

Statesman

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STONY BROOK, N. Y.

WEDNESDAY, MAY 13, 1970

Free to SUSB students
Others: Ten Cents



JOHNNY IS MARCHING HOME AGAIN: Chancellor Gould in Albany yesterday announced that Dr. Toll (left) will be back as Stony Brook President in September.

Toll is Returning

By ALAN J. WAX

ALBANY, N.Y. — It was announced here yesterday by State University Chancellor Samuel B. Gould that Dr. John S. Toll would return to his presidential duties at Stony Brook September 1, 1970.

Toll has been serving since January 1, 1970 as director of the S.U.N.Y. "Panel on University Purposes." The Chancellor also announced a successor to that position.

The announcement of Toll's return was received with surprise by some on the campus who had speculated that the President would not return; however, others had already presumed that he would return. One member of the administration could only say he was "Absolutely surprised!" Acting President T. A. Pond noted that "He's (Toll) returning on schedule. It is most welcome and I'm looking forward to returning to my normal duties (as Executive Vice President)." Toll felt that it was erroneous to assume he would not return.

Dr. Jerome Singer of the Psychology Department and Chairman of the Faculty Senate Executive Committee said, "There was never any presumption that he wouldn't (return)." He declined further comment.

Polity President Lonnie Wolfe was not surprised with yesterday's announcement, he said, "I kind of figured he was (going to return)." "I don't think his coming back will have any qualitative effect on the campus," Wolfe added, "His (Toll's) leaving didn't. It remains to be seen if he remains as insensitive to campus issues as he was; maybe the rest did him good."

Polity Vice President Evan Strager expressed his hope that Toll would bring back to Stony Brook "some worthwhile experiences from his tenure in Albany." However Polity Treasurer Larry Remer was not as optimistic; he said, "I feel that Dr. Toll could best perform his duties and obligations to the SUNY System from Albany."

Continued on page 7

Urge Strike Continuation

In front of a crowd that numbered 300 at its height and ebbed to 150 by the close, speakers at a rally yesterday on the Earth and Space Science building plaza urged a continuation and expansion of strike activities, while at the same time noting the poor turnout and the decreasing interest in the strike on campus.

The afternoon rally, which saw some persons sitting in the shade of the ESS building and others sprawled sunning on the plaza's lawn, included speakers from different organizations, groups and factions involved in various strike-related activities.

A representative from Black Students United asked, "why is this strike going in 50 different directions?" He claimed that the administration was using the Kent State killings to warp the strike and he stated that the concern should be for oppressed black people. "White people don't give a damn about black people," he said, "until something happens to white people." "White people only think about themselves."

Bill Glassman, from the Community Action Center, talked about getting community support, while noting the poor turnout at the rally. He urged "get to your friends" and get off campus and into the community with the strike.

An organizer from the Fort Dix, N.J. anti-war coffeehouse talked about G.I. activities and



URGE CONTINUATION OF STRIKE: At a rally yesterday student leaders urged expansion of the strike, while noting a decrease of interest generated by the strike on campus. photo by Mike Amico

told students that this Saturday, May 16, was Armed Forces Day and that a large demonstration was planned at Ft. Dix (and 35 other bases). He said that there would be a G.I. strike and that the government must be "overthrown."

The speaker who received what was the most applause from the generally unresponsive crowd was George Locker, who spoke about creating a sanctuary

at Stony Brook to protect draft resisters. Locker also told students about a letter all males were being asked to sign, stating that they would refuse induction. He said such mass action could work because "you can't jail a generation if a generation refuses to be jailed."

Among the other speakers, Lonnie Wolfe for the Suffolk Labor Committee told students that there needed to be a reconversion from the "war economy" and Vinnie Montalbano spoke about efforts to "reeducate" local high school students. Another speaker announced that "Alternate U. classes would begin with topics including RAND, Women's Liberation, and "Revolution U.S.A." There were also speakers from S.D.S., Progressive Labor and the faculty.

The strike in support of the three New Haven demands began nine days ago at Stony Brook.

The advent of the strike transformed the Polity office into a strike center, manned by all those interested in the movement.

The strike here has been non-violent, except for three fires last Tuesday night which demolished Tabler barn, several Art offices in the Humanities building, and a small part of a construction site. The person or persons who started the fires are unknown.

On Wednesday morning, several hundred students marched to Smithaven shopping center where they leafleted and then marched back. That night, Lee Weiner spoke on campus, after which several buses were obtained to take demonstrators to the Smithaven draft board. A car tried to run the crowd which had blocked off the roads. Although one girl was reported to have been injured and hospitalized, this is an unverified rumor.

In the meantime, the Faculty Senate has passed three options which would give the students a choice of taking the final, taking a letter grade based on work done before the final, or receiving an incomplete. Yesterday, an additional pass/fail option was passed. (See p. 2).

Tabler Smoke-In Commemorates First Anniversary of Bust



photo by Bob Weisenberg

ONE YEAR AGO: This was the scene on May 13, 1969, the morning after nearly 1,000 students rampaged on the campus and burned down the gatehouse and incinerated three security cars.

The last time they tried it, the last time there was a first anniversary of a drug bust to commemorate, they called it a tea-in and they smoked tea. That was in January of 1969.

Last night in the middle of Tabler Quad about 250 students gathered to commemorate another bust anniversary, and — call it the summer weather or the changing times — it was real grass.

Organized by LEMAR, the smoke-in was formally held to mark the passage of one year

since the drug bust of May 12 in which 14 students, mostly freshmen, were arrested on various drug charges. Later that night the security gatehouse and a number of security cars were burned by angry mobs of students.

The only things burning last night was a small bonfire under the quad's apple trees and an undetermined quantity of marijuana. Small circles of people passed around joints to one another freely, and the event lasted well into the night. Although residents of the

nearby Longhill area complained to University officials about noise and there was at first some concern about the bonfires, University police did not interfere with the smoke-in. Quad officials assured them that the fire was under control, and as one policeman said, "There isn't any reason for us to get involved."

The first LEMAR tea-in was held in G-Lobby on January 17, 1969, and commemorated the arrest of a group of students during finals week the year before.

Boycott of Two Major Companies Declared

By ARTHUR CHARO

A nationwide boycott of all Coca Cola and Philip Morris Products has been called for by the National Strike Center. The boycott will extend until, "Coca Cola and Philip Morris support the anti-war effort through their lobbies."

The National Strike Center decided to boycott Coca Cola and Philip Morris because of their "influential lobbies in Washinton." (The Strike Center observed that in the past, "These lobbies have successfully fought for the Tobacco Industry and against the ban of cyclamates." In their release the Center deemed Coca Cola "the personification of an imperialist company" and also noted that the tobacco industry has the second largest lobby in Washington.

