

STONY BROOK BLACKWORLD



VOLUME TWO: NUMBER NINE

PUBLISHED BI-WEEKLY

FEBRUARY 9, 1976

Lincoln Lynch: A Sacrificial Lamb?

BY TEDDY WHITE

Last May, the Dean of the School of Social Welfare Sanford Kravitz decided to overrule a faculty vote to reappoint Assistant Professor Lincoln Lynch on what can be considered shaky, political grounds. The University's administration, it seems, had issued orders to silence Lynch by all available methods short of violence.

Why? Apparently because Lynch was actively and vocally involved in every issue which involved black people on this campus. As the Black Students Assistance Fund's chairman, Lynch fought with the University to implement major policy changes which would circumvent the pervading tides of institutional racism that is rampant on this campus.

Now we witness those same

racist tides engulfing the career of a qualified black educator who ironically fought incessantly to defend other blacks from its ravaging effects, while a pathetic group of black academicians and administrators on this campus idly sit back fretting the possible retrenchment of their own jobs, literally afraid to articulate the injustice perpetuated against their fellow colleague.

Lincoln Lynch active involvement in the black struggle did not begin upon his arrival at Stony Brook three years ago. Since 1961 when he founded the Long Island chapter of the Congress of Racial Equality (CORE), Lynch has placed both his time and his life on the line to secure for blacks their legal and



LINCOLN LYNCH

human rights in the midst of a racist society.

In 1963, he was one of several who chained themselves to bulldozers at a Queens construction site protesting the discriminatory hiring policies prevalent in the construction industry at the time.

Leading the fight for housing on L.I. that same year, Lynch led a 10 day demonstration against a Hicksville realtor

which resulted in every L.I. real estate office being required by Fair Housing Practices to conspicuously post on their premises a visual statement not to discriminate against blacks.

Working with migrant farmworkers in 1964, Lynch picketed Congressman Otis Pike's office in an effort to get Federal recognition for farmworkers under Workmen's compensation.

"Migrant workers' living conditions were unspeakable," said Lynch. "We lived in a house that the owner once kept his ducks in." He ate and slept with migrants until county officials forced them to move and bulldozed the house.

Operation Tinderbox was the first program a civil rights organization ever launched to alleviate the living and working conditions of migrants and seasonal agricultural workers.

No stranger to a prison cell, Lynch was arrested during a demonstration which dumped garbage on Riverhead's Town Hall steps in protest of the town's failure to collect garbage in farmworkers' areas

In Nassau County, Lynch fought for blacks to serve as volunteer firemen. According to Irwin Quintyne, present head of L.I. CORE, "Volunteer fire departments have always been hotbeds of racism. Even in black areas blacks were not allowed to join." During an annual VFD outing in Nassau, Lynch and Harold Trent fearlessly laid down on a race track where fire engines were blazing to dramatize his point. As a result, VFD throughout L.I. now allow blacks to join.

In 1965, Lynch played a leading role in demanding that black studies course be added to school curricula. "I felt that one of the things lacking in elementary and secondary schools was a true picture of contributions blacks made to this country, and secondly, contributions Africans made to the world." He joined with former Congressman Adam Clayton Powell and City College students to "ensure that this aspect of our education is not lost to us."

He was also one of the first (1961) to press for black actors and actresses on TV

Continued on p.7

Muslim Temple Renamed After Malcolm X

BY TEDDY WHITE

The Nation of Islam recently renamed its Harlem temple in honor of El Hajj Malik (Malcolm X) El Shabazz, former Muslim minister assassinated in 1965 by three black men who were reportedly members of the Nation.

The historic move was confirmed by National Spokesman Abdul Farrakhan during a taping of "Black Journal" to be nationally telecast on Feb. 15. The renaming of the temple, said Farrakhan, was "in recognition of the great work that Malcolm X did when he was among the Nation of Islam," reported the N.Y. Times.

Malcolm X joined the Nation of Islam after journeying from a Massachusetts prison to Detroit in 1952 to live with his brother Wilfred, also a Muslim at the time. Rising through the ranks in the following 11 years as Hon. Elijah Muhammad's trusted servant and national spokesman, Malcolm established temples in Boston, Los Angeles, Harlem, Philadelphia, Atlanta, Ga., Springfield, Mass. and Hartford, Conn. Through the teachings of Islam and his own persuasive personality, he converted thousands of black men and women to the Nation, bringing the movement to national prominence in the early 1960's. He also was founder of the Muslim newspaper "Muhammad Speaks," recently renamed

"Bilalian News," now the most widely circulated black newspaper in America.

Malcolm was suspended from the Nation by Muhammad in 1963 for publicly stating that the Kennedy assassination was a case of "the chickens coming home to roost." A year later, Malcolm founded two organizations, the Muslim Mosque, Inc. for orthodox (Sunni) Muslims, and the Organization for Afro-American Unity (OAAU), a politically active off-shoot of the African Organization for African Unity (OAU).

Since the death of Elijah Muhammad last February, his successor and son Wallace D. Muhammad has implemented a number of major policy changes, several of which Malcolm had urged Elijah Muhammad to make a decade ago.

Recently, Muhammad open the Nation's doors to whites wishing to join, changing a 44 year policy that restricted membership to blacks.

Another major change is the Nation's anticipated active involvement in the political arena. Two weeks ago, Muslims received a directive from Muhammad to register to vote.

ial Group Meets Opposition

BY PAT LAWRENCE

Ebony 1, a social club headed by several Stony Brook students, held a dance Saturday, Jan. 31, in the Union that many congratulated for "once again allowing Black students to thoroughly enjoy and utilize campus facilities." Prior to the event, many black students had expressed feelings of alienation on the campus. Student Union officials praised Ebony 1 for the orderly gathering and meeting with contractual agreements.

Opposition to the event began when Statesman, a campus newspaper, reported that Ebony 1 was not composed of

Stony Brook students and unlawfully bused several loads of non-students from N.Y.C. for the event, hence, making it inaccessible to students. These allegations received outcries from the black group and though there were non-students present, students were not kept out. Some felt that these venomous remarks, and those made by other university sources were made to adversely affect black enterprise on campus, according to Mike Hawkins, group organizer.

Polity President Earl Weprin criticized Ebony 1 for not being a Polity or BSU-

affiliated group, meaning that all the profits earned went directly to the individuals. He also said students complained of the high price of admission and that they should not be charged for a function given on campus.

Jim Ramert, director of operations for the Union, stated that until the Ebony 1 incident is cleared up, future rental of the Union could not be guaranteed.

Sources close to "The Orbitals", another social group on campus, said the dance scheduled for Feb. 14 in the Union was still on.

Awooner's Whereabouts Unknown

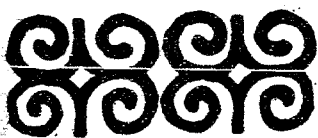
By Lorelei X. Anderson

Kofi Awooner, distinguished poet, novelist and English professor here at Stony Brook, was arrested Dec. 31 while teaching at Cape Coast University in Ghana. Well-informed sources claim that the sudden arrest occurred because Awooner, away on sabbatical, was rumored to have connections with a group who allegedly planned to overthrow

the Ghanaian government. A native of Ghana, Awooner's link-up occurred - as other sources report - because the plotters and Awooner belong to the same tribe, the Ewe."

As of now, no one knows Awooner's whereabouts or whether he is dead or alive. Louis Simpson, a professor in the English Department, has addressed a letter dated Feb. 9

to Samuel Ernest Quarm of the Ghana Embassy in Washington requesting information on Awooner's status. The letter, which supported by such literary notables as William Styron, John Updike and Kurt Vonnegut, states, "As writers we must respond to the confinement of a fellow writer whenever it (detention) occurs."



Annual Awards Dinner & D.C Trip in April

BY PROF. CANUTE PARRIS

The idea of an academic awards dinner was first discussed among the members of the Black Students Assistance Fund (BSAF) approximately a year ago. At that time general thinking was that we should find some appropriate and commendable to acknowledge academic excellence among Black and Hispanic students at Stony Brook. We also felt that such an occasion demanded the presence of an outstanding Black academician or leader who would (a) bring us up to date on his/her professional activities, and (b) serve as a source of inspiration for students as a whole.

Last year we were very fortunate to have had Prof. Charles Hamilton, Wallace Sayre, Professor of Government, Columbia University and current director of the Metropolitan Applied Research Corporation address us on the need for academic excellence among Black-Hispanic students as well as bring us up to date on his research dealing with political attitudes among residents of the Harlem community. Prof. Hamilton was exceptionally informative as well as inspirational.

