

# statesman

vol. 12 no. 13 stony brook, n.y. tuesday, oct. 29, 1968

## KENNY LEADS "DEMONSTRATION" MASS

By JEANNE BEHRMAN  
Statesman Editor

As part of the educational and cultural program of Benedict College, a demonstration of a Roman Catholic Mass was conducted by Father Kenny in Benedict's AB Lounge Sunday morning.

Over 200 people — from an old grandmother to an intermittently crying baby to curious students and faculty members — crowded the Lounge as the folk-mass was celebrated in part one of a projected series of worship demonstrations by various religious groups.

There were some misunderstandings during the week about the legality of the Mass, since it was unclear how to interpret the State Constitution on the separation of church and state. Father Kenny said Dr. Toll was "very concerned," but the Administration felt it could legally justify the Mass as an "educational and cultural experience, seen in concrete form." Father Kenny noted that he had written to the then newly-elected Senator Kennedy when the State Constitution was being studied, and Kennedy had replied that having a Mass on campus could only "implement" the separation of church and state.

With guitars strumming gently from one corner, and people crowding the doorway in an effort to wedge their way inside, a gold ciborium (a cup for Eucharistic wafers) was passed around for those who intended to receive Communion. As Father Kenny donned the different vestments, he explained what he was doing and why. His explanations not only clarified his actions for non-Catholics, they also enlightened a few Catholics. He explained that a lot of the rituals were being left out because they were "largely accidental and only tended to separate worship from daily life."



In place of a sermon, Father Kenny briefly sketched the history of religion. He first declared that the "most important thing for a Catholic worship is people. The whole purpose of the Eucharist is to make us a community." He traced the Covenant between God and Abraham, interpreting "chosen people" to mean simply "chosen to do a task," which proved enlightening to all faiths. He said that the communal worship of Catholics and Jews was very similar because both were designed to "hear the Word of God." He then went on to explain some of the things done during a Mass. At the conclusion of his talk, he thanked Doctors Dollard and DeBoer for "making this possible."

One student read from the first letter of the Apostle John, wherein it was said that "In love there can be no fear . . . anyone who loves God must also love his brother." Then came a hymn and a reading from the Gospel. Various prayers followed. After the singing of the Lord's Prayer, a handshake was spread among everyone there to manifest love and respect for each other.

A song about union with God and one's brothers was sung while about sixty people went forward to receive Communion. The hour-long Mass concluded with the singing of "We Shall Overcome," chosen to emphasize that there is no separation of religion and life.

After the Mass, many stayed for coffee and discussions, while Jim McDermott led a folksinging group in one corner of the Lounge. Said Professor Dollard, Master of Benedict: "This is exactly what I looked forward to. It's an opportunity for people of all faiths to come to an understanding as to what the Catholic Church is today, and its directions for the future."

Mrs. Porcino, a local resident who said she was invited by Father Kenny to attend, happily remarked that the Mass cleared up a lot of things she hadn't understood about the relationship of Judaism to Catholicism. Her daughter, Victoria, 6, received her first Communion Sunday morning; when asked about it, she smiled shyly with her missing front tooth and continued nibbling a donut.

Father Kenny, the 36-year-old Chaplain for Stony Brook students, said the Mass was celebrated with "complete approval" from the Administration. He said that having it on campus was beneficial in two ways. One, people who might have misunderstandings as to what happens in a worship service could come and see for themselves and ask questions. Two, it was educational because it demonstrated the idea that worship doesn't have to be separated from daily life.

A similar demonstration of a Jewish service is planned for next Saturday morning, with services of Protestant and Eastern religions to follow. There are no plans for an Inter-Faith Center to be built on campus or nearby, as yet.



**BULLETIN...**The Council for Student Affairs has passed a resolution ending recruiting on campus.

The text of the resolution, according to Mrs. Joan Moos, executive secretary of the Council, is as follows:

"Effective immediately—that the State University of New York at Stony Brook disbands centralized vocational placement and recruiting, and that it carry on as is presently done, where its vocational guidance program (as part of general guidance and self development) is through the coordination of the Guidance Office and the Office of Residential Counseling."

Because of questions about the legitimacy and powers of the CSA, sources are confused about whether or not recruiting has already been ended by this motion or whether approval is still needed from Toll.

# STORES HARASSED IN GRAPE PROTEST

By BOB GIOLITO  
Statesman Staff Writer

On Saturday, four S.U.S.B. students and one faculty wife staged a "shop-in" supporting the California grape workers' strike at the nearby Hills supermarket in the Three Village Shopping Center and the Port Jefferson Bohack's.

The "shop-in" is a procedure designed at stalling checkout procedures in supermarkets, carrying the grapes. The demonstrators would bring several items, including grapes, to the checkout lines. As the checker reached the grapes, she would be asked if they were from California. If given an affirmative answer, the demonstrator would leave the store, refusing to pay for grapes raised by the exploitation of migrant workers.

As Mrs. Rosa Tauber explained, the grape workers' strike has been

going on for "almost three years." Their main demands are a raise in their \$1500 yearly salary and adequate toilet facilities in the labor camps. Demonstrations in support of this strike have been organized around Stony Brook during the past three weeks while other groups have been working on different levels to get the grapes off the produce stands. Results from this work have been encouraging, insofar as A&P has stopped the retail sale of California grapes at their outlets. The demonstrators here hope to force other chains to follow suit by provoking them with such "shop-ins."

At the scene on Saturday, there was some mixed local reaction. One woman at Bohack's who was on line behind one of the students at the checkout counter told this reporter that she didn't approve of any of the actions of "you kids" and that "all of you people ought to go back to

that damn university and shut the door behind you." At the Three Village Hills however, as we were driving away, one young housewife pulled up next to us and yelled, "Good work!" Yet it seemed that most of the customer reaction was negative.

Mrs. Tauber explained that this was to be expected since the neighborhood around Stony Brook was extremely conservative and that the demonstrators were mostly young students. The four students involved were Arnie Hoffman, Frank Oleksy, Christine Cziko and Glenn Kissack of OPT. Mr. Kissack urges all those who would help to call him at 5481, since they plan to have a much larger group next Saturday.

College Press Service

BERKELEY, Calif. (CPS) — In what they consider a "major victory," Mexican-American students

at the University of California have won important concessions from President Charles J. Hitch.

Hitch has agreed that individual UC campuses may refuse to buy California table grapes although they may not officially support the boycott. He had earlier said campuses could only stop buying grapes if it were uneconomical.

He also dropped university disciplinary action against 11 students who were arrested after taking over his office Oct. 14 to demand university support for the boycott. Hitch will ask the court for leniency for the arrested students.

Hitch also agreed to work on the students' other two demands. He said a Center for Mexican-American Studies is already being started at the Los Angeles campus and that he would work on the proposal for increased minority group admission to the university.

# MEXICAN STUDENT MOVEMENT

By PHILIP RUSSELL  
College Press Service

MEXICO CITY (CPS) — The contrasts of modern Mexico are probably clearest in the way Mexico has treated the youth of the world coming to the Olympics, and the way it has treated its own youth, the students. The Olympics are being televised around the world, but one sees little of the Mexican students.

This contrast was sharpest Oct. 2 when the National Student strike council called a meeting in the plaza of a housing project near the center of Mexico City. Several thousand striking students, sympathizers, and residents of the housing project gathered to hear the strike leaders speak.

As the meeting was going on soldiers backed up by armored cars began to approach the plaza from the two sides not flanked by buildings. Suddenly two flares appeared in the sky and the army began to shoot into the crowd. Forty minutes later the crowd was dispersed, and in the plaza and the surrounding apartments, also targets of the soldiers, lay a hundred dead and five hundred wounded.

The official version is that a sniper fired on a soldier from an apartment building, drawing fire from the army, which then shot back killing 35 unarmed members of the crowd.

Even if, for once, the official version is true, what happened is

that the Mexican government finally resorted to gun fire to suppress a newly formed student movement which it hasn't been able to control, through favors, promises, or threats. The movement dates back to July 23, when the students of two high schools were having a rumble of no political significance, which was broken up with more than the usual police brutality. In response to this the students decided to stage a protest rally three days later. The police, rather than letting the protest run its course, waded in and broke it up with tear gas, clubs and bullets.

This set off several days of demonstrations which were again broken up by police; in one case the students occupying a school were ousted by police blowing down the door with a bazooka. The students responded by heaving rocks, hijacking city buses, and later in the demonstration burning barricades. After three days of demonstrations, things calmed down and the students demanded the firing of the police chief, liberty for those arrested, and payments to the families of those who had been killed by the police.

When these demands had not been met by Aug. 9, a student strike was called by the 80,000-student National University, the Polytechnic Institute, and the numerous high schools associated with it. The strike soon began to spread around the country as other schools heard about the movement in Mexico City and sent representatives.

The students formed a national strike council which added to the demands to be met before the students would return to classes. Included in the new demands were the abolition of the police riot squad, the release of all political prisoners, and the repeal of Mexico's "social dissolution" law, which is used to suppress political dissent.

In addition to setting demands, the Strike Council, composed of representatives elected from each striking school, coordinated the activity of the strikers. To keep up morale and get publicity, they put on several mass demonstrations, which drew up to 500,000 persons. Numerous smaller public meetings were held around the city to keep students and sympathizers informed. The students passed out hundreds of thousands of leaflets in the working class districts, realizing that without public support the movement would be easily crushed. Many neighborhood meetings were held in which students would explain the strike to small groups.

However, just as the Berkeley and Columbia movements went deeper than Telegraph Avenue and Morningside Heights, the student movement here is a product of more than unrestrained police brutality. Generally the school facilities have been crowded and government expenditure on education has been relatively low even for Latin America. Often the professors had professional careers outside the University and took little interest in their students.

One of the most widely-voiced grievances is that the University is only for those who have money. The students are keenly aware of the role of the University in maintaining Mexico's sharp class structure. And although it has not been one of the formal demands of the strikers, much attention has been focused on changing the educational system to permit access to the lower classes.

For more than a month after the start of the strike, things went along peacefully — the student having meetings and demonstrations and trying to sway public opinion; the government saying it would listen to the students' legitimate demands and that it was willing to talk.

Then suddenly the government began to take a hard line. On Sept. 18 the army was sent into the National University to dislodge students who had been using the idle facilities as a strike headquarters. Although the army met absolutely no resistance, all those found on the campus were arrested. The several days of street demonstrations which followed were swiftly repressed.

The government moved in to occupy the Polytechnic Institute on Sept. 23. Police and troops succeeded in occupying the campus only after fighting their way through burning buses, Molotov cocktails, and scattered sniper fire.

These invasions were particularly tragic because they made the conflict a violent one, giving an obvious

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# ACLU DEFINES FREEDOM

NEW YORK (CPS) — The American Civil Liberties Union has extended guidelines recommended for academic freedom on the college campus to high schools.

A policy statement just released puts into writing the philosophy that ACLU has been practicing at the secondary level for some time. It spells out what the organization sees as the rights of students and teachers on subjects that have resulted in controversy and legal hassles across the nation.

"If each new generation is to acquire a feeling for civil liberties," the statement says, "it can do so only by having a chance to live in the midst of a community where the principles are continually exemplified. For young people, the high school should be such a community."

The guidelines oppose loyalty oaths and call for the

freedom to teach controversial issues. Union participation, including the right to strike, is also endorsed. Teachers should be appointed solely on the basis of teaching ability and professional competence and not dismissed for holding and expressing opinions, the statement says.

Teachers' rights outside the classroom "are no less than those of other citizens," it adds.

Rights set out for students include dress, access to books, assembly, publications, outside activities, and due process in disciplinary actions.

"As long as a student's appearance does not, in fact, disrupt the educational process, or constitute a threat to safety, it should be of no concern of the school," ACLU believes. A student is entitled to a formal hearing and right of appeal when serious infractions of rules are involved, it argues.

"No student should suffer any hurt or penalty for any idea he expresses...." the statement continues. There should be no interference with the wearing of buttons, badges, armbands, or insignia on the grounds that the message may be unpopular.

"The onus of decision as to the content of a publication should be placed clearly on the student editorial board.

"The right to an education...should not be abrogated because of marriage or pregnancy unless there is compelling evidence that the student's presence...does, in fact, disrupt or impair the educational process for other students."

The ACLU considers the academic freedoms set forth in the statement more than a line of defense. They are, it says, "positive elements in the educational process of a democracy."

# NOTICES

Hillel's Israeli Dance Group will meet tonight, October 29, at 8 p.m. in Douglass College (Tablet II). All are invited.

Films from the "Eternal Light" series, sponsored by Hillel, will be shown Wednesday, October 30, at 8 p.m., in the AB Lounge of Benedict College. (H)

The Metropolitan Hillel is sponsoring a dance on Saturday, November 9, at 8 p.m. at the Temple Rodep Sholem, 7 West 83rd Street. Music will be provided by the Townsmen and the price is \$1.50 per person. If you sign up now, there will probably be free transportation provided. Call Ken at 7362 (Henry College - Roth LV, Apt. C14) for the info.

A first prize of \$50 or a second prize of \$25 can be yours if you enter Langmuir College's Art Contest. Entries can be of all media and should be brought to Apartment A in Langmuir (JN) by Friday, November 15, before 12 Noon. The judges, Lawrence Alloway (curator of the Guggenheim Museum of Modern Art from 1961-66), Prof. Edward Coutey, and Miss Kathleen O'Neill (both of the Art Department) will make their decisions at 5:30 p.m. on November 19 in Langmuir Lounge. All works exhibited will be exhibited in Langmuir College for the duration of the academic year (unless owned by midterm graduates).

