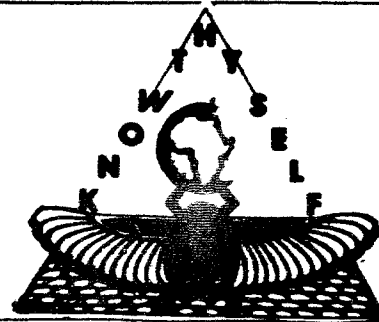


# BLACK WORLD



A SUNY PUBLICATION—UNIVERSITY AT STONY BROOK

FEBRUARY 9, 1983

VOL. XIII NO. 1



Alex Haley



John B. Slaughter

## Distinguished Lecture Series

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Donald McHenry

# February Black History Month

## NEWS FLASH

STONY BROOK, N.Y.—The Institute for Sex Research (Kinsey Institute) at Indiana University, changing its name and expanding its mission, has named a faculty member at the State University of New York at Stony Brook to membership on its new Science Advisory Board.

Dr. John H. Gagnon of Stony Brook's Department of Sociology, and authority on the social sources of sexual conduct, is one of six members of the board which will guide the Institute in determining areas of emphasis in its scientific research.

The advisory board members were appointed last month as the Institute changed its name to The Kinsey Institute for Research in Sex, Gender and Reproduction, a move reflecting plans for expansion of its research base with a commitment to exploration of a larger number of behavioral and biological issues.

Other advisory board members in addition to Dr. Gagnon are Dr. Robert Rubin of the UCLA Medical School, a psychiatrist known for his research on biological issues in psychiatry, Dr. Anke Ehrhardt of the Columbus University Medical School, a clinical endocrine researcher, Dr. Leonard Rosenblum of the State University of New York Downstate Medical Center, an authority on primates who has done extensive research on parenting, Dr. Frank Beach of the University of California at Berkeley, a former president of the American Psychological Association who is an authority on the application of animal research to human behavior, particularly known for his work on links between hormones and behavior and Dr. John Money of Johns Hopkins University, a psychoendocrinologist who was one of the first researchers to examine the interaction of biological and social factors in the acquisition of gender identity.

Dr. Gagnon is the author of 6 books on topics relating to human sexuality and family life, including "Human Sexualities," published in 1977, and "Life Designs: Individuals, Marriages, and Families." He has been a faculty member at Stony Brook since 1968.

STONY BROOK, N.Y.—The Joint Commission on Accreditation of Hospitals (JCAH) has announced a full, three year accreditation for the University Hospital at the State University of New York at Stony Brook. The commission represents the American College of Surgeons, the American College of Physicians, the American Dental Association, the American Medical Association and the American Hospital Association. The certification is the culmination of the commission's first inspection of the Hospital, conducted in September in conjunction with the New York State Health Department.

Commenting on the accreditation, University President John H. Marburger said, "We are delighted with the decision since it is unusual to receive a full three year accreditation on the first survey. It provides everyone with another assurance of our excellence and is important in the Hospital's continuing growth."

The University Hospital opened February 18, 1980. As a result of recent opening of its newest unit a 30 bed neurology and neurosurgery service, the Hospital now has 266 patient beds in use. It serves as Suffolk County's tertiary care regional referral and teaching hospital. The Hospital is a part of the University's Health Sciences Center which includes Schools of Medicine, Dental Medicine, Nursing, allied Health Professions and Social Welfare. Special services already open at the University Hospital include high risk obstetrics, pediatrics, organ transplantation and cardiac services.

## PERSPECTIVES:

### Education No Joke!

by Kim Alexander

There seems to be an ever increasing decline among Blacks in post-secondary education. My primary concern is for my brothers and sisters here on campus that are dismissed or drop out upon the onset of realizing that this, meaning college, is "no joke."

The ideas being entertained are philosophicalized and blown way out of proportion. True, it's been passed down to us that college is a time for growing, who we are and what we can do. But, it is not a place to explore and learn the variety of methods on how to receive a "D" or "F" in a course, especially if the course is required for your major.

I look at my brothers and sisters and wonder how can they let themselves become inextricably bound up in the "now," knowing that it is only temporary, and only those things that you make a necessity and work for become permanent in life. The temporary, the immediate gratification that we all seek and may find is only for the moment. If we dwell on it and try to expand it we will become stagnated in our growth and learning experiences. We must keep track of the past because lessons learned and not learned will unfold and tell their true value or worth. I believe, this is how students become lost.....eventually there paths become quite clouded with; "Should I, maybe, and I can't.....inevitably ending up with; "This is easier, it is more fun, and I'm doing what I want." For these students I have but one thing to say, that is, whether you realize it or not, your recipe is missing a significant ingredient. It's like going to the supermarket and getting everything you wanted but forgot what you needed! Precisely, the issue appears: Why did I come to college?, what am I doing here?, what did I hope to gain from my experiences?, and how will this aid me to become a more capable, fruitful individual?

All of a sudden there is an impending doom and we start taking inventory. This becomes conscious only after some devastating trials and tribulations. For the first time we start to scrutinize these questions, most of the time it's only then that we want to explicitly know the answers. but by then the lens through which we focus on the world and ourselves become distorted. In other words, our ability to perceive or judge is grossly disfigured, so that we may never really find the answers to these questions. Hence, they are given superficial excuses such as, "it's just not what I thought it was; high school was so easy: I don't understand what happen once I got to college." These cries for help are then artificially suppressed until they manifest themselves in the long strings of "F's" and "D's" and the intense devotion to attend any and all parties or extra-curriculum activities. These activities along with others become the most popular route for escape primarily because of their accessibility.

Education is an opportunity to ameliorate some of our problems as a people, it opens doors that were once closed and that will be closed again if we do not act. When we abuse an opportunity it gets taken away slowly but surely. We see this from the devastating effects of Reaganomics which ensure that few Blacks, if any, will be attending post-secondary school. For now, the boat comes, but everytime it returns it gets smaller and smaller, indicative of the fact that there will be less and less of us on that boat. Therefore, your responsibility as a person and then to your people is not to be thrown over-board by the jilting of everyday occurrences and stormy weather.....but to hold steadfast and continue to prepare for each approaching wave and storm!

# Fine Arts Center Not Responsive to the Cultural Needs of Minority Students

by Francois Nieuwendam  
Garry Jacques

Grachun Moncur and his Moncurian Workshop played to a sparse but enthusiastic audience on Tuesday Feb. 1 in the Fine Arts Center Auditorium. This was a first Stony Brook debut for this classical jazz quintet which hails from Newark, New Jersey. They were introduced to the Stony Brook community through the efforts of Professor Amiri Baraka from the Africana Studies Department. Professor Baraka, an old acquaintance of Moncur, brought the band to Stony Brook as part of the celebration of Black History Month this February. In spite of the many sound equipment problems that characterize the Fine Arts Department technical staff, the band went to play a tight one hour set which featured the best in both original compositions as well as renditions of songs by such greats as Theolonius Monk.

At first glance it would seem that this was merely another small concert at Stony Brook, but underlying this event is the controversy of the long standing antagonism between the Fine Arts Department and the minority community. Most of us within the Black and Hispanic community can remember the town meetings and the scandals that we confronted when we chose to respond to the university's insensitivity to the cultural, academic and financial needs of minorities. The situation does not differ within the Stony Brook Fine Arts Department, which has repeatedly avoided minority cultural shows and has gone out of its way to make their presentation a tedious matter. In the case of Grachun Moncur, the band experienced difficulty in getting four working microphones and proper lighting for the performance. They received only one faulty microphone



and inadequate lighting. At one point during the middle of a set, the microphone went dead and Mr. Moncur, to his chagrin and annoyance, was unable to recite a poem against the backdrop of the music. It was almost 10 minutes before the stage crew responded to correct the problem. In essence, the Moncurian Workshop was accorded little more respect than a band at the Rainy Night House despite the fact that they are all seasoned and professional musicians who have performed with such greats as Sonny Rollins, Clark Terry and Miles Davis. In commenting about this particular performance, Professors Baraka and McAdoo of the Africana Studies Department stated that such treatment of Black musicians is not unusual in

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the history of the relationship between Fine Arts and the Africana Studies Department. Also, due to the lack of resources of the AFS department, many programs cannot be brought to the Stony Brook campus and the ability to reach out to the student body through media is limited. Many persons were unaware of the jazz concert due to poor advertising. It would seem that the events pertinent to Black History Month were downplayed while the Feb. 7, concert featuring the Warne Marsh Quartet received adequate advertising space in Statesman. This would account for the less than satisfactory attendance at the Feb. 1 performance.

It requires no extraordinary sense of perception to realize that the Fine Arts Department has no interest in fulfilling the needs of Blacks, Hispanics, Asians and other minorities at our university. The term "fine arts" has no ethnic connotation and it is therefore puzzling to determine why the Fine Arts Department under the directorship of Terence Netter, is bent upon merely perpetuating European high culture. It would appear that Mr. Netter and his department are not well rounded in respect to cultures that are non-European although many had high cultures when Western European civilization was still in its infancy. Even from the perspective of American culture, the department has not fulfilled its obligations. Over recent years, Bach and Mozart have taken precedence over Gerschwin and Porter. In the case of Grachun Moncur, the Fine Arts Department has snubbed its nose at jazz music, which is as jazz singer Mel Torme put it "an art fois truly American." Jazz should be more aptly titled "Afro-American classical music" for its sophisticated has appealed to people worldwide and as music goes, has a popularity comparable to that of classical music. It is an offense to both the Black community as well as the jazz loving community that the Fine Arts Department, in its haughty arrogance should chose to take lightly the talents of Mr. Moncur and the other musicians of his caliber.

