

SUMMER Statesman

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at Stony Brook, New York

Rickard Leaves University, Citing 'Ambiguity' as Cause

By MARSHA PRAVDER

Leaving behind him the ambiguity of the position of Acting Vice President of Student Affairs, Scott Rickard has accepted an administrative position at the University of California at Davis.

Dr. Rickard mentioned this ambiguity existed "because some administrators consider this office a disciplinary one while others see it as an advocate for the students. The two responsibilities are not compatible, since many students would find it hard to confide in somebody who might take disciplinary action against them . . . At Davis, my role will not be a disciplinary one."



Scott T. Rickard

Dr. Toll considers the role of VPSA as one which "represents the President in dealing with the problems of Students Affairs . . . It is in the interest of the students that University rules be maintained. Many of these rules protect the students . . . By definition, a Vice President assists the President. The Polity President is considered the advocate for the Students, but we would hope that the students and administrators would work together towards the proper functioning of the University . . . Variation in opinion can help work towards bettering the University."

As Assistant Vice Chancellor and Dean for Student Development at the 14,000-student University of California, Dr. Rickard's job will encompass housing, counseling, student health, orientation, research and program development and work learning activities. "It's the same level job, with broader responsibilities. And I think I'll be able to put new, creative ideas into effect," commented Rickard.

In addition to administrative work, Rickard will conduct an Applied Behavioral Science lecture. "I won't be fighting as much for things like a budget, so I'll be able to do more in the areas that interest me," remarked Rickard.

Davis, according to Rickard, is a more conservative school than Stony Brook, but "they get things done quietly. For instance, they are already coed by room rather than by hall and they have housing units for married students."

University President John Toll commented, "I'm sorry Dr. Rickard is leaving, but I wish him the best," and that no replacement has been found yet for the position. When asked if a search committee, with student representation, will be formed, Dr. Toll answered, "I



John S. Toll

will consult others, but according to the Board of Trustees, the final responsibility (for selection of VPSA), lies with the President."

Due to a budget freeze, no new positions may be filled unless, said Toll, "we can prove to the Board of Trustees that the position is essential." The difficulty involved in this, according to Rickard, is that once clearance is issued, it might be difficult to find somebody immediately to accept the job."

In addition to Rickard's resignation, the remainder of the student affairs staff is leaving. Assistant to the Vice President Fred Kogut has accepted the job of executive assistant to the

Dean of Students in City College. Now working part time for RESPONSE, an emergency phone service, Phyllis Akins resigned from her job as Assistant to the VPSA. Accepting a job as associate director of counseling at Boston College, Vincent Liuzzi has left his post as executive assistant to the VPSA. In addition to the administrators, two of the three student affairs secretaries are leaving.

The VPSA job description has been a subject of controversy since it was created in July, 1968. Students charged then that Toll had created the post and appointed now-History Department chairman David Trask to it "unitarily" without student approval. Trask resigned three months later, and Rickard became the acting VPSA. Last year, a search committee tentatively selected the former chairman of the Stony Brook Council, A. William Larson, for the position. His nomination met with student disapproval, and he later withdrew his name from consideration.

Said Rickard, "I couldn't pass up this opportunity (at Davis). Even though Dr. Toll and I didn't agree on everything, we had a congenial relationship. I found Stony Brook stimulating . . . the students are bright and aggressive — they challenge you. But now I'll be of the traditional student affairs role, and I'll have a look at the University and community as a learning environment."

Student Will Be 'Unregistered' If \$94 Food Fee is Not Paid

By CHRIS CARTY

Students who have not paid the \$93.75 board fee accumulated from February 1 through March 6 when a state ruling allowed them to opt off the meal plan at will may soon find themselves unregistered for the fall semester.

In a letter dated May 28, the Bursar's Office informed all students whose records showed a board debt for the spring 1971 board fee that all students must pay their board fee through the date when they were officially released (March 6) from their contract to the meal plan regardless of whether or not the student picked up his meal cards. A second letter dated June 15 reaffirmed the enforcement of the payment of the fee by cancellation of registration for the fall 1971 semester of all students whose board debt remained unpaid on July 20.

The original date for payment had been set as the close of business on June 14, thus barring unpaid seniors from graduating as well as canceling undergraduates' registration. A court order stemming from a litigation suit filed by the Student Polity forced the Bursar's Office to allow seniors to graduate but still permits them to make those alumni ineligible to receive a diploma or transcript.

By court order, all payments for the board



NO WAITING: Students pictured here wait to pay their bills before pre-registering in May. New University policy eliminates this wait.

Bursar Sets Sept. 8 As Back-Bill Deadline

By STANLEY AUGARTEN

A bill-paying policy that will prevent the re-occurrence of spring's pre-registration disorder, when thousands of students were caught unprepared with outstanding bills, has gone into effect.

The new procedure requires students to pay their bills entirely, with exceptions made for delayed official loans or scholarships only, by September 8, the second day of classes. However, as of this writing, the deadline date is subject to change.

Four weeks before that date, letters containing school bills and a notice clearly outlining the new policy will be mailed out, providing more than a month's time before the deadline.

The administration warns that an account that goes unsettled by September 8 will result in the cancellation of the financially delinquent student's program.

This procedure means that no student will be confronted by unpaid bills when pre-registration for the spring semester comes around in the fall. But no student will escape paying spring's bills, as no one can this fall's bills, by the second day of classes in January 1972.

Vice President for Finance and Management, Joseph Hamel, who participated in creating the new bill-paying procedures, and who was also the man responsible for the spring pre-registration fiasco, said that "the administration's goal is that everyone pay their bills before the first day of classes. The reason for this is that it is the law."

"Stony Brook," Hamel continued, "hasn't followed this policy up till now not because it didn't want to, but because it didn't have the facilities in accounting."

He pointed out that "the accounting system is still not that good, but a lot better than ever before." He believes that the accounting department's improved efficiency, the simplicity of the new plan, and the weeks students have before the deadline, insure this procedure's success.

plan must be deposited in an escrow account. An escrow account is one set aside to hold the money in dispute until the parties reach agreement.

A spokesman for the University said today that the University is actively engaged in compiling and collating damage estimates derived from University Food Committee monitors' reports filed in the Housing Office throughout the year. The spokesman declined to say what action the University would take, if any, against the Prophet Food Company. He did say, however, that the University is considering several alternatives.

Reportedly, the University withheld voucher payment to Prophet Foods throughout the year in an attempt to force the food company to comply with contract regulations. University officials have admitted that there is a "good possibility" that the food company may file suit for breach of contract against the University. However, they refused to confirm the suggestion that a suit has been filed.

The University also said that the board plan will remain open to students under the agreement of March 6, 1970. Students then may choose in September to enroll under a board plan contract or utilize other facilities.

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Phone Service

University and Ma Bell Part

By STANLEY AUGARTEN

After years of playing the role of Bell Telephone's campus bill collector, the University, beginning this September, will turn over its collecting duties to the company itself.

The transfer will considerably ease administration office work, and mollify students, who have always run up against brick walls in dealing with an administration acting as middleman, not to mention increasing the telephone company's chances of collecting its bills. Bell Telephone has lost, over seven years, several thousand dollars from its service here.

Pressure for the change at Stony Brook has welled up in recent years, coming from all involved quarters—the administration, the company, and students alike—but most strongly from the administration as it seeks to streamline its burgeoning bureaucracy.

Stony Brook is among the last of the schools in the SUNY system to turn over the business of telephone accounting to the company.

Assistant Vice President for Financial Affairs Joseph Hamel, took the initiative several months ago. A clause in Stony Brook's contract with Bell Telephone allows the transfer that is

now underway providing that at least six months' notice is given.

The administration began phasing out its role with the severing of all dormitory service at the close of the spring semester—including the intra-campus service, which the Housing Office believed summer students would prefer to forego in favor of saving the \$2 weekly charge.

As in the past, the intra-campus phone service will be maintained as it has always been, with a phone in each room hooked up to all school lines at a \$3 unwaivable, weekly fee included in every student's housing bill.

But for access to off-campus lines the telephone company will hook up the phones of only those students who complete a card to be mailed out to everyone this summer, pledging individual responsibility for paying the bills.

The responsibility for payment will lie with only one student per room, not divided as it was previously. This past division of responsibility has caused innumerable phone problems, students claiming that their roommates and not they made the calls, the roommates claiming ignorance of the matter, neither side paying.

By placing full responsibility with one occupant, the company believes that the excuses for reneging on payment will vanish, since students will have knowingly agreed to bind themselves to seeing that every bill gets paid in full, even in the case of someone stealthily using a phone without permission.

The application forms asking for service are being mailed early in the summer in order that telephones may be hooked up to outside exchanges before the dormitories open in September. Returning the application after August will delay the installation. It will not be possible to receive long distance calls on any but the extra-intra-campus phones.

It doesn't matter whether, when filling out the company's application form, the room or college of residence is not known. The telephone company will arrange things themselves; the card is just a subscription form.

The responsibility for paying if two students who had both requested the service end up in the same room, will be determined by whoever's name is first alphabetically. If only one student requested the service, he alone is obligated to pay the bills.

During the school year the company will send out bills on the 7th of each month. They will be calculated from the 7th of the previous month to the 6th of the month in which the check is received. Message units—5½ cents each—will not be tabulated individually on the bills. But the time, cost, and number of long distance calls will be given by the computer-printed bills, which can either be paid in check by mail, or in person at the telephone company or at five banks in the nearby area.

And to handle any phone problems whatsoever, the company is planning to set up two complaint lines for students only.

Remembering its experience with college students, the company, while it is giving every

student regardless of his past payment reliability a clean slate, politely threatens potentially delinquent students with retaliation that may not stop at the individual.

An information sheet that it wants to distribute to arriving students in September warns that students who delay paying will either face the curtailment of their service or have to pay a deposit amounting to an average of two months of their past bills.

The sheet goes on, stating that the company may be forced into demanding a mass deposit from the entire student body if too many students neglect to pay.

A business supervisor at the Smithtown headquarters of Bell Telephone said that "the idea of a mass deposit was left as an opening that should there be any trouble collecting money, this would leave an alternative."

The information letters continue: "Since an application of this policy (referring to deposits from individuals only) would require a deposit from the entire resident student body we will not request deposits at the onset. We are hopeful that our consideration will be met with cooperation to avoid a mass deposit negotiation in future years."

Collecting any deposit whatsoever, let alone a mass deposit from over six thousand students, is discouraged by a state law ordering phone companies to pay 7% interest annually on the deposits.

But the business supervisor, speaking personally, doubts that a mass deposit will ever be asked for.

It was also contemplated by the phone company to request disciplinary action by the administration against students who continually attempt to avoid paying, but the housing office, supervising the administration end of the accounting switch, deleted the sentence, noting that with the transfer the business of billing leaves their hands entirely. The housing office may also expunge the sentences on mass deposits.

Even though Bell Telephone will hereafter be in complete charge of the campus phone service, it will not print a campus directory, nor will the numbers of phones hooked up to the outside exchanges be printed in the Suffolk County directory.

The reason for this, according to the business supervisor, is that the company regards its campus operations as functioning under obligations different from its regular community service. The administration will have to publish the directory itself, as it has always done.

And to accommodate Stony Brook's expansion, the phone company has changed the campus dialing numbers from four to five digits. "5" must be dialed before all campus numbers "4" and not "6" before all numbers in the health sciences area.



UNDER CONSTRUCTION: WUSB Station Manager Robert Messing measures board for window frame, as DJ Neil Litt looks on.

WUSB-FM: Soon a Reality

By JAY LEVEY

The campus radio station WUSB, is expected to be in operation as a licensed FM radio station serving both the Stony Brook campus and surrounding community by late fall.

The planned station will broadcast within a radius of about 25 miles in all directions except west where coverage will be limited to about 10 miles. This restriction is necessary to prevent interference with nearby metropolitan area stations on the crowded educational F.M. band.

The station's executive board expects to file an application with the Federal Communications Commission (FCC) by early August. The license will be held by an independent non-profit corporation, the Stony Brook Broadcasting Corporation, funded by Polity, which is currently being set up by the station's attorneys. The corporation will come into existence later this month as soon as the necessary papers are approved in Albany.

Other preliminaries to the completion of the license application include finalizing a land purchase for the transmitter and tower which will be placed about seven miles from the campus in Farmingville, and having the station's consulting engineer complete the technical sections of the application.

Several staff members are staying on campus during the summer to direct the application procedure, to complete wiring and construction of studios in the Student Union Building, and to begin research for future programming.

According to a WUSB spokesman, in addition to rock, folk, blues, jazz, and classical music, there will be an emphasis on live music, drama, and public affairs in next year's programs. Said news director Ian Levitt "We hope to offer air-time to many diverse community groups, giving a means of expression to many who have no access to the commercial

media. Our news staff will be encouraged to produce documentaries on matters of importance to Suffolk County and the University Community."

There are still many obstacles to overcome, but station executives are confident that the target date of late next fall can be met.

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COLLECTING: Employees of the Polity Office send out bills for activities fees which remained uncollected for the 1970-71 year. Students will not be permitted to register if they are not paid.

Psych Dep't: Few SB Grads

A psychology major at Stony Brook has little or no chance of getting accepted to his own school's graduate department. "We require a high index; and we don't think a psychology student should go to the same undergraduate and graduate departments," explained James Geer, chairman of the graduate admissions committee.

Psychology departments, Geer said, are all characterized for their particular position on psychology. One school may emphasize Freudian theory; while another may reject it altogether.

The purpose of Stony Brook's admissions policy is to insure that all graduate students receive some amount of exposure to the various lines of psychological thought, Geer said.

He noted that the practice of the Stony Brook graduate psychology department of not admitting its own undergraduates

is followed by almost all other schools toward their undergrads.

But some schools, he added, have departments that are large enough to encompass several brands of theory. These schools do not adhere to the restricted admissions policy of Stony Brook and other schools.

On the criterion of the academic average, he said that "this year we didn't admit one student with an index lower than 3.4" 475 applications from around the country had been submitted. 35 students are coming, a number slightly higher having been accepted.

However, he pointed out that the graduate department will sometimes make an exception in its policy under certain difficult circumstances, provided the student has the marks, such as that of a married undergraduate whose husband works in the Stony Brook area and cannot leave his job.

SBers Sue for Dorm Vote; 18-Year-Old Ballot Okayed

The New York Civil Liberties Union, at the behest of four students at Stony Brook, is filing suit late this month to provide for local registration for students, using their dormitory addresses as their legal residence. According to a bill signed into law by Governor Rockefeller last week, students must have made a substantial contribution to the community in which they intend to reside (i.e. Stony Brook), include registration of an automobile in the county, purchase of furniture, etc. The bill, sponsored by Assemblyman Peter Blondo, was drafted in fear that students would take over a college town and outnumber the residents at the polls.

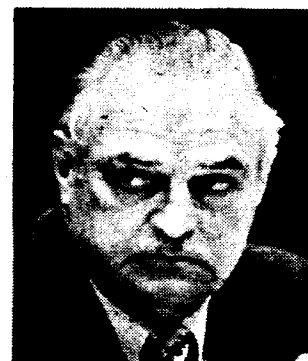
The Civil Liberties Union will file the suit in Federal District Court, contending that the law does not give students equal protection under law to which all citizens are entitled, and will challenge Section 151 of the Consolidated Election Laws of the State of New York, which provides that students may not "gain nor lose a residence" while in attendance at an institution of higher learning.

The Suffolk County Elections Board has refused the four plaintiffs, Robert Cohen, Robert Weisenfeld, Warren Wade and Mitchell Dinnerstein, from registering to vote in Suffolk County from their campus addresses. Wade is the only plaintiff whose parents reside in the County.