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# Closing Plenary: "We Can Change"

By NED STEELE  
Assistant News Editor

The Three Days came to a formal close Thursday evening as 1,000 people gathered in the gymnasium to hear several speakers read off the dozens of proposals for reform which had been submitted the previous day.

The session, introduced by President John Toll, was intended as a chance for the various proposals to be made public to the University Community, rather than as a forum for discussion. Although moderator Don Rubin permitted questions from the floor, he made it clear that the main purpose of the meeting was to enumerate the proposals.

Quoting a Quaker proverb, Toll began his opening remarks by remind the audience that "The work begins when the meeting ends." He said he would instruct all officials to provide the Commission and the standing committees with any information that may be needed, so long as confidentiality is upheld. Toll again spoke of implementing only the "feasible" proposals, and did not refer to these proposals as resulting in a total restructuring of the University. However, he emphatically declared, "We much change," stressing to the group the necessity of working in a peaceful, rational method. Referring to a line from the Beatles' Revolution, Toll concluded his comments by saying that people with "minds that hate" will "have to wait."

Following this speech, the long recitation of proposals began. Ted Goldfarb, representing a work group on academic standing and admissions, called for an admissions policy where students would be admitted according to available space, "not on the basis of anticipated availability in September." A revamping of admissions procedures was suggested, including an active interviewing system, increased out-of-state recruitment, and student representation on recruiting teams. Goldfarb's final proposal was the establishment of a system where students could either elect to be graded by the standard system, or by a pass-incomplete system.

Next, Professor Robert Weinberg announced that 60 separate proposals on curriculum in the College of Arts and Sciences would be submitted to the Commission. The two he saw as being most urgent were adoption of a Liberal Arts Major and abolition of University requirements. Many individual new courses were proposed, including Urban Renewal, Racism, and The Black Experience.

The committee from the College of Engineering announced that adoption of a tutorial system and the placement of students on the curriculum committee would be taken into consideration.

The Faculty-Personnel Policies and Student Affairs groups presented the following recommendations: establishment of two separate faculties (one for research

and one for teaching), increased training of teaching assistants, a change in criteria for granting of tenure to stress teaching, and a revised system of advisement. Also suggested were: a continuing freshmen orientation program funded by the University, and "a redefinition of the role of the R.A. and a selection procedure based on the definition of that role." One possibility mentioned was student election of R.A.'s.

Michael Zweig, speaking on University Governance, recommended that all policy-making decisions lie with the students and the faculty. He called for an evaluation of the standing committees and asserted that "students should have a non-trivial role in tenure decisions."

At this point, the sound crew disconnected the audience microphones, and when Rubin protested this action, his microphone was also cut off, and the crew proceeded to dismantle all the equipment and leave the gym. Among



widespread confusion, the meeting continued, with Professor Kalkstein shouting out his suggestions to improve community relations.

It was later learned that the sound crew had walked out because the session, which was due to end at 8:45, was still in progress by 9:30, and the equipment had been assigned for use at another location. Crew mem-

bers had earlier requested Mr. Rubin to speed up the proceedings; feeling he had failed to do this, they took their actions. They stated that they were only following the instructions of their boss, Charlie Bloom. The crew later returned with a different sound system and tried belatedly to install it as the meeting was being concluded.

## Communiversality

Many suggestions have come out of the "Three Days," aimed at improving our image with the outside world and especially the immediate community.

An important way of bettering our image is to bring people to the campus. Suggestions along these lines include continuing education programs and the University Lecture series. On a more informal basis, campus-community openhouses, tours, and talk sessions were proposed. Projects, such as Upward Bound, Wider Horizons, and Consumer Services, are also helpful in this respect.

Student speakers and publications were among the other suggestions. One report stated that "neither the bias of the STATESMAN nor the saccharine of the University Relations Bulletin is sufficient. Both have credibility gaps." New publications, representative of the school, were called for to be sent "outside," along with speakers. One motion asked that university facilities such as the library and clubs and societies within the University be opened to the community.

### AN APOLOGY

COCA apologizes to all those faithful movie fans who sat patiently in the Physics lecture hall last Sunday waiting to see a film which never appeared. Next Sunday, however, the film festival will finally commence with the presentation of Orson Wells' *The Stranger*. A complete schedule of this season's films will be listed next week in this newspaper. All films begin at 8 p.m.

## Morning Session Discusses Governance

By W. MILLS  
Statesman News Staff

The question: "How can more effective mechanisms for governance be designed?" was the topic scheduled for discussion at the third plenary session of the moratorium period. But other topics of a broader scope were those actually discussed at this meeting which took place Thursday morning at the Gym.

The meeting was moderated by Leonard Mell, and its panel included John Missimer, the president of the graduate student council; Richard Glasheen, the secretary of the faculty assembly; Bill Flannigan, a representative of Black Students United; Peter Adams, the acting President of Polity, and Dr. Robert Creed, a professor of English.

Among the notable remarks made by the panel members were the following: Mr. Glasheen defended the existing governance structure, claiming that adequate changes in the governance of the school can be made through changes in the existing bylaws of the various committees which now govern Stony Brook. Mr. Adams' opinions were in opposition to these; he claimed that the students actually have little voice in how the university is run. Adams did not claim to have any answers as to what changes in governance should be affected, but he did not feel that necessary changes could be made through existing channels. Mr. Flannigan called for black representation by black students and for inter-university communications between black students. Dr. Creed made a proposal that the present Council for Student Affairs be transformed into the Council for University Affairs, a powerful committee which would include the administration and the faculty as well as the students.

This latter proposal was widely discussed during the question-and-answer period by those who attended the meeting. Don Rubin, the ex-Polity President, called for Dr. Creed's proposal to go one step further in setting up a democratic university-wide government which would govern all members of the university community. Rubin also proposed a decentralization of student government onto a quad-wide basis and pointed to various areas of joint interest between students, faculty members, and administrators in university governance. Peter Nack called for the abandonment of the idea of a hierarchy of worth (i.e. - a faculty member is "worth" more than a student) as a basic tenet behind the government of the school.

A major topic of discussion at this meeting was the lack of communication between university governing units and the members of the university community. This deficiency was first brought out in Mr. Missimer's proposal that minutes of the various committees governing the school be published and made available to members of the university. When Mr. Adams was questioned on this point, he

### Teaching Policies

By ELAINE SILVERSTEIN  
and RONALD HARTMAN  
Statesman News Staff

The major proposal on teaching policy to come out of The Three Days is that the faculty be divided into two parts - one for teaching and one for research.

The research people would serve with seminars and colloquies and help keep teachers abreast of current happenings in their fields.

A third faculty was suggested in one proposal, to take care of administrative details. It stated, "Let each (faculty) do its thing and evaluate them according to how successful they are in their stated field of interest."

first stated that student knowledge of what went on in Polity would merely make them aware of their impotence in deciding on university policies. Various speakers, headed by Dr. Bentley Glass, attacked the Statesman for failing to print enough news which dealt with university governance, and admonished it for its one-sided editorial views.

## Faculty Personnel Meeting Studies Tenure, Promotions

By ALLAN BURNS  
Statesman News Staff

Faculty tenure and promotion was the main topic of discussion during a faculty personnel meeting. Attending the meeting were the committee of personnel policies, several faculty members, and a small amount of students.

A number of proposals were introduced and read. Among them was the proposal to reorganize the tenure committee into three divisions:

- A.) A teaching committee which would evaluate each individual faculty member as far as tenure is concerned;
- B. A service committee which would function as facilitator and coordinator;
- C.) A research committee for each department.

An alternate plan for evaluating faculty which met general agreement was also proposed at the meeting and involved peer evaluation of tenure-seeking faculty, according to the following guidelines:

- 1. Review of a course outline submitted by the teacher, stating aims and goals of the course;
- 2. Judgment of the teacher's final exam based on the stated goals of the course.
- 3. Evaluation of subsidiary course material;
- 4. Faculty review of stu-

dents' evaluation of the teacher;

5. Study of the subsequent performances of these students;

6. Judgement of the teacher's classroom performance;

7. Evaluation of new courses and techniques used by teacher.

8. The teacher's general attitude toward his students.

The proposal of the formation of two separate faculties - a teaching staff and a research staff - was also suggested. An administrative faculty was also tentatively proposed. In this way, it was pointed out, each faculty would know exactly what to do and would be able to concentrate on his work more effectively. In short, the research faculty would supply the university with seminars, colloquiums, and research work while the teaching staff would concentrate on the instruction of undergraduate students. This proposal, however, was met with some objection as some of those present objected to being classified and stored into "neat, little cubbyholes."

Another major point discussed at the meeting was that of teacher effectiveness and faculty reward system.

A discussion of the pass-fail grading system and the merits and limitations of the current school marking system concluded the meeting.

# NSA And ACLU Attack ACE Questionnaire

WASHINGTON (CPS) — A questionnaire being distributed this fall to one and one-half million college freshmen by the American Council on Education has been attacked as an invasion of privacy and a possible violation of due process by the National Student Association and the American Civil Liberties Union.

The questionnaire, a detailed four-page set of inquiries on home life, interests, activities and habits, is an attempt to correlate a student's predilection toward protest activities with his high school record, his study habits, his grades, and various other elements of his

background and interests.

The NSA and ACLU spokesmen who studied the questionnaire protested to the ACE at its annual convention recently that the form did not provide adequate safeguards for the students completing it against "improper disclosures of information and use of the questionnaire by unauthorized persons."

Specifically, according to NSA President Bob Powell, there is no guarantee that the information given via the questionnaire will not be seen by officials at the student's university and used against him. According to the

ACLU, requiring a school president to sign statements that the data will not be abused "is not a satisfactory safeguard."

Another of the form's omissions, according to Powell, is of a statement telling the students to whom the form is sent (a random sampling of some kind) that they are not required to fill out the form, nor to answer all the questions on it.

NSA also objects to use of the student's social security number as a code number, since through that number he is easily identifiable to government agents or other persons who might obtain

access to the information.

Both NSA and the ACLU called on ACE officials to devise a means, in the compiling of data from the questionnaires, to separate identification from the data provided by the student, or not to require personal identification at all.

Although ACE officials dismissed the case against their questionnaire as overly paranoid and are distributing the questionnaires as planned (with the help of the college presidents and other administrators who are ACE members), NSA in a letter to ACE members said it

was basing its concern on years of past experience with information about students.

The letter cited personal and academic data which universities until recently made available to draft government or private investigators who wanted it. Such disclosures, according to NSA, violate students' privacy—defined by a professor as "the right of the individual to determine those to whom he will reveal personal information about himself, how much he will reveal, and at what time."

## Scientists And Educators Seek World Cooperation

By PETER F. GUERRERO

An "international organization of scientists and educators dedicated to establishing world cooperation" had its theoretical birth here at Stony Brook University. According to one of the originators, Dr. Bernard Otterman, (a former Stony Brook professor now at Northeastern) the need for such an organization is demonstrated by the "short-sighted actions of governments" in political situations. In a letter to *The Boston Globe* this past September, Dr. Otterman placed the burden of freedom on concerned individuals.

The "organization" was inspired by the idealism of Andrei Sakharov, a renowned Soviet physicist. Sakharov argued, in a *New York Times* article of July 22, 1968, for world cooperation when he stated: "The division of mankind threatens it with destruction. In the face of these perils (thermonuclear war, hunger, and the 'narcotic of mass culture'), any action increasing the division of mankind, any preaching of the incompatibility of world ideologies and nations is madness and a

crime." The organization should strive to prevent such a division.

Composed primarily of scientists and educators, it would be private, international, and preferably housed in a neutral country. The selection of these two particular professional groups is justified by their universal appeal. According to Dr. Otterman, "the foundation of education is intellectual freedom," and this can only be ensured through world cooperation. Both the scientist and educator would be exerting his influence, projecting his idealism and scientific method, in a political sense. A real need for this was demonstrated by the recent Czechoslovakian situation.

Although it would be natural for such an organization composed of intellectuals to be found on most major universities, there are no present plans for wide student involvement. Power would essentially come from eminently respected men who would "put their standing on the line" for certain political ideas. Dr. Otterman foresees the possibility of Nobel Prize winners and men of Sakharov's stature as poten-

tial members. However, he did not exclude the possibility of student chapters.

The organization obtains relevance when we realize that "today's crises take global form," stated Otterman. The scientist and educator would provide the example necessary to achieve the world cooperation badly needed in our mass society, where one nation can no longer only be responsible to itself for its actions.

Although the organization is in the early planning stages, Dr. Otterman expressed the desire that interested faculty members here at Stony Brook continue their efforts. He promised to continue his work toward these same goals at Northeastern, MIT, and Harvard. One suggested way to make this ideal a reality would be the announcement of a local conference at which interested individuals could form a structure along these lines.

Among the faculty at SUSB who have examined the possibilities of this organization are Dr. Sternfeld, Dr. Charles Hoffmann, and Dr. Bentley Glass.

Anybody who is interested in contacting Lippe and Ruskin, the Student Polity attorneys, is advised to first contact Steven Rosenthal at 6958 or 6059. This procedure has been established to eliminate duplication and to speed up the process of finding your answers.

If you're a member of the Junior class, there will be an important meeting for you to attend on Thursday, October 31, at 7:00 p.m. in G Lobby. The topics to be discussed are rings, concerts, the concept of a class council, and any other suggested topics.

