

Statesman

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Black Students United And The Special Opportunities Program

by Ned Steele

In an extremely tense atmosphere, with charges and countercharges being thrown about freely, Black Students United met and attempted to learn why scholarships promised to underprivileged students have failed to materialize.

factor in the many rejections received. Officials realized that if these students were to be admitted, Stony Brook itself would have to provide the additional funds. Because of an official University policy discouraging freshmen from obtaining employment in their first semester, any work-

pects, felt the entire concept of a black program was relevant to its goals—thus Mr. Hawkins' involvement. Throughout the early summer Hawkins was under the impression that all the money would be found for the students. Around July 31, Mr. Hawkins said, he became aware that the Administration intended this money to be secured through jobs for freshmen, rather than through the outright grants these students had been promised.

Hawkins said he realized then that he had been committing money to students in faith that this money would be available. Professor Weinberg came to the same realization.

The situation today is still unclear. Many students have reportedly been forced to take large loans and are still waiting for the money they have been promised. President Toll, at the Three Days meeting, promised that checks would be issued around November 1. Reaffirming his position, he said, "We are doing all we can to get the money for everyone."

Asserting that no such mixups would occur in the future, Toll said that in the future ALL promises and awards of financial aid must be made by the Office of Financial Aid and only by that group. He promised that in the future each student would receive a written description of the aid package he would be offered.

All these facts were revealed at the Black Program meeting in bits and pieces, and were the subject of much debate. Mr. Hawkins said the difficulty arose primarily from the difference between the consensus of a committee and the actual task of obtaining money, and accepted blame for committing to students funds he did not have. Robert Weinberg said the issue was "not one of bad intentions but of bad judgment."

It became evident, clearly, that the foulup was due to a series of mistakes, inaccurate estimates, unauthorized statements and actions, and a collapse of channels of authority.

Many people present at the meeting left with the feeling that a definite credibility gap had been opened wide. One observer, who had attended many committee meetings held on

the subject last term, felt that the Administration knew the money was not readily available, but covered this information with a blanket of lies.

The Special Opportunities Program was not the meeting's only fireworks display. The entire issue of a black culture plan was discussed in some detail. Graduate student Jim Fisher's work in this field, including his bibliography of relevant literature, was brought up. A library official announced his willingness to cooperate in an organization of books relating to the black man.

The question of black-oriented academic courses was brought up. A member of the English Department mentioned a new course in Negro Literature, and was informed that unless this course was taught by a black professor, many students would consider it irrelevant. This faculty member learned, much to her surprise, that the course had not been widely publicized, as she had been led to believe it would. President Toll urged members to submit proposals for courses to the University Curriculum Committee, saying, "Black Students United can be a great source of good ideas for the curriculum."

After the meeting, Dr. Toll privately reassessed the situation. He declared that the Financial Aid Office will always have the only say in awarding money. He criticized the representatives from the Admissions Office for making unauthorized statements, and angrily said that the inaccuracies in admissions targets were inexcusable.

Toll maintained that all financial commitments have been honored at this time. He urges any student who feels that promises to him were not kept to notify him in writing immediately.

Commenting on charges of dishonesty and a "credibility gap," Dr. Toll said that he was unhappy that these conditions exist, and felt strongly that they must be eliminated. He refused to accuse any officials of outright dishonesty, saying, "People with the best intentions in the world often overstate."



The meeting, called by BSU as a part of the Three Days program, was attended by President Toll, representatives of Student Government, and involved faculty members. Because of the presence of these people, many facts concerning the funding foulup in the Special Opportunities Program came into the open, and a complete version of the snafu was unravelled in a piece-by-piece fashion. At the center of the controversy lies a fundamental difference between what officials promised to underprivileged students and what actually was available. Not all the pieces are in place yet, but what has emerged is a story which reveals shocking breakdowns in the lines of administrative communications and authority. This is how the story shapes up:

When University officials decided to form the Special Opportunities Program an estimate of \$1800-1900 was given as the total cost of living per year for a student at Stony Brook. Through six separate state programs, including the Regents Scholarships and Scholar Incentive Awards it would be possible for a needy student to receive a financial aid package of \$1200.

Early figures showed an unusually high rate of rejections of proffered admissions. This was due, involved individuals guessed, in part, to a lack of money which even scholarships could not ease.

Professor Robert Weinberg revealed that the difference between the maximum amount of state aid and the estimated cost of living, a difference of \$600, could have been a key

study programs were disregarded. The concept of a Stony Brook Scholarship, to the tune of \$600, emerged.

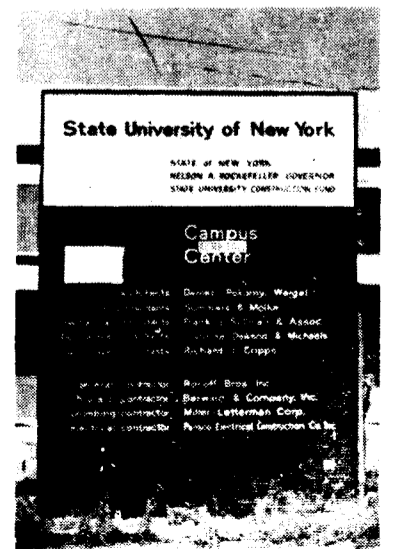
It was estimated that a total of 50 students would accept offers of admission under the Special Opportunities Program; at \$600 per student, \$30,000 would be required to finance the program.

While these statistics were being compiled, representatives of the Admissions Office were appearing at many high schools in search of students for the Special Opportunities Program. President Toll said that he did not know that these officials were giving "verbal commitments" that Stony Brook would fully finance the education of needy students.

Attempts to find the \$30,000 continued. Polity leaders pledged \$15,000; Professor Weinberg said he got "vague assurances" from the office of the Executive Vice-President T.A. Bond that the balance would be supported by the University.

Unexpectedly, 71, rather than 50 students accepted. By this time the financial gap had been revised, and was not \$800 rather than \$600. The goal of obtaining \$30,000 to finance the students was not mathematically increased to \$57,000. Dr. Toll has since stated that the cost will probably be closer to \$70,000; Peter Adams, when informed of the increase, was told that no students would be required to take out loans; faculty members said they were given this same impression.

Mr. Lynn Hawkins of the Committee for Individualized Instruction became involved in the planning for the Special Opportunities Program. This committee, concerned with humanizing education in all its as-



MORATORIUM IN REVIEW

Opening Session

John Toll, addressing a gymnasium crowd of 2,000 on Tuesday morning, opened The Three Days by telling his audience that "a scholar is a person who confuses the universe with the university."

Saying this should be Stony Brook's goal, he gave three reasons for optimism: the University's achievement of a major role in society, its youth and flexibility for change, and its "outstanding group of students" and progressive faculty.

Dr. Toll's remarks began a plenary session which featured addresses by members of the Administration, faculty, and student body. These speeches expressed many points of view regarding the goals of the University in today's world. Bentley Glass stressed the importance of "research and creativity above scholasticism"; Max Dresden called the university "a place where one teaches"; and Michael Zwiig simply said, "This University is for freedom."

Attempts were made to pinpoint the problems facing Stony Brook. Dr. Edmund Pellegrino described the difficulties as a "crisis of possibilities" and a "confrontation of expectations." He believed the root of Stony Brook's problems was the fact that there are present many directions in which we are expanding at once, with many people suggesting a number of expansion routes so large that it has become impossible to cope with the situation.

The panel's speeches were followed by a general question-and-answer period. Audience members were allowed to direct comments toward those present.

Following the session, President Toll told the STATESMAN that he was not dismayed by either the relatively small turnout or the ambiguity and lack of direction much of the meeting seemed to take on. He felt that the chance for free and open discussion was the first step toward establishment

of an atmosphere conducive to constructive change. Looking forward to upcoming sessions, Toll said he would be willing to implement immediately any "feasible" proposals, without waiting for detailed commission reports.

Requirements

The problem of academic requirements, a major source of student unrest, was the subject of a meeting held Wednesday in Gershwin College.

Approximately 50 students and several faculty members gathered to offer proposals for implementing change in the nature of academic requirements. Although many varying opinions were expressed, nearly all the participants agreed that the present policy of limiting undergraduate education largely to a lecture hall-classroom experience was inadequate, and suggested various means of enlarging the education process. One such proposal called for adoption of a tutorial system, similar to that existing in the English Department, on a school-wide basis.

Another proposal called for creation of two new undergraduate degrees — an honors degree for selected students planning to attend graduate

school, and a broad-based Liberal Arts Degree. Additional proposals made involved abolition of all required courses, an increase in the pass-fail option coupled with elimination of all grades for freshmen and sophomores, an increase in the number of courses offered, and a decrease in number of credits needed for a degree.

Coordinators of the meeting Herb Tariff and Neil Akins informed the group that their proposals would be forwarded to the relevant committees directly in the form of a list.

Advising

A physics professor, a placement official and two students met to discuss "Advising the Academic and Non-Academic." Despite the disappointing turnout some ideas were formulated. It was agreed that there was a lack of communication between faculty advisors and students. To alleviate this condition, a more comprehensive freshman orientation to advisors was proposed, as was the selection of faculty members with sincere interest in helping students to become full- or part-time advisors. Another specific proposal was that



Leading the discussion, Mr. Dalton and Mr. Thompson informed those students attending that plans were underway to "provide recreational facilities for each college." Tennis courts are presently in existence near Langmuir College (JN) and behind the infirmary for North Hall, with others planned for the future. These courts will serve a dual purpose; "aside from being tennis courts, they can be adapted for other outdoor activities such as dances."

