

Statesman

vol. 12 no. 14 stony brook, ny. friday, nov. 1, 1968

KERR WORRIED BY PEACE TALKS

In an interview after his speech, Clark Kerr discussed his role in the Paris peace talks. As Chairman of the Committee for a Political End to the War in Viet Nam, Dr. Kerr met with Averell Harriman in Paris for three days last week.

Kerr explained that the goals of his committee were to make the two pre-conditions of the talks—that no American soldier be jeopardized and that the negotiations will be successful—be made post conditions.

He said no general could guarantee that a bombing halt would not jeopardize an American soldier and that his long experience as a labor mediator had taught him that "one knows negotiations will definitely be successful when they are, not before."

The Committee for a Political

End to the War, formerly called Negotiations Now, favors free elections with all groups participating including the National Liberation Front as a political party. The committee also advocates a cease-fire and international supervision for the rehabilitation of Viet Nam.

"We must put a total package on the table," said Kerr. "We aren't weak; we're powerful, and we should not be afraid to assert leadership."

Kerr added that it was his opinion that "the longer Hanoi delays in responding to our proposal, the more worried we ought to be. It's a relatively simple proposal, and if they wanted to say yes, they could."

Editor's note: Clark Kerr made these comments before President Johnson's announcement of the bombing halt.

Clark Kerr Speaks At Stony Brook Education's "Best and Worst" Time

By SHARON COOKE Associate Editor

Clark Kerr, former president of the University of California, told about 125 people gathered in the gym Wednesday night that



Clark Kerr signs graffiti Wall outside "Replacement" Coffee House after his speech. Enlarged version of his message is on right.

today was "both the best of times and the worst of times" for higher education in America.

He also criticized the latest theories of another noted educator, Jacques Barzun.

pendence and integrity of the educational institution. "We no longer have that fear," he said. "Today the federal government supplies over 5 billion dollars—one quarter of the total budget for higher education—with little strings attached."

In response to a question asking if federal aid had not in fact interfered with the integrity of many colleges in America, Kerr recited a limerick. "There was a young lady from Kent / Who said she knew what it meant / When she was taken to dine / Filled with goodies and wine She knew what it meant, but she went." American universities were like the young lady from Kent, said Dr. Kerr. They ask for federal grants and accept them eagerly.

Worst of Times

Among the problems confronting higher education today, Dr. Kerr cited rapid growth and excessive size as two of the majors ones. "American universities are no longer the simple communities they once were," he said. "They have become more complex administratively and harder to govern."

The introduction of science on a large scale has brought other problems. Among them Dr. Kerr noted an imbalance between science and the humanities and between research and attention to the educational needs of undergraduates.

American universities and colleges have many problems to face in the next ten years. Dr. Kerr said the most important of these are: providing real equality of opportunity, removing the barrier of increasing and oftentimes prohibitive costs of education today, and meeting the challenge of the city.

In addition, the American university must better define its goals and functions; it must make itself better able to serve the needs of a democracy.

Kerr criticized Jacques Barzun's latest work, *The University, Its Nature and Uses*. He said that Barzun's advocacy of increasing emphasis on the classics in stead of service meant that "what he really favors is going back to the day when we served the need of the aristocracy alone."

He noted also that most student confrontations such as

(Continued on page 2)

Two Protests at Berkeley Bring Call For Student Strike

By Phil Semas BERKELEY, Calif. (CPS)—In the wake of two protests that resulted in 197 arrests, University of California students have called for a student strike.

The striking students are demanding:

—credit for Social Analysis 139X, the experimental course on racism in which Black Panther leader Eldridge Cleaver is lecturing;

—that the University rescind their Sept. 20 resolution, which denied credit for any course in which outside lecturers appeared more than once and called for censorship of campus dramatic productions, as well as denying credit for the Cleaver course;

—"an end to university racism" and implementation of demands by the American Federation of Teachers (AFT) for non-discriminatory hiring practices and admissions;

—amnesty, including no university discipline and the dropping of court charges, for the 120 students and one professor arrested at Tuesday's non-violent sit-in at Sproul Hall and for the 76 persons arrested early Thursday morning after holding Moses Hall for 16 hours.

The boycott seemed partially effective Thursday and Friday although few people expected more than 4000 of the Berkeley campuses' 28,000 students to participate.

The chances for amnesty seem slim. Roger Heyns, chancellor of the Berkeley campus, has placed all those who barricaded themselves inside Moses Hall on interim suspension and will recommend to the student-faculty committee on student conduct that they be kicked out of school.

Heyns has made no recommendation for action against the persons who sat in at Sproul Hall. He also said "All appropriate steps would be taken against each person arrested to recover the full amount of property damages and expenses suffered by the university."

Further militant action and arrests seem unlikely. The most militant of the students, those who took over Moses Hall, are almost all still in jail, with bail set at \$1650. The more moderate leaders who sat in at Sproul Hall are out of jail, most of them having been fined \$125 and given suspended sentences of 30 days.

Students held a very brief rally at noon on Tuesday, then moved in to Sproul Hall, sitting down or milling around in the hall outside the registrar's office on the first floor.

About 200 people were in the building at the height of the sit-in. At about 5 p.m. the number fell below 100 but was swelled by students returning from dinner.

The students voted not to

resist the police or even to go limp but simply to get up and leave when they were arrested.

The police didn't come until 5:25 a.m., when only about 150 people were still outside the building. There were about 700 police from 20 different agencies.

They marched onto the campus and drove the students away from the front of Moses Hall. They then pried the front door open (it opened outward but had been nailed shut) and slowly took apart the barricade of desks and chairs. They moved upstairs to where the students were waiting and university police made the arrests. There was no tear gas and little violence; only seven persons were hurt, all outside the building and two of them were policemen.

All of the major leaders were arrested except Hayden. He stood behind the small group of reporters who had spent the night in the building, then slipped up to the roof where he apparently made good his escape. Dean Walter Night of the College of Letters and Science and six of his colleagues left the building after the police had made the arrests. They had locked themselves in an office to protect important papers.

At about 8 a.m. the police marched off the campus. Eight sheriff's deputies attacked a group of students who were neckling them in front of Sproul, injuring one student.

He told his audience that higher education had made great strides in the last decade, but that the "solutions of 1958 have become the problems of 1968, and the solutions of 1968 will become the problems of 1978."

Dr. Kerr served as chancellor of the University of California at Berkeley and was president of the University of California during the Berkeley Free Speech Movement crisis in 1964. He commented on his controversial dismissal from office in 1967 by saying: "I left my job as I entered it—fired with enthusiasm."

Strides Forward

Dr. Kerr explained the great steps forward American higher education had taken in the last ten years. He said that the number of college students had risen from three to six million at the same time as great gains were made in capital equipment, resources per student, and faculty-student ratios. "We have achieved two miracles," he said, "improved quality even as we so greatly increased quantity."

In addition, said Dr. Kerr, science has been introduced in "a massive way" to the point where "the United States has become the science leader of the world."

Federal Aid

In the last decade, higher education has come to grips with the problem of federal aid to higher education which was once feared as a threat to the inde-

Recruiting

CSA FACES FIRST MAJOR POWER TEST

The Council for Student Affairs (SA), which last Friday issued a proclamation calling for an immediate end to all centralized on-campus vocational recruitment, is about to face the first major test of its policy-making abilities.

The Council's statement, which in part recommended that "effective immediately SUSB disband centralized vocational placement and recruiting," did not meet with the approval of President John S. Toll, and Dr. Toll has requested the CSA to reconsider its suggestion.

The Council, in a meeting today, will discuss steps to be taken as a result of Dr. Toll's request. As of this time, therefore, the recruitment ban is not official University policy.

The Council for Student Affairs has been functioning since the first week of October without a Vice-President for Student Affairs and without several of its student members. It has continued to meet on the belief that Mr. Scott Rickard and Dean Tilley, who both serve on the Council, provide the necessary lines for communication between the CSA and the student body.

It was explained by Mrs. Joan Moos, executive secretary of the Council, that it would be normal procedure for the University President to request a reconsideration in the event of a disagreement between himself and the Vice-President for Student Affairs (the CSA itself in this case). However, this is the first time Dr. Toll has made such a request.

Dr. Toll, in refusing to support the CSA statement, said, "Adequate time must be allowed for review of policy recommendations before they can be considered for adoption. In particular, the University should not

cancel its obligations made in good faith under present policy, and any implementation of a proposed policy would have to take such matters into account." He reminded the Council that "all resolutions of the Council are still recommendations and do not constitute University policy until they have been appropriately reviewed."

Dr. Toll's chief reason for asking the CSA to reconsider, he said, was that Mr. I. Andre Edwards, a member of the Student Affairs Cabinet to whom the Placement Service reports, did not have a proper chance to express his views on the matter.

However, Mr. Edwards has just submitted to Dr. Toll his resignation, effective November 15, although Dr. Toll has not yet accepted the resignation. The entire issue, therefore, could take on different proportions.

The Council planned, for today's meeting, to discuss procedures to be taken following Dr. Toll's request. It

was not expected that a re-evaluation of the issue itself would take place at this time. Options open to the CSA included the holding of open hearings or hearings to be attended by invited guests.

Doubts have arisen lately concerning the legitimacy of the Council for Student Affairs, due to the resignation of Dr. Trask and Polity members from the Council. However, the student body is being represented on the CSA by two undergraduates and two graduates.

On Sunday, Nov. 2, the Stony Brook Sports Car Club will sponsor its first GYM-KHANA of the year. This event consists of driving over a marked course in the shortest time possible. Registration is now taking place in the ticket office. The race will start at 12:30 p.m. in the Humanities Parking Lot.

Blood Drive Begins

Recruiting of volunteers for Stony Brook's first blood drive has been taking place this week and will continue through Tuesday in the cafeterias.

By volunteering to donate one pint of blood, you, your family, the University Community and the surrounding Suffolk County area will receive benefits. For one year, you and your family will have this blood available, if it becomes necessary. The or-

ganizing committee has agreed to a 2/3 - 1/3 plan, whereby 2/3 of the blood will be available to us, and the other 1/3 to the community. In this way, you are helping both yourself and those outside the University — children and adults who need blood donations to survive. This will also help to promote Community-University co-operation and interaction.

The Red Cross will assist with the actual donations on December 9th. The place on campus will be announced. When you register, you will be asked to make an appointment in order to avoid unnecessary waiting. After donating, you will receive a card stating your participation and your blood type.

major means of effecting change; I use those methods as a last resort, when all else fails. I am not politically well-known here; that is because I listen instead of yell, because I appeal to common sense instead of to mob emotions, because I aim to get things done, rather than tell the world that I'm doing them. I am in favor of a Liberal Arts Major, of different grading systems, of curriculum innovation, of better advisory systems, of a rearrangement of the power structure here. But that's not new; most people are in favor of these changes also. As a representative of students I will listen, think, and act in such a manner as to improve this school for all.

CLARK KERR SPEAKS AT STONY BROOK (Continued from page 1)

as Berkeley and Columbia were "inevitable" especially at large institutions. Commenting on large institutions, Kerr said that a study at Berkeley revealed that cost per student decreases as the total number of students increases only up to 15,000 students, after which the figure levels off.

Like a Church

He concluded his speech by saying that the university is in many ways at once a marketplace, a guild, a democracy, a corporation, and the church. "Some aspects of the church in the university," said Kerr, "must be preserved, such as responsibility to the truth and the free exploration of it, even if the other aspects of the university don't like it."

ABC Takes Food Survey; Tangible Results Expected

Do you dislike Turkey Tetrazzini very much? Do you find potatoes au gratin acceptable? Do you adore grilled cheese sandwiches? On Monday and Tuesday of this week, gourmets in the four dining halls were confronted with these questions and similar ones. The reason for the queries was a survey taken by Stony Brook's food service, ABC Gladieux, to determine what kinds of foods students would like to see on their trays.

Now that most of the student body have indicated their preferences and dislikes, the ballots are being

sent to ABC's main office in Union, New Jersey, for tabulation. Mr. Allen, the man in charge of feeding this school's hungry hoards, said, "Students will begin to see results in four to six weeks, the time needed for the computer to tally the survey and return the results." The idea will be not only to serve well-liked items but rather to serve such dishes most frequently. In other words, the foods liked by the smallest number of people will be offered about once a semester, while the most popular meals will be served often.

Beside the preference of the cafeteria's customers, texture, color combinations of foods, and price must also be considered." Nevertheless, the response to the survey was very good. "We can expect tangible results." Some students even penciled comments onto the IBM sheets and these suggestions were described as "very helpful." ABC Gladieux has taken similar surveys in past years among college students in other schools. "Some items are invariably the favorites and some the least favorites. Roast beef, chicken, hamburgers, and hot dogs usually fall into the thumbs-up category, while vegetables and more specifically, brussels sprouts and asparagus, have been voted most unlikely to be eaten."

This reporter has been reminded by many of the cafeteria managers that "making up a menu is not the easiest task in the world."