4 AWARDS GIVEN IN 1975

Two awards were given to students for academic excellence; one student received an award for his having overcome unbelievable

odds to get to the United States, enroll in a university and maintain almost a "B" average; a fourth award was presented to Dr. Leroy Brown for his outstanding service to the Black community at Stony Brook and elsewhere as well as his contribution to SUNY at Stony Brook proper.

We are hopeful that this year's Academic Awards Dinner will not only be bigger than last year's in terms of the number of students who will participate or from among whom selections will be made, but we are also hopeful that it will truly be inspirational.

This year we are hopeful of having as many parents as possible attend this function. We are also hopeful that either Senator Edward Brooke, Republican, Massachusetts, or Judge Bruce Wright will be our special guest speaker. So far, both men have expressed an interest in coming to Stony Brook to address us and so we are currently awaiting confirmation from either or both.

AWARDS DINNER 4/27

This year's academic awards dinner will be held on Tuesday, April 27th at 7 p.m. in Tabler Cafeteria. Six awards will be given: two for academic performance; one to an extraordinary student who has overcome very great odds; two to a faculty and/or staff person for having contributed to our development both intellectually

and spiritually; and one to a student who is just about always ready and willing to work on behalf of our people.

Making these awards will not be easy as just about everyone knows somebody who he/she thinks is eligible. Nevertheless, we shall make a go at it. We are also hopeful of having much greater cooperation from the University administration than we had last year. On this note I have already spoken with Acting President T.A. Pond who has expressed great interest in this function.

TRIP TO D.C. ON APRIL 28th

On the 28th of April we shall be leaving for Washington, D.C. to meet with a group of Congresspersons. Congressman Charles Rangel and Mr. John Smith, Executive Assistant to Congressman Hawkins, have both agreed to arrange for us to sit in on a number of committee and subcommittee hearings. They have also promised to assist us in meeting with a number of bureaucrats who might be able to tell the group something about job opportunities on the federal level.

Last year we had some rather informative sessions with Congresswomen Shirley Chisholm and Yvonne Burke, and with Mr. John Smith. We also met with Ms. Diane Simms who at that time was an employee of the International City Management Association.



Maulana, a native of Malawi and recipient of one of the awards last year for "having overcome unbelievable odds to get to the U.S. and maintaining an almost "B" average."

We are hopeful of getting to the Supreme Court. If we are lucky, we might have an opportunity to talk with Mr. Justice Marshall. We are currently awaiting correspondence from him on this matter.

SUMMER INTERNSHIPS

Within the next couple of weeks we shall be recruiting people for summer internships in the offices of various congresspersons. Let me emphasize at the very outset

that we are interested only in very good students, i.e., people with B-plus averages at least.

The trip to Washington should cost approximately \$50.00 per person. This sum will cover transportation to and from Washington and hotel accommodations. We shall be taking no more than 50 people. If you are interested in any of these activities, please call 6-6737, 6-4015, or 6-3352. We need conscientious volunteers.

12 Students Leave For Jamaica

BY PAT LAWRENCE

TWELVE STONY BROOK students under the supervision of Africana Studies Professor Lebert Bethune have left for the palm trees of Kingston, Jamaica in cooperation with the Caribbean Studies Program.

The program is a two-semester, 30 credit foreign study program offered under the joint auspices of the Office of International Education and the Africana Studies Program. Students may enroll for either or both semesters of the program. By way of of a full

complement of lectures, seminars and supervised field work, in addition to the cross-cultural experience of living in a Caribbean society, the student is afforded a thorough, practical introduction to the area of study.

The program is not new to the Stony Brook campus. Many students have returned, all feeling enriched by the experience. It is open to seniors and juniors who are then screened by a selection

committee for final admission.

Course prerequisites include AFS 262, the Politics of the Caribbean and/or ANT 219, Caribbean Culture and ANT 200, Foundations of Social Anthropology or SOC. 201, Research Methods in Sociology.

If you are interested in any of the above subjects and would like to get an in-depth view of what Caribbean culture is all about, contact Africana Studies and check it out.

CAMPUS HAPPENINGS

Compiled by Pat Lawrence

Auditions will be held for Black Theater's production of "No Place To Be Somebody." For further information contact Valerie Porter, Stage XIID 243

All men interested in signing up for this year's Black Basketball Association (BBA), contact Val Williams or Al Banks in the Blackworld office, Union 060, 6-8231.

All students registered in Ted Kennedy's AFS 299 course, please contact him in Room 435 Graduate Chemistry Building between 10:00 a.m. and 1:00p.m.

The Orbitals cordially invite you to their St. Valentine's Day Cotillion, Sat. February 14, in the Union Ballroom. Arrows begin at 10 p.m. For information and tickets contact Thurmond, 6-5489.

The Latin Student Organization (LSO) welcomes back all Latin students to Stony Brook and wishes them success in their studies for 1976. A meeting will be held Tues. Feb. 10, in the Student Union, Room 231.

There will be a N.A.A.C.P. meeting Thurs., Feb. 12, in Room 216 at 5p.m. in the Union. Everyone is encouraged to attend.

Members of the Black Students United (BSU) wish to express their apology for the cancellation of the meeting scheduled for Wed., Feb. 4. Another meeting is due to take place Wed., Feb. 11, in the conference room, Social Sciences B, 4th floor, at 8:30 p.m. Members of the BSU Senate only.

There will be an organizational meeting for the Health and Nutrition Club. The meeting will start at 7:30 p.m. in the Union, Room 236. Members and people who may want to join, please attend Monday, Feb. 16.

Any people on the face of the earth can come and sit among the American Black people and feel physically at home. There is no flag with enough colors on it to represent us.

Wallace D. Muhammad

Black Gold...Out in the Cold

Last Tuesday night, Feb. 3, members of the Black Gold Dance Troupe found themselves unable to rehearse in the dance studio because it was being occupied for an "indefinite" period of time. No scheduling of Black Gold was further discussed at that time. Terrence Grant, director of the dance troupe, then contacted Gary Matthews and Jim Ramert who are in charge of Union facilities, asking them if Black Gold could use the facilities with the Union. Permission was granted.

In the past there have been numerous instances of animosity between Barbara Dudley, assistant professor of Physical Education, and Black Gold, according to Grant. Black Gold claims to have been denied the privilege of using equipment within the dance studio when other members of Dudley's dance troupe were allowed access to it.

When questioned by Blackworld, Dudley stated that Black Gold had not scheduled time for rehearsals for the Spring semester, a statement that Grant firmly denied. She also said that with her dance company due to have a performance in April, she would need the dance studio much more than in the past.

A meeting is scheduled between Dudley and Willard Grant, faculty advisor for Black Gold, in which they will discuss when and if Black Gold can be re-scheduled for this semester. Until then, Black Gold will be left up in the air. They are confident, however, that rehearsals will continue somewhere, pending a definite agreement being reached on the matter.

-Pat Lawrence

\$3M Fish Deal

First it was whiting fish from Peru. Now it has been learned that Herbert Muhammad, the economic advisor of the Nation of Islam has invested close to "3 million dollars" in an importation venture with Caribbean Fishery Industries, a Bahamian-based firm.

Some of the benefits of this venture will include more trade for Black people in the area by taking advantage of the abundance of fish. Also, the Nation of Islam promises to provide a higher quality and wider selection of fish that will include lobsters, shrimp and red snapper.

Quintyne receives NAACP Award

BY LINCOLN LYNCH

IRWIN QUINTYNE, Director of field Services of the Office of Equal Employment Opportunity, and long time community activist, was recently honored by the Central Long Island Branch of the National Association for the Advancement of Colored Peoples (NAACP) at its first annual Awards Dinner in Bethpage, L.I.

Mr. Quintyne, the Long Island Director of the Congress of Racial Equality (CORE) was honored for his long and sustained dedication to the cause of black people spanning a period of more than a decade and a half.

Presenting the award on behalf of Dr. Eugene Reid, regional President of the NAACP, Mrs. Thomas Greene of Amityville noted Mr. Quintyne's contribution to the black communities in Suffolk County and his leadership in

helping to fight injustice at every level; and praised the NAACP for its recognition of his "dedication and leadership."

The plaque, which sits proudly on his shelf along with seven other awards for service to the community reads "for outstanding contribution to civic and community activity".

When asked for his reaction to this latest honor Mr. Quintyne said, "Of course I am pleased and honored, the opportunity to serve black people is also an honor in itself".

Mr. Quintyne was also recently elected 1st Vice Chairman of the Nassau/Suffolk Chapter of 100 Black Men, a New York City based civic and political group, headed by Bruce Llewellyn, president of Fedco Foods.



Paul Robeson Dead at 78

Paul Robeson died in Philadelphia on Friday, January 23. He would have been 78 years old on April 9th.

