

statesman

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STUDENT COUNCIL REJOINS CSA

By NED STEELE
Assistant News Editor

The Student Council, in a reversal of its previous stand, has unanimously voted to rejoin the Council for Student Affairs.

The action, which was initiated by new Polity President Tom Drysdale, was taken in the hope that the CSA could now become an instrumental organization of policy implementation.

Drysdale, who attended a special meeting of the Council and was favorably impressed by its results, felt that once the students were again represented on the CSA that body would again have a mandate to bargain with the Administration.

The members who left the Council in October did so because they believed the CSA was acting under the assumption that it possessed powers which were actually nonexistent. At

last Friday's meeting, however, the Council gave Tom Drysdale and Peter Adams the impression that it had reassessed its position. "The Council," said Drysdale, "knows it has no power." It was this realization on the part of the CSA that led the Student Council to reconsider its position. The Student Government statement reads as follows:

"We, the Student Council, have decided to participate again in the Council for Student Affairs because concerns and attitudes have changed over the past month such that we believe that our participation will now be in the best interests of the student body. Since President Toll's recent definitive statement to the Chairman of the Council for Student Affairs concerning the powers of the CSA as merely another body to suggest ideas to him, we have sensed that a concert of thought has

developed among the other members of the Council, that the President can no longer have absolute control of decision-making on the campus.

"We believe that it is now feasible to establish the Council for Student Affairs as a representative body with the power of implementing decisions. We have decided to participate again in the CSA in order to accomplish this end."

Summarizing the reasons for the issuance of this statement, Polity President Drysdale said that the goal is to "organize a body that could represent the students and faculty effectively," and to "force Toll to grant implementary powers" to the CSA.

The members of the Student Council are expected to attend the next regular meeting of the Council for Student Affairs, which will be held on Friday.



Tom Drysdale, Polity President

COMMITTEE VALIDATES COMMISSION ELECTIONS

By RONALD HARTMAN
Statesman Staff Writer

Sunday night, at a meeting of the Implementing Committee, chaired by Professor Creed, the recent elections for the Student-Faculty Commission were validated. Questions had been raised regarding election procedures in the student, faculty, and non-teaching voting.

The non-teaching balloting has been a major source of contention. Most of the discussion stemmed from a lack of a definition of who comes under the non-teaching (administrative) heading. This dis-

tinction still remains unclear, especially since many people are on both the teaching and non-teaching staffs. The Implementing Committee finally agreed to validate the election, which means counting the already cast ballots that are presently awaiting tabulation.

There were two questions involving the student elections. First, it was pointed out that although undergraduates were allowed to vote for their representatives on the Commission, they were never given the opportunity to say if they wanted the Commission at all, as were other members of the

University Community. Resolution came when it was agreed that it could be assumed that the approximately 2400 students who voted in the election would not have cast ballots if they were against the Commission's establishment. The second disagreement was over the procedure used by the Election Committee, headed by Steve Gabriel, in figuring majority winners. The Committee voted to consider both points as minor and the Student elections were validated. Student representatives are Minna Barrett, Glen Kissack, Lenny Mell, and Don Rubin from the College

of Arts and Sciences while Matt Low is representing student members of the College of Engineering.

A dispute in the Faculty Election was also resolved with the validation of that vote. The names of the winners, released at Sunday night's meeting are Professor Dresden of the Physics Department, Professor Goldfarb of the Chemistry Department, Professor Pellegrino of the Biology Department, and Professor Pratt of the History Department. Professor O'Brien ran unopposed from the College of Engineering.

Gladieux Reps Meet With G-Quad Residents; Discuss Food Problems

By MARC DIZENGOFF
Statesman News Editor

Poor food and unsanitary conditions were the major topics discussed at an emergency meeting of the food service and residents of G-Quad last Thursday night.

About 300 students crowded into EFG Lounge in O'Neill College to voice their complaints to Mr. Tvelia, G-Quad Food Manager, and Mr. Harry Allen, representative for ABC Gladieux on campus.

The meeting, presided over by Maddy Lench, O'Neill College Head R.A., and Larry Levy, Gray College R.A., covered the full scope of the students' problems with the food service. Such problems as dirty silver, stale bread, half-cooked food, impolite service, lack of choice in meals, and the "stench-filled" dish rooms were raised by students.

In response, Mr. Tvelia stated that he found "many of the complaints trivial and individual," and that he proposed to answer them as best he could. He stated that all the food which is used is Grade A, to which one student remarked that "something happens to it between the time the food service gets it and the time our stomachs get it."

The representatives of the food service were then presented with a list of grievances compiled by the G-Quad R.A.'s. They left, leaving their promises.

In a brief meeting afterward, the R.A.'s and the students discussed what actions they would take if the food service did not comply with the students' wishes. They set up a committee which would have one student observe the meal service at each meal of the day, during the "period of improvement for the food service."



Weisinger Investigating Graduate Housing Plans

By ALLEN GILBERT
Statesman Staff Writer

Acting on the premise that graduate students and undergraduates share few of the same interests, several members of the Administration are investigating the possibilities of separate housing for resident graduate students. Several plans for remedying current graduate housing have been introduced, and actions may be expected soon.

Presently, graduate students either live off-campus or with undergraduates in residential colleges. Many graduate students have expressed dissatisfaction with these conditions. Dean of Graduate Studies Herbert Weisinger suggested a four-option program to alleviate the students' various difficulties. The plan encompassed:

1) University influence for the procurement of better off-campus housing.

- 2) Residential halls containing only graduate students.
- 3) Integrated halls with clusters of graduate students.
- 4) Halls integrated in the present manner.

He also expressed a need for graduate student housing.

John Missimer, Chairman of the Graduate Student Council, stated that about 90% of those graduate students who live on campus are foreign students. During the moratorium, they met and expressed a desire to live in separate halls in integrated residential colleges. In this way, they felt that they would have both the privacy that a graduate needs and the chance to improve their commands of the English language while involving themselves in university life. The graduate student council has not yet made firm plans as to its desire on the matter of housing. It has, however,

set up a committee to consider the subject.

A major reason for the desire of on-campus graduate students to have separate dwellings is their distaste for the high amount of noise in many undergraduate halls. When questioned on the matter, University President John Toll said that he prefers the present plan of integrated halls. He believes that undergraduates can reach an understanding with graduate students and create a mentally satisfying atmosphere. He feels graduate students have much to offer undergraduates and that their greater maturity can help create a better atmosphere. Concerning off-campus conditions, Dr. Toll says that he has appeared before different local town planning boards in an attempt to get private enterprise to build houses near the University. However, he realizes that this problem is not yet near being solved.

Executive Vice-President T. Alexander Pond is in favor of the system of choices. He feels that there are graduates who can make large contributions to general living. However, he also spoke of the needs of others, particularly those working on theses, for intense concentration. The problem involved here, he feels, is how to produce an environment that is both socially satisfying and conducive to serious thought.

When asked what the future policy concerning on-campus graduate housing would be, Dr. Toll said that, in general, housing practices would be as they are presently. However, there would be different suggestions experimented with, such as clustering and segregated halls.

A major breakthrough was made this year in the area of housing for married students. The New York State Legislature approved appropriations for the building of 240 married students' hous-



Ilya Bolotowsky and student at Gershwin College reception. Photo by Steven Eng

Bolotowskys Offer Art In All Media

By STEVE MEYEROWITZ
Statesman Staff Writer

Ilya Bolotowsky, a Russian immigrant and chairman of the Art Department at Long Island University, came to Stony Brook this past weekend where, at Gershwin College, he displayed his art work, showed experimental films and presented two original plays.