Other innovations to the extracurricular program include the formation of clubs within the colleges; workshops, similar to those now in G Quad, may be set up throughout the school.

The possibility of acquiring a beach in the area for Stony Brook students was discussed, as was the question of future camping trips and the building of a boat-house in the area.

During the questioning period, one student asked why the S.A.B. is such a closed organization, and why the majority of students can't have a voice in the type of entertainment they see. After it was explained that the S.A.B. "is selected by 'higher ups', rather than elected," several proposals were made to change its structure. Among the ideas voiced was one to have each college elect a member to the S.A.B. Board.

The majority of ideas discussed centered around the formation of a strong College Plan which could be used "to create an intimate environment, something which is greatly lacking at Stony Brook."

Following the discussion, a list of proposals was written up to be presented to the University Community on Thursday night.

Admissions

No matter how one looks at it, the crux of the crisis at Stony Brook boils down to the fact that there are more students than can be adequately provided for. Obviously, tripling is a result of there being more students than available housing. Furthermore, everyone would agree that learning takes place better in a class of 15 or 20 students than in one of 40 or 50 or 150 or 250...

In the conference on admission policy, Dr. Tilley said that the University

would not increase its admissions this year as planned, but would admit only about 1,650 students — the same number as last year. Since it appears that Gruzen Quad will be ready for next year, tripling will be eliminated for all. In addition, this year the University will offer applicants housing only after they have indicated that they will attend Stony Brook. This is a change from the past policy of offering housing to every student who is accepted. Dean Tilley indicated that one reason students were admitted over the summer is that the University must get enough money from the State to fulfill the salary commitments it had made to new faculty members. In spite of promises that measures will be taken to alleviate the overcrowding, he seemed resigned to the idea that the Administration cannot repudiate the master plan for the expansion of Stony Brook imposed by Albany.

The issue of using admission policy to achieve a desirable heterogeneous student body economically and geographically was discussed. The University has the power to admit up to 20% of its students on the Special Admissions program. This year less than 4% were so admitted. A proposal now being considered is admitting a certain percentage of students on criteria other than strictly academic. Accordingly, 50% would be admitted on the basis of their academic record; 30% would consist of students who meet a certain academic minimum, but were admitted on the basis of special talents, such as musical ability; the remaining 20% would consist of students who do not meet the normal admission standards, but show promise of achievement. This last 20% would come primarily from underprivileged areas.

Students expressed concern that too high a proportion of incoming students are math or science majors. F. Kogut, a director of admissions, said that efforts were being made to play up the other departments when recruiting at high schools. But as one student put it, "Who can expect a Fine Arts major to come to a school that builds an Earth and Space Science building twenty times the combined size of the Music and Art buildings?"

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the faculty advisors should initiate contacts with their advisees at the beginning of the school term by telephoning them.

Extracurricular

At the Moratorium Conference held in North Hall on Extracurricular Activities at Stony Brook, Coach Herb Brown, Mr. Dalton, Mr. Thompson of the Health Education Department, and several other faculty members discussed with students what actions could and should be taken to improve "social" life at Stony Brook.

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Communiversality

Did you know that the residents of Suffolk Community do not really dislike the idea of a State University in their backyard? There is still a chance to redeem our public image in the community. In the meeting at Benedict College concerning community-university relations, the tone was one of recurring optimism. The main problems that were emphasized concerning a communiversality were that of attitude and communication.

The question of communication was brought out notably by a townswoman who commented that the University hasn't made its aims clear to the community. The situation is being remedied by a program specially designed for that purpose, called the Student Speaker's Bureau. Students involved in this go out to outlying municipalities explaining the role and the aims of our University. It was recommended that an identical program be established by the faculty for the purpose of further strengthening communiversality relations.

Other plans related to the idea of interaction between the university and the community are the Upward Bound program and Wider Horizons. These programs bring the students in personal contact with the people of various towns and help to perform an important social service. Programs of this nature should be expanded to include visits to hospitals during holidays, attempts to bolster the morale of people on the relief rolls through weekly visits, and the supplying of transportation to people who require it to obtain the benefits of the food subsidy programs. (There is a tremendous need for people who own cars and can devote a few hours a week for volunteer work.)

One final program that should be mentioned is the use of our facilities (limited as they are) for community service. This type of service is now being attempted in the form of teaching swimming to physically handicapped children from the Maryhaven Retarded Children's School. (Anybody wishing to work in this program should get in touch with Harry von Mechow — Physical Education.



The attitude part of the communiversality concerns the Administration and more specifically the faculty who do not want to give the proper value to participation in the community. Special projects involving the community, i.e., independent research by students, participation in local government, etc.) are not encouraged or are dismissed altogether. Many of the faculty members are content not only to isolate themselves from the surrounding communities but the University itself. These faculty members are basically interested in writing papers to be published and engaging in research projects which in the long run will help their chances of promotion.

It was the feeling of this meeting that the Administration and the departments themselves should reorient their thinking concerning tenure and promotion. Faculty members undertaking projects involving community activities (i.e., Brookhaven Housing Program) should be allowed to submit these as work to be judged on its merits for both tenure and promotion.

Teaching

The main lounge of Henry James College was the site of a lengthy discussion of teaching methods and teacher evaluation on Wednesday as part of the Three-Day moratorium program. The meeting was chaired by James College's master, Dr. Robert Merriam of the Biology Department. It drew a nearly equal number of students and faculty members; the total number never reached more than twenty-five participants.

The discussion saw some of the basic tenets behind teaching policy at Stony Brook challenged and examined. Various faculty members spoke of their inability to meaningfully communicate with their students inside or outside of classroom situations. The lecture-recitation system was also criticized. Students and faculty members pointed to the ineffectiveness of many of their recitation sections and discussed various reasons for this. Teacher evaluation was one of the main topics discussed. Various participants discussed the right and the ability of students to evaluate their teachers. Finally an inclusive proposal was made, to which no dissenting voices were heard. This is the proposal:

1. Students should be given the opportunity to anonymously evaluate their teachers.
2. The teachers should be made aware of their students' evaluations.
3. A central committee on teacher hiring and tenure should be made aware of these evaluations but such evaluations should not be the prime factor in the hiring and firing of teachers.

Behavioral And Social Sciences

Crowded into an obviously too small classroom, social science majors listened to Charles Hoffmann speak of generating new ideas and the possibilities that the students can utilize for an effective education. A discussion followed, with many faculty members and students talking about a social science major and the mass education problem among other ideas.

Specific proposals included abolition of required courses, new inter-disciplinary courses and students teaching students to alleviate overcrowding. The group then broke up into smaller groups of each social science. The sociology department discussed research, advisement and

course curriculum. The heated discussion served, in the end, to bring the faculty and students to some form of understanding and closeness that had been lacking. Specific proposals include the creation of different types of sociology majors and more student research.

Physics And Math

There was a fair turnout of students in the Physics Lecture Hall, the afternoon of October 23 at a meeting to discuss graduate and undergraduate problems. Prof. Eisenbud, chairman of the Physics Department, coordinated the session from 3:00 to 3:30. Professor Ames moderated the remaining portion in which undergraduate difficulties were the focal point. An hour later, a similar session took place concerning the Math Department. Professor Simmons, head of the department, chaired this meeting.

One of the major points brought up, involving the Physics Department, was that many of the mandatory courses were meaningless. The required year of Chemistry was cited as an example. The Physics Library was another source of discontent. Students felt it was

up. Freshmen and sophomores questioned the need for lecture courses.

In regard to advising within the department, the faculty showed an eagerness to work with students. Undergraduates were invited to join the curriculum committee. The fact that students do not come during office hours was brought up. It was suggested by the students that upperclassmen might make good advisors.

Getting away from Physics Department matters, the language requirement came under fire, with the house being divided over its necessity. Reforms on the Humanities and Social Sciences requirements were asked for. Petitioning for upper level courses rather than 101 survey courses was brought up. Minor points touched on included the designation of study rooms within the Physics Building and a nameplate on its front.

Math majors took advantage of the moratorium to voice discontent with the lecture courses. They feel that there is too much "teaching by the book." One solution was a proposal to hire better lecturers. There should be an emphasis on good teachers rather than good researchers. It was brought



insufficiently stocked and poorly organized. Presently, it lacks a trained librarian. Stolen books have also been a constant source of irritation. Physics majors expressed a desire to have labs and equipment made more accessible. They complained about the dearth of equipment and the large amount of red tape connected with working in the labs.

Focusing on undergraduate hassles, a lack of interest in current physics courses seemed prevalent. Suggestions for remedying this included alternating professors in the lectures and increasing the number of seminars on all levels. Work-study programs and the possibility of freshmen engaging in independent projects also came

up that there seems to be a fear of the faculty on the part of the students. Other points included the establishment of a tutorial system involving sophomores, juniors, and seniors, and more advising on the college-plan level.

Biology

A meeting of Biology students has resulted in a list of proposals which are aimed at instituting reform in the Biology Department.

A basic belief inherent in the various proposals is that the field of biology is related

Continued on Page 10



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Editorial

Mirror Of Student Sympathies M.O.S.S.

Mirror of Student sympathies (better known as M.O.S.S.) is the best idea to be effected in a long time.

This student-run and student-oriented opinion poll has the potential to close an extensive communications gap on campus. If M.O.S.S. develops as it should, then student leaders and others will no longer be plagued by vague references to the opinions of that mythical animal, "the typical Stony Brook student." We will KNOW what the majority opinion is on any given issue, and decisions affecting students can be decided accordingly.