South East Asia." Kotowski believes that the boycott can effectively hit the giants of the soft drink and tobacco industries until they put their lobbies at the Striker's disposal.

The National Strike Center has designated the following products to be boycotted: Coke, Fresca, Sprite, Tab, Fanta sodas, Tekoe tea, Hi-C drinks, Real Gold products, Minute Maid, Snow Crop, Duncan Foods, Marlboro cigarettes, Philip Morris cigarettes, Virginia Slims cigarettes, Benson and Hedges cigarettes, Alpine cigarettes, Paxton cigarettes, Personna Razor blades, Gem razor blades, Clark chewing gum and Burma-Vita Shaving products.

Matthias Kotowski is coordinating boycott efforts at Stony Brook. He feels that the economic boycott together with the movement to elect a new congress "are the two most effective and appropriate means of action to end the war in

Anyone interested in working on the boycott can contact Matt Kotowski in the Polity office.



WASHINGTON OR WOODSTOCK? Though many people didn't go to Washington because they were afraid it would be a bloodbath, one student termed the peaceful demonstration as a "glorified Woodstock." photo by Bob Weisenfeld

Several Hundred SB Students Attend Peaceful Wash. Rally

Between 500 and 700 Stony Brook students attended the mass rally Saturday. Ten equipped medics from Stony Brook were present, and although there were only two arrests known, there were no serious injuries.

The medics were supplied by Polity with ammonia salts, splints, bottles of water, bandages, towels, gauze, elastic bandages, rubber gloves, goggles, gas masks, helmets and knapsacks. In addition, the Long Island Jewish Hospital loaned Polity ten white jackets for the medics. The strike committee is urging all the medics to return the jackets and equipment immediately.

The one student arrested from Stony Brook was Harry Brett, a medic. According to Brett, a girl who didn't clear the roads when police told her to was hit by a motor scooter. Brett put a splint on her, and was waiting for a van when police told him to leave. He refused, was detained at the police station, and released after pressure was applied by Mobe lawyers.

Brett was detained again later on Saturday night. Police,

according to Brett, encircled the demonstrators, forcing them to converge at George Washington University. The demonstrators built barricades and set them on fire when police moved in on them. Police put out these fires, and threw canisters of tear gas into the union which forced more people to come out into the crowd. One of the men affected by tear gas had a history of epilepsy and asthma, and Brett took him to the hospital which meant he had to get through police lines. Upon returning to the crowd, he was arrested but no charges were brought up against him, so he was released. In both instances, Brett maintains that he was clearly identifiable as a medic.

Several students were tear gassed, though none seriously hurt by the gassing. Several were gassed while sleeping on the lawn across from the White House, others while asleep near a Washington hotel. Cannisters were thrown into George Washington University, where many students from SB were staying.

Since November's Washington moratorium made students

realize that bus rides were very uncomfortable and buses could be stopped and searched, 216 train tickets were sold for Washington.

Polity Elections Held Today

A referendum calling for a two week halt of classes prior to the November elections will appear on the Friday ballot. Also on Friday, students will vote on run-off candidates.



By MARSHA PRAVDER

Polity elections for seven student council positions, 3 class president officers, the union governing board and NSA coordinator are being held today. Polls will be open from 11-2 and 4-7 in all cafeterias, and in the Union building near the main desk.

Students have been requested by the election board to vote in the quad in which they reside, and for commuters to vote in the Union building.

If classes are closed before elections, they will be open during the Christmas holiday with the exception of Christmas day and New Year's day. Polity President Lonnie Wolfe has spoken against the referendum because of a conviction that radical groups need the Christmas vacation for meetings. Lonnie Wolfe and Evan Strager among others believe that people who want to work for candidates will do so without halting classes.

Three students are seeking the office of Polity President. These are Mitchel Cohen, Vinnie Montalbano, and Evan Strager. The four candidates for Vice President are Glenn Bock, Harry Brett, Danny Lazaroff, and Clifford Thier.

Running for the office of Secretary are Mike Steinhardt and Lonnie Wolfe. Larry Remer and Clive Richard are seeking the office of Treasurer.

Competing for the office of Senior Representative are Larry

Axelrod and Steve Lax. There are five candidates for Junior Representative: Harry DeMeo, Phil Doesschate, Robert Kaufman, Steve Marcus and Mark Starr. The three students seeking the position of sophomore representative are Mark Adkins, Debbie Bard and Arthur Charo.

The six candidates for four resident positions on the Union Governing Board are Robert F. Cohen, Lynda Lieberman, Gary Stroud, Ken Staudte and Tom Hermann. In addition Michele Selvin is running on a write-in. For the two commuter positions only a write-in candidate, Tom Murnane, is running.

For Senior President, Vincent DiMittina is up against a no vote. Similarly, Lou Mazel, candidate for Junior President is unopposed. Nobody is running for Sophomore President or NSA coordinator and the election board has ruled that no candidate for those positions can get elected on a write-in.

The Election Board is requesting that anybody wishing to volunteer to count ballots and other election activities should contact Hedy Samuels immediately.

SUNY Senate Against War; In Favor of open campus

The State University Senate at Albany has approved two resolutions that urge the campuses of the State University to remain in operation despite the "present crisis," and empowers individual campuses to lower their flags to half staff in a display of mourning over "the tragic loss of life through violent acts at home and abroad."

A third resolution signed by a quorum of the assemblage of faculty members from all state campuses called for "... deeds, demonstrating unequivocally that the United States intends total withdrawal from a disastrous war abroad and from repression of political dissent at home."

Asserting that the educational function of the University must survive "even in times of great national turmoil and crisis," the Senate applauded those campuses which have "redirected their educational enterprises" to consider how the University can "meet its educational and social responsibilities, while at the same time maintaining its traditional responsibility to students."

Members of the Senate who signed the resolution calling for total withdrawal of United States troops from the war also called upon the government to, "take immediate steps to reverse the tide of alienation" that affects college students.

The representatives from

Stony Brook to the Senate are Professor Edward Fiess of the English Department and Professor Francis T. Bonner of the Chemistry Department.

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Should the Generation Gap Exist?

By THOMAS HOLMES
& ELIZABETH SHAW

Oh, that generation gap! How it exists and doesn't exist! When an adolescent looks upon an adult of prominence or infamy and reminds himself that this adult, this grown-up babe, he cannot escape the sensation that all men and women are of one age. This is not to say that the average human, were his desires for a lifetime averaged, would choose to live eternally at 21. Instead, we are saying that man begins at birth with no age, but proceeds to acquire, according to his basic genetics and the environment that he is to be placed in (later to be thought of as having been chosen by the man himself), "age." The nature of age, i.e., the quality by which "age" at 21 years in 1492 differs radically from "age" at 21 in 2001, is determined tremendously by the society in power.