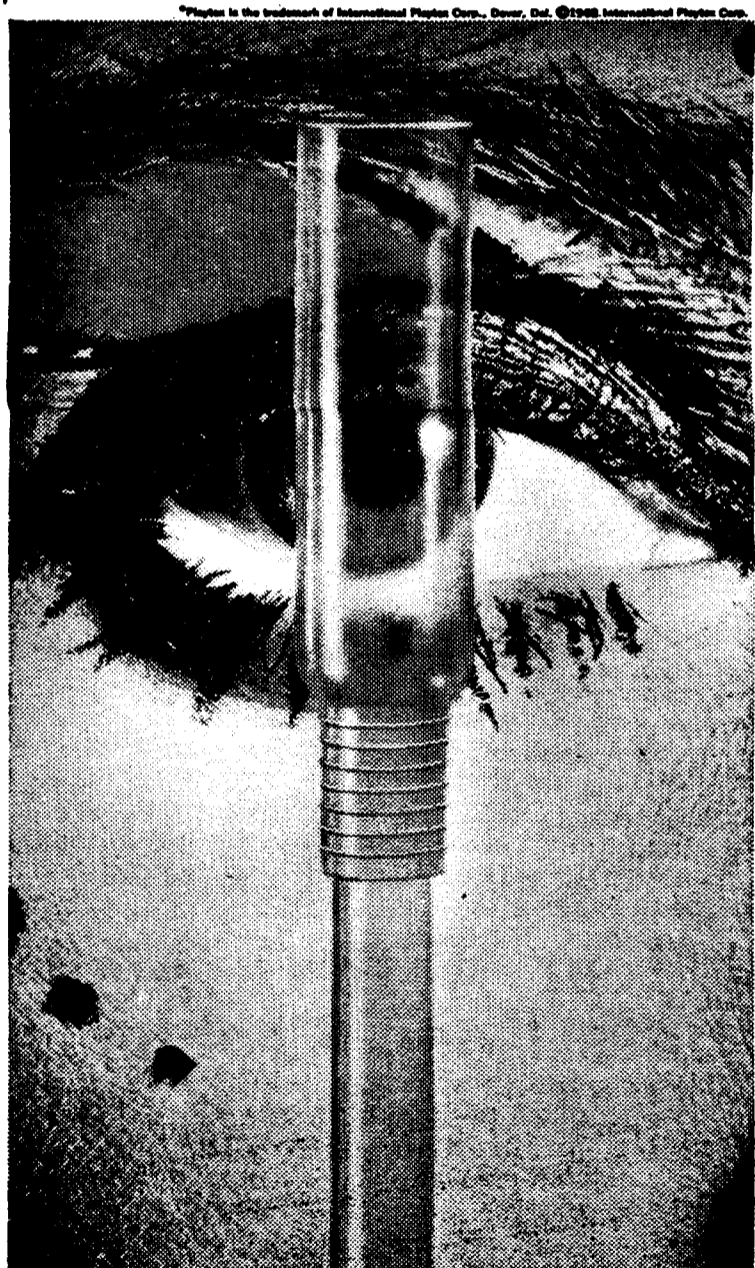
Mr. Bolotowsky's art work, which hung on the walls in

the main lounge at Gershwin College, was all of the "modern art" type. That is, the paintings were geometric shapes and patterns of various colors. There were even some three-dimensional art objects, one of which, unfortunately, was being used as a receptacle for used paper plates and empty coffee cups.

Two original Bolotowsky plays, *Darling, Poor Darling*, and *Sixty Miles Per Hour*, were presented Friday evening before a distinguished audience which included Dr. Toll, Dr. Pond, and Dr. Glass. *Darling, Poor Darling*, was highlighted by the superb performance of Prudence Barry, wife of Professor John Barry of the Theatre Department. Also to be commended is Mr. Andrew White, master of Gershwin College, who played the all-too-brief part of a female messenger. Marty Klein and Arlene Markowitz, two Stony Brook undergraduates, played the roles of an old man and his wife in *Sixty Miles Per Hour*.

Mr. Bolotowsky, who has been making films since 1954, showed ten experimental films during the weekend.

Mr. Bolotowsky's son Andrew, who was present for the weekend, gave a flute concert on Saturday night.



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ID Photos

Thurs. Nov. 21

1 - 5 P.M.

Fri. Nov. 22

10 A.M. - 3 P.M.

Gym Lobby

Freshmen:

Freshman Council Elections Wednesday

Vote For Your Council Rep. In Your College's Mailroom

Freshman Class Meeting With Dr. Toll Wed. Night At 7:15 P.M. In The Gym

Attention Sr. Class

First Meeting Of All Seniors Who Wish To Participate In The First Senior

Class Follies

Talented or not, we need your help, so if you can sing, dance, play an instrument, type, or laugh loud, there is a need for you.

Thursday Nov. 21

Soc. Sci. A-135 7:30

Peace People Receive A Warm Welcome

By PETE REMCH
Statesman Staff Writer

I went to interview the Peace Corps representatives who visited Stony Brook last week with a few preconceived ideas about their program. Cynically, I thought of ways in which I could attack the set-up, by saying it was just tokenism and patronizing, or pointing out the hypocrisy of a government which gives billions to war and one-and-a-half million to peace. I planned a minor expose on the Peace Corps "fraud" as I dreamed it to be.

From the outset, I had lost. I talked to Heather Shay, and I found I could not argue her sincerity. Anyway, she smiled too much for me to doubt her. Heather joined for the reasons that kids march and demonstrate all over the world: peace, brotherhood, justice. Only she wanted something more than rhetoric, she wanted to touch people. This was her only alternative, since VISTA and the Teacher Corps (Head-Start, etc.) had not been formed when she graduated college. The Peace Corps gave her a chance to travel, to meet new people, to learn new customs and a new language. However it was no "join the Navy, see the world" deal. She did her share to change that world. As a teacher in the Pacific, she lived with a native family whose daughters also taught. She shared teaching

techniques and ideas that she had learned in the United States. Her objective, the objective of all Peace Corps volunteers, is to give people the tools and the mechanics by which they can help themselves.

For a long time, I was ignorant of a fundamental principle: the Peace Corps workers are not do-gooders or big brothers. They are not the white "bawana" who comes bearing the truths of the white man's burden. The work is done by the villagers themselves, organized by their own leaders. The volunteer has the role of the catalyst, always remembering that he leaves after two years and his most important contribution is what happens after he is gone.

Albert Ornstein was the oldest of the workers who visited Stony Brook. He and his wife worked together in Ghana. He joined the Peace Corps during the years of John Kennedy because he felt that he wanted to be part of the change which that administration promised. The political situation has changed much since then and one could sense his discontent with Johnson, the war, and now Nixon. After a few minutes on the subject, Al made a remark about how maybe Nixon wouldn't be that bad . . . but he said it to comfort me rather than boost Nixon. He admitted that many people



are hesitant about the Peace Corps because of the government's involvement in Vietnam. However, he thought that the Peace Corps was possibly the only hope left to put sanity into the government and redirect its efforts. His deep commitment to international peace was evident as he spoke to me, and I admired him for it. Most of the middle-aged people I know merely profess their commitment; Al's is proven in action.

Nick Wolfson was the man in charge of the basic operations while the Peace Corps was here. He was able to relay some very interesting facts about Stony Brook and its students. Contrary to what is called the "apathy" of S.B. students, Nick

claimed that student interest in the Peace Corps was "really good." He spoke of how students were coming to the movie and were always willing to talk with volunteers. Statistics show Stony Brook to be among the top twenty schools in the country, in offering people to the Peace Corps. Nick believes that many of the students with whom he has spoken will go into domestic programs, such as VISTA, rather than join the Peace Corps.

When leaving Friday, the volunteers took with them twenty-one completed applications of S.B. students who might be ready for training in June. Of these twenty-one, ninety per cent may very possibly be working in the fields of Asia or Africa by this time next year.

Statesman Interview:

Dr. Gelber Responsive To Educational Change

By CATHERINE MINUSE
Statesman Staff

In an attempt to inform the student body about a lesser known, but extremely important member of the administration, the STATESMAN conducted an interview with Dr. Gelber, Act-

ing Vice President for Liberal Studies and Provost of Humanities and Arts. The office of Vice President of Liberal Studies has superseded the office of Dean of the College of Arts and Sciences. The term "Liberal Studies" encompasses, un-

der the new Provost System, Humanities, and Arts, Social and Behavioral Sciences, Physical and Mathematical Sciences, Education, and Biological Sciences. Each department has a Provost who is responsible to Dr. Gelber. This new system was developed to allow for greater development of subject areas and greater freedom for the faculty.

Dr. Gelber's previous experience includes his Chairmanship of the Department of Philosophy here. Prior to his coming to SUSB in 1958, he worked in the Philosophy Department at Columbia University and helped to create the General Education Curriculum at Columbia College.

Some people have credited Dr. Gelber with the idea of the moratorium. He says that it was the combined effort of a number of individuals

sitting in the President's office one day. Dr. Gelber states that Swarthmore and some other institutions have tried the moratorium before with some success and that such a direct confrontation is much more useful than polls or some other form of indirect reaction. Dr. Gelber feels that the moratorium was a success in that it produced greater confidence in all parts of the University. In particular, he was pleased with the "special climate of intellectual exchange" during the second day. Dr. Gelber suggests that these abstract products of the moratorium were good even though some may have desired somewhat unrealistic immediate concrete change.

STATESMAN asked Dr. Gelber what he thought was the major problem in education at SUSB. He replied that one individual problem

could not be pinpointed. Instead the situation involves many facets. Dr. Gelber stated that in the past, a college could expect a certain kind of student with certain needs. Today, change is occurring quickly and this University, like other colleges, must change to meet the demands of the students, academically.

Dr. Gelber is concerned with achieving greater equality in the University. He feels that the college should encourage different options in courses of study and divergent forms of social experience, in keeping with an awareness of what the students want.

Dr. Gelber seems sympathetic toward student desires and aware of the great need for change. If these abstract theories can be put into practice, he can be an effective administrative officer.



WUSB

820 KCAM

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Press Conference

Wed. Nov. 20 - 10:00 P.M.

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With

John S. Toll

He Will Be Interviewed By:

Stu Eber - Statesman

Joe Schuldenrein - WUSB

Spencer Black - Introspect

From 10:30 P.M. He

Will Receive

On-The-Air Phone Calls

Ken Bromberg Will Moderate

statesman

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Editorial

Towards An Independent Campus

Student activism is not confined to sending Dr. Toll ultimatums, holding anti-war rallies or working for school papers. Student Power can be more than mass rallies. In recent weeks, there has arisen a new breed of student activists who are using student power not to alter the existing power structure, but to serve the students.

