

statesman

vol. 12 no. 10 stony brook, n. y. friday, oct. 18, 1968

The Schedule To Save Our University

On Monday, October 21, there will be a special pre-conference session devoted to: living Conditions on Campus, Criticism and Suggestions.

Commuter students will meet at 5 p.m. in the Gymnasium.

Resident students will meet in their Colleges at 8 p.m. Foreign students will meet at a time and place to be announced.

All concrete proposals relating to campus living conditions will be forwarded to the Convening Committee of the Three Days for appropriate action.

TUESDAY, OCTOBER 22

9:30 a.m. Plenary Session Gymnasium

The Contemporary University: Its Goals and Purposes

Panel: Russell Becker, Max Dresden, Bentley Glass, Edmund Pellegrino, Michael Zweig
Moderator: Sidney Gelber

2:00 p.m. Plenary Session Gymnasium

Stony Brook: Its Mandate

Presentation: T. Alexander Pond

Panel: Robert Callender, Kurt Lang, Jeffrey Weinberg, Robert Weinberg, Herbert Weisinger
Moderator: Thomas Irvine

WEDNESDAY, OCTOBER 23

10:00 a.m.—6:00 p.m. PLANS, PROGRAMS, AND PROPOSALS FOR INNOVATION

The following major issues will be discussed in the Colleges indicated.

1. Academic Requirements (such as University and Major requirements; Grading systems).
Locations: Gershwin College (Roth III)
Irving College (G-South)
Mount College (Roth V)
2. Curricular Innovation (such as a Liberal Arts Major, Special programs, Free University, and Work Study).
Locations: O'Neill College (G-North) Hand College (Tabler I)
3. Advising: Academic and Non-Academic (including such activities as Pre-Medical Committee and Teacher Placement Office)
Locations: Gray College (South Hall) Toscanini College (Tabler V)
4. Governance; Faculty and Student
Locations: Henry College (Roth IV) James College (J-South)
5. Extra-Curricular Concerns: Faculty and Students
Locations: Ammann College (North Hall) Cardozo College (Roth I)
6. Admissions: Policy and Practice
Locations: Benedict College (H) Sanger College (Tabler IV)
7. Community Involvement
Locations: Benedict College (H) Dresier College (Tabler III) Whitman College (Roth V)
8. Teaching Effectiveness and the Faculty Reward System
Locations: Douglass College (Tabler II) Langmuir College (J-North)

3 p.m.-6 p.m. Continued discussions organized by specific subject matter areas.

The following major subject matter area sessions will meet in the locations indicated:

1. Humanities and Fine Arts
Humanities Lecture Hall
Coordinator: Sidney Gelber
2. Social and Behavioral Sciences
Social Sciences 135A
Coordinator: Charles Hoffmann
3. Physical Sciences and Mathematics
Physics Lecture Hall
Coordinator: Max Dresden

4. Biological Sciences

Biology Lecture Hall Coordinator: Raymond Jones

5. Education

Chemistry Lecture Hall Coordinator: Eli Seifman

6. Engineering

Engineering Lecture Hall 143

Coordinator: Thomas Irvine

7. Undecided Majors

Humanities Lounge

Coordinator: James McKenna

8. Center for Continuing Education

Engineering Lecture Hall 145

Coordinator: David Weiser

9. Black Student Program

Social Science 418B

Participants: Peter Adams, Kenton Draigh, Andre Edwards, William Godfrey, Lynn Hawkins, Marvin Kalkstein, Frederick Kogut, Milton Martin, Donald Rubin, John Toll, Robert Weinberg

6 p.m. Continued discussions organized by departmental and various interdisciplinary interests.

For example, the Graduate Student Council has extended an invitation to Undergraduate and Graduate Students to meet in the Humanities Lecture Hall to discuss the role of Graduate Students in the University with special emphasis on their relations with the Undergraduates.

Students interested in Latin American studies will meet at 7:30 p.m. in Social Science 248B.

It is expected that many proposals will result from the various discussions of DAY TWO. Each discussion group's rapporteur will present its proposals to the Convening Committee at the Committee meeting Wednesday evening (8 p.m., SSB 148). These proposals will form the basis for the activities of DAY THREE, and will be forwarded to the appropriate bodies of the University, including the newly created "Commission".

THURSDAY, OCTOBER 24

9:30 a.m. Plenary Session Gymnasium

How can more effective mechanisms for governance be devised?

Panel: A Representative of Black Students United, Robert Creed, Richard Glasheen, Norman Goodman, John Missimer, Joel Rosenthal, Donald Rubin, John Toll
Moderator: Herbert Weisinger

2:00 p.m. How can change be effected at Stony Brook?

Implementation of the proposals developed during DAY TWO will be discussed by work groups which will include, among others, members of the relevant University Committees. These sessions will seek open dialogue between members of the audience and the work groups.

1. Work Group: University Curriculum
Physics Lecture Hall
2. Work Group: Curriculum of the College of Arts and Sciences
Chemistry Lecture Hall
3. Work Group: Curriculum of the College of Engineering
Engineering Lecture Hall 143
4. Work Group: Teaching Policy
Biology Lecture Hall
5. Work Group: Faculty Personnel Policies
Humanities Lecture Hall
6. Work Group: Graduate Programs
Social Sciences 135A
7. Work Group: Academic Standing and Admissions
Engineering Lecture Hall 145

7:30 p.m. Closing Plenary Session Gymnasium

Reports from afternoon committee sessions to be presented to and discussed by all attending.

Conveners: Sidney Gelber, Donald Rubin

SB FREE UNIVERSITY CLASS SCHEDULE

Free University Seminar Listings as of 16 Oct. Student-Initiated Courses

- 1 Basic Photographic Skills-Ken Sobel-5454-8 p.m. Mondays, Hum lobby. This course will teach the rudiments of using a camera and a darkroom, film speed ratings, f-stops, shutter speeds, depth of field, developing and printing. 1-hour lecture and 3-4 hours darkroom session per week. Already started.
- 2 Photography As An Art and a Tool-Mike Fetterman-7842-8 p.m., Wednesdays, Hum lobby (instead of Roth III). This course asks and tries to answer the questions: What makes a good picture? How can the photographer make his pictures say what he wants them to? One hour discussion and a 4-hour darkroom session week; bi-weekly assignments. There is a good chance of accreditation for both photography courses. Already started.
- 3 Film Making-Norm Bauman-751-3265—anyone interested in learning how to make films, or in seeing what Norm has done, call him at the above number. Those interested in creating a regular seminar on the subject call Bob Schnitzer, 5326
- 4 Modern Dance-Larry Fox-7809-8 p.m. Sundays, Tabler I main lounge. This instructional course will emphasize body control; there will be 45 minutes of exercise and about one hour of improvisation. The amount of time spent on technique will increase as the class gains proficiency. No prior knowledge of dance is needed. Already started.

- 5 Poetry Seminar-Bart Davis-7809-Thursdays, 8 p.m. Roth-5 (Mount College) main lounge. This course will enable those who seriously write poetry or even just dabble in the art form to discuss their works on a peer level. The seminar will take place once a week, and the structure and format of the course will be decided by those who attend. Publication of a poetry journal is projected. Will start October 24.
- 6 The History of the Blacks in America-Joan Kronman-7559-8:30-10 p.m., Wednesdays, Main Lounge of Roth 5. A student seminar designed to enable students to read and discuss works concerning the history of the Black people in America. Black thoughts and reactions to racism in American society. A suggested booklist is *Autobiography of Malcolm X*; *Slavery* by Stanley Elkins; *Invisible Man* by Ralph Ellison; *Soul On Ice* by Eldridge Cleaver; *American Negro Slave Revolts* by Herbert Aptheker; *Souls of Black Folk* by W.E.B. DuBois. Already started.
- 7 Academic and Social Innovation in the University-Lenny Mell-7810-7:30 p.m. Thursdays, Tabler I, Rm 122c. The course will cover various structures such as the Free U., Experimental College, and residential colleges and will examine their needs and the ways in which they can be used.
- 8 Mysticism-Ian McColgin-7808-8 pm. Mondays, Tabler I, hall lounge on "C" wing, first floor. In conjunction with the Experimental College, a seminar is now being opened to all stu-

dents. Discussed will be: problems of mysticism comparative mysticism, and an occasional debate (Professor Eisenbud: Mysticism — the Great Boondoggle). Readings are recommended and methods of awareness are stressed.

- 9 Hebrew-Diane Sharon-5357- 4 p.m. Sundays, EFG Lounge, G dorm. Diane has had a lot of schooling in Hebrew, and can teach anywhere from basic beginning to advanced materials. The level of the teaching will naturally depend on the level of fluency of those who attend. Books and notebooks will be provided. Will start this Sunday.
- 10 French-there are going to be three courses offered in French, depending on level of fluency. Barbara Book is the series co-ordinator, 7488.
 - a) Beginning French-Professor Ehrenfeld-Fridays, 1-2 p.m., SSA 254. Elementary conversation for people who have little or no experience in French; some written work.
 - b) Intermediate French-Professor Landau-Fridays, 1-2 p.m., Roth V main lounge. Readings will be "Le Petit Prince" and songs by George Brassens.
 - c) Advanced French-Professor Landau-Fridays, 4-5 p.m., Roth V main lounge. Philosophy, structuralism; discussion of advanced topics in French. This is to give those who have real fluency a chance to exercise and will be under discussion.
- 11 Guitar-Lenny Dorfman-7292-9 p.m. Mondays, Roth III-A-04. The course will mostly concentrate on blues and folk guitar; techniques like finger picking styles will be examined. Some knowledge of the guitar is good. This course is already started.
- 12 Practical Mechanics-Bob Lewis-751-4733-8 p.m. Wednesdays, Hum 238. Bob is eminently qualified to teach a number of inter-related areas, such as the construction, operation, repair, etc. of internal combustion engines, masonry, bicycles, carpentry, cars, and the like. After a while, demonstrations and instructions in assembling and repair will occupy most of the course. Anyone who wants to put things together (like jeeps, and maybe some electronics) should come. Already started.
- 13 Ping-Pong-Carol Strauchen-7489-8 p.m., Tuesdays, G South recreation room. Techniques of serving, returns; emphasis will be on defensive play. The course will start on October 29.

14 Yoga-Jeff Kofsky-5602-Thursdays, 7 p.m., GN lounge. This will be a study of the rudimentary backgrounds and philosophy of Hatha Yoga, with the main emphasis on the practicing of both Hatha and Rajah Yoga, leading into meditation. Already started.

Free University Seminar Listings

all of the following will start after The Three Days are over

Faculty-Initiated Courses

Painting - Hal Beder - 7150 Wednesdays, 7:30 p.m., Tabler III, basement in recreation room. Hal is experienced with painting using acrylics; fairly large canvasses will be used, from 2 to 4 feet and larger. He will emphasize color combinations, harmony, balance, etc. There is a good likelihood that there will be a show at the end.

The Idea of a University-Dr. Herbert Weisinger, Dean of the Graduate School - 751-8469 office, 5945-8 p.m., Mondays, Roth I (Cardozo). The idea of a university is traced through history, from medieval times to the present. This is an excellent course for those interested in learning what other university ideals have been. Starts on October 28.

Power and Public Bureaucracy Dr. James Hudson-7114-7:30 p.m., Wed., Roth I (Cardozo). Public bureaucracies have gained a large degree of autonomy in our society. At the same time they have become more powerful and pervasive. This course will examine strategies of maintaining social control over these agencies. Starts October 30.

PHOTO CREDITS

Page 3
Photos by Peter Coles


Page 6
Photo by David Friedrich

Page 7
Photo by Arkin

VILLAGE PIZZA

ANNOUNCES

Cocktail Hour



Pitchers of Beer
\$1.00

Ladies Drinks
50¢

in our New Dining Room
every Monday thru Thursday
8-10 P.M.

NEW
DINING
ROOM
OPEN

11 A.M.-1 A.M. Mon-Thurs
11 A.M.-2 A.M. Fri., Sat.
4 P.M.-1 A.M. Sun.

941-9643

See our Tuesday Ad for our Delivery Menu

Will The Experimental College Continue?

LARRY SCHULMAN

ed. note — Mr. Schulman is a member of the Experimental College. His article is, of necessity, subjective.

The Experimental College or the Residential Study Program — take your pick — is not really a program but an environment — an environment of freedom and expression.

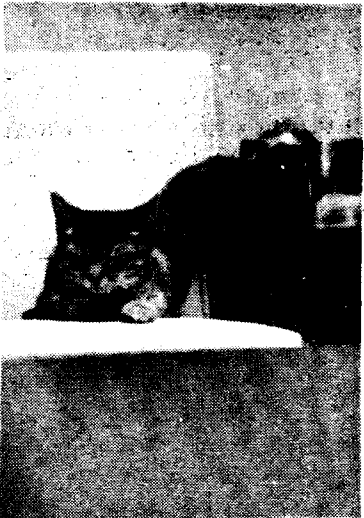
In the College, people are supposed to be working on projects. In

addition, they are generally taking one or two regular university courses. Because they are not in the grind of classes, most people have a lot of time on their hands. And they can use this time by either working on their project or talking in the main living room. Thus, FREEDOM. The expression part comes in as a result of the freedom. When people have little to do, they must find SOMETHING to do, unless they tire from lack of sleep, in which case they can go back to sleep. Their use of time can take many forms—talking, looking at trees and grass and sky, thinking, or working on their project. Thus, EXPRESSION.

The freedom part of the program is very desirable. In fact, probably the major problem with normal curriculum at most schools is the lack of freedom. In the College, one has the freedom to do what one wants, whenever one wants to do it. There are no worries like "That Organic Chem is going to take hours," or "I've got no typing paper." Nobody thinks about those things. The sole object of concern is you: what you're doing at this school, what you're doing in this insane program, all the insane people in it, and most important, things which would merely "bug" you while taking normal courses but are now your object of study.



Modern Dance Finds Expression in Tabler 1 Halls



Cats Enjoy the Good Life At Experimental College

So, this whole thing is a "study" program, but a program of the study of people, including yourself.

The main trouble with the program will probably come in the expression area. At the end of this first semester of the program, there might well be little expression of what has gone on here. For, there is a very "on the side" attitude about the work that is going on. Projects are secondary to talk. It seems, at this point, that the evening-to-morning conversations in the main living room are the projects


of most people. I believe in talking to people, if you can and if you want to, but the same kind of talk could probably be heard in the lounges of most of the residential colleges. If this program is a test of how people can further their knowledge in an atmosphere lacking pressure, it is surely going to fail if we can't prove the knowledge we've gained during the semester.

I do think that conversation is a fine pastime, and probably most people have learned more from other people than from books or classes. Yet, this is an "institute of learning," and no matter how ugly it sounds, we've got to prove ourselves under the present system. If we cannot PROVE to the University that we have learned while not taking University courses, the program will not grow, and may not even be continued.


I would not like the reader to think that I believe in the universal rule that students must prove themselves. On the contrary, enough trust must be placed in the student so that a grade on a piece of paper is not the proof of his knowledge; his own satisfaction in understanding people and things around him is. Possibly only by now showing proof of our gaining knowledge can we eliminate that system in which proof is necessary at all.

The Experimental College CAN be a successful innovation. Whether it WILL be depends upon the people involved in it this semester. People's attitudes wear off on other people. And if some have the wrong attitude that "I'm here to learn what I consider important and to hell with the rest of the school," this attitude could and already may have spread. And that would be too bad.


SETAUKET ... Foreign Motor Sales





AUTHORIZED




AUTHORIZED







AUTHORIZED



AUTHORIZED FACTORY TRAINED

SALES - SERVICE - PARTS

ALSO, EXCELLENT SELECTION USED CARS

941-4540 MAIN STREET (ROUTE 25A) E. SETAUKET

SALE PARTS SERVICE
On All Imported Cars — By Factory Trained Mechanic

GO BY George INC.

2756 Jericho Turnpike
Centereach, N.Y. 11720
588-0200

Editorials

Parties Would Boost Student Elections

The election held Wednesday was the best response by students at Stony Brook in years. About 80% voted. But yet the same trouble still persists — the candidates for student office and their opinions are relatively unknown to most students.

Most candidates were not presented to the students in dorm-wide meetings as in the past, nor were they interviewed in the STATESMAN because of the unprecedented numbers running, and hence, too many students submitted blank ballots out of confusion and un-

familiarity. In addition, the referendum on "disadvantaged" students was presented as a simple "yes" or "no" vote. The voter could not vote on each section of the proposition.