Both the University Administration and the Student Polity should watch M.O.S.S. carefully. It is in the best interests of the Administration, and it is the absolute duty of Polity, to abide by the will of the students. Once it is clear that M.O.S.S. is a fair and accurate organization with no axes to grind, then the weight of student opinion will be more powerful than ever before. Government of the students, by the students and for the students on every level at this University might then eventually become a reality.

STATESMAN was naturally very interested in the results of question No. 10, where 68.2% of the students responding said they DID NOT "think the STATESMAN acts as an

effective voice for the student body." We sincerely wish that the question was framed in a less ambiguous manner.

We suspect that many students interpreted the question to read, "Do you think the STATESMAN agrees with your own opinions?" The Editor-in-Chief of this newspaper, who is solely responsible for editorial policy and who sets the tone and "personality" of the paper, has never believed that the role of the STATESMAN was to agree with the majority of students. That is the role of the Student Government. We have made an honest attempt to print viewpoints differing from our own.

But if most students had responded NO to a question that read, "Do you think the STATESMAN acts as an effective medium of communication for the student body?" then STATESMAN would have failed the students, and failed badly. A newspaper which does not communicate is no newspaper at all.

We hope that M.O.S.S. will rephrase this question in their next poll so that STATESMAN may know the true feelings of the student body. We do care.

Wayne C. Blodgett



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.

To Be A Blackman

To the Editor,

In reply to the recent article appearing in *NEWSDAY* Oct. 23, I am not a negro (and take careful notice that I declined to capitalize the word negro). To me "negro" is one of those meaningless things given the Black American population, in order that we may not be granted the privilege of being called Americans.

And being a part of the younger generation, I accept my own

name, the name that was given to me by young Black men and women who choose to be known as nothing other than Black. Blackness is the only thing that has come from Black to Black. I shall be most privileged to be called Black.

In addition, I would like to state that I am well aware of the minute loopholes that may enable the higher "educated" to refute my comments about the irrelevancy of European history to Black people, but any history that omits the history of another civilization or

culture is simply an accomplice to ill will. This sort of history is not only insulting to the Black man, but it insults any man who lives for the equality of mankind.

Concerning other comments about the failure of Black students to enroll in the "survey course in Negro Literature" let me once more say that the Black students on this campus have no intention of going to a classroom and sitting through a session of deluded pacification in the form of Negro Litera-

ture. It has been our request to the University that we be granted a Black HISTORY course, taught by Black professors, for Black students. And when I say for Black students I am not implying that we intend to employ the tactics used in the past to keep our history in the dark. Since we have discovered that our history can be made available to us, we would like to share it with the whole world.

Robert Callender
Member of B.S.U.



Dangling Conversation

A column
by STU EBER
Managing Editor

A philosopher once wrote, "The more a thing changes, the more it remains the same." His University must have had a Three Day Moratorium.

The moratorium has changed Stony Brook. The effects of this experiment will not be completely evident for a while. We will know by next September whether the time was spent wisely or foolishly. We can say now that a new level of awareness was created. Students, faculty members and administrators heard ideas expressed that ranged from revolutionary to ridiculous. But we were all made to think. What is Stony Brook? What can it become? What can we do now to improve it? Who should govern a State U center? What options should our academic program offer? How can a faculty member advise a student when neither have any idea of the University's academic structure? Why does one go to college?

Tuesday was a circus. A three-ring circus. The morning show featured Bentley Glass. The afternoon performance starred T.A. Pond. The evening presentation exhibited Procol Harum. Dear old Dr. Glass, with his Neanderthal-man University. Was he implying that Dr. Toll was a prima cretan? The bureau-

crats' bureaucrat, T. Alexander Pond, reeled off facts and figures as he saw fit. Did he really think that education was a function of numbers and not of people? Britain's leading exponent of Art-rock, Procol Harum, was a whiter shade of pale. Were they, too, complaining about the University's facilities?

Day Two was an academic happening. This was the moment of truth. The University was dissected piece by piece. If the moratorium proves successful in creating a new Stony Brook, we will be able to look back at Wednesday, October 23, 1968, as a turning point. Why was this day different from all other days? Because for once students were given a chance to express their feelings about their University. Not Pete Adams addressing his fellow students and telling them his opinions. Not STATESMAN stating its opinion in cold print. Not INTRO-SPECTA doing its thing. It was the student body doing something other than just attending classes and concerts. A serious dialogue was created. The students did it. Not the Administration.

Thursday was a let-down. Why? Because the arbitrary power-holders were placed in front of the students, not among the students. And

that's the crux of this University. Students may not be capable of running a University by themselves, but neither is the Administration nor the faculty. It takes all three groups, working as equals, to produce a University that in any way resembles a true educational experience. No one group is perfect, but when all three function as a unit, then the amount of errors decrease. A good faculty member knows he learns from and can even be inspired by students. A true professor never stops learning and never disregards the comments of his students.

If The Three Days were to be summarized by one phrase, it would be "Creating as many options as possible." This can be traced in part to the modification of the SUNY motto, which should read "Let each become all he is capable of being on his own terms." Channels must be established. Different forms of curriculum must be offered. No student should ever be allowed to legitimately say "The system rots. How can you expect me to become educated here?"

But we must not allow ourselves the luxury of sitting back and saying the battle has been won. Rather, we must be prepared to fight for

what we believe is right. We must act out of the strength of our convictions, not from the weakness of our discontent. We cannot permit John Toll and Company to just take the recommendations of the Student Faculty Commission "into consideration." We must show the Administration that if real changes aren't made, if the academic revolution is not allowed to take its natural but peaceful course, this University will be their academic burying ground.

To be an effective pressure group, we must be willing to work as 5200 human beings united by a common goal—the improvement of our education. The 4, the 46 and the 56 must begin to examine themselves intensively. When we realize how much we all can gain by a minimum of time and effort from each one of us, we will be able to force the power-holders to unleash their death grip on our University.

There will be elections on November 4. For once, let's all seriously weigh the merits of the candidates and vote accordingly. 200 voices must not, indeed cannot, be ignored.

Between the Lines

By NEIL WELLES
Statesman Staff

The long-awaited returns have come in! M.O.S.S. has released the final tally from its first poll. Of 2,500 questionnaires distributed, over 1700 (this represents 32.8 of the student body) were completed and returned to the pollsters. In an election referendum, a special interest group could turn out en masse to influence the outcome. But using the M.O.S.S. method, an accurate cross section of the student body is obtained. The sample received was completely randomized. The polls were taken on almost every hall in each dormitory. Even the commuters were polled! Here is how the percentages break down for each question, complete with analysis:

Question 1 asked, "Do you think that Polity officers represent your views?" Of those responding to this question, 21.6 answered "yes" and 78.4 answered "no." This question could have been a lot more specific. However, the M.O.S.S. explained that they were understaffed at the time of the first poll. They had to make all questions as simple as possible. They promise more detailed questions for poll No. 2 because they have people to make appropriate tabulations. In spite of question 1's shortcomings, an overwhelming majority trend is indicated against the Polity officers and their programs.

Question 2 was rather ambiguously worded. It read, "Do you think Polity serves a useful purpose in campus affairs?" Of those respond-

ing to question No. 2, 63.8% answered "yes" and 36.2% answered "no." No definite conclusion can really be drawn from these figures because of the confusion over the meaning of this question.

Question 3 asked, "Do you think that the top student government leaders should be paid a salary?" Of those responding to this question, 26.1% answered "yes" and 73.9% answered "no." More vehement replies were received for this question than any other one on the poll. Some students wrote "no" four or five times for this question, taking the time to underline the "no's" and to make liberal use of exclamation points. Others used red ink when they penned in their negative replies. This particular question was criticized by a student Senator who claimed the phrase "expense-account" should have been substituted for the word "salary." M.O.S.S. does not believe this change in wording would have significantly affected the final percentage. Some students mentioned academic credit as a possible alternative to a salary.

Question 4 read, "Do you approve of the proposed Polity budget for 1968-69?" Of those replying to this question, 11.8% said "yes" and 88.2% said "no." Some Polity members stated that this was not a fair question since the copy was not accurate. They said Polity did not issue it; therefore, it is not valid. M.O.S.S. thinks

the representation of the budget was accurate enough!

This dispute quite logically leads us to question 5 which asks, "Would you like to see an itemized Polity budget issued on a periodic basis?" Of those responding to question 5, 96.4% answered "yes" and 3.6% answered "no." Well, how about it, Polity? Why don't you issue your budget like you are required to do? Then you could not make up feeble excuses if the students still do not like your budget!

Question 6 asked, "Do you think Polity was justified in allocating \$15,000 a year for legal fees?" Of those responding, 46.5% answered "yes" while 53.5% answered "no." Many did not reply to this question. The campus seems split down the middle on the problem of whether or not the student body requires legal counsel. This is probably because the students are not familiar enough with the new lawyer or how he functions here.

Question 7 was pretty much straightforward. It asked, "So far, are you generally satisfied with the S.A.B. sponsored activities this semester?" Of those replying to question 7, 58% said "yes" while 42% said "no." We can see there is a sizeable minority which is not satisfied with S.A.B. activities. What are going to do about this, S.A.B.? We suggest that you take a poll and find out exactly what the student body wants in the way of concerts and speakers!

Question 8 asked, "Do you believe that S.A.B. members should be elected?" Of those responding, 79.8% said "yes", while 20.2% said "no." This was a good question and the results are self-explaining.