A freshman, Brian Arnell, has opened up a Commissary in Langmuir College. Working on almost no profit, the store has been underselling the Canteen Corporation item for item. Students have always complained about the poor quality and service that the machines have provided, but until this year, no one has actually taken the necessary steps to establish a student-run candy and cigarette dispensary.

Until last semester, there were no coffee houses on campus. Now we have three, one each in G, H and Tabler Quads. They are manned by students. Although they don't make headline news, these people are performing a much-needed service. Any girl who waits on tables until three in the morning on a Wednesday night is not working just for the money.

Campus Consumer Service, under the direction of James Goldfarb, has been expanding its operations in terms of products and location. CCS will continue to operate out of the Gym, but is looking for a wider assortment of products for the student body.

The problem is that most of the students are not doing their part to help keep these groups in business. The only real money-making enterprise run by students for students is pinball machines. Why buy something off campus when you can make the same purchase on campus, probably at a lower cost? It is obvious that if we want more student-operated functions on campus, we must show that we are willing to support those already in existence.

There are so many more needs and wants that we can satisfy on this campus. There are plans for an ice cream parlor in Ammann College (North Hall). Each quad could use a beverage store. Instead of scattered signs for cheap soda, why not have a regular area where non-alcoholic beverages are sold for prices just above cost?

Go to any of the local shopping centers. Look at the different stores that students frequent. We can have the same types of concerns on our campus. Why should we pay such high prices for clothing? Why must we travel, sometimes over long distances,

for the goods and services we need: Can you imagine how much money a discount record shop would earn on this campus?

Here is just a partial listing of other "stores" that could be established on campus: a shoe store, a bank, a pizza and hero parlor, a greeting card store, a school supply store, a book exchange, a library for popular books that would work on a slight cover charge, a jewelry shop, an auto repair service station, a liquor store, an appliance center, a tobacconist, a night club, a sporting goods store, a poster shop, a large-scale ironing and/or laundry service, a car store, a drug store, a typing service, ad infinitum.

There are two necessary conditions for success of any and all of these projects. The Administration must be willing to recognize the autonomy of each residential college. Each dorm legislature must have the right to decide how space should be allocated in its respective buildings. The student body must be willing to work a few hours a week in such stores and to make as many purchases as possible on campus.

If you want this University to become a community, then you must be willing to spend time and money in establishing a self-sufficient economic community. If those in the surrounding community do not like us, why do we give them our money? Why shouldn't we help each other and receive goods and services at reduced rates?

STATESMAN pledges its pages to anyone who wishes to start a business on campus. If you want any assistance in determining how one begins a business on campus, contact the following people: Tom Drysdale, Polity President and a member of the Faculty-Student Association, which regulates all on-campus business practices; Henry Weiss, an R.A. in Langmuir who has been instrumental in bringing pinball machines and pool tables into the dorms; Brian Arnell, the freshman who started the Langmuir Commissary; James Goldfarb, the founder of the Campus Consumer Service.

We don't expect every student to start a business. We don't expect every student to work for an on-campus business. However, it would be a sad commentary on us, the students, if we didn't support our own stores.

We must begin to ask ourselves what we can do for ourselves and not what others should be doing for us.

Street Fighting Man

A Column

By PETER NACK

The Cox Commission, which investigated the Columbia movement of last spring, pointed to the disintegration of the student government of Columbia College as one of the roots of the disturbances. Furthermore, they reported that this disintegration was caused largely by deliberate exclusion of the students from governance by the Columbia administration, thereby destroying the most important channel of University dialogue. Here at Stony Brook the same phenomenon has occurred, though I am certain that the "average student" will think of this as sour grapes about the failure of a group which I once headed, and that the administrators and faculty here will either be ignorant or deny intent. Yet, to any student who has been at all consistent in his attitudes to the University and at all involved, it is apparent that there has been a policy of castration of the only possible organ of a unified student class, the student government structures.

The instrument of this operation is really quite simple, though twofold. First, any group continually frustrated in its common actions will become disorganized. Yet this alone could lead to a more militant regrouping; to prevent this, a second principle is adhered to—a variant of divide and conquer. Quite simply, the ins have only to divide the leadership of the outs, or alternatively to count upon the first principle to destroy the efficacy of this leadership.

In practice, the people in power simply decide whom they shall treat as "representative" of the students, regardless of any electoral or constitutional claim to leadership or actual popular backing others may have. They, the Man, will simply refuse to admit the legitimacy of any statement of any student leader who opposes them. I invite you to ask any student who has served on joint faculty and/or administrative committees about what happens when a student persists in pressing views that are militant, dissident or in any way contrary to the S.B. mandate for greatness. In the meetings, you can see the Man adopt a "you may say that, but I (being more experienced and a faculty man)

Know what the Real students think," and then turn away from the legitimate leader to any student whom they can manipulate to their view. Elected student bodies in the past (to a great extent) have been in opposition to the administration and faculty. Elected student government has therefore been ignored, and coupled with the ensuing frustration, partially crippled.

Among the finest examples of this has been the Council for Student Affairs. When the members of the Student Council resigned from it, it continued to function (or I should say continued its non- or halfhearted functioning). Though students elected by the entire student body had left it, it used an acting residence board chairman (originally indirectly elected) and a Commuter Association chairman (elected by only a portion of the student body) as representative of the students as a whole. In their conviction, in their wisdom about what the students want and need, the faculty and administration of that group barely paused to consider student representation. In a way, they really didn't have to, for the departure of the Student Council reps largely meant the removal of student opposition to the Man, a removal they had done de facto, in their own mind long ago. Thus, not only is legitimate student representation denied, but other students are used as Uncle Toms.

This phenomenon is not confined to the CSA. It occurred on every committee on which I served or which I saw. This is quite a few committees, so I feel justified in generalizing. The example of the CSA may have been ill-chosen, because of the imminent return of the Student Council people to it, but it illustrates the principles used in the past to kill student government here. Though writing these things may lose me my med school recommendations, I felt that this must be recognized if we are to avoid both a Columbia and a cooptation.

In the near future, I hope to write of the Council for Student Affairs, thoughts on the results of the Faculty Commission elections, and more philosophic issues.

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voice of the people...

To Mr. Shapiro

To the Editor:

Although formally addressed to the STATESMAN, this letter is specifically directed to Mr. Al Shapiro who has most unfortunately insulted the student body in a recent letter published in the STATESMAN. Mr. Shapiro exhibited a lack of respect for those who elected him, demonstrating once again the uncouthness and lack of diplomacy displayed by certain Polity officers.

I expect, however, that Mr. Shapiro will not read this issue since "your (our) opinions mean nothing to me (him)." What an absurd statement!

Not too long ago the student body elected a senate whose responsibilities include the representation of student views and interests in government. We overwhelmingly demonstrated our disagreement with the proposed budget in a poll and elected this senate to defeat it or at least modify it. Now Mr. Shapiro claims "I will continue to do what I feel is in the general interest of myself and the students, but your (our) opinions mean nothing to me."

Obviously Mr. Shapiro's views are in conflict with those of the interested student body and I am sorry to learn he chooses to ignore us. It is true that many students have not been sufficiently responsible and have not properly expressed their views, but I do not agree that an attendance of six students at four college meetings concerning the budget is a definite show of apathy. One must realize that not everyone is concerned or capable of being concerned over the budget. Those who are directly involved with monetary matters, whether they are members of academic clubs or merely enlightened individuals, are the segment of the University to be consulted. These people have already expressed their views on the record. It is the duty of the new senate to secure student opinion and the senators are to represent these views at their meetings and in their ballots. This opinion sampling should not be restricted to college meetings but should also be carried out individually with interested campus groups.

A poor attendance at four out of a possible eighteen college meetings which were poorly publicized outside of the respective colleges is no excuse for Mr. Shapiro's intelligent statement of "screw you," directed at the student body. Since Mr. Shapiro "no longer considers myself (himself) responsible to you (student body)" and since other statements made by him are contradictory to his elected office, I strongly suggest that Mr. Shapiro either learn to respect his

constituency and listen to student opinion which is existent, or submit his resignation.

Sincerely yours,
Morton Barr

Gracious

To the Editor:

I would like to take this opportunity to thank all those who helped me with my campaign, in particular, Judy Wederholt, Ellen Tabak, Pat Kirkly, Ken Shapiro, Peggy Cuciti, and Tony Sparandara. I would also like to state my appreciation to the intelligent 928 who voted for me. Finally, I wish success to both Tom Drysdale and Julian Eule in their new offices.

Sincerely,
Gloria Gilbert

Mintz Replies

To the Editor:

Unless you have already done so, please disregard my letter of Nov. 13, 1968 concerning Neil Welles' column "Between The Lies" of Nov. 12. Since at least a week will have passed from the time that column first appeared until the earliest publication date of any reply I could make, I feel it necessary to explicate the complaints presented in my original letter about the treatment Mr. Welles gave me.