The above defects should be corrected with a little care and planning. But why stop there?

Stony Brook has reached a stage in its growth and maturity where the idea of political parties ought to be experimented with. Parties could be based on groups repre-

senting already existing differences of opinion within the student body.

The birth of student parties would require no changes in the basic election procedure or in the Polity Constitution. All that is needed is a few organizational geniuses who can recognize the prevailing philosophy by which any significant number of students form their opinions on the issues of the day. Platforms could be drawn up to promote this philosophy and caucuses of students who hold a particular point of view could nominate a slate of candi-

dates. Parties could also initiate referendums.

Students might then be able to choose candidates and referenda put forward by, say, a radical, a moderate and a conservative party. If this proposal were implemented intelligently, so as to promote rather than discourage debate, then our students' elections might become far less confusing and far more meaningful. Will someone come forward and give it a try?



Letters To The Editor

STATESMAN welcomes its readers to send letters "To the Editor." They must be typed, signed, and be no more than 300 words in length. Names will be withheld on request. Address all letters to STATESMAN, Box 200 Gray Colwege, S.U.N.Y. at Stony Brook, N. Y. 11790.

Incapable

To the Editor,

In Volume 12 Number 1, the STATESMAN stated that "Objectivity Is Dead." I agree with this concept, yet I still believe that news should not be slanted. In past issues of the STATESMAN, many people have been misquoted or quoted out of context. I myself have been misquoted, but never has such misquoting placed anyone other than myself in a bad light. In Volume 12 Number 9, Mr. Brett ("Rubin Resigns As Polity President") slanted his news article in such a way that my statement that Mr. Rubin was incapable read that he was incompetent. There is a big difference between the two. In my opinion, Rubin was incapable of handling the sort of politics that I favor — confrontation politics. He was and still is very competent to handle his own method. I think that the STATESMAN is living up to its motto, "Let each become aware on Statesmen's Terms."

Steven Rosenthal

Don't Fink Out

To the Editor,

The students who intend to leave campus during the three-day moratorium evidently do not realize that they are going to hurt their fellow students' cause. Dr. Toll, it seems, is now willing to give in to the students' request and listen to the problems at hand. It is the duty of all of us who live and work at Stony Brook to attend these meetings. The three days were not intended as an early Thanksgiving. Those of us who leave are "finking out."

Room A-12, Roth IV
Sta Glaser
Saul Oliansky
Peter Guerrero
Gerry Fay

Boys In Blue

To the Editor,

Two weeks ago, my friend Dennis went to Liberty Diner. Dennis' hair is a little long and he wears an old army jacket and, as he was getting into his car outside of Liberty, a couple of townies commenced to beat on him and continued doing so for quite a while.

When the townies finally finished and were driving away, Dennis took down the license number of their car. He returned to campus and immediately phoned the Suffolk County Police. The boys in blue wasted no time getting here and in fact arrived seven cars strong. They took down all the information and told Dennis to rest easy for he would be

notified as soon as his assailants were behind bars.

It's been two weeks now and still no word from our staunch protectors. Dennis says I shouldn't be so pissed-off because we really don't know how long these procedures take. "True," I said, "we don't know. But I'll tell you how to find out. Put an ounce of grass in your glove compartment, drive your car to Nesconset Highway and leave it there. Then just wait and see how long it takes you to get arrested." Dennis got my point.

Steven Heller

Misquotes S. O. P.

To the Editor,

I was appalled at the recent news article regarding the Special Opportunities Program which was inaccurate to a lamentable degree.

In the first place for the record I am not the director of the program but the interim coordinator. Secondly, I can not image that I would make a statement about "squeezing more money out of the Executive Vice President's Office." The reality is that we have received generous commitments of support from that office which has also given help to the program in a number of unpublicized ways.

I would also like to call the Statesman to task regarding its treatment of the "Special Opportunities Program." It serves no useful purpose to exploit half truths in the interest of creating crises. It seems to me that the best means of handling sensitive issues is to make certain that the facts have been assembled and that these facts serve the best interest of the university community.

The insensitive singling out of the Special Opportunities Program has had a number of unfortunate ramifications including the branding of many students as "special" or different. It would seem to me that the students are not to be used as issues but rather they should have the opportunities of becoming involved in the university community in the manner they deem most appropriate.

The journalistic approach of the statements by the Statesman has helped no one and has probably insulted the people that you intended to assist by your well meaning statements. I would, therefore, urge that you be more careful in your assemblage of facts and more sensitive in your reporting. I would also suggest a moratorium on criticism of the program.

William Godfrey

To Friendly

To the Editor,

We, some of the girls of Tabler II, would like to agree wholeheartedly with your article, "Boys Will Be Boys." I can't remember when I've enjoyed having shaving cream embedded in my eyes, nose, mouth, and ears as much as I did Monday night. We made lots of new acquaintances who we know will be just oodles of fun to go out with — they each have such a great sense of humor. One of the boys had the cutest smile as he threw a handful of lime-menthol shaving cream in my face. And we all laughed hysterically when our new drapes were covered with white foam. I never knew college would be such fun. It's just like I wrote home to my parents — a few of my dresses were thrown out the window, but what does that matter when one considers all the frustrations those lovely men were able to release? We just can't wait until the bust when we will be able to meet the wonderful Suffolk County Police. Everyone is so friendly at Stony Brook.

Names Withheld

Strike Explained

To the Editor,

Jay Saffer lets his comments about the Ocean Hill-Brownsville mess degenerate into a warning to whites about an impending black revolution, or something. He misses the point and almost completely ignores the teacher's side of the story. One wonders how Mr. Saffer would feel if he was a teacher in the New York City public schools system and was 'relieved' of his duties because he was seen 'unfit to teach' in the community. Furthermore, one wonders what he would say if specific charges were never brought against him and if he found out that less than 30% of the community turned out to vote on the governing board that 'relieved' him.

The teacher's strike, or some drastic action like it, was necessary to force the issue of job security to a showdown. The issue is not decentralization, except in its interrelationship with the job security issue. The U.F.T. favors decentralization, but not at the expense of teachers losing their jobs at the whim of a local board. The fact that under 30% of the parents voted in the school board election means that a small, though very concerned minority governs the community.

I believe that Mr. Saffer's black friend holds the views of a distinct, powerful, and grossly overpublicized and misinterpreted minority, too. There is certainly a choice between

black revolution (working within the system or not) and centralized control of the school system, but the real choice is between haphazard and viciously destructive decentralization immediately or sensible, non-jeopardizing decentralization starting next September. The citizens of Ocean Hill-Brownsville and all other people siding with Mr. Saffer must take into account the teacher's side of the story and compromise their own position for the good of local communities and the New York City school system.

Ira Leibowitz

Outraged, Saddened

To the Editor:

This is in response to Miss LaBastille's letter of 10/15, which outraged me almost as much as it saddened me.

She claims she "really doesn't mind being tripled"; this is the saddest comment of all on our housing situation. I hope she learns what is wrong with tripling; unfortunately, if she ever does realize the effects, it will be only after she is doubled.

She feels that "President Toll is a nice guy"; while I have only spoken with him briefly, I agree with her to a large extent. But is that what is to be the prime requisite for our Administrators?

She feels that the food is good, and while I disagree, that is, of course, a subjective opinion. But no one can dispute the fact that eating meals here has degenerated into an ordeal to be gotten over with, rather than the pleasant social practice as was originally intended. G and H cafeterias resemble prison mess halls, and the service in all four cafeterias approximates that in a third-rate diner.

Miss LaBastille enjoys all her classes, and likes all her teachers; in that respect she is both lucky and unlucky. "Lucky is the one who thinks not, frets not"; but I fear it may be too late to save Miss LaBastille. After all, what is wrong with lecture courses? As far as having nice teachers, I am very glad that the authoress of the letter in question is surrounded by such nice people, but are they the best teachers she could get?

As far as getting the back seat at a concert, what has Miss LaBastille done to straighten things out, or, for that matter, get two shows of the same concert? Don't like to read one-sided newspapers, Miss LaBastille? Maybe you need concentrated help . . . for your education is also very one-sided, but the faculties for evaluating this are, within you, being gradually stripped away.

Marty Klein '71

Faculty Comment

A Lightning Rod For The University

Those privileged to attend the Oct. 14 meeting of the Faculty Assembly were witnesses to the building of an excellent "lightning rod" to draw off all the faculty and student discontent and disillusionment with the Administration of the University.

A new committee is to be elected of six faculty members and six students to study what is wrong with the University and to recommend improvements to the Faculty Senate Executive Committee and the President (which may be submitted to a popular referendum). All this will take at least until next April. By then the dangers of a student revolt and strike will be over; final exams will be dawning; a new large group of innocent freshmen will come in the fall to replace the knowing seniors — and the master plan will be saved to live again another year.

Prof. Eisenbud and Pete Adams both asked at the meeting: What is wrong? Why must the University engage in a three-day lockout next week? To prevent a student strike? Three days to study our navels and find the causes of our discontents. Three minutes should be enough for anyone reasonably awake.

The University is a medieval structure, of, by, and for its King (president) and nobility (the department chairmen) and the King's court (the vice-presidents and deans). There is a master plan, reflecting the King's vision of the greater empire, built to the greater glory of the worshipped idols (e.g.

the graduate schools, government grants, publicity). The students—particularly the undergraduates—suffer because their numbers provide the basis for Albany money to build the empire. But the students must be made to pay for their cluttering the place up — for example, in crowded classes, tripling, and general neglect of undergraduate education.

If the peasants (beg pardon), students, threaten to revolt, there are bread and circuses that must be provided like the college plan and great promises of future goodies. Pie yesterday, pie tomorrow, but never pie today.

Any faculty member whose conscience may twinge slightly at these events may be easily kept in line—his family must eat and wear clothes. He needs salary raises and his ego craves promotion and recognition. The King and his nobility have rewards for all good yeomen. If you get out of line — there is always now — renewal for those without tenure and various types of "Siberia" for those with tenure.

What's wrong with the University? Everything. It is a satire of a serious institution of study — a meeting place of faculty and students eager to learn and know. It is a front for a few newspaper-worthy names. It cares not a wit for its students and its faculty as human beings.

Who is to blame? Those in power—the President, his ministers, his

chairmen, the Executive Committee members.

What must be done? All those in power must resign for the good of the University. They must be replaced by new men of integrity and good will.

A Conservative Member of the Faculty

(A comment from a "moderate" member of the faculty will follow in the next issue of STATESMAN.)

Days Of Decision

(To the tune of "Blowin' in the Wind")

By Nat Board

How many changes can three days produce?	How many Adamses, Rosenthals, Nacks
How much improvement will come?	Continue to shout out the meek?
Is it a workshop, or is it a truce?	The students, my friend, are goin' for the week.
Is it for all or for some?	The students are goin' for the week.
How many hands will reshape Stony Brook?	How many students complain every day:
Total involvement we seek!	"We ne'er have a voice in affairs!"
The students, my friend, are goin' for the week.	How many times have we heard people say:
The students are goin' for the week.	"I cry out, but nobody cares!"
How many voices have cried out of change!	Now that the future's been placed in our hands,
How many hassles we've seen!	Where are the hands that we seek?
How many want Stony Brook rearranged	They're all cutting out, to leave us up a creek.
Without letting Toll intervene?	The students are goin' for the week.

SAB Presents

Tuesday-(Oct. 23)

Procol Harum & The Chrills



Ten Years After

Three Days Concerts



Procol Harum

Wednesday, Oct. 23

**Blood, Sweat And Tears
Rhinceros, (Moby Grape?)**

Thursday, Oct. 24

Ten Years After

Soft White Underbelly

Each Night At 7 P. M. In The Gym

No Tickets Necessary, Just ID Cards

Bicycle Club Offers A Way To Relax

By JUDY HORESNTEN
Assistant Feature Writer

If you mention a bicycle trip, students tend to either react enthusiastically, or else they look at you as if you're crazy. To the 74 members of the Bicycle Club, however, there is no doubt that cycling is an enjoyable activity.

"Everyone's wrapped up in his own world here and we lose touch with the outside," explained Elliot Jacobs, President and founder of the Bicycle Club. He stated that there are several ways in which the club addresses itself to this need. Besides providing an easy way of getting off campus, cycling enables students to discover new places, and notice things they couldn't observe from a car. In addition, it offers a good way to meet people and have a good time.

Elliot came to Stony Brook as a freshman last year and was surprised to find that despite the many bikes on campus, there was no club. He began organizing people after club night, and by the end of last year, 23 people had signed up. One of these people is Janet Egleson of the English Department, who served as faculty advisor last year, and is active in Ameri-

can Youth Hostels (AYH). It wasn't until this year, however, that the Bicycle Club really began moving. Two weeks ago, a group cycled to the Mount Sinai area, east of Port Jefferson; they rode along the shore and toured Miller Place. This trip was about 13 miles. A week later, nine members of the club made a trip to Nissequogue, Long Island.

The group decides on the itinerary for upcoming trips, but the destinations are never rigid. Members hope to have a few trips for more rugged cycling in the future; one of which might be to Lloyd Neck, north of Huntington. Another possibility is to ride to Patchogue and take the ferry across to Fire Island, but the most ambitious proposal is a ride to New York City, which the club tried to implement after finals last spring. They hope will get a better response this year.

The club also hopes to schedule a weekend trip to Connecticut, which would entail a ferry ride and an overnight stay. If this seemed probable, Stony Brook's Bicycle Club might decide to affiliate with AYH. This would enable the members to stay overnight at AYH hos-

tels. However, the club intends to let this decision ride until the spring. Another possibility for the club is a bicycle repair day, in which Polity funds, if they are approved, would be used to obtain equipment. The bicycle repair experts among the members would then see how many bicycles they could fix.

On their trips, the cyclists make a rule of avoiding the main roads whenever they can. On the country roads they find less traffic and better scenery. In addition, they do not aim for speed and try to stay together on the route. Elliott explained that when he first started cycling at the age of fourteen, he was outdistanced on a trip. He then decided that if he ever led a trip, he'd keep the group together. The members feel that if each cyclist goes off separately, the purpose of the club is defeated.

Most of the members have ordinary 3-speed bikes. A few have five or ten speeds, which of course, makes cycling easier. Nevertheless even those without any cycling experience fare well. The pace of most of the trips so far has been leisurely, and Elliott says, "Anybody

can make these trips, really." The people who attempt them — even, surprisingly enough a disproportionate number of freshman girls — find they can go much farther than they thought. In fact, there was only one case where someone couldn't finish a trip.

A few trips for fast cyclists are planned, in which members could go as rapidly as

they desire. In the meantime, the club is sponsoring trips twice a week for exercise and speed. Starting from the Library Mall, the members will meet Tuesday and Friday mornings at 7:30. They will cycle around the campus and the area immediately adjacent to the campus, and return by 8 a.m. These jaunts will begin Friday, October 18, and new members are invited.

Notices

The first program in COCA's new Sunday Film Festival Series is W.C. Fields in "The Big Thumb," Buster Keaton in "The General," and Laurel and Hardy in "Blockheads." The three comedy classics will be shown Sunday at 8 p.m. in the Physics Lecture Hall.

Dragon coffeehouse, in the basement of Washington Irving College (G) opens today. It will be open Fri-Sat 9-3, and Sun-Thurs 9-2. Food, music, good cheer.

PLEASE NOTE: "Marat Sade" has been POSTPONED. "East of Eden" will be shown instead.

Anyone interested in building a new co-op college in the woods, please leave a message on the Soc. Sci. A bulletin board, saying exactly where and when I can meet you. (Secrecy might be important.) Call me Ishmael.

The French Club (La Societe Gauloise) is having a wine and cheese party (Tuesday night, 29 October 1968 at 1930 hours SSB 248), presided over by Monsieu Landau. Due to no Polity funds, admission is \$1.50, dues-pay-

ing members \$1.00. Please leave name, phone number, and \$ \$ at Romance Language Department office (day) or Mark Yellin 6965 JN A-209 (nite). Also contact Micki 7421 if you want to join the French club, are interested in producing or taking part in plays in French, or have French records that we can tape.

See Romance Language letin Board for coming events.

HILLEL LIVES!

The Stony Brook B'nai B'rith Hillel Counselorship invites all Jewish students to join its ranks. Hillel, with over 400 members, provides a full range of cultural, social, religious and educational activities.

