveness, he thought, was that many of the students weren't willing to work. "A lot of kids came down 'cause they thought it was cool. Just because they had long hair and peace signs didn't make them hip. Everybody has to work if we want to get anywhere." The second problem, Drew felt, is that many of the high school students weren't well informed on the issues. He suggested that the first meeting of the conference should have explained specific political problems instead of centering around open discussion. After the students were educated, speakers, literature and open discussions could have been used to broadcast this information to the rest of the student body, as well as to teachers, parents and administrators. Still, Drew was not quite sure if this policy would work because, "You can't change people unless they want to change."

Drew would like these



HIGH SCHOOL ORGANIZING: Statesman editors distributed their special anti-war issue to high school students during last year's moratorium.

conferences to continue, with teaching the issues a high priority. He does not feel that it is possible for the high schools to organize without college help: "They're (high school students) afraid of parents, afraid of being suspended. They need someone to run back to. If the administration threatens to expel them and they're scared, they have to have someone to ask what to do."

After the conference, Drew set up a table in front of his school and distributed literature on the Black Panthers and the war in Vietnam. The administration did not hassle him.

Ricci Arcuri of Patchogue High School found that a major set-back of the conference was that not enough high school students knew about it. He suggested that in the future, leaflets be distributed

announcing meetings. Following last year's sessions, Arcuri set up committees aimed at ending such antiquated policies as required passes for leaving the classroom, and censorship of student publications. These committees did not work because "the school just ignored what we said."

Both students and conference leaders seemed to agree that the major setback was the difficulty in mobilizing other high school students. In addition, many of the students were frustrated that even with organization, they were unable to break through the school hierarchy.

Thus, several months, and who knows how many hall passes and censored publications later, little has been visibly accomplished. However, the possibility still exists that with organization, education as to the issues, and people willing to work, high school students might actually be able to play an active role in changing their environment.

Brentwood High - Controversy And Censorship

Administration censorship of Brentwood High's paper, the Pow-Wow, has been at least potentially in effect since about 1956. In those days, however, since only "safe" issues were discussed editorially, no major problem presented itself. It wasn't until the 1969-70 school year that the spirit of John Peter Zenger once again reared its "subversive" head.

In conjunction with student activism, the Pow-Wow began last year to turn out relatively "liberal" editorials. A number of items were censored by the administration. One such article was the Pow-Wow poll concerning the mandatory nature of the salute to the flag ("Should the Pledge of Allegiance be Mandatory?") Since most opinions from students and faculty were negative on this issue, the results were not considered fit to be printed. Ironically, publication of this same poll was permitted by the administration of a junior high school in the same district. In another instance of censorship, the student editor was subjected to administrative questioning regarding an article critical of a minority of rent-a-cops (security guards) who were negligent in their duties.

Teachers Ousted

In other developments last year, a well-respected, competent guidance counselor, Mr. Cohen, had to face an embarrassed school board and angry parents, and almost lost his job, for supporting the legalization of marijuana in a Pow-Wow poll. Two other equally competent and "liberal" teachers actually were ousted. One, a Mr. Bernstein from the Social Studies Department, did not exactly win the Board of Education

administrative, or parental favor when he participated in moratorium activities, wore black armbands and taught about the dangers of the radical right. An English teacher, Mrs. Tobin, was also considered a threat because she allowed student-formulated curriculum, and favored self-evaluation grading and sensitivity sessions.

Last year, the administration agreed to end its censorship under pressure from a student group representing the Student Council, Pow-Wow, and Muckraker (an underground paper which came into being as the result of Pow-Wow censorship). However, the administration and the Board of Education are presently reimposing censorship on the Pow-Wow. A major issue is their refusal to permit the printing or adoption of the student Bill of Rights. This document is hardly radical, since it merely requests official recognition of already constitutionally-guaranteed legal rights. The Bill of Rights includes freedom to form political clubs and distribute leaflets. It insures free press and speech, the right to due process, and the right to refrain from flag salutes.

Opposition

A local weekly, the Brentwood News, opposes the Bill of Rights on the grounds that it is a "document which seeks to strip teachers, administrators, and school board of their authority, and grant more permissiveness to a handful of students who hope to control the student body and the operation of the school district."

Calling student control of the student newspaper Pow-Wow "an obvious abrogation of the intent of the original Bill of Rights," it asserted that students want "the right to do whatever they please without interference from adult authorities." According to the Brentwood News the Bill of Rights would "present an open door to radical left and revolutionary groups to enter Brentwood High and turn it into another SUNY at Stony Brook."

The school board has also been unanimous in its staunch opposition to the student Bill of Rights. District Superintendent of the Brentwood School District, Dr. Louis Nanini, stated that the school board takes a dim view of the proposals. "I don't like the word negotiate. I don't know where they got the idea of negotiation with the board — this is not acceptable. Students will make an issue of this but this is the wrong approach. I don't approve of this kind of posture. Students and teachers ought to work together. I don't want the 'responsible students' to be discredited... I don't mean that students should obey us unquestioningly — We don't want a generation gap issue."

Conservative Community

Comments such as these from the people in power are not unexpected in Brentwood. The community, which elects the Board of Education, is a conservative area in which 55% voted for Buckley for Senator this past election day.

A recent poll, originally intended as a vote by the student body on whether or not they would accept the Bill, was reworded by the administration to state, "Do you want a Bill of Rights?" Students voted "yes" six to one, but the proposal was tabled. It will probably be redrawn and submitted later this year in a watered-down form.

In his second month of office, Principal Alfred Miller, who supported the student Bill of Rights, was fired by the Board of Education and replaced by the Assistant Principal. As a result of this action, coupled with the censorship issue, and the Board of Education's refusal to accept or negotiate over the Bill of Rights, students considered several courses of action. These included a walkout, sit-in, non-recognition of the Board and new principal, and condemnation of the Board. However, no such actions materialized because of disagreement among students over tactics.

Nevertheless, students are now aware of the legal recourses they have if their rights are violated. Muckraker the underground paper, will be distributed despite administration opposition. Students will have an ACLU lawyer on hand to back them up if the administration or school board attempts to prevent distribution. In the future, violation of newspaper distribution right, violation of freedom of the press or cases of compelled flat-salutes may prompt the students to take the school board to court.

"John Dewey High School is an experiment in education, which in concept and organization breaks radically from the traditional mold. . . (It) is wholly committed to the pursuit of excellence in education. We want every student to see the world with a sense of wonder and abiding hope."

— Introduction to John Dewey HS

"This is the ——— HS of yesterday. ——— HS through the years. . . has maintained its original sound philosophy of education despite the winds of change."

— Handbook of one New York City high school

By RONNY HARTMAN

Three years ago, there were two notable wastelands in Brooklyn. One was a garbage dump adjacent to the Coney Island subway yards. The other was the system known as the New York City Board of Education. A building has since risen on the dump, known as John Dewey High School, New York's first large-scale educational experiment. The Board of Education is still there.

Dewey HS is a radically different solution to the time-old problem of what to do with children between the ages of 14 and 18. It is not found in an Education 250 term paper or in some yellowed master plan for the year 1990. It is found in an Italian-Jewish neighborhood on Avenue X in Coney Island.

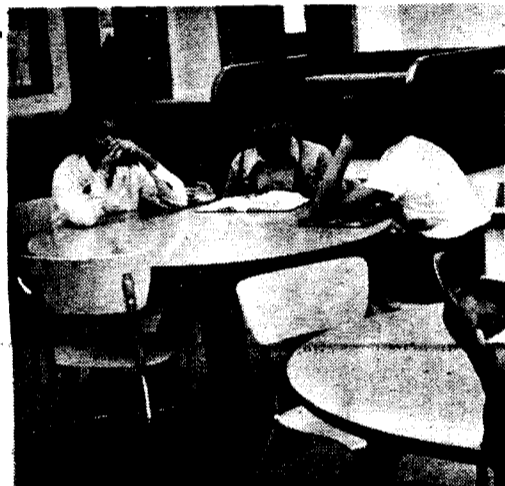
It is a school that believes that grades tend to inhibit the learning process, that what are normally considered extra-curricular activities can easily fit into the daily program, that students can and must advance at their own rate, that there must not be a distinction between major and minor subjects, and that students should study what they want, within certain guidelines, in a classroom situation or independently.

Approaching Dewey's gray brick walls, periodically broken up by bright red slabs, it is apparent that something is different here. Where at most schools, student guards patrol the sacred, cracked concrete "school grounds," here, kids casually dot the grassy mall "campus" that surrounds the building. At most times, throughout the day, students can be found, having left the building through its unguarded doors, conversing with friends perched on a modernistic statue outside the main entrance, sprawled out on the grass studying, or perhaps crouched up against a crevice in the building, passing a joint. The scene almost obscures the elevated subway trains which thunder by the building on four sides on a criss-crossed maze of tracks.

Dewey students go to school for eight hours a day divided into 22 periods or modules. About three-quarters of that time is spent in classes, while the remaining hours are open for independent study or merely free time. Interrupting her reading of "The Great Gatsby," one curly headed Junior commented "I don't mind spending eight hours a day in school. My friends at regular high school are much more tired from the pressure of grades and competition after a five-hour day than I am after eight hours, here." The beep marking the end of the final module of the day sounded at that point and she dashed for the door.

A new semester begins every seven weeks at the school, with the student body choosing an entirely new program. Students, choose the courses they wish to take, within prescribed boundaries. Course work may be taken in a class or in a DISK, a packet of material designed for independent study. Departments approach their curriculum thematically. For instance, the English department offers 33 different courses ranging from Introduction to Shakespeare to Modern Novel. A typical program might include Folk Guitar, Introduction to Film, Environmental Design, Marine Biology, and Elementary Biology. A class may meet for a 20, 40, 60 or 80-minute session, three, four, or five days a week. "Courses are taught differently here," said a purple bell-bottomed and white tee-shirt clad 10th year girl. "There is much more discussion of ideas." "The curriculum is basically the same as any other school," counters a young man wearing a Yale sweatshirt. "I don't see what's so different about classes, here."