I was confident Mr. Welles would give me a chance to explain some of my conservative views for the general education of the University Community. The interview was informally held. My statements do by no means constitute a definition of conservatism; rather, they were my responses to the problems which I, as a conservative, could infer from the questions. If a statement seemed valid (or appeared) in more than one area Mr. Welles chose where it would appear. He allowed me to comment on the finished article before he submitted it; I found the statements he attributed to me to be accurate, including some unpublished remarks on academics. I complained about his opening and closing remarks, but he felt no need to be objective in his part of the column.

My objection to Mr. Welles is that he does not know the meaning of fairness. Because he is a liberal, I had expected an apologetic statement about his acknowledging conservatism, but not the diatribe which some might consider typical of McCarthy. (Because I do not wish, at this point, to force my opinions upon anybody, the reader may choose the appropriate McCarthy.)

I contend that academic freedom would have been better served if Mr. Welles had saved his derogatory remarks for a separate column in which he would explain his grievances with

facts, instead of throwing a verbal tantrum.

Mr. Welles' impression that conservatives (Republicans) are still the stereotype of the evil nineteenth century capitalist—wearing a black cape and top hat and sending little children into the mines so he can buy California table grapes—shows his bigoted and unprogressive attitude against this country's conservative majority.

We conservatives wish to see our American society contain as many prosperous citizens as possible. It is only that our methods differ from those of Mr. Welles and his progressive friends. We are circumspect about change; certainly the donor must be dead before his heart is removed for a transplant.

As to Mr. Welles' contention that, "most of us vehemently disagree with . . ." my statements, I suggest he use his influence over M.O.S.S. to have his organization poll the students on his statement and then lobby for the results the students desire.

Steven Mintz

Black And White

To the Editor:

In his article on the Blues Bag, (STATESMAN, November 15) Jim Fisher, who ought to know better, has stooped to Black Power cant.

Granting for the moment Mr. Fisher's contention that the blues is a distinctly black art form, I fail to see why this should imply that only black people can sing it. The obvious corollary of such a conclusion is that no black person can sing white music, that Leontyne Price cannot sing Puccini because she does not come out of the cultural milieu of fin de siecle Italy. But Mr. Fisher will probably answer that Miss Price is no black woman at all, that she has become a white nigger. Well, if a spade can so easily change the color of his culture, ought not whitey to be given credit for at least as much versatility? One might argue, in fact, that one of the chief functions of art is transcendence of one's cultural or personal fix, that perhaps white people ought to sing the blues and black people Puccini. Mr. Fisher suggests that the Black Students League seek out similar cases of cultural miscegenation, but one would hope that thinking black people have better things to do than indulge in parodies of white racism.

I suppose the real problem stems from Mr. Fisher's belief that only black people can sing the blues because only they have something real to be blue about. I do not wish to minimize the problems of being black in this country; I simply want to point out

that it's no picnic being white, either. Why, after all, would white men have felt it necessary to create a black scapegoat if there were not something pretty grisly in this world they wanted to forget? We all sit on our own docks of the bay, and I resent the patronization of Mr. Fisher's claim that his blackness invalidates my white blues.

Sincerely,
John Armstrong

Foreign Language

To the Editor:

I would like to reply to Mr. Okrent's letter (STATESMAN, Nov. 8). Speaking of the "validity of the university language proficiency requirement" Mr. Okrent voices a number of assumptions, some of which should not go unchallenged.

1) He writes, "There is a strong possibility that (the requirement) may be dropped;" that is indeed a possibility.

2) In case the requirement is dropped, Mr. Okrent writes, "a great majority of the students who are forced to take a language would not do so." Experience shows this assumption to be rather unrealistic. At a number of colleges where this requirement was dropped, practically as many students chose language study as had been taking courses in language before the requirement was abandoned. This was also the reason why, at a number of colleges, the requirement was reinstated upon express student demand.

3) Noting that language teachers would be in a precarious position if few students took language courses, Mr. Okrent adds, "The main reason language teachers wish to see the language requirement kept comes right down to a matter of these teachers keeping their jobs." As one unaffected by such speculation I must vigorously protest such imputation of motives. Language teachers have as sturdy ethics as anyone. For one most of them seem to believe in what they are doing.

4) Mr. Okrent wants to extend the lowering of standards right up to the graduate schools, demanding they give up their foreign language requirement. Perhaps not everybody shares his desire to water down quality.

5) As to his final statement, "I doubt very much whether a knowledge of a foreign language plays a vital role in the education of a professional person," I would like to name but one example among the many professional people known to me to stress the value language study had for their various fields of activity. The well-known civil rights lawyer, William Kunstler, most recently named in the press as the attorney for the "Catonsville Nine," was a French major at Yale and claims this fact accounts for much of his professional

success. Any number of respected biologists, physicians, artists, and businessmen will corroborate this finding. I have had repeated testimony from radio, TV, and newspaper reporters and foreign correspondents in all parts of the world emphasizing the essential importance of language knowledge. Even outside such narrow specialization, is it not vital in today's world that young Americans be made aware of the way of life of other nations?

Although myself an admitted defender of the language requirement, I am fully willing to accept its end. Many of my former students in this country, now in all walks of life, have volunteered over the past twenty years how much they valued the once disliked discipline. If Stony Brook students think they can make their way without it, more power to them.

Konrad Bieber
Prof. of French

Jr. Class Pres

To the Editor:

The recent election of our Junior class president, Julian Eule, to the office of Polity Secretary has left a very large vacancy. At this time, the junior class is engaged in negotiations for a concert in March and in obtaining new designs for school jewelry. In the interim before new elections for class president, Julian is continuing to work on these projects. Nonetheless, new elections will be held in about three weeks to fill the vacated office.

I would urge any and all interested juniors to consider running for this position. Not only does the class president arrange social functions, but he (she) will have an opportunity to initiate a class structure that will greatly increase the representation of each junior's views in the governmental bodies of the Student Polity. Also, I think it is about time that an organization be formed paralleling on an Alumni Association that will keep in contact with class members and be responsible for arranging class reunions and gatherings after our graduation from Stony Brook. I think such an organization will be looked upon favorably not only by our class, but by all future classes.

Thus, the position of class president is very important and can, with an energetic person, be even more important. Again, I urge all members of the junior class to consider the above and any additional ideas you may have relating to the duties of a class president. If they interest you and seem important, I hope you will consider running for the office. If any junior wishes to comment on the above, I will be at your disposal. My phone number is 7528.

Evan Strager
Junior Representative



Music... Into the Secret Places of the Soul

By ILENE SONDIKE
Statesman Arts Staff

Saturday night's concert was more or a grab-bag than a "blues bag" of talent. One should not be parochial to the point of not being able to experience artists even if their label is a misnomer. Inasmuch as feeling the blues, the only artist that elicited a melancholy response from me was the Reverend Gary Davis. Outwardly, Reverend Davis appears downtrodden, but after hearing the man merely talk, one knows that this is not so. Reverend Davis transcends life by accepting it. His voice, old and gruff to the ear, was gentle to the soul.

Contrasted with the Reverend Davis was the John Hammond Trio. Actually, the name of the group should have been the "Duet and John Hammond" because John Hammond's accompanists failed to follow him, as the leader of the trio. The group did not blend well



together; the accompaniment drowned out the vocal. John Hammond seemed to have a definite feeling for his Chuck Berry type of music—but one could not judge him fairly, because of his backing.

The highpoint of the evening was the appearance of Richie Havens. This was the first time I had heard or seen Mr. Havens, and I expected anything. I was completely taken up, as was the rest of the audience, by the powerful, dynamic style of Richie Havens. His songs throbbed



with emotion. Especially appealing and moving were Dylan's "Just Like a Woman" and "Run, Shake a Life." The latter had the audience clapping, stamping and just plain interacting. Mr. Haven's accompanists are to be praised; they worked with, not against him. Richie Havens puts his soul into every song. His body vibrated with the music. His short stomp-dance across the stage upon exiting just heightened one's feeling that Richie Havens is involved.

Following Richie Havens



was the long awaited Big Brother and the Holding Company. Joplin was in good form. Bouncing around, enjoying herself, her group and the audience, excluding a few overly persistent photo-bugs, Joplin achieved a climax in most of her songs. Her voice was shrilled as usual, but it generated empathy with her audience. She made use of her environment: her group, sound equipment, instruments and her glass of Southern Comfort. Her hands sensuously ran up and down the mike.



On the other hand, in the background one could see Joplin wringing her hands nervously, while occasionally experiencing paroxysms. Potent were both "Ball and Chain" and "Down on Me." The Holding Company provided a tightly organized form in juxtaposition to the kinetic Joplin. The beauty of Joplin was seen when Janis walked off the stage clutching to her breast her two gifts from Stony Brook — a bottle of Southern Comfort and a bouquet of yellow flowers.