Already this year Hillel has sponsored High Holiday services, a folk concert, a surfside barbeque, and the dedication of a Cedar of Lebanon tree to Stony Brook. An Israeli dance group has been started, and a Jewish music program is in the offering (call Rich Alexander, 7837). Hillel's Educational Institute has weekly courses in Hebrew, Jewish Intellectual History, and others (call Jack Rosen, 5236).



Door to Door Canvassing Can Be Fun!

Lowenstein Needs Students

Allard Lowenstein a leading dove and McCarthy supporter, needs students to help in his campaign in Nassau County. Eugene McCarthy is coming this week to aid Lowenstein in his fight against Mason Hampton, a conservative hawk who advocates the death penalty for marijuana sellers.

Lowenstein's record as an outstanding Liberal warrants your support. As co-founder of the Dump-Johnson movement, Lowenstein persuaded Eugene McCarthy to run for the Presidency Together with Bob Moses, Lowenstein formed the Mississippi Freedom Democratic Party and in 1967 persuaded Dzu to run as a peace candidate

in South Vietnam. As a result of his report on racial prejudice in South and Southwest Africa, the World Court almost declared the S.W. African Parliament void. (The suit lost 8-7). Richard Goodwin, commenting on Lowenstein, said that no man he knew "had done more for Liberal causes in the last 20 years and had been less prententious."

The 150 kids who canvassed for Lowenstein last weekend were greeted with cries of "Communists" and harassments from local right-wingers. Posters had been torn down, cars with Lowenstein stickers had been smashed, and one canvasser was attacked by a deliberately re-

leased dog. Despite this warm welcome, 80% of the canvassers asserted that they would be back this weekend. Beside having a strong belief in Lowenstein's policies, they enjoyed weekend parties and met other canvassers from Yale, Smith, Cornell, Bassar, and Harvard.

This weekends canvassers will be working in boy-girl pairs in the hope that they will be more effective together. An estimated 650 canvassers are needed every weekend until the election. If you would like to be involved in this campaign call Hillary at 7265 or Barbara at 7250. Buses will be leaving Friday afternoon and Saturday morning at 9:30.

SAB. presents Fall Festival Weekend October 18-20

Sat. October 19 - Gym

Tim Hardin Joni Mitchell

Two Shows, 8.P.M. 10:30 P.M.

Sun. October 20- Women's Gym

Spider "John" Koerner

One Show - -2:30 P.M.

Important Notice

The doors of the Gym will be open at 7 p.m. before the concert Sat. nite. For the second performance the doors will be open at 10:10 p.m. Please do not come early, your tickets already guarantee your seat. This policy is to prevent extreme crowding at the event.

EXCELLENT CONCERT DRAWS LITTLE STUDENT RESPONSE

By **BERNARD BUSKIN**

For the two hundred people (mostly faculty and non-students) who came to the Women's Gym to hear the Gregg Smith Singers this past Sunday, it was an evening of magnificence. Gregg Smith led his choir of twenty-one, in an exhibition of perfect repertoire, resonance, tone and technique.

The content of the program was drawn from classical, traditional, and contemporary works. Opening with William Schuman's "Carols of Death," the unaccompanied choir demonstrated complete concentration and involvement, enabling Gregg Smith to masterfully manipulate dynamics and tempo. The subdued, almost unheard, bass reverberated smoothly at its lowest registers, carefully balancing the text above.

William Feuerstein, who sang solo bass in Ives' "General William Booth Enters into Heaven," was smothered by a rather loud and sometimes obnoxious piano accompaniment. Luckily, in

spite of the only problem of the concert, the rich quality of his voice remained evident.

During the second part of the program, Gregg Smith introduced a new and thrilling aspect of choral singing. As each succeeding work required, the choir was separated, strung out, positioned and counter-balanced about the Gym, resulting in live stereo and in the case of Monteverdi's "Gloria," a tenor duet echo. This idea, surrounding an audience with sound, was attributed to Charles Ives, who wrote of its possibilities in 1930. The multidimensional choral arrangements were extremely effective Sunday night.

In the performance of "This is the Word," the choir was not provided with music, just text, and sang improvised chords in response to the six soloists. Although it appeared that at times the work would be torn apart by the random notes, chords and solos, it remained beautiful and intact.

"Election 1968," was per-

haps the most "fun" piece of the evening. As the title implies, the text was taken straight from the present political scene. Sung "convention style" left chorus, right chorus, and middle of the road chorus) to the music of three different composers, besides numerous "old favorite" melodies, it left to the audience at intermission light-hearted and eager to hear the third part of the concert.

The highlights of the remaining works were Irving Fine's, "Alice in Wonderland" and "Two Philippine Folksongs." "Alice in Wonderland," sung in three parts by a women's choir, a delightful piece, was superbly accented by the spirited and artistic piano accompaniment of Raymond Beegle. The folksongs were sung solo by Priscilla Magdoma Abraham, a native of the Philippines. Singing the lament of a soldier over his lost family, a wedding song and finally a cooking recipe, she displayed a versatile and beautiful voice.

After concluding the program with three American folksongs, the Gregg Smith Singers were so enthusiastically applauded that two encores were necessary. The first was a quiet lyrical song, "Blow the Candles Out," an amusing tale of a young girl and a young man on a dark

night. The second work "Promise of Living," by Aaron Copland, contrasted sharply the "Carols of Death," which had begun the program and ended with a crescendo that will long be remembered by all those who spent the evening with the Gregg Smith Singers.



The Gregg Smith Singers Perform in the Women's Gym.

Joni Mitchell And Tim Hardin To Highlight Fall Festival

By **JIM FRENKEL**
Assistant Arts Editor

Tomorrow night two of the most outstanding contemporary folk singers will be appearing in the first major folk concert of the year. Both Joni Mitchell and Tim Hardin have established repu-

tations as fine young writers in the medium.

Tim Hardin is the veteran of the two. His third album just released, he wrote the now-standard "If I Were A Carpenter." His "Reason To Believe" was adapted by Ian and Sylvia and others.

His own voice . . . well, you'll just have to find out for yourself tomorrow night.

Joni Mitchell has exerted a more indirect influence on the folk scene. When her "Circle Game" was released as sung by Ian and Sylvia and then Tom Rush, people wondered . . . "Who is Joni

Mitchell?" After Judy Collins recorded "Michael From Mountains" and "Both Sides Now" on her latest album, Miss Mitchell decided to reveal herself.

In her first and only album to date, she shows a finely tuned voice, sensitive

interpretation of her own works, and a seemingly fresh approach. She is . . . new!

If you haven't already procured your tickets, you may do so by calling the ticket office at 6800, or going down there in person this afternoon. Better hurry!

Free University Enlightens Education

by **MATT ROSENSTEIN**
AL MUNGO

Has the Free U. made any progress since its initial introduction? Has it been fulfilling its proposed aims? What are some of the courses offered, and how are they working out? What has been the Student-faculty response to the Free U?

The Free University at Stony Brook was finally established in March of 1968 after a number of unsuccessful attempts. At that time it consisted entirely of student-initiated courses with no credit. The courses did not, for the most part, have a good attendance because of its late start; spring vacation and finals did not help it any. This year the Free U. started out on the same basis—student-initiated courses with no credit—but faculty-initiated courses are now being introduced, as is evident from the course listings. In the future, it is hoped that the surrounding Stony Brook community will also be able to attend Free U. seminars.

Anyone can lead a seminar; it does not mean that the person who is the course co-ordinator is an expert; it only means that he has taken it upon himself to organize a seminar and to moderate discussion. The procedure for starting a seminar is simple.

There will soon be Free U. bulletin boards in G, Roth, Tabler, and the Com-

puter cafeteria, put up a course name and description and call Matt (see below). He will aid you in getting a room and in arranging for publicity. (Incidentally, we are trying to help the College Plan this year by putting almost all seminars in the dorms.) None of the courses have credits, grades, or anything compulsory about them. To "register" all one has to do is to walk into a course.

Course content and form are ALWAYS open to further discussion. This means that the course is always responsive to the people in it, and students actively participate in course structure and development. The typical "teacher-student" relationship does not exist; all are working and learning together. The "administration" is carried out by the very same people who are involved in teaching and student positions. There has been an attempt to bypass the usual bureaucratic red tape and elaborate power-orientation common to administrative structures.

Another advantage to the "non-structure" of the Free U. is that the absence of grades, etc., means that learning can take place without pressure, and that we can return to the original idea of education—learning something because we are interested in it, and not because we have to get a degree in order to earn a living.

New methods of teaching can be tried, and student participation in creating the class is ASKED for, instead of being stifled. This is, in a real sense, a testing ground for new ideas in curriculum; if enough students want a course then it can be proposed to an appropriate departmental curriculum committee, and added to their regular courses (especially if there are students sitting on those same committees).

Although one can say that the Free U. is definitely making progress, there is criticism concerning the publicizing of it. Offered in evi-

dence is the results of a recent survey. The survey, taken from a typical cross-section of Stony Brook students, indicated that about half of the students questioned knew little or nothing about the workings or the courses offered by the Free U. One might speculate that if more information were available to stimulate potentially interested students, the Free U. would develop at a much faster rate. It would make things a lot easier if all these seminars could be collected and published in ONE booklet, instead of seeing many scattered signs and never

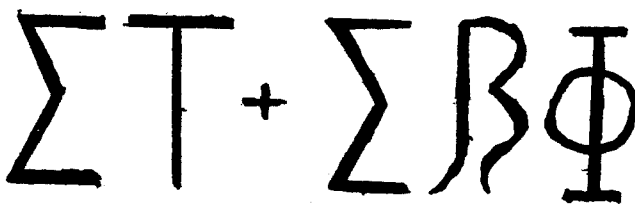
quite knowing what was happening. Therefore, anyone who knows of seminars in progress or planned, (including those sponsored by the College Plan), please call Matt. A collective booklet will be forthcoming.

The Free U. is an expression of the desire of students to organize their own education, both inside the established structure and out. We hope someday to establish the Free U. as a working model that will be an example that the "regular" university will take note of, and will use in creating a better University.

Matt Rosenstein, Chairman
7809 Talber 1, 121a
Barry Liebowitz, G Quad
Co Ordinator 5381 GS-C210
Fern Aron, H Quad, Co
Ordinator 5875 H-D116

Beer Blast & Band

Sponsored By



Fri. Oct. 18 - 9. M. - 1 A. M.

Ammann College
(North Hall)

All
Welcome

ON CAMPUS

Pete & Edith's

General Store
Barbershop
&

Beauty Salon

in the basement
of "G" dorm

Who's Got
The Money?

patriot sports

Home Soccer
Match Friday

8 P.M.

statesman

october 18, 1968

page 8

PATS MEND FOR ACTION UNDER LIGHTS

by MIKE LEIMAN
Assistant Sports Editor

Coach John Ramsey is not surprised about his soccer team's slow start. "I feel that three players are the nucleus of this club: Harry Prince, Danny Kaye, and Bill Hudak. So far this year, two of the three have been injured."

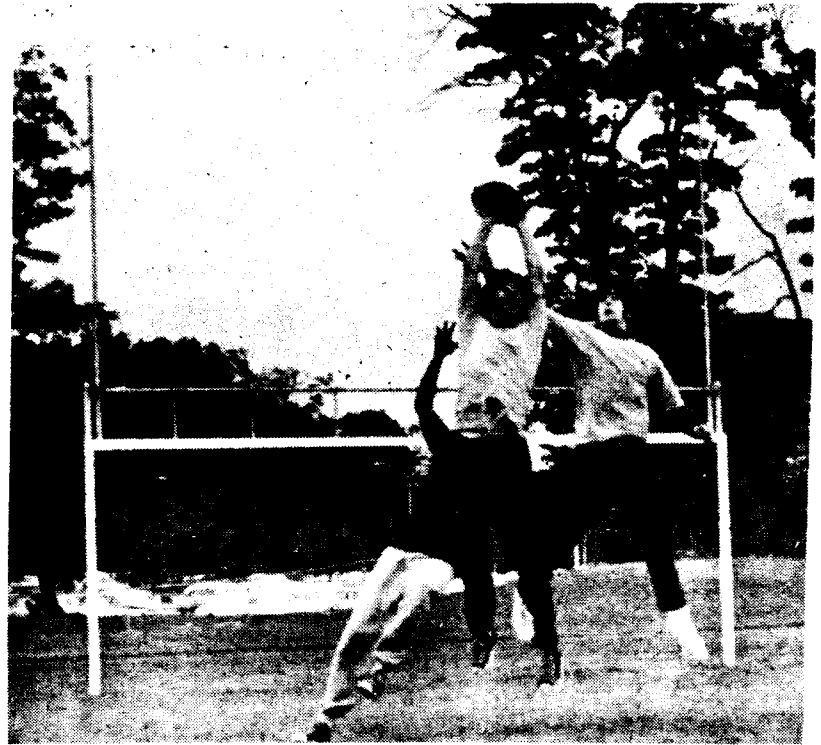
Kaye, last year's leading scorer, was hampered by a thigh bruise, and played only 15 minutes in the loss to Harpur. Hudak, a center forward, twisted his ankle on September 14, and hasn't played since. However, both should be ready by 8:00 p.m. Friday night, when the Red and Gray face Kings Point in the only night game on their schedule.

Another casualty who may soon see action is Biff Gould, a lineman. He was hit by an elbow near the end of the Harpur game, and doctors at

Binghamton thought that he had suffered a fractured jaw. This was not the case, however, and Gould worked out at fullback on Wednesday.

If this Kings Point game is anything like last year's the Patriots will need all available hands. Played at Kings Point, the contest was scoreless until the last eight seconds. Then Danny Kaye came through to score the game's only goal.

This season, the Kings Point team has fallen to Hofstra, 2-0. Hofstra was Stony Brook's opening day opponent, and they beat the Patriots quite easily, 4-1. So, things shape up to be really tough for the Red and Gray as they seek to regain the winning touch. The home court advantage may be a factor, especially if it is accompanied by a large and noisy turnout of Stony Brook partisans.



Intramural Football—A Stony Brook Tradition. See our Weekly Intramural Column on Tuesday.

"SB PAPER PATRIOT": THE FIRST DAY

by PAUL KORNREICH
Statesman Sports Staff

Today was the first day of varsity basketball practice, and it was also the day that I found out what miserable shape I was in.

This confrontation between myself and the game of basketball was the first since my freshman year in high school, when I averaged some 13.3

p.p.g. for good old Plainview High as, of all things, a 5'11" center.

When I arrived at the Gym at 4:30, I was met by such varsity stalwarts as Mark "Big O" Kirshner; "Spunky" Pat Garahan; Larry "Big Neu" Neuschaefer; and John "Sandy" Phillips, all of whom expressed the hope that I would

not collapse on the court. Well, I had other ideas, and when I stepped onto the court, I was all set to prove that I belonged.

The first thing I did was to pick up a ball and start shooting. I hit consistently from around 15 feet, but I didn't think that would be impressive enough, so I moved back be-

hind the red stripe delineating the 25-foot mark that had been set up for The Nets, and I started to bomb away . . . swish, swish, swish; shot after shot fell cleanly through the hoop. My confidence shot to a new high, and I knew I had it made . . . or so I thought!

(To be continued)

"Squamish" will appear in the next issue. Be sure to watch for it.

SAB Presents The Living Theatre

Mon. Oct. 28

"Mysteries & Smaller
Pieces"

Tues. Oct. 29

"Paradise Now"

8:30 P. M. Gym

Tickets Available Now

Students-Free, University Community \$2.50, Others \$3.50

SAL'S PIZZA

We deliver to the dorms every day but Monday from 9:00 P.M. to 12 A.M. To insure prompt and "hot" delivery, please call by 8:20 for the 9 P.M. delivery; 9:20 for the 10 P.M. Etc.