CLASSIFIED

CLASSIFIED FOR SALE:

1968 Dodge Coronet. \$1500. Call Richard 7305.

1964 Ford Falcon. Standard transmission. Good gas mile age. \$400 Call 724-7887.

Order your Christmas cards now! Assorted boxes of 25, 40 or 50. Call 5369.

LOST AND FOUND:

Lost: pair of glasses inside pocket of blue Stony Brook jacket in Tabler Cafe. Please call Dave 7838.

Found: stopwatch. Call Call Joe 5457.

Whoever borrowed a black umbrella with "Sy" carved in handle during Tues. nite's performance. 5488. I'd appreciate it. No questions asked.

Stolen: green WWII folding bicycle. Notify Harvey 7292.

RIDES:

Ride wanted to Brooklyn or subway on morning of Saturday, Nov. 2. Call Alan 6968.

SERVICES:

Horses boarded-2 stalls - tack room - 1 acre paddock-10 acre nearby field trails. Will exercise. \$30 per month per horse. Call 751-3204. East Setauket.

Wanted: students who have taken Freshman level Physics- help us try out new material in Computer Assisted Instruction Work 1-2 hours per week. Prof. Paul Kramer, Phys. Dept. 7059.

Rogers Typing Service: Specialists in Theses, Masters? Doctors degrees. All term papers including equations, formulas, graphs, French & Spanish; phone Mrs. Rogers 751-1557.

Ticket Policy For Blues Bags

Tickets Available

Mon. Nov. 4

Students: Pick up Tickets Immediately!

Tickets Are Free To Students

\$3.00 For University Community

\$5.00 For Outsiders

Europe '69

Winter Ski & Summer Programs

Available to Faculty, Students, Staff and Employees of the State University of New York. Holiday Ski programs December 20 to January 3, at Innsbruck, January 20 to February 3, at St. Anton, Switzerland. A choice of seven summer flights from three to fourteen weeks duration. For information write:

Faculty-Student Flights c/o Faculty Student Association S.U.N.Y. at Stony Brook Stony Brook, New York 11790

the candidates



...and the issues

As a service to our readers, Statesman presents the statements of those who seek election to various offices next week. Due to confusion surrounding the race for the Faculty-Student Commission we have not been able to print statements from all the candidates, but we have printed all that were made available to us.

As a student newspaper we are happy to print statements from many of the faculty candidates for the commission. Although students will not be voting for these positions, the statements will help students to be as informed as possible about the people and the issues. In addition, we hope that these statements will help our readers among the faculty in making their choices. Only some of the

statements appear today; others will appear Tuesday.

On Monday, November 4, students in the College of Arts and Sciences will be voting for six positions: Polity President and Secretary, and the four student representatives from the College to the Commission. Students in the College of Engineering will be voting for three positions: the two Polity offices, and their representative to the Commission. Graduate students and faculty will be voting according to their own procedures next week, also. Statesman endorsements appear in the editorials on the following pages:

This is an important election. Vote and vote intelligently. Remember that in a democracy, the people get what they deserve.

polity secretary... Julian Eule

The Three Days have finally presented us with an opportunity to implement the changes that have been needed for so long. The days that lie ahead must be a concerted effort to put the various proposals into concrete actions.



1. Student Government must co-operate, and if need be pressure the Faculty-Student Commission to adopt the proposals. Among the most vital are: the creation of a liberal-arts major, Pass-Fail courses where failure won't count in the individual's CUM, separation of research and teaching faculty, voluntary interviews for admission, and changing of University requirements.

2. Courses such as Black His-

tory, and Black Literature, to be taught by Black teachers.

3. The Experimental College must be supported by Administration funds, give credits toward one's major, and not be considered as using up Pass-Fail credits.

4. Students should be able to create new courses (such as Public Speaking) with less red tape.

5. Students should have a voice in hiring and firing of faculty (On this issue, a referendum should be taken to discover whether the students want this voice).

6. There should be no brand for what we refer to as the S.O.P.

7. Eventually, the State must pay for athletics, a vital part of our education, BUT it cannot be left to die until then. Polity and the

Administration must pay for it until that time.

8. Campus-wide distribution of Student Council and Senate minutes are necessary.

Student Government is there to represent the students. The innovation on their part should be as to the means. The aims should be those of the student body that elects them. The Student Council must rise about pigheadedness and work as a body rather than eight individuals. The use of referenda for a guide as to the needs and wants of students must become more common. (On issues such as polity salaries, referenda should be binding.)

We must work TOGETHER for change, from a spoonfed education to a total educational environment.

Gloria Gilberti

The existing belief that the present Student Government is not truly representative of the student body, but rather a small faction of political activists, has prompted my candidacy for Polity secretary. SUSB is in a state of flux, and decisions made now will have definite overtones for students in the future. Consequently, Student Government has attempted to exert its influence for the benefit of the students in decisions now being made. However, their success depends on whether they are reflecting the views of a majority of students or just those of a specified few. And if it is true that the majority of students here are not represented, it then becomes imperative for them to find a candi-



date who will express their opinions concerning the formation of current policies.

My reason for running for secretary is not solely limited to this issue of representation. It is apparent that this campus suffers from an overabundance of gross misinformation. To prove this point, during the first afternoon of the moratorium Steve Rosenthal stated publicly that Dr. Pond was deliberately withholding information, only to be refuted moments later by Don Rubin.

Obviously, my intentions are to see that the communication between

students, Polity, faculty and hopefully, the Administration improves. A Polity-published fact sheet distributed regularly might prove helpful in alleviating the situation. This would provide correct, unbiased and pertinent information while relieving the Statesman of the obligation to print Polity news. Ultimately, with a more sophisticated means of communication at its service, the Student Government will no longer be an elite group of well-informed students, but representative of the undergraduates and RESPONSIBLE to them. From here student participation in solving Stony Brook problems through Student Government could become a meaningful and positive reality.

Lance Malkind

The purpose of Student Government is to represent and protect the interests of the students. Recently the interests of the students were hurt by acts of intellectual dishonesty perpetrated by Drs. Toll and Pond. The Student Government should pass a resolution requesting the resignations of these two administrators. Although it is unlikely that they will resign, such a resolution would serve as a warning to Drs. Toll and Pond that students will no longer accept being lied to. It is also hoped that the tremors of this resolution would be felt in Albany.



The hiring of a law firm by Polity was an excellent and a long-overdue act. Lippe-Ruskin will defend the rights of the student body as an

institution against administrative encroachment. Mr. Rosenthal's letter in the Statesman of October 29 does a good job of explaining the lawyers' functions.

The Student Council should vote its representatives back onto the Council for Student Affairs. It is hoped that the CSA will soon have binding power, something for which our lawyers are fighting. Even as an advisory board, however, the CSA can, with the aid of well-placed student pressure, be an effective committee. I also support the formation of a joint committee to select a new VPSA.

I support a modification in the SAB selection system, whereby the student body would select the SAB from those students who satis-

factorily completed an SAB training program.

Toward the end of changing the priorities of this University from research to education and eliminating many of the archaisms of our University, I support many of the proposals of The Three Days, particularly increased use of the tutorial system and the loosening of academic requirements. The administration should be given until the spring to announce plans for implementing these proposals; but, if no significant change seems likely by then, we must be prepared to defend our right to a meaningful education.

If you have any questions concerning me or my candidacy, please feel free to call me at 7326.

...and president Wayne C. Blodgett

Someday Stony Brook will be a functioning community of scholars where everybody is, in the broadest sense, a "student." Someday everybody will agree that higher education is "living to learn and learning to live" and they will act in accordance with this belief. That day is fast approaching.

We, the students of today, know what we want. We want education instead of academics; quality instead of quantity. The Three Days proved it. The problem now is one of means, not ends. How do we get where we want to go?

We can uphold the principle of one man, one vote. Students should withhold their support from any committee that does not genuinely represent them. We simply deny its legitimacy. This means student control over decisions that affect our lives. It also means majority rule.

We can start to uphold the principle of one man, one vote by making sure the Student Government accurately represents the students. For instance, Student Government could nominate twice the number of students needed to operate the SAB, after determining that the nominees are qualified for the job. Students could then elect those persons whom they believe best represent the tastes of the student body.

Controversial issues such as the Polity budget and Polity funding of athletics should be referred to the Student Senate. The Senators can easily poll the Residential College they represent, and the issues will be resolved democratically.

We can also demand that the Faculty-Student Commission, which will be elected by the entire University on Nov. 4, be clearly granted full policy-making power in considering to the proposals put forward during The Three Days. Stony Brook does not need another weak advisory committee with

heavy responsibilities but no real power.

We can use existing, legal methods for change whenever possible. Student Government has had no lawyer since July. This resource must be used aggressively to define and uphold student rights.

Stony Brook is a State University. We can use this status to our advantage by appealing to groups like taxpayer associations to combat bureaucratic waste in the SUNY System.

We can avoid a lot of confusion over candidates by organizing student political parties.

I can use my experience as Editor-in-Chief of Statesman to express the student point of view through the outside press, and to communicate with the students through the on-campus media.

Put these ideas to work for you on Nov. 4.



Tom Drysdale

The problems and "hang-ups" of SUSB are symptomatic of personal and structural weaknesses that are often disproportionate to the actual conflicts of interest. There is a general consensus of thought about what is to be done. Controversy over implementation supersedes and eventually defeats the common interest.

The position of President requires a great deal of sensitivity to a very diverse group of specific interests. The potential for dissociation is very high. Some say that the position of president is nonviable as presently conceived and defined. It is my intention to alter the role in practice, not in responsibility, so that it will remain sensitive and for this reason be effective.

The unusual circumstances of this election demand that the suc-

cessful candidate fit into the existing governing body. This group has methods and goals that are often contradictory. It is unrealistic to expect a leader to promise or be able to assume the role of instant director. The primary job of the candidate must be to communicate confidence and be able to gain the respect of the body and agencies that he must, and I emphasize must, work with.

An effective spokesman and leader must maintain a unity of purpose within the student body and must be able to verbalize the most accurate appraisal of their general and specific needs to other agencies.

My governmental experience includes being chairman of a legislature, Chairman of the Residence

Board, Student Representative to the Faculty Student Association, Resident Assistant, member-Orientation Committee, and a member of general subcommittees. I've had experience as a teaching assistant and have worked with the Special Projects Office. This broad background will be an asset in my assuming official responsibilities.

In conclusion I feel the strength of my office lies in a commitment to responsible flexibility, in a receptive attitude, and in a desire to have the students working as an effective unit rather than ineffective groups of units working against each other. I feel I am able to maintain the dialogue so important for progress, and I am confident that I can provide the sensitivity and understanding that is necessary for effective leadership.



Paul Epstein

I, Paul Epstein, seek the office of Polity President to represent the majority of the student body at Stony Brook. In the past the majority has taken a passive role in Student Politics; now is the time for a change. There is an overwhelming sense of futility and hopelessness that pervades the Stony Brook campus. This must be rectified. Dissatisfaction with the Student Government has reached an apex in the last few weeks. The Student Government has sought to work against the Administration and the Administration against the Student Government.

The Stony Brook student to a large extent is uninformed. This is due to the lack of communications so prevalent at Stony Brook. The proper means of communication have not been exhausted but seem

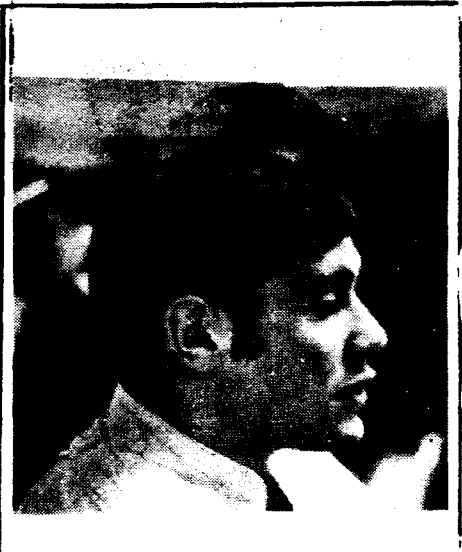
to have been abandoned. Student governments in the past have turned to a demonstration in regard to almost any issue confronting the University. A demonstration at Stony Brook has lost its effect. Problems cannot be solved by issuing demands to the Administration in the form of an ultimatum. If the Student Polity is a representative body then the elected officials should be a liaison between the Administration and the students. Only then will the views of students be accepted by the Administration.

Stony Brook is a new and rapidly growing University. Certainly not flawless but not hopelessly bad either. This though is no excuse for the lack of honesty and trust on the part of both the Administration and the Student Government. This

is the basis for the lack of unity at Stony Brook. Only when the entire University Community becomes unified can we take a giant step forward in the right direction.

If we are dissatisfied with the over-crowded classrooms, the over-crowded housing facilities, the lack of parking facilities and the unfinished Campus Center, then we should cease to examine the mistakes that have already been made, and rather determine the direction the University will take NOW.