In responding to the blatant racism of the Fine Arts Center, the minority community must take the time to attend the functions that our faculty and clubs struggle hard to bring to us. This would be better facilitated if the bridge of communication between faculty, clubs and students were more firm. Secondly, as was the case with SAB concerts, the students must make the university aware of the fact that we would like to see more cultural events that cater to our specific tastes and needs. Our past struggles with the university administra with its various subsidiaries should make us aware that only when our voice is heard loud and clear will we exercise our right as tuition paying students to take part in the overall decision making processes at this university.

## AMBASSADOR GBEHO: Speaks Out Against APARTHEID

by Roland Noel

On Thursday January 27, we had the pleasure of hearing Victor Gbeho (U.N. Ambassador from Ghana) speak on the topic of apartheid. Ambassador Gbeho began his speech by discussing the historical aspect of apartheid. The ambassador referred to this system of apartheid as "a socio-political system that has become the shame of human society."

For those of you who don't know what apartheid is: ambassador Gbeho described it as "the official system of government in South Africa that upholds racial segregation and discrimination; that not only prescribes the inferiority of the black race to white race but also ensures that the black race is dominated in every area. It also ensures that naked exploitation of the labor of the non-white population of South Africa to the economic, political, social and other advantages of the white minority."

As an example of exploitation Ambassador Gbeho sited that South African gold is the most sought after gold around the world because of the low wages of black miners.

Due to pressures on the South African government, this government has tried to make the system acceptable through comestic changes. This has led to "separate development" or the creation of Bantu stands. The ambassador describes this as "a rouse to keep the black majority at the mercy of the white minority." This can be clearly seen since 87% of the land is owned by the whites (who are the minority; making up 20% of the total population). Of what little land is owned by the Africans, most is almost barren, if not barren (12% of the land). Ambassador Gbeho discussed the laws that forces migratory labor. The ambassador concluded his synopsis of the history of apartheid by saying; "this then, ladies and gentlemen, is the ugly and unacceptable face of apartheid."



Ambassador Gbeho continued his speech by discussing U.N. sentiments. He said that apartheid has been unacceptable as a state policy as far as the United Nations is concerned. The ambassador also stated that the U.N. will continue to condemn the system of apartheid. The U.N. has called on the South African government to abolish apartheid. The ambassador explained to the audience how the U.S., Britian, and France have all used their veto power in the U.N. to protect South Africa. He continued by saying that the United States has continually defied the U.N. embargos against South Africa. He stressed that American cooperation plays such a vital role in South Africa and the sustainece of their policy of which Americans would not be proud. At this time there are 600 American companies in South Africa.

The ambassador compared Hitler's regime to South African government and suggested that apartheid could lead to World War III just as the neglect of Hitler's fascist belief led to World War II. He concluded by saying some universities put pressure on banks that have investments in South Africa. And WHAT ARE WE DOING? The evening ended with questions from the audience, which was followed by a reception in the African Studies department.

In closing I would like to compliment the students of AFS420, section 2 (The Media and Black America) on the job they did in video-taping the speech.

# AFRICAN STUDENT ORGANIZATION

PRESENTS

With: Caribbean Student Organization, Haitian Student Organization And The Gospel Choir



Sponsored By: African Student Organization, African-American Student Organization, Africana

Studies Department, Graduate Student Organization, International Student Organization And In Cooperation

## AFRICA WEEKEND

**Wednesday 9th February**

Cultural Exhibition - Food, Art, Music  
Fireside Lounge, Union, 11 a.m.-4 p.m.  
Speakers: (South Africa)  
SWAPO (Namibia)

**Thursday 10th February**

Films. Poetry  
4-10 p.m., Rm. 236, Union  
"SECHABA" Cultural Workers -  
presenting songs

**Friday 11th February**

Cultural Presentation  
Play - "For Better Not For Worse"  
Fanny Brice Theatre, Stage 12 Caf., 7-10 p.m.  
Traditional Dress Show

**PARTY TO FOLLOW**

## February is Black History Month

Greetings in peace! Warmest Welcome back from the staff of Black World. February is Black History Month, a symbolic tradition of high importance that has persisted well over half a century. Black History Month is symbolic only because a month is hardly enough time for African people anywhere to celebrate the towering magnitude of their history. The serious implications here is that the history of Black History Month is but an indication that something is terribly wrong with the way history books have been written. On the other hand, on our shoulders lies the responsibility of continuing to strengthen and observe the importance of a tradition such as Black History Month. But these annual observations must also have a real objective: to build and bring forth the day when progressive Black scholars (men and women) are crucial to the writing of learning books, to include not only (his) story but (our) story without which there is no real story.

It is hoped that as Black History Month is celebrated at Stony Brook, the organizers make a determined effort to show the relationship of the struggle in America to that of the rest of the African world. This is necessary because the 400 year old crisis of African-Americans does not exist in a vacuum. It is part and parcel of the intense struggle for liberation and self-determination being waged on a worldwide scale.

Another item of great importance is the role of the African student (African-American, Latin-American, Caribbean, and African) community at Stony Brook. It becomes a matter of dignity and duty that students come to functions (great or small), that the clubs hold in celebration of Black History Month. In addition, it can never be cited enough the importance of coming together in unity — to continue building bonds of solidarity, to realize the necessity for planning and organization to forward "the Movement" to the pinnacle of triumph.

Best Wishes for a successful academic year.

Should Governor Cuomo's state budget for next year be approved, an effort to reduce the cost of state operations will ensue. SUNY will be affected. The plans are now on the drawing board. The budget deficit reading 1.8 billion dollars presents itself as a harsh reality, with a forthcoming increase in tuition revenue by at least 10.5%, retrenched departments, and faculty layoffs at Stony Brook. The compartmental reductions within the SUNY system will affect both academic (i.e., libraries and student affairs), and administrative realms (maintainance, general institutional services, etc.). Of the 394 proposed layoffs, 110 will affect teaching faculty, the rest non-teaching faculty. What of students enrolled in departments facing retrenchment? Says President Marburger, "I have not the slightest idea what to do with students enrolled in departments facing possible retrenchment." Watch out.

**BLACKWORLD congratulates the newly elected officers of the Caribbean Club, Forward Ever! Backward Never! One Love.**



## BLACKWORLD

"KNOW THYSELF"

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*Production Manager*

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*BLACKWORLD is a bi-monthly student publication at the State University of New York at Stony Brook. Address all correspondence to BLACKWORLD, Rm 060, Student Union Building, SUNY at Stony Brook, Stony Brook, NY 11794. Materials can also be submitted in BLACKWORLD'S mailbox, 2nd floor, Student Union Building (Polity Office) phone 246-4762.*

# Notices

STONY BROOK, N.Y.—Four State University of New York at Stony Brook students who have made outstanding contributions to campus/community life each will receive a \$250 cash scholarship award from the Stony Brook Alumni Association in May.

The awards are the Class of 1970 Scholarship for which freshmen are eligible to apply, a scholarship established in 1970 as the class gift, intended to foster both alumni involvement and contributions by freshmen to University life, awarded to a freshman in good standing who has made the most significant contribution to the University; the Ashley Schiff Scholarship for sophomores, also established in 1970, to honor Dr. Ashley Schiff, a Stony Brook faculty member noted for his conservationist policies and his dedication to developing campus residence hall programs, awarded to a sophomore in good standing who has made significant contributions to campus life and/or contributions toward conserving and preserving the local environment; the Couey Scholarship for juniors, established in 1974 to honor Mrs. Elizabeth Couey, the first coordinator of student activities at Stony Brook and later a counsel awarded to a junior in good standing who has been active in campus affairs and who has done the most to foster communication and understanding in the campus community; and the Alumni Scholarship, for graduate students, awarded annually to a graduate Stony Brook graduate student who has demonstrated activity benefiting the campus environment.

Applications for the four scholarships are available at the Alumni Office in University Affairs, Room 336 in the Administration Building, 246-7771. The deadline for filing applications is March 15.

For ten weeks during the summer of 1983, the A.A.A.A. Committee on Equal Employment Opportunities will offer approximately 30 minority students a chance to work in a major advertising agency.

The Minority Student Fellowship Program gives students first hand experience in learning about account management, media planning and buying, research, copywriting, art direction, and traffic & production procedures. The internship program also offers students the excitement of working and living in one of the two largest advertising centers in the country—New York and Chicago.

We welcome applications from any minority group student whether or not they are currently studying advertising or marketing. The main criteria is that they have an interest in the field of advertising and can communicate their ideas effectively. The enclosed booklet may help in describing for your students the various career opportunities in the advertising agency business.

If you need additional application materials, contact me or feel free to make duplicate copies. The application deadline is February 18, 1983.

We think the Minority Student Fellowship Program is a terrific learning opportunity for your students. We know your students will think it is, too.

Catherine L. Ferris  
Secretary, Committee on  
Equal Employment Opportunities

# Biography of Stokely Carmichael



Stokely Carmichael was born in Port of Spain, Trinidad on June 29, 1941. He was brought to the United States by his parents at the age of ten. An activist even during his high school days. Stokely attended the Bronx High School of Science in New York; graduating in 1960.

He continued his education at Howard University, graduating in 1964 with a major in philosophy and an above average honor roll status. In 1971, he was awarded an honorary Doctorate of Philosophy Degree by Shaw University, the third oldest Black University in the United States. He has traveled extensively in Africa, the Middle East, North Vietnam, Cuba, Puerto Rico, Europe, Canada and the United States; meeting and working with the top leadership in these areas and expanding his knowledge of the problems and issues which affect people and revolutionary movements throughout the world.