Question 9 sort of helped to take a rating for WUSB. It asked, "Do you regularly listen to WUSB radio?" Of those responding, 36.2 said "yes" and 63.8 said "no." As you cry over these results, WUSB, we're sure you'll remember that Tabler residents could not figure in these results because you had not yet installed the transmission wire there. Any answers from commuters were also disqualified. Fair enough?

Finally, question 10 asked, "Do you think the STATESMAN acts as an effective voice for the student body?" Of those responding, 31.8 said "yes" and 68.2 said "no." Many students wrote comments for this one on their questionnaires. Some dealt with the fact that they did not like to read editorials guised as news. Others voiced the familiar complaint that the STATESMAN is "one-sided".

The next M.O.S.S. poll will try to reach all 5200 students at Stony Brook. M.O.S.S. hopes that this poll will be out by next week. It is also trying to get its entire operation computerized. We wish M.O.S.S. luck! We would like its next poll to be even more successful than its first one!

Letters ...

BEAUTIFUL

To the Editor:

After reading Mr. Frankel's Statesman invective and being firmly convinced that he was under the influence of some diabolical spirit, and therefore not responsible for his actions, I would like to say that "beautiful" is a misnomer when applied to Tim Hardin. As far as Tim Hardin being called "Jass (sic) Hardin" on the radio of last Saturday's (at which I sat in the second row, very classy) I would rather have had you say that his breath was "sweeter than wine."

A talented performer to be sure! As a fan of Mr. Hardin's and having heard him at several live performances, I can say that "Tiny Tim" is a very stimulating and sometimes talented songwriter. On Saturday night, however, Mr. Hardin was neither stimulating nor live.

"Beautiful," how trite!

"Happy" Tom Arnold

PROTEST? FLAG

To the Editor,

On October 12, 1968, OPT and SAB sponsored a speaking engagement by Eldridge Cleaver. Although I disagree with much of what Cleaver said, I went to hear him out. Realizing that a red protest flag would be brought along to the meeting, I wished to bring my own 12' x 18" protest flag. I wished to protest some of the things I knew I would hear that evening. In addition, I wished to respond to the one-sided

idea of political leaning that Stony Brook's two newspapers have been spreading. Introspect does not speak for me. Statesman only occasionally speaks for me. Neither paper is responsive to what I think is the majority view of students on this campus. Be that as it may.

The protest flag that I brought to the speech was an American flag. A friend and I had the flag mounted on a rather short four-foot pole. Harris Kagan, co-chairman of OPT, came over and informed us that the Black Panther guards were getting uppity at the sight of the American flag. We were informed that the guards were armed and that we

would have to lower the flag or be evicted from the Stony Brook Gym.

I would like to know why Black Panther guards have the right to be armed when not even the Security guards on campus are "allowed" that right? Furthermore, what right does Eldridge Cleaver, a convict, have to tell me to take down my American flag? With dozens of his supporters and guards around, did Eldridge suppose that I was going to beat him to death with a half-inch thick pole? Or perhaps I was going to pig-stick him with it. Who the hell's responsible?

Fred Sternlicht '72

S.A.B. Presents:

Two Speakers:

Dr. Clark Kerr
Former Chancellor At
Univ. Of California
At Berkeley

Wed., Oct. 30 8:30 Gym

(Tickets - Gym Box Office)

Charlene Mitchell
U.S. Communist Party
Presidential Candidate

Thurs., Oct. 31 8:30

Women's Gym

(No Tickets)

statesman

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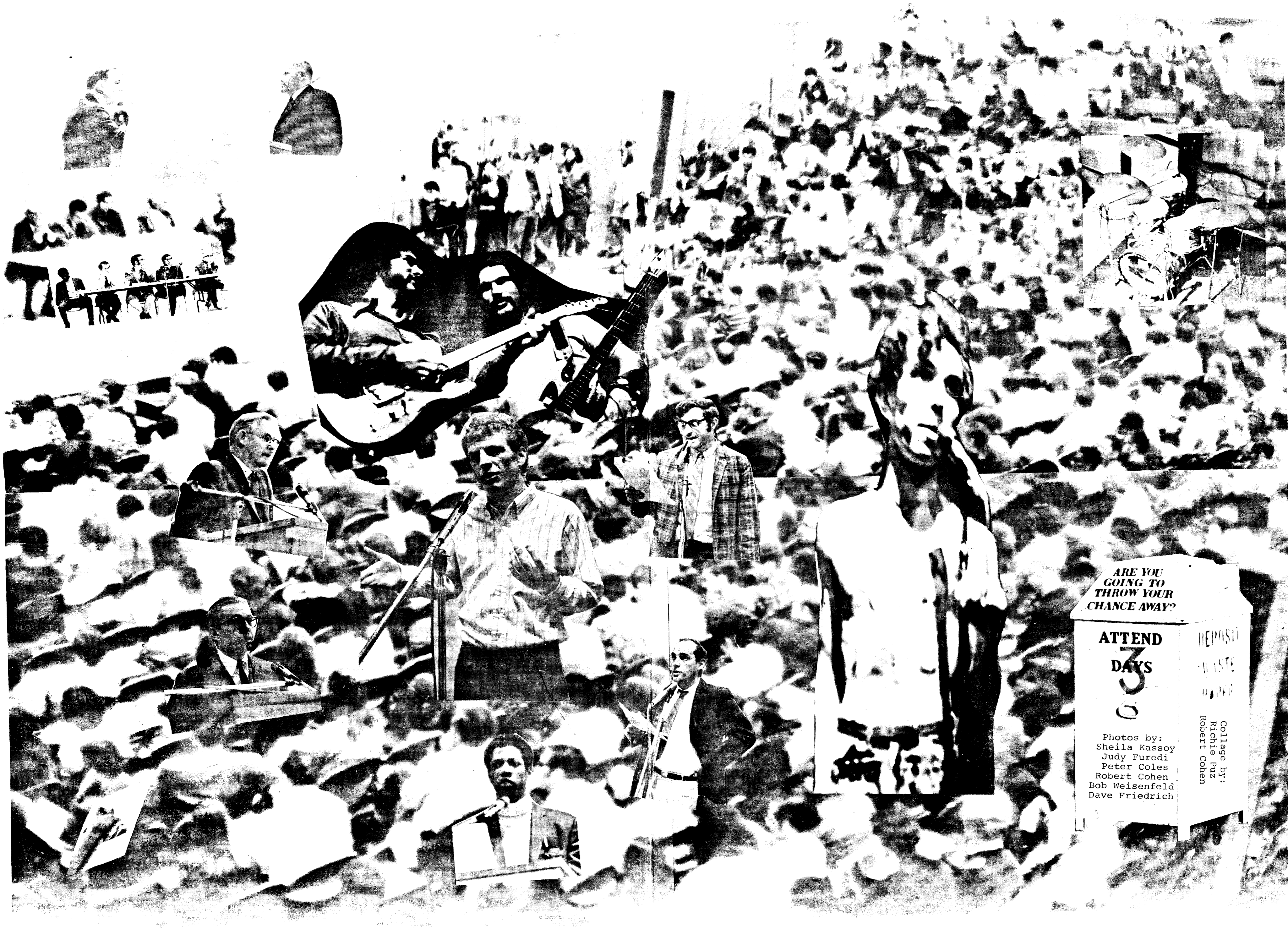
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"Let Each Become Aware"

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ARE YOU
GOING TO
THROW YOUR
CHANCE AWAY?

ATTEND
3
DAYS

DEPOSIT
WASTE
DAYS

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Statesman Interview

Eco's Zweig—An Outspoken Radical

by Tina Meyerson

Dr. Michael Zweig, of the Economics Department, is a man with a gentle voice but violent ideas. He was one of the founders of the S.D.S. and, needless to say, is a political radical. To talk with Michael Zweig is a thought-provoking experience.

One of the subjects we talked about was S.D.S. Dr. Zweig was one of the people who established S.D.S. at Michigan State University. It was formed because, according to Dr. Zweig, "the country was screwed up and the dixerats had priorities in Congress." Although this may come as a shock to many people, S.D.S. was also founded as an anti-communist organization. It wasn't paranoid about communism, but it had no respect for the communist party nor did it agree with the party's structure. S.D.S. had a more or less live and let live attitude concerning the communists. However, it was committed to the fact that the intellectual elite (members of the university community) should have a hand in changing the country.

This idea is prevalent in today's university as well as in today's S.D.S. During the moratorium, the thought of the university having a role in changing the country was one of the key issues. At the first meeting, held during the moratorium, Dr.

Zweig stated "the university is political in its interests of freedom and liberty for all people." However, there are some who have criticized the methods that students use to achieve these changes. Columbia University is a case in point. Dr. Zweig feels that if non-violent protest fail, and if introducing change through the established system fails, the only recourse left is militant protests. The tactics to be employed depend upon the situation with which you are involved. At Columbia, other methods of protest had failed, and there were enough people to carry off the militant demonstration. Dr.



Zweig regards Columbia as a success because the resignation of Grayson Kirk was achieved and the building of the gymnasium at Morning-side Heights was halted. He also feels that the demonstration in Chicago was successful. The sight of long-haired and bearded hippies might have alienated conservative people from the movement but, Dr. Zweig said, "the Chicago situation made it easier for white radicals to get along with black radicals." It made hippies, yuppies, and S.D.S. members realize that "they are all brothers in the struggle". Dr. Zweig also went on to say that the sight of police beating students "demonstrated to liberals that we do live in a police state and that the political parties are fixed." Dr. Zweig felt that it forced liberals to become committed and finally take a stand with the students. As far as tactics used in changing the society are concerned, it is safe to infer that Dr. Zweig thinks the methods to be employed must be the methods that work.