Few students at any level now at Stony Brook have ever heard of him and it is perhaps accurate to say that none recognize or appreciate the monumental contributions this proud, fearless, talented black man made to the struggle against oppression here in the U.S.

Long before Malcolm X and Martin Luther King, Robeson raised his rich baritone voice against American apartheid and oppression and sounded the clarion call for black identity.

Born in Princeton, New Jersey April 9, 1898, Robeson was the son of a North Carolina slave who had escaped to the North. Robeson was only the third black to enter Rutgers University in 1915. A brilliant student, he graduated Phi Beta Kappa in 1919 and was his class valedictorian. Not only was Robeson a brilliant scholar, he was an outstanding athlete as well, starring in football, basketball, baseball

and track, winning a dozen varsity letters. He went on to receive a law degree from Columbia Law School in 1921.

Encouraged by his wife Essie, Robeson embarked on a stage career in 1921 which was to bring him worldwide recognition and renown as a singer and actor. Possessed of a rich, deep baritone voice he made famous such songs as "Ole Man River", "Waterboy" and "On the Road to Mandalay." As a stage actor Robeson starred in plays such as Eugene O'Neil's "All God's Children Got Wings", and the lead role as Brutus Jones in "Emperor Jones" and Crown in "Porgy and Bess"; but his most memorable role was that of Othello, the black Venetian Army commander of noble birth driven insanely jealous of his white wife Desdemona, kills her, erroneously believing her to be unfaithful. His performance as Othello on the London stage in 1930 was described by critics of the day as "an unforgettable experience." Robeson also starred in movies and important films as "Sanders of

the River", "King Solomon's Mines", "Proud Valley", and "Showboat" among others.

FOUGHT AGAINST RACISM

Most blacks will remember Robeson best for his militant, uncompromising public stand against white racism, Jim Crow and other forms of black oppression in America. Few people know that Robeson led a delegation to the Baseball Commissioner in 1944, urging the removal of racial barriers in the national pastime three years before Jackie Robinson joined the Brooklyn Dodgers; and another urging President Truman to support Civil Rights for blacks in the South. He later became a founder and chairman of the Progressive Party which nominated former Vice President Henry Wallace for the 1948 Presidential race.

Like all activists then and now, Paul Robeson ran smack into the reactionary power of the Administration, Congress and the FBI. Because of his open support of a philosophy of socialism, his uncompromising stand against racist oppression at home and

colonialist subjugation abroad, he was labeled a dangerous communist subversive and for years it was open season on Robeson. Concert halls harassed and disrupted by right wing hoodlums and vigilantes refused to book his concerts, his income fell from \$100,000 in 1947 to \$6,000 in 1952 at the height of the McCarthy era. When he refused to sign a useless non-communist oath his passport was cancelled in 1950.

DID NOT BUDGE

In spite of all the harassment, the economic sanctions, the travel restrictions Paul Robeson never recanted; he would not "budge a single inch" from his convictions.

Once, when he appeared before one of many Congressional hearings, he was asked by one of his inquisitors, why he did not live in the Soviet Union if he like their system of government so much. His response was fearless and typical Robeson, "Because my father was a slave, and my

people died to build this country, and I am going to stay right here and have a part of it just like you. And no Fascist-minded people will drive me from it. Is that clear?"

His final tour ended in Europe with his illness in 1961. Returning to the U.S. in 1963 he lived quietly in Harlem. After the death of Essie, his wife of 44 years, Robeson moved to Philadelphia to live with his sister Mrs. Marian Forsythe.

Because of ill health he was unable to attend a tribute in his honor marking his 75th birthday in 1973. The proceeds were used to launch the Paul Robeson Archives at 157 West 57th Street, NYC, of which his son Paul Jr. is director.

The footprints of this noble man will never be erased in the minds of freedom-loving black men throughout the world. We can do no less than try to live up to the example and highest standards from which he never retreated.

"Lives of great men all remind us, We can make our lives sublime, And departing, leave behind us, Footprints on the sands of time."

High Blood Pressure Checkup

The incidence of high blood pressure in the Black Community is over 25%. This is twice as high as the incidence in the general population. Most people with high blood pressure feel perfectly well, have no symptoms and exhibit no specific warning signs. That's why your blood pressure must be measured at regular yearly intervals.

Heart stroke, one of the most frequent outcomes of hypertension, is the major killer of Black women in their thirties.

High blood pressure may be a sign of stress, tension, hormonal imbalance or kidney disease. If uncontrolled, high blood pressure can lead to stroke, heart failure and kidney disease. Once detected it can be treated and permanently controlled with dietary changes and medication. Sadly, half the people with high blood pressure do not even know they have it. Young people can have it too.

Get your blood pressure checked; it's easy and very quick. Check the calendar and come to the screening most convenient for you. Wear a loose-fitting shirt when you come to get screened. This will help us get an accurate blood pressure reading.

(Organized by students in the School and Community Health Program)

February

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7. Roth Quad HENDRIX LOUNGE 6-10 P.M.	10. Tabler SANGER LOUNGE 6-10 P.M.	11.	12. UNION 2 ND FLOOR LOBBY 11-3 P.M.	13. UNION 2 ND FL. LOBBY 11-3 P.M.
16. G Quad Cafeteria 6-10 P.M.	17. H Quad Cafeteria 6-10 P.M.	18.	19. ADMINISTRATION 1 ST FL. LOBBY 10-2 P.M.	20. ADMINISTRATION 1 ST FL. LOBBY 10-2 P.M.
23. BASEMENT L. Kelly D & Kelly A 6-10 P.M.	24. Stage NIB BASEMENT L. 6-10 P.M.	25. SOUTH CAMPUS BLD. "F" 10-2 P.M.	26. LIBRARY GALLERIA 11-3 P.M.	27. Library Galleria 11-3 P.M.

Letters To

The Editor

To The Editor,

It seems to me that AIM's image is changing in a very positive way. I feel that AIM is a direct reflection of both the staff and the students who make it up.

Our two recent public events, the AIM Art Gallery Opening, and AIM's First Annual Open House were good indicators to me that we (staff and students) are making AIM a much more forceful factor on this campus. I'd like to take this opportunity to thank all those people who helped make both of these events a success: 1) All of the AIM staff who worked so hard, especially during the final hour before the Gallery opening, at such a frantic pace; and 2) The students who submitted entries in all categories and those who volunteered to help with the work.

Special thanks go to Ms. Julia Washington, AIM counselor, for lending her extensive collection of AIM memorabilia for the Open House, and to Willard Grant, AIM counselor, for a job well done in arranging the entertainment for the Open House.

I feel our students are to be highly commended for their cooperation. Even though finals loomed near, Black Gold, the Black Choir and Black Theater took time out from their schedules and gave us an afternoon of insight into their myriad talents. The situation was improvised at best, with no special lighting effects available, and a carpet instead of a dance floor to perform on; but they all carried the day as true artists.

I can't list them all here but I will name our students who are directors of the groups and ask them to pass on our thanks: Terrence Grant, Black Gold; Bernice Carter; Black Choir; Denise Jennings, Black Theater.

Robert Parker and Ronald Antonio gave us invaluable aid in the loan of many of their photographs, and the display of same. I knew we could do it together, staff and students. Thanks.

Lorna Lipsett
Assoc. Dir., AIM

To the Editor,

I wish to take issue with the "article" in the last issue of Blackworld, written by Edward K Clarke, a person whose views can only be compared to Adolph Hitler or any of the other anti-Semites that crop up throughout history.

In Clarke's fifth paragraph, he states "it is a historical and undeniable fact that Zionism drove one million native Palestinians out of Palestine in order to establish a national homeland for the Jews." This is neither historical nor a fact.

The area commonly known as Palestine has been independent only twice before 1948--both times as a Jewish state. There was never a state of Palestine; consequently, there were no Palestinians.

The President of the United States is a liar.

He is a liar who speaks the truth for those who are to look for truth.

This seeming paradox is no where more clearly demonstrated than in his State of the Union address to the joint membership of the House and Senate, the American people and the world on Monday, January 19th, 1976.

In his message the President spoke of "...our traditional friendship in...Africa."

Lie - Truth number one. It is a boldface lie for the President to state that American administrations including his own have ever evidenced any friendship towards the PEOPLES of Africa. On the contrary, every imperialist, colonizer and oppressor of African peoples have enjoyed close friendship, support and encouragement dating back to Van Buren in 1830.

The British in East and West Africa, the Belgians in the Congo, the French in West Africa and the Sahara, the Portuguese in Mozambique, Angola and Cape Verde, the Germans in then Tanganyika, the Italians in Ethiopia, Eritrea and Somalia among others have all enjoyed the "traditional friendship" of which the President spoke. History, on the other hand, does not record one instance where the American hand of friendship was extended to the indigenous people of any African country: Tubman of Liberia and Emperor Haile Selassie of Ethiopia not withstanding.