Any attempt to write a biography of Stokely becomes in fact a synopsis of the history of the Civil Rights, Black Power and Pan-African movements which have determined his ideological development and growth and in turn been effected by it. The ideological and political concepts about which he speaks grew out of the collective experience of generation of African youth who have studied, worked, struggled and resisted almost all of their young lives for the complete liberation and unification of African people. Some of Stokely's activities include:

The struggle for Civil Rights and Black Power in the United States, and for national liberation of the continent of Africa, the Caribbean, and Central and South America.

The college student sit-in movement of the early 1960's which lead to the founding of SNCC, the Student Non-violent Co-ordinating Committee.

The "Freedom Rides" during the Spring and Summer of 1961 into the South.

SNCC, SCLC and CORE's efforts to build networks of grass-roots political, economic, educational and social organizations in the Black Belt areas of the rural South and the urban ghettos of the North.

The "Mississippi Summer Project of 1964" which taught Black people in Mississippi how to read in order to entitle them to vote and lead to the organization of the Mississippi Freedom Democratic Party which challenged the regular Democratic Party of Mississippi at the 1964 Atlantic City Democratic National Convention.

The organizational efforts of the Alabama SNCC staff to build the Lowndes County Freedom Organization (the first Black Panther Party) in 1965-66 which culminated in the election of the first Black sheriff in the South since the end of Reconstruction.

The "Memphis to Montgomery March" in 1966 from which the cry for "Black Power" reverberated around the world.

The urban rebellions of 1967 and 1968 and the struggle to free the Civil Rights and Black Power movements from Zionist domination and control.

The birth of the "Peace and Anti-Draft Movement" when SNCC became the first national organization to resist the draft with the slogan, "HELL NO, WE AIN'T GOIN'! THE VIET CONG NEVER CALLED ME A NIGGER!"

SNCC, under Stokely's leadership was the first national organization to publicly denounce Zionist aggression during the 1967 Israeli war. He traveled in 1967 to the Middle East to visit the Palestinian refugee and guerrilla camps. In 1968, he was the keynote speaker at the founding conference of the Organization of Arab Students in the U.S.

Stokely worked with the United Farm-workers Association in its efforts to organize migrant laborers in the Southwest during the lettuce and grape boycotts of the 1960's. He also actively supported the American Indian and Chican movement in its struggle to reclaim its land from American settler colonialism.

In 1967, Stokely traveled to Puerto Rico at the invitation of the Movement for the Independence of Puerto Rico and the university students to reaffirm SNCC's support for the independence of Puerto Rico from American colonialism.

His travels during 1967, took him to Vietnam where he meet and talked to President Ho Chi Minh. He then traveled to Europe, the Middle East, Africa and Cuba. While in Guinea he meet Osagefyo Kwame Nkrumah, the late President of the Republic of Ghana.

Upon returning to the U.S. in 1968, Stokely's pace quickened. He called for the creation of the Black United Front.

He accepted an invitation from the Black Panther Party to attend a rally to free Huey P. Newton. The Panther leadership conferred upon him the title of Prime Minister and asked him to organize chapters across the world.

He was fired from SNCC because of ideological and political differences.

In 1968, Stokely married Miriam Makeba, the internationally known African singer and returned home to Africa to live, study and work with Presidents Nkrumah and Toure. While in Guinea, Stokely taught school at the "Gamal Abdal Nasser Polytechnic University" in Conakry.

In 1969, he resigned from the Panthers for ideological and political reasons.

Stokely returned to the U.S. in 1971, and immediately began to build the base for the emergence of the ALL-AFRICAN PEOPLE'S REVOLUTIONARY PARTY.

He is traveling under Diplomatic Passports from the Republics of Guinea. He co-authored with Charles Hamilton the book BLACK POWER and is the author of STOKELY SPEAKS: FROM BLACK POWER BACK TO PAN-AFRICANISM.

submitted by Terrie Smith

*STOKELY CARMICHAEL TO APPEAR AT STONY BROOK FEBRUARY 15, 1983*

## CO-OP CHILD CARE AT STONY BROOK

By Barbara A. Quick

Last semester I noticed that a lot of students on campus, who are parents, were having a hard time finding a babysitter and paying for a sitter. I can understand the emotional strain it put on them because I am also a student and parent. I got together with these parents and also with students who were interested in donating their time for child care; we compared schedules and matched the parents time needed for a sitter with the time another person had free to offer. So I've received wonderful reports from these parents.

There is a meeting for parents and interested students to help aid more parents who need help with child care. The meeting is on Friday, February 11 at 7:00 p.m. at my home, Apartment Complex Bldg. C-1040 (the apt.-complex/HSC but from the Union to the apt. complex) there will be refreshments served. We want to help ease the emotional and financial pressures for students with children. Please call me, Barbara Quick at 689-9161 if you have any questions.

# Dr. King and the struggle for voting rights

AMIRI BARAKA



Dr. King led an aggressive and almost continuous battle to secure voting rights for Black people. (Malcolm pointed out the alternative, the ballot or the bullet!) Two

of the most internationally significant marches Dr. King led were in Selma, Alabama (1965) fighting for Black voting rights. Selma existed in a county that was over 90% Black but which had no Blacks registered to vote.

Black people had been stopped from voting, as the revolutionary triumph of the Civil War and the passage of the 15th Amendment supposedly assuring Blacks the right to vote, and the promise of the Reconstruction which followed, ultimately gave way to the treachery and repression of the Hayes-Tilden Compromise of 1876. Stopped from voting by the white supremacy *murder gang* the Ku Klux Klan with the collaboration and support of the federal government.

Between 1876 and 1915, almost all the rights won in the Civil War were stripped away. At first (and always) by murder and intimidation, and later by law. In 1883, the Civil Rights Bill of 1875 was ruled unconstitutional. By 1897, "separate but equal" was ruled by the Supreme Court the law of the land. By 1905 Blacks legally could not vote in any state in the South.

Between 1891 and 1945, there was never more than one Black representative in the U.S. Congress at any one time! It was not until the late 1970's that there were more Blacks in Congress than during Reconstruction! This is the *secret* of the Black vote. An African American Nation exists in the Black-belt South with the right of self-determination. Some 60% of Black people live in the South, and most of them in compact, contiguous areas. Even outside the Black-belt, in the cities of the North, Midwest and West, Black people live in ghetto reproductions of the Black-belt, not scattered and homogeneous. So that, even under bourgeois democracy, Black people should be able to achieve formal political representation through the vote.

We must understand that actual mass community control and power can only be

continued on pg. 10



## REFORMATION (PRESERVATION)

By: Caesar Campbell

How many of us stop to think of institutionalised racism. As covert as it may seem, it affects the lives of Blacks, and other "minorities" alike in many countries.

South Africa stands out clearly as being the only country today practicing and implementing institutionalized racism; an abhorrence to mankind. Separate development is the order of the day, which reflects the racist policies applied to blacks and other ethnic groups alike.

There is one thing which stands out clearly in my mind, and that is the apathy existing among us the "academia," on campus. It is unexcusable for university students to remain oblivious to such a poignant issue. In a time where the Botha regime is committed to the preservation of apartheid and endless endeavours for recognition

internationally as a just and equitable society, one should not be looking for reformation of apartheid, but to its destruction. It is my conviction that apartheid reformed is apartheid preserved. One may change its features; however, the structure still remains.

First and foremost, one should make a conscientious effort to inform oneself on the issue, making it a point to keep up with the newly developing events. At present, there exists a body of students (Students Against Apartheid) which welcomes and urges all students to play an active part within this body.

In its upcoming issues, Black World will be featuring newly occurring events in South Africa, which will be informative, as well as educational. There is no excuse for ignorance.

ed. note: the writer is an SUSB economics major

# condemn apartheid



## COMMUNIQUE FROM PEOPLE'S LIBERATION ARMY

Despite the spotty coverage which the armed struggle in Namibia receives in the world press, the armed conflict in our country has continued to deepen in its intensity and broaden in its scope.

For instance, the annual report by the Commanding Headquarters of the People's Liberation Army of Namibia (PLAN) reveals that in the period between November 1981 and November 1982, PLAN combatants initiated 802 armed actions against the forces of illegal occupation in Namibia. These actions ranged from attacks on enemy military positions, demolitions of enemy military, economic and communications installations, landmines against enemy vehicles and armoured cars, ambushes against enemy troops and raids on enemy military targets.

All together, 2,865 enemy soldiers were put out of action, either killed or wounded. Some 79 enemy trucks have been destroyed and 37 armoured personnel carriers were also destroyed. Eighteen enemy aircraft were shot down. Fourteen helicopters and two reconnaissance planes were also shot down. Furthermore, 230 enemy agents were captured.

The combat zone in which these armed actions took place cover nearly half of the country, ranging from the banks of the Okavango River in the North-East to the "Skeleton Coast" on the shores of the Atlantic Ocean, and from the Namibian-Angolan frontier in the North to the districts of Otjiwarongo and Omaruru in the North Central part of Namibia.

The expansion of the operational area by PLAN during the first quarter of the year 1982 has obliged the South African army of colonial occupation to stretch its defence lines by deploying more and more active combat forces in the field around the areas of Tsumeb, Okavango, Otavi, Outjo, Otjiwarongo and Omaruru.

The above figures of military actions and enemy losses in men and materials indicate quite clearly that the price of colonial occupation is becoming increasingly higher for the racist state in South Africa than ever before. They reveal also that the strategy of grandiose military invasion and occupation of parts of the Angolan territory to ostensibly destroy SWAPO's military backbone has failed to yield the desired results.