Dr. Jacques Picard, oceanographer, will talk in Roth Cafeteria Lounge at 8:30 p.m. on Tuesday, October 29. His topic will be "Exploring the Gulf Stream in the PX-15."

The Campus Center now provides a new service. Located in the gym lobby, the newly established Campus Center Main Desk has information on academic, social and athletic events, and facts and statistics concerning Stony Brook.

Call the Main Desk for any questions you may have. If the Deskman doesn't have the answer, he knows where to get it. Phone 7107.

The Free University and The Experimental College will sponsor a lecture delivered by Professor Eisenbud, Chairman of the Physics Department, entitled, "Mysticism—The Endless Boondoggle." Following the lecture, Professor Altelzer will offer a rebuttal. The event will be held on Wednesday, Nov. 6, at 8 p.m. in the Tabler I Lounge.

The International Club will hold its second annual Halloween Party at 8:30 on November 1st in the O'Neill College Lounge (EFG Lounge of G). As in last year's success, there will be go-go girls, music, and prizes for the craziest costumes. Beer will be available on tap. Everyone is invited to attend! For further information, call Ashok at 7301.

The Department of Mechanics of the College of Engineering will sponsor a seminar by Professor John J. McCoy, who is from the Towne School of Civil and Mechanical Engineering of the University of Pennsylvania. The seminar, whose topic will be "Field Fluctuations in a Random Dielectric Medium" will be held in the Faculty Lounge on the third floor of the Engineering Building at 2:00 p.m. on November 7, 1968. Coffee will be served at 1:45 p.m.

## Student Affairs Group Studies Advisors' Role

By RONALD HARTMAN  
Statesman News Staff

The University Theater was the site of the Student Affairs work group on the final day of the moratorium. The work group, held to formulate master proposals and coordinate those of the previous days, focused its attention on advising, living conditions, R.A. selection, and the forever-under-construction Campus Center.

On the subject of advising, the committee had a large variety of suggestions to work with. One of the major ones was the hiring of full-time trained advisors to form a separate advising department. This agency would be abreast of all requirements, etc., and would be available to all students. One proposal stressed the need for advisement in the form of counseling sessions and orientation meetings for graduate school-bound students and similar help for career-bound people. Along these lines, a suggestion from Mr. Godfrey, director of special projects, called for advisement relating majors to careers.

Also under consideration was a plan for one faculty member to be assigned 15 or 16 freshmen who would remain his only advisees through their college years. John DeFrancesco, Assistant to the Dean of Students, said that freshmen are in the greatest need of information and the orientation program must be expanded to last through the student's whole first year.

WASHINGTON (CPS) — Dr. Erich Fromm, the noted psychoanalyst and author, believes that the current "wave of aggression" — student rebellions and urban riots — won't be stopped by police brutality.

It will only be halted, he told an audience at Trinity College here, "by a life which permits people to be fully alive, fully active, and fully human."

Dr. Fromm said student protests result from "a tremendous hunger for life" among the young.

## Vote Zippo For President

Watch For The Presidential Motorcade On Thursday, Oct. 31 Starting In Tabler Parking Lot At 5:00 P.M.

"H" Cafeteria 5:30 "G" Cafeteria 5:45

(Will Be Live Press Coverage By Newsday, Suffolk Sun)

Keep Stony Brook's Own!

# Father Kenny: "Life And Religion Are Inseparable"

By JEANNE BEHRMAN  
Statesman Editor

"Dr. Toll is theologically confused. When it was explained to him that you don't actually see trans-substantiation (wine and water turning to blood), he became more receptive to having a Mass on campus."

Father Kenny sat on the couch in Benedict's AB Lounge after Sunday's demonstration Mass, explaining why the Mass was legal. "Because he couldn't understand, Dr. Toll feared we might be brought to Court. I explained that the priest re-enacts the ritual, but he has no control over the student's mind."

The Mass was "cleared as a demonstration for educational and cultural purposes, after it was proposed by the Residential College Plan." As Dr. Dollard, Master of the sponsoring college, quipped, "Toll allowed it because he couldn't stop it." But what about the 36-year-old priest who was "invited" to celebrate the Mass?

survey about what young priests should get involved in, realizing it was important to remain in touch with college students who would become the future leaders.

Around the same time, Stony Brook students wrote Bishop Kellenberg of the Rockville Centre Diocese, asking for a priest who understood their needs. Father Kenny volunteered to come here because the students were "at a critical point where their old ideas of history, religion, and society had broadened and radically changed, and they needed someone academically-oriented to discuss issues with them and provide worship that would be meaningful to them as students."

As pastor to the students here, Father Kenny sees his role as "trying to contribute to the religious development of the students, and see that it keeps pace with their academic development." Being a STATE UNIVERSITY, Stony Brook cannot recognize him as a chaplain here, or officially give him a room



and value systems to make you examine things intellectually. You can never be smug or snobbish about your beliefs (here). You see all kinds of diversions here which you wouldn't in a ghettoized culture."

Sipping coffee, with the top of his short-sleeved black shirt unbuttoned, he spoke out on the moratorium: "It was a good thing because the University seemed to have come to a very cynical point in its history, with everyone starting to feel the pressure of discontent. It won't be successful unless it's only considered as a beginning. Whatever has been suggested has to be subjected to much reflection and consideration."

Since the Mass was one phase of Benedict's "educational and cultural program," Father Kenny proceeded to explain the inter-relationship between religion and modern society. "Religion has the task of bringing about all the conditions of goodness of the Creation. In a practical way, it's making people aware that they can't separate the worship of God from the crucially relevant issues of our time, like the war, racial problems, poverty, and suffering."

He went on to elaborate: "Many aspects of the war in Vietnam are immoral. I am opposed to it; I am not a pacifist. But there is the danger of implicating those involved in the war as immoral. As a priest, my obligation is to show the conditions of war, tell what the Gospel says (Thou Shalt Not Kill), and try to stir consciences. Many youths today are very sensitive to the issue of killing, and I can see some real conscientious objections to the Draft."

"I was for McCarthy. In his efforts to stand by principles, he might have made things worse. If people protest by not voting because the system is corrupt, they could do more damage by enabling Nixon or Wallace to win."

One of the friendliest men on the Stony Brook campus, Father Kenny obligingly had something to say about everything. His blue eyes sparkled humorously as he very carefully worded his opinion about birth control: "My role as a priest is to say what the authentic doctrine of the Church is, and that is obvious. As an educator, I must be able to discuss the issues with those who ask."

For all his frankness, though, he was visibly upset when discussing the philosophy of his friend, Thomas J. J. Altizer (God Is Dead). "I believe he's trying to take away all expressions of religion that have become meaningless. But it's a fad that has tended to become commercialized. Unfortunately, I haven't followed this too closely."

Playing with a clipboard holder almost continuously, he finished the cycle of local-national-world by talking about Cardinal Cushing and Biafra. Father Kenny feels that Cushing believed it was more important to express charity; thus it was impossible for him, as a spiritual leader, to dissuade the former Jackie Kennedy from marriage to a non-Catholic. He handed in his resignation because of public pressures.

Stony Brook's unofficial chaplain recently received a letter from UNICEF asking for funds for Biafra. He has arranged with the food service a one-meal fast, where Gladieux will donate all money normally spent on food.

Beside his work here, he coteaches "Introduction to Western Theology" at Adelphi. But Stony Brook is where he'd like to remain for the next ten years, or more. And Stony Brook students, whether Catholic or not, are lucky to have this liberal priest in their midst.



Gregory Kenny was born and bred in Chicago. Majoring in philosophy at Loyola of Los Angeles, he went to Catholic University in Washington, D.C., for his religious studies, where he received his doctorate in Theology in 1966. He then joined the Washington Clerician's Missionary, which was doing a

to counsel students. Part of the idea behind Sunday's Mass evolved from the fact that there are no facilities nearby.

Even though Stony Brook has often jokingly been called "Jew U," Father Kenny says, "Being on a secular campus is very refreshing. There are all kinds of traditions

## Mexican Student Revolt

continued from page 2

advantage to the well-armed government forces. Ironically, only five days before the occupation the students held a silent demonstration to symbolize and point out the peaceful nature of the movement.

The uneasy truce following the occupation lasted until the massacre of Oct. 2. In the days following, hundreds of students who attended the meeting or who had been active in the strike were arrested and charged with crimes ranging from minor offenses to homicide.

Strike activity, because of the repression, has come to a nearly complete stop, at least for the duration of the Olympics.

Just before the opening of the Games, students held a meeting, this time surrounded by protective machine-guns. The strike's main activity now consists of small neighborhood meetings to build up public support. News of what scattered activity there is, is almost com-

pletely blacked out by the press.

The outcome of the strike is hard to predict. The lull in activity during the Olympic Games is partly due to the quandary in which the students find themselves. They have asked for liberal reforms, which they have pushed by the liberal tactics of demonstrating and leafletting. But instead of the usual response of committees and talks, they have been met with extreme repression.

They now realize that the government will suppress any open activity by jailing leaders, and in many cases with bullets. They must decide what to do with a movement still basically liberal when none of the liberal courses of action remain open.

Whenever its end, the strike has had great effect on students who, becoming political radicals overnight, have seen for the first time how the Mexican government oper-

## CLASSIFIED

### LOST AND FOUND

Lost: eyeglasses in black and orange case Sunday night vicinity Three Village Plaza. Call Edele 5229.

Lost—brown notebook with S.B. seal—contains Spanish notes. Please return! Call Susi 7494.

Lost: black eyeglasses on athletic field. If found please call Larry 6971.

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Three Views

# Sensitivity Training Brings Emotional Recognition

By Larry SCHULMAN  
statesman staff writer

Lynn Tackett and Edward Eichel, both from the Aureon Institute in New York City, brought "emotion recognition" to 17 students and one professor last weekend in a single room of Learned

Hand College. The all-weekend session, sometimes known as sensitivity training, cost each person \$15 and thirty hours of participation. This was the first time the two session leaders had conducted such a marathon at a university.

The purpose of the marathon was to enable people to recognize what they were actually feeling. The four emotions the two tried to reach in the students were pain, love, fear, and anger.

The techniques Tackett and Eichel used in these sessions evolved from work with an experimental group in New York City. The New York group has been together for almost six months; it consists of twenty people who meet every Tuesday from 6 p.m. until 1 a.m. Miss Tackett originally developed the idea for sensitivity training four years ago while participating in group therapy. She has never attended college. Mr. Eichel will soon be conducting sensitivity training sessions in art at the Psychiatric Division of Mt. Sinai Hospital.

Most of those people who participated in the sessions were from the Experimental College. The two leaders noted that these particular people were "inner-involved" and "took a lot of risks." Miss Tackett felt, however, that only one weekend of this experience is "just a beginning — a good experience." More extended participation is needed.

Toward the end of the marathon, both leaders noted that the whole atmosphere in that room was one of good feeling. Tackett: "At the end, everyone had a release of good feeling. It was like a love-in."

## Getting To Know You

By IAN MCCOLGIN

The marathon. Twenty of us crowded into a small room for fifteen hours before a five-hour sleep break and then another twelve hours. We were told all manner of horrors before we went in. "You tear each other down." "Everybody hates each other." "It's really brutal." And we believed it all. As I walked in, I could hear THEM say, "Can't wait to see him crack."

Once in a while, with a lover, I have been present. This was like that. I could reach out and touch a person without fearing the consequences. They could touch me! They all trusted me and I trusted them. I want to say what a defenseless person I am. How open I have always been. But these are the first people to see me smile. They all said so. You just can't imagine how important it is to trust them. To be a part of other people and to have them a part of yourself.

Lynn and Ed: group leaders. Lynn has no degree of any kind and Ed has a Bachelor's degree in Fine Arts. How can anyone lead us on such a dangerous exploration of ourselves with such "qualifications"? And Reichian psychology? But it quickly becomes apparent that the only qualifications for a group leader are perception, honesty, and guts. And the theory is trivial compared to involvement.

And we had bad times, too. I was so lucky. My fears and pain were so soon rewarded. There were times when I thought that the whole thing would fall. When one person seemed to be holding out so desperately. It was so strong and so many of us cried. But then we kept going. One person at a time; some stood in the center — I was not one, I was too afraid to ask — but some stood in the center and got to their feeling of the moment. They took all the hate and fear and embraced it and threw it off. They took all their power and we helped them realize it. They cried and shouted and screamed and we came out to them. We hugged each other and felt the up-tightness, the liberation, the fear, the courage, the hate, and the love.

I was really determined to present myself to the group. By the time it was my turn to speak, I was so certain that this was what I wanted to do, that these were the people to whom I would reveal myself. I started talking, making sure to look at everybody — to really be there — to present myself. "BULLSHIT!" I could hear Lynn shout through every part of my being. "But don't you see how terribly important it is that we understand and accept the world in its unity with the infinite?" "BULLSHIT!" Did he really shout that loudly? Did I really say something like that? I remember being asked to breathe very deeply. Ma. noise. I remember the world smiling at me. They came to me, all those others. And suddenly I was THERE — PRESENT. I was presenting myself and they were accepting ME.

That was how it ended. This good feeling was tempered by the holdouts and the unexplored nerves. But we saw and we recognized each other. Life is not a big group where we can all take risks which go well. But we smile a lot and see each other and accept their presence. That is the point.

The marathon was conducted in two sessions. In the first, from 9 p.m., Friday, until 11:30 a.m., Saturday, everyone talked about themselves at length. During the second session, from 6:30 p.m., Saturday, until 2 a.m., Sunday, Tackett and Eichel tried to have the students release hate, which they believe to be a combination of fear and anger.