Perhaps the most distinctive feature of Dewey is the total removal of grades. A student's performance is evaluated with an M (Mastery), MC (Mastery with Condition), or R (Retention for Reinforcement). Passes or fails are unheard of. So are averages and Arista. Isidore Frucht, one of the school's assistant principals, and a very in-touch administrator, explained, "There is no fear of grades at John Dewey. In other schools, kids are forced into hysteria about averages and we try to avoid it here."



If Dewey Doesn't Do It, Who Does?

One student admitted, "It was hard to get rid of marks. After being trained for so long to compete in school, it was strange at first not to have to worry about them at all." Many students agree. So do many colleges.

While Dewey's first formal graduating class is still some distance from the cap-and-gown stage, Dewey's administrators are very concerned about getting "our kids into college." Most feel that the first meaningful evaluation of the experiment in secondary education will come in their students' acceptance and performance in

college. As things stand, college acceptances will largely be made on the basis of written recommendations and SAT and New York Regents Scholarship Exams.

It is a difficult task to find two Dewey students who have the same things to say about the school. Perhaps the only thing they have in common is that they are there because they want to be. Few New York City high school students can make that claim. Some are there because they were fed up with the system that provided their first eight years of education, and Dewey was an alternative. Some did not want to go to local high schools which are suffering from high crime rates and inadequate resources (though Dewey is certainly not immune to these problems), and some came because they thought it would be easier to cut classes at Dewey.

One eager 10th grader commented, "There's not much bad about it. It's not like other schools where at 11:04 one shift goes out and another arrives." Another says, "I don't see much difference between this and other schools." He gestured to the room in which he sat, the English Resource Center, one of various resource centers around the building to aid in independent study. "They make a big thing over this, the resource center. In another high school they call it a library, but here it's a resource center, so it's experimental." One girl called the freedom at the school, "Great. We can go outside to the campus at any time. We don't even have up or down staircases," she went on.

Most students, however, will agree that Dewey is different from other schools. "I cut a lot last year," asserted one, "but this year I saw that if people want Dewey to work, it can." What she said is that high school works (or at least this one does) for her. "Our principal from last year (who has since left the school to work on an experimental educational project in Canada), explained another student, "used to get on the loudspeaker and talk about the Dewey family. He would almost sound like he was preaching, but no one laughed. That is what is different here."

Dewey first opened its doors to 1000 students in September of 1969. This year finds 2000 enrolled and next year will see another thousand enter and the first graduates leave. Any student from the surrounding school District 21 may enter Dewey from junior high school. If additional places are available, students may be admitted from other Brooklyn districts. Currently about 50% of the student population comes from the immediate area of Coney Island-Gravesend-Bath Beach. The remaining 50% travel buses and subways from further reaches of the borough. The only requirement for entrance is a willingness to attend an experiment in education.

Dewey students represent a cross-section of the type of student found in any local high school. They come from upper-middle class Manhattan Beach homes, middle-class Flatbush apartments, and Bedford-Stuyvesant tenements. Some read on a 6th grade level and some are doing independent study in advanced mathematical principles.

As Dewey is no ordinary high school, so the Dewey administration is no ordinary one. Many appear to have an entirely different concept of their function than those in regular schools. Having relegated the idea of "deans" to the too-much-present world of hall passes and absence notes, Dewey has replaced these individuals with "student co-ordinators." Co-ordinators working with other school officials are aware that every problem has a different solution and every question a different answer. Says guidance counselor, Seymour Rapp, "We don't have one specific way of doing anything."

The goals of the administration seem to be above the petty late pass and silent home room period concerns that many high school administrators are swamped in and at the same time thrive upon. An enthusiastic assistant principal knows that "Much of what you learn in school is learned outside of the classroom." "We know what teaching is, it's the learning process that confounds us," he continues.

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Bussing Brings Bad Feeling To Bayside

"School just doesn't offer to students what it once did"

By JUDY HORENSTEIN

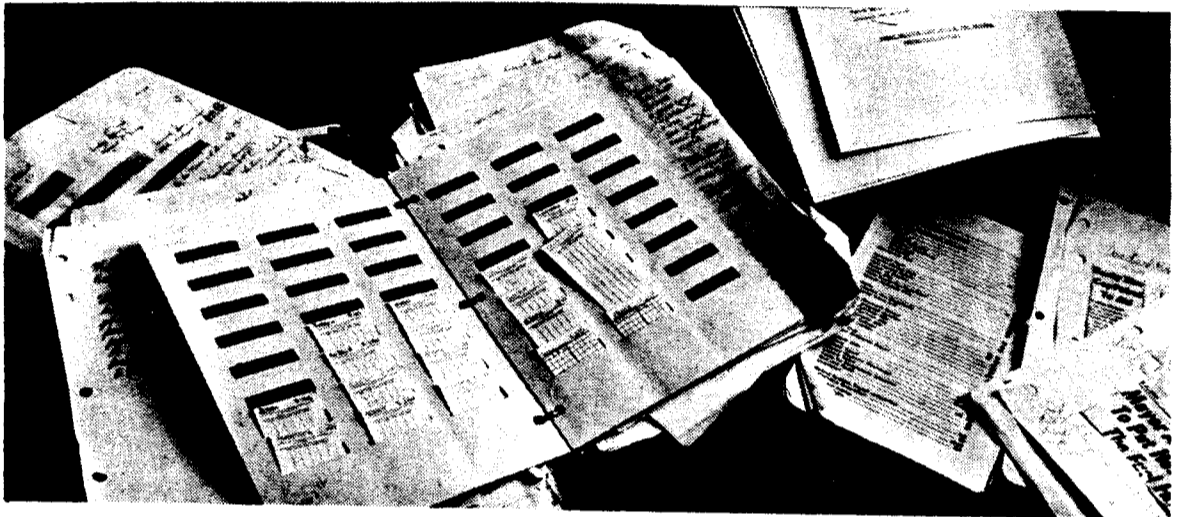
"Activism is no longer the issue here — it's survival." This statement refers not to an urban slum, as one might expect, but to an academic high school in Bayside, Queens. The assertion comes as a shock to those who are familiar with the liberal, education-oriented middle-class Bayside community of one and two family homes; a community which prides itself on its aura of suburbia within the city limits, and has been "spared" a major influx of blacks or Puerto Ricans. Yet, in the past two years, the population of the high school has undergone a marked change, despite the relative stability of the neighborhood. The reason — a mandatory bussing program.

The school is now 21% black, a trend which some fear is leading toward the "tipping point" of 25%, after which the school would be likely to become all black. Meanwhile, the already overcrowded school, unable to effectively deal with the newcomers, is plagued by frustration, mistrust, and growing reports of crime and drug use. "The black kids are killing the school," asserts a Bayside teacher. "Whatever good is in this school is being destroyed. You want to call this racism — I call it facts."

Token Integration

Four years ago, Bayside High was indeed "one of the last bastions of the good academic high schools in New York City." Run by a principal who thought of the institution in terms of "the highest number of Regents Scholarships and the greatest number of National Merit semi-finalists of any non-specialized New York City high school," students were just beginning to progress from newspaper editorials urging that teachers smile more during the holiday season, to opposition to the Vietnam War. For the most part, the pre-programmed motivation to get into college kept the students more concerned over getting good grades, defeating their football rivals, and building up "school spirit," than challenging mandatory hall passes, express stairways, or censored student publications. Except for a few activists who questioned such practices as civil defense shelter drills, little existed in the way of a "high school movement." The school was considered "naturally integrated" because of the few middle-class black students who lived in the area and because of a small number of other minority students who chose to attend Bayside under the open enrollment option. No "race" problem was then evident.

Today, the stationary, carved-up wooden desks, caged stairways, and dimly-lit halls are the same as they always were. But the teacher aides are perhaps a bit more anxious to corner students in the hall to find out where they belong and where they should be going. "Extortion" stories are rampant, and girls learn to hold tightly to their pocketbooks. "Every day you're approached for money," reports Nancy Fliss, a senior. "I'm afraid to go into the bathroom." She tells of how she nassed a



student shooting heroin on the staircase recently. There have, in fact, been at least two cases in which students have died from drug overdoses. Teachers report that earlier this semester, a group of non-student heroin pushers would line up in cars across the street from the school with spray cans of mace and mug passersby. Although police seem to have chased them away, they have, in actuality, merely found a new turf at another local high school.

"It's a difficult problem — they could clear the junkies out of the park but it would mean making the school a police state," asserts Bob Goldstein, editor-in-chief of the school newspaper. A physics teacher suggests that the "cops don't do their jobs — they just sit by the main entrance and expect teachers to stop the trouble."

Today, even as locked bathrooms stand as



LOCKED BATHROOMS: School officials deal with problems of crime and drugs by keeping students out of bathrooms.

testament to what has happened in Bayside High, a faculty member comments, "A lot of teachers don't even know there's a problem here yet."

No Action

The Bayside Coalition, a body consisting of teachers, parents, administrators, held a recent meeting about the drug and crime problems. They agreed that both students and parents were afraid to press charges against their attackers and were unwilling to take action. The Coalition, however, is purely advisory and has no power. "They don't decide anything — they just talk a lot" was the appraisal offered by the student editor. Besides, "If anyone knew what to do about it they would do it." Another student commented that the Coalition ignores the bussing problem because it is "too hot to handle."