**and speakers presents**

**CONCERT JAZZ SERIES**

**Gary Burton**

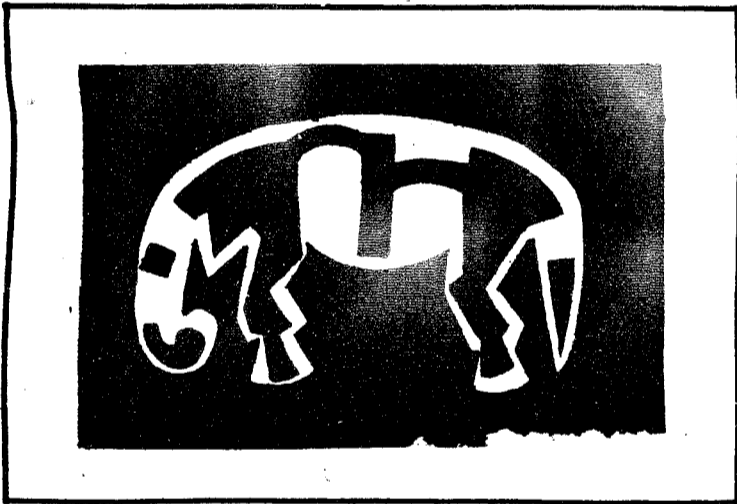
Feb. 25, 1983, Union Auditorium  
9, 11 p.m., student—\$6.00, public—\$8.00

**Gil Scott-Heron**

Feb. 26, 1983, Union Auditorium  
9, 11 p.m., student—\$6.00, public—\$8.00

**Dizzy Gillespie**

Mar. 5, 1983, Fine Arts Center (Main Stage)  
9:00 p.m., students—\$6.00, \$7.00, \$8.00  
public—\$7.00, \$8.00, \$9.00



**Dr. Ruth Westheimer**

Feb. 23, 8:00 pm, Lecture Hall 100  
Tickets on sale in Union Box Office  
\$2.00—students \$3.00—public

**Mr. Alex Haley**

Author of *ROOTS* and *The Autobiography of Malcolm X*  
1977 Pulitzer Prize Winner, February 16, Fine Arts Main Stage,  
8:00 p.m.

**Ambassador Donald McHenry**

University Research Professor of Diplomacy Georgetown  
Uni., former U.S. Ambassador to U.N., March 8, Fine Arts  
Main Stage, 4:00 p.m.

**Professional Wrestling**

Mar. 17th, 1983, St. Patrick's Day  
9:00 pm, Gym, G.A.—\$5.00, ringside—\$7.00

**League of  
Revolutionary  
Struggle (M-L)**

**Presents**



*A Tribute & Memorial To*

**MALCOLM X**

**SPEAKERS:** AMERT BARAKA (LRS)  
NBIPP (NATIONAL BLACK INDEPENDENT  
POLITICAL PARTY) N.E. REP.

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# The United Front: What Kind of Organization?

by Charles Branham

By now I'm sure everyone has heard about the Ad Hoc Committee For the Formation of the United Front, right? Well, if you haven't I will give you a brief, slightly subjective history of the committee. Out of the political quagmire of the last semester, ...and all those who read Statesman know what I'm talking about, came many revelations about how divided we were as a community. It only took a few people with determination to misdirect the energies of the community. It also started to become clear to many students that the clubs and organizations said to represent them could not handle the political void exposed by the turmoil in Polity, Financial Aid, etc. through their own organizational channels.

In the last community town meeting of the year, an Ad Hoc committee was formed to set the structure of the United Front. A united front is a broad based coalition joined in a collective struggle for common goals. With this in mind, the committee members produced a question-

naire for campus 'third world' students in order to get a sense of the needs of the community. From January 31st to February 2nd at the Union literature table, committee volunteers were handing out questionnaires to anyone willing to fill them out. In the first day the committee had over 140 responses. Over 50 people signed the contact sheet. As of the writing of this article, the total number had reached 200 responses.

The Ad Hoc committee did not intend to produce a scientific study of the concerns of the Stony Brook community, instead it wanted to motivate involvement in the United Front formation process. In this regard, the involvement of students, it achieved its goal hands down. The problem which some of us on the committee began to see was that we had not thought of a way to statistically analyze the short answer format of the questionnaire. However, there was a way to use the data we had gathered.

Question one read, 'What do you

think the United Front's priorities, in terms of issues, should be?' To this question people can answer many ways, but in a campus environment, students would tend to answer to Academic, Social, or other, more specific priorities. Academic priorities tended towards particular educational disadvantages students felt they shared with other third world

## The United Front's Priorities

percent— ages	Academic	Social	Other	No Resp.	Total%
	7.5%	21.9%	60.2%	10.2%	
					(rounding error.)

N=146

students on campus. Social priorities tended towards a call for more interaction and communication on a collective (group) level. The final category that could be discerned from the responses is that of a specific priority or a combination of priorities, the unique characteristic being that the responses were political in nature. There were several major trends in this category:

- 1) financial aid
- 2) communication in preparation for action
- 3) collective support services for students

Again these percentages are not scientifically based, nor are they based on good research methods,

however they are consistent, given that one person coded the data from the responses. In other words, the percentages below may reflect one person's subjective perception of the question, but there is a certain amount of consistency with just one person doing the coding. Here are the results.

'What do you think the United Front's priorities, in terms of issues should be?'

The interpretations of the categories (characteristics) may be vague, nevertheless the trend of the results is clear; the majority of the respondents on the first day of surveying were motivated to write about politically oriented issues such as 'effective representation', 'getting a job', etc. with Financial Aid, Communication, and Support Services being major issues. The 21.9% response for Social priorities is worth consideration by the committee in that a student's social environment can affect its academic performance. Please feel free to ask the committee members any questions concerning the formation of the United Front. ed. Note: the writer is an SUSB undergraduate.

## Viewpoints: Minority Education

by Satrina John

In the midst of the holiday craze I reflected on the trials and tribulations of minorities in the education system. The problems created by the system for us are multidimensional and our struggle to get through these problems are almost unbearable. According to statistics, the attrition of minorities in college is extremely high. More than half the entering minority class become dropouts or push-outs. What does this mean? This means that many of us entering college are not well equipped with the skills and background necessary to successfully complete a college education. As a result, minorities are forced to remain part of the low socioeconomic class and this society continues to perpetuate the traditional notion that Blacks are academically inferior.

The problem is frustrating for those of us who are involved and for those of us who are merely observers. In dealing with the problem many of us allow ourselves to be consumed by negativism and lack of hope. Others seek a more convenient solution which is to educate only the very bright. I feel that both of these attitudes are detrimental to the advancement of minority education. Negative attitudes seldom accomplish anything. It takes away motivation and self-esteem. The only thing it does is program students for failure. This, in turn, promotes the idea that Blacks are uneducatable.

In my view, educating only the very bright is unfair. Every minority person deserves a chance to be educated. After all, the fight for



education was not only for the very bright but for the masses of Black people who have long being denied this opportunity by their white counterparts. It is always easier to educate the very bright as opposed to the "not so bright," but the very bright minority student will have a chance at postsecondary education by the mere fact that he is very bright. "He will be considered an exception for his/her kind." Thus, it is our responsibility to make an extra effort to educate the student(s) that many of us refer to as "not so

bright." In fact I believe that many of the educated minorities around today are the ones who started off "not so bright."

Furthermore, any well educated minority should be conscious of the fact that the problems facing minorities in the education system are problems caused and perpetuated by the society. The problems originate in elementary and secondary schools where Black children begin their education by having to deal with the profound psychological problem of inferiority. Simultaneously, the inferior public schools they are forced to attend, provides them with insufficient preparation for further academic achievement. It is these deficiencies and others that are responsible for the nation's educational deficit of minorities.

Hence, in dealing with the problems of minority education we must not seek an easy way out nor should we foster negativism. Instead, a stronger commitment must be made on the part of the education system, in particular minority educators and administrators to help minority students develop adequate reading writing and mathematical skills so that they can complete a college education. Meanwhile, I urge all minorities interested in gaining an education not to wait for the "so-called educational system" to educate them, but to take on the responsibility and educate themselves.

**THE  
BLACK  
MAN  
MUST  
DO  
FOR  
SELF**



# NEWS

STONY BROOK, N.Y.—The Department of Theatre Arts at the State University of New York at Stony Brook will present a new play by Lou Peterson, "Another Show," from Wednesday, Feb. 23 through Saturday, Feb. 26, and from Wednesday, March 2 through Saturday, March 5, at 8 PM. Tickets, at \$5, \$3 for students and senior citizens, may be reserved by calling the Fine Arts Center Box Office, 246-5678.

Author Lou Peterson is a member of the faculty in the Department of Theatre Arts at Stony Brook. His first play, "Take a Giant Step," was voted one of the ten best plays of 1953, and he has written extensively for television as well as films. "Another Show" will be acted by a student cast and directed by Tom Neumiller, also a member of Stony Brook's faculty in Theatre Arts.

"Another Show" is about a serious contemporary problem but with an essentially positive point of view. The play begins after the death of a student by suicide and explores the problem of responsibility and the guilt experienced by family and friends as they try to understand what has happened.

## TOULOUSE CHAMBER ORCHESTRA

The Toulouse Chamber Orchestra, with Michel Debost, flute, will give a concert at the Fine Arts Center at the State University of New York at Stony Brook Feb. 26, at 8 PM. Tickets, at \$10, \$12 and \$14, may be reserved by calling the Fine Arts Center Box Office, 246-5678.