## So Let It Out And Let It In . . . . .

By LISA PESS

The best way to give you an idea of what happened during the thirty hours which twenty of us spent together sitting on mattresses in the living room of Dick Mould's apartment, is to say it was emotional communication which was direct and completely in the present moment.

from feeling deeply, and sometimes from feeling at all. Much of "mental illness" is not "mental" at all, but concerns the inability to feel: to love, to hate, to accept other people's hate and love, and thus to live freely and joyfully.

After one particularly strong and intense person had exorcised his hatred, the joy and freedom was so great that a spontaneous "loving-in" happened. We crowded around him, in a big lump of love, telling him, "You're beautiful," but mostly just holding, hugging, supporting him with our love, as he cried out his emotions. We hugged each other and fell to the floor in a laughing knot of loving people. We laughed and yelled and hugged and loved, hot and sweating, with trust and fervor. We held hands in a circle and jumped up and down on the mattresses, yelling at the top of our lungs, for the pure joy of it.

The group leaders, Lynn and Ed, began by telling us that each one of us would have to talk about ourselves for twenty minutes. We died of fright, but when we completed the circle nine hours later, most of us had managed to make honest statements of some of our feelings. Not about our feelings: we did not discuss them, we expressed them. Often it takes two times around the circle to achieve this openness, but we opened up on the first circuit because most of us have been living together in the Experimental College, and we knew each other already. Honesty was imposed by the group. If someone perceived dishonesty, bad vibrations, or a cop-out, he yelled "Bullshit!" or "cop out!" and insisted on honesty.

The second stage of the marathon consisted of acknowledging and expelling one's hatred. Emotion has physiological manifestations, and this exorcism involved the person's whole body. The words used were usually simply, "I hate!" as the hatred itself flowed out in an orgasmic effort which left the hater sweaty and exhausted, but relieved and joyful. Spitting up the hate was like having good sex, with the group being the lover. For we all felt the effort of the hater, we breathed hard, or cried, or got nauseous, and were exhausted when he finished. The joy at each person's triumph was expressed directly, physically — we hugged him.

You got out of this what you put into it, but most people put in a lot. Embraces and glowing faces ended the love trip, but there are people who will never be the same. People whose defenses have been discarded or broken, who can take in love more freely now because they vomited out hate. Those people you may see hugging each other in Tabler Cafeteria — they are neither crazy nor stoned. They are in touch with their insides, their feelings, so they can reach out to touch and love each other.

The reason people could express these strong and frightening emotions is that while they were hating, the group did not turn from them. We looked them straight in the eye and quietly loved and accepted them, with all their hatred.

There will be a meeting of all undergrads, grads, and faculty of the Math Department on Wednesday, October 30, 7:30 p.m., in Physics 111.

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# PRE-FAB ADMINISTRATION THE BATTLE OF THE BULGE

By Nat Beard

The latest word in the perennial Battle of the Bulge (the bulge of a dorm room containing three students) is that tentative plans are being made for on-campus, pre-fab dorm-suites—300 students worth. These plans will be activated only if Dr. Toll's predictions for the Stage XI dorms should turn out to be inaccurate, though there is absolutely no reason to expect any miscalculations to have been made (much). This tidbit "leaked out" on the very eve of the moratorium, timing which smacks of a dentist handing out lollipops in the waiting room. Nevertheless, we are actually much indebted to Dr. Toll. (How's that for a shock line?) He has proved himself a modern-day Moses; he takes orders from above and eliminates problems by stretching out his staff. Even more important, though, he has introduced the hitherto unexplored idea of pre-fabrication. This process could be his downfall, as well as being the answer to our prayers—one and the same, actually. God Bless Tiny Toll!

The great battle cry last year was "Now, not 1960!" Our general gripe has been that of being sacrificed for the school's future, for those who will come here years from now. In other words, we are selfishly looking after our own inter-

ests, concerned only with the next 2 or 3 years, and the hell with everything after that. Now, the boon of pre-fabrication is that it efficiently and economically satisfies short-term needs. Therefore, I say our battle-cry should be: "No more frustration with pre-fabrication!" Since we are supposedly restructuring the entire University, what better use for our miracle process than "the final solution to the administrative problem." Nothing would make some students happier than an entirely new Administration. Problem: getting a raft of new administrators can be expensive and highly burdensome, and can take up much of the students' time. Answer: a pre-fab administration—easily assembled, if you just follow the directions.

The structure is built around a central pillar, which is often stronger than it seems (and stronger than it should be). Next, one installs the primary structural supports: Deans, Directors, Vice-Presidents. The current trend in structural engineering is to have as many of these primary supports as possible—especially V.P.'s—the rationale being: the more supports, the stronger the structure. In our pre-fab administration, however, we will probably have as few of these as possible, the rationale being: too many passers spoil the buck. Cer-

tainly the most important primary support will be the Vice-President of Student Affairs, because some students pack quite a bit of vice into their affairs. The primary supports are quite important, as any engineer will tell you, because much of the constant strain borne by the central pillar is passed on to them. Next to be installed are the secondary supports. These come in four varieties: "Assistant", "Executive", "Associate", and "Co-", and the funny thing is that these parts are completely interchangeable. They can also be built in combination, much in the manner of Tinker-toys, as in: "Assistant Associate Executive Co-Director of Short-term Custodial Relations Affairs Operations" (janitor). (If all this confuses you, consult OPT's administrative directory—a real masterpiece.) The beauty of these interchangeable parts is that if a primary support isn't supporting its load as it should, it can be taken out over the summer and put somewhere with a relatively light load to support. If you don't believe it, ask D.C. Tilley.

Most important, of course, is the foundation, that which the structure rises from, and in our case, towers over. Interestingly enough, our structure seems to stay up without any visible connection with its foundation. Even more interesting, though, is the innovation which

some would have in a new, pre-fab administration: having the foundation on top of the structure, with all the normal lines of strength and support reversed; the foundation would, in a sense, become its own structure. If this doesn't make sense, don't worry; the present administration can't figure it out either.

Exciting though it may seem, we should remember that this idea has its faults. For example, if the central pillar is too strong and will not bend, even in a raging storm, it may suddenly come tumbling down. Furthermore, replacing one primary support with another (as I explained it earlier) must be done carefully; it can easily backfire if the replacement should suddenly break and fall out of place, leaving a load unsupported. As I see it, however, these shortcomings are easily outweighed by the great advantage of knowing just which primary or secondary support is supposed to hold up which load, and hence, being able to quickly identify and replace any structural component which is not doing its job. Of course, we have no idea how this brainstorm will sit with The Great Contractor (Big Bad Albany), but if we could actually carry it through, it might turn out to be just what many students are looking for. Then we could really say that we got our thrill on Library Hill.

## Student Reaction To Moratorium

### "Nothing Was Accomplished, But It Was Interesting"

By JUDY HORENSTEIN and TINA MYERSON

The key to student reaction after Wednesday's moratorium session on curriculum innovation seemed to be skepticism. Those interviewed were not Stony Brook's stereotyped apathetic students, but rather those who were concerned enough to get up early to hear the speakers and participate in the discussion. Despite their interest in making changes in the University, most students came away from the meeting disappointed. They noted a delay in getting down to essentials, and were annoyed at the abundance of what appeared unnecessary speech-making. Angela Philactos, '72, stated that the

session seemed like "a continuation of the same old talking." Despite the proposals brought up, she noted that "We're not really working together to put together something definite." Concurring in this opinion was Joel Dorfman, '72, who called the moratorium session "just a debating society — nothing you haven't heard in high school."

Students also agreed that there was poor communication among the speakers, and a lack of agreement on specific details. However, as several students noted, the opinions were not polarized between faculty and undergraduates — a hopeful sign. Although those in attendance fit comfortably into EFG

Lounge, many students felt that the group was still too large to effectively work on the proposals. By necessity, therefore, the meeting became one of talk rather than one of action.

Although Stony Brook has an image of "wild radicalism," a variety of opinions were expressed after the moratorium session. While many of the students interviewed demanded sweeping reform in areas such as university requirements, a few spoke in favor of only minor changes. Sue Vale asserted, "Requirements didn't upset me . . . There shouldn't be strict requirements, but there should be some sort of structure." Marianne DeJulio stated,

"Requirements shouldn't be done away with. They should be improved." On the other side of the coin, Richard Freedman presented the more widespread opinion, "Instead of having to take certain courses, you should be able to sit down with your advisor and pick the courses that are right for you."

If the meeting was not fruitful in terms of academic reform, at least it

had one saving grace — it stirred students to thought. As Robin Hughes, '72, put it, describing her reactions as "dubious," "Nothing was accomplished, but it was very interesting."

It remains to be seen whether anything more than long-winded discourse will be the outcome of the moratorium. To create change, students must continue to vocalize their opinions and take action.

### One Girl's Opinion - Three Days Cast Two Moods

By ELAINE SILVERSTEIN  
Assistant Copy Editor

The moratorium, to me, is Wednesday, Oct. 23.

10:00 a.m. The meeting's official title was "Curricular Innovation," but everything else was discussed, too, from university requirements to what makes a good teacher. O'Neill College Lounge was packed with people from 10:00 'til 3:00. There were students, faculty, grad students. Faces were skeptical, at first, but as the session wore on they became interested, and then hopeful. Here were at least 200 people, willing to present ideas, to listen to each other, to

try to bring about reform through the proper channels. You couldn't help but get the feeling that something good would come out of it. And then I went to the Humanities meeting.

3:00 p.m. The meeting was mostly taken up by a discussion of the foreign language requirement. It contrasted with the morning session — the tone of the meeting was sort of hostile, almost as if all the humanities people thought the rest of the University was out to get them. No one wanted to listen. It was even worse when about thirty English majors met right afterward. The main points of

discussion were making tutorials mandatory (I hadn't even known they existed), and giving students a voice in the hiring and firing of teachers. The tone was open warfare between faculty and students. I couldn't help comparing this with the meeting that morning, at which Dr. Norman Goodman acted as a moderator — not a granter of favors. I left the meeting feeling that things were bad and couldn't possibly get any better.

If anything constructive came out of either session, it must have been the first. I hope there were more like it during The Three Days.

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Distributed by Sigma Beta Phi

STATESMAN is published twice weekly during the regular academic year on Tuesdays and Fridays. All correspondence should be sent to Box 200, Gray College, S.U.N.Y. at Stony Brook. For information call 246-6787.

## Editorial

### The Role Of Student Government

If the Moratorium is to be successful, we must continue to question every aspect of this University. This is the first in a series of editorials designed to examine several general areas of life at Stony Brook. They are not to be viewed as answers, but rather as ideas that are worthy of consideration. We hope that from these specific proposals some basic guiding philosophy for this University can be synthesized.

The highest priority of any University should be its undergraduate students. Whether we like it or not, the only legitimate representation of undergraduate opinion lies with the student government. It would be helpful if we use the preamble of the Polity Constitution as a guideline for our considerations.

"The objective of Student Government at the State University of New York at Stony Brook is to insure that each individual may become all he is capable of being. To realize this purpose Student Government must be cognizant that they represent the student point of view which places those items concerning the educational atmosphere above all else. To this end Student Government is mandated to create and perpetuate programs which reflect upon the total environment of the University.

"Student Government ultimately derives its power from the Student Body which must be considered as an autonomous unit within the University Community. Student Government is created to carry out its mandate through the delegation of powers to it by the Student Polity, as put forth in this constitution."

Thus Student Government's power is derived from the Student Body. Our elected officials must make every attempt to represent us; otherwise their base of power will erode. When this happens, they lose their effectiveness in dealing with the rest of the University Community. Our strength

### . . . and STATESMAN

Stony Brook has had her three days. Let us reserve judgment for the moment about the success or meaning of the moratorium, and turn instead to another topic, Statesman. We have undergone change and re-evaluation, also.

The leadership of Statesman has changed because of our editor's decision that he would rather participate directly in student government. With the change and the moratorium has come a re-examination on our part of the role and content of Statesman.

We have had to realize that in many ways we have failed our readers. We have failed to cover the news of this campus adequately, and we have failed to realize how important this news coverage or lack of it is. It will be the policy of Statesman in the future to endeavor to cover all major news stories as objectively as possible. That's a promise.

But some points of understanding between us must be clear. First, we do not make this promise because we feel we owe it to you, or that it is your right to demand it. We believe that any newspaper, regardless of how it is financed, must have complete independence. We will accept no other position. No, we make you this promise because we realize that you need this coverage.

lies in our numbers.

There are two important ramifications of this condition. The student body cannot be disunited by petty internal struggles. The student government must keep its constituency informed. We should not be fighting among ourselves about concerts. The SAB does try very hard to present as diversified a program as possible.

In an effort to keep us informed, minutes of all meetings should be widely distributed, or at least made available to interested students. Each Senator must hold regular meetings with his constituency, which is the college as a whole, not the college legislatures. Since he is responsible to all the students who elected him, the legislatures should not have the power to impeach him.

The issue of representation of opinions is very complicated. The preamble says, "...they (Student Government) represent the student point of view which places those items concerning the educational atmosphere above all else." We must all ask ourselves what exactly educational atmosphere consists of. Then we must question whether our elected representatives are expressing our feelings on these issues. We must then come to grips with the problem of means toward these ends. If we do this, we can answer the question of whether or not Student Government is creating and perpetuating programs that truly "reflect upon the total environment of the University."

There are elections on November 4. The Statesman will do all it can to inform you about the candidates. You must speak to as many candidates as possible. Keep this editorial in mind when you are deciding how to cast your vote. The Stony Brook Reform must begin with the Student Body, for it is the students who will lead the way toward progressive education in the coming years.