A few recent examples of U.S. Government's dissimulation with respect to Africa can be seen in its open support of the British in the fight of Kenya for independence, and the use of American mercenaries more than likely CIA agents, against the so-called Mau Mau. The U.S. was unabashed in its support of Belgium in the Congo's fight to rid themselves of colonialism. And there are many who still now believe that the death of President Patrice Lumumba was engineered by the American CIA with the knowledge of the U.S. Government.

The American President states in his message "We must not face a future in which we can no longer help our friends, such as in Angola..."

EDITORIAL

Angola & The State Of The Union

Lie - Truth number two. Which friends? The native Angolans or the thousands of white Portuguese who still live there? Or could it be the white South Africans and their American and European counterparts who desire to reimpose a new type of serfdom through their surrogates and vassals Jonas Savimbi of the UNITA and Holden Roberto of FNLA, both of whom have been discredited in their own country through their association and alliance with racist apartheid South Africa and the murdering CIA?

The truth lies in the fact that these emerging countries of Africa are known to be immensely rich in natural resources, the raw materials to be exploited to feed American industry and fatten American and European multinationals. These are the true friends.

And no amount of dissimulation, obfuscation and the resurrection of the usual spectre of communism can hide the fact of the U.S. desire to carry on in Angola where the Portuguese of Salazar and Caetano left off, as America tried to carry on the French colonialist policy in Indochina before they got theirs at Dienbienphu.

And the situation in Angola has all the earmarks of another Vietnam. It was recently reported in the New York Post that a "rumor" was making the rounds in Washington the "Soviet and American ships had exchanged fire off Angola"; and that a U.S. gunboat had been sunk. Although this "rumor" was denied by the Dept. of Defense, any intelligent student in international affairs can immediately see the parallel with the phony Gulf of Tonkin incident which President Johnson deceitfully used to hoodwink Congress into allowing him to expand the Vietnam war.

But apart from all the nefarious nachinations of the U.S. Government on behalf of its multinational blood suckers, we now find certain so-called black nationalist leaders eager to join this band of predators who would continue to oppress the Angolan peoples. Most notable among these misguided lackeys, toadying to the CIA in righteous anti-communism and anti-socialism are Roy Innis of what is left of CORE, and Immanuel Baraka of the Congress of African Peoples, a largely defunct organization.

When will these chameleons ever learn that "those who do not remember the past, are doomed to relive it"?

A Real Student Union??

The situation of Black student life on the Stony Brook campus has again been threatened, allegedly by a dance held in the Union lat weekend. The result has been a mass investigation led by Polity leaders to see if all social clubs are registered either under BSU or Polity, and when and how these groups are funded.

These events also coincide with Polity's campaign to have the Union function as a facility for University students only. Nevertheless, when Black students and their friends use "their" facilities for their own enjoyment, it is alleged illegal and a violation of state and University laws.

The question then arises what lies in store for Stony Brook black students in their quest for social and cultural sanity? Every time one step is taken forward, we are pushed backed into place. Is the problem really that "laws" were broken or is it that seven buses of off-campus black folks were brought in to help participate in the merriment

On Friday night, Jan. 30, \$700.00 of student activity

monies were spent by Polity to sponsor pornographic activities, including oral genital contact in the Union Ballroom. With minors also participating, this action alone is in violation of several state laws, all of which could consequently lead to the arrest of their sponsors. Yet, nothing has been said and no reprimand is expected.

We as Black students must do something to prevent false allegations and assumptions from being made. All students are subject to payment of an activity fee. So, we are entitled to just as many social events as anyone else. The outlook of further dances seem dim unless heads of the various social clubs on campus and their supporters meet with university officials to voice their feelings on the situations which directly affect them. We should not let one person or group be used as a scapegoat which in the long run could curtail the participation of off-campus people (who are friends of students) from coming in and helping to run feasible constructive activities

The Arabs failed in 1948. They failed in 1956. They failed in 1967. And they failed in 1973. But they keep trying.

Meanwhile, a new terrorist group began, the Palestine Liberation Organization, they were driven from Jordan, driven from Egypt, tightly controlled in Syria, and had to start a full-scale civil war to prevent being driven from Lebanon. These Arab allies are the same ones who created the refugee problem in the first place by annexing Arab Palestine and urging the Palestinians to leave.

Clarke points to the fact that the Jewish terrorist organizations were guilty of atrocities in 1944 and 1948. These acts were universally condemned by Jews all over the world. However, none of these acts

In 1948, the United Nations divided the land known as Palestine (which was a British-administered territory after the Turks were defeated in World War I) into a Jewish state, to be known as Israel, and an Arab state, Palestine, thus, was the first time that an independent non-Jewish state created in the area.

Palestine didn't last long. Its territory was annexed by Jordan and Egypt. Instead, Arabs decided to destroy Israel.

In 1948, the Arab leaders urged the Palestinians, who had just lost their independent country to Jordan and Egypt, to leave their homelands so that the Arab armies could drive the Jews into the sea. The Palestinians could then return home and have their own independent country.

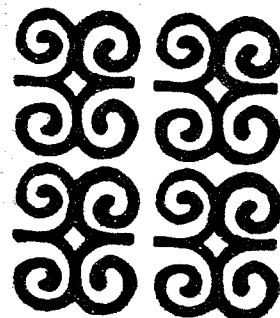
can be compared to the murder of 11 Israeli Olympic athletes at Munich, or the massacre at Lod Airport, or the ambush of an Israeli school bus, or the attack on unarmed villages. When the Palestinians show their heroism by killing school children, the world applauds them as heroes.

Clarke states that "under the World War I peace treaty, England had promised to return Palestine to its natural inhabitants." England fulfilled that promise in 1948 when it turned the area over to the two groups that had lived there for thousands of years--the Jews and the Arabs. The fact that there is no Arab state in the area is because while Jewish Palestine is the independent state of Israel, Arab Palestine is now part of Jordan and

Egypt.

It would appear that the Arabs themselves are guilty of driving "one million native Palestinians out of Palestine."

Jonathan D. Salant,
Staten Editor-in-Chief





BY LARRY GUICE

WHAT'S HAPPENING? Alright. In this article we will not condemn or praise anyone about their health habits. We will attempt to show how our health is affected by what we eat and how we live. The information will be here and the responsibility for action or inaction is all you.

In our minds, let's visualize everyone reading this article proceeding to the gym for a rap session. The subject to be discussed is how the universe functions.

One sister says we have nine planets including the moon and sun. Then a brother says we have to have some sort of order in this universe we're creating.

So this young freshman says hey! we need laws that will always be constant.

Then everyone says you know that makes sense. So they set up the planets and assign each planet a orbit that will not deviate. These planets day in and day out are consistent under the law that they are functioning under.

This is how our universe functions, and this is why no matter what happens, the sun is there to meet us in the morning and the moon is here at night. They have no will of their own, and they are not being taught contrary to the law that is responsible for their being (life).

You are probably saying what the hell is Larry saying this for? This has nothing to do with health and nutrition. But it does my Brothers and Sisters.

The same law that is in operation for those nine planets also has dominion over the various life forms on those planets including human beings. Now due to our false education of health and nutrition most of us have been breaking that law. And that is why we suffer with many diseases. "Dis" stands for reversal and negation. "Eases" stands for freedom from constraint or awkwardness, naturalness, that which is flourishing under the law that it was created under and lives. We have disease when we go against the law responsible for our being.

In the seven upcoming articles, I will try to show how much of the food we consume and our eating habits affect our health and well-being.

I would like to mention a quickie on aluminium cooking utensils, and alum used in baking powder and soda. "Alum" is the generic term applied to all of these poisons resulting from mixing the acid metal aluminium in the hydroxide form in which the salts of foods are cooked or when the metal is in combination with the body digestive juices. This leads us to have toxemia which is internal filth, poison. The body chemistry is 80% alkaline and 20% acid in its composition. Now, whenever the balance is upset in any form, its unbalancing then creates auto-poisoning. Aluminium cooking utensils are poison to any form of life, including human beings. Aluminium, heated or not, combines with the water and food. Then we eat the food and end up with aluminium poisoning. The aluminium becomes part of whatever you use in it.

EXPERIMENT WITH ALUMINIUM & PYREX

An interesting experiment would be to boil water for awhile in an aluminium pot with cover, and boil water in a pyrex, glassware. The, let both cool down. Pour water in clear glasses and check out the results. You'll be surprised. Or take some peeled potatoes and soak them overnight in an aluminium dish. You will find that they become yellow and when cooked would look somewhat shriveled and have dark streaks through the inner part.