If you have asked yourself why athletics are not being funded by the Student Polity, why the SAB (a non-elected body) controls so much money, and why Polity officers have been allocated a salary without a referendum, now is the time for a change. Vote for Paul Epstein on Nov. 4.



student candidates college of arts

Jerry Weiss

It has become almost trite to say that the University is now in crisis. However, there has been little serious discussion about how this crisis emanates (how the goals and priorities of this institution have conflicted with the true aims of education), about the incapacity of the present structures to prevent crisis situations, to effectively deal with the needs of diverse individuals, etc. In short, while the University prances along in perverse directions, structures remain that, at best, do nothing and, at worst, support the misdirected operations of the "power elite" of Stony Brook.

How is the to-be-formed 12-man Student-Faculty Commission seen as operating as a means to alleviating the deep-rooted problems of Stony Brook? First, the Commission must articulate a philosophy through which it can define its role (priorities and directions) and, most importantly, define directions for the University to move in. Accordingly, it must operate under the paraphrased SUNY motto, "To let each become all he is capable of being — on his own terms!" The Commission should then proceed to

Brian O'Malley

As a candidate for Student Representative to the newly created Faculty-Student Commission, I think it appropriate to state my ideas on the meaning of this body and consequently, the meaning of its members. The Commission will serve to express student needs to the faculty, and to then make use of all possible power the faculty possesses to implement mutual decisions. Where Administration support for mandated policy is vital but not given, the Commission must mobilize the University community to effect the changes upon which we have voted.

My interest in seeking election grows from an awareness of the need for change. Of primary concern to me will be the liberalization of the academic program. The present major system must be expanded to cover multi-departmental courses, and

Marty Klein

Although I have worked for curriculum reform somewhat, I have not spent all my time there, nor in student government; therein lies, I feel, an important qualification. Because of the diverse positions I've held, and these in so many varied activities, I feel I can accurately gauge prevalent student opinions. My contacts and ties extend to WUSB, Student Security, College Plan,

critically evaluate whether the present structures are flexible and dynamic and thus respond to the pressures for change or whether they merely serve to sustain themselves and their protected positions and, in effect, suffocate those very forces for change.

My biases are evident. I see the University as, more than anything else, being an environment in which diverse individual needs are responded to, both educationally, by enabling the creation of varied learning experiences (through varied forms of content and/or new modes of learning situations—explicated in Liberal Arts Proposal "Ed 101"), and politically, by allowing all who are affected by decisions to make them. In essence, this means democratizing the institution and forcing it to become a need-meeting community. The role of the Commission, as I see it, is to alter the decision-making structures (decentralize and democratize), to remove all outmoded and binding structures, so that an optimal number of options can be effectively and rapidly implemented into the system, so that the system will serve the people rather than the people serving the system.

should be guided by competent advisors, rather than rigid requirements. Our grading system requires some careful scrutiny and a probable overhaul.

Student participating in decision-making is a vital issue which will face the Commission. I will demand for it, in the name of its constituents, a share of the real policy-making power now reserved for a select few. Students will furthermore have to be admitted, on a university-wide basis, to their departmental committees for a say in their own education.

Finally, I do not seek office for prestige, but to accomplish changes. If the Commission cannot be effective toward this goal, then student trust in it will be unjustified and I shall not run for it.

Theatre Workshop, Campus Bookstore, and the Statesman, with executive positions in the last two.

Knowing how many groups of students feel, it should be easier to implement the given proposals in forms desirable to students. And I also have ideas of my own:

• A change in the advising system, putting it in the College Plan where it belongs.

We could feasibly have one professor (who you know!), and one student (an experienced upperclassman) for each undergrad.

• The chance for everyone to enter the Experimental College for a term, if one desires. If not, increased options for seminars and tutorials, in all areas.

• An open forum with a member of the Commission each week; members would rotate, giving students the chance to hear about what's happening, and to try to make things happen.

Finally, I have the time and energy to do the work

Louis Messina

In a capsule description, I shall try to elaborate on some points which appear in my platform. I will alter the points which can be proven to me to be illogical.

The pass-fail option is constantly being discussed. I see no reason why the pass-fail basis cannot be employed for all courses, freshman to senior year, with the exception of those courses in one's major field.

All departments should establish courses to meet the requirements of another department. For example, rather than having math majors compelled to take the same physics course as chem and physics majors, one special physics course should be made for math majors, one for chem majors, and one for physics majors, since each major must get something different out of the course.

James O'Neil

We have a wealth of governance commission reports to draw upon when considering changes in our own community. Berkeley's report is valuable because that university served as one of the models for this institution, and Berkeley was a failure with respect to undergraduate education. Antioch's report stimulates tearful dreams of what this community could be like if our primary goal were the growth of each of our members. However, since our concern is with our own university, we must understand its strengths and failings without the bias of vested interests or romantic misconceptions. A hard task for us because the formal structures of this university tend to erode any feelings of spontaneous give-and-take, while higher education in this country is, in general, so destructive that we either dream of academic Camelots or divorce ourselves from the training mills. I hesitate to use the worn refrain that Stony Brook is new enough to alter its ori-

required, and to get around to students, since I am in the Experimental College. Without classes to go to, I can spend my day as I wish; without exams to hassle about, I can apply my energies as I wish.

I submit that I can appreciate student sympathy—and, with my deep resources of time and energy, I can let student sympathy be my guide. My experience at working with both faculty and Administration can get the job done — and my belief that EVERYONE should have a viable choice will insure that no one will get shafted.

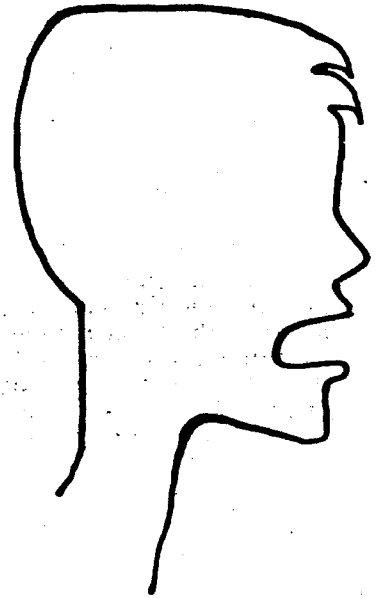
Presently, to meet the humanities requirements, eleven courses are listed in the catalog by five departments (art, English, music, philosophy, and theater arts). Each of these departments should offer a series of courses, each to meet the humanities requirement. In this way, the students could select from a wider range of courses.

To increase the number of courses to meet the social sciences requirement, the language departments should offer courses, conducted in English with no prerequisite, on the civilization and geography of various countries.

Some suggestions, such as "no requirements," cannot be put into effect because the University would lose its accreditation. I would like to see many improvements as soon as possible. Contact me at 6941 for any questions.

ginal, trivial course fairly rapidly; yet I think that it is so. We must begin by affirming the first proposal presented by Dr. Zweig last Thursday evening: the primary responsibility for education on this campus lies with students and faculty.

I'm not much interested in serving on any sort of committee that seeks actual control within the University; I should like to work on the Commission because I am not happy with the substitution of production rates for valid educational goals. I was fortunate enough to buy three-and-a-half years at Antioch College; I will not accept the excuse that public education precludes dedication to experimentation in learning and hence that this place need be barren in comparison with the little college. What we must do on this Commission is provide room for each of us in this community to explore fields which do not easily reduce to grade/credit performance records. This work will involve complete rethinking of our current structures.



Good. The Commission is charged with nothing short of liberating students and faculty for the exciting and exhausting tasks which I naively imagined to be the fundamental concerns of every university. When the Commission completes its work and when the community responds via referendum, then we can get on with the

Ian

Two dangerous myths pervade the politics on this campus. The first involves the ultimate redemptive value of honesty. There has been talk of honest student leadership, honest administrators, etc. All this bull reminds me of the politician running on an honesty ticket. There is something perverse about one who must constantly reaffirm his honesty by words. To raise the issue of honesty in this context is to admit that one really has nothing else to say. A platform built on honesty (as opposed to an honest man's platform) is barren.

The second point is one of communication. Without discrediting the need for better communication on this campus, it must be understood that communication will solve nothing. I regard as terribly naive anyone who thinks that "if only there were better com-

Alice

Stony Brook is like a huge hippo asleep in the mud — it has to be poked and prodded until it wakes up. It's not that it doesn't want to move — it's just so comfortable lying dormant that unless someone kicks it into action, it won't move. We have begun the job of arousing Stony Brook from its lethargy during the Three Days by examining the purposes we wish a school to serve, and how it can best achieve them. We must now

Senate Meets To Discuss Budget

By ALAN J. WAX
Statesman Staff

The Student Senate held their first meeting last Sunday night. Their first move was to discuss the present Polity Budget and ways in which it might be modified.

In their discussion with Polity Treasurer Alan Shapiro, the Senate tried to defeat the budget, as many intended to do in their campaign promises. Their attack was tabled for a while, as the question of seating the President and Vice-President of the Commuter Association, as members of the Senate, was brought to the floor.

After a lengthy discussion, the Senate voted to veto legislation of the Student Council concerning the approval of the Commuter Association bylaws. This move made the seats of the commuter representatives illegal.

Before Mr. Shapiro made his presentation of the budget, members of the Senate raised several questions on such aspects of the budget as the SAB allocation and the allocations to Polity which included telephones and salaries. Mr. Shapiro, in handling the matter, got his colleagues in the Senate to agree to go over the budget part by part. In response to some clubs being left out of the allocations, Mr. Shapiro informed the Senators that "there is a large amount of unallocated money which could be allotted at the request of any club that required financial assistance." In response to the SAB discrepancy, Mr. Shapiro explained that the people on the SAB were more qualified than he to decide how that money should be allocated. He referred their questions

about the functioning of the board to SAB members.

As an outgrowth of the discussion of salaries for Student Council members, the Senate established a committee to investigate the possibilities of reimbursing Polity officials by other means, such as academic credit. This committee will investigate how Student Government leaders are reimbursed for their time at other schools and will report back to the Senate as soon as possible.

As the last item of his presentation, Mr. Shapiro reported on the topic of funding intercollegiate sports. He said that the Administration had agreed to put up \$25,000 to meet Polity's proposed allocation of \$40,000. Mr. Shapiro explained that Mr. Thompson, Director Athletics, had refused all monies until he received what he felt was required by his budget. This



budget would be increased by a large amount annually and would eventually absorb the entire student activities fee. Pete Adams, Polity Vice-President and moderator of the Senate, added that on next week's ballot, there would be a referendum on

a special student activities fee for athletics of about \$7.50 per student.

A vote on the Polity Budget could not be taken as the Senate must first form its bylaws which are now under the consideration of a Senatorial committee.

TOLL SPEAKS ON HIGHER ED CRISIS

By MARC KLEIN
and NED STEELE
Special to the Statesman

President John Toll, speaking at the University of Pennsylvania earlier this week, called for an "academic atmosphere that tolerates all points of view."

A participant in the University of Pennsylvania panel discussion on "The Crisis in Higher Education," Dr. Toll emphasized that all opinions and beliefs must be tolerated on any campus so long as civil disobedience is not inherent in those beliefs.

Dr. Toll and the other panelists, who are members of the University of Pennsylvania, addressed themselves to the question, "Can the university be both a center of revolution and a scholarly sanctuary?"

"The university, in order to perform its function, has to be a sanctuary of the unpopular idea. It must really protect the rights of free expression," Dr. Toll said the university is both a sanctuary for scholars and a source of revolutionary change, but, he added, these two aspects often conflict. "I propose to you that any university should permit a forum for all ideas, no matter how unpopular, as long as their expression does not interfere with the rights of others."

He told the audience that he thinks the university should have a general policy of permitting all sorts of demonstrations, but he warned about the dangers of violence: "Some, in order to draw attention to their point of view, will obstruct. People who go against the conventions," Dr. Toll asserts, "must be willing to face the consequences for their actions." Wide-scale obstructivism, according to Toll, prevents the university from being a sanctuary for the expression of all ideas. He believes this type of obstructivism not only counters normal rules of society but is self-defeating. The university must preserve the freedom necessary for its work. "Ob-

of expression, cannot be tolerated," said Stony Brook's president.

Dr. Toll said that while students "have an objection against the Dow Chemical Corporation recruiting on college campuses, Dow must be given the right to express its views. We must listen to new ideas and we must supply the means for our revolution from within."

In answer to Dr. Toll's remarks, Jim Hardy, a University of Pennsylvania graduate student, said, "change isn't something that only comes about in a university. Change comes about in society." Hardy called the university a "peculiar institution like slavery." He said it has grown up over the ages and "you can't tamper with it." Students are frustrated with the university and they will take action to change this system when the frustration builds up, Hardy claims. According to him, the university cannot suggest solutions to society's problems until it "sets its own house in order."