Teachers agree that students are afraid to take strong action if they are attacked. Furthermore, they are so aware of racial guilt that they tend, in writing school newspaper stories, to assume that black students are being unjustly accused. Some families are transferring their children to private schools as a result of the bussing. Others contemplate moving away. "Anyone with money is getting out," states a social studies teacher. They are "leaving to go to Great Neck so they can still consider themselves 'liberals'."

Teachers and students alike see the school as a "political football" being tossed around by various Board of Education bureaucrats. They point out how, by shuffling students from one school to another, the city is able to save money. Some of the bussed students come from 14 miles away, and pass by several other high schools on the way. "I wouldn't want to pass four high schools and travel one and a half hours in order to get to Bayside High," a local student comments.

They point out, also, that real integration has not occurred. In the L-shaped lunchroom, blacks and whites segregate themselves into different sections. In the park across the street from the

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Bayside

Continued from page 12s

school, blacks and whites congregate at different ends. "I'm in all honors classes and don't have any black kids in my classes," reports a senior girl. Most whites probably agree with the boy who observed, "If they bussed me to an all-black school, I'd stick with my white friends."

Teachers recall nostalgically the token integration under the open enrollment plan. Many feel that forced bussing is the crux of the problem — if the students don't want to be bussed in, they shouldn't have to be. Some go so far as to suggest that the answer lies in "separate but equal" education. A frustrated physics teacher who now must teach several sections of general science, complains that the school is "understaffed." Unprepared for the influx of students and lacking special guidance services, the school is unprepared to meet the needs of its new pupils. Not foreseeing that such a situation would occur, the physical sciences department gave its elementary textbooks to a local junior high school several years ago. The remaining textbooks have a reading level above the ability of many students. The teacher complains that, as a result, "We have baby-sitting courses, not remedial courses." Frustration with the school runs so high among faculty that many are tempted to count the days till they can leave the



CAFETERIA: Blacks sit on one side, whites on the other, in a school in which no one claims real "integration" is taking place.

system. They are resentful of "Guys who come to school holding basketballs instead of books." Overwhelmed by the new character of students, those who have been at Bayside over the years recall the "good old days" and justify the fact that they are becoming more conservative and less liberal with each passing day.

Students Apathetic

Student apathy is also at an all-time high. When asked whether this was due to racial tension, student newspaper editor Bob Goldstein replied, "It's not fear — it's more indifference." Fewer students than ever before are bothering to pay their G.O. dues, and club membership has dropped. A number of students are opting to graduate early and the January class is growing in size. An English teacher asserts that this is due to racial animosity and fear; that the white students don't want to stay in the school any longer than necessary because they are afraid of "incidents." Senior Nancy Fliss, who herself is graduating early, disagrees. "We're graduating early more because of what's going on inside the classroom than what's going on outside. We're treated immaturely." She states that apathy has increased simply because "There's nothing to be enthusiastic about."

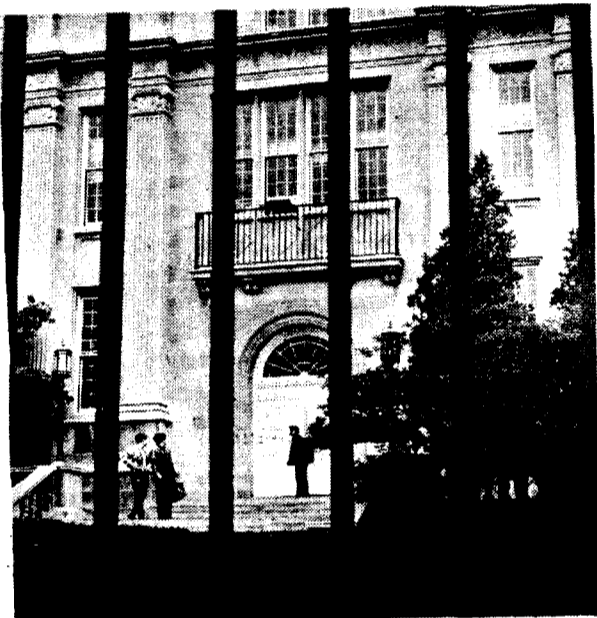
The traditional strongholds of Bayside — football and the G.O., are still being pushed, but largely unsuccessfully. "We had a football queen last year, but no one cared," recalls Bob

Goldstein. Now, many people felt that the G.O. is trivial in the light of more pressing problems. Last year, during the Kent State incidents, reports a student, the G.O. "sat there and voted on a budget when kids were getting killed outside."

However, last year a school-sponsored memorial service for the students killed at Kent and Jackson State was well-attended. Activism was evident, if only for a short while. Anti-war efforts centered around the moratorium, and students led original lessons in every official classroom as part of teach-in activities. Students and faculty worked together on many of the anti-war actions, including petitions, draft board picketing, and a downtown counter-rally aimed at a spring hardhat demonstration. Clubs were more active as well. Last year, the Student Forum included such speakers as a South African statesman, a representative from the Jewish Defense League, and Communist H. Aptheker.

According to one social studies teacher, the political activism at Bayside originated within the school and was not the result of outside college agitators. The leaders were "not revolutionaries out to destroy the system," but a "constructive group," including one legendary student who quit the football team because it stressed violence and competition, and decided

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THROUGH THE FENCE: Does the answer lie in "separate but equal" education?

Down With Architectural Stagnation

By EBENZER HOWARD

High schools provide the locale and physical space within which student life creates itself. The architecture of the school both influences and is tempered by the activities of the students.

High schools such as George Washington in Manhattan provide the scenario for architectural and social mixes that lead to student revolts. Located in older deteriorating areas, many city schools like George Washington are architecturally regimented with cage-like staircases and overcrowded classrooms.

The buildings are also philosophically and physically out of style. The High School of Music and Art presents a sheltered yet aristocratic air on its cliff near City College, overlooking the houses of Harlem. The building is old but elegant, a replica of the times when the sons and daughters of New York's cultural elite walked its 200 or so steps up from the subway to the entrance. Student life at M & A has recently gotten out of its old hold, but the school still retains an air of "Hill Aristocracy" that its architecture reveals.

Northport High on the other hand is built around an open forum area, allowing for a meeting place for students. The architectural freedom of Northport High's design reflects the liberal progressive attitude at the school.

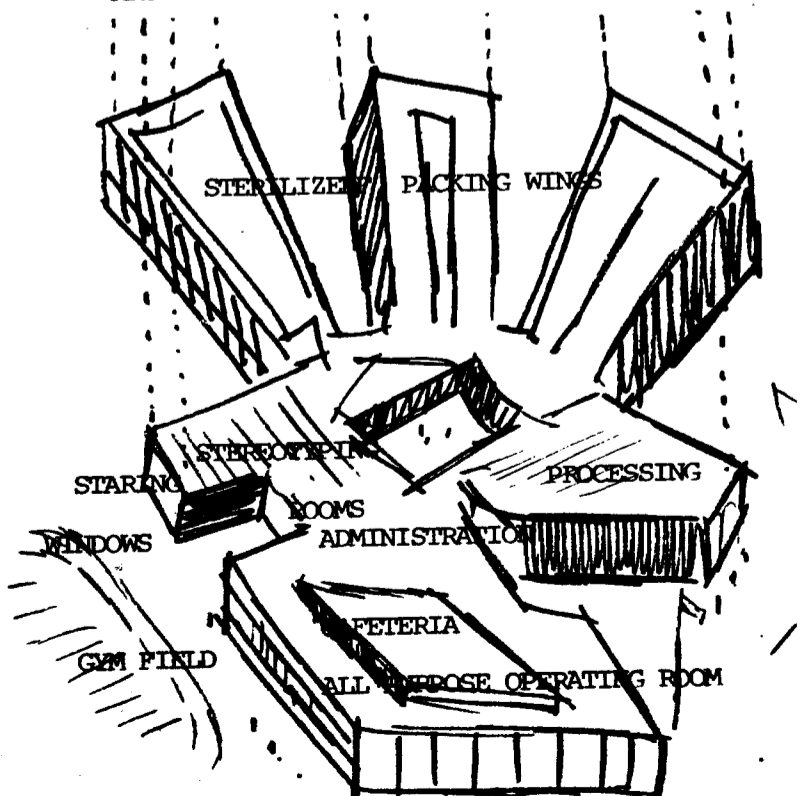
But Ward Melville High in Setauket is the scene of repressed student unrest, and this is reflected in its pseudo-colonial throw-back to the past, Jim Buckley-type architecture. Modern architecture doesn't necessarily reflect a free and stable student body either. The austere but slick glass panels and modern brick at Bellport High in Suffolk fail to reveal the past student demonstrations and the violence that is rooted deep in the segregated layout of the town. The rich live south near the water, and the poor live north near the scrub pines. Serving only as a symbol of technological progress, the modern Bellport High architecture separates them.

So it can be seen that the architectural design of the high school plays an important role in providing a situation, a place for student activities and philosophies to be formulated and acted upon.

THE ALL PURPOSE CLINICAL MEATPACKING
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ARCHITECTURE OF THE TYPICAL HIGH SCHOOL



Stuyvesant Students Share "Unspecialized" Concerns

By ROBERT F. COHEN

Stuyvesant High School in Manhattan slowly sinks into the earth. Its cornerstone, dated 1904, is nearly one-sixth submerged, and is expected to disappear in another three-and-a-half centuries.

Its basement gymnasium, according to widespread rumor, has been condemned at least four times by the New York City Board of Health.

But this is not what constitutes a high school — the physical aspects of a building merely create the setting in which the true characteristics may come out.