Thank you for your patronage
SAL'S

TRY SAL'S SPECIALTY - THE LARGE 11 INCH HERO

HOT HEROS	
Veal Cutlet Parmigiana . . .	1.25
Veal Cutlet	1.15
Veal and Peppers	1.00
Peppers and Eggs75
Sausage and Eggs	1.00
Sausage85
Meat Balls75
Potatoes and Eggs70
Egg Plant Parmigiana85
Meat Ball Parmigiana85

Sal's
Menu

265-9221

PIZZA		
	Large	Small
Cheese	1.75	1.50
Anchovies	2.25	1.90
Sausage	2.25	1.90
Onions	2.25	1.90
Pepperoni	2.25	1.90
Mushrooms	2.25	1.90
Peppers	2.25	1.90

HOT DELIGHTS

LASAGNA	1.50	MANICOTTI	1.35
SPAGHETTI	1.15	BAKED ZITI	1.50
RAVIOLI	1.20	PLAIN ZITI	1.10

WITH SAUSAGE OR MEATBALLS
35¢ EXTRA

SODA
20¢

GIANT
SODA
35¢

Beer & Wine

HOT
CHOCOLATE
20¢

MORATORIUM SPECIAL

S.U.N.Y. AT STONY BROOK MONDAY, OCTOBER 21, 1968

education 101

There was the time last year when the construction workers punched Neal Frumpkin in the mouth, and there was the bust, the Hughes hearings, the grand jury, the yippie raid, and there was Dr. Trask's appointment, and, later, his resignation. Each one a crisis, and action and change at Stony Brook seem to come only at times of crisis.

This crisis orientation is a strange thing, indeed. The end result is not only that crisis produces action, but also that action produces crisis. Needless to say, the whole perverse cycle is hardly conducive to education, which is exactly what this supplement is all about.

And there's more. Administrators lie, cheat, and backbite. Professors get more like the man in the gray flannel suit every day. Students are alternately neglected, patronized, and used. More and more students are crammed into meaningless, dull survey courses; good teachers are fired because they don't publish. Tenure has become the tool and prize of the worst elements of the establishments. Faculty meetings are closed, but the president says, "Secrecy is inimical to the educational process." Nothing happens at the meetings, anyway, because by and large the system has dulled the faculty, too.

Local two-bit politicians bust the school at 5 a.m. complete with photographers and newsmen in what has to be one of the saddest parodies of law enforcement in history, and the president stands up in front of TV cameras and

says, "I am not in any way criticizing the actions of Commissioner Barry."

Oh yes, Stony Brook, your sprint to fame and glory has taken you far away from the path of education.

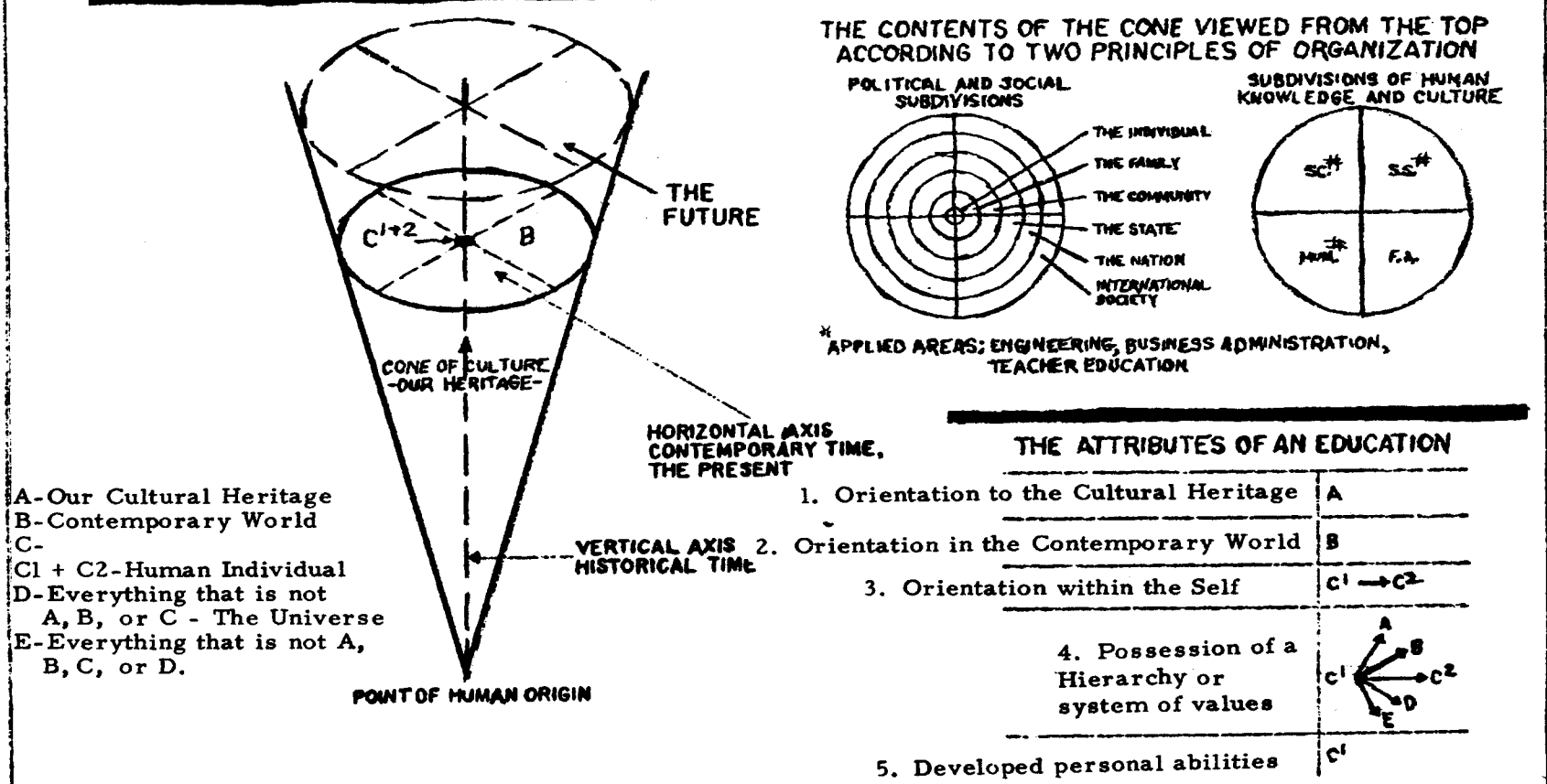
The status quo. There is no reason for defending it or even tolerating it any longer. Change must be achieved at whatever price Toll and the others demand. The moratorium offers us an opportunity to achieve that change at a very small price.

For Three Days to be a success, however, those who participate in it must be informed about the issues at Stony Brook today. This special "newspaper" is devoted to the issues and ideas surrounding Three Days. We've included comments and criticism about Stony Brook, higher education, and, perhaps most importantly, specific proposals for immediate change.

"Education 101" was originally intended to be a supplement in *Statesman*, but it was put together by many more people and is being published separately in order to emphasize the diversity of opinion it contains. We have tried to be as unbiased as possible, but we stand firm on one general point: Stony Brook is not a good educational institution; it is not even adequate . . . it must be changed. For the next three days, Stony Brook's future lies in your hands.

Sharon Cooke

EDUCATION - The Orientation and Development of the Individual



Is this all there is to it? It is an absolute fact that this chart was designed by one of Stony Brook's highest level administrators. He shall remain nameless because there

is no reason to embarrass him further, but the chart itself is one of the better symbols of the problems that have produced this moratorium.

The Student In Higher Education

THERE MUST BE CHANGE

Editor's Note: The following are excerpts compiled by Libby Hopkins from *The Student In Higher Education*, a terse but nonetheless brilliant report published by the Hazen Foundation. The report is the work of a committee of educators headed by Joseph F. Kaufman, then dean of students at the University of Wisconsin and now president of Rhode Island College. The final draft is largely the work of Andrew M. Greeley of the University

of Chicago; Kenneth Kenniston, author of *The Uncommitted*, was also a member of the committee.

We urge you to read this article. Its observations and recommendations are not only basic to the concept of education, but good thoughts for all of us to keep in mind during Three Days. If Stony Brook were to change to reflect only half of what is recommended in this brief book, it would truly be a fine university.

The college's central task of guiding the intellect cannot be done well unless the school realizes that the acquisition of knowledge takes place in a context of emergent adulthood. Recognition of these facts does not mean merely that the college must assume a new responsibility but we would argue that it ought to meet a unique opportunity—an opportunity to participate in the emotional growth of its young students and to integrate this growth with formal education.

The members of this Committed are deeply concerned about the waning of idealism which occurs during the young adult years. We share an impression, backed up by some empirical data, that the seventeen-year-old is a hesitant, vulnerable idealist with a great reservoir of generosity and an almost equally great tangle of fears and insecurities. The cynicism he displays is—initially at least—merely a cover for his fragile hopefulness. He is concerned about the "big picture," the meaning of life, the improvement of the world, and service to mankind. He is curious, reasonable open, and eager to learn to have new thoughts and dream mighty dreams. As the late teen years become the early twenties, he grows more "realistic," becomes aware of the harsh "necessities" of life,

and understands that he must "settle down" and "be practical." His intellectual goals and his service-oriented generosity are slowly stifled by the need to compromise with the requirements of the established order. What was wide open, or at least relatively open, at 17 is firmly closed, in most instances, at 22.

This closing off of possibilities and instincts is not caused by the college alone; indeed it probably occurs at a much earlier age among those young people who do not go to college. But the college can and ought to do more to inhibit the closing off process. Currently, there is little in the young person's experience with the college social system that gives him any reason to believe there are alternatives. For this reason, the next major step in higher educational reform must be to look for ways in which the total college experience will preserve for an ever-increasing number of American students their youthful idealism, refined and hardened, perhaps, by the fires of realism, but not burned out.

It is incredible that American colleges spend so much money on recruiting and admitting students and so little on attempts to measure the impact of college on the development of the students' personalities. It is also aston-



ishing that the work done by clinical researchers has not been tested on a wider scale. The themes of alienation, apathy, and privatism have been discussed in the literature but have not been tested on large and representative samples of students.

Much more intensive research should be undertaken on the educational applications of Developmental psychology and also on the means of providing a liberal education for those who score relatively low on the I.Q. scale. This research would be greatly facilitated by combining several different experimental colleges on one campus.

If we are convinced that every American is capable in some way of a liberal education, and that it is essential for all free citizens to be able to think for themselves and to use their leisure intelligently, then higher education has little choice but to attempt to make the traditional liberal education ex-

perience available for all its students. This is a task far more difficult than providing custodial care. A liberal education for Everyman would require highly skilled teaching methods and instructors, sophisticated counseling and remedial training, and a profound awareness of the importance of the developmental approach sketched earlier in this chapter. In fact, it would probably require a pedagogy that has not even begun to develop. How, indeed, do you teach the junior college student with an I.Q. of 90 to think abstractly or to enjoy a novel that is not a James Bond mystery? But to say it cannot be done and that there is no point in trying or even beginning the research that would sometime enable us to try, would be as snobbish as Aristotle, who thought that only a handful of men were capable of being free, or nineteenth century English educators, who thought that only gentlemen by birth had a right to a gentleman's education. The alternative to a liberal education for Everyman is the continuation of a technical high school or the blackboard jungle for four more years. Such an educational system would generate class lines as rigid as in any static, aristocratic society; that these lines were drawn by CEEB scores rather than by birth would not make the separation of classes any more acceptable to a democratic society.

RECOMMENDATIONS
Experimentation and Research

There must be a proliferation of experimentation and experimenting colleges. Every major American multiversity ought to engage in wide experimentation in modifications of the teacher-pupil encounter and the living conditions on its campus. The best experimental colleges would at-

tempt to use all the knowledge currently available about teaching, learning, and adolescent development, and their efforts would aim to combine living, learning, working, social service, and recreation into one integrated educational experience in which small groups of students and faculty would participate together, regardless of the rigid demands of course work, credits, and degrees.

Organization of Instruction

The whole freshman year should be viewed as an orientation to learning rather than the first year of academic instruction. Freshman orientation should not be one week of adjustment to a college, but a whole year of acculturation to an entirely new and exciting activity—serious and systematic thought—and a year of integrating the pursuit of skill and knowledge with the search for identity and intimacy.

No matter how much it may confuse schedules or course loads and no matter how many new faculty personnel must be hired, colleges should strive to have as many individual tutorials or seminars and as few lecture-hall, particularly large lecture-hall, classes as possible. The kinds of information usually presented in the lecture hall could probably be presented even more efficiently and effectively through the new teaching machines. There is little or no reason to have a person appear in front of 500 students, but much reason to have him appear around a table of seven, eight or ten or even fifteen students.

The World Inside

The Committee urges increased student participation in educational policymaking. Not that students are wiser than the faculty or administrators, but they do have insight into the meaning of

education 101

Sharon Cooke
Editor

Libby Hopkins
Art Director

... a liberal arts major..... Harris Kagan, Jerry Weiss

... student legal rights..... Steven Rosenthal

... a new curriculum..... Harris Kagan, Jerry Weiss

... promotion and tenure.... Donald Rubin, Harris Kagan, Jerry Weiss

... french hall..... Jerry Weiss, Harris Kagan

... profound education..... Jerry Weiss, Harris Kagan

Those Who Also Helped: Peter Adams, Richard Masur

their educational experiences which ought to be important in making policy and administrative decisions. Student representation at the very highest governing levels of the college — even on the board of trustees, if possible — is necessary to prevent in the future a repetition of student victimization by the professional guilds and college administrators.

The Committee strongly recommends wide democratization of rulemaking and enforcing on the college campus. This democratization is undoubtedly going to take place in any event, and administrators would be well advised to do it with good grace rather than as a result of ever more insistent student pressure. On this point, as well as in our other recommendations, we are again insisting that the improvement of the quality of human relationships and efficient education are inseparable.

We recommend that the college take a hard look at its housing and eating facilities, and ask whether they promote or retard the formation of human community and a style of life that is conducive to the development of respect for the good and the beautiful. Unless physical structures of the university are drastically reformed, it will be quite impossible for the kinds of student communities which will facilitate rather than impede the serious work of higher education to emerge on the college campus.

The power of the professional academic guilds over undergraduate instruction must be broken. Faculty veto groups, however powerful, can no longer be permitted to block reform in undergraduate education, to specify what educational experiences a young person must have before he is admitted to graduate school, and to ignore the developmental dimension of higher education.

Undergraduate schools are too frequently viewed by all faculty as stepping stones to graduate schools. The goals of undergraduate education and graduate education are both quite valid, but they are not the same. It is difficult to see how undergraduate

education can succeed, particularly in integrating cognitive and non-cognitive learning, if it is not able to operate independently of the demands of the graduate departments.

Competition in all colleges should be reduced. Grades should be optional, and the student should be permitted to settle for a pass-fail alternative if he so desires. Undergraduate institutions may have to defy the graduate schools to accomplish this reform, but they should ask the graduate school faculty how good a predictor of performance and productivity in later life undergraduate grades really are.

Faculty

A new kind of faculty must appear, composed of men and women whose primary concern is the facilitation of the learning experiences of students and helping them derive personal meaning from these experiences. These faculty members will be competent in one or several academic disciplines, but their commitment will turn from the kind of professional research they can report in the academic journals to the developmental experience of undergraduates. Given the expected surplus of Ph. D.'s in the early 1970s, it should be relatively easy to find trained personnel who would be interested in such work. Indeed a good number of the current personalist generation of undergraduate and graduate students would undoubtedly find far more life satisfactions in this sort of work than in being academic researchers. The new faculty must be required to understand in practice the basic principles of human psychological development, and they must be committed to aiding the emotional development of their students. Their status in the university must be at least equal to that of faculty who are interested primarily in research, and this equal status must be reinforced by the only means that is effective in American society—equal, if not superior, pay.

In addition, it would be extraordinarily helpful if some teachers were not from the academic community. No disrespect for the worldliness

or sophistication of the college professor is meant by this recommendation, but students would benefit greatly from occasional and even frequent contact with instructors whose primary orientation is not academic. The world is made up of vast varieties of people, and despite the increase in the number of professional academicians, they are still but a small minority of the human race. For the college to facilitate the fullest growth of the human personality, it ought to reflect the world beyond the campus in every feasible way. Besides, the nonacademic sector of society might be greatly enriched if some of their members had more frequent contact with college students and faculty.

We further urge colleges and universities to recognize that all their administrative personnel play a role in education, since they are the ones the students most frequently deal with. One wonders how much of the student unrest could be attributed to authoritarian police, rude clerks, hostile and unfriendly secretaries, and testy tellers. If the institution as a whole is devoted to promoting the full human development of its students, then all of its personnel should be trained to understand the needs of this development. No matter how unimportant a staff position may seem to the administration and faculty, it must be recognized that the students have to deal with many of these people constantly.

The World Outside

We think it particularly important that before the volunteer era ends in complete disillusionment, colleges and universities give serious consideration to how volunteer service can be closely integrated with the educational experience. We disagree with those who hold that volunteer service should become expected or obligatory. But we do think that American colleges should stress that a period of volunteer service, far from being extraordinary or unusual, is perfectly normal and that they are only too happy to cooperate with, rather than tolerate, this service. We contend that this attitude toward voluntarism ought to be

maintained not only because voluntarism is a good thing in itself, but because it presents an excellent educational opportunity.