Those persons who have attained their eighteenth birthday are now eligible to vote, according to the 26th Amendment to the U.S. Constitution,



CANDIDATE: John V. N. Klein (left) is the Republican candidate to replace retiring County Executive H. Lee Dennison (right).



which was ratified last month. To compensate for the expected influx of voters between the ages of 18 and 21, the Suffolk County Legislature has provided for an additional day of registration, August 14, at all the local polling places in Suffolk County. The primary for the various offices under contention, mainly the Town boards and County legislature will be on September 14, with the General Election set for November 2.

With the passage of the 18-year-old vote, Suffolk County voters will choose a new County Executive to replace H. Lee Dennison, who is retiring. They will also choose members of the County Legislature, Town Boards, and members of the County Committees of the parties. There are also local school

board elections and budget votes which are held during the year, in which the newly enfranchised voter may participate.

If the suit is defeated in Court, students at Stony Brook may register at the local boards of elections where their parents reside. If the suit is upheld, SB students may register during Suffolk County registration days: September 30 at Brookhaven Town Hall, Patchogue; or October 1 and 2 at the local polling place for Stony Brook. There is also central registration at the Board of Elections in Yaphank.

If any student has been denied registration in Suffolk County because he is a campus resident, he may write to this newspaper, P.O. Box AE, Stony Brook, N.Y. 11790, and become a plaintiff in the suit.

Analysis

Yearbook Is Finally Moving

By ROBERT F. COHEN

When Arthur Conan Doyle wrote "Sherlock Holmes," he had no idea of the mysteries to be encountered in the latter part of the 20th Century.



BOOK: Found!

A team of hard-toothed and clever Statesman reporters, recreating the tactics of Doyle's Holmes, carefully tracked down the disappearance of 8,000 1970 copies of Specula, the yearbook, and managed to find out what happened. It's a tale of high intrigue and suspense.

Stealing through the night and covertly going from key to key possessed by a Union page, the reporters discovered 6,000 copies of the book located in a dark office in the cellar of the Union. Not only had they been sitting there since January, but piled on top of them were hundreds of irate letters from June '70 graduates: "I graduated from Stony Brook in 1970 and would really like to receive a copy of

Specula since . . . I would like some remembrance of the school and all my friends there." The writer's remembrance, the reporters mused, would appropriately be that she would not receive a yearbook until three years later.

But the swift-thinking staff of the Polity Office, determined not to let Polity become another useless vestige of University bureaucracy, decided to put the books in the mail themselves; and, as of this writing, nearly half, or 3,000 have been sent out to the June 1970 graduates.

But that, dear readers, is only half of the sad tale.

"Whatever," I hear you ask, "became of Specula 1971, adorned with the handsome photographs of the seniors of 1971 and the non-events of the academic year?" Specula 1971 is dead, say some; others say no. Taylor Publishing Company, those who mass-produce the books have informed the investigators that the senior section and the cover have been turned over to them, only five months after the deadline. And they expect the balance of the book by the end of July. The question is, from whom? After countless,

and fruitless efforts, the investigators were unable to turn up any sign of editors Beth Goldstein and Connie Daurio. The last time they were heard from was on a boat-ride the night before graduation. It was rumored that they had escaped from Stony Brook in a lifeboat, last seen headed east for Liverpool.

With the absence of a summer Specula staff on campus, observers have indicated that a book should not be expected for the June '71 graduates. But all is not lost. It is the only fitting way to end a year in which student activity was at its nadir.

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Food Co-operative Formed

In an attempt to provide students with better food at a lower cost than the food service, a group of students from the Mayday Collective are organizing a food coop called "Freedom Foods".

This buying club will charge members an initial \$3 fee to cover supplies and then purchase food in quantity at local farms and in conjunction with other co-ops on Long Island.

The decisions such as what foods to purchase will be left up to the membership. One of the organizers, Rich Walsh, commented "From one point of view, this will be a way for people without cars to get food, but far more important is that hopefully

a sense of community and sharing will be established. The coop will be far more personal than going shopping in a large supermarket or eating off a meal plan that doesn't care about anything except profit."

A paper is now being circulated to be signed by those who are interested in joining Freedom Foods. Those interested in further information may contact Rich Walsh or Rich Yalken in Stage XII 233B.

At the moment, the coop is limited to buying food for the members. If adequate cooking facilities are obtained, the possibility exists for the co-op to expand and prepare as well as buy. Any work involved in obtaining the food will be shared by the membership.

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Systems Analyst Tries Untangling Red Tape

By STANLEY MCGARTEN

A seemingly impossible task is underway here. On the top floor of the Administration building, in a small room tucked away in the corner of a large office, a systems analyst is at work modernizing Stony Brook's unwieldy bureaucracy.

If he succeeds, Administration employees will get paid on time, students will receive far fewer financial mis-statements, and class registration will be far less time consuming.

The analyst with the impossible job is Don Butera, a quiet, unassuming man who came to Stony Brook last July after re-structuring the large bureaucracy of Michigan State's Ann Arbor campus, a school of 40,000 students. He supervises a staff of two other analysts and several professional computer programmers, and works in conjunction with the heads of the departments he is modernizing.

Not much, because of the nature of the work, has been accomplished since last summer. "We have implemented several short-range, stop-gap improvements," Butera said, adding, with emphasis, that the re-shaping of a bureaucracy is slow work. "Basically, we are working on long-range improvements."

He first corrected the administrative procedures that swerly delayed payroll, and then moved on to improve uncomplex but immediately important aspects of the accounting and personnel offices.

At the same time, he began working on revamping the students' records department. "There is a full time analyst at work in this area," he said, "and a fair amount of changes have been made."

"We are working on designing a totally new student record system that will eventually do away with most of the problems students now have in dealing with the Administration," Butera predicted.

But students won't notice the difference until at least the end of this year, or most likely the next.

The techniques Butera employs are not, except for computers, new. His office simply analyzes the problem and, making use of the latest advances in business administration, tries to solve the trouble by developing a more efficient alternative or updating the present system.

He also proposes to push the huge ledgers stacked several feet high behind the service

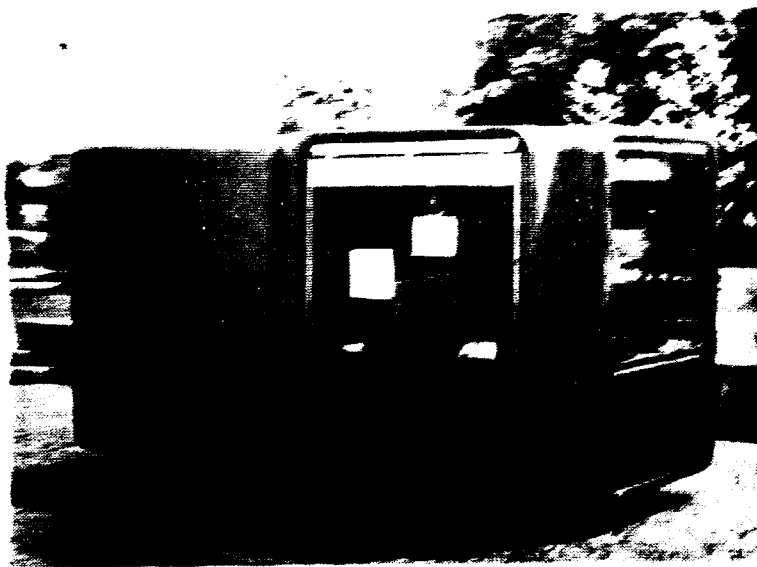
counters in the lobby of the Administration building and replace their pages with reels of magnetic tape. The tape would be housed in the computer building, he said, and a secretary would just have to call to retrieve the information.

However, Mr. Butera said that the prohibitively high costs of computers removes this system from the reach of Stony Brook for at least a few more years.

He emphasized that in no case will the University have to lay-off workers whose job has been reduced to much less of an effort than it was before, even if it occurs automated. "With the University growing, the savings in manpower that we will make will be compensated by the enlarged volume."

Asked to rate the efficiency of Stony Brook's administration to that of other schools, he said that "Our administration is about on par with the schools in the SUNY system, but, in comparison to the larger, well-established institutions, Stony Brook lags behind."

"If systems analysts had been hired here earlier," he said, "we would not be behind these schools. But so far here is to blame. It takes awhile before a growing school realizes that it has outgrown its old ways."



NEW TICKET BOOTH: On loan from Museum of Modern Art.

Union Ticket Booth Loaned By Museum

A recent acquisition of the Museum of Modern Art in New York has turned up here in the form of a ticket booth.

Painted bright red and about 12 feet long, 6 feet deep, and 9 feet high, the polyester booth was designed by a Yugoslavian architect for semi-permanent uses and was donated to the museum as a goodwill gesture by a Yugoslavian official. It is located outside the Union's main entrance.

Stony Brook secured it by coincidence. Robert C. Meeker, the Union's acting director, spotted the booth on exhibit at the museum and thought that Stony Brook could use it. Negotiations with the museum resulted in the booth's transfer.

The Union management, tak-

ing over the operation of the ticket service from Polity, believes that the booth, or "kiosk" in Yugoslavian, will alleviate the problems of the old ticket outlet in the Union theatre, removing the waiting throngs from inside the Union or the gym lobby, where a booth also operated at times, to the outside, and allowing the booth to be manned at fixed hours, which was previously only possible when the theatre was not being used.

One of the Union's managers said that although the outdoor location of the kiosk might inconvenience some people temporarily on bad days during bad weather, arrangements for moving the service indoors will probably be made. She said that an indoor location on campus would suit a ticket outlet.

July Mayday Draws Few

Upset by the calendar, which says that Mayday falls on the first of May and not on the third of July, Stony Brook's Mayday Collective sponsored an anti-war, growing of America type rally at the ESB plaza Saturday.

Acting Vice President for Student Affairs Scott Richard refused to grant the Collective a permit for a rally in the athletic field because of construction at that site, instead giving them permission to use the plaza.

At 11 o'clock, with blaring music from Woodstock the rally began. Aside from students from the collective numbering about ten, not more than 20 others turned out for the gathering.

The notions advertising the rally used the phrase "Mayan, spatters on." It was planned to muster up sentiment for the July 6 demonstration at Rockefeller Center in New York to protest the involvement of large corporations in the continuing war in IndoChina, as part of a series of nationwide protests that began on Mayday. Many American industries have branch offices in the Center.

Rich Yalken, a member of the Collective, said that the rally was held in part to stir up feelings of community at Stony Brook, where, by popular consent, apathy is the cause celebre of most students.

He added, a bit hopefully, "This rally is to show that the anti-war movement is still alive."

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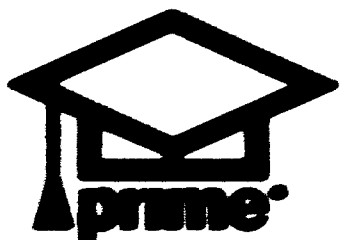
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POLITY BUDGET 1971-72

...Or Where Your Activities Fee Goes and Why

Polity sponsors a wide range of activities, which include the Friday-Saturday night movies and Sunday night films; theatre groups, informal, classical and major concerts; speakers; a campus newspaper and an AM on-campus (and soon-to-be FM off-campus) radio station. In addition, the student activities fund sponsors teacher training programs, activities for community children and the mentally retarded, health centers for the Long Island migrant workers, tutorial programs for Long Island high school students, and community newspapers. In addition to this, the activities fee has purchased and equipped an ambulance for the University Health Service. Finally, dozens of clubs and organizations, and a portion of the intercollegiate and intramural athletic budget are funded.

60/35 Plan

In the spring referendum, students overwhelmingly voted for the student activity fee to be mandatory for all undergraduate students. The Student Senate in co-operation with the Student Council and various helpful students developed the "60/35" plan for all undergraduate students. The impetus for the plan was the fact that on the average, commuters attend Stony Brook movies and concerts less often than resident students.

In addition, the results of two straw polls indicated that a majority of the resident students wanted SAB and COCA included in the activities while the opposite was true for commuters.

Therefore, the plan is based upon a \$60 fee for all undergraduate resident students, which includes SAB (concerts), COCA (movies), and Audio-Visual Services, as well as Statesman, WUSB, athletics, clubs, etc. The undergraduate commuter fee is \$35, which does not include SAB, COCA or Audio-Visual Services, but does include all other activities, programs and events. Commuters who wish to participate in SAB and COCA-related activities, not including those activities held outside, may do so by paying the additional \$25 or pay for each individual event at the University Community price.

If a commuter plans to attend a majority of concerts on campus, it might be wise to pay the \$60 fee, rather than pay the entrance fee for each event. This can be accomplished by paying the \$35 item on the bill and sending the Polity Office on the second floor of the Union the additional \$25.

This year, payment of the Student Activities fee will be included on the fall semester bursar's bill. There are no waivers of this fee. Refunds of the fee are on a semester basis only. Therefore if a student leaves Stony Brook after one semester, he will receive a 50 per cent refund from the Polity Office.

The following items constitute the 1971-72 Polity Budget as passed by the Student Senate. The projected income for the 1971-72 year is:

Residents: \$60 x 4,500 students	\$270,000.00
Commuters: \$35 x 1,500 students	52,500.00
TOTAL	\$322,500.00

S. A. B.

The Student Activities Board is the central Polity agency for producing social, cultural and educational events.

The Board has traditionally brought Stony Brook the top talents in the rock field, often before the groups received national prominence. Stony Brook has been hosting major concerts almost twice as long as the now defunct Fillmore East. Considering the fact that ticket prices average under a dollar at Stony Brook as compared to the 500 per cent higher Fillmore prices, this past year's concert list stands up quite well to any major concert theatre.

B. B. King
James Cotton Blues Band
Delaney, Bonnie and Friends
Allman Bros. Band
Grateful Dead
New Riders of the Purple Sage
Rod Stewart and Small Faces
Jonathan Edwards
Poco
Hot Tuna
Traffic
Cat Stevens
Leonard Cohen
Miles Davis
Tom Rush
Cowboy
Leon Russell
Freddie King
Procol Harum
Seatrain
Mylon
Jethro Tull
Edgar Winter's White Trash
Roberta Flack
Les McCann
Incredible String Band

The fall semester booking schedule hopes to include such groups as the Allman Brothers Band, Shawn Phillips, Rita Coolidge, Jonathan Edwards, Corbitt and Daniels, Mandrell, Danny Hathaway, the Beach Boys, and the Youngbloods.

Besides the well known major concerts, the SAB produces speakers, theater, informal concerts, classical concerts, and carnival. The SAB also works with academic departments, student clubs and organizations, and the Student Union to co-produce and co-sponsor significant Stony Brook events. The SAB budget for 1971-72 is \$82,900.00 broken down as follows:

Major Concerts	\$50,000.00
Speakers	10,000.00
Theater	10,000.00
Informal Concerts	7,000.00
Classical Concerts	4,000.00
Hospitality	1,200.00
Publicity	700.00
Total	\$82,900.00

These budgets reflect not only the proposed cost of talent, but also the technical cost of hiring sound technicians, setting up chairs, hiring student security, and cleaning of facilities used.



SAB CONCERT: Performers such as James Taylor, who was at Stony Brook in 1970, will be scheduled by SAB.

SAB plans to produce at least eight large concerts. Two concerts will be completely free to fee-paying students, and the remaining six concerts will require an admission charge of up to \$1 for a fee-paying student. Of course, if the SAB realizes more money from the production of these definite concerts, the benefits will be reaped by fee-paying students. Extra money may mean the possibility of two more completely free concerts and several more small admission concerts. Non-fee-paying students will be charged higher rates than resident students. Fee-paying resident students will be guaranteed seats or admission to concerts.

The speakers' program will present a series of ten or more large events. This will allow students to hear from personalities and experts in politics, the movement, philosophy, science fiction, music, literature, and the media and other areas that are not included. This year such people as William O. Douglas, Stokely Carmichael, Alan Watts, Paul Krassner, Stephen, and Robert

Duncan have appeared.