Woods & Brass Are Great

By BERNARD BUSHKIN

The Fine Arts concert season attained magnificence, when the New York Brass Quintet and the New York Woodwind Quintet joined in concert here. In a varied and exciting program, both groups demonstrated the accomplished musicianship which ranks them among the world's finest ensembles.

The "Sonata" from Die Bankensangerlieder, with which the Brass Quintet began the concert, was smooth and well executed. Marked by accurate trumpet attacks, excellent trombone and subdued French horn, the piece was impressive with its overall softness.

"Contrapunctus Noll IX" from Art of the Fugue (J. S. Bach) was a striking selection, with a weaving subject and theme that was always reinforced by the trumpets.

Changes in tempo and effective use of dissonance were the more obvious features of Eugene Bozza's "Sonatine." After a rhythmic and rapid allegro, the tuba opened the second movement with a plodding,

Statesman Staff Writer

repetitious undercurrent. This successfully reduced the sensation of ecstatic motion to one of meditation.

"Kleine Kammermusik" (Hindemith), was the first work by the Woodwind Quintet. The flute and oboe took a prominent lead in the first "playful" movement and retained it throughout the piece.

The third movement, "placid and simple," was a pastoral masterpiece. Hindemith's understanding of balanced woodwinds was further evidenced in the last movement, in which repetition of several beautiful themes and exceptional support by the French horn, brought the work to a superb climax.

Members of the Brass Quintet then joined the winds in Lessard's Octet for Wind Instruments. Opening with a "chimes" effect among the brass, the overture's theme was shared by both woodwinds and brass, forming a thrilling symmetry.

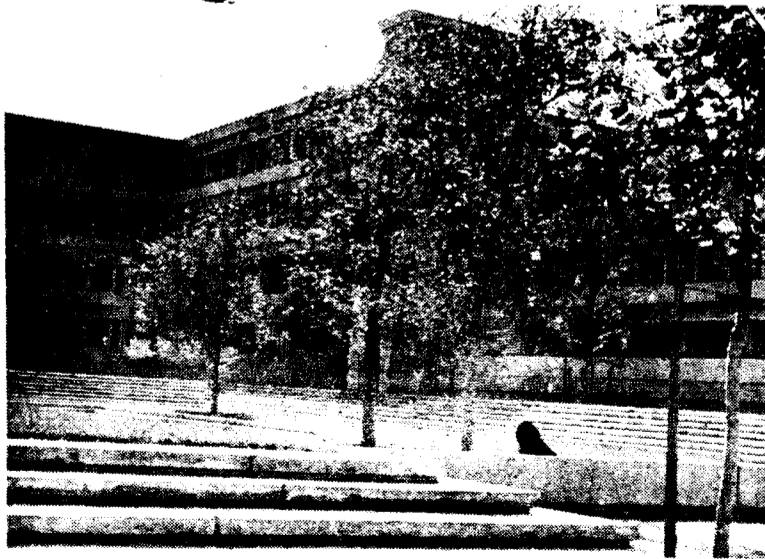
After the intermission, the woodwinds performed Dantzi's "Quintet in B Flat major. Accented by resonating, repetitive themes and technical near-perfection, it proved an exquisite work.

"Quintet, op. 73 by Malcolm Arnold, written especially for the New York Brass Quintet, was a stunning composition. It was the climax of the concert. "Chaconne," the second movement, opened with a haunting melody on the tuba and French horn. It was continued by the trumpets and trombone, only to be broken as the trombone lapsed into theme I.

The final selection on the program was the "Serenade for Ten Winds," by Vincent Persichetti. The combined ensembles toyed with music and movement in an exhibition of a smorgasbord of sound.

While the trumpet fanfares have ceased to echo and the woodwinds now are silent, the concert's magnificence remains sweet and memorable.

Earth and Space Science Building Honored



Along with four other educational structures, the Earth and Space Sciences Building on the Stony Brook campus has been given an Honor Award by the Long Island Association of Commerce and Industry. There are twelve awards given every year with one Grand Award, given this year to the Huntington Library on the Suffolk Community campus. The Architects for the Earth and Space Sciences Building are Gruzen and Partners, builders of the Stage XI dormitories.

Yellow Submarine Is All Love

By HAROLD RUBENSTEIN
Statesman Arts Editor

Yellow Submarine has a cure for all the world's ills. All we need is love. Once we have that, there is nothing we can do that can't be done. It's easy.

The subtitle for the Beatles' new film is "Nothing Is Real." They have made a fairy tale, in which the animation only adds to the fiction, and they have made a film of pure joy.

The film is one of the first to fall under the new motion picture code which will help us become "moral" with clean minds and bodies. Yellow Submarine has a G rating, for General Audiences. The beauty of Yellow Submarine is that it is for everyone. No violence, no sex, no scorching dialogue. Parents will not have to shield their kids' eyes, nor will children have to drag their brothers and sisters to take them.

Yellow Submarine is the best movie musical this year. It is free, and makes anyone it comes in contact with feel the same way. It overcomes the hardship of having to work with songs that are established hits and have already become associated with certain ideas in the audience's mind. The easy way out would have been to have the Beatles burst into song every ten minutes. That was the fault in Help. But in Yellow Submarine, the songs are there because they belong.

The film was designed by Heinz Edelman and his animation showers the eyes with drops and splashes of color that blind one's eyes in the same way that Sgt. Pepper's Lonely Hearts Club Band deafened one's ears. Like the album, it sends you on a trip, blowing your mind from one corner of your imagination to the other. His illustrations are fantastic, beautiful and comic. During "Lucy in the Sky with Diamonds" when they come to a land where they can see into minds, the girls in the minds resemble paintings by Chagall.

If Mattel made a doll of him for Christmas, they

would be able to have a stock split by New Year's.

Hillary and the Beatles are in the Yellow Submarine because they are going to save the people of Pepperland, where all is Love and YES, from the nasty Blue Meanies, whose world of affirmation is NO. One expects to see Alice chasing the White Rabbit any minute. Yellow Submarine is Lewis Carroll gone mad.

The Blue Meanies have turned Pepperland Gray, like the town of Lonely people in "Eleanor Rigby." (Edelman uses graphics and slow motion film for this song and it makes the song a condemnation of all of us whose senses and life forces have been dulled.) John, Paul, George and Ringo come to the rescue, as look-alikes to Sgt. Pepper's Band, with their secret weapons — music and love.

Despite what Doris Day's new film says, this movie is the return of the happy ending. There is nothing in Yellow Submarine that is unexpected. Yet it is a breakthrough in musicals — one that steers clear of flashy production numbers like in Funny Girl and Star! and the flying panoramic camera flying over hill and dale as in The Sound of Music or Finian's Rainbow. Amidst the brilliance of its color, the originality of its design, and the speed of its humor, Yellow Submarine remains unpretentious. It lets the mind go and makes the senses come alive. It demands next to nothing in thought, only giving of itself. All it wishes is that the fairy tale come true. Even the Blue Meanies, sprouting flowers from their stomachs, come to Pepperland at the end when the Beatles themselves come on the screen telling us that there are some Blue Meanies in the audience and we must sing "All Together Now" (a new song) to get rid of them. The audience sings — together, happy, and as one. The Beatles have proven again that there are no problems, if we just have someone to love.

INTRAMURALS

(Continued from Page 11)

Other Events

Joel Gross won the squash championship by defeating Cary Lepzelter 15-9, 15-10, 15-12.

Larry Schwartz won the hole-in-one tournament; Mike McCarthy came in second.

The intercollegiate football tournament was won by Asa Gray, as they defeated Washington Irving 12-7. Fred Drucker made a clutch reception to set up the second Gray touchdown. With less than a minute left in the game, quarterback Jay Citrin directed a 70-yard march for Washington Irving. Alex Roberson made a key catch at the fifteen, but the team got no closer than the five-yard line.

Soccer begins this week. Of special interest to hall captains is the upcoming basketball season, whose rosters deadline is November 27 (next Wednesday).

Big Brother: Beginning To Breakup

By MICHAEL COVINO
Statesman Staff Writer

The first time I saw Big Brother and the Holding Company was back on March 8 at the Fillmore East. That was one of their first New York appearances and there was only their first measly album to persuade one to go. The album hadn't touched me yet, but I scurried on down on the faith of a friend who had loved them in San Francisco the previous summer.

It's a nice feeling to know you can have faith in your friends.

I saw them again in midsummer, once more at the Fillmore. Their second album wasn't out yet but Janis sold it to the audience that night. I really believe she got some type of masochistic pleasure out of wailing the self-pitying "Down on Me" as the third and final strenuous encore.

Then there was the Singer Bowl. That was at the end of the summer and by then rumors of their imminent breakup were circulating along with rumors of Baker's death (possibly caused by his handsome pose in Life magazine). They were bad that night but I didn't know if that was their fault or not. There was

the revolving stage that made you gape at the amps for half the concert and there were the Polo Grounds leftovers, wearing pure white, running around selling peanuts, popcorn, and posters of Hendrix. Hendrix (who got top billing) was the only one who got the spotlight that night. The rest of the show saw floodlights on everybody; performers and audience. Such unity is only recommended by certain theater groups.