There should be more flexible arrangements for spending the required time in college. Even though 60 per cent of American students do not graduate from the college in which they enrolled after leaving high school, colleges have shown little willingness to give and make students feel free to take time off to work for brief periods or to engage in service, either in this country or abroad.

The tyranny of prerequisites and sequence of courses is such that he who departs from the straight and narrow path to graduation is expected to pay severe penalties for his idiosyncratic behavior. In our judgment, not only should these penalties be eliminated, but to some extent, it might be very healthy if colleges actually encouraged personal experimentation by their students. The time they take off is more than likely to contribute to their development and increase their interest in professional training.

The university is no different than the rest of American society, which must face as its most critical problem the question of whether affluence will make possible a richer and fuller human existence or depersonalize human relationships in a great nightmare of mechanized, computerized, standardized living. Industrialism seems to bear within itself a strong strain toward impersonal bigness, even though ample research demonstrates that after a certain point sheer size becomes inefficient and dysfunctional precisely because it dehumanizes. It is not yet clear whether there exists in our republic sufficient will to recreate within the gigantic structures of industrial society smaller substructures and communities where the human spirit can develop its potential as has never been possible before in the history of the human race. Big business, big labor, big government, big military, and big universities must be decentralized if they are to stay alive, for mechanization will, in the long run, destroy the

very sources of vitality and creativity on which all human institutions depend for their survival.

The quality of relationships in higher education therefore must be improved not simply because it will enable students to spend happy and more fulfilling years in college or because many of the present conditions in higher education are intolerable, but primarily because unless trends toward gigantism and dehumanization are reversed, the college will not be able to educate even the technician. The argument for developmental education is in the last analysis, that even technicians cannot be trained unless it is recognized that they are something more than functionaries—that they are also human beings, and as such they can perform effectively only when their basic emotional needs are fulfilled. Everyone wants a face, not a mask.

The Committee is under no illusion that any or all of its recommendations will provide the answer to the boredom, frustration, apathy, bitterness, and alienation which many observers find characteristic of college students today. The roots of these problems are in our culture, and educational reform cannot by itself change a whole culture. But our recommendations provide material for beginning an educational reform that would open to the student the possibility of improving our society and its culture. A good education ought not to be expected to provide all the answers, but at least it can offer the raw material for vision and hope.

We are therefore interested primarily in improving the quality of American higher education. We are convinced that the knowledge of human development from the behavioral sciences now makes possible a wider vision of what the school can accomplish and of more effective ways of teaching. American higher education has not paid enough attention to human development as a part of its mission, and the time has come for this neglect to end—in the name of better education.



Resolution

FACULTY SETS UP COMMISSION OF TWELVE

RESOLUTION—

WHEREAS, there is need for a university to study and evaluate its goals and policies, and

WHEREAS, such a study is best carried out by a group that is widely representative of the university community.

BE IT RESOLVED, in this spirit of self-examination, that

1. A faculty-student commission be established by separate referenda of the Faculty Senate, Faculty Assembly, undergraduate student body and graduate student body.

2. This Commission shall consist of five members of the teaching faculty, six students, and one member of the non-teaching faculty. Four of the teaching faculty members shall be elected by the faculty of the College of Arts and Sciences and one by the faculty of the College of Engineering. The non-teaching faculty member shall be elected by the non-academic professional staff. The student members shall be elected as follows: four undergraduate students shall be elected by the undergraduate students of the College of Arts and Sciences, one undergraduate student by the undergraduate students of the College of Engineering, and one graduate student by the graduate student body. Each nomination shall be by a petition containing fifteen signatures or more from the appropriate body. Each election shall be by majority vote.

3. The Commission shall have as its mandate: (a) the examination of educational policy and of questions that affect the health, safety, comfort, or morale of the university community, and (b) the submission of reports and recommendations as specified below.

4. The Commission will formulate and distribute to the university community a preliminary report and a preliminary set of recommendations by February 3, 1969. This document may contain both majority and minority opinions,

each signed by their respective proponents. During the following month the Commission will hold hearings to entertain suggestions for amendments of either the report or the recommendations. The final document will be distributed to the university community. Each existing faculty and student committee will be given an opportunity to submit evaluation of any recommendation in areas of its concern. These evaluations should be issued within ten days after distribution of the Commission's final report. Each recommendation of the Commission will be submitted for approval or rejection by referendum. The submission for faculty approval of each recommendation will be to the Assembly membership or the Senate membership, whichever is appropriate in each case, according to the Faculty By-Laws. Each submission for student approval of each recommendation will be to the undergraduate student body and to the graduate student body. All referenda will be held on a date set by the Commission not less than ten days after the distribution of the evaluations of the faculty and student committees.

5. Each recommendation passed by the faculty and student bodies will stand as University policy, if within faculty authority. Other joint recommendations shall be transmitted as faculty-student proposals to the president or (through the president) to the Chancellor, as appropriate, and shall be the responsibility of the academic community to insure their implementation.

Feb. 3 Distribution of preliminary report and recommendations of the Commission

March 14 Distribution of final report and recommendations

March 24 Distribution of evaluations from the various committees

April 14 Referenda

Editor's note: This proposal was later modified slightly by the implementing committee to allow the Commission to conduct referenda at its discretion on any issue at any time before the April deadline.

A CHANGED SYSTEM

The Ultimate Committee?

On October 14, 1968, both the Faculty Assembly and the Faculty Senate approved the establishment and mandate of a joint Student-Faculty Commission to study and evaluate the goals and policies of this university.

The mission of this commission is "(a) the examination of educational policy and of questions that affect the health, safety, comfort, or morale of the university, and (b) the submission of reports and recommendations" as specified by procedures and within time periods stated in the founding document. In further discussion of the original document, its implementing committee realized the need to dispatch completed reports from the commission before the first target date—set for February 3, 1969.

Thus, a minor change was made to allow for completed reports to be considered for referenda by the faculty and student bodies before the above date. With this addition, the final document allows "each recommendation passed by the faculty and

student bodies to stand as University policy, if within faculty authority. Other joint recommendations shall be transmitted as faculty-student proposals to the president or (through the president) to the Chancellor as appropriate, and it shall be the responsibility of the academic community to insure their implementation."

Considering the pervasive nature of the commission's mandate, the commission must carefully define its role. It must chart its own course in accord with a philosophy which it must articulate. This will be essential if the commission's membership is to maximize its energy within the short time period prescribed for its function. To this end, it is important to consider the need for the moratorium.

The Moratorium, in its most broad sense, will attempt to view the university's goals and policies. The three day time period allotted is certainly insufficient, however. Furthermore, the moratorium can never incisively explore these university objectives because its orien-

tation is to issues, as the schedule illustrates. An issue orientation, at this specific time, may be necessary but limited. The university is in crisis now.

This is not to say that its future existence (within its present operational form) is imperilled, but rather that a critical awareness of some profound shortcomings has become evident. With the persistence of these shortcomings, the very usefulness of a university, and hence justification for its existence, becomes questionable. The Moratorium will only "buy time" for the university by allowing the discussion and proximate implementation for proposals for change in a variety of areas. Hopefully, by virtue of a restoration of confidence among the different university interest groups, the moratorium will set a new context in which the commission may proceed.

In a simplistic sense, the Moratorium will hopefully engage people in the issues upsetting this campus. A good many of these issues focus on two questions (a)

"Why am I here taking this irrelevant stuff?" and, (b) "What programs can be readily enacted to make this educational experience meaningful?" Evidently, we are "Now" oriented. And it is the need for reforming the many inept programs and situations plaguing the university which impelled the idea of Moratorium.

These reforms, however, do not grapple with the "how" questions. How do the change mechanisms operate in the university? How can the need for future change be more successfully detected? How can change be implemented? Thus, it is an examination of the university's goals and policies through the perspective of the University's method of response to the need for change which should be the guiding philosophy of the commission. The commission should critically analyze the present modus operandi of Stony Brook. Specifically: For whom are decisions made and by whom? How efficient and effective are the present channels for detecting, implementing and evaluating change propos-

als? To analytically determine the answers to such questions, a systems approach rather than a problems approach, is called for. This, then, should be the commission's thrust. Its twelve members must devote their collective energies to critically examining the underpinnings of the Stony Brook decision-making processes.

My bias is evident. The commission should be charged, by its mandate, with developing a new scheme for decision making. This scheme would then be considered by the appropriate bodies and hopefully, adopted as the new profile for Stony Brook decision making. The task of the commission is obviously quite demanding, but more so is the need for instituting practicable and effective change mechanisms. Such institution would mark Stony Brook's movement from a university which perpetuates its old image and wards off change to a university which integrally responds to the need for change.

—BURT SHARP

Threë Days**Forecast: Failure**

I am forecasting failure for the Three Days. There will be small changes. I am sure that a minimum of 5% underprivileged students will be set — especially since this figure has already been suggested by Chancellor Gould. I am sure that there will be curricular changes and other improvements. But in three years these changes will be stale, and there will still be myriad problems unaddressed—indeed, unaddressable in three days — and unsolved. The crucial problems will be unanswered. There will be no change in the basic means of decision making, of power and control over the institution, in university governance.

This is the necessary

change: we must achieve democratization of the university. Without this, the "solutions" of today will not be responsive to tomorrow's students.

Three Days cannot result in a democratization because the moratorium places faith in faculty — and faculty will not share their power.

Looking over the schedule for the three days, one sees a shocking and frightening absence of undergraduates. On the first plenary session, one most relevant to a student generation which has raised profound questions of the morality of the university's involvement in society, "The Contemporary University: Its Goals and

Purposes," has only one undergraduate out of six. The other five members of the panel are faculty or high-level administrators.

The second plenary session is called, "Stony Brook: Its Mandate;" it too is most relevant to this generation of students. There are no students on the panel. On the panel concerning the mechanisms of governance, there is one undergraduate out of nine members. Even more remarkable is the fact that on the panel dealing with black student programs, there are no black students.

The students who attend these big panel sessions will have the opportunity to hear the faculty deliver their

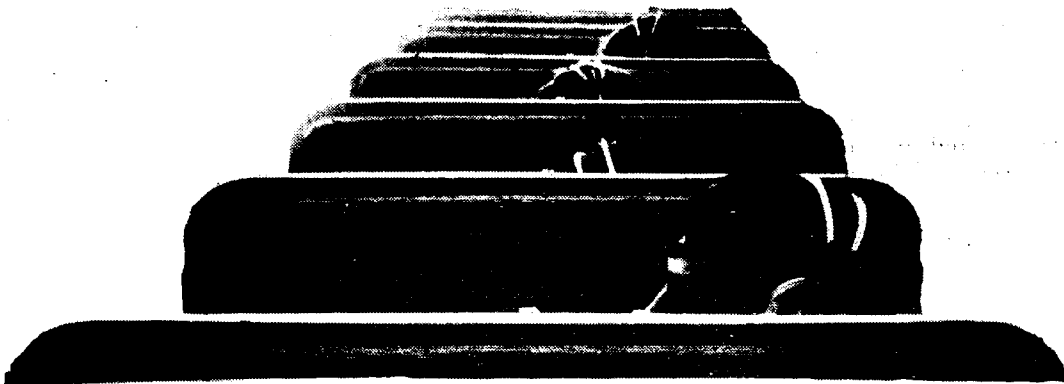
gospel which is what the students have been hearing all their lives. The students will fare no better in the small college sessions because those sessions will either be dominated by the almighty, omnipotent Ph.D.s, or student drafted proposals will be delivered straight to the inflexible hands of high-powered faculty — administration committees. These people will be unable to shake their deep-rooted notions of hierarchy in order to respond democratically.

I know that I risk the highly moral disapprobation of the great many students who have placed their faith and trust in this moratorium; and many will surely see me as either a spoiler or an incorrigible anarchist, but

I know this for sure; students cannot place their hopes for basic change in the hands of the faculty. We did just that when we allowed the convening committee to have only one undergraduate. In an unfortunate reversion to Uncle Tomism, we turned over our hard won opportunity for change to the faculty, and the schedule for the three days indicates that we will pay for that mistake.

Yet I do not exclude hope. I hope that students will seize back the three days, use them, and then continue beyond them. Then we will have our teeth back, and we can fight for a democratic university instead of settling for a reformed one.

—PETE NACK

**Cox Commission****Stony Brook Problems Parallel Columbia**

The Cox Commission, which investigated the campus uprising that crippled Columbia University last spring, issued a strong indictment of the institution's administration.

A brief summary and excerpts from the commission's report which are particularly relevant to Stony Brook and the moratorium follows.

The commission said the administration of Columbia—including its trustees—"too often conveyed an attitude of authoritarianism and invited an air of mistrust.

The five-member commission also condemned the "disruptive tactics" of student rebels. It warned that "the survival—literally the survival—of the free university depends upon the entire community's active rejection of disruptive demonstrations.

The report stated absolutely that, despite mistakes in every camp, there was no justification or mitigation for the brutal actions of the New York City police.

Following are excerpts from the commission's general observations:

Internal Causes

Three among the purely internal causes of unrest especially impressed us.

1. At a time when the spirit of self-determination is running strongly, the administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust.

In part, the appearance resulted from style: for example, it gave affront to read that an influential uni-

versity official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

In part, the appearance reflected the true state of affairs. The machinery of student government had been allowed to deteriorate to a point where Columbia College had no student government. The Report on Student Life was not released for seven months until C.U.S.C. (Columbia University Student Council) members threatened publication.

The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule.

2. The quality of student life was inferior in living conditions and personal association.

3. Columbia, like other universities, has scarcely faced the extraordinary difficulties that faced black students in the transition from a society permeated by racial injustice to one of true equality of opportunity.

We recognize, of course, the difficulty of immediately remedying such deficiencies as the paucity of black teaching and administrative personnel and of appropriate courses and counseling for all students, but the indisputable fact of alienation of our black students, with all that that fact entails, makes a more active and creative search for solutions particularly urgent.

Student Power

The desire for student power, while scarcely articulated as a cause for seizing

the campus buildings, was a powerful element of the explosion. Discussion since the uprising has focused upon the methods by which students may exert more influence upon the government of an institution of which they are vital and integral parts.

Participation in self-government is natural human desire that today's students feel with greater urgency, particularly at institutions with highly selective admissions policies, because they are much better educated than their predecessors, more sophisticated, in many respects more mature, and more interested in social problems than seeking out conventional careers. (Unfortunately, they are also much less disciplined.

Divided Institution

The hurricane of social unrest struck Columbia at a time when the university was deficient in the cement that binds an institution into a cohesive unit.

Again, geography is a factor. The competing attractions of the exciting metropolitan area, coupled with the housing problems that induce a majority of the faculty to live outside Manhattan, operate as centrifugal forces. Yet the dispirited quality of student life outside the classroom is not beyond the university's power of influence.

The lack of a university senate and the division of the professors and other teachers into three or four faculties—quite apart from the professional schools—where other universities have a single faculty of arts and sciences, apparently discourages faculty participation in the for-

mulation of university policy and the improvement of student life.

The central administration to which the full burden of the quality of student life is left is not equipped for the duty. Far too few members of the university family are closely involved, outside the classroom, in the constant informal enterprises and discussions by which the values of an academic community are constantly re-examined and those which stand the test are passed on to the next generation.

The student body is a mature and essential part of the community of scholars. This principle has more validity today than ever before in history. It is felt more keenly by a wider number of students, perhaps because of the increasing democratization of human institutions.

The formal organization of both the administrative offices and the faculties apparently tends to discourage the cohesiveness that comes from shared responsibility in matters of university concern. We were struck by the constant recital of an opposition between the administration and the faculty as rival bodies with separate interests, for it would seem to us that on education questions the two should be essentially one.

As with all human activities, the wise division of functions and responsibilities must take into account the special skills or limitations of particular groups, as well as efficiency of operation.

The process of drawing students into more vital participation in the governance of the university is infinitely

complex. It cannot be resolved by either abstractions or tables or organization. It does not mean that issues must be settled by referendum.

We are convinced, however, that ways must be found, beginning now, by which students can meaningfully influence the education afforded them and other aspects of the university activities.

The activist supporters of reform who voiced the grievances pressed by the rebels included many of the natural leaders among students—both political and intellectual leaders. They were deeply hurt by statements treating them merely as disloyal trouble-makers aligned with a small band of rebels.