The theater program will work in two directions. It will produce events of the contemporary theater and it will subsidize student admission to Theater Department events. This year, we produced "The Cage," "Kathkali," "Young, Gifted and Black," and "Groove Tube" among others.

The informal concerts will provide a program of blues, country, jazz, and bluegrass music with informal, no-hassle atmosphere.

Artists featured this year included Doc Watson, Bill Monroe and the Bluegrass Boys, and Dave Bromberg.

The classical program will provide a series of events with various artists such as John Cage and Ravi Shankar.

Hospitality will provide a drink and a snack for the speakers, artists, entertainers, and groups appearing at Stony Brook.

The publicity budget will provide for an adequate communications system with the students. Money is needed for posters, ads, and other materials.

Community Action Council

In a fall 1970 referendum, students mandated that \$4 of every student's activities fee be used for a community action fund. The Community Action Council has been established to administer this fund. It has attempted to facilitate the initiation of new programs and co-ordinate ongoing programs.

The Community Action Fund was initiated with the recognition of the closely tied interests of students and members of the outside community. A member of the CAC has stated that the explicit relationship between conditions that student and residents of outlying communities face and the ultimate source of their troubles become more and more clear as we analyze any particular situation.

During the fall semester, the Community Action Council scrutinized many programs that requested for funds. The programs were divided into two separate categories.

The first category contains programs designed to meet immediate needs with quick action. Some examples of such programs are the Community Health Center in Riverhead, Tutorial programs in Brentwood, Bellport, Center Moriches, and Riverhead, the proposed reactivation of the Gordon Heights Youth Center, Central Islip and Kings Park Volunteers and Wider Horizons.

The second category contains programs which may require a longer period of time in order to achieve their stated goals. In this group, results aren't expected to be as visible as in the previous category because the tasks may involve very large-scale operations which can only succeed with long-term commitments from carefully organized programs. One example of a program



SPEAKER: Stokely Carmichael, who appeared here last year, was one of many speakers to be sponsored by SAB.



The New Ambulance

like this is the Housing Community Project which seeks to secure middle- and low-income housing in Brookhaven and Riverhead Towns through a major educational and promotional effort. Another example is Suffolk Citizen which serves as a means of communication between students and Suffolk Citizens. The newspaper is an attempt to highlight the conditions that both the students and the working community face (such as inflation, the need for adequate housing, etc.) and the need for co-operation in taking any action that is necessary to remedy these situations.

The Community Action Fund's allocation for the 1971-72 fiscal year is \$24,000.

The Committee on Cinematographic Arts (COCA)

COCA has consistently provided Stony Brook with excellent movies. Their 1971-72 allocation is \$28,534.00 which will allow them to have three shows per night on their Friday-Saturday night series. A few of the movies currently under review for this series include "Joe," "Performance (Mick Jagger)," "The Damned," "Andromeda Strain," "Mash," "Patton," "Ryan's Daughter," "Love Story," "The Ten Commandments," "Sterile Cuckoo," "Goodbye Columbus," "Easy Rider," "Five Easy Pieces," and "Little Murders."

The Sunday Night film schedule will be based upon certain themes such as horror, fantasy, movies of the 30's, and mystery movies.

WUSB

WUSB, Stony Brook's campus radio station, is currently applying for an Educational FM license from the Federal Communications Commission. This will enable the station to operate off-campus and thereby benefit commuter students and the University Community in regards to information concerning Stony Brook events. It will also open up communication lines between students and the surrounding areas of Long Island. For resident students, its promise of high-quality music is an unquestionable advantage as compared to the poor AM carrier current system now under use. The cost of establishing the FM station will be \$46,000. A four-year, \$36,000 loan will finance the purchase of the transmitter, land, necessary electronic equipment, and a tower. This year's budget of \$10,000 will cover the day-to-day operating costs. WUSB's brand new, fully equipped studios are located on the second floor of the Union.

Statesman

Statesman is partly supported by advertising revenue. However, the majority of its funds are obtained from Polity in exchange for free subscriptions of Statesman for all undergraduates and advertising space. Statesman is printed twice weekly and a special magazine, "GROK" is printed monthly. The 1971-72 Statesman allocation is \$31,301.

Ambulance Allocation

Eleven thousand dollars has been budgeted for a Red 1970 Ford Econoline Ambulance and related equipment. This vehicle is used for emergency help by the Student Health Service. It is manned 24 hours a day, seven days a week, during the school year by the volunteer ambulance corps.

This service is available to all university students, faculty, employees, and visitors. In addition, it is on call for the University Police Force; and plans are being prepared to extend emergency service to the nearby community.

Program and Services Council

In order to fund programs and activities on the Stony Brook campus, a group composed of representatives of campus organizations has been assembled. This group elects representation to a sub-committee of the Union Governing Board. Program and Services Council representatives are elected from each natural program division (e.g., art, music, theatre). The council receives an allocation of \$10,000 from Polity to be dispersed in an equitable manner. The council will allocate

funds to the specific programs and activities sponsored by these clubs. As of this date, the following organizations have applied for membership in the Program and Services Council.

Undergraduate Chemistry Society
Soundings
International Folk Dance Society
Gay Liberation
Science Fiction Forum
Hillel
Gershwin Music Box
Pre-Medical Society
Pre-Dental Society
Allied Health Society
H Quad Photo Club
Volunteer Ambulance Corps
University Health Service
and Student Advisory Committee
Asian-American Resource Center
Chinese Association
Asian Films-Cinema East
Oriental Music
Newman Community
Ergo
Biological Society
LEMAR
Students for a Democratic Society
Workers League
Puerto Rican Society
Student Struggle for Soviet Jewry

In the fall, it is expected that more organizations will be joining the committee. One of the goals of the council is to unite organizations that are running programs along similar lines and coordinate them.

Lawyers

Polity retains the services of an established

law firm in order to deal with problems that confront the student population. The use of legal advice has been especially prudent in Student Government's relations with the Administration and the Chancellor's office in Albany. The projected legal budget for the upcoming year is \$1,000.

SASU

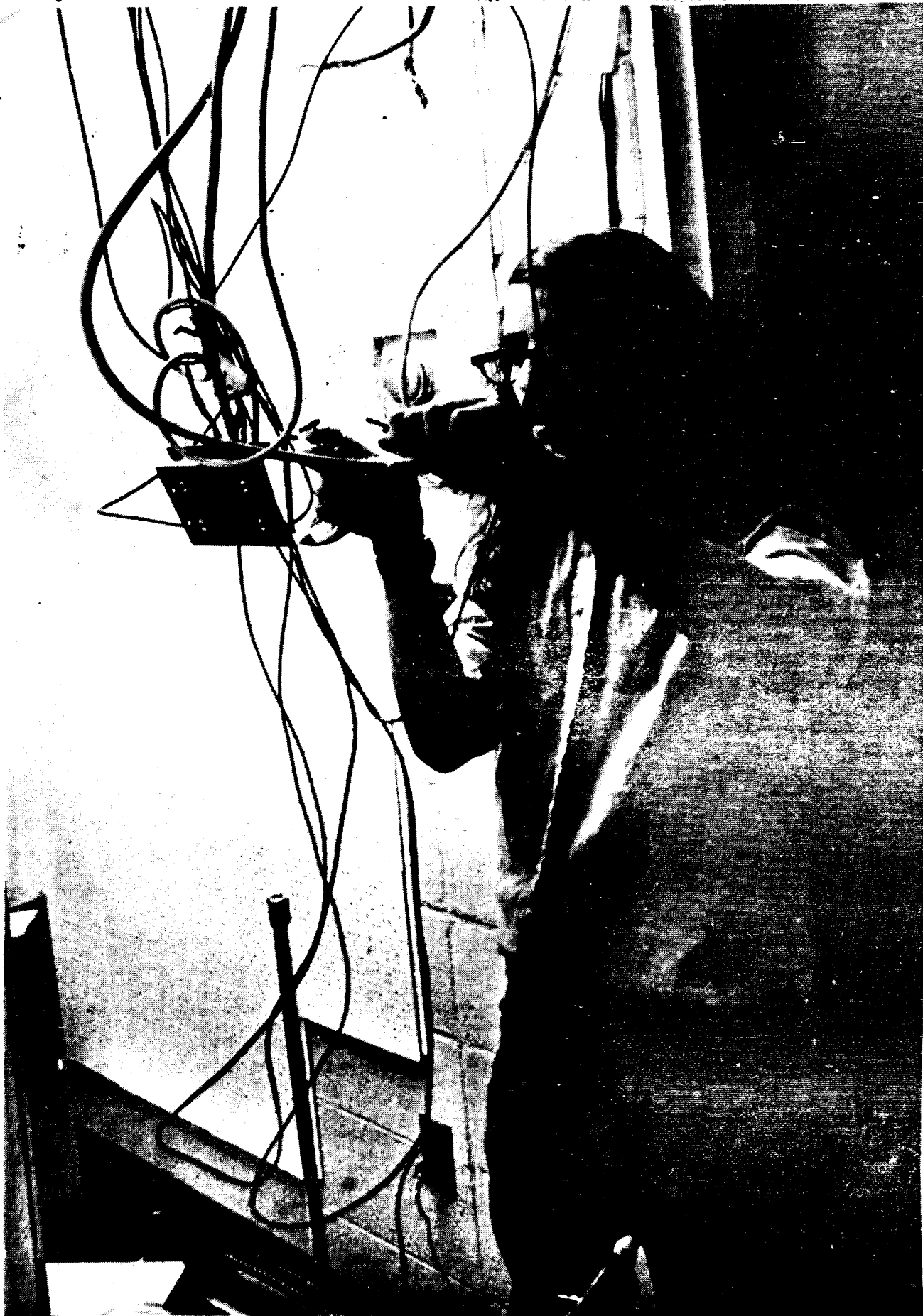
The Student Association of the State Universities (SASU) is attempting to unify all university students attending State Institutions in dealing with SUNY central. Many problems that crop up on Stony Brook's campus are similar to those encountered on other state campuses. By working together, rather than separately, SASU is proving itself to be powerful statewide force. SASU's allocation includes both this and last year's dues of \$6,486.

Elections

Elections are to be held within the first five weeks of the semester for these positions: Student Senator (one per dorm and a proportional number of commuter senators), Polity Judiciary, Union Governing Board and Freshman Representative to the Student Council. An example of the Senator's responsibility is the passage of the annual Polity Budget. The election costs also include the running of mid-winter and spring election for other positions. The 1971-72 allocation is \$2,100 to be used to pay students to run the elections.

Accountant's Fee

The State mandates that Polity conduct an annual audit of its books. In addition to this service, the accountant also advises on all book keeping procedures for Student Activities funds. Budget allowance for the fee is \$1,000.



WUSB: Engineer Robert Kaplan puts together electrical wiring so that persons in the various new WUSB studios could be in voice contact with each other.



ATHLETICS: Crew is one of the many Polity-sponsored athletics this coming year.

Ticket Office

The ticket office is manned by a full-time manager and student assistants. The office handles ticket sales for SAB and COCA events and is available for ticket sales for any University community activity. Budget amount is \$6,000.

Audio-Visual

Audio-Visual's budget of \$1,636 covers the cost of replacement and maintenance of Polity Audio-Visual equipment. This equipment is used by the residential colleges, Program and Services Organizations, SAB, COCA and anyone in need of sound or light services.

Administrative Expenses

Administrative expenses are the cost incurred by a Student Government office which provides services for over 7,000 students and dozens of clubs and organizations. Polity employs an office manager, bookkeeper and a secretary, \$20,000; Taxes (FIC and unemployment) \$2,500; Insurance (disability) \$500; Student Help, \$2,000; Student Council Stipends, \$2,300; Supplies and Equipment, \$5,500; Insurance on Equipment, \$500; and Phones, \$3,500.

Athletics

The Student Activities funds that are distributed to the athletics program represent a small portion of the costs for the activities on the Stony Brook campus. For years, students have attempted to persuade the state to take over the entire athletics budget. Unfortunately part of the burden still rests in our hands. The Polity allocations to the athletics budget can be categorized into three divisions:

1. Men's and women's intercollegiate sports will receive \$40,563 in the 1971-72 fiscal year. These funds will be used to subsidize the Basketball, Baseball, Cross Country, Squash, Crew, Judo, Tennis, Swimming, and Track Teams. In addition, the cheerleaders receive funds and the following women's teams: Badminton, Basketball, Bowling, Fencing, Gymnastics, Hockey, Modern Dance, Softball, Swimming, Tennis, and Volleyball.

2. The intramural segment of the Athletic Budget is \$5,500. A large majority of Stony Brook students participate in the numerous inter-hall activities, in such areas as badminton, volleyball, football, etc.

3. The athletic clubs receive just under a \$14,000 allocation. These include football, gymnastics, ice hockey, riding, outing, sports car, and Tae Kwon Do Karate.

In addition to the past budgeted items, there is an approximately \$5,000 unallocated line to cover unanticipated expenditures. If there are any questions concerning the 1971-72 Budget, don't hesitate to call 246-3673, 4, 5; or drop by our office on the second floor of the Union.

Editorials

Summer Statesman

Every year when the Stony Brook clock strikes June and winter—Biology majors and English majors turn into summer factory workers and secretaries, many tend to forget that the State University of New York at Stony Brook still exists. Come summer and Stony Brook becomes a kingdom without subjects where decisions are made, problems are created, and controversies quickly disposed of without those most affected to approve or more importantly disapprove. With that in mind, this special summer issue of Statesman was compiled and sent to you.

While much that happens in July may seem irrelevant to the student lazily sunbathing at Jones Beach, it may quickly take on new proportions of significance in September when he returns to school and finds his registration having been cancelled because of a bill for a meal plan he was not even on. Bureaucratic wheels, located anywhere from the Administration Building to the Polity office seem to turn with less friction in the summer. Past experience has shown that returning students often pay for that in September. We hope this issue will make you aware of what is happening at the place that is home for nine months of the year and give you the opportunity to react in whatever way you feel is appropriate.

The Sad Saga of Specula

Although yearbooks might seem to be a part of a college era that spent Saturday afternoons rooting for the home teams and Sunday afternoons being stuffed into phone booths or swallowing goldfish, mail to the Specula office indicates that yearbooks are still very much in demand.

Four years is a long time to spend anywhere, and bits and pieces of it can be captured in a well-done yearbook. As long as there is something to look back upon, even if panty raids are replaced by demonstrations and photos of seniors in suits and ties are replaced by photos of seniors in jeans and work shirts, graduates will spend a few minutes of their lives leafing through the pages of their yearbooks, simply remembering. Stony Brook's class of '70 has not yet had the opportunity to do this. The Class of '71 may never have the opportunity to do this, and at this point, things look doubtful for the class of '72.

Right now, it does not matter where the blame is placed. Whether the blame lies with a small group of students who took on the responsibility of creating Specula '71 and did nothing or the student council who did not bother to check on the progress of the yearbook and did not bother to allocate money for next year's yearbook, does not matter. What matters is that something be done now.

It would seem that the Student Council, claiming to represent the students' in-

terests, must accept the responsibility of righting the yearbook wrongs. First, the job of mailing out Specula '71 must be completed. At the same time, someone, possibly a Polity secretary, should be given the task of answering the many letters coming in from graduates wanting to know where their yearbooks are. These letters, coming in from all over the country, at the very least, deserve an answer explaining the delays. Many of these letter writers have patiently waited over a year.

In September, we would like to see something done about Specula '71. A Senior section, already compiled and at the printer, would be better than nothing. Finally, Polity must appoint a staff for Specula '72 and give them money. Funds could easily be transferred from last year's unused Specula money and supplemented by funds from Polity's unallocated monies.

If needed, Statesman will lend its own limited facilities and manpower, on behalf of the students, to the straightening out of the Specula mess.

If the Student Council does not act to correct this year's mistakes regarding the yearbook, it will be acting contrary to the interests of the students.