As one of four "specialized" New York City high schools (Brooklyn Technical High School, the Bronx High School of Science, and the High School of Music and Art are the other three), Stuyvesant High School's students are generally assumed to be among the brightest and most aware youngsters in the school system. Each applicant is required to take a rigorous verbal and mathematical

under her control. After almost two months, she has not yet learned to call him by name. Students are identified by program cards, which they are required to carry around at all times. If a student should be late for a class, he would, in most cases, be sent to the dean's office to get a late pass, despite any mitigating excuses. Most students are identified by teachers as a delinquent card on one page of a delinquent book.

Co-education is a reality at Stuyvesant, although the percentages of female and male students are far from being equal. The first year of sexual integration was 1968, when one girl was admitted to the school. More girls became members of the student body in 1969; but it was in 1970 that the numbers swelled tremendously. There are now about 250 girls enrolled.

"I don't mind girls in my classes," said one male sophomore. "I don't even notice them. They're just like any other student." Writing for the monthly school paper, *The Spectator*, Paula Marcus, a freshman, explains that "Stuyvesant is

in school programs and priorities.

After the discussion among the candidates, 250 students remained in the auditorium to hear an often-heated discussion between black, Puerto Rican, female, and white students, all demanding equal representation on the six-member coalition. The group decided to hold the auditorium for as long a period as they wanted, and were informed by the assistant principal that they could. However, the meeting degenerated rapidly and broke up about noon.

Most students interviewed ridiculed the conception of giving ethnic groups power on demand. "Student representatives were nominated... if any of those students wanted a chance at running, they should have gone through the nomination procedure."

Free the Students!

The students considered the most pressing issue the question of being allowed out of school for lunch. Since this reporter can recall, Stuyvesant has had the policy of requiring students to either bring their lunch or to buy lunch in the school cafeteria. The Board of Education had established a program whereby a student, whose parents did not have the means to pay for lunch would be able to obtain a free hot meal.

But the students wanted to go out to eat — to eat at Blimpie's one block away, or in a pizza parlor in the neighborhood. "It's all relevant," says a student, "to what schools are. Some people say they are prisons, and this is one example." Students have planned a demonstration demanding "free lunch" (being released from school for that period) in which they will eat outside.

Stuyvesant continues to be known for its science programs. Workshops in physics and chemistry are maintained for those advanced in these fields, and workshops in the vocational fields are requirements. Some students find this discouraging, especially the female members of the community. "The nebulous cloud that I had dreamed up before school, has started to give way to

reality... especially in the fact that I was destined to create a chair in a class known as woodshop."

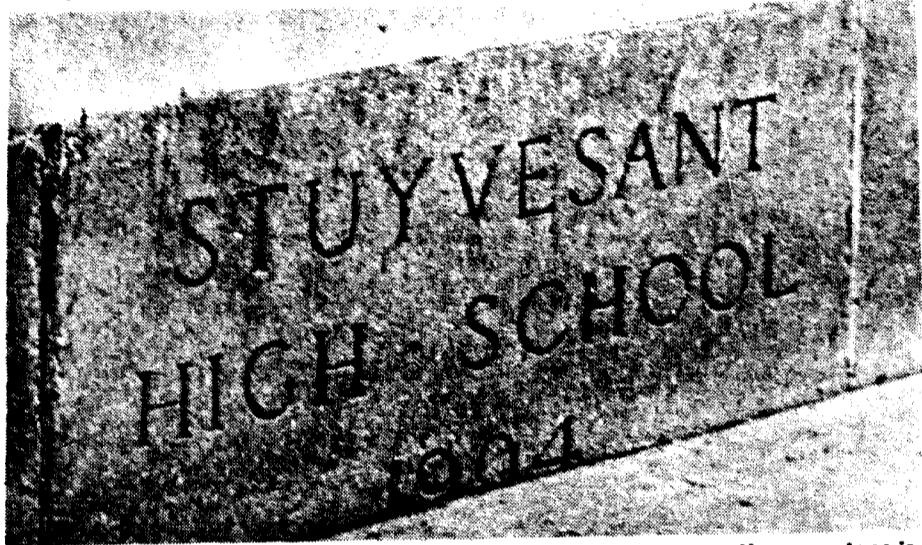
Traditionally, Stuyvesant has been known for its football team, not because it was especially good, but because of what had happened many years ago. The Stuyvesant Peglegs had scheduled a game against the DeWitt Clinton football team, and students had marched in front of the school down to Union Square Park and rioted. Ever since that incident, there had been no games between the two teams, until this year. But attendance at any football game has been low, despite the fact that Stuyvesant has had "one of the winningest teams in the PSAL in the past few years."

Students Arrange Course

A student group called Students for Environmental Action has been fighting for a course in ecology, which has now been instituted and involves lectures, as well as independent research.

Grades are still an issue at Stuyvesant, but to a lesser degree. "With open enrollment at the City's colleges, grades no longer mean very much." But some students continue to strive for the top grades. An alumnus of Stuyvesant, now attending Stony Brook, thoughtfully recalls how he cut every class for a period of time, and was finally called down to the dean's office. He was warned that he should not have cut class and was told that his marks would be poor. "But, at the time I had a 96 average. It's like he wanted me to have a 97."

Stuyvesant High School is situated between First and Second Avenues in Manhattan between East 15th and 16th Streets. It contains no school yard, and all aspects of the curriculum are taught indoors, even drivers' education. Students wait outside the building for classes to begin, and are often frowned upon by the elderly residents who live in the brownstones that line 15th Street. But students don't mind the scorn that the local residents have for them. "They're people too, and are entitled to their opinion, just like students should be."



SINKING CORNERSTONE: In three and a half centuries, Stuyvesant's cornerstone is expected to disappear.

examination before entering.

Despite their participation in many enriched and advanced programs, Stuyvesant students share similar concerns with all high school youths. In this day of increased political awareness, one would expect that the students would focus their sights on the war. But this is not so. "The war is very distant," said one student. "Most of us are 16 or younger and are not affected by the draft yet."

Stuyvesant alumni can recall the beginnings of a political movement in 1967, when students, very few in number, distributed dittoed leaflets calling for daffodil power. They handed out these flowers to teachers who were opposed to the Vietnam War. That April was the first massive anti-war demonstration in New York, and 30 students from Stuyvesant participated.

"Oh, there's a committee against the war now, but all they're doing is organizing toward demonstrations. They're really not doing anything to let us know what the issues are."

Students appear to be more concerned with the problems which affect everyday life — such as where to eat lunch, what to wear, how to socialize, how to cut a class without being caught, and how to go to sleep late at night without doing a bit of homework.

The Stuyvesant principal, Leonard Fliedner, was never a stickler when it came to what students wanted to wear. All that he asked of the students was that they keep a neat appearance. Of course, he required the male members of the faculty to wear jackets and ties.

If you were ever planning to revisit your high school, don't expect a very warm reception from the teachers' aides who work in the principal's office. After making my way to that office when I arrived at the school, I found out that I could not obtain official sanction to walk around the school and talk to students. "Dr. Fliedner is absent today, and besides, it's a bad day. You can speak to Mr. Wortman (the Assistant Principal) if you would wait, except I don't know when he'll be back." A typical bureaucracy. I walked around anyway.

Faceless Students

Stuyvesant students, for the most part, are faceless to the school's administration. Take for instance the youngster who works daily as a monitor in the Principal's office. "Monitor, take this message up to..." says the teacher's aide, knowing that she has this person

not a closed system. It reflects to a great extent the attitudes of the American people toward the relationship of the sexes. Those prejudices produced and harbored by the society carried into the school through everyone related to it." The girls face some problems in the school, like having only one bathroom in the whole building, and having a gym period in which all that is taught is square-dancing. "It's a little silly," commented a 14-year-old freshman, "to just do dancing. Girls are expected to be nice and all, but this is not supposed to be a charm school."

Nice, indeed. It was a girl who was one of the leaders of an assembly takeover on October 19. Students had listened, during the first and second periods, to speeches by candidates for an advisory body appropriately named "6-6-6" (six faculty, six parents, six students). The group's purpose is solely to recommend changes

Bayside *Continued from page 13s*

instead to concentrate on political ends. There's not much political animosity because there's not much politicalness this year," asserts Nancy Fliss. Things have quieted down this fall not just in Bayside High School, but nationwide. This lull may also be attributable to changes in life-style among younger high school students. Nancy sees the present sophomores as "hypo-hippies." "They try to be cool and nonchalant to be accepted into the mode they think everyone else is in." Junior Jon Copulsky states that "School just doesn't offer to students what it once did... it's like a jail to many students and they just want to get out of it." Teachers, who share student's feelings, "transmit this apathy to the students."

Excitement over the crime problem has begun to die down now, and students and

teachers alike are beginning to settle into their unconscious routines, only half-felt and half-cared about. They stress all the while that "We don't resent the blacks as people, just the problems they bring with them." These "problems" have finally been admitted. But their only "solutions" are more repression — locked bathrooms, and added police and teacher-aide hall patrols. "Survival in the jungle" has pervaded their thought.

Perhaps if it were realized that more than personal survival was at stake, the question could emerge of the survival (or reform) of an outmoded institution in a rotting school system. But, of course, how could anyone begin to deal with that...

Editor's note: The above article could not have been written without the assistance of Bob Weisenfeld and Dave Friedrich, who like the author are graduates of Bayside High.



ASSEMBLY TAKE-OVER: Last month's brief demonstration at Stuyvesant centered around minority group representation on an 18-member student-faculty-parent committee.

Coffeehouse— A Place To Rap

By TIM FERGUSON

Each Friday evening at 8 p.m., the doors to the Stony Brook Coffeehouse, located on Christian Avenue in Stony Brook, are opened. Entering, the visitor approaches one of five distinctively decorated rooms. Each room, being unique, is occupied by a different group of young people undertaking various activities.