When a man had very little chance of living beyond 35, conflict between young and old didn't flourish. But today we do not thrive as simply as man did in those barbaric, disease-ridden medieval times. We live out a great paradox: an eternal goal of modern medicine is the prolonging of life (mercy killing — to kill to wipe out the misery of living — is outlawed) yet the greatest and most successful of fads are not merely geared to make adults feel youthful but also to whisk them back to their adolescent years. While doctors are busy keeping their clients alive til 85+, fully aware that their bodies at 57 cannot do what they did at 17, their clients are busy trying to live at 21 for more than 365 days.

Once upon a time this concept of wanting to trade your age for another was unconsciously reciprocal between young and old. Little boys and girls of eight or nine would don the costumes of their parents, while middle-aged men and women would watusi in Palm Beach.

There isn't much of that today. If anything about the sixties is immediately recognizable, it's that youth have become incredibly proud

and interested in their momentary agelessness. After the young teenager realizes what responsibilities and physical discomforts lie ahead in the waning years after 30, he will reach out with his imagination, experience an adult's frustrated hindsight into his expired youth, and, subsequently, cling more possessively to his own youth. Some will even fight for it, violently expressing the volatility and mobility of their age. They will mock the bulging middle-aged woman who has squeezed herself into a pair of pink hiphuggers, or the man whose body has passed its prime but whose amores for young women haven't. These are the perceptive ones; during occasional fits of rationality they picture themselves in the same nightmarish situations and are smashing away at something, an intangible concept, which they truly despise. Verbose and vocal, they think that if they cry loud enough someone will hear, and Nature will embark them on another path than that which it

had laid before their parents.

While these fears of old age vary in degree and nature with the different levels of social strata in America, they are fundamentally a key to understanding the inevitability of a rift between young and old.

What is particularly frustrating about this physically-oriented chasm between generations is that is not a wall drawn up at 30, but a spectrum (if a graphic representation of the phenomenon is necessary) of obscure gradations. Gradations which often disappear when professors of the class of '44 are drawn into personal conversations with students of the class of '71; when teenage soldiers die in Vietnam, or when two high school seniors marry. In other words, when individuals or concepts of one generation concur with those of another, it seems puzzling that such an unlikely thing as a generation gap could occur.

An inquisitive youth at 17 might want the worldly wisdom

of an adult of 49: an adult with bleak prospects for the future might want the optimism of his counterpart in the Now generation; but neither, after consideration, would be willing to swap. Looking at this, it does not seem too difficult to trace the genesis of the unwritten reverence for the golden age of "21."

Unfortunately, the occasions on which representatives from different generations achieve egalitarianism are outnumbered by the instances of youth fighting less-youthful fighting old. In such situations, we discover youth rebelling against adults who are entrenching on their youthfulness in their own futile protest against age. Yet both groups share common ground as protagonists against the toll of time. Adults are trying to ignore their very real problem of growing old, while the temporarily more fortunate youths are stalling for time from the millennium when they must look back. In the struggle between all men and Time, youths and adults are thrown

into conflict with one another as they try to share the same territory. Generation Gap does exist, does not exist, should exist and should not exist. To close the rift requires an abolition of the time-inspired neuroses plaguing each generation. And these problems are reasonably unanswerable for as long as modern medicine (no affixation of blame in any way intended) limits our youthfulness to a span of 20 to 40 years.

What we can aspire to, meanwhile, is some injection of maturity into this one age of men that changes itself as erosion weathers the narrow and swift stream into a wide and sluggish river.

Maturity might encourage the adult to realize his age and appreciate the total 42 years of his life thus far and not merely the first 21. Maturity might encourage the youth to live out his formative years without wasting energy in a silly struggle against the picture he is to become in 30 years. Then perhaps we will all "grow" up.

Opinion - Seize the Time

By MITCHEL COHEN

If there ever was a time for people to, feel defeated, or broken, now is that time. It's hard to write from such a state of combined anger, frustration, and yes, sorrow. For 10 years now, the student generation has been developing, from the first freedom-rides and sit-ins in the south through the McCarthy campaign in 1968 and into the present movement. We were peaceful as we sat there on the streets of Alabama and Mississippi. We were non-violent as we protested the war in Vietnam, through rational discussion, through teach-ins and protest marches. We campaigned for candidates who promised to end the war, and then couldn't understand why, even when some of them were elected, they didn't.

We sat through all sorts of meetings, even the Faculty-Senate meetings, where those motherfuckers sit around in all their parliamentary bullshit and platitudes talking about supporting the Panthers as if

they are talking about scheduling a final exam. And some, like Trask, talked about war-related research, rhetorically demanding an answer as to whether studies of the Spanish-American war was or was not war-related, making a mockery out of the deaths of thousands upon thousands of heroic Vietnamese, as well as Americans. And Trask is against the war, no less.

Feelings. Gut reactions, channeled into a movement through ideological theory. God, at this stage of the movement, how can anyone repeat Lindsay's admonitions of non-violence, Nixon's and Agnew's warnings that justified the murders at Kent State, "well, maybe I should have voted for Humphrey instead of Dick Gregory or Eldridge Cleaver." Students want to end the war because it gets in the way of their future plans in one way or another, not because the Vietcong are right, not because America is screwing people all around the world to increase her profits, to provide new markets. Suddenly, Hickel becomes the hero of the "new left" because he wrote a letter, and Humphrey becomes a not-so-bad-guy-after-all, even though as he accepted the nomination on television while our brothers and sisters were being cut down on the streets with his support; even though he helped formulate the intervention in Vietnam. They forget the arrogance in his vomit faced smile as he spit out the flesh of napalmed children, after first devouring the mothers and the fathers. They forget. Or maybe they never even felt it to begin with! It was just another put-on, another liberal powdering his face with the new makeup, to have something to talk about at their cocktail parties.

And now, people are calling for working through the system; for voting in Republicans or Democrats who are against the war. Originally called for by Lindsay and other "leaders" of the movement, the cry is now picked up by so-called student leaders. It makes me want to scream out, to beat my fists against the heads of those on the Stony Brook strike committee, as well as others. What did voting do for Fred Hampton: But students don't relate to that, for the most part, for we are free, aren't we? There aren't that many things wrong, if only we'd vote in the right guy they'd leave us in peace. If only the war would end so I wouldn't have to worry about the draft. If only the police wouldn't "over react" and screw up my morality. I mean, it's all right for the VietCong to fight back violently,