We have found that the best cookingware to use is Pyrex which is glassware because it does not become part of whatever we are cooking. If we search hard enough we can duplicate our cookingware to all glassware which would be more conducive to our health. However, if the cash is tight, we are much better off with stainless steel and cast iron cooking utensils. We do not trust Teflon products because they are also toxic. And those sprays used to let the bacon and eggs slide out the pan are unkosher. Why? Those chemicals used in the spray do not help the body in any form. As a result, it works against the body and leaves it as it come in. So we have excess cargo in our digestive system which might shed some light on our high blood pressure and all-around sluggish feeling (constipation).

Right Teaching
To truly know a thing one must experience it. To understand other people one must come into contact with their lives and see their deepest needs. Then one can teach with true sympathy and what one has to offer is well received.



Alphonse Mouzon

BY STERLING BAILEY

During the last few years Alphonse Mouzon has made a pronounced impression as a high-powered drummer. Mouzon is an accomplished keyboardist as well.

Watching the colorful Mouzon flail away onstage one might be led to think that braggadocio is much a part of his character. Weather Report, McCoy Tyner and until recently Larry Coryell's Eleventh House. After sitting in on the set with my sax and Larry Coryell's Eleventh House in New York in 1974, I knew that anyone who ever got to play with him on drum may never be the same.

Mouzon (a French name) was born November 21, 1948 in South Carolina. He has been involved with music since he was four years old, beating on his crib as starters.

Why did he leave McCoy and Weather Report? The problem was financial, not musical. We all know Joe Zawinul and Wayne Short are among the best in the field. But McCoy was into being "Black". Mouzon was asked to leave. The split wasn't personal either; it was just the way he lived and that his principles were different from McCoy. They even look different on stage. The clothes he wears might be freaky but his playing is still creative.

If you know it or not, half of the white people who came to see Coryell's really came to see the Brother. Coryell admits it himself. He played a solo concert in Detroit once and some people asked for their money back when they found out that Mouzon wasn't going to be there.



REAPIN & SOWIN

John says you got to reap what you sow.

If you sow in the rain, you got to reap it just the same.

You got to reap in the harvest what you sow.

Black Folklore

SELECTED MOUZON DISCOGRAPHY

- Mind Transplant (Blue Note LA398-6)
- Introducing (Vanguard 79342)
- Level One (Arista 4052)
- With McCoy Tyner (Milestone 9039)
- Song For My Lady (Milestone 9044)
- Song For The New World (Milestone 9049)
- Enlightenment (Milestone 550001)
- With Weather Report (Columbia KC 30661)
- Gil Evans (Ampex 10102)

What's The Word?

BY LARRY GUICE

THE WORD IS EDUCATE. In Webster's New Twentieth Century Dictionary, 2nd edition, the various definitions are ed'u'cate, v.t.; educated, pt. pp.; educating, ppr. [L. educatus, pp. of educate, to bring up, rear, or train a child, from educere - e-, out, and ducere, to lead, draw, bring.] 1. to give knowledge, skill, mind, or character of, especially by formal schooling or study; teach; instruct.

As we may understand, there are two meanings to the word "educate". The first one states for us to know whatever we must be taught or seek it from outside of ourselves. As we look a little deeper we find that the Latin root word which is the bare or primary definition of educat is educe. In the dictionary it states e'duce vt.; educed (-dust), pt. pp.; educing, ppr. 1/2 L. educere; e-, out, and ducere, to lead, draw.] 1. to bring or draw out; to elicit; to evolve. 2. to deduce; to infer from data.

Hey now Sisters and Brothers, we have been absorbing the world outside of our minds from the time we were born but how many of us can say that we have tried to look within our minds to see what is already there. We know many people who meditate and they say all the knowledge that we seek we already have but we do not realize it because we have been taught that we must study for knowledge.

Maybe it is time for us to search that inner self by letting everything just be and experience what we already have. Formal education is valuable because it sharpens our various forms of communication and logic. However, intuition is also a very dynamic force that we all have and many of us negate its role in our consciousness. We all know that when we experience an intuitive thought or thoughts, if we do as it says, whatever it may have been, everything concerning that works out just fine. And whenever we experience these

intuitive flashes and our reasoning mind convinces us not to use this experience we sometime give in and as a result the situation just doesn't work out. Then we say I would have did what I felt in the first place.

We have been studying the mind and related fields for about seven years now and we have found that we have all the knowledge we'll ever need. And we will gain more as we trust in our intuitive experiences and use them. We find that the more we use this dynamic force, the more we allow ourselves to let the energy flow. By meditating and letting everything just be as is, we are more relaxed, centered, and, as a result, our intuition becomes more readily available.

If we re-read this article a couple of times, we will come up with why this campus, country and planet is in the state it is now experiencing. We make the difference, every one of us. Think about it.

In closing, here are two quotes to think about.

"We know already by our intellect that everything exists in infinite spaces of time - nothing is made, nothing becomes, all is." (Tertium Organum)

"It is our inner selves that hurt us when we disobey it, and kills us when we betray it." (Khalil Gibran)

Well, we are all smiles that we could share what we are experiencing and we look forward to more partying together. Next issue's word is REVOLUTION PEACE & LOVE.

FTC OFFICIAL REPORT ON ALUMINIUM AVAILABLE

The Federal Trade Commission's Docket 540 is an official report on the effect of aluminium utensils and alum. This report is more than four thousand pages of testimony from 158 witnesses in a period of five years, after which an official report was made by Edward M. Averill. Many of the witnesses were professors, deans, biologists and toxicologists from many colleges, some of which are the highest schools of learning in America. Also, if you are interested in more reading on aluminium utensils and alum, check out "Back to Eden" by Jethro Kloss. It is published by Lifeline Books, P.O. Box 1552, Riverside, Calif. 92502. It costs \$1.95.

Well, beautiful people, we are glad we could share this time together. Next week's article is on meat and constipation. PEACE & LOVE.

A BLACK PAPER

Standardized Tests: True Or False

BY CHUCK STONE

The following paper is reprinted from *The Black Collegian*. Chuck Stone is a columnist for the *Philadelphia Daily News*. His column is syndicated nationally by Universal Press Syndicate. He is also the host of a TV talk show, "In Target." He is the author of three books.

All education is political. When you recite the alphabet with "A" is for Africa, "B" is for Burundi and "C" is for Congo instead of "A" is for America, "B" is for Britain and "C" is for Canada, you have made a political statement.

A Black child may be given a multiple choice question with the last names, Franklin, Davis and Washington and instructed to choose first names. The Black pupil should not be penalized for his or her cultural fidelity for writing respectively Aretha, Miles and Booker T. instead of Benjamin, Jefferson and George. That pupil has simply made a political statement.

The flagrant misuse of standardized tests as sophisticated instruments for oppressing Black people cannot be understood without reference to the politics of a radically dual system spawning those tests.

This country was founded and it flourished for 87 years under the proposition that all men are not created equal and that slavery was as compatible with American democracy as violence was with Rap Brown's cherry pie. For Black slaves, this was stage one in their lives.

It was not until 1862 that those slaves were freed by the Emancipation Proclamation. Despite that sterile document's democratizing intentions, "separate but equal" remained a constitutionally respectable American way of life for the next 92 years. This was stage two. Then, on May 17, 1954, the U.S. Supreme Court ruled in *Brown vs. Board of Education* that "any language in *Plessy vs. Ferguson* contrary to this finding is rejected...In the field of public education, the doctrine of 'separate but equal' has no place." Stage three had arrived.

In 1975, 21 years after that third stage's beginning, Black Americans are still ghettoed in a separate and unequal existence in employment, education, politics and business. The acrid stench of segregation by legislative fiat has been exchanged for the fragrant perfume of segregation by social custom. "The voice is Jacob's voice, but the hands are the hands of Esau." White America has not diminished its commitment to a white society ordained to subjugate Blacks.

An important instrumentality in this commitment's success has been standardized tests. Ever since World War I when IQ tests were first administered on a nationwide basis to army draftees, standardized tests have been manipulated to confine Blacks to an educational and occupational plantation.

The goal was accomplished with this nefarious syllogism:

Standardized tests are scientifically determined instruments.

Intelligence is a standardized test.

Intelligence is a scientifically determined instrument.

Thus, if a majority of Blacks ended up in disproportionate numbers at the lower end of any modal distribution, tut-tutted the educational establishment, then the tests unfortunately confirmed the Black race's cognitive incapacities.

In the 1940's and 50's, a few psychologists led by the distinguished University of Chicago Black psychologist, Dr. Allison Davis, undertook considerable research that negated the validity of standardized tests as reliable measures of Black abilities. Davis's research was received with diffident politeness, then shrugged off. After all, wasn't white right?