While their own releases, for reasons of student politics, contributed to the polarization of opinion by their lack of civility, we have not the slightest doubt that the survival of Columbia as a leading university depends upon finding ways of drawing this very large and constructive segment of the student body, which supported the strike, back into the stream of university life where it can share in the process of rebuilding.

With participation, students will surely acquire a more sophisticated understanding of the universities' difficulties and complexities and of the necessary functions of the faculty and administration, the alumni, and the governing body.

In the same process, the latter would come to an understanding they cannot otherwise acquire of the true needs and aspirations of students and values and shortcomings of current educational measures.

"Mr. Chairman, I Would ... A New Curriculum

Higher education is failing dismally; it is not even nearing its goal. Or maybe that it's fulfilling all too well quite perverted goals. Stony Brook has become a highly efficient industry, processing professional licenses and apprentices for technological corporations. It has become a microcosm of America as a picture of sterilized, automated contentment. It is all a perversion of an educational community into a factory designed for the mass processing of men into machines.

The curriculum offered us is defined by a compartmentalized society and is intended to produce compartmentalized people. Its content is dominated by abstractions and irrelevance. Academic questions, answers and problems taught by academicians are the mainstays of the Stony Brook curriculum, rather than questions relevant to the world of modern politics and social action, the (in) human condition in mass society, all the doubts, fears, and hopes of a growingly enraged youth. We insist on teaching only the disciplines even though nearly all of the problems of society are interdisciplinary in nature. Further, the absurd notion that the only valid learning experiences are those which occur in the classroom or lecture hall with a teacher in front, still reigns supreme at Stony Brook. Use of the residential colleges for seminars and workshops on relevant topics, peer-teaching as a learning tool, tutorials,

and independent study (on or off campus) is still, by and large, unheard of. The student is seldom given the opportunity to do independent work by and for himself. Thus, little of college work is meaningful and chances for meaningful achievement approach zero. The student remains experientially impoverished and development of the identity is retarded. Stony Brook doesn't deal with intellectual development of the individual adequately because it is not dealing at all with the personal development.

Our objective is an educational institution which is as flexible and dynamic as man, an institution free of concepts, curricula and structures that are outmoded. Structures that presently serve to hinder the student in becoming all he is capable of being, on his own terms, grades, credits, degree requirements, and all the rest must be loosened enough to allow for the creation of individual options. The concept of what is valid learning experience must be expanded from the present narrow notion that includes only the classroom and the lecture hall experience which interrupts education as often as it furthers it. So must the concept of what a teacher is and does, and what valid teaching experiences are.

The goal of higher education should be to provide a positive learning environment in which the student can be motivated to become a self-directed learner rather than

one dependent upon external direction. The college experience is not to be seen as separate from the rest of the student's life, but rather as a stage in which the student's inner resources are developed so that he can and will want to learn on his own and thus continue learning after he leaves college. While students are verbally encouraged to do independent work, they are being taken through a prescribed program and are, in effect, being stifled. We just can't set fixed times in fixed sequences under fixed conditions and then call it independent study. Neither can we predetermine choices and then call them "free electives." "Free electives" in a system in which all the choices are externally preselected is obviously not free. If we are really interested in independent study succeeding, then we shouldn't assure its failure by having a system that doesn't encourage real self-direction. In effect, our present system frustrates and defers self-generated and self-directed study until it's too late, until it's impossible for the student to be self-directive, until the student, still not knowing what it is to learn and what he wants to learn, is unable to "learn" without external direction.

Refusing to accept this as educationally sound, we wish to let the student be confronted with the need to identify his wants and then to pursue them—in class, in lecture,

in tutorial, in seminars, in workshops, in independent study, etc., and he then will be more likely to develop the quality of independence we seek. That means allowing the student to decide what he wants to do and how he wants to do it. To let the student be free. Along the way, the student will be aided by a more personal, more human advising system, rather than the punch-card like system that now exists. The way to achieve the liberal education ideal is not by requiring students to take courses in which they are neither ready nor desiring, for this will only result, by and large in the students becoming alienated rather than involved. A student pursuing his own immediate interests will learn in the process what he needs to know in order to learn what he wants to learn, and that pursuit will lead him to exposure to and intellectual contact with his peers (something that is missing in today's class and departmental structure) and move him from his possibly narrow interests. A student coming from a highly-structured environment (pre-college schools, the home, etc.) will probably flounder awhile once the external direction is removed. But would we help him to identify his wants and needs if we crowd his days with requirements? Do we turn him on to education, which he sees as rigid and authoritarian, by being rigid and authoritarian? Do we make education mean-

ingful and relevant to him when we determine what is meaningful and relevant to him? Obviously not.

And thus we propose a curriculum and environment which enables a multitude of learning experiences and allows for diverse teaching methods; that realizes that there are diverse individual needs and that different instructional methods result in different behavior that provides a continuum between ideas and political and social action. We want a curriculum that acknowledges that the deepest learning comes from preparing a course to teach it, and teaching it, handling all the problems, forseen and unforeseen, as they come along, and thus uses peer-teaching as a learning tool, and also uses seminars and workshops in residential colleges, independent study (on and off-campus), tutorials, etc. as valid learning experiences along with the classroom and lecture hall experience. This would enable a far greater range of settings for student-faculty contact. Further, the content is to stem from the student's own needs and purposes. No longer will we allow the environment, the system, to manipulate us. It is time we manipulated it—to make it possible for us to open options for ourselves. We can no longer kneel to the system that preaches submission to blind technological devotion, stamping out all individuality and all liberty.



... A Hall Where Only French Is Spoken

Editor's note: The following is a brief introduction to what is actually a much longer, detailed proposal. It is presented here in this form with the hopes that you will develop the proposal yourselves. At this stage it is missing plans for residential set-up and rules, admission, and credit evaluation; etc. It is from drafts, just like this one that detailed proposals are made to be presented to the "appropriate Committee" for approval.

PROPOSED FRENCH STUDY PROGRAM

We propose that in the spring of 1969, about 33 Stony Brook students be admitted to a special program called the French Study Program (FSP). The program is one which will engage the students admitted in one semester of concentrated study in the French Language. The

FSP will encourage self-study in the French Language for all students involved by creating an atmosphere conducive to the effective study of a modern foreign tongue. For these reasons, it is necessary that the students admitted to this program live together in one of the residence halls.

Perhaps the major complaints among both students and faculty about our Language Programs at Stony Brook are:

- The classroom environment does not give a student a true opportunity to learn to speak the language fluently.
- The classroom environment is not one where the student will want to learn the language fluently.

• The classroom setting does not create an atmosphere where the student can learn to feel a part of the language and the culture which accompanies it.

• The classroom study program leaves a large gap between the students' "intellectual growth" in the language.

As a result of the failures of the existing structure, almost every language major, and/or any student who wishes to master a language must travel to a country where the language is spoken in order to master the language. The student must live with the people of the country to learn and "feel" the culture. He must be subjected to

an atmosphere where only that language is spoken in order to master the art of speaking the language. But perhaps Stony Brook has the facilities to begin to fill the large and numerous gaps left by the existing structures.

Firstly, there exists a program called the Residential College Program. It is the object of this program to fuse the students' "personal growth" in extracurricular activities with his "intellectual growth" in the classes. In other words, the object of this program is to create the true "living-learning" experience. It is this exact fusion of the personal with the intellectual, of course, that the student gains by living in another country to learn a language. Secondly, there also exists a Residential Studies Program where a student may receive credit

for independent study in a project he chooses. But a student who lives in another country is doing nothing more than independent study. He is independently studying the language and the culture of the country in which he is living. What the FSP would do is combine the best aspects of the two above programs to allow a student to really learn a language without leaving the country.

We propose that a student may earn up to 6 credits toward a University degree as a result of his efforts in one semester of the FSP, and would enroll for at least six credits in the university in order to maintain the 12 credit minimum. An important part of this proposal is the residential basis of the FSP. It is proposed that all participants live on the hall to be set up for the FSP.

Like To Propose . . .

. . . A LIBERAL ARTS MAJOR

It is readily conceivable that the needs of at least several hundred students at Stony Brook now are not being met to at least some degree by the present departmental structure and the majors offered. It is essential to create the greatest number of alternatives and thus meet the greatest number of diverse individual needs at Stony Brook today.

Recognizing what is revealed by the departmental major figures and by those who are "undecided," we call for the creation of a structure that will enable us to operate on the best educational principles and to elude those pitfalls that presently mar the educational process at Stony Brook. We feel that a Liberal Arts major and degree along with the curriculum changes that would necessarily follow, is such a structure.

The Liberal Arts major would be split into four general areas: social sciences, humanities, language and linguistics, and a fourth general category.

We propose Establishment of a School of Social Sciences the curriculum within which is designed to generate three forms of learning experiences.

I. Pre-Established Interdisciplinary Seminars—These courses will serve as an alternative to the present departmental courses—particularly freshman and sophomore survey courses. Their frame of reference and starting point will be different from that of the existing departmental structure—studying man in society and his values, aspirations and inspirations explicitly, and implicitly the disciplinary techniques and language, instead of studying a discipline explicitly and the field of social science implicitly as is now done. Further, these seminars as well as the other two types of seminars are to deal with method as well as content—to understand what it is and means to be a social scientist, what the mode of conceptual inquiry is, etc.—to have ideas evolve rather than be given.

The seminars will be faculty-led groups of 12 to 15. Times and places are to be pre-arranged; these will be flexible, however, and may be changed for the mutual convenience and liking of the group.

Though these seminars will be pre-determined, their content will be open and flexible enough to go in many possible directions, and more importantly, anyone can initiate seminars within the residential colleges to treat more intensively those things which cannot be covered sufficiently in the pre-determined seminars (for example, New Left, Hippies, Yippies, Alienation, New Tactics for Social Change, etc.)

Possible courses, all of which will be for four credits, include "Man in Society," "Learning and Social Change," "Urban Affairs," "Interpretation of Fact," "Comparative Ideologies and Their Social Effects," "Political State and Ideological Change," and "The World Culture."

A field curriculum commit-

tee would be formed with to evaluate existing interdisciplinary courses and make needed revisions.

II — Seminars and Workshops will be sponsored by the residential colleges and may be initiated by anyone in the university community. These workshops are based on the theory that education is a process involving the total environment and can only be conducted in the total community, and will deal with subjects that may not be suited to the pre-arranged seminar format.

III—Independent Study On and Off Campus would confront the student with the task of identifying his wants and needs and pursuing them as he saw fit.

Basically, independent study would allow the student to study some segment of a seminar more intensively. For example, one might do research into the political power struggle in the Islip area of Suffolk county to determine their

role in the recent land scandals.

IV — A Work-Study Program will involve the regularly enrolled students along with a to-be-determined number of faculty and community people joining forces in a semester long project. Each participant would define the problem he wishes to address and design his method of attack. Students will live and participate in the community during the project. Possible projects include pre-kindergarten education, adult education, public housing and urban renewal, working with businesses, professionals, history majors doing research with historians, etc.

The curriculum of the liberal arts major would also involve interdisciplinary courses, seminars, workshops, and independent study in the humanities, language and linguistics, and the natural sciences in much the same way as the school of social sciences.

. . . A SEMINAR ON STUDENTS' LEGAL RIGHTS

If any one fact stands out from recent court decisions, it is that the constitutional rights of students are being recognized and expanded. Students today have greater freedom of action and expression than ever before.

This fact must be brought home to students so that they can use their rights to participate more fully in University and community life. And the fact and scope of student rights must also be brought home to administrators and faculty. They need to know what rights students

have in order to adjust themselves to their new obligations.

In order to meet the diverse needs of the students, faculty and administrators, I propose that a seminar in Student Legal Rights be established at Stony Brook. The seminar should cover the following areas:

—Introduction to constitutional theory and review. The status of the student as a legal person will be examined in reference to the criminal and civil laws.

—The university's ability to control the lives of its students under the traditional legal theory.

—The public university and the law.

—Private university and the law.

—Students' freedom of speech.

—Speaker bans of both a legislative and an administrative nature.

—Chartering or campus organizations, faculty advisor requirements, and censorship of student publications.

—Due process of law as it relates to fair hearing requirements.

—Equal protection of the law in relation to making places available for speakers of disparate opinions, chartering groups, preventing demonstrators from using university streets, and social restrictions on women.

—Search and seizure of university property.

—Student as a potential victim of double jeopardy.

—Confidentiality of student records.

—Racial discrimination.

—Disciplinary courts.

—Relationship of student legal rights as the legalistic form of student power and student responsibility.

—Role of interested faculty members.

. . . A New Tenure Procedure

Even before the days of Committees on Personnel Policy the idea of tenure was envisioned as a means of protecting academic freedom and personal and institutional integrity. Tenure was viewed as a means of protecting the faculty from being dismissed for non-academic reasons and the institution from outside political pressure.

Unfortunately, tenure is now being used to subvert the purpose for which it was originally meant. In order to preserve (or maybe, regain) the positive learning environment that academic freedom was meant to create, we ask for a major revision in the process used for determining promotion and tenure.

First, we recognize that there are three areas of institutional concern in considering promotion and tenure. They are teaching, service to the community, and research. For each of these areas there should be a separate body to consider and determine the quality of the individuals' work in that area.

Further, we recognize that every teacher should not be judged on same scale. That is, the quality of a teacher's work should be judged according to the individual's emphasis, whether on teaching or research. (Yes, there can be quality without quantity.)

The committees will be established as follows:

A. Teaching Committee (one in each department): Three undergraduate students (two to be elected by the majors of the department, one to be elected by the majors in other departments within the same field) two graduate students from the department, and one faculty member.

The committee will serve to evaluate teachers making use of teacher evaluation surveys to facilitate and coordinate the students' evaluation of teachers.

B. Service Committee (one university-wide committee): Two undergraduate students selected by the student Policy, one graduate student, two faculty members, and one administrator

This committee will function as a facilitator and coordinator, receiving recommendations from each member of the university community on the quality and service each faculty member has performed to and for the community.

C. Research (one for each department): will include the Provost in that area, the Department Chairman (one tenured professor and one non-tenured professor (who is not coming up for tenure) in that area.

These people will solicit recommendations from the individual's peers at other universities and colleges and will serve as a coordinator for those recommendations. Faculty members will be elected by all members of the department.

EDITOR'S NOTE:

These two pages contain various proposals for specific innovation at Stony Brook. They were all written by students. They appear here in shortened form because they are intended to serve merely as examples for your own ideas for change. The editor is particularly grateful to the authors, whose names appear in the staff box elsewhere in these pages, not only for their time and effort, but also for allowing their work to be cut so drastically.

THE FACULTY BY-LAWS

Editor's note: Following is an appended version of the faculty by-laws. While we have tried to remain unbiased in "Education 101," we could not refrain from commenting on the by-laws.

We would like, for example, to call your attention to the make-up and mandate of the Faculty Assembly which is absolutely powerless. The fact that this body has no real power at all is especially significant when you see what a large proportion of the faculty is not included in the Senate. Those who are not represented on the Senate include most of the professional staff like the Office of Student Affairs, the Admissions Office, the Registrar and many others, and these people are effectively disenfranchised since the meager allotment that is the Assembly is all they have been granted from those "above." In the last analysis, of course, all the power around here lies in the hands of the president since even the Senate's main function is to "assist," "advise," or "recommend."

We would also like to call to your attention the fact that while students have been allowed on some committees, they are all non-voting members which is rather insulting.

We heartily recommend these by-laws to our readers, however, for two reasons. One is that while they might not indicate the true bases of power, they are the very heart and soul of the bureaucracy at Stony Brook. You need to know their intricacies in order to survive. Second, the by-laws should be changed, and there is no reason why students should not participate heartily in the change using the next three days as the appropriate occasion. Read them and remember them when you meet within your colleges.

Article I

Title A

The Faculty consists of the Chancellor of the State University, the President of the State University of New York at Stony Brook and all persons holding appointments at Stony Brook in the professional service.

Title B, The Faculty Assembly.

- (a) The Faculty Assembly is composed of the members of the Faculty.
- (b) The President and presiding officer of the Faculty Assembly is the President.
- (c) The Faculty Assembly provides a direct means of communication between the professional staff and the President. It may adopt resolutions which direct requests or convey the sense of the staff to the President of the Faculty Senate. Every

member of the Faculty Assembly may vote in meetings of the Assembly.

Article II, The Faculty Senate.