Food Co-op

A close look at the University would probably reveal, that the activity most indulged in on this campus, and probably ahead of drugs, sex, and studying, is eating. With that thought in mind, we heartily endorse the Mayday Collective's ambitious plans for a food co-op. Food, the eating, buying, and preparing of it, has traditionally been a source of annoyance and inconvenience, and regarding the meal plan, often a source of illness. While the meal plan was and remains intolerable, cooking in the rooms often involves high supermarket prices and long, stumbling walks loaded down under sacks overflowing with boxes of spaghetti and cans of tuna fish. If the co-op comes off, it will do something about both problems.

In describing the aims of the co-op, one of the organizers said, "but far more important is that hopefully a sense of community and sharing will be established." This is another desperately needed item at Stony Brook. If the co-op could make even a small gain in this direction, it will be doing this university a great service.

Food co-ops, along with book, clothing and other service co-ops have been successful at other campuses. There is no reason why this cannot happen here. We will see history repeating itself, if this enthusiastic idea becomes a forgotten idea. So put a knife and fork in your clenched fist and give all the support you can to the food coop, because if anything will bring the world together, it will probably be food.

Bean Sprouts

SUMMER IN THE CITY

By CARLA WEISS

Summer vacation used to be a magic word for the first 12 years of your academic life. It meant a 10-week release from the institution that imprisoned you for most of your childhood and adolescent life. It was an opportunity to experience a brand of freedom that you were warned would not be available when you "grew up." The adults condescendingly allowed you this privilege, confident that as you matured, responsibility and respectability would replace the carefree, naive and irreverent characteristics they attributed to you. By the time you were 16 or 18, however, they expected you to become exposed to the "real world." You were expected to take a summer job, the introductory course to the inevitability of your purpose in life — a nice job and good money. You would begin to know what it is like to make money, which you learned is a very important necessity, how to use it, save it or spend it. And working itself demanded a discipline that even the manipulations of school authorities could not entirely enforce. It was a discipline that produced the responsibility and respectability which are believed so essential for existence in the "real world." You would have to adapt to certain rules of conformity, in dress, manners, and in approaching people. You would very quickly learn the rules of the game and smother whatever emotions, beliefs and instincts that were regarded as improper and therefore a hindrance to "success." Because you were being bribed for applying yourself to these rules, it all would soon become acceptable, if not passably enjoyable.

This method of brainwashing, of subtly acclimating you to their sense of reality continues as you make your way through college. Every summer, you excuse it as being necessary for paying for your education, or as being a way of making you more responsible (whatever vague meaning that may have for you) and more mature.

Well, yes . . . you have to (grudgingly) wear a skirt and stockings, or now even a pants suit, to the office. And, yes, they don't allow you to wear a short-sleeved shirt without a jacket behind the counter. And I guess if you are in the city, you've got to dress up more. You'll wear your bellbottoms back at school. Well, yeah, they sure do work it all out bureaucratically (fancy college word), but I guess that's how a business has to operate. Y'know the blacks and Puerto Ricans do all the envelope-licking and package delivering, the girls and women do all the typing and filing, the men do whatever's left that's creative, and the boss orders everyone around, designating everything into its proper slot. Well, you've got to check in at 9 and out at 5, and spend 60 cents or more a day on the sooty and overcrowded subway. You get home at 6 or 7 and you're really tired. There's hardly any time or energy left to be with yourself, and weekends go so quickly. But it's only for the summer and anyway next year, you'll go to Europe and travel around, y'know, enjoy yourself.

But what about all those people who continue after August and whose vacations consist of two weeks off in the Catskills? They have to come home every day at 6 or 7 and make supper, clean the house, watch the kids, do all the things that you take for granted, and they never have time to be with themselves. Can you sympathize with them? Can you understand at all why everything wrong in the world can be accepted, just as blindly as they accept their "rat race" existence? Can you see yourself in their position?

During the eight months that we live at school, it's very easy to ignore what the majority of the world is doing. It's easy to slip into the dream world, the womb that is Stony Brook, and which many disillusioned people condemn as not preparing you for hard reality. The question is, are we willing to accept this reality and succumb to it, or are we going to try to positively change it? There are many possible channels through which we can effect change, from such small things as wearing what we want to work, or perhaps just refusing to take work as the easy way out and finding an alternate life style. We can work politically and socially in whatever capacity suits us best and be conscious always of the unity that binds all of us people together. The fact that we taste a little of their life during the summer attests to this. We can make reality what we want it to be and we can reject the reality that is being forced on us. All we have to do is try.

Ronny Hartman Carla Weiss Marsha Pravder

Summer Staff Statesman

"Let Each Become Aware"

Ricky Green

Chris Carty

Gary Wishik

Alice Kellman

Karen Ginsberg

WHEN I WAS A KID -

I USED TO DREAM OF
WHAT I WANTED TO
BE AS A GROWNUP.

A TEST PILOT -

A COWBOY -

A BALL PLAYER

NOW IM FORTY.

AND IM NOT
A TEST PILOT.

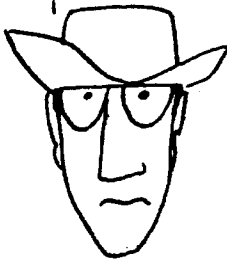
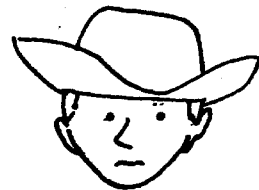
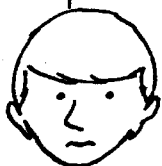
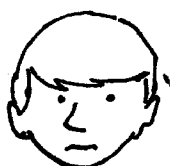
IM NOT A
COWBOY.

IM NOT A
BALL PLAYER.

AND IM NOT
A GROWNUP.

WHO EVER DREAMED
IT WOULD BE THIS
HARD?

FEIFFER



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Confessions Of A Summer Hotel Worker

By JERRY BENICK

"Just a minute, fella. Where do you think you're going?"

The blue-uniformed security guard blocked the rear service entrance to the hotel as he scrutinized the nineteen year old college student. It was a hot, muggy June day and both were sticky and uncomfortable as they sweated profusely.

"I was told to report today to work in the Dining Room."

"Is that so? You got an O.K.?"

"Here's the letter telling me when to report."

"Wait right there while I check this out."

The applicant watched the guard pick up the phone. He was confident that his letter wasn't a phony, and that he really was supposed to report today. But still, he shivered slightly while recalling the old proverb about the best laid plans of mice and men. He had schemed for many weeks to get this opportunity. He didn't want to blow it now.

"Gimme Smokestack, in the main Dining Room. Hello, Smokestack! This is Vincent, at the back door. Got a kid here who claims he's been given a job here starting today. His name's uh... Hey, kid! What's your name? He says his name's so-and-so. Send him in? Okay, you're the boss. You can go in now. See Smokestack in the Dining Room and he'll tell you what to do."

It took almost half an hour to find the right Dining Room. There are six in all. "I was told to see Smokestack. I'm supposed to start working today."

"Sorry, but you'll have to get an O.K. from the Maitre D', David Schwartz, first. Then you can see Smokestack."

It took over an hour to locate and get David Schwartz's attention. He happened to be hiding in Room Service, eating his

lunch. He gave his O.K. without even looking up.

"Uh, excuse me, my name's so and so. Here's my note from David Schwartz. Can you tell me where I might find Smokestack?"

"He's not here right now. You'll have to come back before the Dining Room opens for dinner."

Later that afternoon, having once again confronted a different security guard and gaining entrance to the Dining Room, our hero finally locates the elusive Smokestack.

"Excuse me, sir, but I was instructed to see you about a job. Here's my letter and the O.K. from David Schwartz."

"Well, we're kind of full right now, but you can get yourself settled and there'll probably be work for you on the week-end. Here, take this note to the Timekeeper and he'll give you a room. Do you know where the Timekeeper is? Well, ask somebody."

Unfortunately, the Timekeeper's hours are from nine to five, so our subject finds himself without a job and without a place to sleep. But the night is young, and so, before retiring to his car, he adventurously takes a stroll in no particular direction. In due time, he comes across a colony of staff bungalows, called Goldman's. There he finds dozens of sympathetic ears; others in similar out-of-work situations; college co-eds; an empty bed and even a take or three.

Bright and early the next morning, our victim of last night's run-around returns to the Timekeeper's; obtains the key to a dilapidated room; unwittingly signs his name once too often (thereby joining the Union which deducts \$5 from his paycheck); and has his picture taken, without which he would not be admitted into the Hotel to work. He proceeds to



settle himself into his new residence, anxiously awaiting the week-end, with thoughts of dollar bills dancing in his head.

This is now my third summer at the Lexington Hotel, the largest such establishment in the Borscht Belt region of the Catskills, and I know that the above incident occurs often. That's the way the place works.

I also know that jobs are scarce—not easy to come by. A job at the Lexington is usually secured through the services of a relative or friend, proving again and again that it's not what but whom you know that counts. Some of these connections are so absurdly indirect that they're laughable. Three students from the same University in Ohio got jobs because one girl's parents have close friends whose daughter is a good friend of the Maitre D's new daughter-in-law. The parents of a guy from the south are friends of the hotel's social director's parents. That's how he got his job on the social staff. The first cousin of a Long Island girl's mother knows the hotel Comptroller and got her a job as a cashier. Her roommate at college got her job on the coffee shop through a friend who already worked there.

Interestingly enough, the number of young people who obtained jobs on their own initiative is exceptionally small. One such industrious person had his father call one of the hotel's owners, though he didn't know him. Then he applied in person and was told that no jobs were available but that he could stay and look around. He did, and his perseverance paid off when a bus boy quit. Another simply wrote an impressive letter to a department head and was taken on.

Even those who succeed in finding a job at the hotel gripe about working conditions all summer long. The money's pretty good, but it's sure no picnic! The work is very hard and demanding and the facilities of the hotel are supposedly not available to staff. This doesn't stop most of us but a handful do get caught and fired throughout the summer. It can be a strain, this sneaking around, looking over your shoulder! Long hair is more than frowned upon. Haircuts are next in importance to I.D.'s as credentials for getting a guy into the hotel! However, many turn to short-haired wigs as an alternative.

Summer kids are treated badly, even worse than the "lifers" who are there all year around. The former usually get the worst stations in the Dining Room; are laid off first when business is slow, and, since they're considered expendable—a dime a dozen—they are quickly and easily fired for the smallest offense.

Nobody, however, has it easy at the Lexington, or any other hotel, I'm sure. Even the Department heads have to struggle because of new cutbacks. Fewer workers are being hired; equipment is in short supply; conflicts are constant and unavoidable; and fuses are short, especially during the hot summer.

Of course, the most important topic of conversation is money. Most employees of the Lexing-

ton make their money on tips. Salary is minimal—between four and seven dollars a day. Working for tips has its pros and cons. It's only taxable if declared. And you could get lucky every once in a while. However, stories of rotten tips, stiff and unusual experiences abound.

You hear stories such as, "I once delivered a tray to two spinsters who sent me back for more food. When I returned, they were in the hall screaming that they had been robbed of all their money. The room maid told me later that they often pulled similar stunts."

One person will order room service for others who aren't expecting it and therefore don't tip. Guests say they don't have any money on them. Many guests are simply not aware of the 'rules', while others feign ignorance. Some complain about the outrageous prices of the hotel and refuse to be socked by everyone with an extended palm. (There's a point there.)

It's usually true that the richest are the cheapest. The Lexington has many guests for the entire summer (at app. \$50 per day per person). If you can afford those rates, you can afford to tip generously for good service. So it says here in fine print.

Still, for all its problems, everyone should work at a hotel at least once in a lifetime. The staff finds a common bond in griping and it's easy to make close friends. It becomes more or less like a college fraternity or dormitory. Some prefer to use the hotel's abundant athletic and/or social facilities, while others hang out at the staff quarters listening to music, playing guitars, picnicking, barbecuing and, of course, smoking. It depends on what you're in to. And don't forget, it's the country. That's a big plus—summers should be spent in the country, if not in Europe or Israel. Oh, well, maybe next summer...

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CATERING

Sweet Wine

By GARY WISHEK

Jackie Lomax is a superstar. It doesn't matter if the name is unfamiliar or if you recognize it but can't place it. It's not where you remember it anyway. A limey, bouncing around in the magical days of the early Sixties but never surfacing. You might remember him when he briefly surfaced at Apple, his album produced by George, and the single "The Eagle Laughs at You" which, for a while, was being played over the airwaves. This was also the period in which his stable mate James Taylor's first album was languishing unnoticed. Jackie is not as good a songwriter as James and his music is not as catchy but he is a superstar.

Apple was never as good to its people as it had hopes of being and Jackie, like James left for the New World. Jackie has been picked up by Warner Bros. and has been transplanted to Woodstock N.Y. where he has spent the last year or so germinating.

All these influences are extremely apparent all over this album. It's called *Home Is In My Head*, and it has a little bit of everything, horns, strings, chicks, and a slide guitar. But this is the day of the single artist and Jackie is a superstar. He writes his own material too.

His voice is strong and pleasant and the songs are catchy. "Give Me All You've Got" has strong flavors of McCartney's (another apple star) "Ooo You". That same type of strong bass line. On top of that is horns and chicks. Then down the twisted trails of the Colorado hills as a dozen men from Arkansas are chasing him to his death. All that's saving him is his horse but soon his time will come. It comes for all of us and he's facing it really cool. Listen to that slide guitar, and the spirit in his voice. Just like the movies, all the great one's with the chorus in the background. Maybe this was recorded in the saloon just before he rode out for the last time. It sounds like the Tombstone city saloon piano to me. The song is a "Hundred Mountains".

And lyrics, you want lyrics. How about the title song? Play it and look at the cover. There is Jackie sitting thinking heavy thoughts in the corner of some cement room, like he's been there for quite a while and is going to stay awhile longer. Let's peek into his head. "Well I lost a wheel in Barrow/

Tried to cross the No-one-Cambridge / When my Liverpool grew shallow / Had to dig more Wells in Tumbridge." That's not just walking down a country road.

You can really get to know this guy from inside his songs. He writes about what happens to him. "She Took Me Higher", the old cosmic orgasm saga. She sounds like quite a girl. They are all quite unusual. I mean the names and the band. It must have taken quite a while to find them, but just by reading the credits you know they ain't no street band. On lead guitar, all the way is Israel Zacuto, a name to remember. Rhythm Rickie Redstreak and Bugs Pemberton on drums with Tommy Caccetta on bottom end and the rest of the fellows. Of course the slide guitar is Frank Furter. Honest. Now, ready for this. On "Don't Do Me No Harm", the all time great back-up men, specialists in their field. Eddie and David Brigati bringing all that LI disco experience into the music. What can you say to that.

There are several weak spots here and there. Nobody's perfect. But if Elton can get away with it then Jackie will be there too. It's only a matter of time until the cosmic wheels pass over your foot and the world hears your scream.

Even though this is the summertime and the slack season there have been several excellent albums released. Briefly they are:

GRAHAM NASH SONGS FOR BEGINNERS ATLANTIC SD-7204.

Don't let anybody tell you any different. That Graham Nash is quite a fellow. Graham has spent a lot of time this past year singing high harmony on everyone else's records.

Since the conception of CS&N he has been doing the commercial ditties, "Marakesh Express, Teach Your Children, Our House", and has been the weak link. Now that all the solo albums are out he fares as solidly as Neil Young, leaving Crosby and Stills with the weak albums. I must confess that this album came as a surprise to me, I didn't have much hope for it. But I like to be pleasantly surprised.

Songs For Beginners is much more complex than its seeming simplicity. The album flows smoothly and pleasantly, a gift from Joni. Perhaps. He has

abandoned the "doo-doo-doo-doo" verses that murdered the Crosby album, and has written some beautiful lyrics; best example being "I Used To Be a King". In many ways, the album is equal to *After The Goldrush* and it is apparent that Graham and Neil have influenced each other very much. Both men are extremely adept at constructing songs that are incredibly fragile, therein lying their beauty.