because they have to. They are under attack. But we have our education, our cars, our houses. So let's be non-violent, we are told, let's be peaceful and vote correctly and the bad dream will soon be over. Oh, how good Marlboro and Coca Cola would be if they began lobbying against the war. Why, aside from Lindsay, Rockefeller and Hickel, we can even get the corporations on our side. Never mind that Coca Cola exploits people throughout S.E. Asia and South America. Let them just say that they are against the war (in other words let them save my ass from being shot off in Vietnam) and everything is wonderful. FUCK YOU COCA COLA. FUCK YOU, THE COMMUNITY ACTION COMMITTEE, while misleading people so that your own asses could be saved. You fucking cowards. You goddamned liberal chickenshits. We've been non-violent. We've written thousands and thousands of letters. Do you really want to know how to get out of Vietnam? (never mind even talking about freeing Bobby Seale. I realize things might get a little too heavy for you there.) Then get out of your offices, out on the streets, in the factories, in the ghettos and organize people into a revolutionary force that will end the system that causes wars like Vietnam. Your congressman might vote against the war. We might even be out of Vietnam. But the system that caused Vietnam still remains. It wasn't a mistake. It was planned. Just like the Bay of Pigs was planned. And Santo Domingo. And Guatemala, Bolivia, Spain (we never committed troops to fight the fascists, did we?), Cambodia, and even Israel. Why don't we support Israel? Take a hint from David Rockefeller, who has a little more to say about it than we do. He told Nixon that the war there is fucking over our oil investments in the Arab countries. Feelings, anyone? Gut reactions? The answer is not congressmen. It is money!

What we've got to do is to organize, yes, but into a socialist movement. And if that movement uses "violence," then I really give a shit. Rockefeller's a pig. Nixon's a pig. If killing them would change things, I'd kill them. But things won't change at this time because of that. The system would continue. But with students, black people and whiteworkers organized, the system can be brought to a halt. Just look at the effect of the postal strike. The power in labor if it were organized along a revolutionary basis. You don't tell them to vote for different people. You

don't tell them to be non-violent because violence isn't nice, and

you're afraid that you might be hurt in the repression. You fight! You put forth revolutionary concepts and revolutionary programs. You tear at the heart of the economic structure that is murdering people, jailing the Panthers, causing wars all over the world. You're not going to change the heart of Rockefeller: you have to overthrow them: the Mellons, the Kennedy's, the Lindsay's and the rest.

At the same time, I keep hearing the echoes of the words of a girl from the experimental college, on why she didn't sit-in at the computer center the first time: "Well I agree with everything you are trying to do, but not the violence." When we asked her what she meant by violence, she said "you broke a window to get in!" She went on to say that if we could have in some way jimmied the window open, which would have taken a lot more time and would have perhaps gotten the people who did it arrested, she would have sat-in. So I question what these people mean by violence. Hitting a baseball is a violent act. Stepping on grass, eating meat, slamming a door, pounding a typewriter — all these are "violent acts. But we are talking about the lives of millions of people. We are talking about the Vietcong, and we are talking about the American soldier. Is the violence in smashing a window, which might lead to a new consciousness, the same as the non-emotional violence in forcing a worker to sell his labor for wages that are even below the minimum standard of living? This is violence. It is injurious to people. Violence cannot, I repeat, it is impossible for violence to be perpetrated against any object, or building, or any other structure. And sometimes, there might even be a need for real "violence" in order for people to free themselves. Mass revolutionary violence, at a time when all the hearts that are going to be changed are already changed, and rational dialogue will not persuade pigs like Rockefeller to stop committing real violence against people for the sake of their own profits.

So you don't organize people to vote for Democrats or Republicans. You organize into a movement that will light the way for real freedom, for all people. And the first step is for students on this campus to rise up and take our strike back from the bureaucrats and chickenshit politicians who are misdirecting and co-opting our struggle. Fuck 'em.

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Statement of Candidacy

(Ed. note—The campaign statement of Harry Brett was inadvertently omitted from the special election supplement printed in the last issue of Statesman. We print it here and apologize for any inconvenience the omission may have caused.)

I am seeking the Vice Presidency of Polity for several reasons:

1) It is about time that the Student Council begins to transcend the petty nonsense and in-fighting that has long plagued this potentially useful body. I do not believe that the Student Council ought to be the sole controlling agent of innovations and programs, but rather implement and facilitate worthwhile programs through



HARRY BRETT

the efficient allocation of resources generated by the students. If elected, Council meetings will no longer seem like the board of directors of a corporate enterprise.

2) The constitutional duty of the Vice President is to preside over the Senate. In the past there has not been a good working relationship between the Senate and the Council. This is due to the fact that the Council has never attempted to communicate its ideas and explain its positions

to Senators. The Council has never taken the efforts of sincere members of Senate committees seriously. The Council never relates to the Senate unless it is required and never seeks their advice. If elected, I will attempt to build a relationship between the Senate and the Council in order that the situation will not be The Senate v. The Council, but the Senate working with the Council.

3) There are various issues at stake that involve not only our campus but many other campuses: The present nature of the activities fee with students in control of their own money is being threatened; the present open admissions proposal will further isolate university centers and merely make community colleges extensions of high school's tracking system instead of putting the money into high schools, so opponents of open admissions can no longer make their ridiculous statements about maintaining standards; the housing situation on SUNY campuses will soon become critical and low-income housing must be provided for. If elected I will form a statewide committee of SUNY schools to deal with these issues effectively.

My qualifications for Vice President are varied: I have served on several university committees and community committees with extensive experience in community organizing; I have had the dubious experience of viewing the University from several editorial positions within the newspaper. More importantly, I understand the various organs within the University and know how to get things done. I am not interested in playing student politic games — I want to get it together and get things done.

Editorials

Revolution & Education

Everyone knows that we need a "Revolution". We want a change from imperialism, from racism, and from capitalist predators who prey on us from within. The problem is that the government is not the cause of the evil but the victim of the same system that we all hope to get rid of. Today, people who call themselves "patriots" defend the government with a rabid fear of a change which they fear will be too fast or take things away from them. This fear is mostly the result of poor education and our peaceful revolution will only succeed when our citizens are finally educated.

A classic example of this education breakdown was observed last Friday when a group of construction workers attacked a group of student protesters. On this occasion the right to free expression was brutally challenged by flag-waving patriots who number among the lowest and most used members of our society. It speaks poorly for our student peace movement that we have failed so miserably in educating the ordinary worker to the inequities of "the system" and in pointing out the ways in which they, too, are used by the system.

Resenting the privileged status of college students, construction workers retaliated physically to protest those who "tear down what we build." They fail to see that the American Dream is exactly that and relevant education is the lacking ingredient. The police who, through inaction, sided with the workers, are guilty of the same ignorance. And all of the nation's colleges are to no avail if the ordinary man cannot be taught enough honest truth to know when he is being taken. This, in short, is the true meaning of relevant education. This must be the goal of education in a free society.

The challenge to us from the incident is clear. We are the highly-educated minority of this country and we must not only spread our learning in relevant ways but we must also make the message understandable to all citizens. We must come across in simple terms.