Hardy expanded on his views during a coffee hour following the panel discussion. He told the delegation that the university sets a double standard, espousing the intellectual process as a cure for society while a completely different process is used in the running of the university itself.

New Voting Procedures For Elections

By JUDY HORENSTEIN
Assistant Feature Editor

Plans for the Nov. 4 election were discussed in Wednesday's meeting of the Implementing Committee. Members of the Faculty-Student Commission as well as Polity President and Secretary will be elected.

Forty undergraduates from the College of Arts and Sciences are seeking election to the Commission. Voters will be asked to select four candidates from the list on Monday. The eight candidates who receive the greatest number of votes will then run preferentially, students indicating their first choice, second choice, etc. In order to facilitate the tallying of votes, computers will be utilized in the run-off. One undergraduate from the College of Engineering will be elected by students in the College of Engineering, and one graduate student will be elected by the graduate student body.

Five members of the teaching faculty and one member

of the non-teaching faculty will also be elected. The Implementing Committee determined that Dr. Edmund Pellegrino, Chairman of the Department of Medicine and Director of the forthcoming Medical Center, would be eligible to run as a faculty candidate from the College of Arts and Sciences. This clarified a previous question over a technicality in the wording of the proposal for the establishment of the Faculty-Student Commission.

The Implementing Committee discussed the balloting procedure, establishing that, as in previous elections, voting will take place

in the cafeterias in each quad and in the Gym for commuters.

The candidates will be listed in random order on the ballot. Computer lists will be checked to distinguish between those who should receive the Arts and Sciences or Engineering ballots, and precautions will be taken to see that the election is run fairly.

When elected, the Commission members will study matters of educational relevance and make recommendations to the University Community. Findings would be presented in a preliminary report next February.

NOTICES

There will be a meeting for all history undergraduates on Sunday, Nov. 3, at 7:30 in Roth Cafeteria Lounge.

All English majors, please note: There will be a meeting

of all English majors in the Biology building (rm. 100) on Mon., Nov. 4. The purpose of the meeting will be to elect two representatives to the faculty choosing committee, and to submit a list of student grievances to the department.

(Continued on page 6)

ON CAMPUS

Pete & Edith's

General Store

Barbershop & Beauty Salon

in the basement of "G" dorm

SAL'S PIZZA

We deliver to the dorms every day but Monday from 9:00 P.M. to 2 A.M. To insure prompt and "hot" delivery, please call by 8:20 for the 9 P.M. delivery; 9:20 for the 10 P.M. Etc.

Thank you for your patronage
SAL'S

TRY SAL'S SPECIALTY - THE LARGE 11 INCH HERO

HOT HEROS		Sal's Menu	PIZZA	
Veal Cutlet Parmigiana . . .	1.25		Large	Small
Veal Cutlet	1.15		Cheese	1.75 1.50
Veal and Peppers	1.00		Anchovies	2.25 1.90
Peppers and Eggs . . . . .	.75		Sausage	2.25 1.90
Sausage and Eggs	1.00		Onions	2.25 1.90
Sausage . . . . .	.85		Pepperoni	2.25 1.90
Meat Balls . . . . .	.75		Mushroom	2.25 1.90
Potatoes and Eggs . . . . .	.70		Peppers	2.25 1.90
Egg Plant Parmigiana . . . .	.85			
Meat Ball Parmigiana . . . . .	.85			

265-9221

HOT DELIGHTS

LASAGNA	1.50	MANICOTTI	1.25
SPAGHETTI	1.15	BAKED ZITI	1.15
RAVIOLI	1.25	PLAIN ZITI	1.15

WITH SAUSAGE OR MEATBALLS
3/4 EXTRA

SODA 20¢ **GIANT SODA 35¢** **Hot CHOCOLATE 20¢**

Beer & Wine

statesman

"Let Each Become Aware"

sharon cooke
associate editor

alfred walker-arts editor
jeanne behrman-copy editor
marcia milstein-feature editor
marc dizengoff-news editor
lenny leibowitz-sports editor
philip d'arms-advisor

stuart eber
acting editor-in-chief

richard paz
acting managing editor

editorial staff
harold rubenstein-arts editor
clairae silverstein-copy editor
judy horenshtein-feature editor
libby hopkins-graphics and steel-news editor
robert cohen steve palley-photography editor
mike leisman-sports editor
Borence steinberger, carol dahir
editorial assistants

Distributed by Sigma Beta Phi
The 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

"...A Time To Build Up, A Time To Break Down..."

Monday's Polity elections are the most significant in Student Government's history. The fate of this University is to be decided within the next twelve months. It is therefore essential that the students we elect possess extensive knowledge of the mechanisms by which a University operates and can effectively communicate with a broad spectrum of the Student Polity.

We must elect a Polity President. He is the one man who can legitimately say that he represents the students. We must choose a Polity Secretary. He is the one man who is constitutionally responsible for communicating with the student body. We must decide who will represent us on the Faculty-Student Commission. This bi-lateral group has a mandate to change this campus. The people elected must combine imagination with knowledge and experience. Above all else we must weigh the relative merits of the different proposals and approaches to how our government and University shall operate.

What follows are Statesman's recommendations, based on the candidates' platforms, past performance, and on individual interviews with the candidates for Polity office.

Polity President - Paul Epstein is an articulate spokesman for the athletes in this University. The co-captain of the swimming team is honest and is capable of expressing his point of view in a positive manner. Although we admire his open-minded approach to student government, we do not feel he is the man for the office at this time. While we recognize the validity of his viewpoint, we feel he does not possess a broad enough knowledge of the University to deal with the numerous bureaucrats and administrators that the Polity President must meet with daily.

Mr. Epstein's platform does not speak directly to the problems of the University as a whole. While the President must be concerned with the internal questions of the Polity, his major responsibility is to represent the student body in affairs affecting the entire University Community. We do not think Mr. Epstein is the best qualified of the three candidates to play politics with this Administration, which worries more about political implications than educational realities.

Wayne Blodgett has been a dedicated and hard-working member of this newspaper for two years. He knows who has the power in this University. He is not afraid to take a stand on an issue. When he acts, he does so with the knowledge that he is following what he feels is correct. He is also capable of admitting defeat when he has made a mistake. Mr. Blodgett truly wants student government to be a participatory democracy. Above all, he does know the various media, both on and off campus.

While Mr. Blodgett's policy statement indicates a good basic knowledge of what is needed now, we must realize that what is essential in choosing our next Polity President is his political savvy. A newspaper can be idealistic. A government must be pragmatic. Mr. Blodgett is one of the most creative thinkers in the basement of South

Hall. However, he is guided more by his emotions and fervor than by the cool, calculating kind of mind that is needed to lead a student government during a crisis-ridden year.



Tom Drysdale is one of the few students who has worked extensively in different areas of University life and has remained optimistic. Whether it be the Residence Board or the FSA, Mr. Drysdale has been a conscientious member. He has demonstrated his ability to work with diverse elements of the student body, faculty and Administration. He has more experience than either of his rivals in dealing with the divergent factions that comprise Stony Brook.

The key to Mr. Drysdale's success is his political ability. He realizes that all members of the University want it to be the best it can be, but that every man has his own view on how to perform the task. He knows that opinion polls are valuable as guidelines, but that governments operate on the members' abilities to bargain on a one-to-one basis. We must show the faculty and Administration that we trust our individual elected officials. By asking for a government by consensus, as Messrs. Epstein and Blodgett appear to be doing, we are weakening the very government that needs all the power it can get to deal effectively with a highly centralized, powerful Administration.

Mr. Drysdale has the ability to communicate with many different groups. He has an extensive knowledge of the mechanisms that run this University. Above all, he is pragmatic. He knows he must consult with as many different groups as possible before formulating a policy while simultaneously making it clear that the power of decision is his alone. Tom Drysdale knows how to play the political game at Stony Brook. Combined with his articulateness and intelligence, this knowledge of politics makes him the best man for the job. In this time of creative change, we can think of no better man to lead us than Tom Drysdale.

Polity Secretary - Lance Malkind is an interested student. He cares about his student government and his University. However, he lacks the knowledge of Stony Brook's bureaucracy that is necessary for an Executive Committee Officer. We sincerely hope that Mr. Malkind will start coming down to South Hall basement more often, so that he may start to learn how this University functions. Then, when the regular elections come in May, we might be able to more fully evaluate his abilities to lead and work for the Student Polity.

There were two particularly heart-rending commentaries in the October 22 and the October 29 issues of the STATESMAN which deserve discussion. The first article was by Jim Frenkel (Assistant Arts Editor) concerning student conduct at the Joni Mitchell-Tim Hardin Concert. Mr. Frenkel was incensed at the "arrogant attitude" of students who walked out. As a fitting punishment to the students Mr. Frenkel tells us, "Neither Joni or Tim will ever perform again at Stony Brook." He goes on, "You'll find that we won't be able to get the performers we want." I question who Mr. Frenkel means when he

says "we." Obviously, if "we" means the students who left the concert, they were less than satisfied with Mr. Hardin, and won't lose any sleep over the fact that he will never perform here again. The second article was a statement by the SAB Concert Chairman (who remains anonymous for some reason) who laments, "It's hard to believe that the complaints never stopped," (referring to the SAB program). I would suggest that this person step down if he can't accept criticism. An examination of the M.O.S.S. (Mirror of Student Sympathies) poll shows out of a sampling of 1,700 S.U.S.B. students, which can logically

Gloria Gilberti is a protest candidate. She wants a student government that will use sophisticated means of communication so that our elected officials will represent us and be truly responsible to us. Her platform is a good analysis of the internal problems of our Student Government. However, she does not indicate a broad knowledge of the problems of the University as a whole. She is a sincerely concerned human being, but she lacks an awareness of the complex problems that face us as members of the University community, not just the Student Polity.



Julian Eule is one of the few students who continued to work with and for student government despite previous unfortunate experiences. He was a victim last year of a paralyzed student government that did not know who its members were. Yet he was still down in Gray College basement daily, working diligently for his fellow students. He was elected Junior Class President last May with the hopes that the class officers would be given meaningful ways of contributing to student government. He is running for Secretary because he has come to the realization that the one vote he would possess would be his greatest source of political power.

Julian Eule is the best man for the job because he has experience, knowledge, a broad perspective of the University as a whole (note his platform remarks concerning black students), a varied background of Stony Brook life (Swimming Team, Polity Judiciary and Junior Class President), commitment, and above all, the desire to see his fellow students informed.

Faculty-Student Commission - Although we are printing the platforms of some faculty candidates, we cannot in all honesty make any recommendations or endorsements. If students do not want faculty interfering in our affairs, then we should not interfere in theirs. However, the platforms should be read carefully to give all members of the Community an overview of what the Commission will try to do.

Because of the sheer number of candidates running for Student Representative from the College of Arts and Sciences, we can only help to narrow down the possibilities. Any one of the eight following students, listed alphabetically, would be able to make significant contributions toward changing SUSB.

Tom Drysdale's virtues have been explained above. We feel that if he is elected to the Commission and to the Presidency,

On The Right

A Column
By PATRICK GARAHAN

be extended to all undergraduates, that 42 percent were not satisfied with the SAB program this year. This represents \$42,000 in SAB funds (42 percent of \$100,000) which is not being used satisfactorily in the estimation of those who pay the fee. Face the facts, Mr. Concert Chairman, an adequate job is not being done. No one expects that all the students will be satisfied, but the dissatisfied percentage should be much less. For an illustrative example, one should look at the list of speakers slated to speak here this year: Dick Gretory, Eldridge Cleaver, Clark Kerr, Leroy Jones, Dr. Benjamin Spock, Norman

Mailer, and Charlene Mitchell. To paraphrase Judith Christ, this list runs the gamut of political thought from A to B. By these standards, Paul O'Dwyer represented moderate thought, and Jacob Javits was a conservative. Mr. Concert Chairman, I have thought, and I choose to complain vigorously.

I would suggest that both Mr. Frenkel and our anonymous Concert Chairman think themselves before they condemn students for walking out of concerts or complaining about SAB functions. When 42 percent of the students are dissatisfied, the SAB is not doing a good job.

ANNOUNCEMENT

STATESMAN is proud to announce the formation of a University Forum. Starting in two weeks, regular columnists, from all segments of the University Community, will comment upon pertinent issues designed to inform our campus on how the University as a whole can improve itself.

It would serve to unite the Student Government and the Commission. In the process, both bodies would be stronger and could bargain with the Administration much more effectively.

Jeff Kofsky is one of the few Stony Brook students who has an extensive knowledge concerning recent educational innovations at colleges and universities in this country. His interest in higher education would be of great use to the Commission.

Harris Kagan is a student activist with a good mind and an interest in education. These two qualities make him a candidate worth considering on election day.



Lenny Mell has done more work in the field of education than any other Stony Brook student. The former chairman of the Academic Environment Sub-Committee is probably the best qualified of any undergraduate to serve on the Commission.

James O'Neill has been a student at Antioch, a progressive institution, and has visited various universities throughout Europe. His maturity and knowledge would make him a stabilizing yet productive member of the Commission.