And finally there was Stony Brook. It was kind of sad seeing Reverend Gary Davis deposited in front of the microphone much the way one deposits some worthless but sentimentally valuable object in a safe-deposit box. I fell asleep during his performance and I don't really feel bad about that. I went to the concert to see Joplin and Havens; not to feel a Blues Bag. Sorry. And I was amphetaminized awake by

Joplin. I shrug my shoulders. One can hassle himself to death on the semantics of "Blues Bag," but it's stupid to do so. Whether one equates blues with black, or white with bad blues or just blue as blue doesn't matter. The pseudo-intellectual pop raps must be discarded to dig Joplin; to dig anything.

The Holding Company weren't at their best but again I don't know if it was their fault. They weren't bad—that's an absolute. The audience responded joyfully but there is more joy in a Fillmore audience. That is not Stony Brook's fault either. It was just a mutual letdown from both sides of the stage. A person doesn't go to the Fillmore because there is nothing else to do in New York City that particular night. A person does go to a free S.A.B. event because there is nothing else to do in Stony Brook that night. (That night? That weekend! Every weekend!)

But Janis was beautiful. When she "knocks you" and "rocks you," you never want to trek back to Tabler and its coffee house oasis of life.

And when she offers you a piece of her heart, only an impotent eunuch could reject it.



Opinion Hillel V.P. Opposes Services On Campus

By LOEL WEISS

It seems that even in Stony Brook, a person has to watch what he says.

Jonathan Steele and I discussed the issue of religious services on campus one evening in Roth Cafeteria. I left the discussion feeling that we both learned something. Shortly afterward, I found that I had been part of an "informal interview," and my views, along with some incorrect facts, were printed in the STATESMAN.

I am the First Vice-President of Hillel, and neither the majority or the Hillel board nor its members have the same opinion as I. In a recent referendum on the issue, very few Hillel members agreed with my position. Since, however, I feel that this is the correct and legitimate answer to the question and so does B'nai B'rith, the American Civil Liberties Union, Dr. Sheldon Ackley, and Dr. Toll, the question of religious services on campus should be studied further.

We all know the wording of the First Amendment to the U. S. Constitution; Jonathan quoted it in his article,

but neglected to include Justice Black's majority interpretation of the amendment in *Everson vs. Board of Education*. "The establishment of a religion clause of the first amendment means at least this: neither a state nor the Federal Government can set up a Church. Neither can pass laws which aid one religion, aid all religions, or prefer one religion over another."

Holding religious services on campus does constitute aid to religions because it frees the time, effort, and money of their members from supplying places of worship themselves. In Hillel's case, a part of the money that would be saved by using campus facilities and not building a Hillel House would be used to buy prayer books, Bibles, and other religious artifacts. In other religious groups, the procedure is probably similar. This is a direct violation of Amendment 1.

Article XI, Section 3 of the N.Y. Constitution (the Blaine Amendment) was also quoted by Jonathan. It prohibits

state monies to parochial schools, but in its spirit, prohibits all state aid to all religious endeavors.

The prohibition of religious services on campus, however, was not based on either of the above statutes. The prohibition is based on an interpretation by the lawyers of the State University System of the New York Higher Education Act. Dr. Ackley assured me when I spoke to him concerning this problem, that it was only an interpretation, but that it would be enforced as law by the Administration until a change in policy from Albany is made.

If the student body wants services on campus, they should petition, have a referendum, speak to Dr. Toll, but remember what the letter and the spirit of the law say. I am against a changing of the law. I believe that separation of church and state is a very important doctrine. I feel that the first amendment expressly forbids these services on campus, and that the spirit of the

Blaine Amendment also prohibits it. I hope the arguments above convince a large part of the student body that separation of church and

state protects our religious freedom and all our freedoms by making the state's only responsibility all its citizens, all the time.

Music To Order Out By

By NAT BOARD
Statesman Staff

To the tune of: "There But for Fortune"

Show me the Village, show me Sub Hub.
Show me Fat Humphrey's, cause I'm dying for some grub.
And I'll send out for cokes, with so many pizza pies;
There goes a fortune for you and I,
You and I.

Show me tomato stains on the floor.
Show me the roommate yelling, "Don't eat here no more!"
And I will cut him in when we order mini-pie;
There goes a fortune for you and I,
You and I.

Show me the guys who eat till they bust.
Show me the belly on the one who eats the crust,
And I'll still pack it in, with so many pizza pies;
There goes a fortune for you and I,
You and I.

Show me the coeds counting calories.
Show me the ulcers from the parmesano cheese,
And I'll let you send out for those many pizza pies;
You can spend a fortune; yeah, you, not I,
No. not I.

VILLAGE 941-9643 PIZZA

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



| | |
|-----------|------|
| Mini Pie | .90 |
| Small Pie | 1.50 |
| Large Pie | 1.85 |

| | |
|------------------------|------|
| SHRIMP PARMIGIANA | 95 |
| SALAMI AND CHEESE | 85 |
| EGG PLANT | 80 |
| EGG PLANT PARMIGIANA | 90 |
| VEAL CUTLET | 1.00 |
| VEAL CUTLET PARMIGIANA | 1.10 |
| VEAL AND PEPPER | 1.10 |
| PASTRAMI | 85 |
| HAMBURGER 1/2 lb. | 50 |
| CHEESEBURGER 1/2 lb. | 60 |
| FRENCH FRIES | 25 |
| ENISH | 30 |
| SHRIMP ROLL | 30 |
| HOT DOGS | 30 |

IN THE DINING ROOM:
COCKTAIL HOUR

Mon.-Thurs.
Pitchers of Beer
\$1.00

8 - 10 P.M.
Ladies' Drinks
50¢



(Editor's Note: Earlier this year, there was an announced, open meeting of all Biology majors, at which time plans for student involvement in the department were discussed. Several of the students leading that meeting were then invited by faculty mem-

bers to attend some of the department committee meetings, which they did and have been doing regularly on an interim basis. Now these and other students are running for permanent office on the various committees. In order to clear up some confusion

generated by a STATESMAN article, and other individually printed papers, the candidates and their platforms are listed below. Elections are Wednesday, November 20, from 9:00 a.m. to 6:00 p.m., outside the Biology Lecture Hall.)

Governance Lewis Brown

The Three Days prompted numerous suggestions aimed at improving the quality of biological sciences education at Stony Brook. As a freshman, I am naturally concerned about the next four years of my education, and as a result I am running for the Governance Committee.

The aim of the Committee is to create a departmental structure to meet the needs of both students and faculty. The students are interested in a quality education with enough flexibility to insure that each undergraduate may choose those courses which best prepare him for

his professional career.

There are some students who believe the interests of the faculty run counter to those of the students. They describe this conflict as a power struggle. They ignore the fact that there was constructive communication between students and faculty during The Three Days. During these discussions, if anything was accomplished, it was a realization that students and faculty have parallel interests on many issues. I believe we can create a departmental structure equitable to all members of the department, students and faculty.

Gale Freedman

There is a desperate need for improvement of the Biology Department at this University. I am running for the Governance Committee because without a basic alteration in the structure of the Department, there can be no continuing curriculum improvements. If students lack the power to implement their demands for innovation, their efforts for

change will be futile. Therefore, there is a need for legislation of our position as members of the Biology Department in the by-laws of that department. Because of my involvement in this issue since the beginning of the year, including setting up and acting as moderator for The Three Days, I am qualified to work on the Governance Committee.

Stephan Romm

The Governance Committee must meet with faculty to revise department governance. I feel that the basis for a satisfactory design must be a formal and permanent structure to insure meaningful student decision-making power. Regardless of the make-up of the curriculum, future involvement is necessary if the curriculum is to

be continually valid. Student decision-making is also necessary in the areas of recruitment (choosing faculty to implement curricula) and promotion and tenure (where teaching quality must become a strong part of the considerations in the tenure decision). I have worked on the interim committees and feel that we should press for these valid goals.

Michael Rothman

The by-laws of the Department of Biological Sciences give no formal recognition to the state of student opinion, nor do the by-laws acknowledge any direct student participation in departmental matters concerning student education. However, as a result of meetings held during The Three Days, we, the students of biology, have been afforded an opportunity to change this situation. The Governance Committee, for which I am running, will meet the faculty in order to initiate amendments to the by-laws which will provide the

necessary legitimacy for the Undergraduate Curriculum Committee. In accomplishing this primary legislative function, the Governance Committee will establish a permanent basis for direct student participation in the departmental matters affecting them. I am very much concerned with achieving this objective. The need is pressing; we cannot allow such situations as the nebulous course structure and defective textual material present in Physiology to continue.

Barry Shapiro

This is a time for action. The Three Days can and will be a success if we, the student members of the Biology Department, want it to be.

We need new programs, but more than that, we need a new outlook. It's time the Biology Department caught up with the times. We need new students, unpolluted by old conflicts, leading the way.

Jeffrey Sterman

At present, Stony Brook is going through a crucial phase in its growth. It is important for you to have a representative on the Biology Governance committee who is going to listen to your ideas. This committee will work with the faculty in discussing such controversial matters as tenure and promotion.