For their Stony Brook concert, the Toulouse Chamber Orchestra and Michel Debost will perform music by Aubert, J.S. Bach, Leclair and Bartok.

During their North American tour this year, the 11 string players of the Toulouse Chamber Orchestra have been joined by Mr. Debost, the renowned French flutist, as soloist. Mr. Debost tours the United States and Canada every year, either as soloist or with a chamber group, and is also well known for his recordings, many of which have received the Grand Prix du Disque.

STONY BROOK, N.Y.—The nation's largest regional professional society in sociology has named Dr. Lewis A. Coser, distinguished professor of sociology at the State University of New York at Stony Brook, to receive its major annual award for 1983.

Dr. Coser will receive the Merit Award for distinguished contributions to the discipline during the main plenary session of the annual meeting of the Eastern Sociological Society in Baltimore March 5.

The award, recognizing lifetime scholarly achievement in sociology, has previously been received by leading sociologists including Robert Lynd, co-author of the classic Middletown study in the early 1930's, Robert Merton of Columbia University who was Dr. Coser's Ph.D. advisor in the early 1950's and Talcott Parsons of Harvard University.

Dr. Coser holds one of the State University of New York's seven distinguished professorships at Stony Brook. A faculty member at Stony Brook since 1969, he was elected to fellowship in the American Academy of Arts and Sciences last spring, one of 11 Stony Brook faculty members who have been elected to the Academy. He was co-author last year of the first major study of the American publishing industry, a book entitled "Books, the Culture and Commerce of Publishing." He has served as president of the American Sociological Society, the Eastern Sociological Society and the Society for Study of Social Problems.

Dr. Coser and his wife Dr. Rose Coser, also a well-known sociologist who is a faculty member in Stony Brook's Health Sciences Center, are residents of Stony Brook.

ALBANY—Making good schools mediocre by reducing their state aid to bolster property poor school districts is not the answer to the state's problem of equitable school spending, says New York Educators Association President Thomas Pisa.

Responding to Governor Cuomo's 1983 state education spending plan, the statewide union leader expressed disappointment in the so-called "Robin Hood" approach to school financing which the Governor has chosen to present to the Legislature. Pisa also noted that the meager proposed \$83 million increase in state education aid would compound the already serious erosion of public school resources caused by federal cuts suffered under the Reagan administration.

"A strong New York state needs strong public schools. Education effects all of the state's problems— from infrastructure and unemployment to prisons and other social concerns. A solid investment in human resources— the state's youth— pays off not only in dollars and productivity but improved quality of life," Pisa said.

And, to propose what amounts to a \$17 million decrease in state aid due to the fact that the school year overlap, "is to ignore the sound reality that the state's schools are the most critically important investment that can be made in this state," he said.

Pisa said the following facts make a powerful case for strengthening— not weakening— New York's public schools:

- Adults who have earned at least a high school degree are earning more than the amount needed to maintain a moderate standard of living while those without a high school degree are earning from \$7,000 to \$10,000 less.

- Nearly 70 percent of the prison inmates confined in New York prisons did not finish high schools.

- Roughly 60 percent of New York's 924,156 welfare recipients did not finish high school.

Although Cuomo's plan is likely to undergo much change for the better through the legislative process, Pisa expressed concern that the executive proposal does not reflect long term solutions to the state's critical problems and instead promotes a plan which has historically been unacceptable to lawmakers and the education community.

"To lower the crime rate, to reduce the welfare rolls, to rebuild New York's infrastructure, to allow more people to share in a better life, New York needs stronger public schools. We hope to convince all government leaders— including the Governor— of this critical fact."

## Dr. King and the struggle for voting rights . . .

achieved under socialism, and as a result of socialist revolution. It cannot be achieved without the building of a multinational Marxist-Leninist revolutionary party that can unite the many struggling U.S. workers of all nationalities and smash white racist monopoly capitalism forever.

But even under bourgeois democracy, formal Black political representation could be achieved via electoral politics, and some important reforms can result from this. Also, and even more important, as Lenin pointed out, achieving some formal democracy would raise the level of class struggle in the Black Nation and among the Black oppressed nationality to a much sharper intensity, since the fundamental divisions of class would be more readily observable to the masses. The racial aspect of class divisions would be somewhat diminished, since the Black masses would now have to go up against the Black bureaucratic elite — as the full equality and progress the masses demand can never be achieved under monopoly capitalism no matter what nationality is managing its local manifestations!

But Black people are seldom allowed even formal bourgeois democracy. This is the key defining ingredient of Black national oppression — the withholding of even formal bourgeois democracy. From the exclusion of slavery, to *de jure* (by law) segregation and discrimination of the years prior to the civil rights movement, to the continuing *de facto* repression of the Black masses which Ronald Reagan is again threatening to reinstate legally with anti-Black laws.

Reagan's recent thinly veiled attack on the 1965 Voting Rights Act, which Dr. King's Selma marches forced into being, is an example of the vicious racism Reagan wants to legally put back into place in the 1980's rightward moving U.S.A.

taken from Unity News Vol. 6 No. 1



St. Louis

(UNITY photo)

# BLACK PSYCHOLOGY ?

by Donna Mair

The AFS department is offering a course in Black Psychology taught by George Roberts. As a student of this class, and a Psychology major, it is a refreshing alternative from studying psychology in the traditional Euro-American framework. It is somewhat difficult to apply these traditional theories developed by white psychologists to Black people knowing full well, that the blacks in this country have to some extent cultural, economical, and sociological differences.

One example of such difference can be seen in a comparison of the language used by the blacks and whites in our society. The standard used by whites is based on a standard developed by W.A.S.P. that fails to recognize the non-standard English dialect used by blacks, and that this dialect evolved through the use of valid and legitimate alternative speech, and not maladaptive form of communication which needs to be treated as an illness or remedied with "special-help" programs.

These "so-called" sociologists, psychologists, and educators should try to bring out the strengths and positiveness of blacks instead of advancing theories which are perceived as negative. Blacks in our society have adopted certain survival skills which require a certain mental toughness, which can be used as a positive technique for effective living. According to an article written by Joseph L. White, "Black youngsters living in the ghetto have to know how to deal effectively with bill collectors, building superintendents, corner grocery store, hypes, pimps, whores, sickness and death." They realize the hostility of their environment and that they too must survive and struggle in this complex and

competitive arena in which they live.

If we look at the black family as compared to white traditional model of the nuclear family where one male and female parent raises the child until he/she becomes of legal age, the absence of a father figure in the black family becomes vital in classifying an unhealthy surrounding for the upbringing of a child. Further Freudian analysis is used to explain sexual maladaptiveness in male and female children which are said to carry over to the next generation. What about the people who make up the black family? What happened to the uncles, aunts, older brothers and sisters, girl friends and boy-friends, and even preachers that are considered part of the extended family? Are they being overlooked or are social scientists not aware that they exist?

What we need then, is not the constant put down by some Euro-American traditional psychological model, or the categorization of some psychological theory, but we as a people need to enhance our positiveness about ourselves and our culture, instead of trying to conform or change to fit some standard model. As White says, "Maybe people who want to make the blacks a case for national action (Moynihan Report) should stop talking about making the black family into a white family and instead devote their energies into removing the obvious oppression of the black community which is responsible for us catching so much hell."

Black Psychology then has developed out of the need for blacks to build on their strengths. Its goal is primarily to expand on certain African ethos, which strives to achieve a total mind and

body unity, instead of separating one from the other. The Euro-American culture goes against this unity and emphasizes a mind over body position, which is used to stifle and suppress the culture and traditions of blacks in our society. The African ethos stresses a collective group orientation whereby behaviors are valued based on the contribution it offers to the group. This in turn reduces alienation and makes them better able to deal with everyday stress and strains of life. It is no wonder that the males raised in the Euro-American culture find it difficult to achieve a stable emotional being when they are so caught up in "Self control, rugged individualism competition, hard work and achievement, which will eventually lead to their own emotional destruction." In an article written by White, Parham, "Black psychology then, attempts to put the old mind and body dualism in its proper perspective by acknowledging both rational processes and feelings as equal aspects of human condition."

In conclusion, Black psychology is needed to investigate distorted and inaccurate inferences, and to try to put forth a more accurate and factual description of black life styles that is rarely described of as being "valid."

This constant down play of blacks based on a deficient psychological model, needs to be dealt with on more accurate, inclusive or perhaps a different theoretical and methodological model altogether.

ed. note: the writer is an SUSB psychology major

## FLIGHT FRIGHT

by Lancelot Walker

It was once believed that the most reliable and safest way of travelling was by foot. However, long distance journeying, and modern technology have long since required more efficient ways of getting to some distant places. Amongst many different kinds of transportation systems available to us today, the aeroplane has thus proven to be the most efficient.

For the first time, flying can be a very exciting and interesting experience. For the compulsive patron flying must be like some kind of sexual stimulation. But for those whom (like me) can only fly after having a couple shots of whiskey, a valium and a puff of weed, flying is a nightmare.

In December, last year, I had planned another of my frequent trips to Toronto, Canada. I was daring enough to decide to go via airway. After boarding and reboarding the DC-8 six times between 4 and 5 PM at Kennedy airport, I finally arrived in Toronto. Thanks to my mother who talked me into it.