The other great tragedy of poor education is that the government is based on firm principle to be used by

knowledgeable people. Those who fail to see that free dissent and police impartiality are necessary to the nation's success could have more terrible effect on our future than all the student/hippies they so fear. This, too, was demonstrated clearly in the Wall Street incident. The polarization has gone too far. Fear based on ignorance is too dangerous to be tolerated in our midst. We must reach out to the community and "subvert" if that is necessary, until truth is available to all citizens.

Police Review

Charges have been leveled back and forth between two candidates for Polity Vice President concerning the Security Review Board which met last summer. Harry Brett states that as a member of the committee, serving as an interested student, he requested the issuance of a report from the committee, but his motion was denied. Danny Lazaroff charges that he (Danny) resigned from the committee as Polity designee, but Brett, the secretary of the committee, states that no certain resignation was handed in.

This is all beside the point. Where is the report? With whom does the responsibility lie? The answer is with Dr. Hudson, chairman of the committee, who is an authority on police conduct, and has undertaken a study of the Philadelphia police system. He and his Security Review Board were given a mandate by President Toll to issue a report on the campus situation by the end of last summer, but no report has been presented. Various case studies were undertaken, at the direction of Dr. Hudson, by Harry Brett, but no follow-up report was issued by the committee.

At this time when police review is going on in New York City and across the country, as well as review of certain police actions on various campuses, the more urgent a report such as this one becomes. We request that the files be reopened and the study reconvened.



staff

Arts—Joel Bloch, Marcia Reznik, Steve Ross, Fred Sternlicht, Hank Teich.

Feature—Gerry Hariton, Harvey Hecht, Renee Lipski, Cathy Minuse, Tina Myerson, Stefan Rosenberger, Marilyn Spigel.

News—Bob Altman, Arthur Charo, Alan Hochberg, Arlene Katz, Susan Kaufman, Gary Krigsman, Louise Liew, Vincent Maraventano, Bernard Powers, Jay Saffer.

Photography—Steven Abrams, Mehmet Bengisu, Raymond Bronson, Kevin Brown, Doris Caitak, Stephen Eisenberg, Sheila Kassoy, Jook Leung, Stewart Pollens, Alan Radin, Susan Rapaport, Paul Repak, Steven Rosman, Brian Schill, Steven Texin.

Sports—Leonard Berliner, Randy Danto, Bob Fox, Steve Ingis, Chuck Jeffords, Scott Karson, Ken Lang, Jeff Marshall, Michael Waxman.

Columnists—Lee Gruenfeld, Scott Klippel.

Who Wants The Liberal Party ?

By NED STEELE

Antiwar forces around the country are in the midst of a dilemma that will prove to be the acid test of the movement. How can the people best be reached? The question is yet unanswered, but for the more moderate antiwar forces, an opportunity of sorts may be open—word is out that a large voice in control of Suffolk County's Liberal Party may be up for grabs.

While Suffolk is no haven for liberalism and Liberal support only occasionally benefits a candidate, the Liberal Party nevertheless serves as a "legitimate" platform—one that is acceptable to at least the left-leaning half of Middle America. A group of people from Stony Brook, aware of a leadership vacuum in the Liberal Party, are moving ahead with plans to meet with Party Chairman John DiLavourie of Huntington to ask for representation of the peace movement in the party.

"Virtually anybody joining the Party can have the opportunity of being put up for an office," says one party

member. "Newsday once called us defunct and for all practical purposes, we are."

Why, then, would anybody be interested in using the Liberal Party as a platform?

It's easy publicity, says one of the "Stony Brook caucus," which is working behind the scenes and requesting anonymity: "One basic goal of the peace movement is to do more than repeatedly demonstrate our strength—to expand that strength by reaching the Silent Majority and talking to them. It takes a demonstration to get two or three paragraphs in the paper, and the straight media lately are ignoring the issues more and more in their demonstration coverage."

"Newspaper reporters often actively seek the views of candidates, even those running as Liberals. Because of the equal-time laws and traditions the media are bound to, we've got a built-in platform to say whatever we want to say."

But can it work? Can a group of antiwar activists gain a voice in a party that is often as

boss-ridden as the Democrats and Republicans? In several upstate regions, peace groups have been successful in such moves, taking control of the Liberal Party and pressing a peace-and-freedom-type platform. In Suffolk County, Alicia Saks, who was 21 at the time, ran for State Senator two years ago and was frequently quoted by the media. "It could work on a large scale," said one party member. "15 people could swarm over the Liberal Party."

How would it be done? The Liberals are reportedly "open-minded" and willing to meet with antiwar groups around the county to discuss party representation. A bloc could be organized in time for the election of a new party chairman, a few weeks after the June 23 primary. DiLavourie, unavailable for comment yesterday is said to be willing to listen. A group of over-21 students, staff and professors—or any group, for that matter, just might find itself helping to run an almost major political party this summer.



DIRECTING ENERGIES: Some think the frustration that leads to massive demonstrations such as Sunday's Washington gathering can best be channelled into the legitimate political process.

Anti-war Coffeehouse A "Public Nuisance"

COLUMBIA, S.C. (LNS) — Three operators of the UFO, first of the half-dozen radical GI coffeehouses which have developed at major Army bases across the country, have been sentenced to an unbelievable six years at hard labor under an obscure public nuisance law which Columbia's officialdom has invoked only once in the past 80 years.

The coffeehouse, which has served as a rallying point for Fort Jackson's anti-war GIs as well as Columbia's modest but growing community of student and hip radicals, has been closed since January, 1970. Its operators were first charged at that time with "willfully and unlawfully permitting, causing, and procuring: the making of loud music; persons of evil name, fame and conversation, men as well as women, to come together; the display of obscene materials (underground papers); and the possession, sale and use of unlawful drugs." Finally, getting to the point, the UFO people were charged with "aiding, encouraging, enticing, allowing, and permitting minors under the age of 21 to become incorrigible and ungovernable."

The Army is the major industry of South Carolina's capital, and Columbia's business-political community and the Fort Jackson brass have a shared interest in preventing the growth of dissident forces. Presiding Judge E. Harry Agnew indicated his understanding of the political situation when he

refused to let the defense question prospective jurors. The one question he allowed was: "Do you think you can give a fair judgement to both sides?"

Neither did Agnew allow the defense to introduce several points of important evidence: one prospective defense counsel had been threatened by the prosecutor (in the presence of the judge); a defense witness had been threatened by a prosecution witness (a city cop); another defense witness had been threatened, subpoenaed and offered immunity if he would become a prosecution witness; and a number of GIs had been threatened by military intelligence officers. When his honor heard that a leaflet urging people to attend the trial had been circulated at Columbia's University of South Carolina, he ordered the courtroom doors locked at the beginning of each session.

The government's "case" attempted to show that the frequenters of the UFO were "dirty" and "loud;" that a copy of the Berkeley Barb had been found in the building; and rested on testimony from four of Columbia's hard drug pushers and seven local police.