My favorites, and the list keeps expanding each time I listen as something else strikes me, are "Military Madness," (with Dave Mason playing electric wah-wah), "I Used To Be A King" (Jerry Garcia, pedal steel), "There's Only One" and a fuller version of "Chicago" with Rita Coolidge and Co. doing vocal backgrounds.

ROD STEWART EVERY PICTURE TELLS A STORY MERCURY SRM 1-609.

Inside it says that it's full of good things and loads of suggestions and the cover doesn't lie at all. The first number is the title song and its an autobiographical rocker. "I wouldn't quote you no Dickens, Shelly, or Keats because its all been said before . . . Every picture tells a story don't it." Rod is a much more sensitive soul than he lets on and this can be found out by getting beneath the vocal raspings, or abrasives as he credits himself on the liner notes. His songs operate on two levels, pure overall sound and then the poetry of the songs themselves. This tune features vocal trade offs a la "Gimme Shelter" with Rod and Maggie Bell. This one was written by Ron and Ron Wood. The Faces are here, Ron is all over the place and plays like . . . well much, much better than was evidenced by the Faces live performance some months back. The Faces particularly shine on "Losing You", the old Motown song. Aside from them Rod has assembled an incredible session band of Mick Waller, drums; Pete Sears, piano; Martin Quittenton, acoustic guitar; and Ian McLagan, organ. (Others too.)

The material is evenly spaced between the rockers and the ballads. Each is given precision care and all arrangements are excellent.

"Maggie May" is my favorite cut. It was written by Rod and M. Quittenton, and features a strong beat and beautiful supporting electric organ in the style of Al Kooper on *Blaube*



SMILING MEN: Singer Mike Heron

On *Blaube*. This will definitely be one of those songs that will be recorded by everyone. It flows into a solo Rod composition "Mandolin Wind", very pretty but just a little bit drawn out. Next are the two specialty numbers "Losing You" and Tim Hardin's "Reason To Believe" both executed with consummate skill. There is power to spare in Rod's voice and the song is given a new life. The vocal humming by the group is funny after having seen how they come on to each other on stage. It also includes a drum solo, for a change a good one. "Reason To Believe" is why Rod is the best English song stylist around.

MIKE HERON SMILING MEN WITH BAD REPUTATIONS. ELEKTRA 74093.

Mike is his own man and he functions well away from the incredible. He is the rock and roll influence and on half the album he drifts that way. "Call Me Diamond" is a Traffic-like rocker and "Warm Heart Pasmy" features the Who in their best work since Tommy. For the rest it is traditional (?) string-band and eastern music, along with some very delicate and very beautiful English classical music.

HAMPTON GREASE BAND MUSIC TO EAT COLUMBIA G 30555.

The music covers areas virgin to the rock world and is already having a profound effect on anyone that comes into range. They played with the Mothers at the Fillmore and brought down the house. Describing it won't do it any justice at all and won't help you one bit to understand it.

The album opens with "Halifax", the most commercial cut. It is a nineteen minute tribute to Halifax and has no musical rival, the closest being the seventeenth century Maryland epic poem composed by the poet laureate of Maryland, Ebenezer Cooke. Wouldn't you like to come to Halifax? % Air masses moving eastwardly / You'd like to spend some time there / Won't you come and breathe our air?"

Skip around. "Maria". A decade ago she was hugging the

dying Tony in the playground after Chino from the Jets did him in. Now she is seducing 13-year-olds.

There is more. "Six" is a phantasmagoric dealing with differing lifestyles in an intergalactic war. The Hampton Grease Band is from Atlanta. They are Duane Allman's favorite band. The album has a great cover; there is no way to describe it. Its a two record set at a special low price and its called *Music To Eat* because as Hampton said "the title fits the music".

Tickets

The Beatles, Stones, Dylan and Crosby, Nash & Young are not touring this summer so there is no reason to stick around New York waiting for tickets to go on sale. But for anyone who happens to be around, this summer . . .

July 23 Black Sabbath, War Memorial Stadium, Syracuse.
July 24 Black Sabbath, Convention Hall, Asbury Park, N. J.
July 26 Mother Earth, Town Hall, N.Y.
July 28 Black Sabbath, Gaelic Park, N.Y.
July 30 Stephen Stills, Madison Sq. Garden.
July 31 Who, Forest Hills.
Aug. 2 Judy Collins, Central Park.
Aug. 4 10 Yrs After, Gaelic Park
Aug. 6 Atomic Rooster-Rock Pile, Sha-Na-Na, Central Park, Chicago, Forest Hills.
Aug. 7 Atomic Rooster, Rock Pile, Sha-Na-Na, Central Park, Chicago, Forest Hills.
Aug. 9 Carpenters, Saratoga, N.Y.
Aug. 16 Procol Harum, Schaeffer Festival, Central Park.
Aug. 18, Carole King, Greek Theatre, L. A., Calif. / Airplane-Gaelic Park.
Aug. 20 Procol Harum, Place Des Nations, Montreal Canada.
Aug. 21 Mandrill Chambers Bros. Cent. Pk.
Aug. 25 Carly Simon, Central Park
Aug. 27 Murray the K, Central Park.

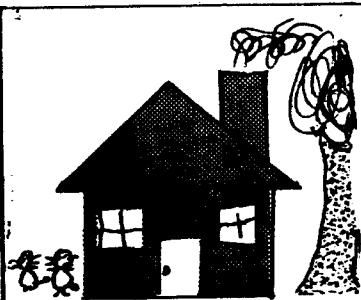
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Day Care Center Opened For Summer

By MARSHA PRAVDER

"You know why it snows every winter? It's 'cause God knows that people like building snowmen and throwing snowballs and God wants us to have fun," commented a five-year-old boy to the woman who was reading to an audience of six children.

In another part of the room, a seven-month-old girl slept in a crib as two other children played with blocks nearby. Several of the youngsters climbed out of what was once a window in Langmuir lounge. That room, decorated by strikingly original drawings, now houses the Summer Day Care Center.

This collective, run by working parents from the University community, opens its doors at 8 in the morning to the 20 children participating in the program. "Many more parents wanted to bring their children here," explained economics professor Michael Zweig, one of the founders of this center, "but we just don't have the money, space or staff. We only pay three workers, and the pay is outrageously low."

Since so many parents requested that their children be enrolled in the Center, the originators had to call each parent in order to find out if alternate arrangements could be made. The ones who had absolutely no other place to leave the youngsters were accepted into the Center.

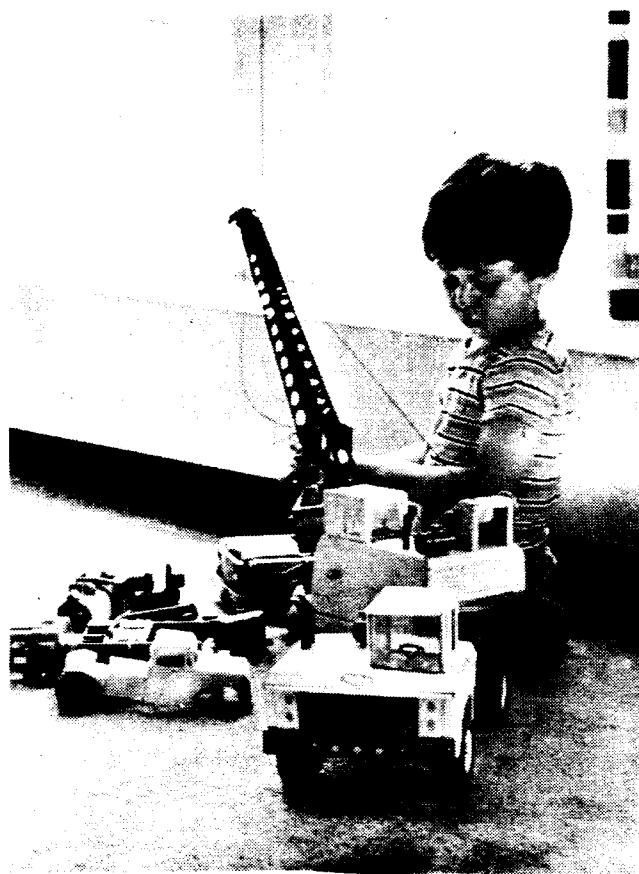
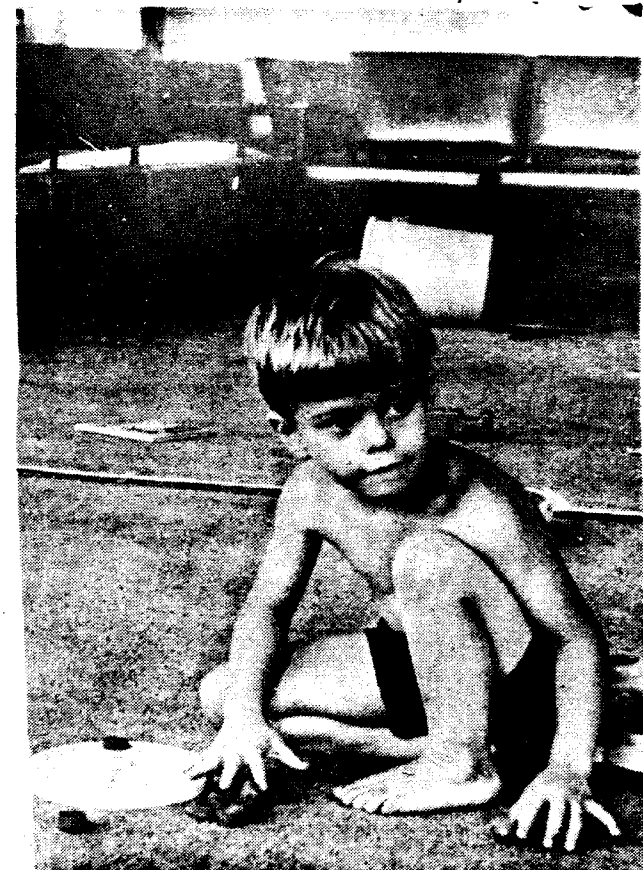
In what was termed "true co-operative feeling," each parent who has the time is asked to volunteer a half day per week at the center. Those who can afford it are charged a \$12-a-week fee, but many of these fees are waived. The parents come from a wide range of jobs — secretaries, maintenance staff, faculty, HEP students, graduate students, and administration. The children range in age from seven months to seven years.

Each day, the children can participate in an art project, a musical activity, snacks, field trips, and swimming in an inflatable pool behind Langmuir lounge.

"The administration only co-operated in giving us this lounge for a few hours each day," complained one of the mothers as she explained that at 4:30 each afternoon, the lounge had to be cleared of not only the children but also of the cradles, toys, and books that are needed each day. Every morning, these same supplies have to be brought back into the lounge. The administration, according to the parents, has not offered any financial support for the center. "We had to put some fencing up around the area," explained one mother. "So we had to scrounge around for it and put it up ourselves." The infirmary, however, has consented to see any sick child from the Center.

The group of parents met only three times before opening the center. At the end of one meeting, they randomly called campus offices to poll workers in order to see if this center would be in demand. "We got tremendous positive response," said Zweig. "It's really wonderful to watch these kids play with each other," one mother commented, "They're so uninhibited—they're not messed up yet. This center is as good for the children as it is for their parents."

As far as whether a Day Care Center will open permanently on campus, "Keep your fingers crossed," one mother said. "They've been meeting and arguing about it for over a year. We hope that it will open soon, but we don't know."



Parents Become Oriented to Youth's Quest

By ROBERT F. COHEN

The reaction of John Wexler would be a "swift kick in the pants." To another parent, it would be a long discussion. Mr. Wexler, of Holbrook, the father of an incoming freshman here, was describing what he would do if his son came home one day and told him, "Dad, I don't know who I am."

"I missed a great deal of what kids today have," said Wexler. "I went into the army at 18 during a war, and got out at 22," describing it as very difficult to find a job without having a college degree. "No doors were open."

During the second of the freshman orientation sessions this summer, nearly thirty parents discussed with students and administrators their fears and expectations about today's colleges. Spurred on by the film "A Nice Kid Like You", released by the American Psychiatric Society, and what Dean of Admissions David C. Tilley described as "contrived and glib", the discussion centered on the identity crisis of the young, and its relation to drug use.

"My grandfather" said Wexler "told my father what to do," and his father

did likewise. "We certainly knew who we were." But Rich Friedman, an orientation staffer, who is a senior, countered: "No, you were told who you were." Dean Tilley tried to clarify: "What 'trying to find yourself' means is (overcoming) the process whereby a child takes things for granted. He never stops to think about them. By 'finding himself' he begins to examine things previously intuitive or obvious. He'd like to say what makes sense for him to do. We used to call it growing up."

A mother, concerned about the proliferation of drugs on this campus, asked why the University does not expel those students who are caught with drugs. Explaining how she would take action in her family, the mother said that she would "say to the child that I strongly disapprove of drugs, but if he were to do it, he should smoke in front of me. My son once found a pack of cigarettes in my daughter's things," (she related, as her daughter, sitting beside her kept telling her to "shut up"). "I told my daughter that if she wants to smoke, she should do it in front of me. She lit

up a pack, and coughed to high heaven. I don't think she will do it again."

Members of the discussion group criticized the mother's "ambiguous" policy. Said a group member: "You're telling the University to take care of the problem when you can't. You wouldn't expel the child from the family."

Asked what youngsters get out of smoking marijuana, no one in the group said anything more than "a pleasant high."

Wexler suggested that the University show the incoming freshmen the "Mickey Mouse" films that the Army shows to new recruits—based on drug abuse. These movies, he claims, may not scare them, but would give them second thoughts about using drugs. The group generally agreed that hard drugs were bad, but no concrete proposals for prevention were formulated.

Questioning whether parents are making life too easy for their 16-18 year olds, one parent complained that "If they can't find themselves by 18,

we certainly are. If only they worked for a living, they'd know who they are."