Our goal is to satisfy your needs as much as possible without compromising our integrity, values, or opinions.

Second, we wonder who you think puts out this paper. Machines? Mysterious forces? Full-time professionals? The people who put out Statesman are your fellow students. We work very long, hard hours to put out two issues weekly; we have sacrificed jobs, friends, and a large part of our "education" for this paper, and we do not get paid.

We cannot do all the work ourselves and put out a perfect product. We need reporters to cover news. All the trying in the world will not enable us to stay on top of the news without reporters. We also need feature and sports writers, people to do layout, sell ads, type, answer telephones, do office work and hundreds of other seemingly small, but nonetheless important tasks. These people, my friends, are you.

So there it is. Our self-study and our bargain. We realize you want and need more straight news coverage, and we will make every effort in the world to give it to you. But don't just criticize, help. You can find every one of us in our office in the basement of South Hall every Sunday and Wednesday night. We'll be expecting you.

# Student Government Offers Rationale For Hiring Lawyers

By STEVEN ROSENTHAL  
Special to the Statesman

In your newspaper of October 16, 1968 a column appears by Patrick Garahan concerning the expenditure of student activities funds for legal fees. This article reveals a misconception concerning the reason a law firm was retained and the services that are to be provided.

In my judgment, the Student Government's hiring of an attorney was a far-sighted step designed to come to grips with the problems of our University in a constructive manner. In the words of a Newsday editorial of July 31, 1968, — "The idea seems to be an improvement

over the more violent methods of protest. Riots and sit-ins disrupt college life without producing meaningful progress. Reasoned discussion often leads to a solution. It may be less fun than a sit-in, but in the end it is apt to accomplish more."

It was within this framework that the Student Government decided to take the unusual step of hiring an attorney. Our retainer agreement provides for the law firm to develop a detailed knowledge of the campus and past and current developments; to itemize existing problems as they view them; to prepare a position paper which makes recommendations for the resolution of

these problems within a framework of legal authority; to represent the student body in negotiations with the Administration to accomplish the objectives set forth in the position paper; and to provide general legal counsel with respect to the problems which exist or may arise in the future, including advice with respect to the proper use of protest to achieve legitimate student objectives.

Our attorneys have already spent a great deal of time on campus and have discussed different ideas in detail with members of the student body, the faculty, and the Administration. The negotiation process has already been commenced through the Council on Student Affairs. Unfortunately, these negotiations have temporarily been interrupted so that President Toll can clarify the mandate of the Council.

There are a number of concrete suggestions and proposals which have already been made by our attorneys. These include the following:

#### 1. Decision-making Structure of the University

At the present time the power to make rules and regulations governing student conduct is vested in the Stony Brook Council. Our attorneys have advised us that, in their opinion, this delegation of power to the Stony Brook Council is unconstitutional.

They feel that it is arbitrary and unreasonable for decisions concerning the private lives of students to be

placed in the hands of non-involved members of the general community who are appointed by the governor as an honorarium. For this reason, they have suggested that the student body initiate a law suit to eliminate this power of the Stony Brook Council, and the Student Government has had this suggestion under discussion.

In addition, our attorneys have called for a reorganization of the committee structure at Stony Brook. As they point out, at the present time there is a great deal of duplication and uncertainty with respect to the bodies responsible for making decisions on particular issues at the campus. They have suggested that the Council on Student Affairs be given final responsibility for making all decisions concerning student affairs and have also suggested that all committees and commissions be made subcommittees of the Council on Student Affairs, so that there will be a clear line of authority and responsibility.

#### 2. Housing Problems

As we all know, tripling has been one of the major causes of dissension on the campus during the past several years. Our attorneys have suggested that modular units or mobile home units be placed on campus to alleviate this problem. As a result of their efforts, specifications have already been sent to a number of firms and bids should be received within the next several days.

In addition, our attorneys have requested an opportunity to speak with the proper state officials, so that permission can be received to use unencumbered grounds at Stony Brook to accommodate these housing facilities. It is entirely possible that the state officials will refuse to cooperate. However, the attorneys have made a creative suggestion and have spent a great deal of time in an attempt to implement it.

We have also been advised that the University is in breach of contract as re-

gards those sophomores who are presently tripled, since a direct representation was made to them last year that they would not be tripled. It is our attorneys' opinion that any sophomore who is presently tripled may vacate his dormitory room, rent alternative facilities, and sue the school for any difference in cost incurred.

Our attorneys have also advised us that it may be possible for students to bring an action against the contractors responsible for delay in the construction program, and have suggested that the state officials have been derelict in their responsibilities in not doing so.

Finally, the attorneys have suggested that a Committee on Construction Progress be created, composed of members of the student body, faculty, and Administration. The purpose of this Committee would be to consider priorities in the building program and to monitor construction progress, so that pressure can be brought to

bear long before a building deficiency occurs. In conjunction with this, the attorneys have asked why certain academic facilities, started at the same time as dormitory projects, have been completed long in advance of these dormitories.

#### 3. Parking Regulations

Last year almost \$30,000 was collected in traffic tickets. Our attorneys have advised us that these fines were illegally assessed and that persons paying them are entitled to reimbursement. It is their opinion that these regulations were established by executive fiat without following the procedures mandated by law and that therefore they are illegal. As they point out, "School officials just as students must be governed by the rule of law."

They have also advised us that in their opinion the present parking regulations are illegal since they have been passed by the Stony Brook Council. In their judgment, the rule-making powers of the Council represent

(Continued on page 10)



# voice of the people...

## Dr. Toll Speaks

Dear Editor:

Normally it is not my policy to comment directly upon articles in the Statesman. Some errors are almost inevitable when one is reporting on a complex subject in the haste that is necessary in a newspaper. I usually do not take time to correct such errors, even when they apply to my own statements, unless I feel that it is essential to do so because of fairness to other individuals.

However some persons may be unfairly hurt by a misunderstanding of my views that is reported in the article on the front page of the issue of October 25, 1968. I would be grateful if you would print this letter to correct the record.

So far as I know, all members of the admissions staff appear to have behaved quite properly in connection with statements concerning financial aid at the University. About two weeks ago, some charges were presented to me that unauthorized assurances about financial aid may have been made by some unidentified individuals; I immediately asked for any documentation or written statement concerning specific instances of this type, so that I could investigate them. I still have not received any such documentation, although I understand that some may be given to me in the near future, in which case I will respond promptly.

Present indications are that, if any have acted improperly, this does not include our Admissions Officers. We are fortunate in having a professional group who understand their

duties as Admissions Officers and who have been performing them well. It has always been University policy that financial commitments to entering undergraduates should be made only by the Office of Financial Aid. I hereby guarantee that any commitments that have been made by that office will be honored; I have issued a memorandum to clarify that no one else is authorized to make such commitments without clearance through the Office of Financial Aid.

Of course, many of those interested in the University may describe the financial aid available to needy students here, but such statements should make clear that commitments can be made only by appropriately authorized officials. A similar policy applies in every field of University activity. I criticized those persons who, in their efforts to encourage needy students to come to Stony Brook, may have given the impression that they were committing financial aid when they were not authorized to do so. I do not think that our professional admissions personnel made this error, and I will investigate any documented charges that others have done so.

Please understand that this correction is made to defend our loyal Admissions Officers; my comments are not a criticism of Mr. Steele's article as a whole, or of the October 25 issue of the Statesman, for both indeed should be praised as decidedly superior to their counterparts published earlier this fall. John S. Toll  
President

## Our Fault

To the Editor:

It is usually the case that a newspaper prints only that which is true. In which case the Statesman is not a newspaper, operates under a completely different ideal or allows the editing of irresponsible articles.

On Friday, October 25, the Statesman printed an article about a speech by Robert Callander. I am sure that Mr. Callander, as well as anyone else, would have been forever grateful to have his name in your paper. However, on this occasion, what you printed about Mr. Callander was, for the most part, false.

A section of the article states, "He described his efforts to bring more black education onto the Stony Brook campus. He has tried to initiate a Black Studies Program . . . he has tried to establish a course called Black Experiences in America . . . he has however organized a black students organization called Black Students United. All lies! Where the hell did you get your information from?"

Mr. Callander is not solely responsible for any of these programs or the organization of Black Students United. All of these programs were carried out by Black Students United as a whole.

It is evident that an apology by the Statesman is due to Mr. Callander and B.S.U. The apology preferably should come from that reporter who made the statement

## STUDENT MOVEMENT

# Generation Gap Adds Turbulence

By BILL FREELAND  
College Press Service

NEW YORK (CPS) — The generation gap has hit the student movement.

From the riots of Berkeley in July, to the confrontation at Chicago in August, to campus protests as they have unfolded this fall—the

old definitions of "correct political struggle" are under attack, and new forms are beginning to emerge.

The character of the challenge is slowly taking shape: the content of the issues raised is more inconsequential to the action taken; the deference to an established

leadership is all but forgotten; and any sense of the total political effect of an act is very nearly irrelevant.

A mood is spreading in the wake of these shifts. The new-style activists gladly leave to the older "political types" the questions of ideology. Rhetoric, so revered in the past, serves young militants of today as little more than a pretext for greater belligerence.

The students involved this year want action. And they are ready to move whether they have a clearly defined "analysis of racism and imperialism" in their back pockets or not. The act of defiance alone is creating its own rationale. The "Movement—capital M" is becoming less and less the medium. It is perhaps the most important clash of sensibilities within the youth Left since Negroes declared for black power and white radicals began redefining the doctrine of non-violence.

and failed upon our visiting the Statesman's office, to afford us any reasons at all for his making those irrational statements. Remember, Black Students United will not bite you. You have merely to ask and I am sure that they are more than willing to clarify any of your doubts. Felix V. Baxter  
Member of B.S.U.

## Thank You

To the Editor,

An open letter to the students, faculty and Administration of Stony Brook:

We would like to offer our thanks all those who unselfishly offered their services and contributions to our campaign to KEEP BIAFRA ALIVE. Your efforts and awareness have helped us to collect over \$2500

It is impossible to describe the Expression of gratitude shown by Laz Ekwueme, president of the Biafran Students Association in Connecticut, as he accepted our contribution. Mr. Ekwueme has no idea that a campaign was initiated on this campus prior to his speaking at the University last Monday night. He was overwhelmed by our concern for his country's plight.

Our committee derived a great sense of pride and satisfaction in working with all those who made this campaign possible. Thanks so much for your interest and enthusiasm.

Stony Brook Committee to Keep Biafra Alive

The American environment, for too many people, simply does not permit a satisfactory way of living. But if these conflicts must remain unresolved, for many young people at least, they will not go unexpressed.

Thus, in 1968, for thousands of kids from high schools and colleges all over the country, the Democratic Party became the object, the convention became the time, and the Conrad Hilton became the place. There for one, brief, incredible moment, everything was out in the open, and America glimpsed—for perhaps the first time—just how deeply the divisions really run.

Somewhere, not very long ago, a turning point of sorts was passed. One senses within the student movement a kind of break with the past. One sees the word "student" becoming too restrictive; the indictment against American society, once the property of a desperate, suspicious, bearded minority, has been joined in by a new host both on and off the campus which defies simple classification.

Already they are making their presence felt, but in ways that don't always fit traditional models for political action.

Shattered, in all of this, has been the sense of an

orderly progression of political consciousness. The anti-racism/imperialism movement (which had replaced the anti-war movement, which had replaced the civil rights movement), appears itself threatened by pure chaos.

While each movement served for its time, one sensed through them all that they were provincial in scope. Oddly, they touched only a small part of what still troubles the great mass of Americans. Other, more fundamental questions remained—more deeply felt needs to which no voice in our national life has yet spoken.

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(Continued on page 10)



# What goes on here?

a column by RICHARD PUZ



One question that The Three Days should have led us to ask is the basic one, "What is an education?" Is an education simply that body of facts picked up in a formal course structure? Shouldn't an education be knowledge that is useful and relevant to the student?

As universities are now structured, the student is rewarded in the form of grades and graduation for mastering a formal body of knowledge. Thus the student can study any one of two dozen areas. If his lifelong goals indicate a career in one of these areas, he is "rewarded."

But how many students want to be university professors, anthropologists or chemists? Relatively few. One must then conclude that the goals of the vast majority of students are not being served by this or any university. Why should any body of knowledge be considered more important than any other body of knowledge? Why is a student rewarded for knowing that F - MA, but penalized for spending the time to learn how to book or arrange a concert?

Calcite has a four-sided cleavage; this column is being run in nine-

point type on a 10-point slug; both are facts, and yet a person is rewarded with credits for only one. On face value, which is more important? Neither, obviously. Education is a very personal learning experience — the reward system doesn't work because it doesn't induce motivation. The system is bankrupt because, try as it will, it can't create enthusiasm for a body of knowledge which is irrelevant to most undergraduates.

The university tries to justify itself by claiming that they are training a student's mind by forcing

him to study a discipline. This theory is utter garbage. Since when does the mind become trained by doing something distasteful and intellectually or physically unrewarding?

If "higher education" is to become meaningful and useful to students, it needs new goals. No longer will the old platitudes suffice; college must be raised from the vicious cycle of preparing education-oriented students for a college professorship, to preparing knowledge-oriented students for life's experiences.

NEXT: What can be done.