The seven local policemen testified that on occasion "crowds" (of up to 15 people) had formed in front of the UFO. The police also said they had made numerous nuisance arrests in and around the UFO.

That was all it took to put the three anti-war organizers away for six years.



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It's Free, But It's not Always Worth It.

By HAROLD RUBENSTEIN

Most movie screenings are strategically designed to coincide with sleep, term papers or some major religious holiday. Saturday morning at 10 o'clock is no time to see the sunlight, no less the silver screen. A Thursday screening at 6:15 will mean that dinnertime is spent on the L.I. Expressway having a wet dream about a hamburger. If there is a Tuesday screening at 2:30, one leaves at dawn for the city in order to find a place to park. Once out of the car, there is a mad rush, not usually to a major movie theater, but into the enveloping womb of a movie company's very own office building or rented screening room where a sterile elevator whisks you up to a screening room with all the swift nausea that one gets from choking on aspirins. Once there, one is subjected to secretaries flapping reams of mimeography, and begging one to learn the inside stuff behind the director's motivation for the big chariot-race-down-Pelham-Parkway-sequence in the film, or how a new truss had to be designed for Tony Curtis (to protect him when he had to lift that cast-iron bowl of marinara sauce over his head in order to save Eartha Kitt from her homosexual brother's lover). Tired, drawn and shuffling, one sits down in the little theatre that no one in the real world knows about and prays that it was worth it. With this in mind, the picture better be good, or at least worth missing a cafeteria meal. Ahem! Win a few...

Watermelon Man

Walter Mitty never thought of this one. A self-assured, boring bloated bore of a white man who only gives a damn about racial tension long enough to tell his wife to forget about it, wakes up one morning to find the mirror reflecting a black man. No sunburn, no body lotion, no soy sauce is to blame. Black and that's final. And that's all there is to *Watermelon Man*. The initial changes and tribulation of the loss of Jeff Gerber's white "superiority" allowed director Melvin Van Peebles to stage some funny improvisational scenes between Mr. & Mrs. Gerber, Godfrey Cambridge and Estelle Parsons. But after the shock has worn off the people in the film and in the audience, the procedure is rudimentary.

It seems even more banal when one realizes that Peebles is black and should have been responsible for more insight and bite into the problem; but what emerges is a man who simply learns to accept, miraculously gaining within the last five minutes some pride, and in a split-second ending, arms himself. It's too fast and too facile.

Estelle Parson has been hired because as evidenced in *Bonnie and Clyde* she is the best screamer that has come to films since Fay Wray. At least Fay got to visit the Empire State Building. Miss Parsons is asked to do little else than to stand as

NOTICES

Jan Kott's *Exercises in Hamlet* is free to students. The play will run from Wednesday to Saturday of this week.

All applications for Summer Work Study Programs and Urban Corps. must be handed in by Monday, May 25 to the Financial Aid Office, Benedict College, B wing, basement.

Wed 7:00 p.m., Statesman Conference Rm., 060, Organizational meeting to leaflet Postal Workers during upcoming strike. All welcome.

a stereotypical symbol of the phony liberal. She slowly shies away from the problems that occur, but no more so than the film does.

Godfrey Cambridge, lolling in a bathtub and looking like the Titanic in a last effort to remain afloat, or bellowing his way into an office with the same finesse with which one would welcome a valise full of bad breath, can properly boast his way into our appreciation of him as a pointed comedian. But when the transition starts, he also becomes a mere symbolic tool for Peebles to work with, without much depth, specific hopes or creative spark in the man's new state. Like the film, he admits to what has happened, but doesn't seem to do anything about it. No one grows; they are static people in sequentially complicated situations. They act them all out like charades, without ever having a punch line.

My Lover, My Son

I was lucky. I didn't pay to see this one. Formerly called, *Don't you Cry*, it should have been retitled *Don't You Gag*. Because *My Lover, My Son* is a small film, it lacks the enormous shock that allows *The Adventurers* the chance to be judged as camp. The film gives incest a bad name, because no one ever thought it could be so boring. Mommy, played by Romy Schneider who has approximately one wrinkle, is in love with sonny boy, though at first one thinks that Dennis Waterman and Miss Schneider are brother and sister (but then that would be a film called *My Sister, My Love* and that was already a movie). But no, there's a poppa and how Romy could marry a man, millionaire or not, who looks like he spends his day eating old pistachio nuts to make his tongue red so he can stick it salaciously out at his secretary is beyond rational thought.

Well anyway, dad and son don't hit it off well, but everyday is Mother's Day. Into the picture comes this chippie whom sonny boy happens to befriend. One should use the word befriend because the first time he goes to her place, which just happens to be a houseboat on the water (where all good chippies live for scenic effect), he just can't get his limbs moving. She tells him it's all right, she's guessed about his mother complex because every smart chippie knows what happens to boys whenever they get on a houseboat.

Things finally do mount to a pitch and from what could be seen through one half-awakened eye, there's a fight, the first Keystone Cops auto chase with a Rolls and a Mercedes, and son being accused of daddy's death. The poor thing gets off the hook, however, and then it's just him and his Big M and she has it in the loins for her very own.

But how can such an ending be divulged?!

From its opening credits, which consists of this geometric nonentity flying through this black void for some unknown reason, and with a plastic rock score that makes one wonder if we shouldn't all give Montovani a second chance, to its panoramic ending of the London harbor with all the chippie houseboats, *My Lover, My Son* is a boring abomination that has been assembled by some director with little talent, and he would be brought to justice except that I can't remember his name, and

Toll Return

Continued from page 1

The Chancellor also named Dr. Oscar E. Lanford, President of the State University College at Fredonia, to succeed Toll as head of the panel which is to analyze the University system and discuss its objectives, its role in society, and its responsibilities in state-wide, national, and international education.

AUTOMOTIVE

Continued from page 8

can take a test similar to an SCCA driver school test, but including panic stops, skid pad work and high-speed lane changing. Such drivers must be accident free for the past three years and ticket-free for at least one year. An "X" license will be good for three years and could be reissued subject to a reexamination. Upon entering an Interstate road, drivers with rated cars must show their "X" license. A toll attendant will place a decal on the rear bumper, and if overhead traffic information signs—similar to those now on the N.J. Turnpike) indicate a light traffic flow, "X" drivers will be allowed to travel at the speed they wish. "X" drivers convicted to speeding in heavy traffic flows or hazardous conditions will lose their rating for a suitable time period (six to 18 months).

Look at it this way. Over the years Washington has been handing out sticks to good drivers. If we all get behind something like the above, maybe we can earn ourselves a carrot.