Then, in 1969, for the first time, an organized professional segment of the Black community challenged the vaunted objectivity of standardized tests. The comparatively young Association of Black Psychologists at its annual meeting in Washington, D.C. called for a moratorium on all standardized tests.

In so doing, the one group which possessed the academic credentials to do so demythologized testing's claim to color-blindness.

"The Association of Black Psychologists," read the dramatic statement, "fully supports those parents who have chosen to defend their rights by refusing to allow their children and themselves to be subjected to achievement, intelligence, aptitude and performance tests which have been used to a) label Black people as uneducable b) place Black children in 'special' classes and schools; c) perpetuate inferior education in Blacks;

d) assign Black children to educational tracts; e) deny Black students higher educational opportunities; and f) destroy positive growth and development of Black people."

Subsequently allying itself with ABPsy's philosophy, the National Education Association called for a 10-year moratorium on the National Teacher's Examination, and accused the NTE of a cultural bias against minorities and permitting itself to be musused in the teacher selection process.

A third milestone in the Black community's effort to come to grips with the oppressive racism of standardized testing was the National Conference on Testing in Education and Employment at Hampton Institute, Va., April 1-4, 1973. Put together by the prodigious Black energies of astute Dr. Norman A. Dixon, associate professor of education at the University of Pittsburgh, the Conference outlined a series of national strategies for minorities to deal with testing abuses and inequities.

But if 1969 was the year of ABPsy's establishment-jolting call, it was also the year Dr. Arthur R. Jensen authored his now world-famous article in the *Harvard Educational Review*, innocently titled, "How Much Can We Boost IQ and Scholastic Achievement?"

After the University of California psychologist had analyzed reams of research data on Black and white test scores, he discovered that no matter how much money had been spent on compensatory education for Blacks, their test scores were always about 15 points or one standard deviation below that of whites.

The persistent gap baffled him. Then Jensen turned to the metaphysics of speculation. The raw racism of his conclusion was couched in this bit of scholarly respectability:

"There is an increasing realization among students of the psychology of the disadvantage that the discrepancy in their average performance cannot be completely or directly attributed to the discrimination of inequities in education. It seems not unreasonable, in view of the fact that intelligence variation has a large genetic component, to hypothesize that genetic factors may play a part in this picture."

Ghetto translation: Niggers ain't ready. They always will be unready because they were born that way, dumber than white folks, and no amount of schooling will make them as smart as "the man".

Dr. J. Finton Speller, Pennsylvania's former Secretary of Health, has pointed out in this heredity vs. environment controversy which Jensen has touched off that "nutritional deprivation" during the early stages of brain growth has "compromised the genetic potential of human brain development."

If Blacks are crippled with an alleged genetic inferiority, as Jensen concluded, then it can be traced directly to centuries of deliberately malicious racism by whites. Starving Black children and sardining them into unsanitary hovels had produced that 15-point test score gap, not the composition of their genes.

What made Jensen's racist conclusions so abominably offensive was his use of a method called "victim analysis", blaming the casualties for their failure instead of the causes.

Other psychologists were also elected to ignore white society's responsibility for the educational genocide of Blacks. Harvard professor Richard Herrnstein reaffirmed the importance of IQ scores as a measure of intelligence and went a step further to suggest that unless America relied primarily on standardized test scores, it would cease being a meritocracy where advancement is based on merit. Meritocracies are fine and dandy as long as the population is racially homogenous and has equal access to educational benefits.

What makes Jensen so racially political are its wretched implications for educational strategies. First, it justifies slashing Federal funds for disadvantaged pupils, i.e. Blacks and Spanish-speaking, because compensatory education had failed to narrow the white-Black cognitive gap. Second, "special classes" would have to be set up for disadvantaged students a-cute justification for segregation.

The final clincher in the pro-IQ confederacy's misuse of test scores was unloaded in a 1973 book titled "Inequality." Harvard professor Christopher Hencks, in company with "Sahib Benign Neglect" himself, Daniel Patrick Moynihan, and other assorted "white only" colleagues, concluded, after analyzing much of the same data as Jensen, that differences in the quality of schooling had little effect on differences in adult success.

Once again, the racist implications are more subtle than crass. Why bother to improve ghetto schools when it won't improve the chances for Black success.

Without getting hung up in the mathematical refinements of Jencks' data on test scores, it has long been established that there is a positive correlation between education and income. The more education ("quality of schooling") you have, the more money you make.

Where the BQ (bigotry quotient) over-rides the IQ in determining success is shown by the higher income of a white person who has completed only elementary school (\$6,103) vs. a Black man who has completed four years of high school (\$5,886).

These are the economic factors associated with IQ tests. But the Association of Black Psychologists has focused all of its energies - and rightly so - on the extent to which IQ tests as unfair, inaccurate and racist measures of Black intelligence have been used to castrate the intellect of Black students.

Six years after ABPsy's call for a moratorium on all standardized testing, one of the country's most powerful educational groups has joined forces with the Black psychologists. The National Association of Elementary School Principals has called for an "intensive national inquiry into standardized testing" and dramatized its enlightened stance by devoting the entire March-April 1975 issue of its official publication, "The National Elementary Principal", to the subject: "IQ: the Myth of Measurability."

Contributing articles were some to the country's most distinguished psychologists - Princeton professor of psychology, Leon J. Kamin; MIT professor emeritus of physics, Jerrold R. Zacharias; MIT professor of physics, Philip Morrison; and UCLA associate professor of psychology, Amado M. Padetta.

From the preponderance of MIT professors as authors in this special issue, one observation is irresistible. While Harvard professors have been busy shoring up the foundations for the elitist racism for IQ tests, colleagues in their sister institution in the same town have been just as industrious tearing those foundations down.

Several of the articles cite typical IQ tests questions which reflect white middle-class norms and values, not necessarily compatible with low-income Black values. This would be an example of such a value-loaded IQ test question for an eight year old child:

"You are inside an airport and find a letter already sealed and addressed with a stamp on it. You should a.) put the letter in a nearby mailbox b.) give the letter to a man in uniform behind a desk; or c.) open the envelope to see if there is any money in it."

The correct answer is "a". But a Black pupil on welfare might well answer "c". Moreover, a Black child is more apt to have been in a bus station, rather than an airport.

Another IQ test question for six year olds shows a picture of a table set for dinner with candles. Middle-class white children identified the candles as meaning company was coming to dinner. For Black children in a ghetto, the candles meant the lights had gone out.

The magazine's articles merely confirm what Black psychologists have maintained: IQ tests do as much to confuse the educational process as they do to clarify it.

"IQ is not a synonym for intelligence", says Robert L. Green, the brilliant Black dean of the College of Urban Development and professor of psychology at Michigan State University. "The IQ simply represents a numerical score on a test...It is often no more than a measure of some of the past experiences of a person at the time the test is taken."

One of the foremost Black critics of IQ tests to Blacks is Washington University's professor of psychology, Robert L. Williams

"For many years", says Williams, "the myth existed that Black children are poor in their expression of verbal skills. The Black verbal style does differ from the white verbal style. This difference in verbal style does not mean the Black child is inferior. It means that the Black experience produces unique verbal skills found mainly in the typical Black community, and that these skills are not validated or accepted in the middle-class-oriented classroom. To push the point further, many Black children 'play the dozens' and play them rather well." (Get down, Brother Robert). (To be continued in the next issue.)

Toward Academic Excellence: A Modest Proposal

BY PROF. CANUTE PARRIS

It is common knowledge (except among the intellectually dumb, blind and deaf) here at Stony Brook (and there is strong reason to suspect elsewhere) that what passes for a college education among the vast majority of Black students is a disgrace. Indeed, after surveying the academic scene for the past six years or so, I can honestly conclude that many of the Black students who participate in this annual ritual called "graduation" could neither graduate from one of the better high schools in this country nor pass the General Certificate of Education at the "Ordinary" level in the Caribbean or Africa. In short, Stony Brook, deliberately or accidentally, has produced a vast array of Black academic carcasses whose current academic and professional floundering is so pronounced that there is enough blame for everyone concerned. Over the past decade or so, a multiplicity of arguments have been advanced to suggest that the current academic massacre "cannot" be corrected. These arguments range from so-called theories of genetic inferiority to so-called theories of social pathology. It is this writer's opinion that such arguments are as strong as soup made from the shadows of dead grasshoppers and consequently, should not be taken seriously. At best, they are little more than rationalizations for the status quo.

Given the trashy nature of the many—and most times confusing—explanations that have been advanced to "explain" why Black students do not perform on a high academic level, may I humbly suggest a few ideas that, if implemented (although there are no indications on the horizon that this will be the case) should help to correct the current unbelievable and totally wretched state of affairs.