I have worked with the Biology Society from the beginning of the year and am aware of the many problems that exist. There must be some sort of continuity from year to year in regard to

The proposed Governance Committee can have a real impact on departmental rules. I think it's time the students were allowed to make meaningful recommendations about the teaching of their professors.

Most of all, I care!

these committees. In other words, we want students who will not only be here this year but will be here for the next few years and can be sure that changes that are suggested now will be worked on and carried out in the future. I am one of the few freshmen running for this post and need your support. I would like to see teachers at Stony Brook, not instructors who couldn't care less about the students and are solely interested in research. We have to work with the faculty and move quickly so that you can see results—tangible results!

Larry Tamarkin

When I returned to this University in September and sat down to my first biology lecture, I realized that I was a senior bio major with an almost non-existent bio education behind me and an equally poor one before me. To my mind, there was no reason why some change could not be instituted. I strongly believe that we can modify both our curriculum and the Biology by-laws to more equitably deal with undergraduates. Right now, a rigid structure, large classes, poor teaching, and few electives do not enhance one's appreciation for biology. But this is curriculum, and I am running for the committee to discuss changes in governance. Actually, the two are interrelated. Changes in the by-laws must be implemented so that a permanent structure will exist to receive

student opinion. If a professor cannot teach or if we need a new professor to teach a new course, then there must be an official mechanism to listen to these demands. At this time, no such structure exists and I want to see one. Also the students that will be serving on the curriculum committee will not be official according to the present by-laws. This, too, must change.

During The Three Days, I proposed a structure that could be implemented to replace the existing one. This would give students an equal voice with the faculty on these three matters. I am well aware of the problems that face us in the implementation of these proposals, but I am confident that this committee will institute change and I feel that I will serve effectively.

Curriculum

Philip Brunguell

The U.C.C. is an attack against the false and undermining notion that "bio students are given about as much concern as test-tubes." The Committee offers us the opportunity not only to work cooperatively with our faculty but to shape our immediate academic future as well.

The needs I hope to fulfill as a committee member are those of expansion and revision. Revision means a freshman course that will do what Bio 105 has failed to do; that is, effectively link high school Bio with Bio 151. This can be accomplished by using the time now spent listening to the faculty talk about their research work learning the fundamentals of our discipline. It also means throwing out labs that don't work (histones anyone?) and replacing them with labs that do. It demands a closer correlation between laboratory and lecture assignments, as well as a more rigid screening of textbooks by faculty and students. Expansion, on the other hand, involves an enriched curriculum that includes such courses as comparative gross anatomy, biochem, and biophysics. I also feel that experimental research should be offered, on a limited scale, to juniors. Research, as it now stands, is reserved for a small elite among the seniors. Furthermore, to initiate a free-flowing dialogue between sides and to combat the impersonality of "the system," we should have sherry hours where faculty and students can meet informally.

I shall pursue these goals through cooperation with the faculty. Belligerence and cries for absolute student control won't get us anywhere. Active cooperation will.

Arthur Davidson

At this time, the Biology majors have an effective means of presenting demands for reform — the Biology Curriculum Committee. I feel there is a genuine lack of academic freedom and course relativity within our present curriculum structure. Must students be forced into a core program for three years? Do you find laboratory experiments ineffective in promoting a true learning process? Are the present electives an adequate path toward providing further learning in specific areas and/or new learning areas? I feel these are just some of the most pressing problems that must be studied and solved. I have spoken with professors, was a student moderator during The Three Days, and feel I have a grasp of problems at hand.

**SAB
Meeting
Polity Conference
Room
Thurs Nov. 21 6:30
Members, Associates And
All Interested Students
Please Come**

Wigs
Falls
Wiglets
&
Sideburns
Moustaches
Beards



Wigs 'N' Wears

Wig & Beauty Salon
Rt. 25A North Country Rd.
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**Friday 9:00 P.M.
Nov. 22**

Live Band

Rick Hartman

No one is better qualified to lead you than me. In fact, I've been doing it since my freshman year. When I squandered my resources studying, you studied. When I was servile, you were servile. When I deceived, you deceived. When I cheated, you cheated. And now if my admission to graduate school is jeopardized because I denigrate the Bio Department — well, who knows?

But that's what I may have to do unless I get a mandate from you now. A mandate to take any steps necessary to counteract the obstructionism the faculty has demonstrated in the past — an obstructionism which led to a virtual duplication of last year's desultory core program this year. A mandate to eradicate the rigid circumscription of curricula, the temporal constraints of labs, and the hierarchical department structure that permits teachers to evaluate students, but not vice versa. A mandate for a wider variety of courses, restructuring of the present core sequence, and innovative teaching methods. A mandate without which I can't operate.

I've shown I can fawn. I've shown I can fake. I've shown I can falsify. Now I'd like to show I can learn. And when I learn — well, who knows?

Marcy Kafer

There is a definite lack of student-faculty contact in the Biology Department at the undergraduate level due to the lack of integration of freshman Biology majors in the Department, the large undergraduate lecture classes, and the present advisor system. A remedy for the large lecture classes would be to run a parallel core program offering several courses in each field of biology: In this manner, each person could follow his own interests, and in a smaller class. It might be worth looking into the possibility of having the Chemistry 101 and 108 laboratory for intended Biology majors given by the Biology Department, in order to relate the course to biology. In lieu of the present advisor system, some program should be set up to enable students to meet with the Biology faculty on an informal basis—possibly through a tutorial program such as that recently set up in the English Department.

I feel my ideas are sound, pragmatic solutions to some overwhelming problems biology majors face at Stony Brook. I am running for the Curriculum Committee because I would like to see these changes made within the few years I am here.

CLARE

2 YEARS

HAPPY ANNIVERSARY

Gilbert Mirett

As your representative on the Undergraduate Curriculum Committee, I will see to it that the suggestions of the undergraduates are included in the revision of our present courses and in the institution of new courses. It is most important, however, that the restrictive core program that we are now forced to follow be totally revised. While we are all Biology majors, we each have individual interests concerning biology. I will work to replace the present core that forces us to fulfill many standardized requirements, with a core that will enable each of us to formulate a more individualized program that fits his specific needs.

I have been involved with these matters through the Biology Society and The Three Days. I hope you will permit me to continue in an active role.

Beth Morris

Before I state my position, I would like to point out a major error in last Friday's article about the unrest in the Biology Department. The candidates endorsed at the end of the article are the "original" candidates. How can they be endorsed and opposed at the same time by the same people? Since these students are the students who have been meeting with the faculty during the period between the moratorium and the election tomorrow and they feel that no reforms have been made, perhaps they are not the right students to be members of departmental committees.

I feel that only by working with the faculty rather than by revolting against them can our desired changes be made. I am ready to represent the biology majors in working with the faculty curriculum committee members to improve our present curriculum.

Don Pollack

In the beginning of the semester, I was one of a group of students who felt the need for curriculum reform in the Biology Department. Realizing the need for involvement of others, we instituted procedures that eventually resulted in increased student participation during The Three Days.

Since that time, I have served as an interim member of the Undergraduate Curriculum Committee. In this capacity, I have brought to the attention of the faculty the need for change in three basic areas: restructuring or eliminating entirely the core program, reassessment and subsequent reorganization of the lab program, and the implementation of innovative teaching methods. As a member of the committee, I have helped to apply these general principles in a tentative freshman course. I ask for your support to enable me to continue my efforts.

Karen Rothchild

I would like to see the Biology curriculum generate in the following directions:

1. Toward more variety and flexibility in subject matter and course structure to suit individual needs as soon as possible.

2. Toward the abolition of specific requirements in the field in favor of a general requirement of a certain number of credits in Biology and related areas.

3. Toward courses for majors and non-majors alike dealing with current, pertinent problems, e.g. pollution and conservation, drugs, sex, hormones and genetics necessary for daily life.

In general, I would like to see each person in the University get the kind of information and training that he feels is necessary for him.

I feel particularly qualified for the position on the Curriculum Committee because I am now studying various possible methods of study as my project in the Experimental College.

Pat Shaffer

I do not believe that only by warring with the faculty change will come. The Biology faculty has proven it listens to organized rational suggestion. When only fifteen students in last year's physiology course complained via petition for change, they met with them and instituted many of the requested changes. Although the University deadline of November 1 helped greatly to hinder addition of new courses from moratorium suggestions for next semester, they still have made changes in existing courses. Lab has been separated from both Bio 152 and 336 so that students who want the course but not the lab may take it, and more students can be allowed in the class. Changes in freshman program are being considered very carefully, although there are at present no student representatives. So I believe that if elected, my role would be to make sure all suggestions of the undergrads would be heard and to use rational discussion, not revolutionary tactics for improvement.

Stuart Tishel

I overheard a senior bio major try to explain independent assortment to a freshman from Bio 101. I would have sworn he was talking about Mendelian segregation.

I know a junior bio major who's only seen ten out of the supposed forty-two bio professors. What has happened to the other thirty-two?