Title A, Membership.

The Faculty Senate is composed of the Chancellor of the University, the President, the Academic Vice President, the Deans of Schools or Colleges, the Administrative Officer, the Director of Libraries, the Director of the Computing Center, the Director of the Instructional Resources Center, the Dean of Students, the Director of Admissions, the Director of University Records and Studies, the Director of Community Services, the Director of the Center for Continuing Education, the Director of the Medical Center, members of the academic staff holding appointments as professor, associate professor, assistant professor, lecturer, or

instructor, excluding those instructors who have completed less than one year of professional obligation in the University and all persons holding temporary appointments.

In addition the Faculty Senate includes those members of the Faculty Assembly elected or appointed to Senate Committees, and the Executive Board of the Faculty Assembly.

In addition the Faculty Senate includes those members of the Faculty and administration holding positions which, on the recommendation of the Executive Committee, have been designated by a majority vote of the Faculty Senate as entailing membership in

tion passed by a majority of those members present at a meeting.

7. Among the powers of the Senate is the authority to establish and alter degree program requirements and academic regulations. In the case of graduate degrees, these powers are delegated by these by-laws to the Graduate Council. Changes in degree program requirements and academic regulations may be suggested by the Faculties of Colleges or Schools.

Title D, Standing Committees of the Senate.

The President and Academic Vice President shall be members ex-officio of all University Committees.

- (e) The Secretary of the Faculty Assembly shall be a full voting member, ex-officio, of the Senate Executive Committee.

B. Functions.

This committee is responsible for supervising the general organization of the Senate and for the provision of formal and continuous communication between the Senate and the administration of the University on matters fundamental to Senate interests.

- (1) The full committee shall:

- (a) consider, and make recommendations with respect to institutional development and academic planning including the initiation of new programs, departments, institutes, centers and other academic facilities, including their budgetary implications.
- (b) consider and make recommendations with respect to the administrative organization of academic affairs, and the general conditions of service of the Faculty and Senate.

Committee on Personnel Policy (Tenure)

- A. Membership: The committee shall consist of:

- (1) three members of the faculty of the College of Arts and Sciences and one mem-

"A quorum shall consist of five times the square root of N, N being defined as the members of the Senate in residence."

Where students shall be members of committees (as specified herein) they shall have voice (i.e., the right to speak and make motions) but no vote.

Executive Committee

A. Membership.

- (1) The Committee shall consist of:

- (a) The President
- (b) The Academic Vice-president and heads of colleges and schools, who shall have voice but not vote.

- (c) six members of the college of Arts and Sciences, two each from the natural sciences, social sciences, and humanities, and two members of the College of Engineering, elected as prescribed in Article V and the Secretary of the Senate. Members shall hold continuing appointments to the Faculty at the time of their election.

- (d) The representation of Stony Brook in the Senate of the State University of New York shall be an ex-officio member with vote of the Executive Committee if he is not already a member.

ber of the College of Engineering, elected as prescribed in Article V, Elections.

- (2) two members appointed by the President from among those members of the Senate who do not hold full-time administrative positions.

B. Functions:

- (1) This committee represents the Senate in reviewing the recommendations of all candidates for continuing appointment or promotion within the Senate. It shall establish, in consultation with the President, the Academic Vice-president and the academic deans, the procedures to be followed in the formulation of these recommendations, and it shall recommend approval, disapproval or modification of each recommendation before it is sent to the appropriate academic dean. If the Committee's recommendation is not concurred with by the appropriate academic dean, the Academic Vice-President, or the President, the reasons for such

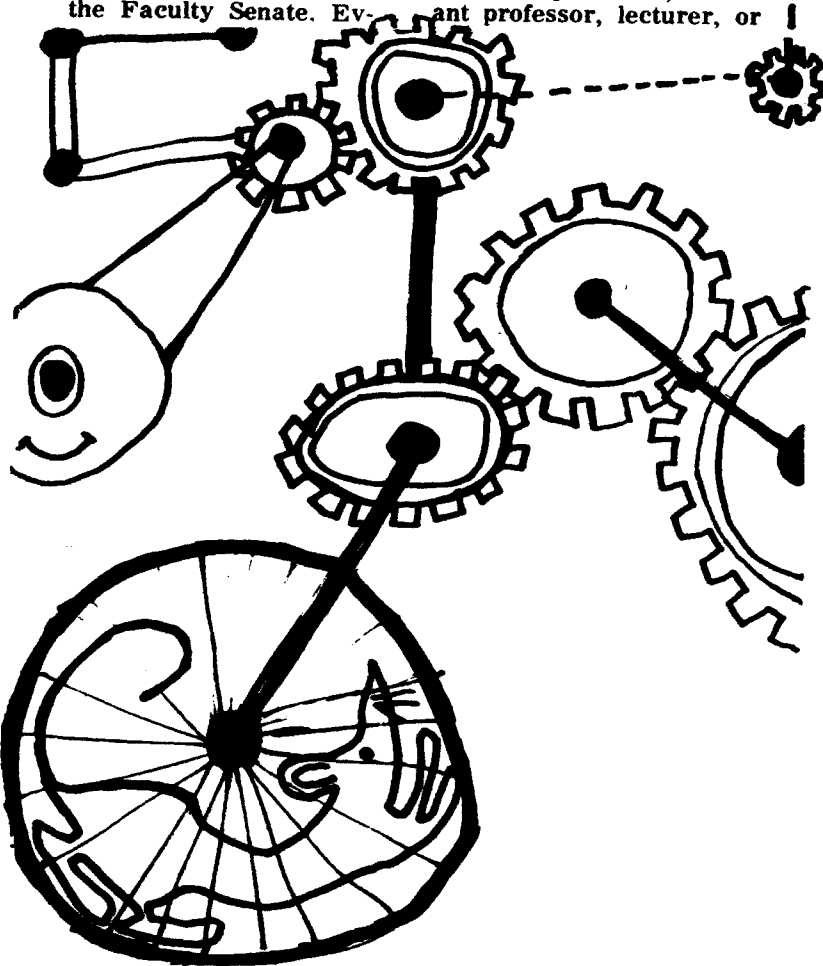
the Senate. Every member of the Senate is a voting member.

Title B, Officers.

1. The Chairman and presiding officer of the Senate is the President.
2. The Secretary. The Secretary of the Senate shall be elected as prescribed in Article V, Elections. He shall serve for a two-year term, and may not serve more than two consecutive two year terms. Candidates for Secretary of the Senate shall hold *continuing appointments. The teaching load of the Secretary of the Senate shall be appropriately reduced.

Title C, Meetings and Powers of the Senate.

1. **Regular Meetings:** With the approval of the President, the Secretary of the Senate shall schedule four regular meetings in the academic year. After consultation with the Secretary, the President may cancel any regular meeting for lack of business; except however, that at least two regular meetings shall be held in each academic year.
2. **Special Meetings:** Special meetings may be called by the President or by the Chairman of the Executive Committee. At the written request of ten percent of the membership, the President shall call a special meeting within ten days after the receipt of a valid request by the Secretary.
5. **Quorum:** A quorum shall consist of five times the square root of N, N being defined as members of the Senate in residence.
6. **Non-members:** Non-members may be invited to attend a specific Senate meeting upon a mo-



"Oh, Come Now!"

"Where students shall be members of committees

... have voice, but no vote."

action will be transmitted to the Committee in writing. If the recommendation of a department is not concurred with by the committee, the reasons for such action will be transmitted to the chairman of the department in writing.

3. Senate Grievance Committee.

A. Membership: The committee shall consist of:

- (1) three members of the College of Arts and Sciences and one member of the College of Engineering, elected as prescribed in Article V, Elections. The committee shall elect its chairman. All members shall hold continuing appointments at the time of their election.

B. Functions: This committee represents the Senate in considering and making recommendations to the Senate and/or administration with respect to all grievances and causes brought to it by the Senate or its members whether these shall concern (a) the relations of members to the

4. Committee on Academic Standing.

A. Membership: The committee shall consist of:

- (1) three members of the faculty of the College of Arts and Sciences, and one member of the faculty of the College of Engineering, elected as

prescribed in Article V, Elections.

- (2) two members appointed by the President from among those members of the Senate who do not hold full-time administrative positions

- (3) one administrative officer appointed by the President and serving at his discretion, one member elected by the Faculty members in the Dean of Students' Office, and

one member elected by Faculty members in the Registrar's Office.

- (4) two students, (non-voting) designated by the Student Polity.

- (5) the Dean of Students, ex-officio

- (6) the chairman shall be elected by the committee.

B. Functions: This committee assists in the formulation of policies concerning the academic status of undergraduate students. Specifically it shall:

- (1) advise administrative officers in their application of policies governing student programs, academic status, and undergraduate degree requirements.

- (2) act for the Senate in a manner, consistent with institutional policy and Senate legislation in setting academic regulations and determining academic status.

- (3) certify to the Senate those students who have completed degree requirements and who are eligible for graduation with honors.

5. Committee on Admissions

A. Membership: The composition and method of selection, and method of choosing a chairman, shall be the same as for the Committee on Academic Standing, includ-

ing student members, except that there shall be one member elected by the Faculty members of the Admissions Office instead of the two members elected by the Dean of Students' Office and the Registrar's Office and the Director of Admissions shall be a member.

Functions: This committee assists in the formulation of policies concerning the admission of undergraduate students. Specifically it shall assist administrative offi-

cers in the development of student recruitment and admission policies, including policy toward the admission with advanced standing of transfer students.

6. Senate Committee on the University Community

A. Membership: The committee shall consist of:

- (1) two administrative officers appointed by the President and serving at his discretion.

- (2) five members of the Senate elected as prescribed in Article V, Elections.

- (3) two members appointed by the Executive Board of the Faculty Assembly from among its members who do not have academic rank.

- (4) the chairman shall be elected by the committee.

B. Functions: (This committee assists in the establishment and maintenance of an appropriate University community. Specifically, it shall formulate and recommend to the Senate or to administrative officers policies concerning extra-curricular activities, student government, student

discipline, residences, clubs, publications, athletics and social events. In performing these functions it shall meet regularly with the officers of student polity.

The committee shall also be concerned with relations between the University community and "the town." It shall consider questions of this nature brought before it and make recommendations to the President or other appropriate authorities.

7. Library Committee

A. Membership. The committee shall consist of:

- (1) The Director of Libraries

- (2) four members of the Senate, one each from three divisions of the College of Arts and Sciences, and one from the College of Engineering, to be elected as provided in Article V, Elections.

- (3) two members appointed by the President

- (4) two students designated by the Student

Polity and one student designated by the Graduate Student Organization.

- (5) two members elected by Faculty members on the Library staff

- (6) the chairman shall be elected by the committee

B. Functions: This committee assists in the development of the library. Specifically it shall coordinate the interests of the various disciplines, and advise administrative officers and/or the Senate concerning acquisition policies and library services. It shall meet at least twice a semester.

11. Committee on Teaching Policy

A. Membership. The committee shall consist of

- (1) three members of the Senate with continuing appointments and two members of the Senate on term appointments, elected as prescribed in Article V, Elections.

- (2) two undergraduates and one graduate student, chosen by their respective organizations.

- (3) the Director of the Instructional Resources Center ex-officio

- (4) two members appointed by the Academic Vice President

- (5) one member elected by the Faculty members in the Dean of Student's Office.

- (6) the committee shall elect its own chairman

B. Functions: The committee shall seek to formulate policies which shall help to establish and maintain effective teaching of high quality; it shall suggest ways to recognize superior teachers;

it shall be concerned with innovation in teaching. It shall make recommendations and reports to appropriate University authorities.

12. University Curriculum Committee

A. Membership. The committee shall consist of

- (1) three members of the College of Arts & Sciences, respectively representing Humanities, Social Sciences, and Natural Sciences, and one member of

the College of Engineering, elected as prescribed in Article V, Elections.

- (2) two members appointed by the President from among those members of the Senate who do not hold full time administrative appointment.

- (3) not more than two administrative officers appointed by the President and serving at his discretion...

- (4) three undergraduate students, designated by the Student Polity, and one graduate student, designated by the Graduate Student Organization.

- (5) the chairman shall be elected by the committee.

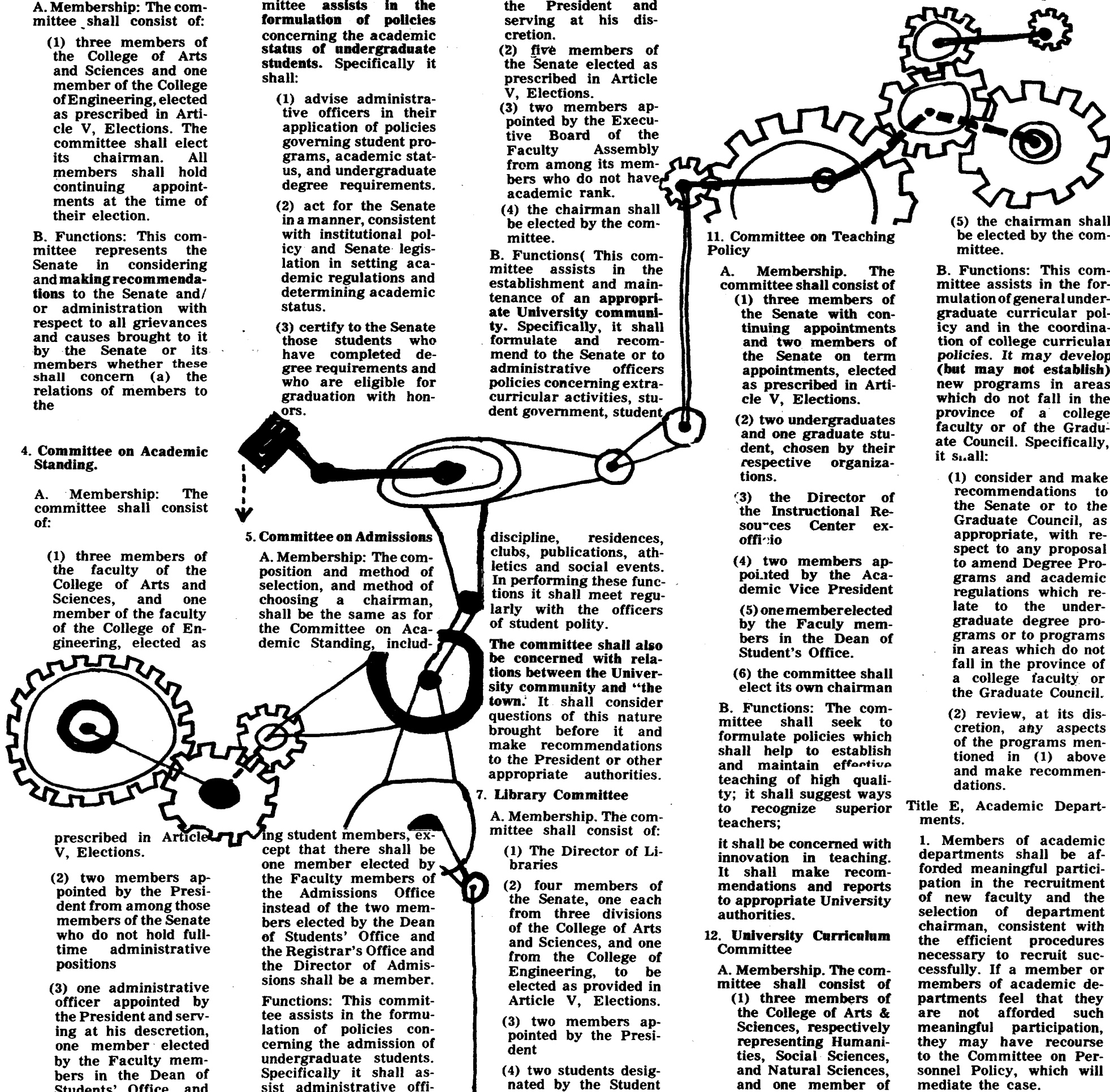
B. Functions: This committee assists in the formulation of general undergraduate curricular policy and in the coordination of college curricular policies. It may develop (but may not establish) new programs in areas which do not fall in the province of a college faculty or of the Graduate Council. Specifically, it shall:

- (1) consider and make recommendations to the Senate or to the Graduate Council, as appropriate, with respect to any proposal to amend Degree Programs and academic regulations which relate to the undergraduate degree programs or to programs in areas which do not fall in the province of a college faculty or the Graduate Council.