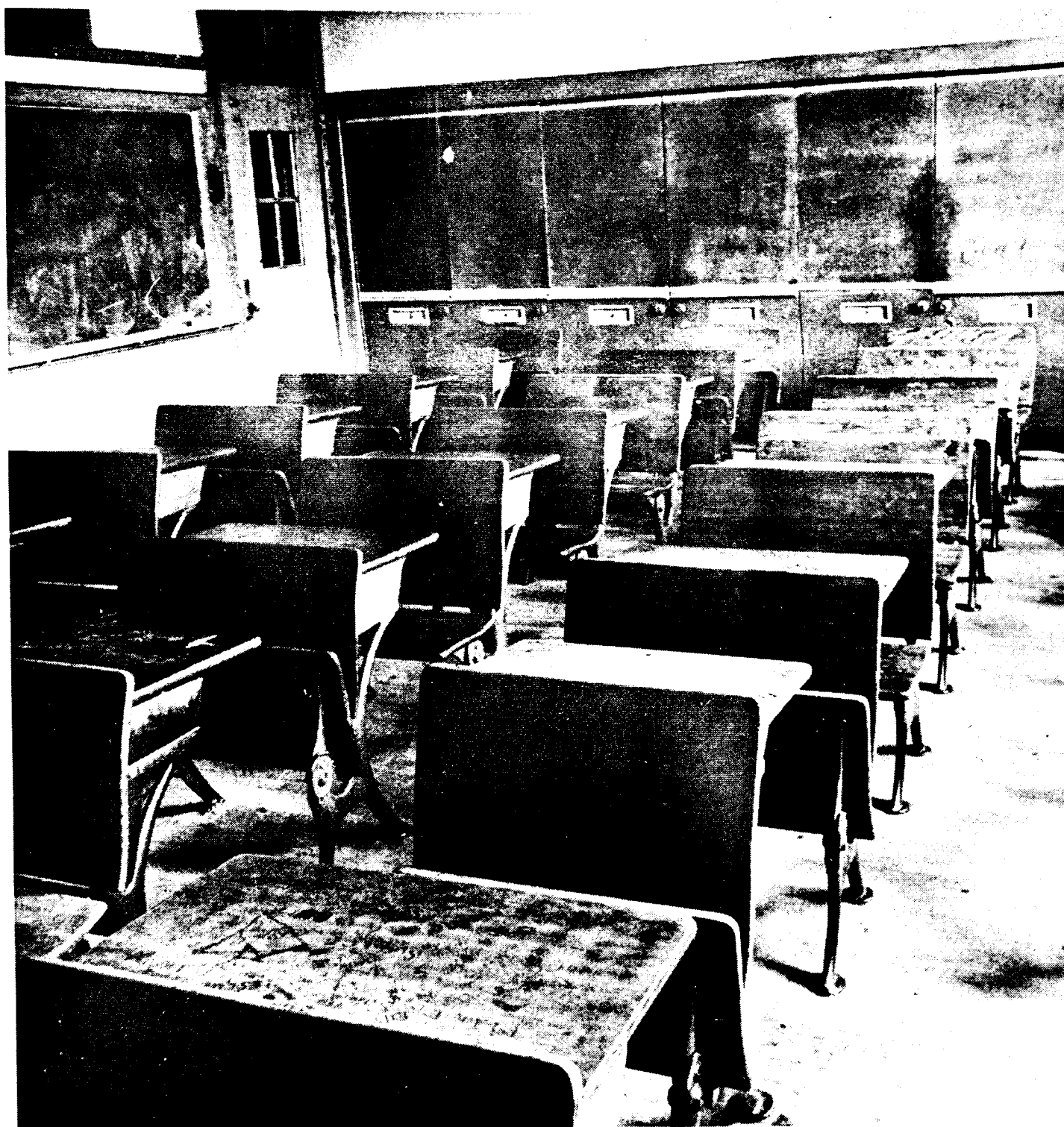
Sound economy? Maybe. A solution to the "problems" of youth, no. As one parent put it, "The idea of making a life is not finding a career for money. They are seeking useful, purposeful lives. They see in their parents something which is not meaningful, and are rejecting it."

When asked if he was happy with his job, a parent, who hadn't said much during the discussion, interrupted Wexler and said, "I'm an accountant and am just miserable. I'd like to be a musician or a mathematics professor." By the end of the session, his wife was toying with the idea of trying marijuana. But a student warned her, "Be careful. The authorities have told us that smoking marijuana will induce a person to commit rape or murder."

Today's young people have taken this statement as one piece of gross fiction. Legislators and the authorities ask "Why do young people question everything we do" and not follow blindly? They're just trying to find themselves.

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 Milstein, Ned Steele, Ronny Hartman

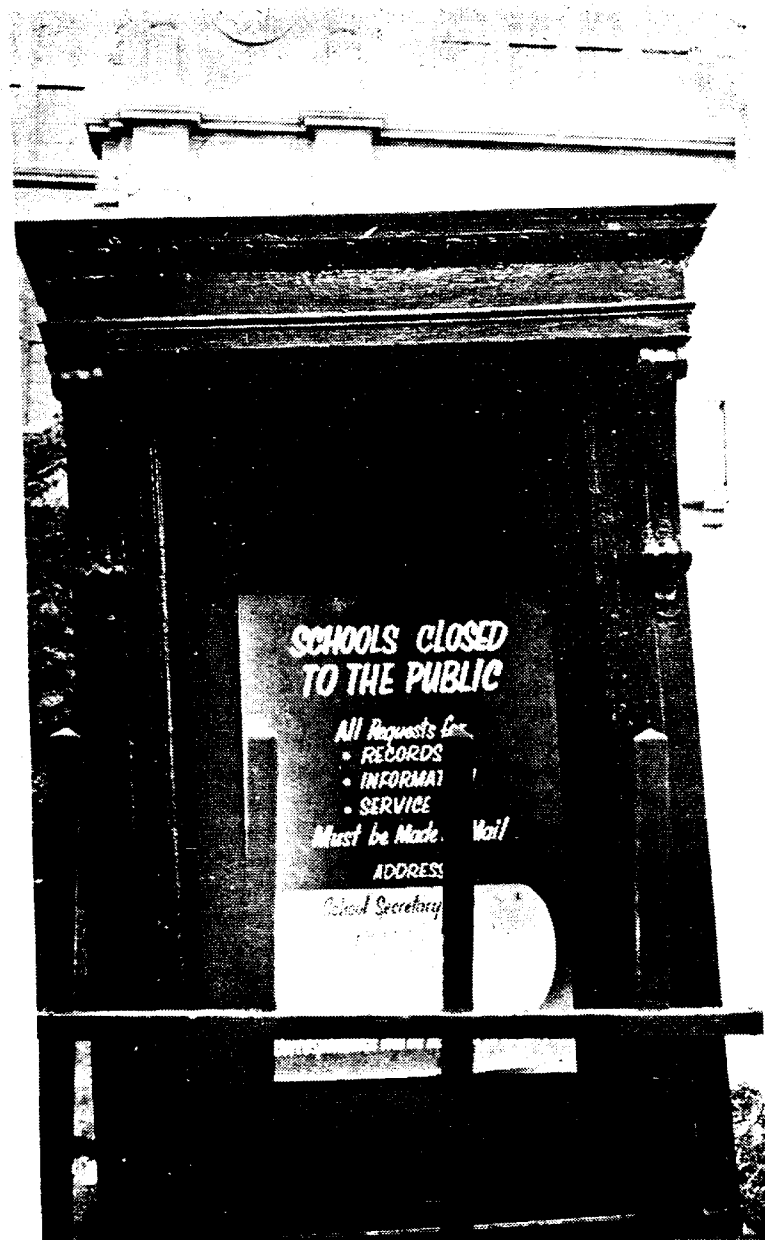
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HIGH SCHOOL SUPPLEMENT

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COORDINATED BY:
Judy Horenstein

GRAPHICS: Sue Barner, Florence Steinberger, Al Walker



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...



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."

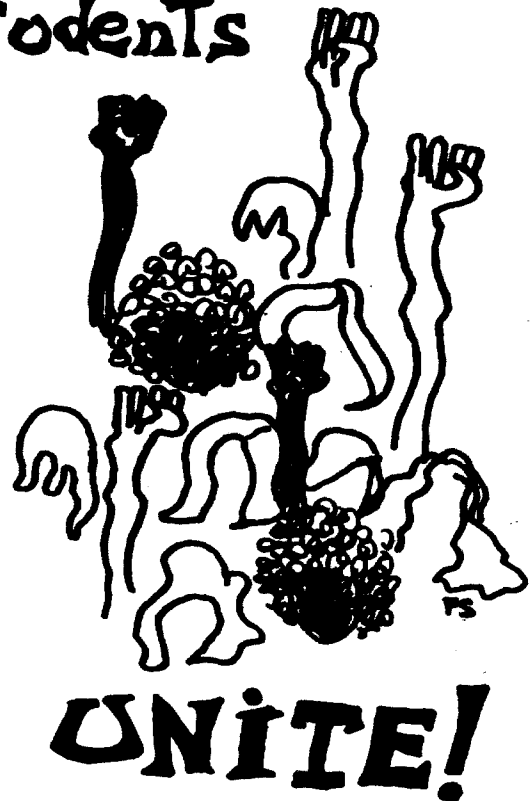
Lachman's resolution, although it finally recognized those constitutionally protected rights of speech and assembly (as long as there is no interference with operations of regular school programs), does not diminish the legal authority of the administrators. Its main stress is on students responsibilities 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



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 liaison 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 MARINA FEATHER
and ROBERT FRIEDMAN

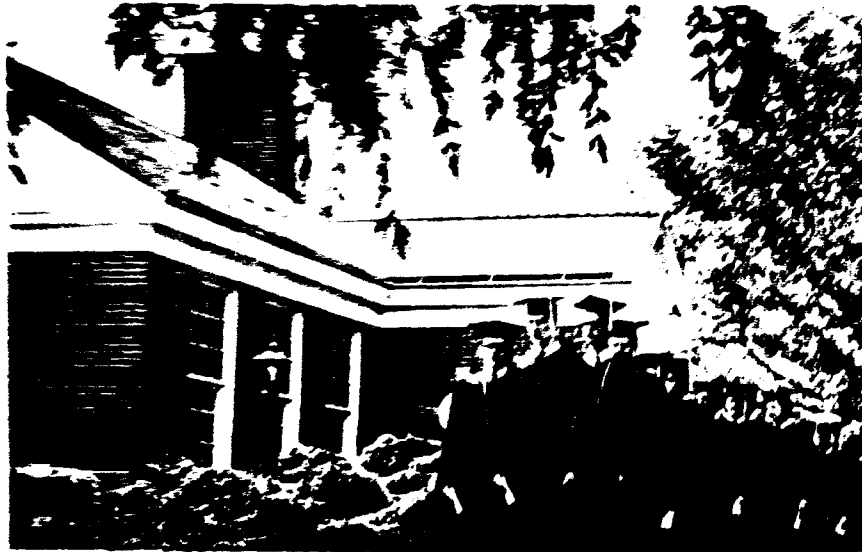
"What is Stony Brook?" a Connecticut school where students build on their talents and interests are the necessary ingredients for making Stony Brook what it is today.

Stony Brook? Not because this is the Stony Brook preparatory school for boys, which has been in existence since 1888 and has a reputation for being a boarding school in college.

The boys here, in a way, are the students who in effect are the school's traditional supporters. Little is the attitude of the boys who are here, they are well-defined individuals. They are not little individuals or individuals who are 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 Lerner, a junior from Pennsylvania, commented, "The independence of the student is unbelievable. The University is an extension of ourselves. We because they are administrators, they are not just men and women. They are men." Some of the boys are more involved in the school. They were supposed to see someone from the University without a huge mass of their own had to be paid. They said he would "make them plastic," and "make them plastic" in their universal understanding.

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 himself a Democrat by the boys' estimation, noted that students have done a great amount of work for Buckley or Goldwater, but little for O'Dwyer. 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. There was no need for discussion concerning the war in Vietnam. 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 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 the wear 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' reaction to this proposal was mixed. Some boys complained that they came to an all-boys 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, wearing a car without proper permission, carrying firearms, possessing a shotgun, carrying extra weapons without permission, smoking, or disruptive cutting of classes or classes.

The boys and their mother to a dress code. They are expected to wear suits and a shirt, no new-market sweaters, sweaters, or no shirt. The boarding students must wear a tie and jacket at the evening meal.

As for their attitude, the headmaster, Don Gaebelein, wants to see the cars and the back of the neck. Ken Lerner, a senior from Illinois, commented, "The headmaster is going up to see. He sees it as a symbol of rebellion."

Students reacted to the regulations was mixed. According to Ken, "You can have a good time here, but you have to be prepared." Ken said that he can live without drinking and smoking, but the attitude behind the rules is not. The system is not that right, rules can be bent for legitimate reasons. Ken concluded 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 appeal 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 complement 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 covered 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," concluded 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

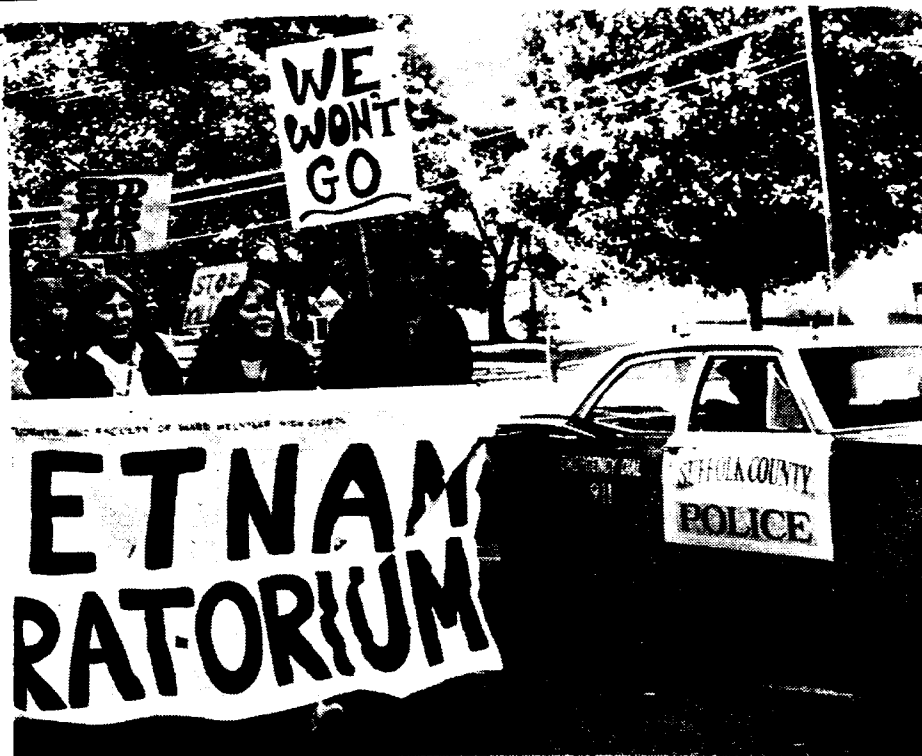
petition drive, the sophomore class demanded and got a revote in their class election when irregularities became apparent in the voting results. Academic requirements for student government having just been removed, the sophomores then elected as class president a non-academic student with a history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

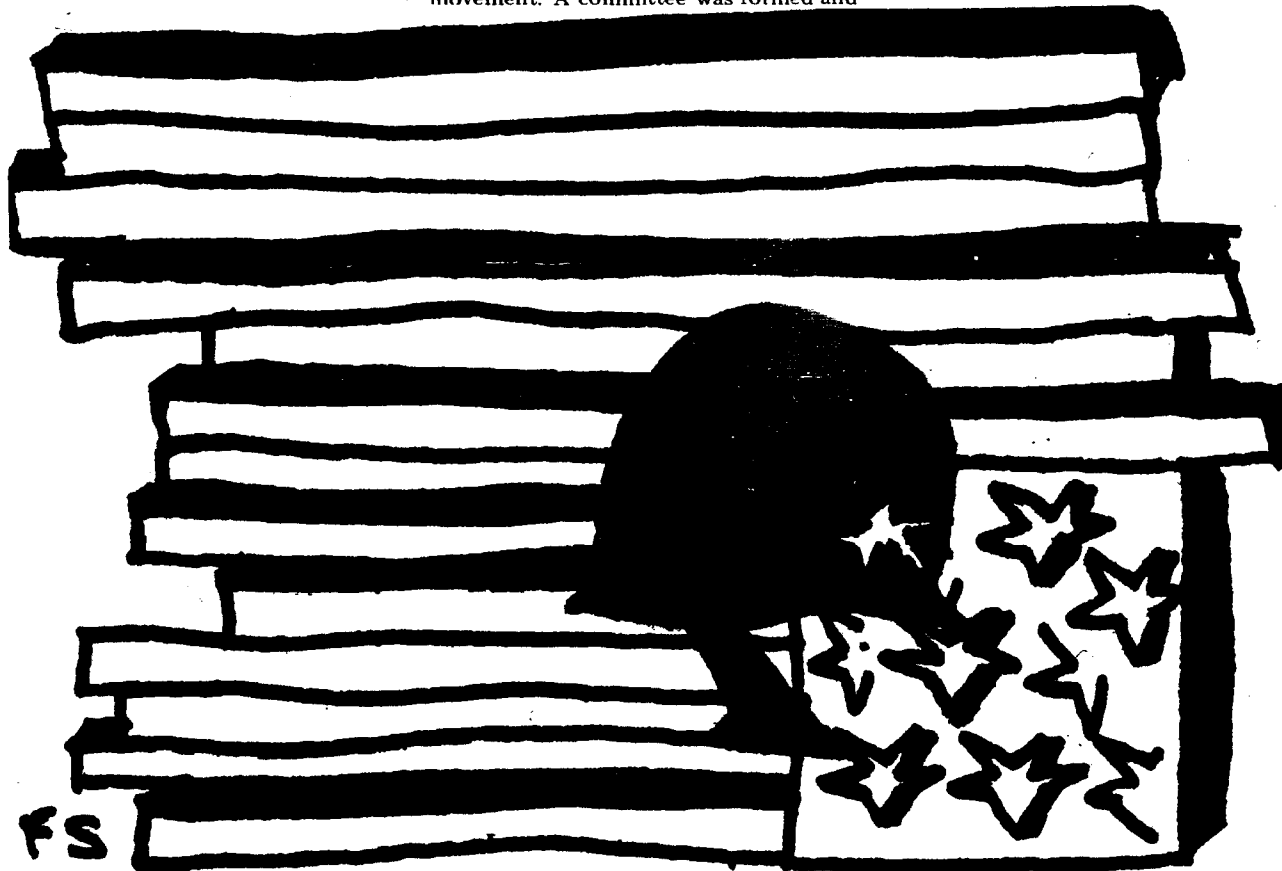
Then, two years ago, in the turbulent year of 1968, Henry F. Cotten was imported from a "revolutionary" school in Massachusetts to become principal. "People talk about student dissent as if it were T.B. or a disease that had to be eliminated," would note the new principal. "The trouble with most students," 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 won't 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 failing, and 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 got 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.