Change, as it is occurring on the Stony Brook campus, is something about which Dr. Zweig has quite a few things to say. He was confident that certain educational experiments, such as independent study programs, liberal arts majors, and social science majors, could be achieved here. However, he did say that

achieving independent study programs would present a problem unless teachers were given credit for it. It is time consuming for a faculty member to supervise these projects. When he has a full load of classes besides, it is almost impossible to do both tasks well. Dr. Zweig suggested that faculty members get time off from teaching regular classes to supervise some independent projects. Hiring more teachers would present a great problem because this would involve going to Albany. Other programs would be more complicated to initiate, but they have possibilities of being accomplished. Among these plans, Dr. Zweig suggested the idea of sociology majors being allowed to work in communities. It would be a program similar to the one at Antioch.

Dr. Zweig described the University in limited optimistic terms. He stated "We can get educational reforms, but we can't unhook the University from providing manpower to an imperialistic and racist country without changing the country. This idea, the intertwining of change in the country and university is predominant in the minds of many students. However, it is necessary for us to believe in another of Michael Zweig's ideas, that is—things can be accomplished.

A Letter To Lindsay

Dear Mayor Lindsay:

I have been a resident of your not-so-fair metropolis for over three years now, but I am speaking as well for those who have been here for two years or one year or who just moved in last month. Since we are all completely united in our total dissatisfaction with this community, I have taken it upon myself to convey to you our complaints, ideas, and demands.

Although this metropolis has been built up as one of the finest in the East, we are highly disappointed in it, to say the least. Our most grievous grievance, of course, has been and continues to be this community's housing. Although you and your aides have annually been promising us completion of more new apartments, we must continue to be squeezed into crowded tenements, and some of us have been forced to sleep as many as three in a room. In addition, the occasions are all too frequent that we suddenly find ourselves without hot water; what will

happen when we have to get up for an 8:00 job on a cold winter morning? Nor are we satisfied with the security men patrolling many of our buildings. These men have lately been giving us a hard time, instead of directing their abundant energies to the outsiders from which they're supposed to be protecting us. It was with shock and great dismay that we learned of City Hall's directive that these men be given arms. This we will not stand for, for once they are armed, there is must no telling what they will do to us, as their bitter contempt for us is well known.

Our "ghetto's" parking problem is another disgrace; despite (or perhaps because of) your alternate-side-of-the-street parking set-up, it is impossible to find a space when you need it, and we constantly find ourselves having to walk great distances across town from apartment to car. Certainly you have already received innumerable complaints concerning the (sub) standards in New York's eating places. Not only are they frequently crowded beyond capacity, but they are terribly slop-

py, service is given impolitely, if not rudely, and of course, the food is unbelievably and uniformly abominable. All this is your direct responsibility — no one else's — and you are entirely to blame.

All these are merely symptoms of the great disease: City Hall is entirely incompetent and not at all trustworthy. We have been lied to so many times that we can no longer stand for it; the James Marcus affair was just one of the more outstanding examples of the lack of consideration City Hall has for its public. Therefore, the time has come for us to take action. We hereby demand that the City of New York be shut down for three days in order that we, its citizens, may re-evaluate its direction. We have definite ideas for the reorganization of this metropolis, and we are unanimously agreed on these....almost. Because of the incompetency displayed by the men in City Hall, we must take over many parts of the administration of our community.

We should have the right to control

Nat Board

and direct the job offerings in New York City, as well as picking the company executives and personnel directors who will offer these jobs. No longer will citizens be closed out of a job in their major field of ability! We must likewise take over in the entire area of education, and we will immediately bring an end to the business in Ocean Hill-Brownsville. (Our ranks are split right down the middle as to how the matter should be settled, but somehow, we will settle it.) Most important, though, we must use these three days to examine ourselves and ask: What is the purpose of our habitat? What is the direction of New York City? What should it be? Rest assured, Mayor Lindsay, that if this three-day confrontation comes about, we will wreak the profound changes this community needs to survive, although we are having trouble convincing many people not to go down to Atlantic City for the duration. However, if our demands are not met, then we will call for the resignation of you, Johnny, as mayor of our domain.

Main Stream Is Polluted

(Continued from page 11)

market, the department seeks to strengthen its position by offering a number of "acceptable" inducements such as fewer teaching hours or the promise of equipment or protection from underclassmen. Attractions such as these make up the sum and substance of the department's wealth while at market.

It is precisely because of this market-place attitude rather than any other educationally sound reason that the department has created these inducements. The technique guarantees that the goals of the department will be entirely vocational and its functions quite parochial, and the department becomes meaningless to truly liberal education.

The principal result of all this, as Berkeley's Professor Tussman notes, is that the undergraduate school becomes the "spiritual stepchild of the university, (because) it is conducted by departments which, on the whole, have their minds on something else."

Professor's Duty

The professor views these inducements as fringe benefits in his real job of producing for the discipline. The contract signed, the catch retrieved, it remains for the department to guarantee that the new worker produces faithfully for the discipline.

The two origins of this need are the discipline itself and the department's need

to achieve fame, which of course, makes going to market that much easier.

The department has a whip in the form of a highly sophisticated and effective system of rewards which the department employs with an enlightened savagery unknown to the "real world," to guarantee the amount and direction of a professor's effort.

The design of this system of rewards demands, or at least makes it extremely "attractive," for the professor to engage in certain kinds of activities. The rewards, of course, are defined, controlled and directed by the needs of the discipline rather than the learner. In short, the student is neither part of the professor's reward nor is he in anyway relevant to its achievement by the professor.

Within this system of rewards, good teaching is little more than an accident of personality. The net result is to reduce the student and his problems, his ques-

tions, and his cries for better teaching, to a mere interruption in what might otherwise have been a splendid career for Professor X.

NOTICES

Al Cohen, father of Mitchel and Robert, will discuss his 44 years of radical adventures, from the depression, to the marines, to the unions and the blacklist, to the McCarthy era and Chicago, on SUNDAY at 8 p.m. SOUTH HALL LOUNGE. If you don't believe that Mitch Cohen really has parents, please attend.

Buses will leave from Union

Square in Manhattan to Fort Dix for the anti-war mobilization Saturday. Price is \$3 round-trip. For further information, contact Ira Wechsler, Tabler III.

O.P.T. & SDS, members and prospective candidates for post moratorium committees will meet Friday, Oct. 25 at 5 p.m. in EFG Lounge, G dorm. All are welcome to question candidates.

Blodgett Resigns As Editor; Seeks Polity Presidency

STATESMAN Editor-in-Chief Wayne C. Blodgett resigned this past Wednesday; at the same time he formally announced his candidacy for Polity President.

In his letter to the Executive Board of the STATESMAN, Blodgett stated: "This is to inform you that I will be resigning from the position of Editor-in-Chief effective October 25, 1968. I am taking this action to pursue my campaign for the Presidency of the Student Polity. This will also avoid any possible conflict of interest between myself and the STATESMAN."

Health Service Offers Birth Control Advice

by Robert Thomson

The infirmary is now making "appropriate contraceptive advice" available to girls eighteen years old and over. According to Dr. Dawson, Acting Director of Student Health, this is the first organized aid of such a nature to be provided on campus but "the problem is large enough to merit this kind of approach."

The tragedies of unwanted children and of young mothers who have to surrender their children to adoption must be prevented, the doctor stressed. The program also aims to reduce the incidence of abortion, to control venereal diseases on campus, and to counsel in constructive sexual relationships.

Blodgett declared that he was running on the platform that students are not adequately represented by their current elected officials. He said that, if elected, he would make use of M.O.S.S. and other polling techniques to assure that he represented the majority of student opinion, whatever that opinion may be. Blodgett asserted that the main problem in Student Government is one of communication. He believes that, until Student Government makes itself truly representative of student opinion, its "legitimacy" will be questioned both by the Administration and by the students themselves.

Until now, a couple desiring sexual relations could obtain contraceptives from a hometown doctor or from some readily available sources on campus (which could also be highly unreliable). The infirmary, however, is hoping to provide a complete program of contraceptive education. A girl, for example, may call the infirmary and make an appointment to see the doctor on a Monday afternoon. He does not pontificate to the student and no pressure is put on her to follow any particular course of action. He will discuss the situation with her and, if she wishes, recommend her to a local planned-parenthood clinic for professional attention and the receipt of contraceptive pills. "The Pill" was chosen for

Mr. Blodgett became Editor-in-Chief after the resignation of Rolf Fuessler last February. Until elections for a new editor can be held, Stuart Eber will be the Acting Editor-in-Chief.



WAYNE BLODGETT

reasons of reliability in contrast to IUD's, condoms, and topical chemical methods, the doctor said.)

A follow-up procedure ensues in which the girl can return to the infirmary to discuss any side-effects that may result and to the clinic for routine checks. The pill has its price in that it puts the body through certain biochemical changes which might affect other medication; for this reason, a relevant medical history must be kept for each student. Confidentiality is respected in this matter.

Asses, Elbows, Students And Levine

by Stan Ostrow

Keeping in the spirit of "The Three Days" James College presented Mr. Charles Levine, a faculty member in Political Science, speaking on the topic "Students Don't know Their Asses From Their Elbows." Mr. Levine felt "The Three Days" was a waste of time and in an act of defiance held his political science class on Wednesday.

Mr. Levine's chief point was that students make judgments and accusations without sufficient knowledge of the true situation. He places re-

sponsibility of academic problems in the hands of the faculty. On other problems such as tripling he claims the students are organized ineffectively and have poor collective memories. In other words, according to Mr. Levine, students don't use the lessons of the past to apply to the present.