1. Ways must be found to eliminate from the University community—but not necessarily with extreme prejudice—those "students" who have developed ingenious methods of wasting invaluable resources. For instance, there are some "students" around here who change majors from semester to semester and from year to year as if to say there is a magic formula to academic success. These "students" remain here for extraordinary periods of time without seeming to accomplish much. I am sometimes inclined to think that rather than being students per se, they must be agent provocateurs.

2. Each Black student coming into AIM must be accompanied by a parent or both parents (if possible at the time of his/her interview. The parent(s) should be told what is expected of the youngster and what he/she in turn should expect of the University. Furthermore, the AIM program should have as one of its major priorities keeping the parent(s) informed as to their youngster's academic performance. This should be done in a language that is easily understood. If the student is making an ass of himself/herself, then there is no need to dress that up in flowery language. On this score, there was a rather notable development at a sister Long Island institution. A student, (generally cast as a genius) got four "F's" one semester. The student promptly informed his parents that "F" meant favorable and that he was doing excellent work. It was not until his mother called up the program director to congratulate him for the exceptionally good job that the director had done in assisting this youngster that his mother discovered that her son, for whom she had so many high hopes, was flunking out of school.

3. Upon admission, the student should be told very clearly what his/her obligations are to the University and vice versa. Indeed, it should be very

clearly spelled out that certain sanctions will be forthcoming should the student fail to live up to his/her responsibilities and that the University will be expected to live up to its responsibilities.

4. Indeed, at the expense of creating some controversy, may I respectfully suggest that AIM can no longer afford the luxury of living in splendid isolation ala the "perfidious albanion." So far, there is no indication that this posture has helped the vast majority of Black students in that program to function on a high academic plane. While this aloofness continues, the vast sea of highly paid academicians here on this campus who would be willing to be of assistance to the student population goes to waste. It is common knowledge that there are whites and blacks who would be moire than willing to help Black students. However, because AIM currently projects a posture of having a monopoly on knowledge, it helps to advance further isolation of the faculty from the Black student population.

5. There is a current vogue among some Black students that those faculty members who make academic demands on them are either white racists or if they are Black, oreo cookies. Indeed, racism exists in the United States, everybody knows that. It is as omnipresent as the air. However, on the University level the manifestation of racism is quite sophisticated. By and large, only a very crude racist would deny a Black student an "A" grade if the student deserved it; conversely, only an equally crude racist would give that student an "A" grade if the student didn't deserve it. Yet, we know that these things have happened at Stony Brook at the hands of both black and white professors.

Question. What does such an act make the Black professor? The point here is that the matter is very simple; there is no such thing as black excellence or white excellence. Excellence is excellence and as such it transcends ethnicity. If a piece of work is poorly done, its poorly done and so deserves a poor grade. That's it. If the instructor wants to be helpful, rather than assigning the student a poor grade he/she should offer to help the student do the work properly and evaluate that student accordingly.

As for the Black professors who have consistently given Black students much higher grades than they deserve, we'll just dismiss them as "academic" anachronisms. They have probably done more to destroy Black students when the latter attempt to tackle graduate and/or professional education than anyone else. Indeed, at the expense of incurring the wrath of many Black students, may I respectfully suggest that working harder than a white student for a comparable grade might be advantageous. As long as you are Black, that is the way things are usually going to be.

6. The most important aspect of a student's education is not that of collecting a stipend at regular or irregular intervals. As I understand it, a stipend is simply a means of assisting that student to get an education. If he/she is not pursuing a productive educational course then no stipend should be forthcoming.

Some eight or nine years ago this University committed itself to the education of poor youngsters. For God's sake, let us get on with the job but let us attempt to do it properly. Let us use the resources that are available to us and if that is properly done, then I am sure that we will produce a better quality

of student. It is heart-rending to watch parents at graduation beaming so proudly as a consequence of what they think is a fulfilling exercise. Indeed, those of us here on this campus who know that the youngster who is "graduating" should really be just starting, are ashamed, indeed, we shed silent tears. Those parents expected so much at the time when their children got here and at the end of four years have received so little. Little do the parents know that the world—which historically has been so cruel to Black people—is just waiting to destroy their sons and daughters like a paper shredder. Much of this destruction will have been because the proper academic foundation had not been laid. For this, the University (and indeed universities across this land) must share some of the blame.

Universities cannot solve all of a youngster's problems. However, they can prescribe a course of action for those youngsters which, if followed, ought to produce a better quality student than is currently the case.

A student who is seriously pursuing a college education should not find so much time to play the fool in the student union for instance. The few times I have been there, I have seen congregation upon congregation of Black students either playing cards and generally acting like asses—one suspects they are the entertainment for the white students—or demonstrating the latest dance steps. These are people who, in a matter of a few short years, will be expected to "provide leadership" for other Blacks; these are suppose to be the budding members of the so-called "Black middle class". Surely, young people must enjoy themselves and have fun, but does it have to last all day every day, or just about, and from Thursday afternoon to Monday morning? Is that what university life is about?

It seems to me that this University has to make some very harsh choices, one of which is that one either weeds out the bad apples or they are going to destroy the entire barrel. In the process, the bad eggs will have destroyed the golden opportunities that Blacks now have—or what's left of it—to make a dent, insignificant thought it may be, in the professional classes in which Blacks are so terribly underrepresented. Many of us are fiddling while Rome is burning, we know that we are fiddling but I rather doubt that we know Rome is burning.

Finally, those who would argue that statements such as these are provocative and devisive, let me say that I for one would much rather be provocative and devisive than sit idly by and allow this current state of disgraceful academic performance continue. Furthermore, I am always willing to listen to my critics but not necessarily willing to heed their criticism. On the other hand, those who would argue that my concern is exclusively for Black students, let me say right here and now that being alarmed about the particular in no way diminished the urgency I feel for the general. If as some have argued, Stony Brook students are mediocre—which is a position I do not necessarily share—all I am asking at the moment is that Black students parallel that mediocrity. We must do it; let us get on with the job. This nonsense must stop lest we throw out the baby with the bath water. Its one thing for people to sit and criticize those of us who take unpopular positions. Its quite another thing to watch Black alumni return to Stony Brook year after year and tell you that they have been put in yet another program because they could not function adequately on the post-graduate level. Let us stop deluding people.

Lincoln Lynch: A Sacrificial Lamb?

Continued from p. 1

merchandise, and was instrumental in integrating L.I. banks 4 years prior to the integration of banks anywhere else in metropolitan New York.

As Associate National director of CORE in 1966, Lynch helped to organize the Sweet Potato Co-op in Bugaloosa, La., a cooperative venture among black farmers to grow and market sweet potatoes. The farm co-op idea extended far beyond Bugaloosa and is now part of the Southern Cooperative Venture which covers six southern states. The co-op now owns over 100 acres

of land and have diversified crop production.

In spite of his outstanding track record while serving the best interests of oppressed peoples' welfare in this society, Lynch has become the victim of a politically backwards administration attempting to hold back the fires of radical and necessary change, and an equally irresponsible apathetic black community which lacks the fortitude to rise to the challenge such pressing circumstances demand of freedom-loving men and women of any hue. One can only

infer that freedom to some people only comes in the form of a paycheck.

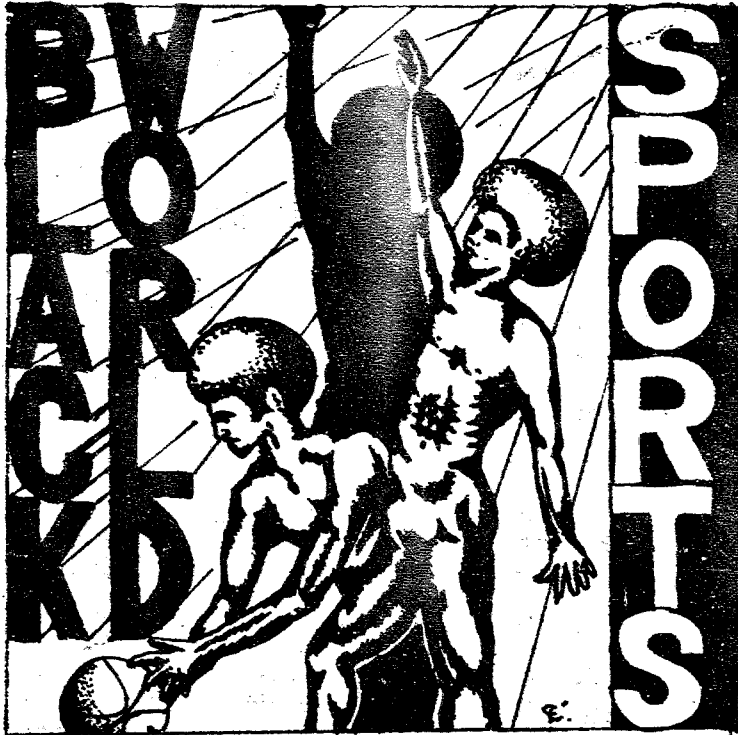
Commenting on the situation, Africana Studies Chairman Donald Blackman said, "There is a certain kind of knowledge which men cannot acquire by locking themselves up in cubicles and cunning from dog-eared books. Such knowledge could only be accumulated by rendering public service which covers a gambit of social problems. Lynch's life was spent in acquiring this practical knowledge and I know of no one who surpasses

him in knowledge of the problems of social welfare or matters relating to the black experience.