**PHOTO CONTEST**

entries welcome from all campuses:

(categories)  
 1. news  
 2. arty-farty abstract  
 3. candid + feature

**Prizes!** → fame and champagne!

prints must be:  
 black + white  
 (and/or gray)  
 8" x 10"  
 submitted by  
 Dec. 31, 1968

MAIL entries to  
**STATESMAN**  
 BOX 200  
 GRAY COLLEGE  
 S. U. N. Y.

## Whizbang Graphix

Photographs turned into postcards, posters, Greeting Cards; Any style freehand lettering or type - Letterheads + bookplates designed...

(Continued from page 9)

Last week, for example, New York University students mobilized militant backing over an issue many older radicals condemn as passe — reinstatement of a fired professor. But if the issue was outdated, the tactics certainly were not. Students took over two campus buildings, bombed two dorms and disrupted the university's telephone system as an expression of their support. Campus politicians moved in to broaden the issues, but almost before they could call a rally for that purpose, most of the protesters had returned quietly to their regular student roles.

Similarly at Boston University recently, students often number 1,000 joined an AWOL Army private in a symbolic gesture of sanctuary in a university chapel and holding off federal officers for five days and nights. But when radical leaders tried to link that action with the issue of campus ROTC, the interest lasted only until the deserting soldier was placed under arrest. One of the sanctuary organizers confessed with disappointment, "we raised their commitment to action, but not their political consciousness."

Perhaps the real source of his disappointment was that the protest failed to develop the kind of awareness he was used to recognizing. For while students this fall clearly have a greater sense of the political dimension of their lives, that awareness has not automatically committed them to the struggles of the past.

These new activists, many of whom date their changed perspective as recently as, for example, Time's cover story on Columbia, seem to be looking for more personal, more immediate forms of involvement without a regard for correctness of strategy and ideology.

These new revolutionary recruits, of course, may just be politically naive—as many older radicals contend. On the other hand, it could be they no longer need the remote Great Issues, so important to the movement until now, to motivate them

to action. That they feel the need to act can be justification enough.

That certainly was the rationale during this summer's riots in Berkeley. Despite the constant flow of rhetoric from the "leadership," it was the continuing possibility of confrontation with the police that brought people into the streets each night. "The streets belong to the people" was the cry. The appeal was uncomplicated and direct—perhaps even primitive—but it moved people to action. After that level of involvement, explanations about its political significance became merely boring.

In this shifting mood, demand for the development of a unified revolutionary movement is more and more conflicting with the way younger "revolutionaries" individually want to live. They need to find a combination of life style and politics—in an atmosphere where neither impulse implies a contradiction of the goals of the other.

In the process the movement seems headed into some kind of clash between "generations." Already older radicals express suspicion over "these Joe - College-Come-Lately radicals" — many of whom, they are quick to point out, were equally committed to Gene McCarthy just two months ago.

The neophytes, on the other hand, are just as quick to criticize their detractors for acting like members of "some old veterans' group."

Neither description is accurate, but of course that has never been the point. The fact is that what started out as a small campus movement is very quickly being transformed into a sensibility with ties to aspirations of a whole generation.

And in transition, as the weatherman observes on occasion, some turbulence can be expected.

## Polity Lawyer

(Continued from page 9)

an unconstitutional delegation of authority from the state legislature.

### 4. Abuses of Police Power

As many students know, the Suffolk County Police engaged in many questionable tactics during the "bust" last year. Our attorneys have met with the Resident Assistants and with other student groups and suggested a series of procedures which will insure that students are not abused or taken advantage of by police officials. They are presently preparing a detailed legal memorandum which sets forth the powers of police officials and limitations on them in terms of the rights to arrest, detain and search.

It is important that we recognize that there are legitimate student rights that must be protected against police actions and we hope that the memorandum being prepared will provide useful guidelines.

### 5. Use of Student Funds

There is presently in existence a student activities fee. Our attorneys have advised us that under present law, it is within the exclusive power of student government to determine the size of this assessment, to collect funds,

and to expend it on such purposes as it deems appropriate.

When we first attempted to retain the attorneys, the school stopped payment on the check. As a result of the efforts of our attorneys, a new check was issued, and the school for all intents and purposes, recognized the right of the student government to spend these funds as it saw fit.

If the student government is to play a meaningful role within the university community, then it must have fiscal autonomy. The efforts of our attorneys have helped to protect this autonomy.

In addition, our attorneys are presently investigating the question of the use to which these funds may properly be put. Among the things they are considering is whether such funds may be invested, and the kinds of investment that may be made. Investment of these funds might produce a situation in which future students will not have to be assessed a student activities fee.

As the above comments make clear, our attorneys have investigated a whole series of questions which are of great importance to

students. Also under consideration are a number of other issues, such as the right to privacy of students, the role of the University in dealing with the narcotics problem, and the question of whether illegal revenue producing fees are being assessed against students. There are a whole complex of issues which demand legal advice. It is the opinion of the present officers of the Student Government that its decision to retain attorneys is justified and worthwhile.

It should also be pointed out that our attorneys have been paid a retainer fee of \$2,500, not \$15,000. There has been an appropriation of \$15,000 to be expended for legal fees, if necessary. At the present time, however, no expenditure of this magnitude has been made and none is contemplated. If it is necessary for the student body to initiate individual law suits or to retain consultants in conjunction with legal problems, then additional expenditures of funds may be required. Such decisions, however, will be made only with great care and with due regard for the proper utilization of the student activities fees.

# From The Concert Chairman      The Truth About SAB

The Moratorium Music Festival ended Wednesday night and a compliment should be paid to the Stony Brook audience. In contrast to the reception that Tim Hardin received, Ten Years After received five standing ovations, one lasting better than three and a half minutes; when Blood, Sweat, and Tears ended the five hour concert, the audience was still responding strongly.

The hectic week of planning which preceded the pair of concerts is over and I was about to sit down and write a happy informative letter about upcoming events, where the money is going, etc. Then I read an article in the STATESMAN entitled, "The Privilege of a Concert." The article is quite disturbing. The author, Mr. Rubenstein, took the opportunity to not only attempt to undo the accomplishment of Jim Frenkel's article in the preceding issue, but also to unduly lash out at the Student Activities Board. He says, "The SAB went back to its own merry way of getting whomever its heart desired." Statements such as this one from a supposedly informed person creates unnecessary animosity between the student body and the SAB. Last May an article was published in the STATESMAN which did a similar thing. It told the students that most of the music was from the West Coast and then enumerated most of the concerts and illustrated that its statement was false.

In the bag of soul and blues last year were The Chambers Brothers, Muddy Waters, James Cotton Blues Band, and the Bagatelle. Folk features were Phil Ochs, Judy Collins, Doc Watson, the Holy Modal Rounders, Janis Ian, and others.

The African-Jazz Concert featured Charles Lloyd and Olatunji. From Britain came the Spencer Davis Group and the Incredible String Band. India sent us Ravi Shankar. Yes, there was West Coast music, but it wasn't more dominant than any other bag. The Doors, Tim Buckley, LOVE, the Grateful Dead, and the Jefferson Airplane comprised the California contingency. Due to the tight budget, there were two paying concerts where Jimi Hendrix, the Vanilla Fudge, the Vagrants, and the Soft Machine appeared.

It is hard to believe that the complaints never stopped. If people would think, then unreasonable complaints would diminish. Before complaining, one should ask: "Just because I don't like it, does that make it acid music?" Surely if one examines the concerts that we have had or will have, one will see the diversity. Thus far, the SAB has presented Orpheus, The Children of God, Smokey Robinson and the Miracles Revue, Joni Mitchell, Tim Hardin, Spider John Koerner, The Rhinoceros, Procol Harum, Moby Grape, The

Soft White Underbelly, The Churls, Ten Years After, and Blood, Sweat, and Tears.

Groups already booked for the following months are: Blues Bag November 16th - Big Brother and the Holding Company, Richie Havens, Rev. Gary Davis, and John Hammond Trio.

December 13th - Nina Simone and the Young Bloods. February 8th - Arlo Guthrie March 21st - Ten Years After

Of course, there will be other concerts which are as of now tentative. Both Mary Beth Olbrych and I are working hard on future dates and will keep you informed as things happen. There will definitely be a Jazz Bag in April and a dance-concert the night before the Open House in March. We still have some money left and you will hear good music as a result.

People complain, "Where is our money going?" In order to pay concert performers, the SAB has been allocated less than \$44,000. When divided by more than 5000 students, that works out to less than \$8.50 a person. The concerts we have already had this year would cost considerably more than that if you went to see them in the city; we still have so many more coming.

Other complaints are voiced: "Where does the \$100,000 that the SAB gets go?" Well, in running a concert, you not only pay performers, you also set up the gym, feed the performers, pay for security, tickets and publicity, make many telephone calls, and pay for a sound system. There goes some other money.

The SAB is not only concerts, contrary to many students' beliefs. Also provided are speakers such as Dick Gregory and Eldridge Cleaver; and coming soon: Clark Kerr, Leroy Jones, Dr. Benjamin Spock, and Norman Mailer.

In the way of teater the SAB has presented the Cafe La Mama Players, and is presenting The Living Theatre October 28th and 29th.

So that's where \$100,000 goes. Divide that by the number of students and you will find that it comes to less than \$20 a person. When you think about it, where would you get more or better entertainment for twenty dollars???

There are a few more things that should be taken care of in this article:

1. Regardless of what Mr. Rubenstein says, if you stay seated during a concert, it will turn out better for you. Word gets around in show business. Performers would much rather appear before a polite crowd than an obnoxious one. Following the concert last Wednesday, the groups asked if they could have the opportunity to return. It was great to hear Steve Katz (formerly of the Blues Project and now with Blood, Sweat, and Tears) say, "We would really love to come back here." Things like that make work much



TEN YEARS AFTER play for peace

easier for this end.

2. On Nov. 4 tickets go on sale for the Blues Bag. I.D.'s are needed and tickets are free to SAB fee-payers. Tickets for members of the University community such as faculty and grad students

cost \$3. Outside tickets cost \$5. It is suggested that outsiders get their tickets early because there will be only a limited number available. During the first week of ticket sales, outsiders may only purchase tickets for the

early show. EVERYONE SHOULD GET TICKETS EARLY because seating is row by row.

If anyone has any questions, feel free to come to South Hall basement and FIND OUT.

## Wider Horizons:

# Reaches Uncharted Potentials

"Children from ghetto areas are not lacking in skills, talents, or interests. It's just that they've been deprived of the resources to learn and to express their ideas creatively. We want to help them to learn about themselves and their uncharted potential."

So speaks Bob Cohen, student coordinator of Wider Horizons. This program, now entering its fourth year at Stony Brook, aims to use the facilities of the University to reach these goals.

Originally, the program was based in Riverhead, and operated out of that community. When a bus was secured, the youngsters from Riverhead began to be brought to the campus. Last year, Vista workers in Riverhead established a recreation program for younger children in their own town. As a result, Wider Horizons now consists of older children from Riverhead, and younger children from the immediate area — Christian Avenue, Stony Brook, Selden, Coram, etc. The program has grown to include 75 youngsters and 50 Stony Brook student volunteers.

The structure of Wider Horizons is fairly loose, and emphasis is on the one-to-one relationships built up between counselor and child. However, one of the aims

this year has been to improve the program's organization. One method for accomplishing this was an orientation weekend in which all prospective counselors participated. The weekend consisted of small group sessions headed by group leaders. Each group tried to establish honesty in communication among its members by long hours of group discussions.

A second innovation is the use of resource people this year in Wider Horizons. One such person is Dr. Lipton, a reading specialist from the education department, who spoke to the counselors about the selection of books and their use in informal reading sessions. In addition to members of the University community, speakers from Riverhead and other representatives of the Black community will address Wider Horizons counselors from time to time.

Wider Horizons will be able to enrich its program this year, aided by college plan funds from Whitman College. Last year, there were only limited supplies, but Whitman has donated money for expanding the arts and crafts program, as well as space in the basement of the building to be used as an arts and crafts room. Whitman college has

also provided bathings caps and towels. Children's bathing suits are still needed, however. In addition, more children's books for enriching the reading program are needed. A publicity drive for these items is underway. Students who have books or bathing suits they can donate are urged to contact Bob at 7225.

Swimming and swimming instruction is, as in previous years, part of the Wider Horizons Saturday program. At this time, the university is providing supervision for swimming. However, students who meet lifeguard requirements are beginning to volunteer their services in the event that Wider Horizons is required to pay the University for this service.

Sports, too, continue to be part of the Wider Horizons program. Drama will be included this year by Gershwin College. Members of its theater group will present skits and help develop opportunities for the children to put on their own plays. Even sewing on sewing machines and baking will be instituted this year. Plans are now being made for a huge Christmas party, to which various colleges have already expressed interest in contributing.

## Saigon Continues To Suppress Students

By TRAN VAN DINH  
College Press Service

Since the condemnation to five years at hard labor of Nguyen Truong Con (the 23-year-old editor of Sinh Vien, the Saigon Student Union newspaper) on July 25, and that of Nguyen Dang Trung (Chairman of the SSU, 10 years at hard labor in absentia) in August, the Saigon regime continues its crack-down on the students of South Vietnam.

On October 3, Nguyen Thanh Cong, Secretary General of the SSU, was given a suspended 3-year prison sentence on a charge of "undermining public security" by a military court after a three-hour trial.

The SSU headquarters at 4 Duy Tan Street in downtown Saigon was raided by the police on September 24. During the raid, police arrested student leaders — among them Nguyen Thanh Cong (also Chairman of the Medical Students Group) and Miss Dao Thi Nguyet Thanh, Secretary General of the SSU's Relief Committee.