He cited student successes at Stanford University, where students organized effectively and won their point. At S.b., he criticizes students for apathy and a general lack of responsibility in not being able

to accomplish what students at other Universities do. Following his talk there was a small bull session with a few students. Mr. Levine discussed particular issues such as grading, overcrowding and the experimental college and gave some of his own views. Among his ideas was independent study at all levels, bringing closer student-faculty cooperation. The informal talk with Mr. Levine was a welcome addition to "The Three Days" and hopefully stirred a few students into action.

Student Strike In Canada

Over 40,000 College D'Enseignement Generale et Professionnel students were out of class October 15, as the Quebec student revolution entered its second week.

The rumblings from French Canadian students, which began in early October in Ste. Therese, a small village 15 miles north of Montreal, have become an avalanche, as students have decided that taking over their schools is the only way to make their grievances heard. Ten schools were in student hands; eight were closed for strike votes and study sessions to recommend further action; only five of the junior colleges were operating normally as the strike entered its second week.

The University of Montreal's 8,000 students boycotted classes and occupied major buildings. The Laval University Institute of Technology was shut down by 2,000 students. Private colleges around the French-speaking province closed in sympathy. Loyola College, Sir George Williams University and McGill University held study sessions or sympathy marches.

The CEGEP is the Quebec school system's equivalent of a junior college or trade school, a step between high school and the university or trade school. The CEGEP system is the first phase of a massive overhaul planned for the Quebec educational system. The CEGEPs are in severe trouble now, as student grievances, which have been smoldering for more than a year, come to the surface. The students' major demand is for a second French-language university; more than 60 percent of CEGEP graduates cannot now attend a university for lack of space. Quebec's Education Minister, Jean-Guy Cardinal, promised that a second French language university will open in Montreal in September, 1969.

But the students' grievances go beyond the university issue. They are also fighting to reorganize the chaotic administration of CEGEPs. At Lionel Groulx in Ste. Therese, student union leaders told of the disorganization of class schedules and courses.

es. Arbitrary cancellation of classes was so commonplace they said; that one student was told that ten of his 17 courses no longer existed. The students also want an increase in scholarships and loans, abolition of a recently enacted 2 percent interest on hike student loans, and planned employment for CEGEP graduates.

To the charge of disorganized administration, Cardinal was not so sympathetic; he expressed disapproval of "confrontation" tactics and said he would support any action, short of calling in the police, initiated by CEGEP administrators to regain control of their schools. But when the administrators met in secret session to discuss the situation, they were "fed up" with the whole affair, according to one participant. Calling in the police was only one course of action discussed, he said.

Earlier in the strike the school administrators had expressed emotions ranging from indifference to disgust. L'Abbe Charles Valeis, director of CEGEP Lionel Groulx, said he would make no efforts to oppose the occupation of his buildings, and would allow the students to remain there, "if that is what they want. I don't plan to call the police..... we'll simply move out."

L'Union Generale des Etudiants de Quebec (UGEQ), which has lent whole-hearted support to the strike, held a central coordinating committee meeting to plan future action. The meeting was called to allow each school's executive to sound out students. (The revolt is probably the most democratically-run in the history of student activism. UGEQ has refused to take action until every student in the system has made his voice known. Each CEGEP has taken a strike vote before taking action. Five of the junior colleges voted specifically not to strike, and were the only schools in session.)

Indications were that UGEQ would call a general student strike throughout the province if the government took no action before October 17. Further information is expected shortly.

Illegal To Draft Minors?

SAN JOSE, Calif. (CPS)-- Does a draft board or a parent have first claim on a minor child?

That legal question is being raised by a Palo Alto mother who is refusing to let her 18-year-old son register for the draft.

Mrs. Evelyn Whitehorn contends that her son, Eric, is not legally a person, and thus needs her permission to register.

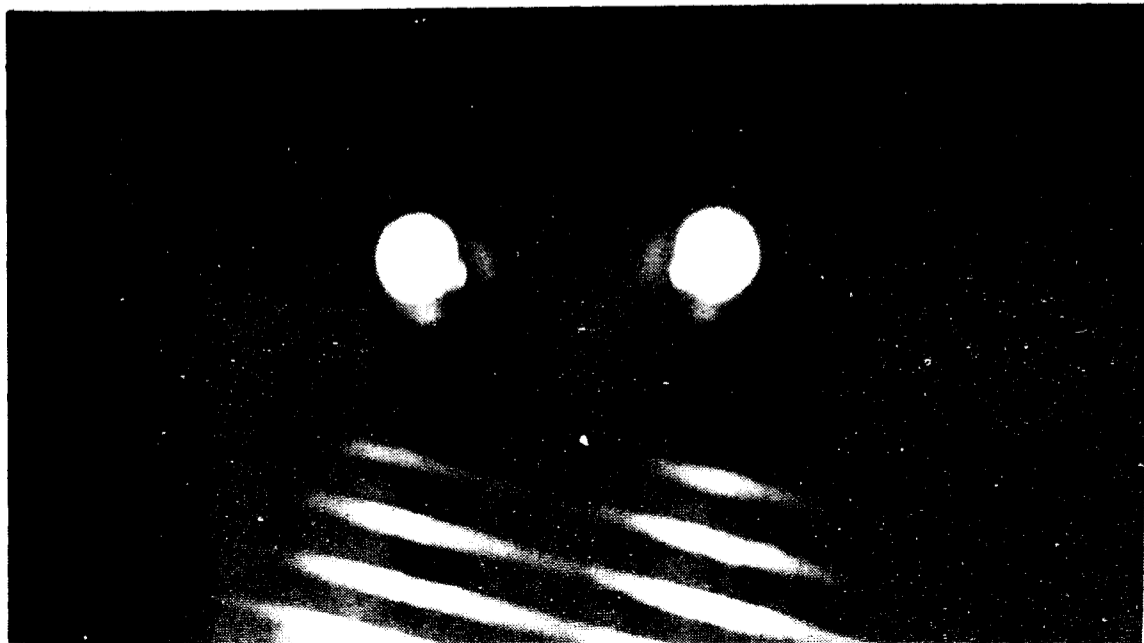
"He will not register," Mrs. Whitehorn wrote Local Board 62. "I refuse to allow him to do so. I have no intention to allow Eric, for whom I am still legally responsible, to be placed in a position where he must participate in a war which is counter to those things he

has been taught to support."

Eric is on probation on a charge of refusing to obey an order to disperse during the Oakland draft protests in October, 1967. He has three other brothers, one of whom is a three-year Navy veteran. Another has returned his draft card. The third is not yet eligible for the draft.

Mrs. Whitehorn has thrown a new legal argument at the local board. Up to now, draft resistance has been based on arguments of conscience presented by prospective draftees themselves.

The issue is further complicated because age-of-majority laws are not uniform across the country. In some states, an 18-year-old is considered a citizen.



A View From The Bridge

by Robert Cohen

Moratorium In Review

(Continued from page 3)

in many ways to other fields, and biology itself is a diverse field and should be treated as such.

It was suggested, therefore, that the Biology and Chemistry courses should be related to one another to a greater extent. Recognizing Biology's diversity, participants proposed formation of six separate Biology departments.

Students divided into four categories the issues involved in the structure of the Bio Department — recruitment, promotion and tenure, undergraduate curriculum and graduate curriculum. Committees to analyze these were proposed. These committees would consist of seven members, three students, three faculty members, and one graduate student.

Student representation was thought to be necessary if reform is to be accomplished. Faculty members present seemed to be somewhat reluctant to accept this fully but acknowledged the value of student participation in teacher evaluation

faculty interpersonal relationship which seems to be particularly lacking in the Engineering College.

3. Limited curriculum changes: replace Math 155-156 with a) applied analysis I and II taught by the Engineering Department; b) teach electrical science I in the spring semester of sophomore year; c) allow one open elective in each term of the junior year. (Presently the junior year leaves no room for an engineer to schedule a liberal arts course or any elective.)

4. If 15 students pre-register for a course, it should be taught the following semester. At present, engineering courses are taught only one semester each year.

5. Publication of a report on what research is being done by what professors in Engineering.

Also discussed were the nature of examination systems and the question of whether a conflict exists between the roles of researcher and teacher.

Undecideds

Twenty-seven enthusiastic faces filled the Humanities Lounge Wednesday afternoon, in anticipation of a great face-lifting job in the area of undecided majors.

Although James McKenna, who was supposed to conduct the meeting, was not present at the start, many interesting things were said:

Complaint: The advisory system should be changed. Referral to a person when you don't really know what you want is not very helpful. **Suggestion:** Have advisors in the Residential College Program. There is usually a diversity of fields located there.

Problem: For an undecided major, switching after your sophomore year from one field to another can mean an extra two years at this school. **Referral:** Simple, get a good advisor.

Complaint: Changes in department requirements may result in a student having taken an unnecessary course. **Answer:** Anything can be done through the department with an advisor's signature. Take it from there.

The major question of the afternoon was: Why should people who don't want to be forced into a specific area with specific requirements have to be subjected to such rules? Why not have a general adaptation to education? **Suggestion:** Exclude the courses you don't want. It may take a year or two, but eventually you will know. **Comment:** College is perverted; it's career-oriented. I want to learn, and I want to learn in many different areas; I can't. **Rebuttal:** What about the student who is career-oriented? **Comment:** Fine. Then a career-oriented course should be available to him, but it shouldn't be forced on every-

one else. **Comment:** We can never agree on what a university should be. But, a university should be. But, a university should teach you to think for yourself. If you don't think for yourself, you won't succeed.