God knows where he is hiding now.

rieverrun

Not every love should be shouted from the rooftops. It can be whispered through the trees and sifted softly through the sand along the beach. Love need not seem like fireworks, and the Fourth of July. It can be dawn, dew that sparkles off leaves as spun glass, hovering over a brook that flows like the lyrics of a sonnet. *rieverrun* is a love story surrounded by quiet. There is sanity but no boredom, lets time pass with speech confined in the eyes. *rieverrun* is not idyllic. Sarah and Dan have left Berkeley and live on a farm, together, in love, but lacking one thing which destroys it all for Sarah's father who comes to live with them, a marriage license. The three must learn living and sharing. And they must give, money is short; they must be self-sufficient and Sarah is pregnant.

John Korty has directed a fully realized lyrical movie that requires no ups and downs, no seething passion in love and no fist fights to show anger. He has an affinity for the wonder in the small, and the delicacy holds the film together like a spider's web. But Korty gets trapped. There is no anticipation of another day;

the day just comes, and they accept it rather than look toward it. Rivers flow through no choice or desire of their own. *rieverrun* advances only because of the passage of time. Possibly it is the only natural way for the film to go, but everyday happenings are not necessarily good material for the cinema. Much of the film falls into the mundane; each day is a repetition of yesterday's cycle. Korty stops this circular motion with Sarah in childbirth, filming it directly but with a beauty that makes the bloody child seem swathed in the nectar of life rather than in the gore. It is a completely honest moment, and the rarity of this occurrence marks *rieverrun*. But Korty hurts it with a foolish birth-in-death parallelism with the father. It blunts the beauty and splits the reaction to nullification. Again, maybe Korty wanted this, but what is real isn't always right on film.

But what is remarkable is the unpretentious innocence of the lovers (played by Louise Ober and Mark Jenkins) and the salty stability of Jeffries (played by John McLiam), the crunch of sunbaked leaves, the nurturing of lambs by a ewe, and John Korty's desire to see life as constantly, peacefully flowing water that needn't rush to avoid the rocks.

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Jinx Stalks Pat Crew Team As Dad Vail Closes Season

By GEORGE ROSSANO
and JEFF PODOWITZ

The Stony Brook Crew wound up its 1969-70 season by competing in the annual Dad Vail Regatta in Philadelphia. Heats for the 32 competing crews were held Friday afternoon.

The varsity heat was held at three o'clock on the Schuylkill River. In addition to Stony Brook, the heat included East Carolina University, Wesleyan U., La Salle College, Marietta College and the University of Rhode Island. The first three teams eventually entered the semi-finals. The race was held on choppy water and there was a strong cross-wind for the first 500 meters. Conditions were made even worse for the Patriots by the fact that a slow leak appeared in the boat a short time before the race began. Stony Brook stayed with the other crews through the first 1000 meters. In the next 500 meters, the lost ground could not be regained. The Varsity did not qualify in their heat.

The J.V. race was held an hour later, under deteriorating conditions. The other crews in the heat were Wayne State, Trinity College, Drexel University and Rollins College. The J.V. also failed to qualify.

The leak in the crew's only remaining seaworthy shell was the final touch in a season of misfortunes. Of the three shells kept on saw horses at the water's edge of Mt. Sinai Harbor (due to the further postponement of the long awaited boathouse) none survived the season intact. The J.V. shell was damaged while still on the truck, which transports its back and forth from away meets. The truck had broken down on a return trip, and was being towed onto the campus at the time. The rudder was knocked off, and twenty feet of the stern was shattered. The entire stern section has to be rebuilt, making the shell totally unfit for future racing.

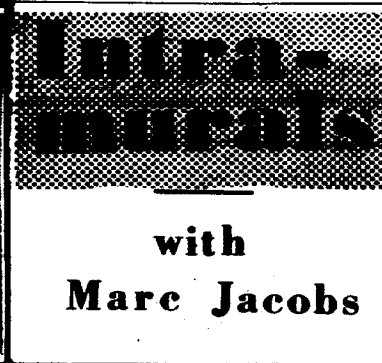
During this week there was an away meet at Orchard Beach. The service area refused to give the team a bus; consequently the Crew had to provide its own transportation. On the return trip, the car of Captain Noel Gish broke down and suffered fifty dollars worth of damage which the school will not pay for. Those members of the crew who did make it back without mishap found upon reaching Mt. Sinai that the team's 19 year old shell, the "A.C." had been stolen

along with six oars. The equipment was found beached at the other end of the harbor. One oar had been damaged. This had been the fourth car to be damaged by vandals. The crew's third and newest shell sprung the aforementioned leak in Philadelphia.

The Crew had three other training shells which were stored in the barn. These, along with three sets of oars, were destroyed in the recent fire. In all, the Crew has suffered a loss of over 60% of its equipment.

The members of the Crew this year were: Noel J. Gish, Brett Sherman, Ken Asai, Eric Mentor, Hunter Tashman, Jeff Fondeck, Neil Trombly, Kory Christensen, Jeff Podowitz, George Rossano, Arnie Bernardette, Jim Doughty, Chester Katz, Mike Vinson, Bruce Polnick, Lonny Brown, Wayne Gisget, Shelly Finver, Marty Post, Al Senesky and the manager Phil Axelroth.

Captain Gish, Asai and Axelroth are this year's graduating oarsmen.



Many people have been questioning the decision by the Intramural Council to continue the softball, track, and volleyball events. It has been said that these events should have been cancelled in sympathy with the national strike. However, it would have been dictatorial of the Council to have cancelled these events. There are a great many students who wished for the continuation of the activities. There are just as many who wanted the events to end. As Barry Shapiro wrote on Monday, "that decision can only be made by those who are affected — the athletes themselves." The Council acted wisely. Intramurals has always been considered as an "optional" activity; there are no awards for participation, nor are there penalties for absence. Each person should let his conscience guide his actions as to whether he wants to play or not; one should not criticize the Council or Coach Snider for the decision to continue intramurals to its conclusion.

In the independent division quarter-finals, all games have been completed. RJWMT swamped Arbuckle, 16-8. Led by Ken Baldwin's two homeruns and the pitching of Shelly Feldman, RJWMT jumped off in the first three innings to a very commanding 15-3 lead. Arbuckle made a desperate late inning attempt to get back into the game but Feldman settled down as RJWMT coasted to an easy triumph. RJWMT will play Brothers who crushed the Purple Haze, 19-0. Led by Larry Shapiro's pitching and everybody on the team's hitting, Brothers had no trouble in defeating the Haze. Though they lost the game, Purple Haze once again proved themselves to be the team that epitomized what intramurals should be — a game played for the enjoyment of the participants. Mardi Gras also advanced to the semis. Led by Jim Graham's grand slam and the hitting of B.C. Friedman, Mardi Gras upset previously undefeated Los Sientos, 15-7. In the other game played, the Silver Texans outslugged the Team 17-16. How either team made the playoffs is completely beyond my comprehension.