As usual Toronto was a lot of fun. Party, movies, girls; all that fun. All too soon three weeks had gone by and it was time to return to the Big Apple. My return flight schedule departure time was at 4 PM. I was dressed by anxiety by 11 AM. My uncle, aunt and cousins accompanied me to Toronto International Airport in Malton. I checked my luggage in and boarded the plane at 3 PM. This time I stayed aboard as I did not want my relatives to suspect the coward I was for flying.

By 3:30 PM everyone was aboard, and the flight attendant with the gigantic breasts did the routine pantomime with the oxygen mask and life jacket. The voice from the intercom above her head assisted her in english and then french. She disappeared behind the curtains to the cabin with a huge run in her pantyhose.

Everyone sat aboard quietly or fighting until 5 PM with no sight of the flight crew. At about

5:15 PM the captain introduced himself on the intercom. "Sorry for the delay ladies and gentlemen," he said, "but we have been screwed up, there is no fuel in this plane." Everyone panicked and there was an upsurge of disorder. I must have amputated the arms of several passengers as I dashed for the door. To my dismay it was securely locked.

I began perspiring heavily, and I could feel the perspiration running down my side. I also needed to visit the bathroom, but I returned to my seat.

The captain once more reported further delay at about 6:15 PM. He said that there was ice on the wing and fuselage that had to be removed. I restlessly watched men in spacelike suits applied huge yellow steam hose to the wing and body of the plane.

The plane began to tax down the runway at about 7 PM without any further indication from the captain or the flight attendants. The "fasten your seat belt and no smoking" signs lit up.

Outside it was ice-raining and the only thought I had was that if the plane crashed and I died, I would sue the airline. The next thing I felt was the sudden leap of the iron bird in the air. Something was wrong. I could feel it by the way the plane was shaking in the air. "Ladies and gentlemen," the captain announced, and my heart skipped two beats, "we are experiencing some heavy turbulences." He continued, "There is no need to be alarmed, however, please remain seated and fasten your seat belts."

The plane ascended rapidly into space, then with one full motion, dropped suddenly. A soda cart that one of the flight attendants was holding on to escaped from her hands and went crashing into a nearby seat. People were screaming and crying. Newspapers, books, and handbags went flying around. The man sitting in the seat beside me slammed me in the mouth with his elbow.

The lady behind me whacked me over the head with her black handbag.

The plane mounted again and for the second time dropped even further below. I could taste the egg and bread I had had for breakfast. I was so scared my hands were shaking like a leaf. The couple in front of me with the british accent was arguing. The man damned his wife about her desire for taking these bloody confounding jets everywhere. She asked why the bloody hell he did not sit his bleeding ass on the bus for twelve hours. I wanted to tell them to shut the hell up but I was too dumbfounded.

It was minutes to eight when the ride became smooth. The captain announced that we would be arriving at Kennedy at 8:10 PM. He assured us that the remainder of the flight should be pleasant as no more bad weather was predicted for the New York area.

The plane was flying over Queens at about the predicted time. Nevertheless further announcements from the captain informed us that there was too much traffic in the airport and we would be delayed for another hour.

By the time we finally landed at 9:10 PM I had lost all my strength. I swore to myself that I would never take another aeroplane as long as I could help it.

Ed. note: The writer is an SUSB Biology major.

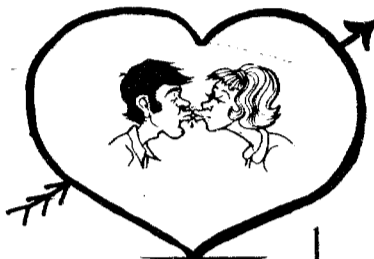
Submit Material by	Publication Date
Wed. Feb. 2	Wed. Feb. 9
Wed. Feb. 16	Wed. Feb. 23
Wed. March 2	Wed. March 9
Wed. March 16	Wed. March 23
Wed. March 30	Wed. April 6
Wed. April 13	Wed. April 20
Wed. April 27	Wed. May 4
Wed. May 4	Wed. May 12

Submit material to Black World Office room 060, basement of Student Union Building/ or Black World mailbox, Polity suite 2nd floor of student union.

# What do you get when you fall in Love?

Come to "College life"  
Thursday February 10 7:30-8:30  
Student Union Room 216

Sponsored by:  
Campus Crusade for Christ



## Stony Brook Alumni Association Scholarship Applications

### Freshmen

Class of 1970 Scholarship will be awarded to a freshman in good standing who has made the most significant contribution to the University.

### Sophomores

Ashley Schiff Scholarship will be awarded to a sophomore in good standing who has made significant contributions to campus life and/or made contributions toward conserving and preserving the local environment.

### Juniors

Elizabeth Couey Scholarship will be awarded to a junior in good standing who has been active in campus affairs and who has done the most to foster communication and bridge understanding among students, faculty and administration.

### Graduate Students

Alumni Scholarship will be awarded to a graduate student who is active in campus affairs and who has demonstrated achievements benefiting the University environment.

Deadline - March 15, 1983

Applications available in the Alumni Office, 336 Administration  
Tele: 516-246-7771

**Stony Brook**

### AFRICA WEEKEND

Wednesday, Feb 9th—

Art Exhibition 11-4 (Union Fireside Lounge)  
Speakers\* 4-7 (Union room 236)  
Speakers are from ANC and SWAPO.

Thursday Feb. 10th—

Films, Poetry 7-8 (Union)  
"SECHABA" Freedom sugars 8-10 (Union auditorium)

Friday Feb. 11th—

Cultural show  
Play "For Better not for Worse"  
National Dress show  
Party—Stage 12 Cafe.  
Sponsored by the African Students Organization

NATIONAL SPRING TOUR (January-April 1983)  
of

## "FOR BETTER NOT FOR WORSE"

by South African playwright SELAELO MAREDI

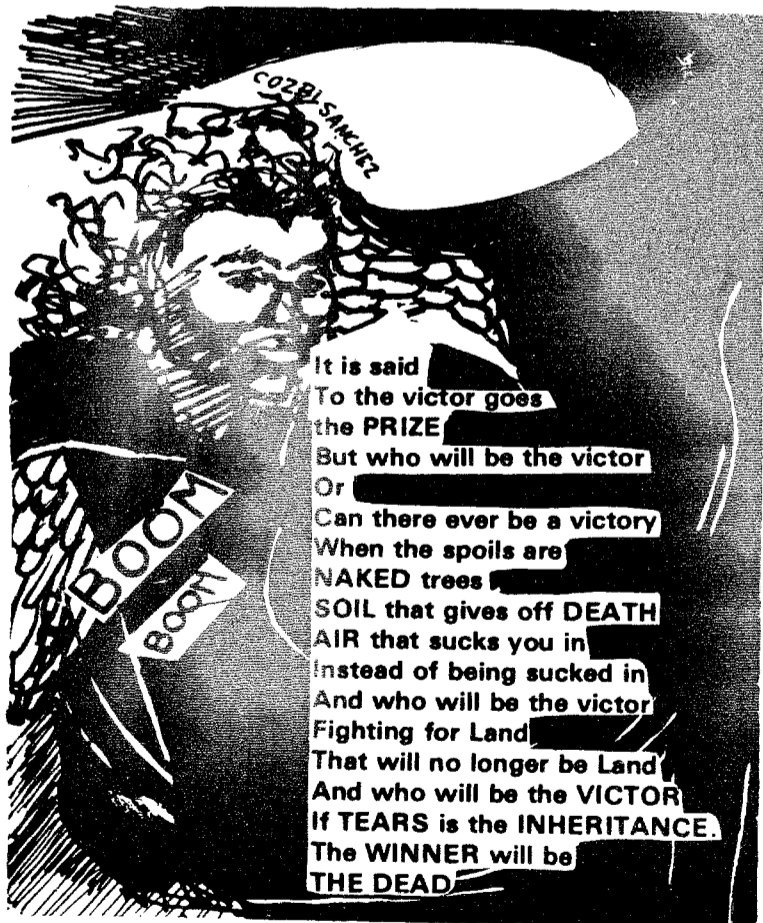


A political comedy of hope and struggle for South Africa's future. Masterfully focuses on the lives of people in the crucible of the liberation struggle to end apartheid.

"For Better Not For Worse is a stunning piece of theatre ...

Contrast  
Toronto, July 1982

## WHO WILL IT BE



It is said  
To the victor goes  
the PRIZE  
But who will be the victor  
Or  
Can there ever be a victory  
When the spoils are  
NAKED trees  
SOIL that gives off DEATH  
AIR that sucks you in  
Instead of being sucked in  
And who will be the victor  
Fighting for Land  
That will no longer be Land  
And who will be the VICTOR  
If TEARS is the INHERITANCE.  
The WINNER will be  
THE DEAD

Roland Noel

# FEBRUARY:

# BLACK HISTORY MONTH

STONY BROOK, N.Y.—Black History Month will be marked during February with the appearance of author Alex Haley and scientist John B. Slaughter leading off the University Distinguished Lecture Series for this spring at the State University of New York at Stony Brook.

In all, seven programs will be given at Stony Brook's Fine Arts Center approximately biweekly during the spring, all open to the public without charge.

February's speakers will be Alex Haley, author of "Roots" and "The Autobiography of Malcolm X," who will appear of Feb. 16 at 8 p.m., and Dr. John B. Slaughter, chancellor of the University of Maryland at College Park and former director of the National Science Foundation, on Feb. 23 at 8 p.m., both in the Fine Arts Center's Main Stage Auditorium.