Richie Polless is one of the brightest individuals to ever attend this University. In addition, he has been involved with student government and this campus as a whole.

Sandra Silberstein is one of the few females who has remained active in trying to change Stony Brook. She has imagination, and a desire to work hard, as exemplified by her work in the Free University. She is a welcome addition to any meaningful group on this campus.

Jerry Weiss has proven to be one of the hardest working students in this University. Without him, Education 101 could not have been printed. Along with Lenny Mell, he represents the rare combination of intelligence and experience.

In the College of Engineering, Matt Low is the best qualified candidate on the ballot. Matt is one of the finest individuals to attend this University. We hope they turn out in large numbers to back Matt.

In closing, we hope you read the Election supplement carefully. Talk to the candidates. We hope you take our recommendations seriously. However, we would be happier to see every student vote and have the candidates we endorse lose, than to see very few students vote and to have our candidates win. Study the candidates and the issues. Then vote your conscience.

Street Fighting Man

A Column
By PETER NACK

Mea culpa, mea culpa, mea maxima culpa!

In all fairness, I must disavow all my misanthropic (or is it realistic) tendencies and admit that The Three Days was much more successful than I had expected. Not that it was not faculty dominated; it is obvious that the moratorium was liberal faculty planned, liberal faculty run, and liberal faculty dominated. And the proposals that were put forth can be called either liberal faculty or, even, radical faculty formulated. The plenary sessions were tedious, but mainly because of excess number rather than basic form. The workshops were true forums for the entire spectrum of opinions, and the proposals were most fair synopses of the group sentiment. True, the moratorium was provoked by students and, in a sense, faculty coopted, but it was coopted in the way most students want, i.e. by guidance from men both learned and humane. Though this is not my entire ideal, I must therefore congratulate Messrs. Gelber and Rubin for a good and largely fruitful attempt at democratic government.

Yet despite these good signs, one must keep his awareness of the total situation; one must view The Three Days in historical context and in a critical light. When this is done, it becomes apparent that for

many the moratorium was simply reciting Mea Culpa, Mea Culpa, Mea Maxima Culpa. I ask you to recall all of those faculty who sat silently at the last plenary session with a neutral or disapproving expression on their faces. I ask you to recall the relative silence or absence of the policy kingpins, the library boys, in all but formal speechmaking sessions. And I ask you to consider the vast gulf between ideas applauded by students, left faculty, and progressive administrators, and plans, fully developed and implemented. It seems that all that was gained most importantly a sense of good will or gemeinschaft—may very well be lost to a backlash. It is incumbent upon us not to allow those whose conceptions have failed the people to escape with a mere supplication of Mea Culpa, Mea Culpa, Mea Maxima Culpa, not to give absolution for their failures and their faults, not to grant dispensation from their, and our, responsibility to implement the hopes of the people for a free, democratic community. This is what many did last week; this is what many saw the purpose of the moratorium to be—a mere admission of crime without consequence.

This is what we must not allow, for it would be a true cooptation, the worst cooptation—a coopting of idealism. It is incumbent for all students, from the moderate

forty percent to the Polity officers, to keep these points in mind and not to lay down their sword and shield. We can still make it if we "don't count our chickens before they hatch."

Last Monday I had the privilege of seeing a unique performance — the Living Theater on stage.

Last Tuesday I had the misfortune of viewing a debacle of thespians, compounded by the fools in the audience. Freedom is a beautiful value, one which I try to use as my guiding principle. Yet on Tuesday we had the actors call for complete freedom and identify it with anarchy. Yet as the people who considered themselves "doing their thing" crowded and stood in front, those who were not pushy had their views blocked and were forced to leave. A practical lesson: Anarchy is o.k. for those up front, but it is sure a down for those in the back. If I may paraphrase Emerson, let each have all the liberty that is consistent with the liberty of others. Our acid dancers sometime ignore the last phrase, and consequently they sometimes lose their value to the movement, for they nullify their assumptions. I propose that we students, framers of the future, base our actions on a greater sense of social responsibility, with an emphasis on THOU. This is truly the philosophy of peace and love.

voice of the people...

Faculty Challenged

To the Editor:

We, the University, have just gone through three days of "soul searching". Since my arrival here some two and a half years ago, I have watched us attempt to struggle through many problems. There is no need to restate them, now the numerous rationalizations that have been dreamed up to explain the existence of these many problems. The fact is that they do exist, and though someday, someone may be able to "cure" their various causes, I feel that there are things that can be done right now to help the existing situation.

After questioning some top administrators, my suspicions were confirmed: beside having to maintain their high degree of professionalism, the faculty at S.B. is hired to teach. It is to this latter aspect—teaching—that I direct my challenge.

I accuse too many of our faculty of not being teachers. At this time I am not challenging their academic performance; it is their leadership in the academic community outside the classroom that I find lacking. In general, I find the faculty guilty of not providing the leadership to that very important "other part" of college life—the social life.

One cannot discount the amount of learning that takes

place outside the classroom; including the many facets of sexual, political, and personal maturation. Students learn through conflict; thought is exercised through evaluation; some type of conclusion is derived, based on the character and methods of the individual. If the faculty does not pose enough social problems, the degree of learning that could take place is proportionately limited. People are themselves objects of conflict when they expose themselves or their ideas. A student may agree or disagree with any given problem or conflict, but no matter how they side, some thought process is involved, and consequently some learning is involved, too. The student learns something about the problem, something about the person who posed the problem, and perhaps, something about himself. In each case the student may learn only a little, or he may not even realize then that he has learned anything.

I have often heard the faculty comment to the effect that they do not understand certain student behavior. If the present trend of social non-involvement is continued, I doubt that they will ever get to understand students. Understanding involves more than communication, particularly the type of dialogue that normally takes place in a classroom. Getting to understand someone involves a commitment by both parties.

To feel that one has invested some time and effort in really getting to know and appreciate someone else's views is vitally important.

It is all too easy for the faculty to look down on students and wonder what they really have to offer. Well, do not forget that it is not at all hard for students to look somewhat askance at faculty professionalism which involves a book where in most of the chapters are someone else's articles, or some paper which is so highly footnoted that one wonders at the originality involved. In each case I feel that there is usually more to people than meets the eye, and one will never know until he looks.

In a society in which faculty has virtually disappeared, and in a society where education has become mass production with the resultant depersonalization, a meaningful counter balance is needed. The counter balance that I am asking for is faculty leadership in holding opportunities of social growth such as dinner parties, after dinner cocktail parties and many other forms of social gatherings where faculty and students can mix and get to know each other. It would indeed be quite a shame if the faculty felt that they would stand to gain little from such experiences, or that their position was so removed that social intercourse would be downgrading to them. An lest the faculty is already cringing

at the expense of sponsoring such gatherings, I hasten to add that I am sure that participating members would be more than happy to help with time, labor, and contributions.

I challenge the faculty at S.B. to come down out of their ivory towers, mix with the lower world of undergraduates and find out what this generation is really like. Just think, you too might learn something!

by Joe Van Denberg

Requirements

To the Editor:

The University language proficiency requirement is an important aspect of higher education. Not only is the knowledge of a foreign language necessary in most professions, but it is also a standard requirement in graduate work. Furthermore, if we are to retain an important position in the world, our future politicians, educators and scientists must be exposed to the languages and cultures of other nations. We have been called "tongue-tied salesmen." Our belief that English can be used as means of communication in the entire world is outdated. The knowledge of one or more foreign languages plays a vital role in the education of a professional person.

Barbara Elling
Instructor

Where Do We Go From Here? reject the system... or work within it?

By MITCHEL COHEN

"The line goes around the corners of the corner never was there a more respectable line pungent professors sweet and sour students and the porter advises you must have a ticket to stand in this line."

—Phil Ochs

The price of the ticket for students is Gene McCarthy. We are now free to join with him the ranks of Humphrey, along with the likes of Daley Unruh, O'Connor and Conally. MMMmmmm. How sweet it is to be able to support a fellow human being. Someone who will merely stick a knife halfway into your back, while continuing the castration of every Blackman in this country.

This is the price of our faith. This is the nature of every bureaucratic system, from Russia to America. There is no place for the

individual, no room for Peace or Love. Fifty stitches in my head by way of a Humphrey-protected night stick, a beating in Chicago, 3 tear-gassings, one macing, 2 arrests, 2 draftcards, 4 years in a University, 12 political-social murders of leaders brought about by situations that the American system, perpetuated by Johnson and Humphrey, helped to create, 25,000 American dead, 150,000 Vietnamese dead, 500,000 wounded, 50,000,000 impoverished Americans, a 30,000,000,000-dollar Vietnam expenditure per year, while spending 2 billion dollars in anti-poverty funds, and now I finally find myself free. I realize that you are a soul Brother, Hubie baby. You told that to Lester Maddox when you embraced him, as well as his ideas. Sure, now that McCarthy has said okay, you can count on my support. Maybe with a rope around your neck.

By MARCIA MILSTEIN
Feature Editor

On Monday night, October 28, 1968, the halls of Madison Square Garden buzzed with excitement. People glided up the escalators to find their seats. They came united in their support for Paul O'Dwyer. As they filled the stadium, a dim light melted the multitudes into one. Monday night at the Garden featured celebrities: Richie Havens, Shirley MacLaine, Tony Randall, Pete Seeger; and statesmen: Charles Evers, Senator McCarthy.

There were banners waving and brass bands blaring, traditionals at any political rally. Defiant students cried out, "Dump the Hump" as an obscenity. But the obvious attempt at merriment could not conceal the desperation of the Democratic party. Their urgent appeal for funds, and every speaker's words conveyed the feeling of fear, fear because of the



Senator Eugene McCarthy addresses gathering of 20,000 at Madison Square Garden last Monday on behalf of the candidacy of Paul O'Dwyer for United States Senator.

threats of the financial power and the conservative appeal of Nixon, Agnew, Max Rafferty and Mason Hampton. Monday night was an attempt to regain their strength and to unify their forces.

A thunderclap of emotion burst through the crowd when Eugene McCarthy entered the Garden. His people stood up spontaneously and cheered for him in devotion. Thousands of fingers formed the proud V. Though "Dump the Hump" cries crudely interrupted the dignity of McCarthy's reception, the cries were no longer defiant but pleading.

Senator McCarthy could not look his devotees in the eye and state, "I must support Humphrey." He said that he did not wish to make up people's minds and that he would make no declarative statement — yet. The shattering blow was delivered over the radio the following morning.

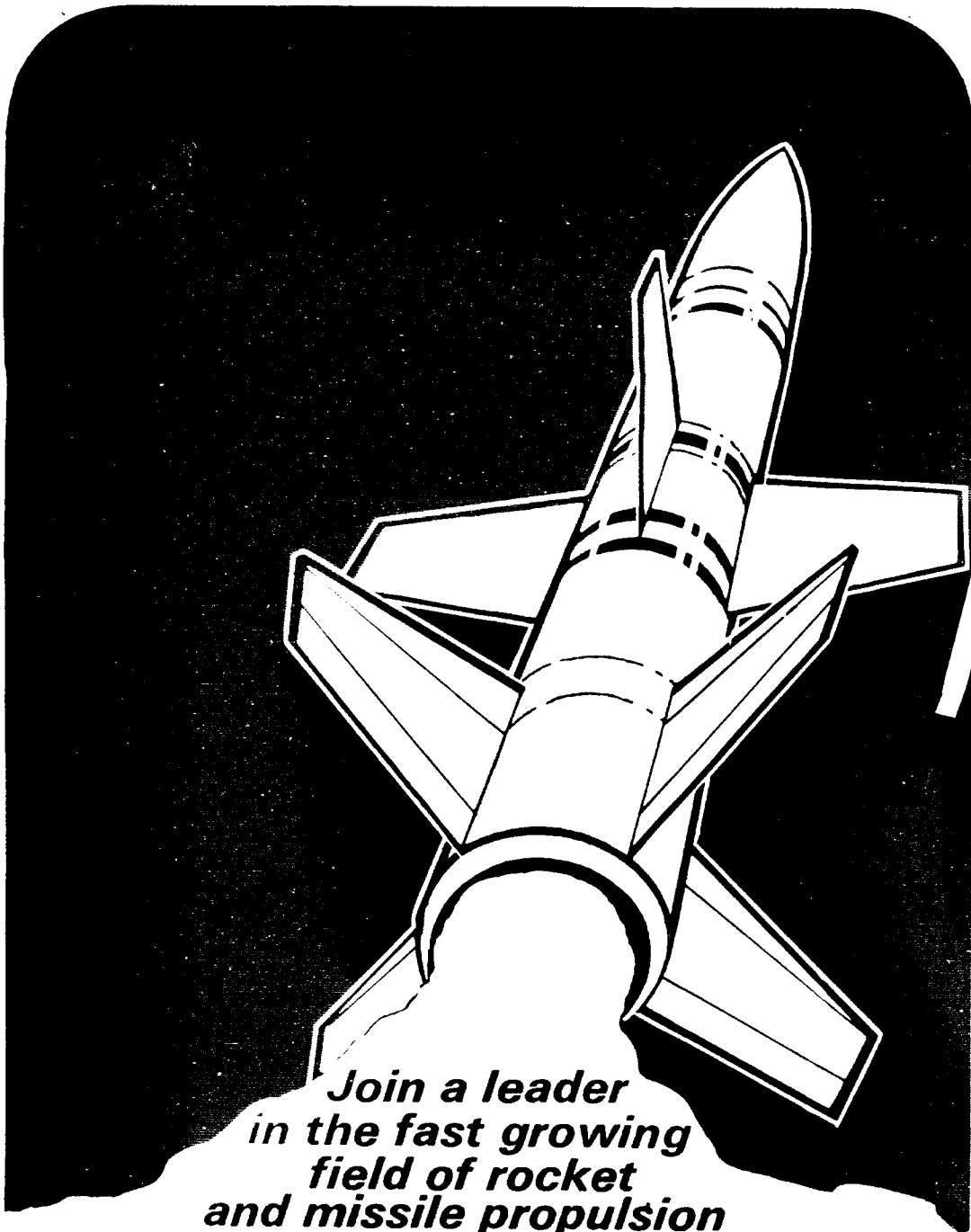
After McCarthy's triumphant exit, Pete Seeger's songs cast a brief festivity over the Garden. He chimed, "We're neck deep in the big muddy,

The big fool says to push on." A stirred audience reinforced him in song.