As the visitor enters the living room of the Coffeehouse, he seats himself on one of two couches. Across the room a stereo system plays "Fire and Rain" or the Woodstock album. The visitor is greeted by one of the self-appointed hosts and before he knows it, he is actively participating in Coffeehouse activities.

After his initial introduction to the Coffeehouse, the visitor wanders into one or two of the rooms bordering on the living room. In one room a guitarist or, more often, a student striving to become a guitarist, strums a few bars for his audience. Again, before he knows it, the visitor joins in with a chorus of "House of the Rising Sun," or "Suzanne."

The third room he enters is a quiet room. No record player, no guitarist is present; rather, a small group of students sit in a circle, and local gossip and ideas are shared. The visitor is surprised that this small, seemingly closed group is eager to make his acquaintance and to share with him their feelings and ideas.

The preceding are typical scenes at the Stony Brook Coffeehouse. These are but representative of the Friday night. On many occasions students have engaged in lengthy discussions continuing into the early hours of the morning. Often discussed are the problems of the local high school politics of the nation, and the current misunderstandings between the generations. Behind most discussions are questions concerning the amount of responsibility students should have in the home, the school and the

community. Many emotional arguments have occurred among students and with the chaperones on these topics.

However, not all 'raps' are sophisticated, emotional discussions. Often a student wishes to speak to a trusted student or chaperone about a personal matter. The coffeehouse atmosphere provides for small groups of two or three to seclude themselves in a corner in order to get things off their chests.

The Coffeehouse itself is an autonomous unit. Basic needs such as cleanup, the handling of finances, and the scheduling of chaperones are handled by members of the SB Community Church's youth fellowship, but all

participants play a role in its upkeep. An observer would notice that participants stand opposed to any member who breaks the rules which have been established, and that a helping hand is offered to those whose responsibility it is to close the Coffeehouse up at the end of each meeting.

The Coffeehouse grew out of a need, the need for the provision of a place for junior high and high school students to assemble. This need was first met by the group who founded the discotheque called "The Cellar." The Cellar at first progressed slowly, but later became overcrowded as students from much of the North Shore in Suffolk began attending it. In the

meantime, another group of concerned students from SB Community Church started working on another type of meeting place for these people. This group felt that many students were uninterested in the noisy, crowded atmosphere of a discotheque, that many would prefer a 'quiet' coffeehouse, a place where students could assemble for discussion, guitar playing or general norseplay.

Thus, the Coffeehouse caters to a specific type of high school student, the college bound student. By simply being a place to go where you can talk or listen, as you wish, in a friendly social atmosphere, the Coffeehouse hopes to become a significant social force among the young people of this community.



School Without Walls

"The city is our campus and our curriculum," claim the directors of the Parkway Program, Philadelphia's answer to the stifling high school structure. The elimination of a school house building is seen as a logical step in viewing school as an activity rather than a place. "Lessons" may take place anywhere from museums, office buildings, and television studios to social service organizations or the business community. Through units called tutorial groups, consisting of about fifteen students, a faculty member, and a university intern, basic skills of language and mathematics are dealt with. This group also acts as a support group in which counseling can take place. The student body, selected at random from all applicants, represents an integrated group from the districts within Philadelphia. Proponents of this method of education hope eventually to set up one hundred such units in Philadelphia, and claim that their operating costs are approximately the same as those of an ordinary school.

TEAR DOWN THE WALLS!

Institutionalizing Self-Destruction: Self-Destruction of the Institution

By PROF. AARON LIPTON
Department of Education
and a former school administrator

Note: The situations and conditions described below are regrettably neither fictitious nor accidental. They are too true and too real. They will continue to happen until some change somehow will occur to stop the destruction of our youth.

It is difficult to paint an optimistic picture of the American High School today. As we look around us, the scene of the high school has lost even its Dorian Gray quality. When once the halls and red brick facade hid the destroyed soul of the high school, now the halls and the brick are looking as horrible as the soul they were trying to hide. The schools are being destroyed—physically, emotionally, and educationally. Like many of our hallowed institutions, the seeds of destruction are sown by the institutions themselves, and now the fruitless, mature plants are eroding away, inside and outside. This is all happening—sometimes slowly, but always surely.

We need to look at the institution itself to find out how it happened, whether it can be saved—and maybe even ask—whether it should be saved.

How was its demise plotted by itself, with no help from its "enemy," the students; but only with help from its friends—the economic, political and social framework of the status quo society.

Let us look at many of the poisoned branches that grew from the seeds of destruction.

Choosing a Principal: The Screening Committee — The Screening Committee's Screening Committee

No matter what format is suggested for selecting the top man of the high school, the Board of Education makes the choice. In typical political fashion, many Boards are "responding" to pressures to democratize procedures in choosing personnel. Some Boards still choose their principal all by themselves with no questions asked. Still others "invite" in "experts" from universities to help the Board choose a man. Other Boards even appoint screening committees. These screening committees then meet a number of candidates and send their choices to the Board. In all of the above instances, the Board makes all of the decisions. They not only choose the principal, they choose the committee that chooses the principal. From the very beginning, then, the head man is rarely a steering agent or change agent. He is a mirror—reflecting the needs, interests and attitudes of his selectors. The principal then gathers unto himself personnel who will help him design, develop and carry out curriculum.

The Curriculum: Pyramids, Pilgrims, Plantations or Cheops, Colonies and Corporations

Decisions regarding curriculum are not always hard to reach. Most often we can reach down into the file cabinet and pick up the curriculum that was thrown out last year, revise it, put a new cover on it and send it to the Board or the Superintendent for approval. Revisions include some new topics: Corporate Growth in the twentieth century instead of, or in addition to, the Decline of the Plantation in the nineteenth century. The Korean Conflict and the Vietnam Excursion instead of, or in addition to, the War of 1812. Revisions even include new courses: art history, black studies, psychology, marriage and the family, even Problems of American Democracy. But what about the content of these courses; or the data we bring to the new topics? In effect, it's the same old curriculum, only in paperback, to allow for more rapid turnover.

So we change some titles of courses, and even some of the content. After all, we now have: the New Math, the New English, the New Physics. But we play them on the same old phonograph.

Course Method: The Same Old Game

Walk into most new math or new English classes. Where is the teacher? Most often—in front of the room. Where are the students? They are seated in rows, supposedly looking at the teacher. Who is talking? Most likely the teacher. By the time students reach high school their opportunities for talking have diminished to less than ten per cent of class time. When and if the student is called upon, he must answer some oftentimes non-thought-provoking question in a full

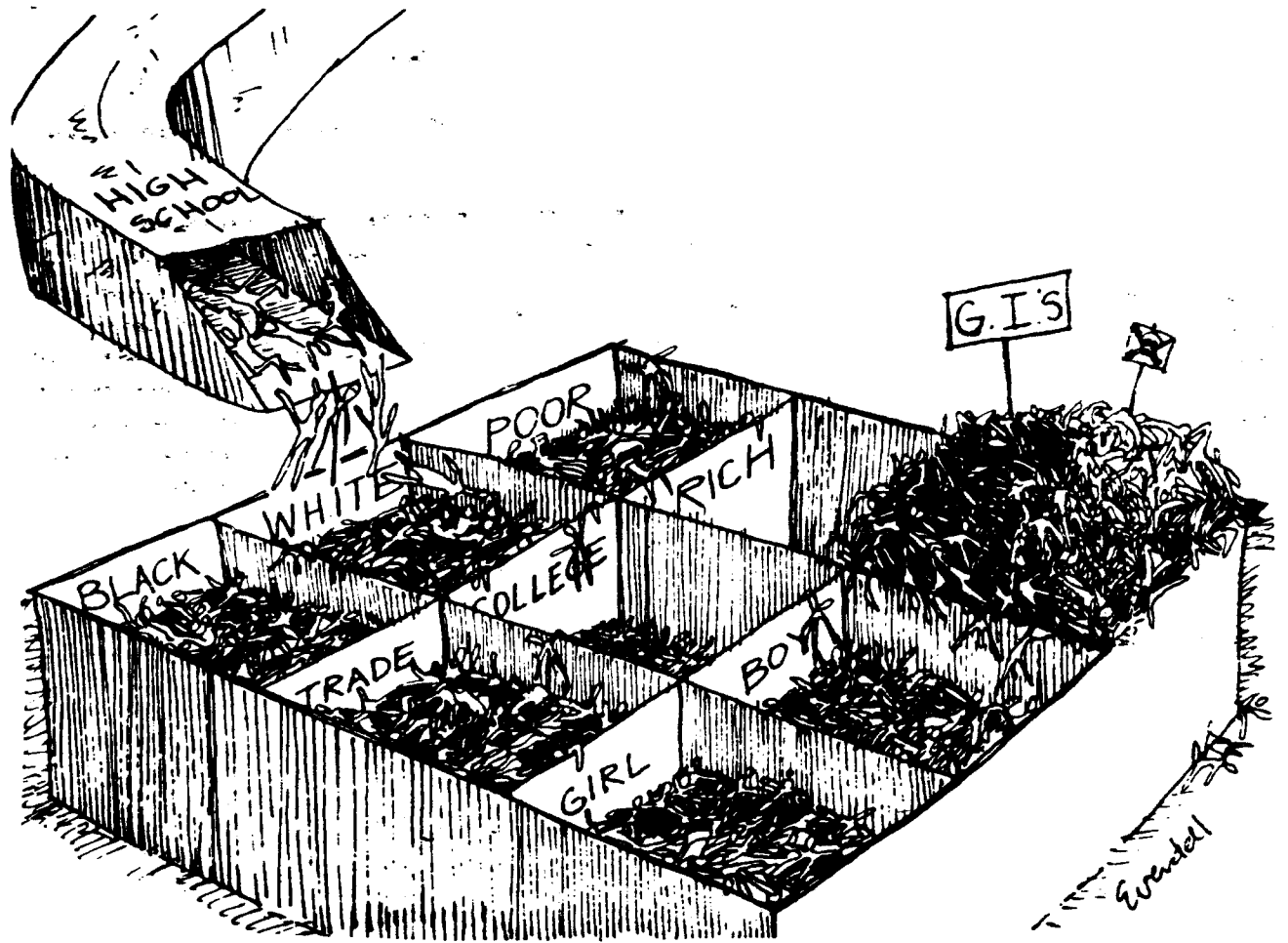
called the middle or average group, but they are often resented or rejected by their teachers because they don't appear to be trying hard enough. Among these students are those whom teachers have given up on because they never could measure up to their peers. The term "average," then, becomes a euphemism for "just a little slow," or just a little lazy. As far as the teachers can determine, these students will do well in many blue collar jobs and maybe even make good clerical workers. They are thus trained—not to think but to follow directions and to put the right headings on the right side of the paper. There's not too much room for creativity in the average student's program. Who knows what kind of filing system a "creative" clerk will keep, or where a "creative" mechanic will put a fuel pump.

a black coach is hired. Or easier, the basketball team is allowed to be all black. This is in payment for the honor society being all white. So we cheer them all—on the gym floor and in the assembly (where the honor society is applauded).