"As a vast repository of the kind of practical knowledge I alluded to above, as an important role model for black students and as a man committed by deed and word to improving the Stony Brook environment, Lincoln Lynch is an invaluable resource for this University, and only small-minded, myopic and frightened individuals would regard him as a dangerous subversive whose aim is to disrupt the

University community."

The cat was really heavy," said Quintyne. "And to see him getting castrated with no one opening their mouths is a gas." It appears that many of the "gas" chambers of Nazi Germany are still active in the minds of some people at Stony Brook today.



BY AL BANKS

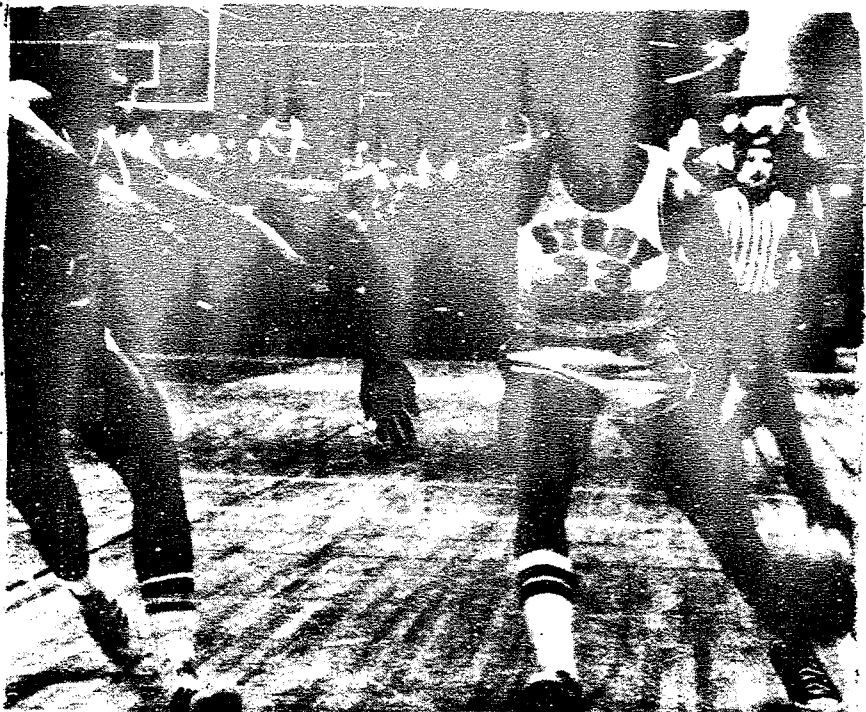
The University of North Carolina at Chapel Hill will play host to the preliminary trials camp for the U.S. Olympic basketball team May 30 to June 5. No decision was made on a final trials camp scheduled for June 98, but the prospects have narrowed to Utah, Louisiana State and North Carolina State....Ernie Holmes, the Pittsburgh Steeler defensive tackle was arrested in the restroom of an Amarillo motel Saturday night was released Monday on \$1,000 bond....Valentino Williams scored 17 points to lead the Courtsmen over the Boys 58 to 45....Teres a little bit of Kutsher's in any Piston coach: Ray Scott, wh was fired, used to work as a bellhop, and Stony Brook's own Herb Brown, his successor, trained the Israel Sabras there....

Rosendo Roman, Hunter's Outstanding Shortstop who is in the Puerto Rican Winter League, has accepted an invitation to go to Spring training with the KC Royals....Ralph Bacote, former tennis and junior varsity basketball coach at CCNY, has been tapped for assistant director of athletics for men....The John Shumate for Garfield Heard trade hurts the N.Y. Knicks playoff chances....Peter Pizzarelli has been named head football coach at N.Y. Tech. Pizzarelli was offensive coordinator at Stony Brook for the past two seasons. Stony Brook had a 14-3 record overall for the past two years, and last season averaged 375 yards gained and 31 points per game to finish second among National Club Sport Assn. teams....Jerome Williams, a 6-8 senior and co-captain of St. Francis, has scored his way up onto the all-time Terrier list....Duane Thomas, who once called Tom Landry a plastic man, now says "I'd like to play for the Cowboys, I have a better knowledge of the organization."....Why haven't George Foreman and Ron Lyle been matched for a return?....

Lou Brock enters the 1976 season with 809 stolen bases and needs 84 more to top Ty Cobb and become the all-time leader....Irving Schoenwald, Chicago fight vet among those who say, "Muhammad Ali belongs above Joe Louis....David Thompson who is suppose to be a rookie won the MVP award in the ABA All-Star Game. Thompson had 29 points in the game....Kareem Abdul-Jabbar leads the NBA in rebounding, blocked shots and is second in scoring. Jabbar stats. are 28.3 points, 18 rebounds and 5 blocked shots per game....Don't the Knicks need a center?

David Bing won the MVP award in the NBA All-Star Game; did someone say he was washed up?....The talk in Philly now is that BVilly Cunningham, who tore up his knee against the Knicks in December, is running every day, and may be in the lineup by the end of the month. George McGinnis, for one, feels he will certainly be playing by the playoffs....Norm Van Lier, who has hardly been conducting a mutual admiration society with his Chicago Bulls coach Dick Motta, drew a big laugh at the NBA All-Star banquet when he got up and said, "I'm really glad to be here, and I love my coach."

The Black Basketball Association (BBA) will start Tuesday, March 2, at 6 p.m. in the gym. For information contact Val Williams or Al Banks in the Blackworld office, tele. 246-8231. The BBA will consist of 8 teams each playing 7 games before the playoffs. Best records determine playoff positions. There will also be an all-star game....Roger Harvey comes out of retirement this Sunday in an intramurals game in the gym at 7:30 p.m.



Earl Keith, whose 26 points led Stony Brook over Brooklyn Saturday night 82-63, was voted the Player of the Week Monday in the ECAC Division III.

* Join the creative staff of the new and *
* revolutionized BLACKWORLD newspaper and *
* learn creative and innovative techniques of the *
* news media from the ground up. *
* There are openings in the Spring semester for *
* reporters, photographers, artists, columnists *
* and paste-up & layout trainees. Academic credit *
* available also. *
* Come down to Union 060 and speak with Ted *
* White, editor or Bob Parker, copy and photo *
* editor. Telephone no. is 246-8231. *
* Become involved, learn a practical trade and *
* reward yourself with the knowledge of a *
* wonderful profession. *
* *****

College Basketball

Table listing college basketball teams and their records, categorized by region: EAST, SATURDAY, SOUTH, and FAR WEST.

Knicks, Nets Win

Indianapolis...For the second time in as many games, Julius Erving and John Williamson overwhelmed the opposition yesterday as the Nets defeated the Pacers, 110-104. Erving, who scored 44 points in the team's last game at San Antonio, had 40 points yesterday. But he also had 20 rebounds, handed off nine assists, made six steals and blocked four shots.

Williamson, the recipient of several of Erving's assists, had 28 points in the supporting role. In his last game he scored 34.

Boston....Knicks beat Celtics, 97-89. Earl Monroe scored 32 points in Charlie Scott's face and orchestrated an important Knick win over the Boston Celtics. Question. Why wasn't Earl Monroe and Charlie Scott on the All-Star team?

Intramurals

The Black Attack won it's Anderson's 26 points and second game Sunday night Gerald Parker's 16 points. The beating the Degenerates 91-39. Anderson and Parker Combined The Black Attack, a highly nation was too much for the regarded playoff contender, Degenerates. Mike Horry and was led by Willie (Punch) Milton Clarke added 14 points

apiece to round out a well-balanced attack....Al Banks had 20 points and Roger Harvey added 10 points as the "New" O.H.G. defeated the Brutal Bunch 48-35. New O.H.G. is now 2-0 on the season.



Table showing basketball statistics for the Nets (104) and Indiana (104), including points, rebounds, and assists for various players.

Table showing basketball statistics for Boston (89) and the Knicks (97), including points, rebounds, and assists for various players.

Table showing basketball statistics for the Knicks (97), including points, rebounds, and assists for various players.