The long-awaited and almost forgotten Paul O'Dwyer arrived and was met by warm applause. He began in his simple, honest style, "I have a campaign to win," and the crowd cheered. He then proceeded to restate his commitment of withdrawal from Vietnam.

Monday night's rally placed a hard emphasis on what these people are fighting against. Pete Seeger's songs satirized the war. O'Dwyer's statements condemned it. Other speakers emphasized their opponent's philosophies. The next day, McCarthy followed their tone by placing his concern for the country's fate above his strong personal beliefs. His decision indicates that he is more against Nixon than for Humphrey.

It is clear which values have priorities in the minds of men like McCarthy. He reached his decision after a long search and struggle with his conscience. Now we must search and struggle, too.



Join a leader in the fast growing field of rocket and missile propulsion

EXPLORE the potential for professional achievement at the Naval Ordnance Station, Indian Head, Maryland.

Few technical fields offer you as many opportunities for an exciting and rewarding career as the rapidly growing field of chemical propulsion. Indian Head is a recognized leader in research, development, production, and evaluation of propellants and rocket propulsion systems and has advanced the state-of-the-art of chemical propulsion through participation with the Department of Defense and NASA. Indian Head has made important contributions to the Polaris, Poseidon, and Sidewinder propulsion systems as well as virtually every missile system in use by the Fleet today.

Located 25 miles south of Washington, D. C., Indian Head is close to the cultural, social, and scientific advantages of the Nation's Capital offering opportunities for pleasant suburban or country life near mountain and shore resorts.

Professional positions available in:

Engineering	Science
Aerospace	Electrical
Chemical	Industrial
Electronics	Mechanical
Electrical	Physics

Liberal career Civil Service benefits include graduate study at nearby universities with tuition expenses reimbursed.

Naval Ordnance Station
Indian Head, Maryland 20640



Representative on Campus Monday, November 11

For interview, contact your placement office

An Equal Opportunity Employer

For Your Dining Pleasure

VILLAGE PIZZA'S New Dining Room

Same Great Food in a Pleasant Atmosphere

COCKTAILS

Catering Specifically to S.U.S.B. Students 941-9643

Notices

(Continued from Page 3)

The Guidance and Career Counseling Office has just received applications for the Summer Jobs in Federal Agencies examination. Those students interested in taking this exam are urged to pick up applications in Room 103 of the Gym.

SDS announces they will hand out leaflets to high school students on Nov. 4 for election action and leaflets to voters at polling places, Nov. 5. For information, contact Dave at 6432.

There will be a regional mobilization of anti-war forces Saturday at 1 p.m. Group fare on the Long Island Rail Road, for \$1.65 round trip, is being arranged. Please contact Mitch Cohen at 7842 for further details. Demonstrators will meet at 57th Street and Park Avenue.

Signups for the Stony Brook Blood Drive will be taking place in G Quad on Monday, Nov. 4 during dinner; and on Tuesday, Nov. 5 in H Quad.

for the commission and sciences



dom in choosing a course of studies.

3. Expanding independent study programs.

4. Establishing a permanent student - faculty governing body which is responsive to the demands of its constituents, and with the power to implement its decisions.

5. Developing the residential college program, so it can promote student-faculty in-

teraction and study programs.

6. General decentralization to allow the Quads more independence in setting policy.

7. Opening new channels of communication on a personal level between students, faculty, and Administration.

I hope to accomplish this and much more through the Commission.

Harry Gruenspan

In "The Ballad of a Thin Man," Dylan writes: "There is something happening here but you don't know what it is, do you, Mr. Jones?" Unfortunately these words fit Stony Brook all too precisely. The student body is not occupied with being alive, and being immersed in a constantly evolving learning experience; but wanders about, at times almost on a death trip, waiting for something to happen. This is not exclusively our fault, for the structure of this University is a constraining force on the student. The University doesn't want people but machines. It perpetuates deadness. To be alive, the University must be human-

ized. It must be a place where no system is forced upon us, but where we try to create a constantly changing university community that changes with the evolving student. Only where the barriers to free thought are broken down can the student learn what is relevant to him and to man. Only when we have transformed Stony Brook into a community where the life force flourishes can we become aware and become all we are capable of becoming.

I've tried briefly to tell you where I'm at. If you like where I am, you can vote for me. If not, thank you for reading this. Call me at 7837. Be alive.

Steve Lax

Within recent years, SUNY at Stony Brook has become too complex for any one person to individually learn and evaluate the condition of all University functions. To compensate for this difficulty, the faculty and student bodies have conceived the idea of a representative group of twelve persons who would undertake "the examination of educational policy and of questions that affect the health, safety, comfort, or morale of the University Community."

I am running for the position of one of five undergraduate members of this Faculty-Student Commission. If elected, I would strive to learn as much as possible concerning the present situation of many relevant policies at Stony Brook. Sub-

sequently, I would convey my findings to the other members of the Commission as well as to the undergraduate student body. Working from my observations and their own, we twelve people would then prepare reports and recommendations to submit to the University Community later this year.

This is my position: I would attempt to examine many pertinent aspects of this University and to publicly reveal my discoveries in a sincere yet simple manner. Also, I would listen closely to the reactions of my fellow students to the findings of the Commission. If you agree with this position, elect me as an undergraduate member of the Faculty-Student Commission.

Glenn Kissach

The Faculty-Student Commission was set up, according to the resolution of the Executive Committee of the Faculty, which originally proposed it, in response to the "need for a university to study and evaluate its goals and policies." The Commission, accordingly, has as part of its mandate "the examination of educational policy and of questions that affect the health, safety, comfort or morale of the University Community."

The scope of the Commission's concern is therefore quite encompassing. I am a candidate for the Commission because I believe that meaningful changes in

many aspects of university life are necessary (ex. curriculum, admissions, governance), and the Commission has the opportunity to play a significant role in gaining these changes.

The time for critical evaluation of all aspects of University educational policy, and creative proposals for change, has certainly arrived. Out of the three-day moratorium came suggestions for restructuring university committees, curriculum innovation, changes in admission policies, greater student representation on decision-making committees, along with numerous other suggestions. It is the Com-

mission's responsibility to examine the existing realities at Stony Brook, study the feasibility of implementing the offered proposals, as well as the desirability, and then make recommendations to the student and faculty bodies. This will require of its members both a determination to put in many hours of work and an open-mindedness to the many proposals put forth. If elected

I feel I can meet both of these requirements.

One more thing: it has been suggested by others that those candidates who run for the commission but who are not elected, serve as a research committee to the students elected. This is an excellent idea; I for one endorse it, and I hope the other candidates consider it.

Matthew Rosenstein

What are those criteria upon which an informed decision concerning this office is based? Basically, the criteria is one of experience, of knowledge, of a good working understanding of what a university is today, what are the alternative structures, not only proposed, but also in existence on other campuses, and how they can be applied here.

I spent the first two months of the summer on campus reading and learning about universities, and about the educational reform movement across the nation. During the month of August, I saw Antioch, UCLA, University of California at Santa Cruz, and Berkeley, each of whom is very different and each of whom can teach a

lot about how our education can be better.

Coming back to school, I assumed the burden of Chairman of the Free University, as well as being elected to the Polity Judiciary. I feel that, being in the Experimental College, I have enough time to give to all these activities. During the course of both last and this year, I have met many helpful faculty and administrators with whom I can communicate and work; this is a necessity for anyone on a faculty-student committee. All in all, it is apparent that I have the requisite knowledge, time, and most importantly, the commitment to do the kind of job crucial for success in building a more responsive Stony Brook.

Sandra Kallman

It is of utmost importance that we, having had the three-day moratorium to air our gripes and discuss ways of bettering Stony Brook, apply ourselves to the task of implementing the proposals that were made. I am running for the Faculty-Student Commission because I see a need for and feel that I can contribute to this change. I am not a radical; I do not advocate demonstrations, sit-ins, and destruction as the major means of effecting change; I use those methods as a last resort, when all else fails. I am not politically well-known here; that is because

I listen instead of yell, because I appeal to common sense instead of to mob emotions, because I aim to get things done, rather than tell the world that I'm doing them. I am in favor of a Liberal Arts Major, of different grading systems, of curriculum innovation, of better advisory systems, of a re-arrangement of the power structure here. But that's not new; most people are in favor of these changes also. As a representative of students, I will listen, think, and act in such a manner as to improve this school for all.

Sandra Silberstein

"There is no reality except in action." — Jean-Paul Sartre
Too many people participated in the moratorium as a cathartic experience. My catharsis can never be complete without action, programs, and change! I could not enter an office on the Faculty-Student Commission as an unbiased individual. I have believed too long in a re-examination of all departments, in a Liberal Arts Major, in an Interdisciplinary Dept., and an Urban Affairs Center equivalent to our Center for Latin American Studies. My experience of the past two years as a member of the Polity Com-

mittee, as Chairman of the Experimental College, and as Chairman of the Free University has made my commitment to innovative education absolute. My experience has also convinced me that the students are willing to be constructive agents of change.

The platform I must run on for the office of Faculty-Student Commissioner is a conviction and a challenge. My conviction is that the Faculty-Student Commission must and will work. My challenge is to faculty. For the faculty embodies our most precious intellectual resource, yet, it is almost never used in reshaping a
(Continued on Page 8S)

chore of instituting the changes together with establishing means of maintaining an evolving community, one in which each member is responsive to the needs of every other member. Then maybe it won't be necessary to create commissions to insure freedoms which are taken for granted on other campuses.

McColgin

munication, THIS wouldn't have happened." Fundamental differences of opinion exist. If there were no differences, then communication would be splendid. But they do and it's not.

The fact that we have unrest on this campus indicates that learning is just not happening. Somewhere faculty are not facilitating, administrators are not ministering, and students are not studying. However, cute pieces of rhetoric are not the answer. My method is to examine with cold skepticism all available answers. I have no emotional allegiance to any ideas or sides, whether MY idea or SOMEONE ELSE'S, "pro" or "anti" student. We must allow enough time to make reasonable decisions, but we must make decisions. Decisions may be imperfect, but one must be willing to change. "Doubt will save us."

Levine

make sure that Stony Brook remains awake and implements the proposals that have been made.

Specifically I will work for the following goals:

1. Changing admissions policy so candidates are not judged solely by academic achievement, to insure a more diverse and less apathetic student body.

2. Liberalizing curriculum requirements to insure each individual maximum free-

faculty commission candidates

Elizabeth Covey

The opportunity to participate in the process of involvement and bringing to fruition agreements upon the vital educational problems of our University prompted me to stand for election to the Student-Faculty Commission.

As a member of the professional, non-teaching staff at Stony Brook, I feel that the recent creation of the Student-Faculty Commission makes possible the opportunity to consider and recommend both short-term and long-range changes in policy which affect the careers of students, faculty, staff and administration as related to our mutual concern — Education. The development of a process to bring about change through examination of problems and proposing solutions is in itself as important as the ends achieved in creating Community well-being. And, if carried out as resolved by the Faculty Assembly and the Student Polity, the Commission may determine a means for policy-making by involving all segments of the University even after the mandate of the Commis-

sion has been accomplished. Five specific issues and my position regarding them are listed below.