The SSU headquarters was closely guarded and surrounded by security forces. This prompted Miss Tran Thi Ngoc Hao, acting SSU Chairman, to send a protest to the newspaper Cong Luan (Public Opinion) in which she said that the government action "interfered with the Union's internal affairs" and was "part of a plot by the dictatorial regime."

Representative Nguyen Trong Nho (a 31-year-old former student leader) sent on Sep. 27 a letter to Premier Tran Van Huong requesting that the government release the SSU headquarters from police siege. He said he would bring the matter before the House of Representatives if his demand was not met.

The suppression and arrest of students continues, however, despite the fact that the Saigon regime had replaced all arrested student leaders with pro-government "student" agents.

Why do the South Vietnamese students consistent-

ly oppose the Saigon regime? One answer can be found in a statement by the new Minister of Education, Le Minh Tri (who replaced Michigan State University-trained dentist Nguyen Van Tho). On Oct. 2, 1968, soon after he assumed his function, Minister Tri declared: "For a long time, the universities have been a complete mess. The professors are lazy or even never show up in classes."

He vowed "to lift the lid from the universities' garbage can and find out the true state of affairs." Mr. Le Minh Tri does not need to do that. If he simply looks around he will easily find out that it is the atrocious war, the foreign occupation, which revolts the conscience of the students in Vietnam and elsewhere.

Minister Tri could also see the truth if he read the following story in the Saigon Post of September 19, 1968 and changed the word "communist" to "resistance" or "Alliance of National Forces for Peace and Democracy." The story said: "Two University students admitted they have joined the Communist party because they did not want to see 'foreigners on the soil.'" The two appeared before a press conference given by National Police Director General, Colonel Tran Van Hai. They are Nguyen Van Chin, 24, and Ho Hung Van, 23, arrested by the police on September 10 and 13 respectively. Chin, a native of Quang Ngai province, and a second-year sociology student from the Van Hanh Buddhist University, Saigon, told newsmen he was "sorry not to be able to carry out the task entrusted me by the Communists." "What I'm now preparing to do is to be ready to appear before court," he added.

"Chin did not show any sign of repentance or fear when replying to questions from about 50 local and foreign newsmen (Note: I did not see this story printed in any newspaper in the U.S.). He said he had joined the Communist party because his father and two of his elder brothers have been

in the North since 1954. Asked what he felt about the "Communist wanton shellings on South Vietnamese cities and towns," Chin said, "I was moved by the death of women and children. But the cause that generated such a situation is another matter which I don't want to discuss right now."

"Second-year law student Van, who was the Secretary-General of the Law Students' Representative Group of the Saigon Student Union, told the questioners he did not want to see any 'foreigners in Vietnam' because 'such a presence prevents freedom of thought in the South.'"

"We do not accept a false freedom like the one now prevailing here, a freedom under pressure," Van added. On the presence of the American troops in the South, Van reasoned that this was dictated by the "U.S. intention to protect its influence in Asia — mostly economic interests." He added, "Communist North Vietnamese troops are now in the South in order to fight against the presence of these foreigners."

The repression of the students, although very serious, is only a small aspect of the whole police-state system prevailing now in South Vietnam. According to the Washington Post of September 16: "When President Thieu introduced his 1968 national budget last January, he stunned the National Assembly by asking for about \$670,000 to feed the 12,000 citizens whom the government expected to have under temporary detention on a daily basis. The budget request, however, was passed without much fuss."

Some Assemblymen explained that in wartime, it was unrealistic to expect scrupulous respect for civil liberties. But one Senator, who refused to be identified, complained that "anyone in Vietnam who has a gun can pick up people." The Saigon regime has plenty of guns (supplied by the U.S.) and plenty of money — provided by the hard-working American taxpayers.

## Un-American Activities In Appalachia?

College Press Service

PIKEVILLE, Ky. (CPS)—Bib overalls, out-of-state license plates, and singing of "We Shall Overcome" were introduced as evidence of un-American activities during an investigation of Appalachian Volunteers here last week.

The Kentucky Un-American Activities Committee (KUAC) held hearings on alleged seditious activities in Eastern Kentucky, a culmination of a conflict that erupted last year when five anti-poverty workers were indicted on charges of plotting to overthrow the county government.

The state law on which the charges were based was later ruled unconstitutional by a federal court.

The dispute includes Pikeville College, a small liberal

arts school headed by Dr. Thomas Johns. He fired local residents by hiring professors opposed to the Vietnam war and by holding open forums on strip mining.

Dr. Johns' critics protest that the college is becoming too liberal, but the president has continued his new policies. "What I'm going to do is run the best educational institution I can, which means I'm going to demand that the issues facing our society be discussed, investigated and analyzed. I'm not going to sell my soul for prejudice, hate or bigotry," he said.

One of the anti-poverty workers indicted for sedition, Alan McSurely (he wore bib overalls), charged recently in a radio broadcast that Pike County was run by a

"courthouse gang" working for a few coal-mine operators. He also said it was not illegal or wrong to work for peaceful change in government.

That statement prompted the local prosecutor to say, with all seriousness, "I want to warn McSurely that if he calls on Russian tanks to help him conquer Pike County, I intend to appeal to Mayor (Richard) Daley of Chicago and (former Ala.) Gov. George Wallace for help in defending Pike County."

The KUAC committee packed up and left without naming any Communists or taking any action other than recommending less political involvement by AV's. And latest reports indicate that no tanks have been spotted yet in Eastern Kentucky.

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# Canvassing Creates Happy Hassles

by AL WALKER Arts Editor

Many of the young volunteer workers involved with Al Lowenstein's campaign for Congress in Nassau's Fifth C.D. are hardened veterans of the political camp. Some have slept on wooden church floors in places as diverse as Oregon and New Hampshire. Putting in endless hours, they have faced both stubborn opposition and unsuspecting encouragement. Some have not.

As one of the latter, I had few political credentials for canvassing. As a youth, I found selling magazines to be a traumatic experience. I was a silent radical. After the dismaying events of Chicago, I assumed a new determination to save the remnants of the McCarthy miracle by helping Al Lowenstein and Paul O'Dwyer. Envelop-stuffing was over. I was now going to hit the frontier trail of Sunrise Highway in Rockville Centre.

I arrived at a four-story building marked LOWENSTEIN in day-glo red, and found my way into a crowded, disorganized, highly enthusiastic mob. After tripping over telephone wires and bumping my head on makeshift room dividers, I met someone who advised me to go to the storefront headquarters. It was only down the street, but people gave me elaborate directions on how to find it.

When I arrived there, I announced my intentions to canvass and help the Lowenstein cause. Somebody offered me an egg salad sand-

wich, but no one could help me. No one had heard of Stony Brook students coming, but a six-foot-sixer gave me 200 pieces of literature to hand out at a "shopping center." Not realizing that Rockville Centre was one big shopping center, I wandered for half an hour before I distributed one piece of literature. I drove until I reached the first suburban block with some Lowenstein stickers on cars in driveways. The first two houses were empty, so I left literature. "Big canvasser, you're really sockin' it to 'em!" That attitude disappeared at the next front porch. "No, I'm not selling magazines, but I have some literature on Lowenstein." The first slammed doors hurt, but who the hell knows me in Lynbrook?

Some ten-year-old football players were disappointed that I had "no Nixon stuff." A few forty-year-old Wallaceites acted accordingly, and questioned my patriotism. No violence though. I drove back "politically experienced" to Rockville Centre. I stuffed some envelopes and picked up 100 pieces of Lowenstein literature that had been strewn in front of a bakery. My supper consisted of ten marshmallow cookies, and no one knew where I was to stay.

I retreated to an uncle's house in Oyster Bay and began canvassing the next morning. At 3:00 p.m., I was pressed into service to drive some stranded volunteers to colleges 120 miles away. Thanks to a sixty-eight-year-old cousin in Dutchess County, I received my first meal in two days and a place to stay. The next day I drove back to Stony Brook from upstate, missed Peter Nack's Sociology-Free Speech recitation at noon, and struggled in exhausted to an absurd lecture where a professor futilely tried to convince me that interpersonal commitment was declining.

## Change Clinic

By CAROL STRAUCHEN  
Statesman Staff

(Part accidentally omitted from last Tuesday's article Oct. 22)

Most of the Change Clinic participants I asked agreed on what they thought the school got out of the Change Clinic. It got a number of mature leaders, aware and dedicated people working to change S.U.S.B. for the better. Jerry Weiss contends that it made everyone focus back on the real issues and made the administration more honest. It also produced a possible liberal arts major and was the direct cause of the three-day moratorium. Lenny Mell believes that the Change Clinic helped produce people who understood themselves more fully and helped them to learn how to effect change on a campus, some with explicit ideas and most realizing that to "really change" an environment is actually a much more subtle mixture of explicit acts and implicit attitudes and gestures. He says that the great majority of the participants in the Change Clinic who are now actively involved are interested with the social and intellectual environment of Stony Brook, not with the group perspective. They are, however, interested in a perspective as individuals.



# LEMAR STUDIES REFERENDUM

by AL MUNGO

Recently, the student body of Stony Brook was given the opportunity to vote on a referendum giving possible proposals for amending the marijuana laws. On the referendum, a broad range of choices were offered, from increasing the penalties for sale and or possession of marijuana, to complete legalization of it.

As expected there was a very high voting rate for the proportion of students on campus. The high voting rate shows that the marijuana issue is, among others, of very great concern to the majority of the student body. According to Larry Axelrod, organizer of LEMAR, last year's "Campus Bust" must be credited with acting as a catalyst, stimulating students' attention to the issue. It gave even those not directly affected a preoccupation with the pot problem, and instilled fear into the rest. LEMAR initiated the proposal for the marijuana referendum in order to evaluate student sentiment on the pot issue. The goal of LEMAR, an inter-campus organization, is the ultimate legalization of marijuana.

Members of LEMAR noted that students, when questioning the authorities, want to know what is wrong with pot. They ask wherein its "evil" lies. Students want

clear, honest, unrheterical answers to basic questions. Is pot addicting or harmful in any way? If not then why the commonplace "witch hunts" by police for possessors of pot?

Not surprisingly, the majority of students voted for complete, or slightly restricted, legalization of pot. However, it might be noted that a small minority preferred increasing the penalties for the sale or possession of pot.

Larry Axelrod noted that the public at large is basically ignorant of the facts involving the use and effects of pot. LEMAR alleges that the blame falls on the Federal Narcotics Bureau. The group strongly criticizes the agency's inaction in doing objective research on marijuana. In addition, LEMAR finds the government guilty of maintaining old-fashioned prejudices, in the interest of maintaining its own power and control.

LEMAR is attempting to "re-educate" the public to the facts on pot, by means of mutual idialogue. The organization will communicate with the appropriate authorities, both public and government, through written and verbal discourse. LEMAR is open to any means that might on some way increase understanding of the uses and effects of marijuana.

## Notices

(Continued from page 2)

Neil Simon's long-run-on-Broadway comedy, "Barefoot in the Park," will be presented by The New Theater, a local community theater group, at John F. Kennedy Junior-Senior High School, Jayne Blvd., Port Jefferson Station, on November 8, 9, 15, and 16. Curtain time is 8:30 p.m. Tickets may be purchased at the door (\$2 each) or bought at Village Chemists in East Setauket daily between 10 and 2 p.m. For additional information, call 751-4266 or 473-8945.

There will be a general meeting of the Organization for Progressive Thought at 8:30 p.m. on Tuesday, October 29, in the Engineering Lecture Hall (143).

Seniors who are planning to enroll in Student Teaching (Secondary School Teaching, Education, Education 350) during the Spring 1969 semester are required to file an application of intent with the Department of Education (SSB401) before November 4, 1968.

Tuesday, October 22, the fearless men of South Hall, led by Richie Costanzo, took on the girls of Tabler IV, A-3, in a game of touch football. Now, after their latest victory of 24-20, South Hall, A-1 challenges any girls' hall to a similar match.

The motion picture, "Day the Earth Stood Still," starring Michael Rennie is on the bill for Wednesday, October 30, at 7 p.m. and 9:30 p.m. in the Engineering Lecture Hall. It is being presented by the Science Fiction Forum.

## SAB Presents:

# Horror Film Festival

Halloween Eve. Oct. 30

10:30 P.M. - 1:30 A.M.

Physics Lecture Hall

"The Phantom Of The Opera"

&

"The Wolfman"

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No Tickets - Come As You Are

### 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)

"A computer has no mind of its own. Its 'brainpower' comes from the people who create the programs," says Rod Company.

Rod earned a B.S. in Math in 1966. Today, he's an IBM Systems Programmer working on a portion of Operating System/360, a hierarchy of programs that allows a computer to schedule and control most of its own operations.

**A mixture of science and art**

"Programming" means writing the instructions that enable a computer to do its job. Says Rod, "It's a mixture of science and art. You're a scientist in the sense that you have to analyze problems in a completely logical way.

"But you don't necessarily hunt for an ultimate right answer. There can be as many solutions to a programming problem as there are programmers. That's where the art comes in. Any given program may work, but how well it works depends entirely on the ingenuity of the programmer."

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# INTRAMURALS with JERRY REITMAN

## Crew Defeats Post

### Twenty Teams in Playoffs

The intramural council is deciding which teams will compete in the post season tournaments. There are scheduled to be eight teams in the independent league playoff, including the five first-place finishers (thanks to a three-way tie in League A). Just as in national collegiate tournaments, the other three teams will be At-Large entries. This is designed so that the intramural council has some leeway to include good teams, instead of having to eliminate them if they happen to be in very strong leagues.