Continuing Ed.

The Center for Continuing Education sponsors courses for bachelorettes who would like to receive teaching certification, in addition to courses meant to enrich the education of teachers. The complaints of the dozen people who attended were generally that the program's offerings are too narrow. A suggestion was made that courses on the teaching of English as a foreign language, for example, be instituted. All present agreed that the University should sponsor a graduate program in education at least through the Master's level. Since there is no such program existing, teachers in Suffolk County are obliged to go to New York City colleges to receive a Master's Degree in Education.

Urban Affairs

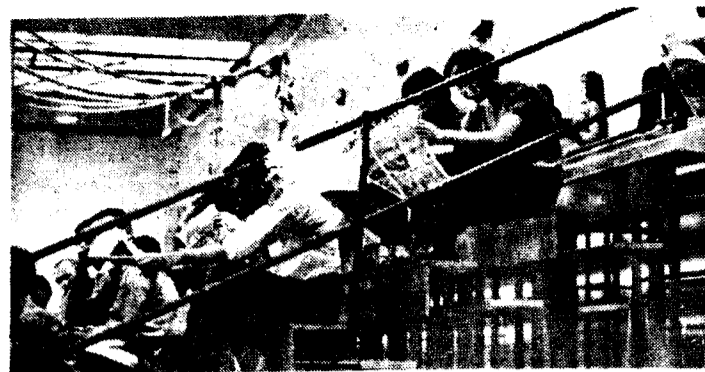
During the "Three Days," a number of students met with Dieter Zsophk of economics to discuss the feasibility of an Urban Affairs major. Implicit in this major is inter-disciplinary courses seminars and summer internships at governmental agencies which provide the student with practical experience and taking the learning process out of the classroom. Starting next semester, a program of seminars on specific urban problems is being planned. This program may be a fresh idea in the search for innovative and interesting programs for the student at Stony Brook.



Session Two

At this second Plenary Session of the day, Stony Brook and its Mandate were discussed by a panel of five faculty members and students. Dr. T. A. Pond reviewed the development of the S.U.N.Y. at Stony Brook at the beginning of the session.

Pond spoke of the development of the Master plan and the operational details for Stony Brook. In his 45-minute address he reviewed the history of Stony Brook along



with past Master Plans and Interim Revisions of the Master Plans.

The second speaker was Robert Callander, a black student at Stony Brook. He described some of the "racist" events and attitudes which have occurred at Stony Brook and have affected its students. Callander reported that in the eyes of most whites, black education must be categorized as special education. He cited the Special Opportunities Program. He questioned the reasons for branding a black opportunities program as a "special" program. He went on to say that the Special Admissions Program was being exploited. The program was blamed for tripling, was blamed for the annihilation of the sports program, and was exploited by President Toll in a speech of his some weeks ago in order to cover up the shortcomings of the university. Callander wondered where the "specialty" lay.

Callander spoke with frustration as he described his efforts to bring more black education onto the Stony Brook campus. He has tried to initiate a Black Studies Program only to meet with failure; he has tried to establish a course called "Black Experiences in America" only to meet with failure. He has, however, organized a black students organization called Black Students United. Nonetheless, no funds have been allocated to the group. Callander called "embarrassing" the fact that black speakers come to the school under the auspices of the S.A.B., which has no black members. Callander questioned the personal reasons for the decision to give Lake Leon its name, especially since the deaths of Leon the Duck and Dr. Martin Luther King both occurred within a short time of each other.

The third speaker of the Plenary Session was Kurt Lang of the Sociology Department. Lang described the deteriorating quality of the education of the Stony Brook undergraduate. Lang reported that the more favorable faculty-student ratios in the physical science departments reflected their heavier involvement in graduate work. Lang also urged broader fields in which a student may major and eventually graduate.

Jeff Weinberg, senior class president, listed his grievances in a spontaneous address. He described the atmosphere and priorities of the university as being "perverted;" he credited the university as becoming crisis oriented; he questioned the needless and unreasonable delays in the construction of the Campus Center; he charged the administration with incompetence.

The next speaker was Bob Weinberg of the Physics Department. He addressed him-

Editor's Note

The Three Days began on Tuesday as a test of the potential of peaceful innovation at a university. All classes were cancelled to enable students to attend some of the more than thirty Work Groups and Plenary Sessions that took place throughout the university.

Although The Three Days extended from Tuesday, October 22 until Thursday, October 24, The STATESMAN was able to cover only the sessions of Tuesday and Wednesday in this issue. In next Tuesday's issue, The STATESMAN will complete its review of the meetings of the moratorium.

self mainly to the Stony Brook Mandate. "That Mandate reads like an I.B.M. manual. It never talks about what an educational institution should be or is all about." He described it as a "Mandate of mediocrity." "It doesn't make any distinction between a factory and an educational institution." Weinberg told the audience that during The Three Days, the university must define what it means by "quality" in every area of the institution.

Herbert Weisinger, Vice President of the Graduate School, was the final speaker of the session. He declined to speak, however, because of the late hour and instead urged all attending to read his remarks in the Graduate School Newsletter.

Humanities

The Humanities-Fine Arts meeting, held at 3 P.M. on Wednesday afternoon in the Humanities lecture hall was a total mess. Nobody really seemed to know what we were supposed to be discussing; random proposals were thrown out, mullied over, and then quietly disappeared.

Dr. Sydney Gelber, co-convenor of the moratorium, opened the meeting; he was replaced by Herbert Weisinger, former English department Chairman, early in the session. The first part of the meeting was devoted to specific renovations in the language department. Improvements in the language lab, introduction of an Italian major, and changes in introductory courses were suggested. The discussion then turned to generalizations about the relevancy of university requirements: these requirements be either abolished or renovated. It was stated that courses now open to fulfill university requirements were not only boring, but useless. Noted here were the science courses for non-majors, which seem to many to be totally alien to students' interests.

The Mainstream Is Polluted

By JOHN DeFRANCESCO
Assistant Dean of Students

Editor's Note: The following is an article which appeared in STATESMAN on May 10, 1967. We are reprinting it now in the hopes that our readers will find it useful in viewing the moratorium.

A flood of innovation in the second half of the nineteenth century, and the development of an established technique in the early twentieth all began to crest in what we today proudly call the "mainstream of American higher education."

For the most part, this mainstream is made up of colleges and universities which in the aggregate are striking for their lack of significant difference.

Geography and catalogues notwithstanding, one need only note the facility with which a student can transfer his "education" in the form of "credits" from one institution to another. In fact the dominant theme which pervades these institutions is their approach to higher learning and the consequent organization.

With only few exceptions, usually notable and courageous, American colleges employ a "disciplinary" approach to education. This approach is so widespread that there are tragic few who appreciate the reality or even the possibility of other approaches.

Requiring an organizational instrument, the discipline has developed a device for the administration of its activities called the "department," and the disciplinary-departmental approach to education has profound if not always apparent implications and effects.

Intellectual Myopia

An academic discipline, **Walkout**

THE PRIVILEGE OF A CONCERT

Last Saturday Joni Mitchell looked out at an already dwindling audience, and in Tim Hardin's defense, said, "You are very rude people." We didn't like Tim Hardin, so we walked out on him. Shame. Shame. Stony Brook pulled a "No-no." But why did Stony Brook walk out on this performer? Very simply, Mr. Hardin was lousy. I walked out on him, and I would and will walk out on anyone who comes up on that stage whom I feel happens to be bad.

The whole idea of audience etiquette at this school has not been established. Our audience has a bad reputation, true, not because it is rude, but because it is not sure how to act, questioning whether it should follow personal desires or sit politely until the lights come up. Performers have been given poor treatment here, and we have been unruly, but more out of confusion than anything else.

Let's divide a concert into three sections: coming in, staying, and walking out.

COMING IN — Miss Mitchell gets the point on this one.

such as psychology, history, or physics demands a selection and isolation of knowledge which by its very nature constricts broader study.



Most untenured instructors would rather be tenured instructors. (Tenure is the prize in the system of rewards.) And such a person will engage in those activities which will aid him in the achievement of that reward. Teaching is not one of those activities.

To suggest, then, that poor teaching be improved by greater attention to time-consuming class preparation and instructional method is to demand that the instructor give less time to reward oriented activity and more time to activities for which, in fact, he may be penalized. (Another word is fired. The academic euphemism is "He won't have his contract renewed.")

Is it surprising, then, that cries for better teaching are either ignored or met with reaction? Can one possibly deny "the faculty is the conservative force on the educational scene, as Professor Tussman noted in his report to the Berkley faculty?"

It occurs to me that a professor who, within this system, achieves rewards

and tenure has, in fact, cheated the very people he was hired to serve. **The Nomadic Community** Because this entrapment is



pretty much airtight for the professor, the only way out is up and the only way up is out.

This brings us back to the market and as often as not brings the market right onto the campus in the form of "raiding." The product of all this is what Sir Eric Ashby calls "intellectual gypsies," giving to the campus a nomadic quality that makes for a less than desirable amount of stability, as well as a visible lack of commitment to and concern for the problems of the particular campus.

Cultivation

Because there is only a limited number of the "qualified" (or what I choose to call paper professors) in the discipline at any point in time, it becomes intuitively obvious that recruitment alone cannot satisfy the needs of the discipline. Other and more long-range means must be found to satisfy the continually increasing needs of the discipline.