1. Orientation of new students to Stony Brook should start when a student is admitted, the Orientation should continue through the freshman year and involve students, faculty, staff and Administration. The required course load for freshmen should be diminished and modified so that regularly scheduled seminars, discussion, and advisement programs are built-in at the beginning of student life on our campus and continued through the crucial first year.
2. Involuntary tripling should not occur again on our campus; not only because of the deleterious effect upon the living areas of our campus, but because the over-crowding diminishes the effectiveness of the academic, social, and cultural program of the University.
3. The members of the non-

(Continued on page 7S)

Marvin Kalkstein

An outline of views regarding proposals for change in the university's educational policies.

I. Academic

The main thrust of changes in the academic policies should be to introduce greater flexibility into the educational process both for the student and for the faculty member. Presently existing programs, major requirements, and means of evaluation could be retained, but as available options rather than as proscribed form. Students should be encouraged to achieve a breadth of educational background, but should not be required to take specified courses or courses within specified areas. The majoring system by distinct disciplines is most relevant at the graduate level and should not be emphasized at the undergraduate level. The granting of a degree with a major in liberal arts is one means of achieving this change in emphasis. Students should have the opportunity to fashion their

own curriculum and, by petition, to request the establishment of particular courses. Of paramount importance for the reform of our educational policies is a thorough revamping of the advisory system. The reforms proposed above all demand that greater attention be given to dealing with the student as an individual. It is essential that each student be assigned an advisor who will be sensitive to, and understanding of, the needs of the student. The student and advisor together must be able to define realistic goals for the student and then to determine the best means for the student to attain those goals.

Course duration and credit hours assigned should not be confined to the present fifteen weeks and three or four semester hours. More concentrated courses and courses of longer duration should also be possible. Other means of student evaluation should be considered be-

Larry Parker

The crisis of higher education is upon us. Every college and university in America feels and must respond to the forces of unrest. Stony Brook must change to survive in a meaningful way! Change is a necessity; not simply for its own sake, but in order to reflect the changes of our times and our society, and the changing demands these factors place on university education.

Universities are no longer ivory towers from which facts and figures are disseminated to the privileged intellectual elite. Today, one out of every two high school graduates makes an attempt at higher education. Today a college education is almost a prerequisite to satisfaction and success in America. We must meet these demands.

It is my personal opinion that Stony Brook is behind the times, far from the main stream of progressive public and private universities. We must begin to agree. We must begin to build. We cannot lose the momentum provided by student interest, Dr. Trask's resignation, and the three day moratorium. Proposals are the beginning; but implementation is mandatory. A university must not stand dormant. Accepting all the proposals of the moratorium, we would still be far from a pioneer in education.

It is essential that as a university we realize that the time students spend here involves growth of many kinds. And indeed the modern sense of the word education must include and facilitate this growth.

Theodore Goldfarb

I. Interest and Experience

I view the task of the commission as one of extreme importance. We must unite the academic community if we are to assure the future stability and prosperity of SUSB. I believe this will be possible only if we make a sincere effort to accommodate the legitimate educational goals of all elements of the University populace.

During my nine years at this institution, I have served as Secretary of the Faculty, member of the Arts and Sciences Curriculum Committee, Chairman of Chemistry Department Curriculum Committee, Advisor to the Statesman, AAUP Secretary, University Ombudsman and College Master. The experience I have gained through these endeavors should prove valuable in attacking the critical job that lies ahead.

II. My Views on the Need for Change

A. New Curricula. Although our present majoring system probably satisfies the majority of our undergraduates there is a large, growing minority which is demanding

different types of academic programs. The need for these programs will continue to grow if we broaden our admissions policy (as I think we should) in an attempt to accommodate the needs of a less homogenous group of students. Toward this end I favor the development of a liberal arts major, courses involving field work and apprenticeship programs. I see no reason why this should interfere with the continued growth and improvement of our traditional academic offerings.

B. University Governance.

A new structure is needed which will assure the full participation of truly representative faculty and student groups in the establishment of all important policy and priority decisions related to the educational mission of the University. This does not mean that the administrative role should be taken over by faculty or students. In an institution that is growing as rapidly as this one, major decisions on construction schedules, admissions policy and budgetary alloca-

tions have important educational ramifications and should not be viewed as purely administrative details.

C. The Reward System. If we are serious about our interest in improving teaching and developing our residential college program, it is essential that those who devote themselves to these endeavors receive rewards equal to those received by research scholars. Once again I see no conflict here. In an era of specialization and in the context of a multipurpose institution it seems illogical to me to expect all faculty members to display the same balance of interest and ability.

It also seems reasonable to develop more flexible reward systems for students. We should find means to encourage those who wish to pursue serious educational goals without the restraints imposed by our present letter-grade scheme. I believe that this can be done without sacrificing the essential need for serious evaluation of a student's intellectual achievement and growth

Paul Grannis

In my view the primary responsibility of the Faculty-Student Commission is to promote the intellectual health of the Stony Brook academic community in the broadest context. In this view the central focus should be upon those matters related to the educational experience — the relevance of the academic program to the individual; the depth of intellectual confrontation and excitement generated by contact with teachers; the development of the ability to recognize and respond to the central problems of the society; and to bring to bear a rational concern to these problems. It is surely true that the questions of physical and psychological comfort are related to the success of academic life; however to focus on these symptoms seems to me to be both a literal and fundamental inversion of the mandate.

The view that students cannot be trusted to take a responsible and innovative part in running the university is absurd. There is no reason to suppose that the faculty with its greater experience and its built-in pre-disposition is necessarily more responsive to the real needs of education or more likely to identify promising innovations. If it is our desire to improve the depth of intellectual confrontation, then a variety of methods and programs — many of them student suggestions — must be considered. For example, it should be possible to devise programs which do not fit into the present mold of pre-professional departments. For those who respond to the problems of the urban ghettos, it should be possible to fashion a program comprising the sociological manifestations, the psychological effects, the cultural roots of today's ghetto classes, the economic structures which compound the problems, and the technological complications in the urban environment. It should be possible

to produce a program for non-specialists in the sciences which stresses the fundamental philosophies of modern scientific enquiry, the nature of the intellectual tools involved, and the major modes of viewing natural phenomena. Surely it is not necessarily degrading to understand such fields in breadth, if not in detail; surely also there is need for such understanding in our schools, community planning, and governmental services. In short, it should be possible for the university to respond with more flexible curricular structures to meet the various student involvements.

In the interest of more effective teaching, it should not seem radical to try to seriously evaluate the quality of instruction in the university. At present the measure of faculty worth is largely the quantity and, as best as can be judged, quality of research contributions. If we take the point of view that active research is a prerequisite for effective teaching, we should also agree that serious attempts to formulate a body of knowledge for a class will enhance the quality of research. Thus it seems entirely reasonable to establish a framework for quantitatively gauging the effectiveness of a teacher. The composite worth of a teaching member of the faculty should then be the sum of his teaching and research contributions.

It is the very fact of Stony Brook's relative freedom from institutional encrustment that makes exciting the possibility of searching for new modes of intellectual expression. It is not my view that the academic life of students should be permissive and undisciplined; it is my feeling however that there must be a multitude of ways of re-directing the university toward the achievement of more involvement, excitement, and satisfaction of all members of the community.

sides the present grading system. The students should have a hand in course and teacher evaluation, and teaching effectiveness should be of equal consideration with research in evaluating a faculty member for hiring and promotion.

II. Governance

The committee structure of the university should be responsible for policy decisions affecting the purposes and goals of the university. The roles of various members of the university community on specific committees should be consistent with the relevance of a given committee to the particular components of the university community. Thus, the composition of a committee dealing with student affairs would be predominantly students, whereas a committee dealing with faculty hiring and promotion would be largely composed of faculty members (both senior and junior).

(Continued on page 7S)

Stony Brook is amazingly negligent in providing any kind of environment for healthy social, emotional, or ideological maturation.

As a candidate for the 12-man commission, I realize that representing the non-teaching faculty would be very difficult. As a group, our professions include scientific technology, student affairs, health, the library, the physical plant, admissions, the registrar, etc. If elected I pledge myself to communicating in every way with the proper agencies on every relevant problem discussed by the commission. Communicating not only on what the commission recommends; but communicating beforehand, so as to express to the commission the desires of the relevant offices.

student commission candidates

Robert Campagnola

Our Administration is becoming more aware of "smart" politics and good public relations. Dr. Toll has tried to make his office invulnerable to external pressures through favorable press releases and many layers of stifling puppet personnel. Last week, Dr. Toll pulled the super-move of the century by letting dissatisfied students run off steam under the guise of a three-day moratorium. Groups became bogged down and major proposals were subsequently lost. However some far-reaching proposals did break out of the discussions and will be acted upon by the Commission. However this Commission (which is faculty organized and thus far faculty controlled) was set up in the total vacuum of the three days created by the Administration, and thus will "transmit" proposals to Dr.

Toll. Can you imagine his glee when he reads the University Governance Proposal which abolishes his power?

Therefore, if elected, I will build up the power and prestige of the Commission through the best public relations this school has seen by flooding all available media with information about the proposals to force Dr. Toll's hand. I will work on each proposal as hard as I can and force the Commission to present each in a referendum as soon as they are completed. I will make our voice heard in this University and State to create meaningful and beneficial changes in our life. I propose to place the Administration in its proper perspective, making it responsible to those for whom it is administered.

Donald Beisser

In my opinion, the question is not what the moratorium accomplished, but what it didn't accomplish. While I agree that a number of good proposals were made (and while I submitted many proposals myself), I think that we ignored the basic problem that we face. Tripling, the priority structure unfavorable to undergraduates, the restricted curriculum — these we considered, but they are only SYMPTOMS OF A GREATER PROBLEM.

That problem is the goals and attitudes of those who run this University. Regardless of what changes in curriculum or housing we make now, we cannot guarantee that similar problems will not occur in the future, unless we have an active role in determining ALL BASIC ADMINISTRATIVE POLICIES. As long as the aims of the Administration are different from ours, we will be on the losing end!

Minna Barrett

If the elected officials of the proposed Faculty-Student Commission enter into service with the express purpose of exposing and espousing personal "pretensions," then the aims of this official body will not and cannot be realized. I, therefore, propose not a platform for reform, but rather, offer the ability and desire to examine openly and broadly the many proposals, expose the varied interests and alternatives and then, working with fellow elected REPRESENTATIVES, help to seek approval for and implementation of all proposals that will lead to the recognition of the basic goals that the University professes to perpetuate: freedom, commitment to social and personal ideals and growth through examination and understanding.

It is with this desire to create effective, sensitive and successful study, proposal and government, that I seek support for the position of Arts and Sciences Student Representative.

Mitchel & Robert Cohen

The University is a center of learning. As such, it must become an objective critic of society, and provide the means, through educational programs, to break down, aid, and construct customs, values, and traditions on which a new and better system can operate. But before this can be made possible, the University must become the perfect form that we wish to extend to society in general. This can begin to be implemented in the following manner:

- 1- Establishment of a College of Liberal Arts, in which students can obtain a broad spectrum of knowledge by learnings not constrained by requirements.
- 2- Working towards a relevant education, based on the individual and his potential:
 - a- Abolition of all marks, credit systems, and requirements (those who

need these to get into graduate school, however, may request them).

- b- Student participation in the hiring, firing, and promotion of faculty (end to the publish-or-perish).

- 3- Establishment of a Human Involvement Program, designed to:

- a- Work-study learnings, where research is applied to aid in the world community.
- b- Establishment of colleges of agriculture, business, architecture, law, and freedom.
- c- College of Freedom to study the sociological, psychological, and historical forces of man; projects such as studies in the exploitation of the peoples of Latin America; the Black Man in America; Vietnam, etc., to be financed by this program.

- 4- Expansion of the Resi-

dential Studies Program to include involvement of faculty in the dormitories. Hopefully, the entire University will eventually fall under this category.

- 5- A University exists for, and because of, the students. Therefore:

- a- Students should decide the way the FTE's that we generate are to be spent and distributed.
- b- The joint student-faculty committee will be a permanent body, with elections to be held on a regular basis.
- c- All referenda on academic affairs are to be transmitted to the students through this committee. It will be the job of the Administration to see that the will of the community is carried out, and nothing more.

- 6- Establishment of an Administrative Structure by which all students who would like to go to college indeed do have the opportunity, regardless of race, religion, or economic factors.

There have been many other suggestions and there will be more. These will be made available through a Committee publication to be distributed to all members of the academic community, as well as the community outside. We must cease thinking of ourselves as something above and aloof from the rest of the world and create a new world based upon the idea of the individual, rather than one based on bureaucratic ruling elites as are the nations and universities of today.

Mitchel Cohen has been:

1- member of the committee of ten that negotiated with President Toll after 1968 sit-in in business office. We established:

- a- Special Opportunities Program
- b- Removal of Hepper from Campus
- c- Council for Student Affairs.

2- membership on Statesman (ass't. arts and review editor), WUSB news, Soundings.

3- membership of committees that helped draw up the student regulations (last year).

4- co-founder and ex-chairman of OPT.