Guidance Counselling — Scheduling School Choices, Scholarships

To carry out the goals of perpetuating the rule of the elite, and the continued self-destruction of the high school, ancillary personnel are appended to the administrative hierarchy to do its bidding.

The guidance counselors are hired to guide the "deprived" into deprived courses, and the "gifted" into honors courses; to guide the middle class white student to a "good" college and the "deprived" student to a "good"



sentence that must not contain any more thought than the question. The authoritarianism that started with the Board's choice of the Principal quickly filters down to the authoritarianism of the classroom. The teacher is the boss. He rules his roost, and he has ways of controlling this power.

Grouping — Tracking, Training, Tricking

Grouping procedures in the high school have for many years served to perpetuate the authority of the teacher and the ruling of the elite. The curriculum designed by the Principal and his staff is a vehicle for training some students to go to college, some to go into business, and some to drop out of school. Students are tracked as follows:

The Top Group (chosen by grades of the term before, by achievement tests, and teacher judgment): These are students who will go to college, mostly because they learned how to play the game of: answer the question, don't question the answer (or the question). These students generally come from backgrounds similar to their teachers; they are middle or lower middle class students, upwardly mobile, whose aspiration level is determined by their family, their peers, and their teachers. They are trained in many ways to take tests, to pass tests, to respond to authority and to cheat just a little bit (not to get caught, but to do well enough to justify their teacher's faith in them).

The Middle Group: These students are

The Low Group: This group of students has for the most part dropped out of school emotionally by fourth grade and is now biding its time till the age of 16. Their grouping arrangement is sold to angry and obnoxious parents with the statement: "Our grouping is flexible. Students move up and down very easily." Thus parents who question the fact of their child being in a low group are tricked into thinking that their child will be moved up—if he tries a little harder. The administration is right, of course. Students are moved within the groups. But, most often 85 to 90% are downward moves and only 10 to 15% are upward moves.

Thus, students in the high school are first grouped, then they are provided with a curriculum. Instead of grouping growing out of an instructional need, the kind of instruction is determined by the group composition.

Racial Balance: A Black Basketball Team for a White Honor Society

In multi-racial schools the tracking system resolves itself into a segregated educational system. Middle class curriculum for middle class students; watered-down kitchen chemistry and general math for the "deprived" students. It is the curriculum and the teachers who deprive the students, not their backgrounds! To compensate for the obvious discrimination, guilt pangs force certain moves within the administration hierarchy. Either a black music teacher or

vocational choice, like carpentry or mechanics. If the "deprived" student should want to go to college, there's always some small college in Tennessee or Maryland that will take "anybody." In order to assure that the preconceived directions of students will actualize, the guidance counselor helps out in scheduling students into the right slots—with an occasional assist from a parent (who happens to be a board member, a PTA executive officer, or a "good" taxpayer). So the students are tracked in seventh grade and their goals are predetermined, as well as their college choices—with room for a "safe" school left open.

A question periodically raised about guidance counselors—do they guide or counsel—is never quite answered by the administration. They actually serve a useful function—for the administration. Counselors do the dirty work and keep many parents locked in combat with them—away from the office of the principal!

The Administration — Passing the Buck, Passing the Students, Passing the Time

But what about the administration? What is its role so nobly carved by the institution? An obvious part of the job of the administrator is to learn how to pass the buck. It is not so much out of meanness and lack of concern that one learns this. It is more out of frustration created by the institution. There are few opportunities left for the administrator to really do something valuable and radically different. Thus, the administration can only turn to protect itself by hiring buffers, otherwise known as business

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High School

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managers, curriculum coordinators, administrative assistants, and guidance directors. And so the buck gets passed from one office to another. The administrator must also deal with the questions of discipline and promotion of students. These questions are too often dealt with in haste and out of frustration.

Students are suspended because the school officials won't take time to figure out how to provide educational experiences that will prevent destructive behaviour by students. If they're not suspended, they're passed on and handed general diplomas or attendance certificates to graduate them as soon as possible.

While all the problems are being passed from grade to grade, the administrator is passing time. He's waiting and watching for the propitious moment to move onward. Administration officials in most school systems play a version of musical chairs. A glance at the vitae of any number of school superintendents and high school principals will show how many have been in each other's positions. The unfortunate aspect of this is not the basic mediocrity (though that sometimes is the case) of the individual, but the imposition of impossible conditions on the job of administrator. Lack of funds, political alliances in the community, impossible demands by teachers (who are dealing with the same impossible demands that the administration is), and the inadequate education meted out to the student-community at large, all—and

more (an occasional American Legion witch hunt to get rid of the too-liberal administrator — he wasn't strong enough in his opposition to student dissent!) conspire to make the achieved tenure status somewhat tenuous and uncomfortable. So administrators come into their new positions with their bags half-packed, their new secretaries already typing up new vitae, and arrangements worked out so that a good offer could be acted upon easily and a departure to "green" pastures facilitated after a few tough years on the firing line — where much of the energy is spent ducking.

Discipline: Guards, Gestapos, and Gremlins

During the tenure status of the administrator, one of his major problems is discipline. It is a major problem because the education provided is unrelated to many of its students. Discipline problems erupt when students are not reached by their teachers, the curriculum, the authorities, and even their parents. The behavior of the students is a message of desperation. The students are at the end of their rope of tolerance by the time they reach high school. Their message is met by newly hired guards (either teachers or paraprofessionals), acting as policemen who patrol the halls and playgrounds to keep the students in school and in class. The school becomes a jail and the prisoners (the students) become scapegoats. Guards are joined by Gestapo

students selected by the administration — to spy on the disrupters. Soon an aura may exist where turmoil is the order of the day and any event is turned into a holocaust. Supporting the holocaust are the Gremlins — the unseen and unheard situations which spark the riots or spark the police entry into the fracas. Many times no one knows who started what, but repression becomes the order of the day, suspensions abound, more guards are hired and education is the last thing that might go on at the high school.

Report Cards, Regents, Religion

As though these problems weren't enough for the embattled school population, a few other institutional conditions exist to add the final destructive blow to the possibility of the existence of the high school. Report cards or Regents are the swords of Damocles held over the heads of the survivors. They must still produce, respond and regurgitate if they are to win the game they chose to play. They must acquire the religion of the times to prove their acceptability to the establishment. The religion takes many forms. Submission in the face of repression; studying in the face of ennui and irrelevance; cheering the team on in the face of total apathy and defeat; and if not espousing the current political dogma, at least not dissenting and demonstrating.

The picture drawn of the high school is one which shows almost complete disarray. Battle lines are not only drawn, they are already broken between hostile groups. The students are in the middle, pushed by each other, their aspirations for a better future, their parents — and their aspirations for the past gone by — and pushed by society's demands to conform. They are pushed to get an education in a setting where an education is barely possible.

Can anything be done to salvage what is left? Should we salvage a corrupted institution which causes its own downfall? The answers lie with the students of today and tomorrow. What do they want for themselves as an education? Our generation of educators has not shown much wisdom to our youth. We have been too tied to the past, too unable to break from our own rigid middle-class values. We seek a better life and education for our students, but we box them into the same four walled classroom we built for them 300 years ago. If a legitimate change is to be effected, if a viable educational direction and goal is to be attained, there must be established, and kept open, lines of contact and communication between the teachers and the learners. It is time that the teachers became learners and began to listen to their students. They could probably teach us a lot more than we realize. The time to listen and learn is now — before it is too late!

Class of '74

(Continued from page 7S)

freshmen realize, is not a simple one. Many of the options they've explored — notably drug experiences and political activity — haven't led them anywhere. The tensions and energies building up inside them during their search for a new American heritage need a new outlet desperately — but none has been discovered.

"Something's got to happen here soon," confessed a freshman midway through the semester. "I'm dying."

Some freshmen saw their summer orientation as an opportunity to release their energies. Emphasizing "orienting the students to themselves and each other," as one orientation leader described it, the three-day sessions, set in a nearly-idyllic Tabler quad at the greenest peak of summer, gave the new freshmen a chance to explore themselves and their companions in a worry-free atmosphere.

The three days consisted largely of "free time" and sensitivity sessions where, in appropriately unstructured and structured fashion, they could open new relationships based on new values. Most of the incoming students left summer orientation buoyant with hopes that their social lives were about to enter new dimensions.

They returned to Stony Brook in September, and it wasn't the same.

"Everyone was reaching out for one another during orientation," recalls one freshman, "I came here looking for Utopia and it wasn't there. I found I couldn't just walk up to someone, sit down, and start talking. What happened?"