- (2) review, at its discretion, any aspects of the programs mentioned in (1) above and make recommendations.

Title E, Academic Departments.

1. Members of academic departments shall be afforded meaningful participation in the recruitment of new faculty and the selection of department chairman, consistent with the efficient procedures necessary to recruit successfully. If a member or members of academic departments feel that they are not afforded such meaningful participation, they may have recourse to the Committee on Personnel Policy, which will mediate the case.



"The Committee shall also be concerned with relations between the University community and 'the town.'"

Education In Its Most Profound Sense

Higher education is clearly in need of reform. It is failing to reach many of the most promising students and is even driving some of them to various kinds of withdrawal—on the one hand to social action unseasoned by critical judgment, and on the other, to an inwardness that is a denial of social responsibility. Perhaps one cause of this withdrawal is the division in the education of intellectual development and personal development. This separation of education is illogical; not so much for reasons of philosophy but rather because our knowledge of the nature of the human personality forces us to conclude that cognitive growth separate from the development of other aspects of the human personality is illusory or distorted. Thus, the distinction between “intellectual development in the classroom” and “social development in extracurricular activities” is absurd. To ask a student to develop his intellect from nine to five and then from five to nine develop his personality can only cause one of two reactions—explosion or apathy. Higher education

is not dealing at all with personal development.

As a result of the aforementioned inadequacy, students graduate from college without any understanding of learning. They know how to analyze, combine, deduce, arrange, and select. They do not know what their own learning process is, or what they want to learn. They do not know how to learn. By stressing “learning how to learn,” colleges could provide the opportunity for the creation of an environment that would enable students to become “autonomous” or “self-directed” learners, rather than “authority-centered” learners dependent upon an external agent to determine how, what, and if the student learns. Education would then, at its best, develop the individual’s inner resources to the point where he can, and will want to learn on his own.

It is only recently that universities have to impose extensive, highly-structured demands on the students time. But these demands leave the student little room for initiative, experimenta-

tion, and “idle” thought, and in effect create a new problem which has two distinct parts. First, students simply do not have time to deal with what they are learning in a meaningful way — that is, meaningful to them personally. The context of what they learn is clearly stated: the hour-test, the paper, the exam. Even if the student did have time for a little unhurried thought, for taking their education personally, students would not automatically do so. A teacher teaches not only his subject but an attitude toward his subject, and the far-too-prevalent attitude at present is that education inevitably “yields” some tangible product — a research paper, an article. Secondly, the large, structured encroachments on the students’ time encourages wholesale forgetting.

Bodily exercise, when compulsory, does no harm to the body; but knowledge which is acquired under compulsion obtains no hold on the mind.

Plato

Unmistakably, we have students concerned to ask the crucial questions -- identity, meaning, right and wrong, the good life -- and they get in response not bread and wine but a stone. Here we have a generation blessedly capable of moral outrage, and its is the bitterest of anomalies that the humanities should be dying among students capable of moral outrage in a morally outrageous world. Almost without exception the response of the universities to this profound hunger for education, for compelling examples of human courage and compassionate intelligence, has been mean, parochial, uncomprehending and cold. Above all, cold.

American higher education is conveying a “knowledge” of abstractions and irrelevancies. This “knowledge” (which is usually abstract, verbal and sharply defined) often serves to blind us to those aspects of reality not covered by the abstractions. That is, it makes us more able to see some things, but less able to see other things. What we needed and what

undergraduates are seeking are examples of whole men, to be emotional and rational, analytic and synthetic, specialist and generalist.

Curriculum and organization in most of our undergraduate colleges today probably are inappropriate to the needs of students and the society. If we are actually concerned with things like “learning to learn” and the cultural disjunction, and so on, new models of undergraduate education are needed, and structures are needed to permit new models to exist.

The Liberal Arts College is education understood in its most profound sense -- personal growth, the development of our knowledge, insight, sensibilities, and capabilities toward living more rewarding, more human lives. We believe that such education occurs most vitally when people are free to explore knowledge and concerns which they themselves find most meaningful. We plan to create a college where teacher action and education come together.



Dr. John Toll, President
State University at Stony Brook
Stony Brook, N.Y.

Dear President Toll:

As you will recall, M. Ruskin and I met with you on September 18, 1968, to discuss the establishment of a structure through which student grievances could be presented and resolved. Also present at this meeting were Dr. David Trask, Prof. Robert Creed, William McHugh, Esq., and Peter VanDyke, Esq.

As a result of this meeting and subsequent discussions with Dr. David Trask, who was then acting as Vice-President of Student Affairs, it was agreed that the Council on Student Affairs would be the vehicle through which this would be accomplished. It was understood that the decisions of the Council would be binding on the Administration if the subject could be dealt with by the action of the Administration. If the subject matter was not within the exclusive province of the Administration, then the Administration was to have had the obligation to support the Council's position.

Recent events, however, have created some confusion with respect to the actual power of the Council on Student Affairs. As a result of the resignation of Dr. Trask, and the events surrounding this occurrence, the Student Polity is not convinced that the Council on Student Affairs has the power to make binding decisions. For this reason, the student representatives have withdrawn their participation on the Council. In our opinion, the Council on Student Affairs could be an effective vehicle for resolving student grievances, since it vests decision making power in persons representing all relevant constituencies of the University—student, faculty and administration. Under present circumstances, however, the Council is paralyzed from taking any meaningful action.

The officers of Student Polity have advised us that they are willing to participate on the Council for Student Affairs if they receive assurance that the Council does have the power to make binding decisions. Therefore, we request that you indicate what you consider to be the decision making power of the Council.

It is our belief that your initial decision to establish the Council was progressive and far sighted and we hope that you are willing to confer on the Council power commensurate with its responsibilities.

During the short time that we participated in the Council's deliberations, it became clear that one of the major problems at Stony Brook is the proliferation of committees with overlapping and unclear responsibilities. In order to clarify matters and create a workable structure, we would suggest that the University consider establishing all committees as subcommittees of the Council on Student Affairs. In this fashion the Council would be able to deal effectively with the vast number of issues within its jurisdiction. Such a structure would focus responsibility and eliminate the present uncertainty and confusion which exist with respect to the decision making structure of the University.

If it is your intent that the Council on Student Affairs be vested with binding decision making authority, then we would appreciate your communicating this fact to us. We would also appreciate your considering our recommendation with respect to the decision making structure that should exist at the University. Perhaps it would be appropriate for the Council to consider this matter as one of its responsibilities.

Very truly yours,

RICHARD A. LIPPE
For the Firm

“..... case and statutory law in New York affords few precedents helpful in formulating clear legal rules applicable to the State University regarding legal relationships between a higher educational institution and its students. Neither is there an abundance of federal cases. But student activism may change this situation”.

William F. Mc Hugh
Associate Counsel State University of New York

CAMPUS CENTER

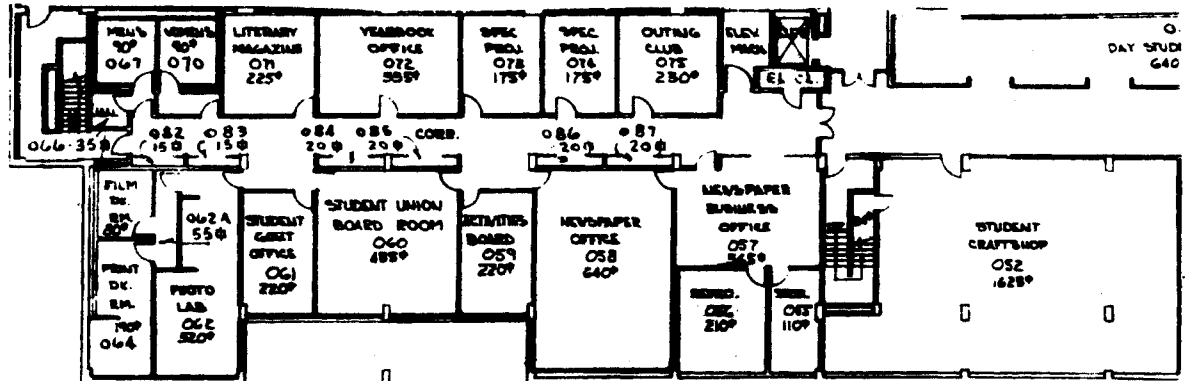
The Once And Future Union

A Saga Of Student Non-Involvement

by PETER NACK

The Campus Center has long been accepted as a facility eagerly awaited by students. In the past two years, however, students have begun to question the awaited manna. Complaints are often heard that the facility will not be large enough for a campus populace over 5000, or that the

Mr. Herr, who as Associate Dean of Students, was holding discussions with a few students about some particulars (e.g. darkroom facilities and the radio station), but that there was no involvement in policy decisions about the facility. Sandy Pearlman, moderator of the Polity in 1965-66 recalls that he had a few discussions about the union in



of the Coach House (a most pleasant little place in those days) began work as Acting Director of the Campus Center. Planning went into the open, into the era of certainty; the opening date was set at September, 1968 (we can laugh at that now.)

Two important acts had occurred. First and most important, the facility was referred to as Campus Center, a change in phraseology embodying a major shift in policy—the building was no longer a student facility.

Campus Center

A second significant act was the hiring of staff. Mr. Dalton was hired without any student consultation. In short, we now had a facility, long awaited by students, no longer for the students and run and planned without students.

In January, 1967 the shimmering campus center bat-

valid representation was that mandated by elected student government, and the establishment of the Campus Center Planning Board with the power to make decisions for the facility.

We failed to get these agreements in writing, however, since we still trusted the administration. These agreements were reneged upon later, of course. Our second mistake was allowing an unbalanced committee out of whose eight members only three were students. Finally we permitted letters of appointment to be sent by President Toll to those who were actually being named by Marty Dorio. This would lead to the contention a year later that the students were presidential appointments rather than the appointees of student government.

The students served on the committee for the rest of Mr. Dorio's term. In June of 1967, they were reappointed by myself for the 1967-68 year, a reaffirmation of their status as polity appointees.

Year of Treachery

The school year of 1967-68 can be called a year of treachery in the student union saga. The faculty on the committee unfortunately had either no knowledge of the students, or bore a strong grudge against them dating from previous ECs and SABs. One in particular had a strong dislike for Mr. Pearlman and a former SAP chairman, a grudge which caused him to look upon student participation as anathema. The prevailing viewpoint was that the faculty had to be protected from students. A double standard was applied to faculty and student governments, and the agreements of January, 1967 fell by the wayside.

The students on the committee did not really function as a source of student involvement. One was too wishy-washy, and the other two began to jockey for the use of the Campus Center as a springboard to personal position. They no longer functioned as student representatives.

The only contact the elected students had with the center in that first semester was one meeting when Mr. Sussman presented a proposal from the planning board to the EC for approval. The proposal was rejected and the student position outlined. Again, we made the crucial mistakes of not putting the agreements in writ-

ing and not seeing that the students were no longer serving as our representatives.

Bad Blood

I had many talks with Dean Tilley then, talks in which I told him there would be a conflict unless the points were resolved. Decisions were being made at a breakaway clip without student say; bad blood was being let. I thought that Mr. Tilley agreed and that changes would be made. Then came the bust which interrupted our attention.

In March, I was told that Dr. Toll had approved the Campus Center Governing Board. I discovered then that Mr. Tilley had submitted the proposal to Toll in January, despite the promise that it would be proposed to student government before it went to John Toll. I regard this as an act of treachery, one which the feckless efforts of joint faculty-student committees could not change.

The implementation of this proposal approved by Toll and opposed by students is now, to the best of my knowledge, merely postponed, not prevented. It is a proposal based on distrust of students, a contradiction of those agreements of January, 1967.

Treachery Complete

In order to better serve the students in general, I replaced the original three members of the committee with others. Dave Sussman, upon a suggestion from Dr. Trask, however, maintained that he was a presidential appointee not a student one. The treachery was complete when the student who first fought for the principle of student representation stabbed it in the back. He was upheld by the administration in a classic divide and conquer. The issue is still unsolved, and the student government's position is still unrecognized.

At present a great deal of personnel has been hired by the campus center, and every day they decide policy for the facility. Yet there has been no significant student participation. So we have a situation that may be beyond the point of calm resolution. Through our naivete, we have been disenfranchised. I hope student government this year and in years after will be more careful than we were for we have seen the death of the student union.

Perhaps, we may still see the death of the campus center.

“The issue is still unsolved, and the student government’s position is still unrecognized. . . . We have a situation that may be beyond the point of calm resolution . . .”

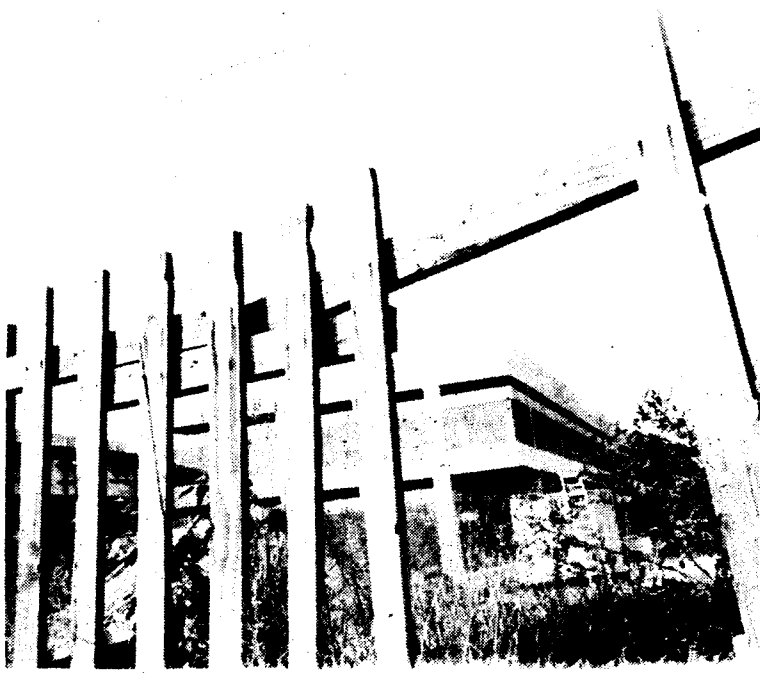
governance of the center will be undemocratic. To really understand the significance of student noninvolvement in this facility, one has to look beyond the statistics, personalities, or proposals of the present, and look to the shady, primordial days of Stony Brook's past.

Once A Student Union

From what I can glean from the memories of a few Stony Brook oldtimers, discussion of what was then referred to as the student union dates back at least as far as the move to the Stony Brook campus in 1962. Mrs. Couey, former coordinator of student activities, remembers talk of the building as long ago as early 1963. A different facility was planned then, but shortly before the bids would have been let, the design was scrapped and another begun. There was no student involvement in those early crucial days of planning. Phyllis Wilensky, secretary of the Polity in '63-64, reports that she cannot recall any discussion of the plans with students that year. This failure to consult students on this decision as well as on the early decisions about tripling the following year, are as much a cause of our present hassles as John Toll, for it was in the early years that the basic conception was laid.

By 1965 the plans were well on their way. Mrs. Couey has told me that by then,

the summer of 1965, but they were not significant. It is important to remember that the facility was still known to one and all as the student union.



Too Little Too Late

These early days of planning (through the summer of 1966) can be looked upon as the defeat of a real student say in the union, for it was in those days that the die was cast and the original lines drawn. Like so many other vital issues, all discussion that came later was too little too late.

In the fall of 1966, Bud Dalton, who was the owner

ble broke into the open, oddly enough, by a bungled attempt to involve students. Mr. Dalton formed a planning group to which he appointed students himself. One of these students was Dave Sussman who brought the issue of his appointment to the Executive Committee (EC) of the Polity. Dave took the position that appointments should be made by the students rather than the administration. Student government concurred, and, led by Marty Dorio, they confronted the administration with a boycott of the center groundbreaking and the threat of a strike.

In a tense meeting with the EC, Toll, and the then Dean of Students Tilley, the students won the following demands: recognition of the principle that the only

Peter Nack graduated from Stony Brook last June and is now a teaching assistant in the sociology department. As an undergraduate he was very active in student government and was Polity Moderator during his senior year. The following is the historical account of the planning and development of the Campus Center from the days way back when it was known as the Student Union. Mr. Nack is particularly suited for relating this case study of the students' battle at Stony Brook.

The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without knowledge; Pedants act on knowledge without imagination.

The task of a University is to weld together imagination and experience.

— Alfred North Whitehead
"The Aims of Education"