5- volunteer tutor in East Harlem's Manpower and Re-development Center, over the summer.

Robert Cohen has been:

- 1- photography editor of the Statesman

- 2- District Coordinator of Students for McCarthy.

- 3- Member of New York City task force in Voter Registration Drive.

- 4- worked over the summer as assistant to Deputy Mayor Timothy Costello.

- 5- Chairman of Rules & Regulations Committee of OPT.

We have the knowledge and the experience. Now we need your support to make Stony Brook into a University where the individual can develop at his own rate, and live up to his own potential.

college of engineering

Patrick Garahan

The mandate of the Faculty-Student Commission is basically to examine the educational policy at Stony Brook and also the general well being of the University Community. Subsequently, the Commission is to submit reports and recommendations. I am a senior and have been an interested bystander for three years. In this Commission, I see a new hope for the University Community to resolve difficulties and move toward a solution of the complex problems which impede progress and unity. As candidate from the College of Engineering, I feel I have an insight into the vested interests of the Stony Brook engineers and can adequately mobilize this knowledge into constructive proposals.

I want to be able to speak

for the engineer who doesn't have the time to demonstrate to protect his interests. This I will do as undergraduate representative of the College of Engineering on the Faculty-Student Commission.

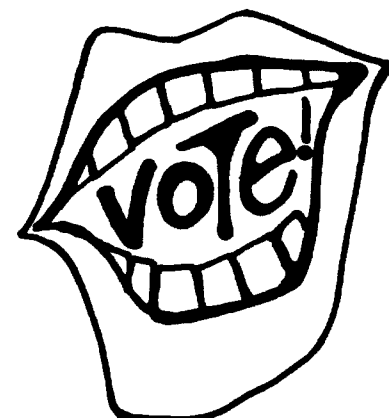
We engineers have a unique status, being members of a separate college, and should be represented dynamically on a policy-making panel such as this. The questions of on campus, centralized recruiting, compilation of class standings, and the prevention of disgraceful incidents such as the harassing of a Dow Chemical Company recruiter and those students who freely chose to speak to him, must be raised and resolved.

Matt Low

As a result of the Three-Day Moratorium, I have been given the opportunity to run for a position on the Student-Faculty Commission, as a representative of the College of Engineering. During the "Three Days," specific proposals were made by the Engineering school. In representing them, I will do my best to try to institute these reforms. However, I do not consider this my only job on the Commission. In my three years here, I have been witness to many of the small gripes and petty arguments that have beset this campus. I feel that the Commission should strive to solve the problems of the entire University Community. This would mean integrating the different political viewpoints in an attempt to reach a compromise. An uncompromising student government is

as much to blame for student unrest as an uncompromising Administration.

In relating this to the College of Engineering, a certain segment of the university population has desired to end recruiting on campus. This is a typical case of how political views influence major decisions at this University. While no one knows if ending recruiting is a majority view here, it certainly affects a large proportion of engineers. This is only one illustration of how a minority viewpoint can influence a majority at Stony Brook. Therefore, as a member of the Commission, I would first make sure that any reforms and recommendations considered would benefit the majority of the engineers and the majority of this community.



Resolution

Reprint From Education 101

FACULTY SETS UP COMMISSION OF TWELVE

RESOLUTION—

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

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

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

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

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

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

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

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

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

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

March 14 Distribution of final report and recommendations

March 24 Distribution of evaluations from the various committees

April 14 Referenda

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

By SANDRA SILBERSTEIN

(Continued from page 5)

university. In the past, "concerned faculty" have been, by definition, those who attend meetings. No more. Faculty innovation has been very rare.

My challenge to faculty

ELIZABETH COVEY

(Continued from page 6S)

should be given faculty status and job security since they are an essential part of the educational process often in a more direct learning situation with students in the informal, but nevertheless essential mission of the University.

4. Members of the non-teaching faculty should have greater representation in the University structure of governance where policy decisions are made which affect the educational goals of the University.

5. Curriculum patters should be flexible enough so that the educational offering to students provides options geared to individual needs and development.

is a positive one. A Faculty-Student Commission asks their help to work with us, to build, to be artisans, to accept the challenge of action and make education once again a living thing.

I am asking for an opportunity to put all of "our" ideas to work.

MARVIN KALKSTEIN

(Continued from page 6S)

III. Community

The university can not exist isolated from society and should have an active role as an agent for social change. A primary purpose of education is to give people the capability to determine their own destinies and to enable them to improve the world they live in. Active involvement of the students and faculty in dealing with the problems of contemporary society is a valuable learning experience and is deserving of credit. Opportunity should be available for students to participate in community programs as part of their academic program at the university.

Arthur Cytryn

(Continued from Page 5S)

All too often during the existence of this University, the voice of the Stony Brook radical has been taken as the voice of the Stony Brook student. I fear that unless the campus moderates get off their collective derriere and elect to have a voice in the Commission, it will become a soap box for those who have a vested interest in seeing that the Commission and its objective comes to nought.

As long as the moderates choose not to act and choose not to speak, they have no right to complain about the course of the University or its future. To be a moderate is not to be blind to the errors of the University or to dismiss the callousness and ineptitude of the Administration; it is to be aware and to weigh the facts. One weighs the facts, without the bias of dogma or rhetoric, to achieve an evaluation and a remedy.

The Commission will investigate the Establishment, but it must also look to the

student-establishment. Those who broke faith, who promised a moderate newspaper and then created *Introspect* must be judged with those who promised no sophomore tripling this year. And the answer the Commission gets from these people must not be "just too bad."

As a freshman, I was tripled and know the problems of the population explosion. As a sophomore in the College of Arts and Sciences, I know many of the problems, frustrations, and roadblocks that we, as students, experience here at Stony Brook. I feel that the bulk of the student body is moderate, and like most moderates is silent.

I run because I believe that if the moderate is to lift up his voice, it must be now; if he is ever to act for the University, it must be now. I seek the position because I believe I can give a voice, I believe I can act for both fellow moderates and the totality of the University Community.

Two Views On The Living Theatre

By HAROLD RUBENSTEIN
Assistant Arts Editor

Paradise Now takes us on a journey, back to the beginning so that we may "Begin." We will "reinvent love." It's time to create "a new system." For "after the Revolution, there will be no useless world." And we will do it together.

The Living Theatre tried to eliminate the separation of actor from audience, in order to achieve its goal of a free theatre in a new world. No performers, no spectators, just people, all together, one, yet all individuals, working together by communication. They walked among us telling us how they couldn't travel without passports, smoke pot, or live without money. We listened. But when one of the "spectators" asked "Why?" he received no answer. Paper planes flew through the air. One of them hit a member of the troupe. He didn't throw it back. He didn't throw it away. He ignored it. The stage floor kept getting smaller as we came closer to learn from them. We wanted to watch and to be. But as close as one came, the "wall" still kept one back.

The members of the Living Theatre interacted with one another. And they got the audience to interact with one another, but their ultimate goal of enmeshing their beings with ours never materialized.

It had started well. After the half hour of whispers that rose in a crescendo, the troupe stripped and lay on the floor—silent. Within minutes, the audience started whispering. Whispers grew to speech, speech to shouts, to whistling, clapping, a perfect reflection of what the troupe had done. But it was a cul-de-sac. It went no further.

The fault was not solely theirs. Around 12:30 things really began to happen, with those who had remained jumping off the bleachers and into the arms of the actors. But this was three hours after Paradise Now had begun. How long must an audience wait? Maybe the audience shouldn't have waited, however, and they should have run in and demanded acceptance. But too much of the audience preferred obscenities and wisecracks to participation. And there were too many people. The Living Theatre is foreign to most people, too different and radical (though forming the words Paradise Now with their bodies reminds one of those Esther Williams' movies) and with an audience of the proportions that we had, there were too many who were in the position to reject it.

However, part of the rejection was because of the lack of involvement. The Living Theatre, with only a few exceptions, spoke to the audience only when they had to, like when they walked up the aisles. But when the audience initiated the communication, there was no following through. Why wasn't that plane thrown



back? Simple and foolish as it was, it was an action on the part of one person which should have sparked a reaction. It is natural. And if the Living Theatre is to bring man back to the beginning when all was natural and pure, why aren't their reactions natural? Why didn't he throw the plane back? When the "draft cards" were burned, why didn't the troupe respond with something? The audience applauded. They did nothing. There was a lack of honesty in their actions. Despite its appearance, Paradise Now is a tightly structured work, not in words but in actions, for Julian Beck calls for a physical, emotional and a sexual theatre. They are the basics of his Revolution.

Julian Beck's Living Theatre is an ambitious attempt to spark change. He "demands everything, total love, and end to all forms of violence and cruelty such as money, hunger . . . people doing work they hate." Mr. Beck has said that his theatre will be truly successful when the audience walks out — to begin the Revolution.

But one must communicate ideas to create a new world. The Living Theatre was too inflexible, too distant, too slow. Only a few felt the spark. While the Living Theatre took a journey to the beginning, most of us were left on the pier, desirous, confused, unhappy and alone.

By STEVE MEYEROWITZ
Statesman Arts Staff

Perhaps, what many of us expected to see at the Living Theatre last Monday and Tuesday nights was something that fits into our general conception of what we know theatre to be, and there is no harm in that for it is only a logical deductive

We expected to see some sort of play or show or a performance of some coherence with an obedient audience and at least a stage. But, no one saw theatre as they knew it. What went on instead, in the opinion of many, was a group of actors (actors indeed!), apparently performing hysterics instead of histrionics, and a show which looked more like a mass rally than a play, something resembling "Chicago without the cops."

It was an unfortunate thing to leave the theatre after 2 or 3 hours, or even 4 hours, for this event lasted longer than that and one needed to give it his full attention in order to find the coherence that was there, to see that the actors were performing a skilled function, and to realize that this was

truly theatre. To say that the Living Theatre has no structure is a decision made without serious examination, for such an arousal of emotions and thoughts, as exhibited by many in the last moments on Tuesday night, does not come about from wild, haphazard screams and actions. Paradise Now consisted of eight coherent sections, each a phase of the revolution.

Also after serious examination, we see that the cast does consist of skilled actors and not "cheap amateurs or hippies," as one spectator remarked. Frenzied screams and wild actions were not the only function of the cast. You might have noticed many scenes where the group created different types of formations, requiring physical coordination and a knowledge of dance. Also, the actors had to constantly create emotion; they showed fear, anxiety, hatred, and love. In Mysteries and Smaller Pieces, they made constant use of mime, and in both plays improvisation was an important tool which was widely used.

Lastly, the claim by many, that the Living Theatre is not theatre at all is presumptuous. Theatre need only be the communication of a story, a message or an emotion to its audience. Good theatre need only accomplish this goal successfully. The purpose of the Living Theatre is to usher in revolution, but its immediate purpose, its theatrical goal, is to change men's hearts and minds. In order to reach the inner man, the actors must confront the audience; they must encroach upon their passivity, alienation, rigidity, fear, and morals. They must try to break down the intra-human barriers that the society which they are trying to overcome has built up. If they can make you think twice about the ethics of our society, if they can provoke you to participate with them in their demonstrations on the triviality of society's values, if they can make you wonder, or yell

or cry, or laugh, then they have successfully accomplished their goal. The play, for most of those who remained till the end, when the cast led the audience parading out of the gym doors, was both an exhausting and replenishing experience.

It wasn't too long ago when Henrik Ibsen shocked the unthinking people of his day into thinking, and blasted through the thick fog of Victorian convention. Today's Living Theatre audience is very much in a similar position to the audience of Ibsen's day. In order for us not to be outraged or shocked, as Ibsen's audience was, we must concede to view the Living Theatre for what it is, and criticize it on these terms. We must realize that the Living Theatre is political theatre that preaches revolution and attempts to alter men's thoughts and feelings from present customs. If it is successful in infringing upon the lives of just a handful of people, if it is successful in inspiring a group of people like those in the gym last Tuesday night into joining them and performing their iconoclastic actions, then this theatre group has accomplished what it set out to do and should be recognized for it.

It was said that when the Living Theatre leaves, all the fervent thoughts of change will go with them. This is true, en masse, but if one looks closely, he can find a few people who are still thinking about that evening Tuesday, and in that case, one can say that the Living Theatre never really leaves where it's been.

RUBBER STAMPS?
— For All Your Needs —
FORSETH
12 Holmes Avenue
North Babylon,
N.Y. 11703

SETAUKET . . .
Foreign Motor Sales

AUTHORIZED SAAB **AUTHORIZED**

AUTHORIZED VOLVO **AUTHORIZED**

AUTHORIZED FIAT **AUTHORIZED**

AUTHORIZED FACTORY TRAINED
SALES - SERVICE - PARTS
ALSO, EXCELLENT SELECTION USED CARS

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

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

GO MG
By **George** INC.

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

YOU DO HAVE A VOICE IN STUDENT
GOVERNMENT: USE IT.

IN ALL CAFETERIA
MONDAY,
NOV. 4

Vote!