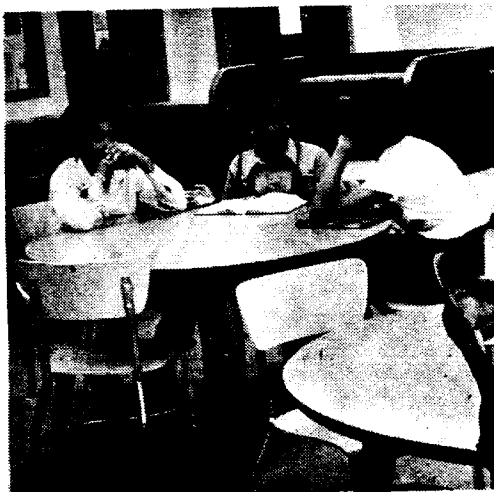
Approaching Dewey's gray brick walls, periodically broken up by bright red slabs, it is apparent that something is different here. Where at most schools, student guards patrol the sacred, cracked concrete "school grounds," here, kids casually dot the grassy mall "campus" that surrounds the building. 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.

(Continued on page 18S)

Bussing Brings Bad Feeling To Bayside

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

By JUDY HORENSTEIN

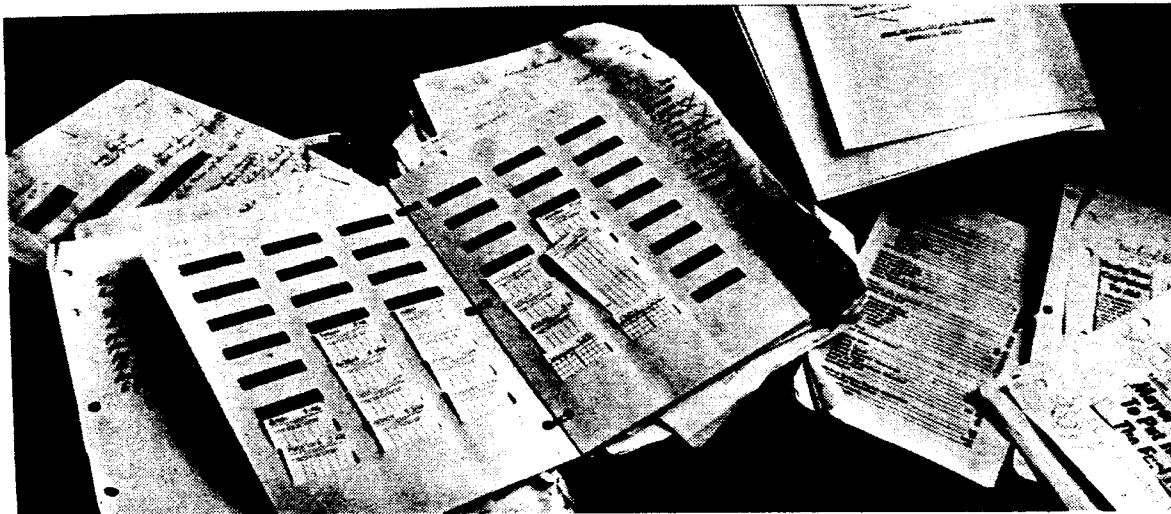
"Activism is no longer the issue here — it's survival." This statement refers not to an urban slum, as one might expect, but to an academic high school in Bayside, Queens. The assertion comes as a shock to those who are familiar with the liberal, education-oriented middle-class Bayside community of one 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.

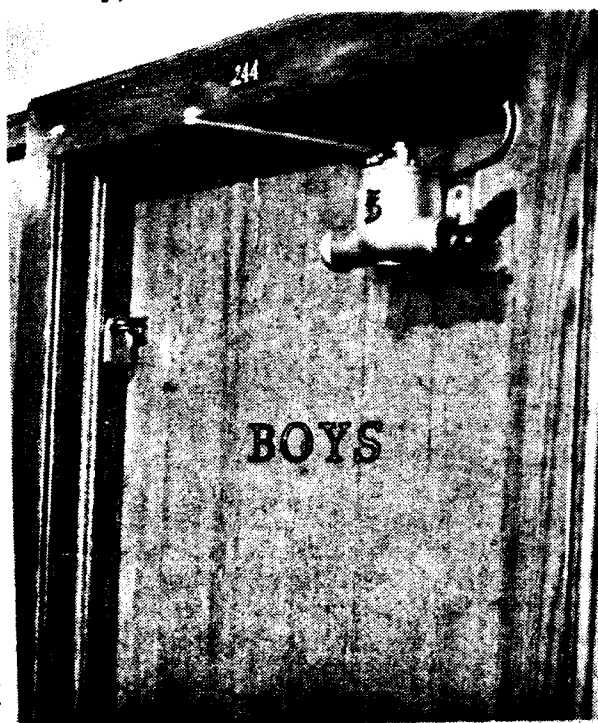
Today, the stationary, carved-up wooden desks, caged stairways, and dimly-lit halls are the same as they always were. But the teacher aides are perhaps a bit more anxious to corner students in the hall to find out where they belong and where they should be going. "Extortion" stories are rampant, and 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 named 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

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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.

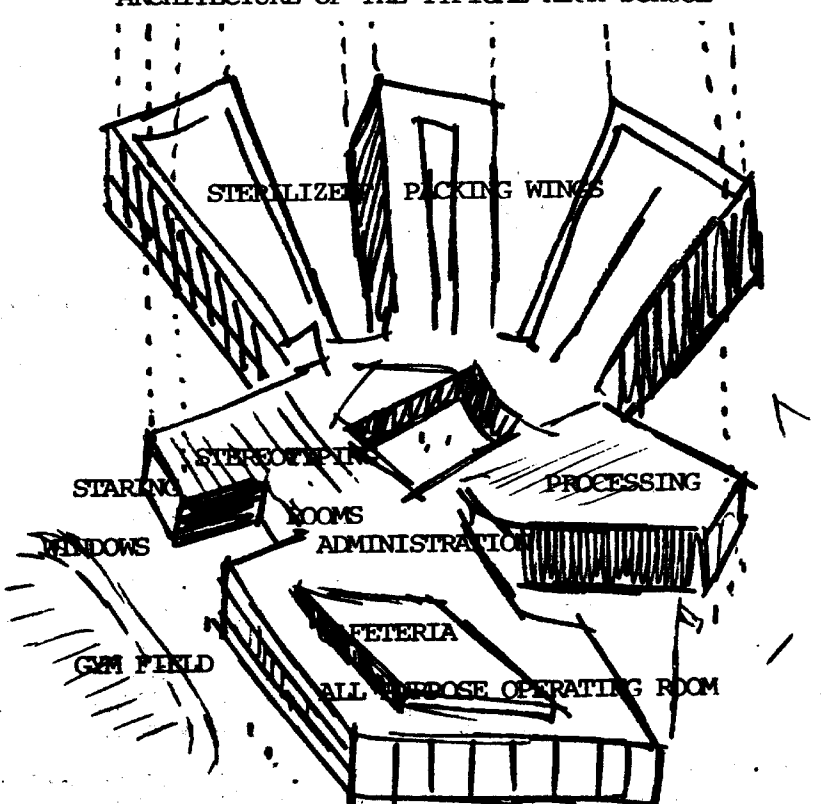
But Ward Melville High in Setauket is the scene of repressed student unrest, and this is reflected in its pseudo-colonial throw-back to the past, Jim Buckley-type architecture. Modern architecture doesn't necessarily reflect a free and stable student body either. The austere but slick glass panels and 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

OPERATING ROOM PROCESS INCUBATOR

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 delaney card on one page of a delaney 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."

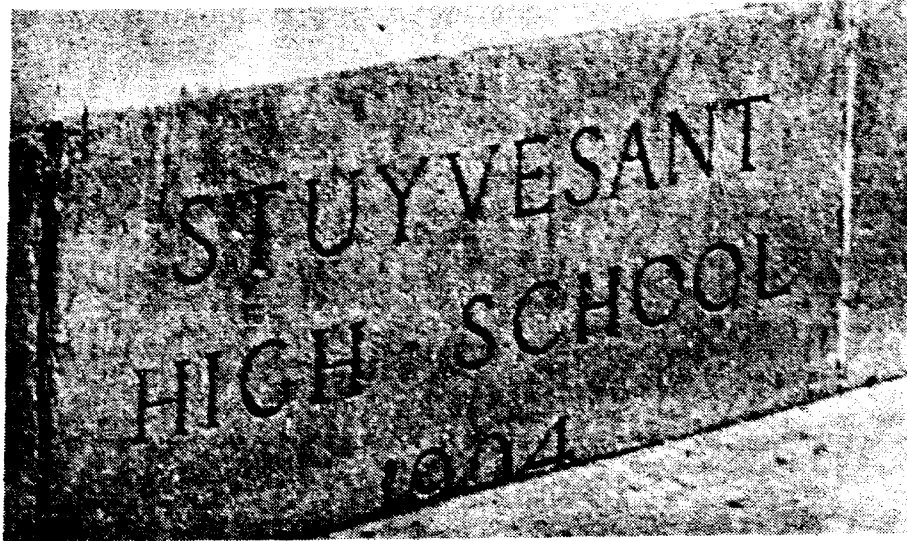
Traditionally, Stuyvesant has been known for its football team, not because it was especially good, but because of what had happened many years ago. The Stuyvesant Peglegs had scheduled a game against the DeWitt Clinton football team, and students had marched in front of the school down to Union Square 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

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instead to concentrate on political ends.

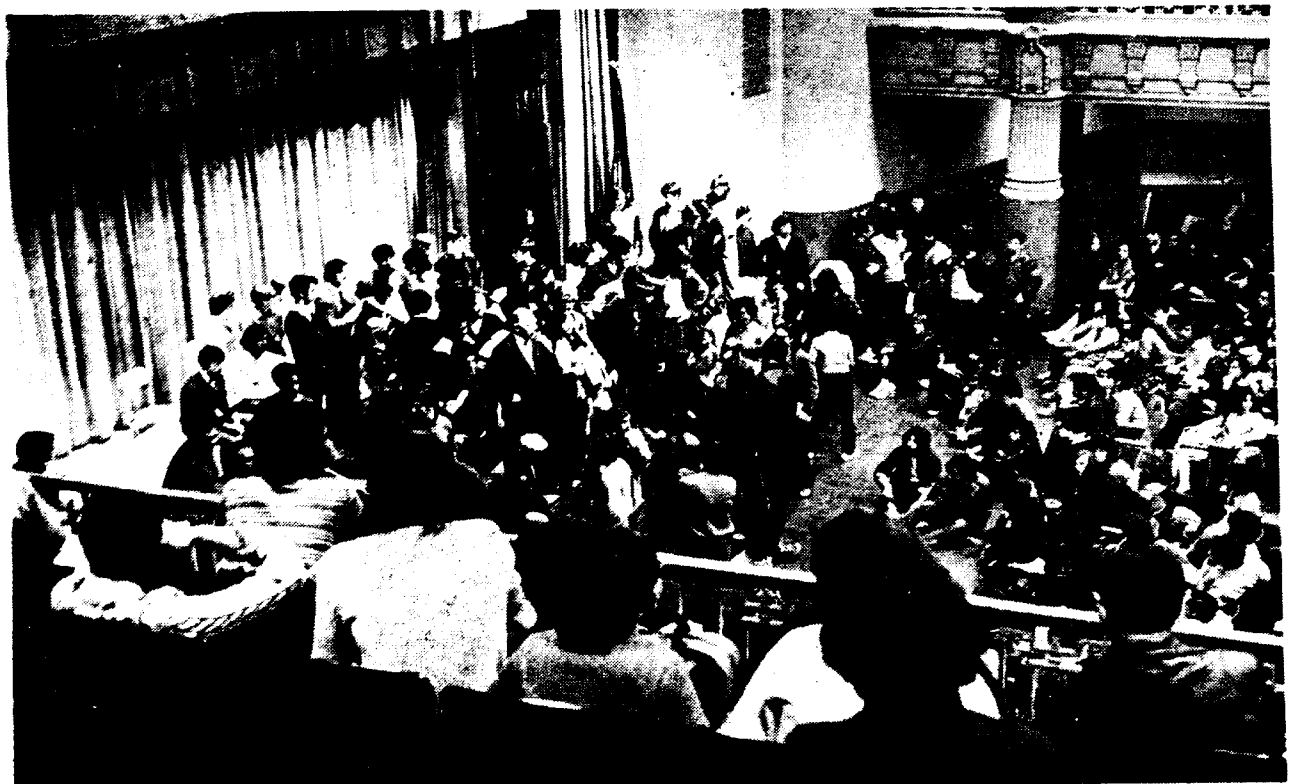
There's not much political animosity because there's not much politicalness this year," asserts Nancy Fliss. Things have quieted down this fall not just in Bayside High School, but nationwide. This lull may also be attributable to changes in life-style among younger high school students. Nancy sees the 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 he 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.