Right now, we have no voice in determining recruitment, tenure, promotion, department policy, and curriculum.

Most of the faculty in biology have no voice in decisions of promotion and tenure.

With so few people involved, the three or four senior faculty members who are involved have an awful lot of decisions to make for an awful lot of people.

I know a bio major who can't even explain the most

basic concepts in biology, but can tell you how thick a unit membrane is — if it is, at all.

I don't think it's fair to expect three or four people to be able to represent the concerns of close to 1000 people. Therefore I advocate, for every one's sake, active representation and participation of all groups. When all groups in the bio department together determine policy curriculum, tenure, promotion, and recruitment, we can be more certain of wise decisions; we can alleviate a case of insipides — insipid courses, insipid lectures, insipid textbooks, an insipid attempt at education.

Students, professors, educators, all know and see the shortcomings of inadequate and inactive representation.

A step out of the powerless bag, Marat!

Michael Weinshall

I am a junior Biology major and feel that I have had a fair exposure to the Biology Department here at Stony Brook. My motivation to seek membership on the curriculum committee came about during the moratorium. From the various Biology Department conferences, I realized how similar my views on the curriculum were to those of my fellow students and how much could be gained by working together to rectify the flaws which exist. I would like to see a greater number of courses offered in the department with an increased flexibility in the requirements, as well as a new freshman biology course to replace the present seminar which has proved useless. Laboratories should be more correlated to the lecture material and made an optional program. My main pledge, however, is to respond to the views of all biology majors and see that our suggestions are given careful and thorough consideration by the faculty. I ask you to give serious thought to my statement and cast your vote for me on Wednesday, November 20. Thank you.

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Flash
As the Statesman went to press, it was learned that Mark Kirschner had decided to play basketball this season. Read Friday's edition.

patriot sports

statesman

Sports Staff Meeting
Thursday, 7 p.m.
South Hall Basement
All interested writers invited

SIDE LINES

with **LEN LEBOWITZ**



With their opening game just weeks away, Stony Brook's basketball team underwent its first competition Friday night, when the Pats engaged the cagers of New York Tech in a scrimmage. The opposition plays a much more demanding schedule than the Pats, and their superiority was clearly evident after the opening tipoff.

Pat coach Herb Brown opened with Mike Kerr, a transfer student from Kingsborough Community College, and a bulwark off the boards, at pivot, Gene Willard and Larry Neuschafer at forward, and Lou Lansman and Glenn Brown at guard. New York Tech scored five baskets before the Pats got on the board, and Stony Brook was out-classed in every phase of the game.

It became apparent that the Patriots miss the services of Mark Kirschner, their most potent offensive weapon. Kirschner recently decided not to play basketball this year for "personal reasons." The Patriot offense was built around Kirschner, and the scrimmage showed that the offense must quickly be rebuilt.

Hank Jacobsen, New York Tech's coach, said the Patriots' main problem was that they didn't shoot enough. He was particularly impressed with the work of Lansman, a transfer student from Alfred State, and Paul Price, Stony Brook's reserve guard, who "hustled us all over the place."

The Pats do have talent. Glenn Brown and Gene Willard, who were two of the leading scorers on last season's 10-7 freshman team, have the moves and ability. Mike Kerr can get that ball. Larry Neuschafer, Gerry Glassberg, and Pat Garahan should be improved performers.

News around the Knickerbocker Conference indicates that Brooklyn College is the team to beat. The Kingsmen have all of last season's starters back. Their scrimmage with New York Tech two weeks ago prompted Tech coach Jacobsen to comment, "Brooklyn has a better team this year than any other Brooklyn team I remember."

The Patriot schedule for the 1968-69 season is rugged. Encounters with the University of Buffalo, City College of New York, and Marist College have been added. The Pats are also in the Sacred Heart Holiday Tournament December 27-29.

SUNY At Buffalo

Students Pass Athletic Fee

By **ELYSE LEIMAN**
Statesman Sports Staff

Students at the State University at Buffalo recently voted in favor of the controversial mandatory athletic fee.

In a near record turnout for a referendum, voters also approved a proposal for the appointment of a committee whose function will be to determine athletic policy on campus. The committee is to be made up of an equal number of students and faculty members.

Student body President Richard Schwab made the following statement concerning the referendum: "The unprecedented vote on the issue of mandatory inter-

collegiate athletic fees certainly shows that students are interested in how their money is spent."

At the present time, a University-wide Athletics Committee is being set up with equal student-faculty representation.

The referendum stated that "A fee of \$12.50 is requested of each undergraduate student at the University. The fee is payable at present at the time of registration for each of the two regular semesters. The annual cost to the student is \$25.00."

A student paying the fee is eligible for free admission to all home football and basketball games. The Fee

Pats Close With Shutout Win

By **JAY EHMKE**
Statesman Sports Staff

The Stony Brook soccer team ended its 1968 season on a winning note by defeating St. Francis 1-0.

Greg Speer's goal at the 3:40 mark of the second period provided the Patriots with their margin of victory. Speer dribbled around a St. Francis fullback and fired a twelve-yarder into the corner of the net.

The game, which was played under a light rain, was marred by inaccurate passes and numerous offsides, as both teams had trouble with the muddy SB field. Neither

side was able to generate much of an offense, and not many shots were taken on goal.

The Patriots dominated mid-field play throughout most of the match, but ten offside calls helped prevent their attacks from materializing. Except for Speer's goal, Stony Brook did not have a really good opportunity to score during the entire second half.

St. Francis had two good chances to score, but they were denied both times on fine saves by Harry Prince, the SB goalie. The entire Stony Brook defense excelled in the last six minutes of

the game as they effectively shut off St. Francis' last attempts to gain a tie.

Patriot standouts in the contest included Greg Speer, who was the spark plug of the team in addition to scoring the winning goal; Harry Prince, who turned in his fourth shutout of the year; and Pete Klimley, who starred on defense. They were all instrumental in this win which brought the team's final record to 4-6-2.

Next year's soccer team will miss the services of the four players who are graduating this June. They are Klimley, Ron Consiglio, Herb Ziegler, and Bruce Molloy.

Intramurals: Tinkers Champs

By **JERRY REITMAN**
Statesman Sports Staff

Saturday morning, the Tinkers captured the intramural football championship by a score of 14-0. Led by Walt Giattino, Bob Ekland, and Norman Mass, the Tinkers played their kind of ball game, grinding out yardage with sweeps and screens.

The first half began as a battle for field position. Then, with six minutes remaining, B-1 tried a field goal and just missed when the 34-yard kick hit the crossbar. The Tinkers got the ball on their twenty, and proceeded to march down the field. With 4:45 to go and a fourth and eight, QB Walt Giattino threw a screen pass to Norm Mass, who followed his blockers down the left sideline for a touchdown. B-1 came back with a drive, but was stopped when Bob Ekland intercepted on the Tinker twenty.

The second half kick-off set up B-1's best scoring opportunity, as they returned the ball thirty-eight yards to the Tinker eighteen. But on fourth and goal at the eleven, the Tinker defense swarmed the B-1 quarterback and tagged him for a

seven-yard loss. Once more the Tinkers began to march, and they capped this 62-yard jaunt with a seven-yard Giattino to Ekland TD pass. Behind 14-0 with only 7:30 remaining in the game, B-1 made several attempts to get on the board. Their last gasp was choked when Norm Mass intercepted on the Tinker twenty-five. This is the first time in memory that an independent team has won the school championship.

Earlier Play

In independent team play, the Tops were the other finalist, beating the Pets 6-0 on Phil Farber's 65-yard punt return. The Tinkers made the finals by beating the Machine 14-7. Walt Giattino scrambled twenty-two and twenty-eight yards on two consecutive plays, the second going into the end zone. The Tinkers broke the 7-7 tie in the second half, thanks to a pass interference call that gave them the ball on the Machine one-yard line. Bob Ekland then scored on a pass play. The Machine score came on a pass to Paul Epstein.

Phil Farber, the Tops' chief offensive weapon, scored on a long bomb in the

final game. Other than that, the Tinkers routed the Tops, and the final score was 24-6. Bob Ekland was again the standout, as he scored a touchdown and kicked a field goal and all three extra points.

One dorm semifinal saw SH C-3 defeat JS D-2 by the improbable score of 5-0. The other semi matched G B-3 against H B-1. B-1 won 7-6 in overtime as the result of a hotly disputed touchdown call with less than two minutes left in regulation play. The overtime victory was secured when Bob Maestre caught a 35-yard pass at the B-3 sixteen-yard line. It was the first loss for B-3 since 1965. (33 games).

SH C-3 also fell before the unexpected four-man rush of B-1. With six minutes left in the game, C-3 intercepted a long bomb on their five. On the next play, C-3 quarterback Dave Mauer was trapped in the end zone for a safety, and the final score was 2-0. B-1 proved itself the best in the dorms, as it successively upended JN D-2 (6-0) G B-2 (7-0), G B-3 (7-6) and SH C-3 (2-0). Only the school championship eluded its grasp.

(Continued on page 8)