The remaining lecture series speakers and the dates they will appear are as follows:

Donald McHenry, former U.S. ambassador to the UN, now the Uni-

versity Research Professor of Diplomacy at Georgetown University, March 8; Dr. Kingsley Davis, senior research fellow at the Hoover Institution and Distinguished Professor of Sociology at the University of Southern California March 17; Dr. Douglas Hofstadter, 1980 Pulitzer Prize winner in non-fiction and professor of computer science at Indiana University, April 16; Dr. Vartan Gregorian, president and chief executive officer, New York City Public Library, April 18; and Dr. Mary L. Good, vice president and director of research and development, UOP Inc., in Illinois, and vice chairman of the U.S. National Science Board, May 4.

Dr. McHenry's talk will be at 4 p.m. and Dr. Good's at 1 p.m.; all others will be at 8 p.m.

The Distinguished Lecture Series is sponsored by the Office of the Provost at Stony Brook. Dr. Homer Neal, provost, said the series was begun in 1982 as a means of bringing students, faculty and interested community residents together with outstanding scholars to discuss topi-

cal subjects of major interest. Past speakers have included Dr. Philip Morrison, a noted authority on nuclear arms control, and Dr. Frank Press, president of the National Academy of Sciences.

Typical of the series' subjects, the February lectures will cover two different topics. Mr. Haley's lecture is entitled "The Future of the American Family" and Dr. Slaughter's, "Science: A View from the Recent Past."

Alex Haley's success as a writer came in the 1960s after he had retired from 20 years of U.S. Coast Guard service. As a free-lance journalist, his subjects were often headline-making personalities. Among these was the controversial Malcolm X, with whom Mr. Haley wrote his first book. Published in 1965, "The Autobiography of Malcolm X" is required reading in many U.S. high schools and colleges.

"Roots," the story of the maternal side of Alex Haley's family, has been published in 37 language translations, sold more than six million

hardcover copies, won both the Pulitzer Prize and the National Book Award, and attracted more than 130-million viewers when shown as a television mini-series in 1977.

John B. Slaughter, when chosen by President Carter, was the first engineer to head the 30-year-old National Science Foundation. Then vice president and provost of Washington State University, he previously served as an assistant director of the NSF for astronomical, atmospheric, earth and ocean sciences and as physical science administrator of information systems at the naval Electronics Laboratory Center.

## BLACKWORLD SCIENCE

### COMMUNICATION: A CASE OF OPTICAL FIBERS

Eversince the pioneering work of Alexander Graham Bell in Britain and Thomas Edison in the United States, communication by telephone (telephony) has depended on the transmission of electrical signals along an elaborate system of cables. Recently however an alternative method that is based on light signals that are transmitted through hair-thin, high quality glass fibres has been developed. A particular advantage of this method lies in its ability to carry large amounts of traffic. Other advantages include small dimensions and lack of interference.

An optical fibre consists of a central core which transmits the light, a surrounding cladding and a protective plastic coating. In order to keep the loss in signal strength to a minimum, glass of the highest purity is required. As a result light signals and therefore messages, can be carried over several kilometers.

A cable is formed by stranding the fibres together and winding them around a central steel core for support. The resulting cable weighs much less than a conventional copper cable with comparable

capacity. Furthermore the cables can be joined or spliced under field conditions and accidental breaks can be readily detected.

In its simplest form the optical fibre communication link consists of a transmitter, optical fibre cables and a receiver. Relay systems are required for long distances often every 10 km. In metropolitan areas, since norelaysystems are required, the method has the added advantage of reducing maintainance. The system may be installed in underground ducts, by aerial suspesion or buried.

In automatic train control systems for example, the maximum distance over which a signal may be transmitted using conventional copper cables is 300 meters. This distance may be too short for a train to stop in. Using optical fibre systems, which are interference free, the distance is extended to 3 kilometers. Other potential areas of interest include process control, video applications for program distribution, local intra-office networks and a variety of services to individual subscribers.

ed. note: submitted by Seloka Phirma

#### THE AFRO-AMERICAN CULTURE CLUB Sponsored By BERA CELEBRATES BLACK HISTORY MONTH - FEBRUARY '83 At Brookhaven National Laboratory\*

EVENT	DATE & TIME	ADMISSION
PHOTO EXHIBIT "SONNY DAY" - by Walker Turner Jr.	Daily Feb. 1-10, 12-1:30pm Sat. Feb. 5, 6:30-10pm Wed. Feb. 9, 6-9pm	FREE
A GOSPEL EXTRAVAGANZA - featuring the Allen Arc Gospel Choir (Addicts Rehabilitation Center) N.Y.C. Guests: Abyssinian Baptist Church Male Chorus N.Y.C. Young Peoples Choir, Somerset N.J. C.B. Ensemble, Southampton N.Y. The Galileans, Riverhead N.Y.	Sat. Feb. 5, 7pm	\$5
LIKE IT IS - presenting Gil Noble "Telling the True Story of the Black American Heritage"	Wed. Feb. 9, 8pm	FREE
BLUES-JAZZ CONCERT - featuring Son Seals - Imaginative, Exciting Blues Guitarist and Singer M.J.B. Trio Doug "Harmonica" McLean Blues Band	Sat. Feb. 26, 8pm	\$9

MAIL ORDERS - Indicate number of tickets per event along with check (payable to BERA), and stamped, self-addressed envelope. Send to: AACC, Box 441 Brookhaven National Laboratory, Upton, New York 11973

INFO CALL: (516) 282-3709 [8:30am - 5pm]  
(516) 744-5977, 286-0638 [5:30-9:30pm]

\*LIE EXIT 68 - 1 Mile North on William Floyd Parkway.  
[All events in Berkner Hall]

The African-American Students Organization

*Presents*

# **BLACK HISTORY MONTH**

## ***A Schedule of Events***

February 15

**STOKELEY CARMICHAEL**

7 p.m.

Lecture Hall 100

February 24

## **A TRIBUTE TO BILLIE HOLIDAY**

featuring ALEXIS DE VEAUX

Dramatic Readings, Song, Modern Dance.

Refreshments will be served.

February 26

**POST CONCERT CELEBRATION**

Roth Cafeteria 10-until

Admission: \$1 with ID; \$2 without

STATE UNIVERSITY OF NEW YORK AT  
**Stony Brook**

**MINI DIRECTORY**

Admissions .....	65126
Barnes & Noble Bookstore Stony Brook Union .....	63666
Health Sciences Center .....	62665
Bursar .....	63470
Career Development .....	67024
Curriculum and Instruction .....	63420
Disabled, Office of the .....	66051
Financial Aid .....	67010
Foreign Student Affairs .....	67011
Health Sciences Center .....	62101
I.D. Office .....	66157
Library .....	65976
Meal Plan .....	67008
Off Campus Housing .....	65979
President's Office .....	65940
Records/Registrar, Office of .....	65120
Residence Life .....	67006
Student Accounts .....	65100
Student Affairs .....	67000
Traffic Office .....	66013
University Affairs .....	66570
Veteran's Affairs .....	67012
Walk Service .....	63333

**CRISIS INFORMATION**

University Police (emergencies) .....	63333
Fire Safety .....	63333
Environmental Health & Safety .....	63333

Stony Brook Volunteer Ambulance Corps .....	62222
University Hospital .....	689-8333
University Counseling Service .....	62282
Bridge to Somewhere - walk in only, SBU, lower level Response .....	751-7500
Walk Service .....	63333
Public Safety, Community Relations Unit .....	63335
Dental Clinic .....	62500

**STUDENT ACTIVITIES**

Audio Visual Services (SCOOP) .....	63316/63673
Club Information .....	63673
Commuter Center .....	63673
Concerts, SAB .....	67085
Ticket Office .....	66816
Crafts Center, Union .....	63657
EROS .....	65683
Film Schedules .....	63636
Fine Arts Center Box Office .....	65678
Gay Student Union .....	67943
Graduate Students Organization .....	67756
Gym .....	66790
Interfaith Center .....	66843
Polity .....	63673
Polity Hotline .....	64000
Pool .....	66790
SAINTS .....	68330
SCOOP Student Co-op .....	63673
Statesman .....	63690
Stony Brook Press .....	66832
Stony Brook Union .....	67101
Student Activities, Office of .....	67109
Womyn's Center .....	63540
WUSB 90.1 FM .....	67900

**QUAD OFFICES**

G Quad, Irving College .....	65133/4
H Quad, Langmuir .....	65105/67750
Kelly Quad, Cafeteria .....	64086/64072
Roth Quad, Mount College .....	67049/67767
Stage XII, Cafeteria .....	68688
Stage XVI, 1002 Building A .....	68240
Tabler Quad, Sanger College .....	67153/4
Residence Life Central .....	67006

Dino, remember when I told  
told you if you didn't make  
All American Defensive End you  
you couldn't be my roommate  
anymore? Well you made it  
Yeah!! you can stay- Tedion

**Howard**

Is this really your first  
time? Happy Valentine's Day  
Love, Gwen.

**To the Gershwin Posee & One,**  
Here's to a new semester.

Guess Who?

**To the Black and Hispanic  
Commy,**

Thank-you for helping with  
the questionnaires. There was a  
tremendous response. Have  
ears open for results!

—member of Ad Hoc  
Committee for United Front

**Val,**

Your smile lights up the world.  
Look out for that dinner  
invitation

**Roland,**

Congratulations and Best  
Wishes.

—Cozbi

**Jeff,**

Back so soon?

**Hombre,**

es tiempo para hablar.

NO-CAT

**Mr. Harrison**

Hope you had a Happy  
Birthday

Love, Renee

**Tracey,**

Welcome back to friendship

Love, Renee

**Dear Mommy,**

Love Ya

Love Me

**Roland,**

Congradulations

Love, Renee

**Dear Carolyn,**

Stick in there

Love, Renee

Where there is collective struggle,  
There is liberation

United Front

Make it work for you

**Dear Baraka,**

Love being in your class. You  
are an inspiration to many  
Thank-you for you.