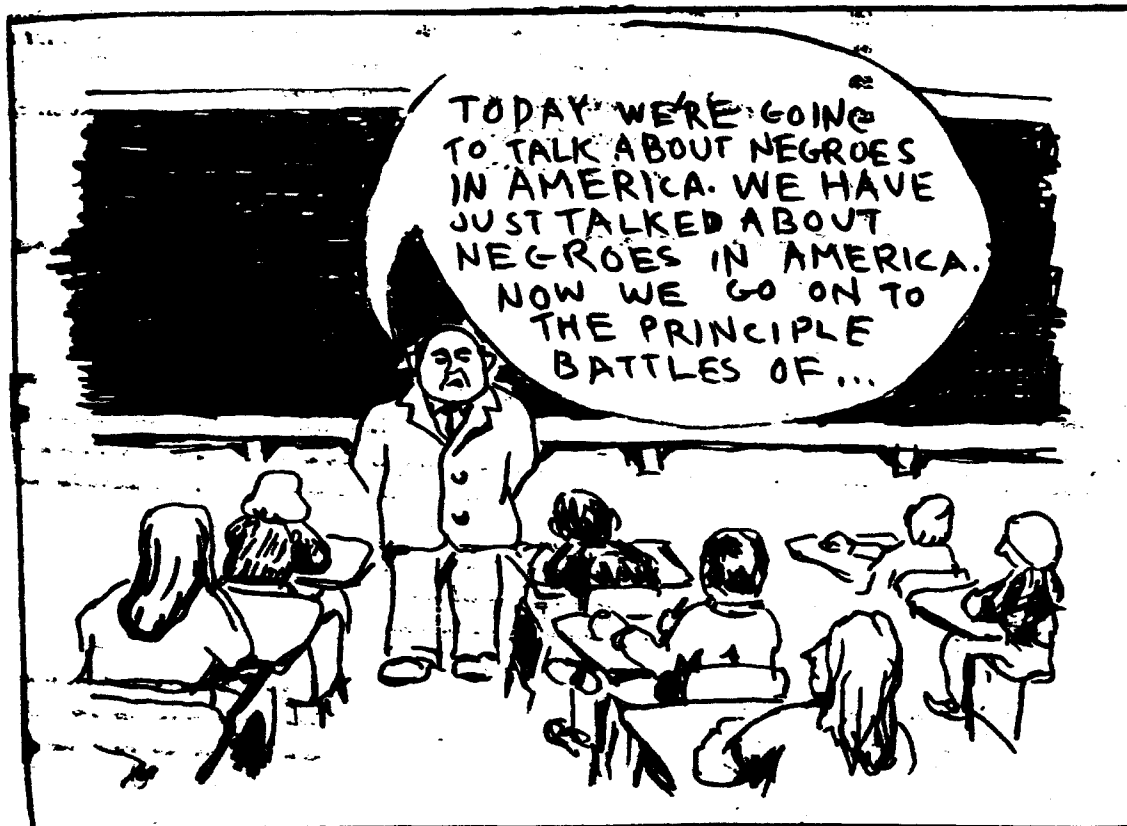
The Coffeehouse itself is an autonomous unit. Basic needs such as cleanup, the handling of finances, and the scheduling of chaperones are handled by members of the SB Community Church's youth fellowship, but all

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 horseplay.

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

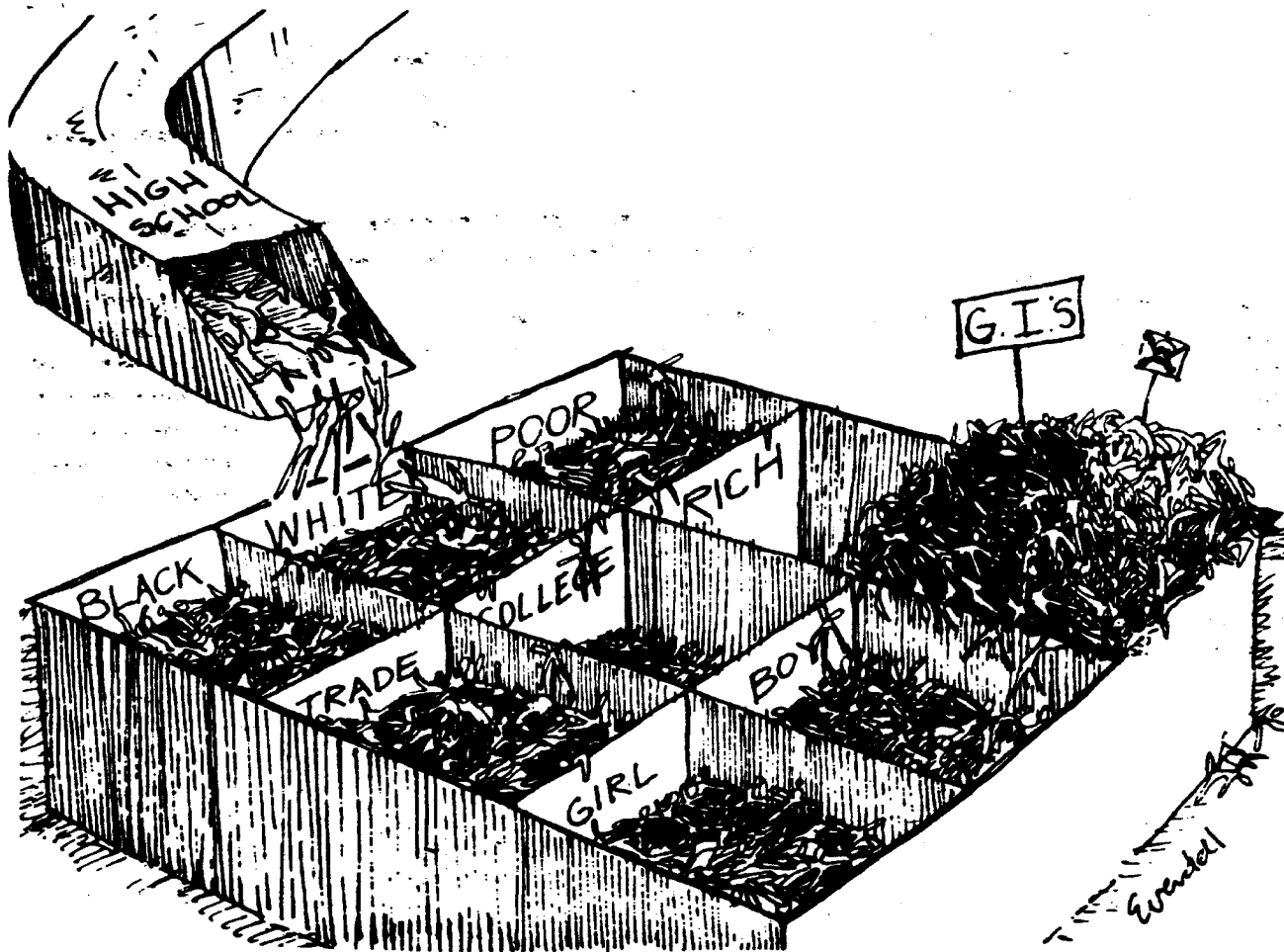
called the middle or average group, but they are often resented or rejected by their teachers because they don't appear to be trying hard enough. Among these students are those whom teachers have given up on because they never could measure up to their peers. The term "average," then, becomes a euphemism 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

continued from page 16S

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.

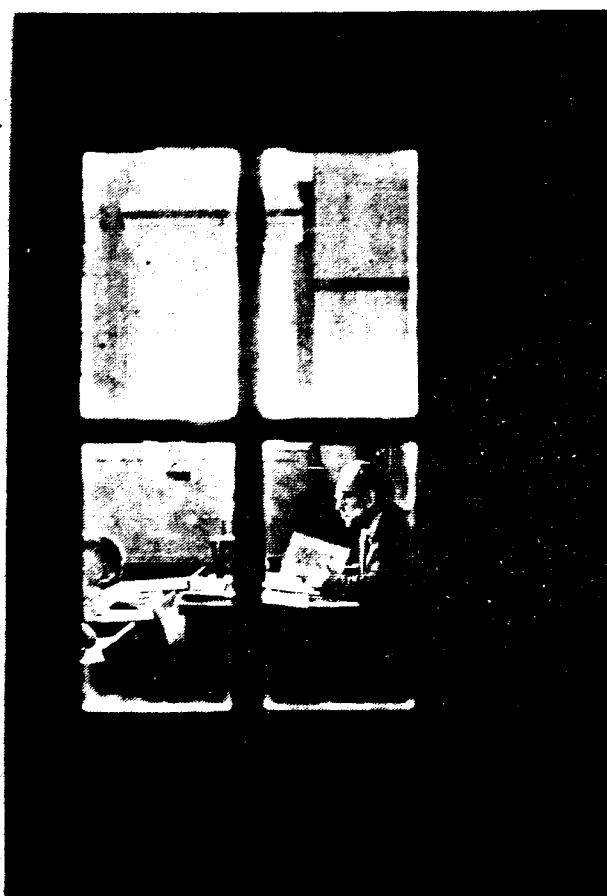
"Something drove me in high school to achieve — the pressure for grades and college entrance. I'm not motivated here. I love it at Stony Brook, but I hate school."

"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 punched 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."

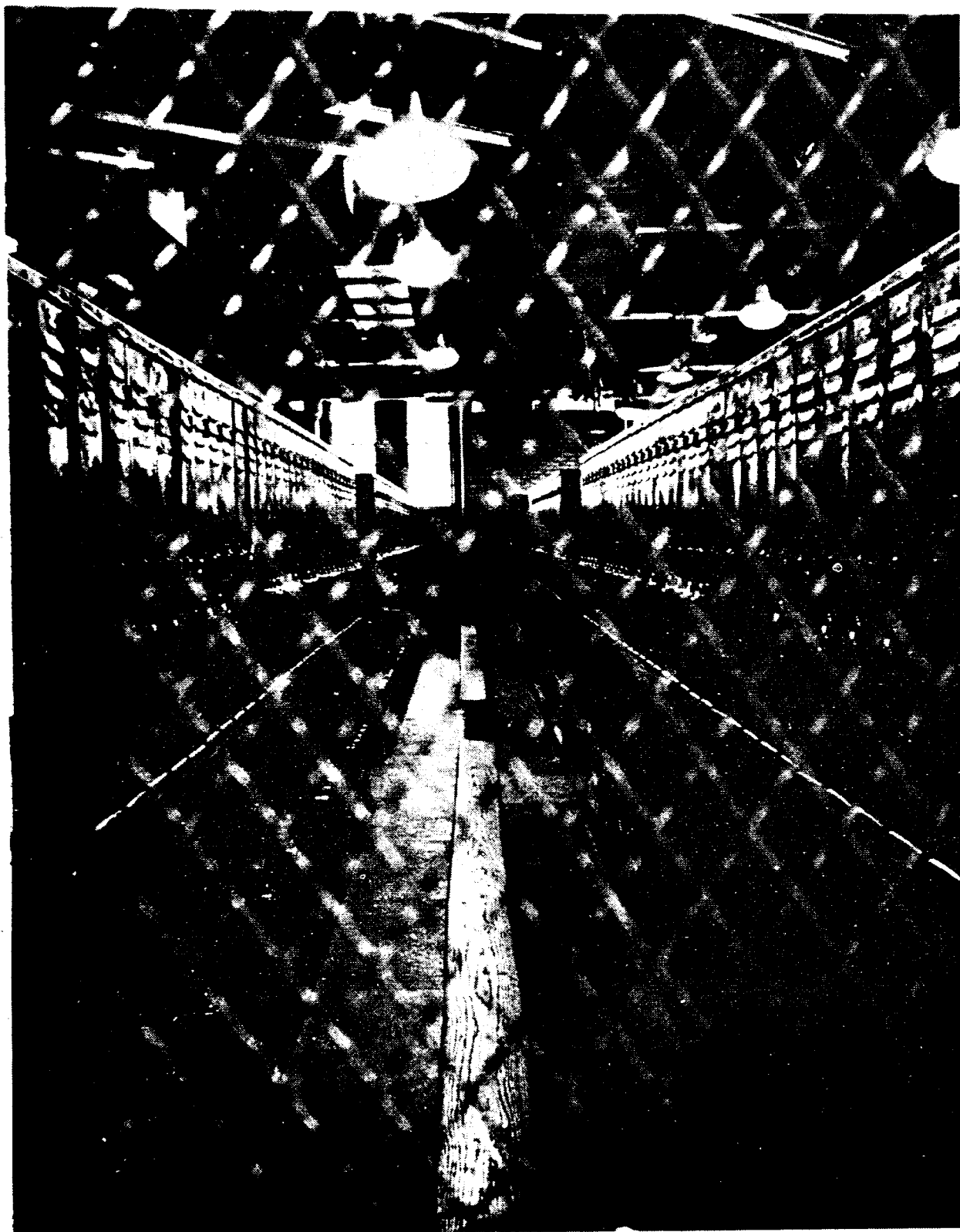
John Dewey was a late 19th and early 20th century educator who believed that no fact was true until empirically proven. He also felt that every piece of data was subject to change. Nothing could afford to remain inflexible. The school that bears his name lives up to that ideal. When students complained 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.

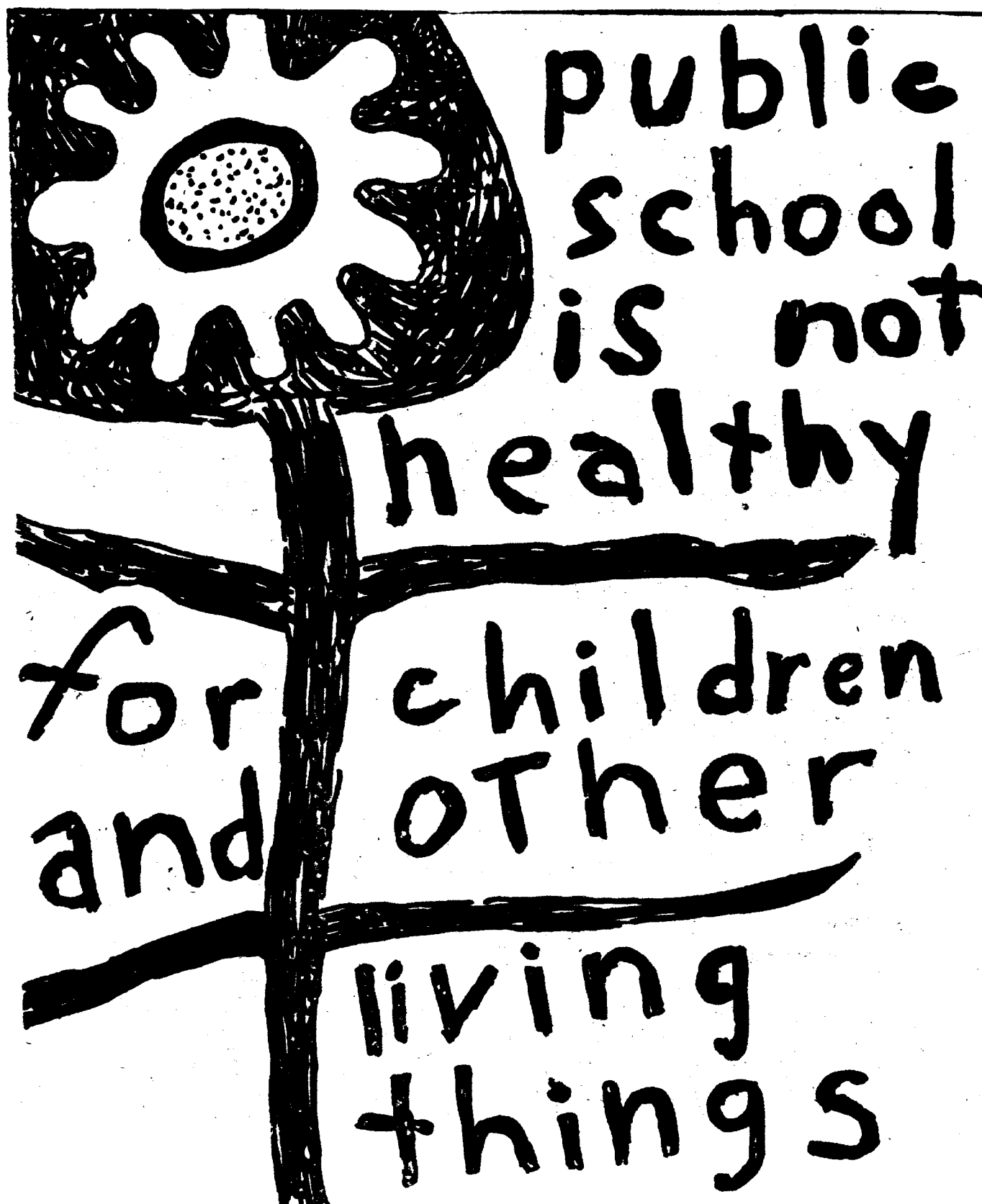
On an IQ exam given in elementary school (but as in high school lingo, "how does that relate") the question asked was which of the four was the best building material: mud, brick, wood, or straw. A little girl responded, "Wood, because brick is cold and ugly and wood is warm and beautiful." She got the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