The department now engages in the process of "cultivation." The long-range

means to be employed must allow for the steady and early planting and growing of manpower into "the field." At the same time, the means must also permit easy cultivation, convenient weeding, and efficient and selective harvesting. Such a device exists in the contemporary notion of the "major," and a fantastic device it is. Properly used, this device can prove to be all the more convenient because it is intimately related to another useless device, namely "the course."

At least one description of this device is appropriate. The report to the Berkley faculty on the Experimental Collegiate Program states the following: "A course is simply a crude administrative device (of the department) for teaching a subject; moreover, a subject is something a professor has even when he does not have problems. It is a purely academic category — a subdivision of a field — over which a department holds precarious, and sometimes exclusive, jurisdiction. Quite naturally, taking courses has gotten confused with getting an education."

Because giving courses provides the professor with something to do when not engaged in research, the student can keep a number of people apparently busy if he takes a number of courses. So, professors "give" courses, and students "take" them. This also allows the elders to begin the weeding process, usually by means of the vicious practice of grading. As though any human being could be "graded." Seduced by way of X number of courses, the student is forced into "choosing" a major. The discipline has thus achieved another springplanting.

Having been "majored," a student is good for little else besides continuing in the "field." The result is that the department has begun cultivating the numbers it was unable to barter for the discipline. The system is thus replenished, and begins anew.

If this, then, is the mainstream of higher education, then one could very well say that the mainstream is polluted.

In short, the discipline is intellectually myopic.

Growth of the discipline occurs only as more and specialized bits of information are accumulated. In the end there is a body of facts not only narrow, but technical to the point of irrelevance to all but the "disciplined."

This fact accumulation in turn demands research. As every college president knows, research cries out for researchers, facilities, and at least a dash of that hardy species known as the graduate student. Add also, the process of concession, organized pampering, and bundles and bundles of money.

The department becomes essential at this point: it functions as the mechanism by which the demands and needs of the insatiable parent discipline are satisfied by gathering and supplying the necessary manpower. The department is forced to engage in a variety of activities, most of which, for want of better terms, could be categorized as "bartering" and "cultivating."

In the Market Place

The barter attempts to satisfy the immediate manpower needs of the discipline. Operating in a competitive

Continued On Page 8

By HAROLD RUBENSTEIN
Assistant Arts Editor

"You just don't go parading up and down the aisles when someone is singing. We have feelings, too, you know." Miss Mitchell is right. An assembly line of people trouncing through the aisles during a performer's number is not only disconcerting to the performer, but to the already seated audience as well. But is all the blame on the late-comer? He shouldn't have come late, but if that door is open, why should he stand idly by for ten minutes? The blame lies on the SAB. When a performer has gone on, the ticket-takers at the door should prohibit the entrance of people into the Gym until the present song is finished. It is the same idea which is now implemented in most Broadway theaters. One waits for a suitable break in the performance before he is allowed to enter. It is the job of those at the door to keep the concert from being ruined.

STAYING — Physically, it is rough on those who go to the concerts. Unless you have a SAB pass, the seats on the floor are poor. It is hard for one to see and there is little

if no room to put your legs. However, the bleachers make half the student body feel like Quasimodo, for the first ten minutes after the concert is over. One must find a comfortable way to sit without slipping a disc, unless you sit higher up, and then the whole concert reverberates into an extended wail. And the higher up you go the hotter it gets. But these cannot be alleviated.

As far as acceptance goes, the audience treated Joni Mitchell very well. One does not consider three ovations and encores being "scorned." On the whole, Stony Brook is fairly unappreciative, however. Partially this is due to the preoccupation of the student as to who else is sitting where, his annoyance that he can't smoke, and the inability to accept a performer as he is. But it is also due to who we have at the concerts. Those who like soul were pacified for a while with the first two concerts (one of which we had to pay for), but then the SAB went back to its own merry way of getting whomever it's little heart desired. Why isn't

there a poll at the beginning of every academic year, or at the end of the previous one, asking what groups the students would like to see? It is their money; it should be their concert.

WALKING OUT — This is the one that has caused the most controversy. Should one grab his things together and storm out in the middle of a song, because one is disgusted with the performer? Maybe he should stick it out until the end of the song, and then leave when all the late-comers are coming in? But isn't it best manners to stay no matter how bad the performer is because he is "an artist"?

If you are in a museum and you see a painting that is awful, what do you do? You walk away. If someone stands with a pile of garbage in his hands and says he will throw it at you, what do you do? You clear out. So when a performer stands up there and is throwing bad art, or verbal garbage (or whatever you consider it) at you, leave. No, do not sit and take the stuff he is throwing at

you. Walk out! Walk out during his song: you don't have to wait. But don't storm out, rampaging down the aisles screaming, "You stink." Your leaving is a silent (you should be quiet if only for the courtesy of those who are staying) protest against this man's performance.

In Mr. Hardin's case, he may have a good sound on records, but he is not a decent performer. To paraphrase him, "He pissed in our canteen." One does not stand on stage, not uttering one solitary word, and then call himself a performer. Mr. Hardin was not pretty. He was ugly. Off key, and off color. I do not have to hear that he is stoned. It is no great shakes on this campus, and all I am interested in is whether or not he is good. If he is not, goodbye.

Whether or not Stony Brook students take these suggestions seriously is their business. But there is no need to be slapped on the wrist for doing what one feels he should do to remedy the pain in his eardrums.

STONY BROOK BOOTERS POSTED 1-0

C. W. Post defeated the varsity booters Wednesday by a score of 1-0 on the Stony Brook field. The Patriot defeat leaves them with a 1-3-1 record.

Patriot coach John Ramsey claimed that his booters "lacked the desire and the spirit" which characterized them when they tied Kings Point last Friday. Friday's was "a tremendously spirited game," continued Ramsey, who called the Patriots' performance "lackluster."

The Post victory was assured in the third period when it scored the game's lone tally. Ramsey said that both teams were "equally poor," and he refused to say that the Patriots were outplayed. However, Ramsey credited goalie Harry Prince with "a fabulous game," and noted that Prince blocked a penalty shot. "Ron Consiglio and John Pfeiffer also distinguished themselves," asserted the Patriot coach.

The soccer team which was so successful last year (8-1-2 record) has lost all offensive power. Their first game saw them fall to Hofstra by a 4-1 score. Their lone win was a 4-0 whitewash of Southampton. But since that win, the Pats have lost to Harpur 3-0, tied Kings Point 1-1, and were blanked Wednesday. Thus in five games, the offense has produced six goals, an average of just over one per game. The defense has been adequate, yielding less than two goals per game. Thus, if the Patriots are to regain the respect they captured last season, they will be forced to improve their offensive output.

The Patriots will be entertaining Queens College Saturday. The game, which will be played on the Stony Brook athletic field, will start at 2:00.



Squamish Flushers Edge Dregs

By MIKE LEIMAN

The Probate Judge tossed his new Spanish peseta into the air. "Heads," cried the visiting team's captain. "Tails it is," exclaimed the Judge, and at 8:00 p.m. on a cool autumn evening, the first 43-man squamish match was under way!

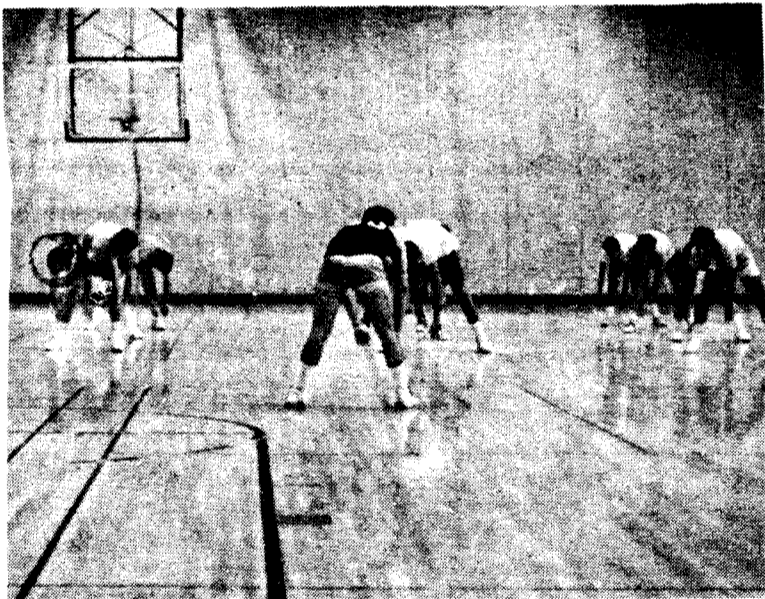
Unfortunately, it wasn't until seventy-three minutes later that the first frullip was raised in anger. "It took sixty minutes to figure out how to line up on opposite ends of a five-sided field," explained Mark Stern, star Outside Grouch of the Long Island Flushers, "and 13 more to get all 43 of us into one huddle."

Once the game started, the Flushers drove deep into the territory of their oppo-

nents, the Wyoming Dregs. On fifth snivel, they durnished, only to have it called back when a Flusher Deep Brooder admitted that he had made the tally, a clear violation of the rules, since only Nibblings and Overblats may score.

The contest seesawed back and forth until the third ogre. Suddenly a Dreg lost control of the pritz, and a huge pile-up followed. At the bottom of the great mass was a Flusher Dummy, who had recovered the pritz. Soon after, his team woomiked to break the game wide open.

Final score of the game was Flushers fifty, Dregs thirty-seven. Next match for the Long Islanders will be on Saturday afternoon at their home field.



The Patriot basketball team has opened for the upcoming season. Coach Brown's men engage daily in rugged drills.

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