Love, a secret admirer

**Dex,**

Why can't we be friends? Phone  
home...

E.T.

**Bing, Bing,**

It just took too long...Thank  
God we got it together now.

Love, Erica

**Kelly C320,**

Let's get it together and do it  
right. We all can do it!

Erica

**Ice, Et 2nd,**

You definitely have a friend in  
me.

Love, ET 1st

**Greetings to the Gashiou Passe**

Love, Roland

**Marcia (the women who always  
wonders off to hand after classes).**

I watch you,  
I want you,  
I need you,  
May I have you?

One who watches  
from afar

**Say Something**

**Roland,**

Congratulations and best of  
luck with your new role as Presi-  
dent of Caribbean Students  
Organization.

Sandy

**Sandra,**

They could not have chosen a  
more qualified person for the  
position of vice president.

You'll have my support  
throughout the entire semester.

Sandy

**Faron,**

Here's a heart warming wel-  
come to Stony Brook. Hope you  
get the best out of your expe-  
rience here.

Sandy

**To the "Ladies" in B-24,**

Thanks for sending me my first  
personal last semester.

Ms. Queens 1982

**Here Kitty, Kitty, (Blinky) meow!**

Guess Who?

**To KiKi,**

Solo and Herman. Oh my god!!

**To Sigma Starlettes,**

Thanks for helping me enjoy  
my 20th!

Love, Nancy

**KiKi,**

You're my best friend. I love  
you just the way you are.

Love, Nancy

**Gemma, Erica, Renee & Carolyn,**  
Thanks for the bacardi, I was  
gone...if only you knew how far.  
Smile.

Love, Nancy

**Erica,**

Are you sure I didn't call you  
Tuesday morning? I'm not delir-  
ious, really I swore I called you.  
Oh well!

**Poet (you know who you are)**

Write me a poem...please!

**Gemma,**

See you in P.R.?

**To all my friends,**

Thanks for helping me cele-  
brate my, 20th birthday. It was so  
nice...so was I! Ha Ha. Bacardi,  
Baileys, smoke & more smoke! I  
wish my B-day was every Satur-  
day. Thanks again.

Love, Nancy

**To Laurie & Cynthis,**

Next time, don't get so nervous  
and come to the party.

Nancy

**Dear Loy,**

As a friend, I wish you all the  
best. The experiences of life  
makes us all the more stronger to  
deal with our problems and suc-  
cesses. Its OK! you're doing fine.

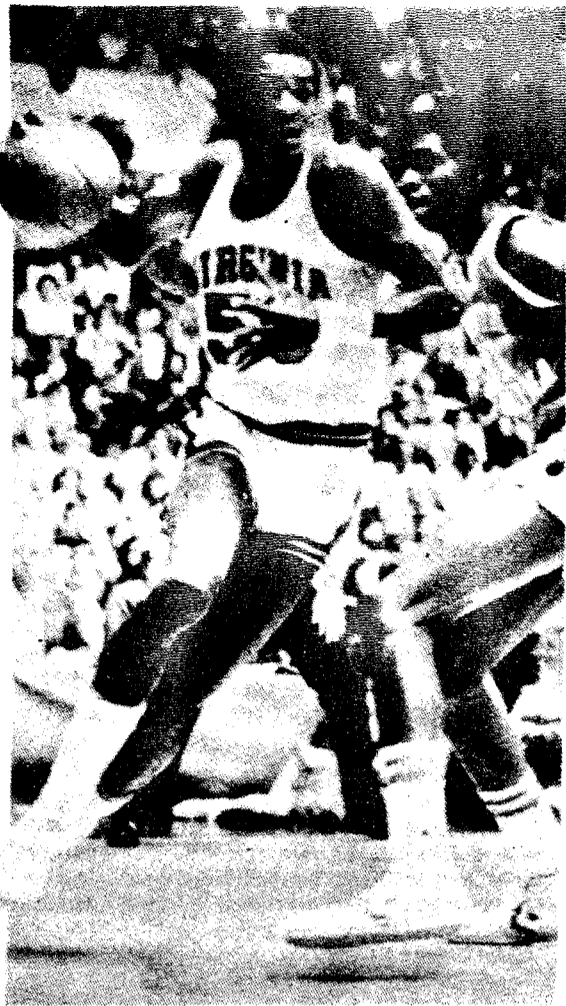
Your Roomie

**Margaret,**

Someone loveth thou

Guess Who

# The exploitation of college athletes



Ralph Sampson, Virginia

**Student athletes are exploited for big money while getting nothing in return . . . . The new NCAA rules won't change this — but will discriminate even more against Black students and colleges.**

A.L.P.

**T**he bowl games are recent history, and college basketball is in full swing. Throughout the United States, major college athletics are more popular than ever. And for good reason. Athletes are bigger, stronger, faster and more accomplished at younger ages than ever.

The skills of Herschel Walker, Ralph Sampson, Pat Ewing, John Elway and other collegians are on such an advanced level that many (some only 18 and 19 years old) are able to excel in competition with the best from the professional leagues. The fact that college basketball consistently draws larger crowds and higher network ratings than professional basketball indicates that interest goes far beyond students and alumni.

There is, however, a seamier side to major college sports that's been finding its way onto the sports pages at an alarming rate. For example, the president of the University of San Francisco shook the college sports establishment by announcing that the university was dropping basketball. Violations committed by the basketball staff were of such magnitude that they were damaging the school's reputation.

The National Collegiate Athletic Association (NCAA) recently found Clemson University guilty of several hundred violations. Most centered around illegal practices in the recruitment of prospective student athletes. In some instances, high school seniors were offered large sums of money, automobiles and other gifts if they attended Clemson to play basketball.

What the Clemson scandal revealed is that big-time college sports, in the form of the NCAA, polices itself the same way that corporate and government bodies police themselves under capitalism. The prevailing attitude is that everyone cheats and punishment is only meted out (and only leniently) to those who step so far out of line that action must be taken to retain the facade of integrity.

## Big money

The situation has gotten to this point because such big money is at stake. Both college football and basketball have signed lucrative, long-term contracts with the major television networks. One basketball game in December played between Virginia and Georgetown grossed the two schools \$500,000 each from the televising network. And the more a team wins, the more money it can generate for its school via bowl games and post-season tournaments.

Nowhere is the desire for money more clear than in the tremendous priority placed on football and basketball. Instead of ensuring that as many students as possible participate in sports, colleges make the interests of a handful their priority. Funding for women's sports and less-glamorous men's sports meets with resistance. Smaller colleges are pressured to downgrade their sports programs by eliminating various sports, or diverting needed educational funds into developing a competitive sports program.

## No education

And finally, there are the student-athletes themselves. A report recently released by the National Football League's Players' Association indicates that only 29% of all NFL players earned college degrees. Another survey revealed that only 2 out of 19 seniors playing football for the University of Texas in 1981 graduated.

In basketball, schools on the Atlantic coast (generally thought to be the strongest basketball conference) graduate only 30% of their school players.

High school seniors recruited by college athletic departments are viewed almost solely in terms of what they contribute to building a championship team. A marketable skill via a degree is all too often nothing but a secondary accident.

And the tragic ramifications of this can be seen in the lives of many athletes after the fantasy world of sports heroism comes to an end. Drugs and unemployment

are the fate of many who were once convinced that the good life lay ahead simply because they could throw a football 70 yards or run 100 yards in 9.5 seconds.

## New rules — racist

In January, the NCAA passed Proposition 48 in an attempt to reform its recruitment policies. The new rules, however, have stirred controversy in the Black community because they discriminate against Black students and the historic Black colleges. And it is questionable if they will actually correct the current problems.

The new NCAA rules require a score of 700 (out of a possible 1600) on the Scholastic Aptitude Test (SAT) or 15 (out of 36) on the American College Testing exam and a 2.0 average (out of 4.0) in a college-oriented high school curriculum, as a minimum for admitting a prospective freshman athlete.

These guidelines completely dodge the question of a college's responsibility to educate its student-athletes. Instead, it accepts culturally biased testing systems as a valid criteria for admission.

Furthermore, the new standards will actually have minimum impact on the big schools with the most serious academic-credibility problems, while punishing smaller schools, especially the historic Black colleges.

Schools like UCLA, Notre Dame and Boston College would be able to admit students with test scores lower than their average freshman student. On the other hand, Prop 48 would impose a recruitment standard on other schools which is higher than their average freshman student. This would hurt the historic Black colleges which "have a distinguished record of educating the marginal students in higher education," according to Dr. Frederick Humphries, president of Tennessee State University. Dr. Jesse Stone, head of Southern University in Louisiana, called the new NCAA rules "patently racist."

While passing Prop 48, the NCAA ignored a proposal put forth by two well-known basketball coaches, Digger Phelps of Notre Dame and Bobby Knight of Indiana. Their proposal was to penalize an institution with the loss of one athletic scholarship for every scholarship athlete who goes through that college without getting a degree. A college's ability to produce a good team by recruiting top-notch players would thus be directly dependent on its commitment to educate and graduate its athletes.

This would be a significant step towards ending the situation where the skills of a student-athlete are exploited while he gets nothing in return.

But taking responsibility for reform was too much to expect of the NCAA. It has opted, instead, for cosmetic changes that guarantee more and bigger scandals and the continued exploitation of underprivileged athletes.



Herschel Walker, Georgia Tech

taken from Unity News Vol. 6 No. 1