Never mind the social awareness. Forget the Woodstock spirit. When Freshman '70 has a Chemistry 101 test or a big paper that's due first thing in the morning, or gets a nasty letter from home, it still blows his mind. Realizing you're trying to find a new value system for yourself and your generation is an exciting thought. Actually attempting to do it may be a long, frustrating, and bitter experience because no matter how much it's desired, it won't happen overnight.

Academic pressures still hang heavy over the freshman quads of Stony Brook. The freshman still wants his four years at Stony Brook and his degree — for much the same reason his predecessors did — only he senses more than they did that the various stops along the way to the diploma such as academic matters, might very well be not the steppingstones to his development but roadblocks. Seeing themselves develop through interpersonal relationships and non-classroom learning experiences, they are probably more bothered at an earlier time than those before them about having to deal with academic requirements they may consider irrelevant and time-consuming. There's a conflict, and until they can decide for themselves how to deal with it, Stony Brook won't be any Utopia.

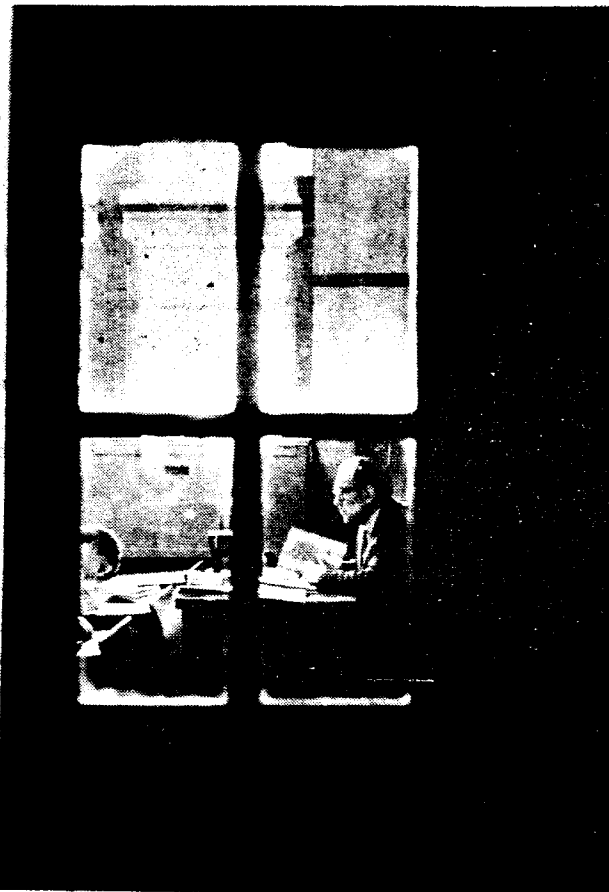
"Something drove me in high school to achieve — the pressure for grades and college entrance. I'm not motivated here. I love it at Stony Brook, but I hate school."

"Everyone should have the opportunity to try everything — but not to be forced, just to be exposed."

The freshman class is more involved in drug scenes than any previous group of new students, but, if you listen to them, it has no bearing on anything and in no way makes them different from anybody else at Stony Brook.

"So what if everyone smokes? Three years ago, maybe it was radical. At one point it was a common bond. Not anymore — we're still doing whatever the standard thing is for the time."

What will the Stony Brook freshman do when the first major campus demonstration comes up? He won't run into it eager-beaver the way the last two freshman classes have, seeing it as something that has to be done once one arrives at college. A new attitude has grown from the experiences with political activism in high schools. Although many freshmen will still be there, they'll think more in terms of good-or-bad tactics than did their predecessors. They'll also question the viability of certain types of protest,



having evaluated their effectiveness for themselves before entering Stony Brook.

"You can't hold a strike — everybody did that last May and it's anticlimactic."

"You can really get into the political thing, but you have to look at it first and decide if you're going to be running into a brick wall."

Freshmen, today, as freshmen always do, feel freed from years of regimentation in high school and at home. Accordingly, as freshmen always have and always will, they feel almost obligated, at one time or another, to: pull an all-nighter, see a sunrise, cut a class, carry on a bull session instead of writing a paper, and take a weekend excursion to someplace without notifying their parents. They will make their own conclusions about whether or not they do lead an unregimented life, and fall into their own patterns of living, just as all freshman classes do. In the meantime, though, parental influences and fears permeate the atmosphere, and another conflict springs up. One set of values is pitted against the other. Changes in roles start becoming evident ("I'm realizing that parents are becoming secondary in my life... also I see my parents as real people for the first time.") Yet the freshman has just left behind a home and family that, as a source of comfort and security, isn't replaced after a few months of college, so, despite conflicting life-styles and values, feelings about "back home" are ambivalent.

"Everytime I do something 'wrong' I expect to turn around and see my parents there."

"Dinner before Stony Brook was a chance for the family to be together and talk. Here it's a p:unched meal card."

And so it goes for the 1970 Stony Brook Freshman, looking for a heritage, clinging to the comforts of what may be a distant era — his childhood, reaching out for some love and understanding along the way. He's experienced much, but there's so much more in front of him, and as he feels his way into the future, he can be burdened by and yet in awe of the realization that, as one member of his class said recently, "I'm not yet half of what I can be."

Dewey (Continued from page 11S)

Dewey's administration realizes that their job is unique. They have no past experience with this type of school to draw upon. Each day is a sort of groping or searching process involving no test to gauge their success or failures, at least at this point. However, Frucht asserts, "There are kids here who aren't making it but I don't think that they will tell you it's our fault." Most students won't.

For the 130 hand-picked faculty, though teaching at Dewey is somewhat unique, much is the same. Classes are not significantly smaller

than regular schools and discipline is still a problem. A good deal of Dewey's faculty is there because they wanted to partake in this new attempt at high school education. One English teacher admitted, however, "I like the overtime pay for the extended day."

Dewey teachers participate in a six-week orientation, prior to the beginning of their teaching appointment. During those summer seminars, the teachers meet with students and parents and familiarize themselves with the aims and processes of the school. Also at that time, the departments write their own curriculum. Other schools get their curriculum from the Board of Education.

John Dewey High School, having barely celebrated its first birthday, is just beginning to walk. Being too young for any true measure of its success, evaluation is merely hypothesis and conjecture at this point. There is a noticeable lack of vandalism at the school. One teacher observed, "Students here are more concerned with maintaining this building than other high school kids are. There is subtle pressure to keep the building free of incidents. They want the experiment to succeed, even if only to avoid being sent back to local schools."

The building is almost free of any security patrols. The doors and halls are unguarded at most times. So far, there has been no indication that crime has been greater than patrolled schools, and it might even be less, some believe. "Where I used to teach," commented one teacher as he dismissed his noisy home-room class, "there were certain corridors where you just didn't go. I don't think there's an unsafe hallway at Dewey."

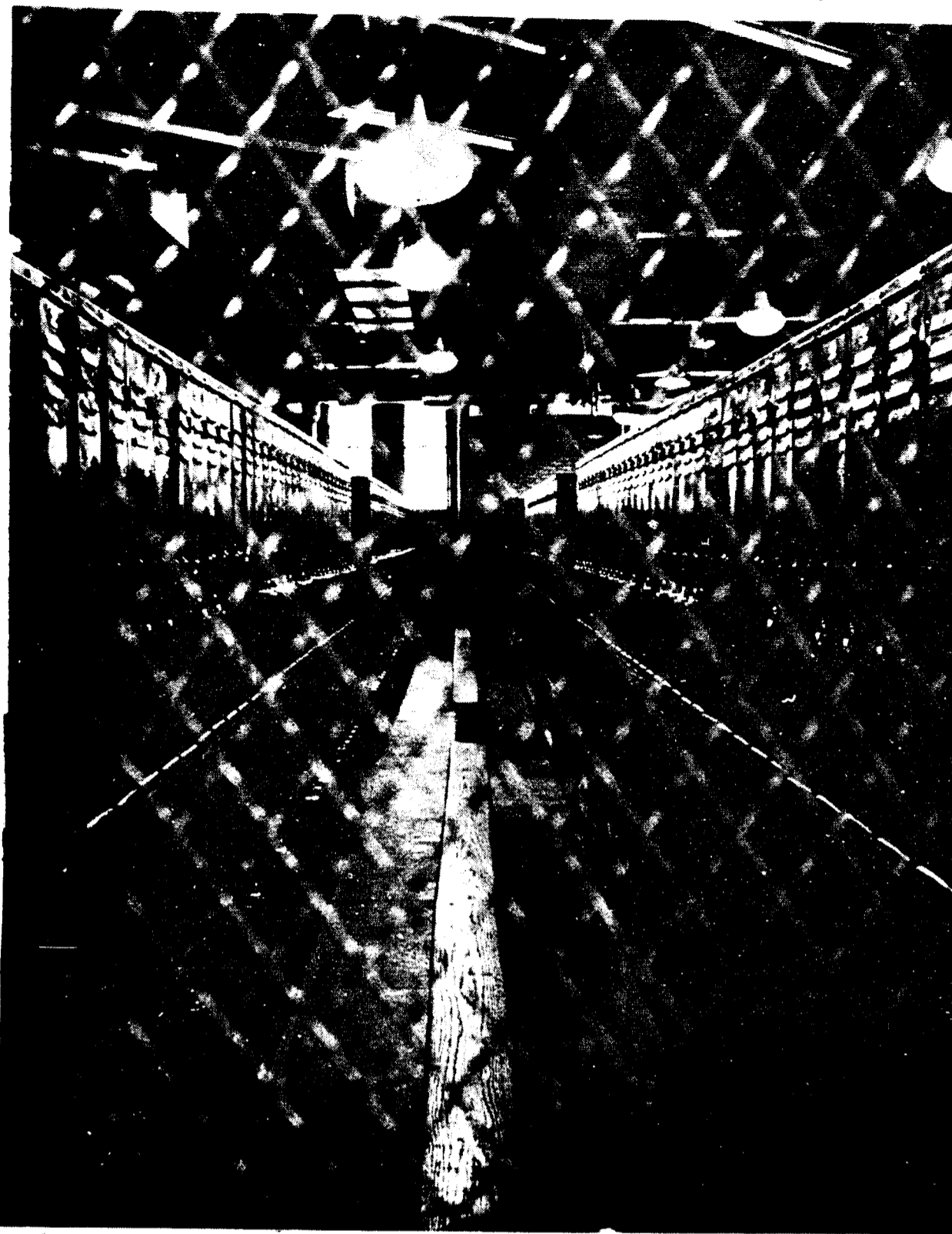
John Dewey was a late 19th and early 20th century educator who believed that no fact was true until empirically proven. He also felt that every piece of data was subject to change. Nothing could afford to remain inflexible. The school that bears his name lives up to that ideal. When students complained about not being allowed outside of the campus during the day to get pizza or coffee at lunchtime, the cafeteria promptly put those two items on its menu. A problem and a workable solution. Maybe it's trivial compared to other injustices, but it's a start.