There are going to be twelve teams in the dormitory tournament. These also will be chosen by the intramural council. All eight dorm champs will be entered, and the other four berths will go to At-Large teams (for instance, a possible league co-champion). Again, this is being done to allow some of the stronger second-place teams to participate. There is an obvious inequality between certain leagues (for example, between Tabler and JN), which At-Large entries will take into account.

All teams that are in the playoffs are requested to send a representative to the intramural office this Wednesday at 6 p.m. At that time, teams will draw for position in their tournament, and will also draw their opponent.

### Standings G-Quad

As of Sunday, there was no change in the G-dorm race, B-3 (4-0-1) winning it all if they could win Monday (yesterday). But B-3 could be in for trouble in the playoffs, as regular QB Billy Hay is now allegedly devoting all his time to the squash team.

The SH crown was clinched on Sunday, when C-3 won their fifth straight, 9-6. C-3 has one game left to play, but leads all in their league by at least two games.

### H-Quad

Technically, no race is over in this quad. JN D-3 is 7-0, winning 27-6 on Sun-

day. D-2 remains second at 7-1, their one loss coming in a close game with D-3. This writer expects that D-2 will be in the post season tournament, as an At-Large entry.

JS is led by D-2 (5-1-1). They have one game left to play, as does their chief rival, D-3 (4-1-2). Over in H, D-1 has ended its season (4-0-1). D-2 (3-0-1) has a shot at being co-champion, if they can win their last game.

### Roth Quad

The season ended in Henry with the two top contenders (A-1, B-1, and C-3 facing each other on Saturday. As predicted, A-1-B-1 was led by Craig Baker. This game was primarily a defensive battle. Then, with eight minutes left in the game, Baker kicked a 36-yard field goal. As time ran out, he intercepted a pass on his own 24. Mike Vauderevil's excellent rush was largely responsible for the buried C-3 passing. A-1-B-1 won the game 3-0, and the league (4-1). C-3 was second (3-1-1).

In Cardozo-Gershwin, the league-leading A-2 teams (both 4-0) were idle. Today Gershwin A-2 meets Cardozo A-2 in a battle for first. On Thursday Gershwin A-2 will play Cardozo B-3 (3-0). And Sunday Cardozo A-2 will play Cardozo B-3, thus ending this round robin and providing a league champion.

### Tabler Quad

The highlight of the almost non-existent football season in this quad came last Friday, when Tabler 5-1B (6-0) edged Tabler 3-3A (6-1), by a score of 3-0.

### Independent Leagues

All three leagues ended over the past weekend, so listed won-lost records are final. League A was a balanced league, so balanced that SBP, Nips, and Tops finished in a three-way tie for first, each with a 4-1 record.

League B was paced by the Tinkers and Pets. These two teams clasped for first place Sunday afternoon. The Tinkers led at half time, 7-0, as Fred Drucker scampered into the end zone with a screen pass. In the second half, Danny Pruitt scored

on a 65-yard fly pattern, but the extra point was blocked. This proved to be the difference, as the Tinkers (6-0) edged the Pets (4-1-1), 7-6, and won the League B crown. Drucker's seonc half interception in the end zone also helped.

Zoo won the League C title by winning twice last week, by scores of 13-0 and 25-6. The latter score came against the Hulks, who could have tied for first had they won. Mel Polkow and Billy Hammesfahr scored twice each to pace the Zoo, and overshadowed a 58-yard kick-off return for a TD by Mike Leiman of the Hulks.

### Handball

The school handball championship went to Steve Bitenson, as he defeated Gary Lepzelter in the finals by scores of 21-13, 21-20.

Remember, the deadline for Squash Singles is tomorrow.

Stony Brook's varsity crew team successfully completed its fall season of rowing practice by defeating C. W. Post on Friday afternoon.


An enthusiastic crowd at Mount Sinai Harbor watched the Stony Brook oarsmen pull away from Post during the last quarter of an otherwise close race. Our crew finished the course in about five minutes and forty-five seconds or about two lengths ahead of Post's shell. (The length of a shell is approximately sixty feet.)

The race climaxed five weeks of practice, mostly held at 5:30 a.m. under the coaching of Paul Dudzick. In the varsity shell during the race were Ron Ackerman, bow; Sol Tuller, two; Chester Gatz, three; Mike Schwartz, four; Bruce Har-

vey, varsity captain, five; Neol Gish, six; Roger Moore, seven; Ken Asal, stroke; and Ron Hirsch, cox. Students who practiced on the junior varsity crew included Phil Axelroth, Carl Hubert, Leo Jed, Kevin Mannion, Marty Post, and Bob Ronston. Several freshman also came out and indications are that Stony Brook may have one of their largest freshman crews ever next spring.

The official crew competition season is in the spring. A boat house may be ready by that time and there is a strong possibility that the athletic department will provide for a new racing shell. Opportunities for a seat in one of the shells still exist and interested students should contact Mr. Paul Dudzick of the physical education department.

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SAUSAGE .....	85
SAUSAGE PARMIGIANA .....	95
PEPPER AND EGG .....	80
MUSHROOM AND EGG .....	85
SAUSAGE AND PEPPERS .....	95
MEAT BALL AND PEPPER .....	90
TUNA FISH .....	70
ROAST BEEF .....	85
AMERICAN CHEESE .....	70
HAM .....	75
HAM AND CHEESE .....	85
CHICKEN ROLL .....	80
SHRIMP SALAD .....	85
SPAGHETTI tomato sauce .....	1.00
SPAGHETTI, MEATBALLS .....	1.40
LASAGNA .....	1.60

SHRIMP PARMIGIANA .....	95
SALAMI AND CHEESE .....	85
EGG PLANT .....	80
EGG PLANT PARMIGIANA .....	90
VEAL CUTLET .....	1.00
VEAL CUTLET PARMIGIANA .....	1.10
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HAMBURGER 1/2 lb. .....	50
CHEESEBURGER 1/2 lb. .....	60
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KNISH .....	30
SHRIMP ROLL .....	30
HOT DOGS .....	30



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FACE  
KINGS POINT  
AT  
STONY BROOK

# patriot sports

statesman

BOOTERS TRY  
AGAIN  
TODAY AT  
ADELPHI

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Tuesday, October 29, 1968

## BOOTERS OVERTIMED BY QUEENS, 3-1

...and intramural football continues...



Paper Patriot

### First Day, Part II

When Coach Brown called for the shooting to stop, and for the exercise period to begin, I suddenly experienced my first pangs of anxiety. Exercise . . . very interesting; I hadn't undergone any controlled physical conditioning since high school; I wasn't sure how my body was going to react to the strains that were to be applied.

"Oh, well," I thought, "I'm supposed to be the Paper Patriot, and I'm sure George Plimpton wouldn't have chickened out over some measly exercises." So I lined up with the rest of the team and started . . . one, two, three, one, two, three, two . . . twenty-five toe touchers; twenty-five jumping jacks; twenty-five sit-ups; twenty-five left leg jumps; twenty-five right leg jumps; twenty-five two-leg

jumps and ten push-ups . . . My breathing was a little heavy, but to my surprise, I wasn't as badly out of shape as I thought (or so I believed).

After finishing with the exercises, Coach Brown started us on the running drills, passing the ball back and forth in three lanes while running full speed down court and back again. Then doing the same thing while another group of three players start out from the other end of the Gym. This was almost my undoing, as I was concentrating so much on passing and catching the ball that I wasn't looking where I was going, and just missed crashing head on with Mike Kerr, our 6'5" transfer center from Kingsborough.

In a heart-breaking defeat, the Stony Brook soccer team fell before the Queens Knights 3-1, in double overtime. The Saturday match was witnessed by about 100 fans on the Patriot field.

After a scoreless first period marked by Pat goalie Harry Prince's eleven saves, Vo Khan Van put Queens in the lead by heading in a corner kick midway through the second period. This was matched at 6:03 of the third period by Greg Speer on one of his patented 30-yard floaters that just eluded the Queens' goalie, Ned Solomon. The Knights pressed for the winning goal during the rest of the half, but the Patriot defense held despite numerous threats. Once, with goalie Prince out of position, full-

back Pete Klimley headed out a sure Queens goal. John Pfeiffer, Ron Consiglio, Pete Klimley, Greg Speer, and Vito Catalano stopped many charges and prevented Queens from winning in regulation time.

The first overtime was uneventful but the second 5-minute overtime marked Stony Brook's defeat. With just under two minutes left in the game, Van scored on a little chip shot that just went past Prince's outstretched arms. This goal so demoralized the Patriots that 25 seconds later, Queens was able to beat the Pat's defense again and ice the victory.

Queens outshot Stony Brook 44-8. Goalie Prince made an amazing 27 saves while the

Queens goalie had to make only 3 saves. A major factor in the game was Queens' domination of midfield play. Stony Brook was hampered due to the loss of Danny Kaye, who suffered a knee injury. Kaye will be out for the remainder of the season.

On the plus side of the ledger were the performances of Alan Davies and Pete Watson. Both players hustled and deserve mention for their play.

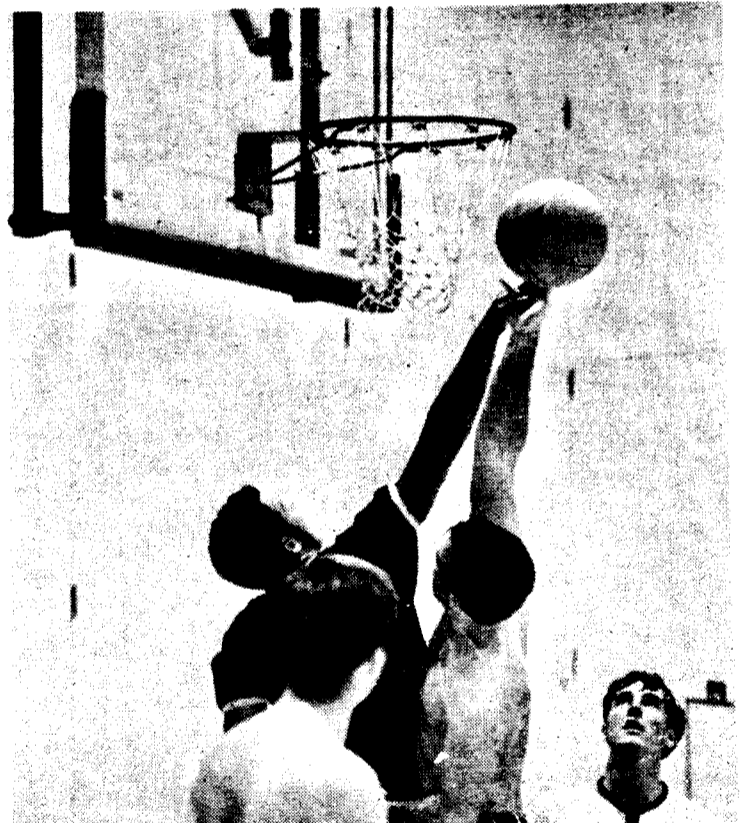
The Patriots now have a 1-4-1 record and face two strong teams in the next week. Tuesday the Booters journey to Adelphi for an afternoon match. Next Saturday, Stony Brook hosts Albany with kickoff at 2:00 P.M.

By Paul Kornreich  
Statesman Sports Staff

Suddenly, midway through this second drill it hit me! My legs, which apparently were not used to the strain, had stiffened up during the exercises, and now, the hard running had made them cramp up. The Paper Patriot was through for the day.

As I hobbled down the stairs toward the training room, I kept cursing my body for letting me down. And then, when I received the good word from the trainer, Mr. "D," that I was the first person he had ever seen to pull two hamstring muscles at the same time, my spirits sunk to an all-time low, and I voluntarily put myself on the injured deferred list to wait for my day to come.

(To be continued)



## RUNNING IN THE RAIN

by ROY DEITCHMAN

The dreary week of practice has come to an end, and finally I am at the starting line of a five-mile race at Van Cortland Park in the Bronx. The rain is pouring down now. After several delays, the gun sounds and fifty individuals from five different colleges start running. The run will last 35 minutes for me.

The first part of the race entails running about 3/4 mile on an open field. The field has become very muddy and without spikes, I slip with every step. Finally, I reach a wooded area where the ground is drier. With four miles left to run, I become bored. I try to think of a song to hum and pace off to. Well, I went to the Miracles concert, I'll do one of their songs. I have some more time so I look around. I'm

running about number twenty in the race which is good for me. The rain keeps pouring in my face, and every ten seconds I must wring my shirt out to send my weight down five pounds. As I rumble up and down the hills, I hear a thundering noise behind me. There is a high school cross country meet taking place and some four hundred harriers are in this heat. They pass me by. Five, ten, thirty, a hundred. Faces I will soon forget. I continue running. I've reached the three-mile mark and I now begin to push. The fearsome Cemetery Ridge looms in front of me. This is the worst hill of the course—a constant uphill with three peaks. As a baby Frosh last year, I was unexposed to this rigor, but as a varsity runner, this

is the supreme test. I've made it. Now, with only a steady downhill mile to go, I begin to sprint. But, alas, it's to no avail and I finish sixth for the Stony Brook team and about number twenty overall. However, I have won. I have a triumph over nature.

I return to the car and begin a two-hour ride back to the Brook in soaking wet sweats. There are fifteen other guys along with me. Everyone has a different reason for being there. One thing, though, is common: we all want to win. Victory comes in many forms: an athletic win, a New York Times clipping, a Statesman article. For me, it's a little of each, but most important is my knowledge of accomplishment.