As things stand now, the success or failure of Dewey is irrelevant. What matters is that Dewey exists. For too many years we have been staggering under the weight of a school system that does not work. If there is a chance that our educational system can pick itself up, Dewey has a crack at success. If the weight has been too great and we have fallen, then Dewey is too late. But Dewey was begun in the hope that it is not too late.

The outlook for Dewey may be very good but Dewey serves 2000 people, while the rest of the system serves over a million. Most of New York's young people will be spit out of the city's high schools never feeling the effects of independent study, or modules, or what it's like not to fight for grades. Probably, most of them will never even hear of Dewey and what goes on there.

John Dewey High School is the exception and not the rule. It is apparent to anyone who has been a victim of the New York City Public Education System that what we have now is unworkable. However, instead of building 20 Deweys or other schools, each experimenting with a different philosophy of education, we have a dying system with one Dewey high school. Another experimental high school within the next five years looks almost impossible, within the next ten doubtful, and beyond that who knows? In this respect — John Dewey is a patch on a rapidly deteriorating set of dungarees.

One John Dewey teacher described his profession as "having to rationalize in the classroom the absurdity of what's going on outside of it." That is an impossibility. But yet the absurdities increase and the rationalizations become weaker. John Dewey High School is one of those rationalizations. Whether the rationalization works does not depend on what happens inside those classrooms, but outside of them.



The Brick That Hides The Horizon

By HAROLD R. RUBENSTEIN

Student Teacher — Hauppauge High School

On a student questionnaire that was handed out in a class at Hauppauge High School, one of the questions asked, "What do you hope to learn from this course." It was a 10th grade class in English. A fair percentage answered thus: "I would like to learn things so that I will know how to live when I get out of here."

There is something about a brick wall that cannot hold a nail from which to hang a picture but will accommodate a blackboard laden with chalk dust to blend with the damp air-conditioned air, that just might make someone feel that he is being housed in a palace of sterility, power, and neuterness of spirit. Walls do not a prison make, yet many students feel that San Quentin would be as restful for them as a B'nai B'rith chapter making it on Miami Beach.

There is a leak in the life line that feeds into today's high schools. Communication of students with other inhabitants of his temporary daily domicile is governed by the sound of a hoot that can set off students for class change doing a re-creation of the Great Cattle Drives. But where are these children running?

... Do you have a pass? ... fill this out ... pass these back ... circle the

answer ... I need chalk ... pass them up ... go to the office ... stand, there are no seats ... make room ... make out a pass ... — the codewords for their life. High school has become A-1 training for future urban commuters. They should get in everything on time in order to prove responsibility, don't talk back to show respect; living to grab a seat, grab a book, grab an idea here and there. When amidst this babel of trivia do they grab for life?

High schools are not hollow havens for keeping children off the streets. Bless the teachers who have leapt the walls that enclose thought and feeling for the students reach out to them like Christ among the lepers. Warmth, satisfaction, awareness, joy and truth do squeeze their way in everyday. But it must scale all those bricks. The fences, both metal and emotional that are built from discipline and fear have made it harder for children to get to the fields that should be theirs, the knowledge they deserve, and the love they crave.

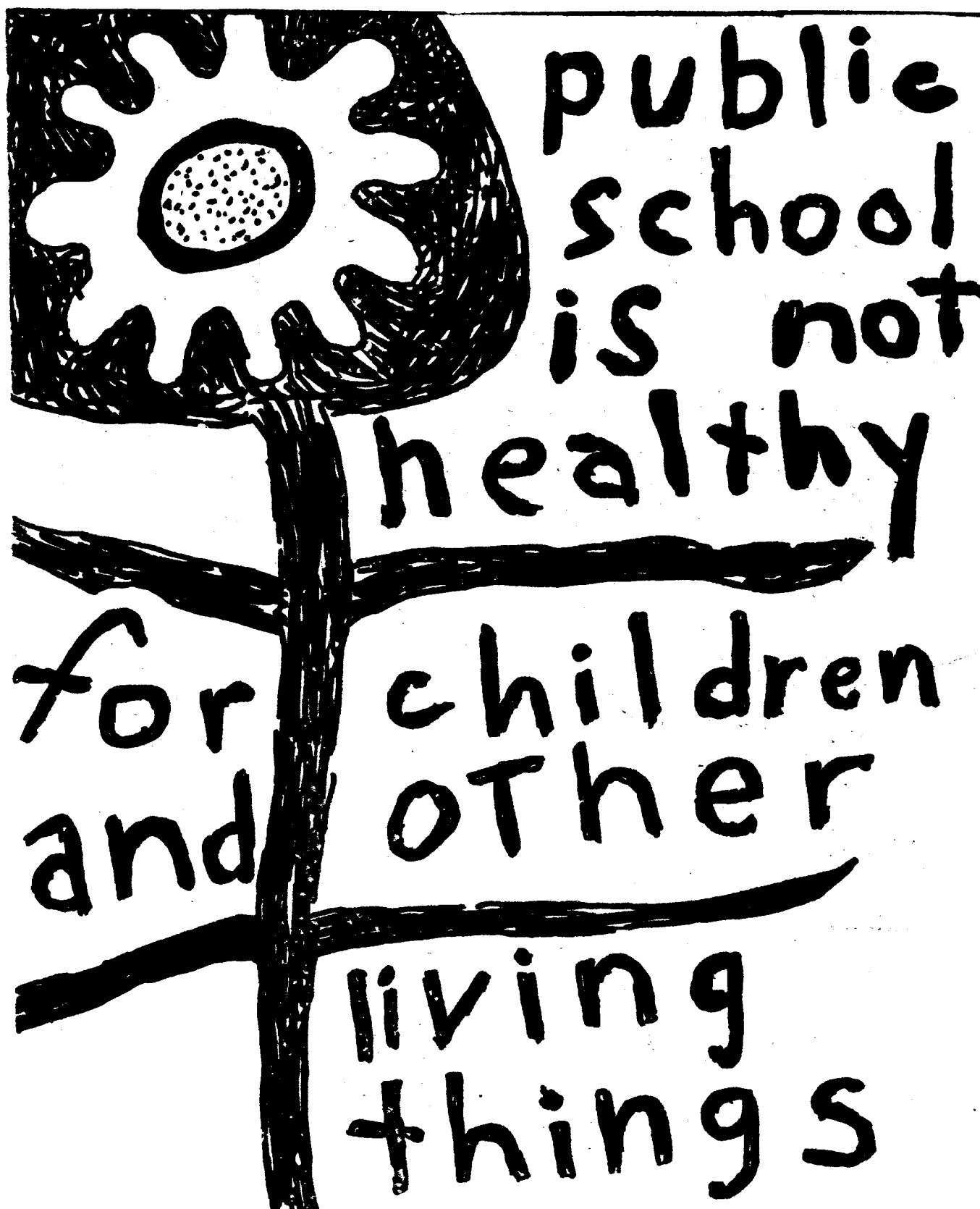
On an IQ exam given in elementary school (but as in high school lingo, "how does that relate") the question asked was which of the four was the best building material: mud, brick, wood, or straw. A little girl responded, "Wood, because brick is cold and ugly and wood is warm and beautiful." She got the answer wrong.

Several years ago an independent film was shot in a middle-class Philadelphia high school, with the complete cooperation of the school board. Today, the film "High School" is banned from commercial showing by court order. The film showed the school — unbiased, uncovered, a la cinema verite. It was too much for the board to bear.

High school students know too much and are too curious to crush. The mystique of college is dead. Drugs are as prevalent as G.O. buttons. These are the children of the Great Nursemaid of the Air ... television. "Sesame Street" may be worthy and fun, "That Girl" may be cute, but the "Six o'clock News" ain't, and it's real.

But high school is very much Wonderland and all the children are forced to play confused Alices. The basic problem is that this looking glass world contains few roses, and it isn't a dream.

Strangers give each other so little. Education is a unique opportunity for exchange through friendship. On a theme paper by a girl in that same Hauppauge classroom, the final sentence read, "Love is being given a chance to belong." Her wisdom eclipses the textbooks and shines with the radiance of hope, but the bricks will have to be knocked down to allow it to light the halls.



“The public has, in effect, said to our schools, ‘Lock up our children for six or more hours a day for a hundred and eighty or so days a year, so that they will be out of our hair and out of trouble- and by the way while you have them locked up, try to educate them.’ The two demands are contradictory and self-canceling.”

--JOHN HOLT

“The Underachieving School”