In the first round of the hall playoffs, the play of probable McDowell Cup winner JHC3 deserves notice. JHC3 has gone relatively unnoticed as it has piled up point after point on its way to the McDowell Cup victory. Led by "bloop" pitcher Drew Davidoff and shortstop Mike Komanecky, JHC3 beat WIB3, 8-5. In other games: BCA2A3 19 KGE2A 4, TD2B 16 HJD1 11, AGC3 22 ILD2 7, and TD3A 21 ILD3 4.

With many of the school's potential track stars in Washington, this year's meet lost whatever glamor (?) it might have ever had. The following are the results of the meet. I'm sorry if first names and residences are not listed, but that can be blamed on Coach Snider's flimsy statistics.

100 yd. dash—Meltzer 11.1 sec
220 yd. dash—Fligner 25.1 sec
440 yd. dash—Lyons 58.5 sec
mile dash—Duffy 5:35.6
880 yd. dash—Lyons 2:23.6
int. hurdles—Walters 65.5
high hurdles—Walters 18.6
javelin—Schweibert 149'-9 1/2"

shotput—Pascuzzo 35'
discus—Pascuzzo 76'-9 1/2"
high jump—Schweibert & Kantor 5'5"
long jump—Schweibert 19'-5 1/4"
triple jump—Schweibert 38'-3/4"
440 relay—Petrosky 50.9 sec.
Walters, Schweibert, Lyons
mile relay—same as above 3:58.9

Thursday will be the final attempt to have the often-delayed volleyball tournament.

Here is today's quiz.

1) What head RA in G-Quad made his hall a sports power by stacking his hall with every potential athlete in the quad?

2) What team, winner of its league's championship in football the last three years has choked in each of the school championship games?*

*This week's quiz comes to you through the courtesy of eminent sportsman and biologist, D.B. Greenstein.

Freshmen Show Well At CTC's

By ROY DEITCHMAN



SEASON ENDS: The last meet of the year pits Stony Brook against Hofstra and Brooklyn on Saturday.
photo by Robert F. Cohen

While some members of the Stony Brook track team decided that the trip to Washington on Saturday was more important than the Collegiate Track Conference Championships, several others exercised their prerogative and participated in the meet. C. W. Post won the meet with a phenomenal showing of 99 points copping 12 of a possible 16 firsts against 25 other schools.

Mike Vaudreuil was the only varsity performer competing, as five other Pats entered a separate freshman division. Mike was completely outclassed in the shot put although he threw a respectable 42 foot toss. The winning put was 56 feet.

In the freshman competition, Jimmy Jones placed first in the triple jump. Jimmy, who became the first Patriot ever to win a C.T.C. event, jumped 42 feet 3 inches. John Kefalos took second in the high jump and Don Kluzenaar placed fourth in the 440 with a clocking of 53 seconds flat. Frank Hayward, voted the most improved trackman, placed seventh in the mile run with his best time of the season of 4:45.

The leading point scorers for the Patriots this season are Mike Vaudreuil with 63, Oscar Fricke with 59, Phil Farber with 58 3/4, Don Kluzenaar with 42 1/2, Jimmy Jones has 40 1/2, and John Kefalos has 40 points.

The team's last meet is Saturday against Hofstra and Brooklyn, although the student strike may cancel this event. A freshman versus varsity intrasquad meet may develop in the near future. The Freshmen would be definite underdogs, or according to captain Phil Farber, "It would be a point favorite for the upperclassmen."

Statesman Automotive Lives

By KEN LANG

Somewhere on the New Jersey Turnpike... there are six of us in a Valiant, heading south to Washington, cruising at 100. As a matter of fact, most of the traffic is cruising at 100. It's like a "Car & Driver" dream; an Autobahn in America. The fuses aren't stopping anyone, maybe because not only is traffic flowing safely at 100, but traffic flow is light enough that it is safe to travel fast. The strange thing about all this is that these swiftly moving vehicles are nearly all American sedans. No Charger Daytonas or 4-4-2's, no Alfas or BMW's, not even a Boss 302 or Z-28. Just full-size Fords and Chevy's and our Valiant.

Most people reading this will think one of two things. One, "Gee, I wish I could have done that in my car," or "Where the

hell were the police?" Forget those thoughts and take a fantasy drive with me (shades of the GM exhibit at the N.Y. World's Fair!). Given the facts that the Interstate Highways can be safe for cars designed for high-speed driving traveling at 100+; that a large number of cars, both domestic and foreign, are safe at those speeds (in terms of maneuverability and road-holding); and that at times, traffic density on Interstate Highways is light enough to permit high-speed driving, we can propose a modified version of the "T.G. Karnac High-Speed Interstate System."

What happens is that cars suitably arranged for fast touring will be given "X" license plates. These cars will be inspected every six months or 6000 miles, whichever comes first. Drivers

Continued on page 7

EDUCATION IN CUBA

(Editor's note) This supplement is the concluding segment in a four part series on Cuba after the revolution. It was prepared by members of the Venceremos Brigade, a group of Americans who cut sugar cane in the Cuban fields.

Education may serve as the largest socializing institution in a society, and for this reason it will be useful to examine both pre- and post-revolutionary Cuba through education to see what its priorities were and are, and to learn a bit of how one educates revolutionaries.

History and Statistics

Before the revolution, education was a 50 million peso a year business. One million adults were illiterate. 750,000 children had no schools to go to. Universities were for the sons of the rich. Technology was backward in method and lacking in facilities. Even today, in the rest of Latin America, only 7% of all children ever reach the fifth grade.

From 1959 to 1960, 15,000 new classrooms were built, especially in the countryside. In December 1960, Fidel suggested a massive educational campaign, eventually begun in 1961 as the anti-illiteracy campaign. Young students



with a minimum of sixth grade education headed for remote sections of the country to teach adults and children to read and write. 707,212 people were thereby educated with the people learning and teaching together. When asked by a brigadista what the best schools in Cuba were, the National Director of Adult Education said, "the three greatest universities in Cuba are the national liberation war, the literacy campaign involving more than two million students and ten million ton zafra." This is so because education here involves study, work, training of the body and revolution.

Before the revolution there were several private religious schools for those who could afford it; education is now carried out only by the state. It is free and mandatory, not a gift but a right. Schooling is free for all and more than 300,000 scholarship students of all ages receive lodging, room, board, clothing, books, services and entertainment (sports and culture) without any charge. Aid is extended to families with low salaries and who have school age children. Many university students study on internship and semi-internship teaching as they learn.

Schooling is mandatory, for it is the duty of the state to provide study for all. Schooling is integral in that it is both a right and a duty for

each person to be involved in sports, culture, productive work (which is considered fundamental), scientific, technical studies along with other more standard academic curricula. In 1964 Fidel said that, "work must be the great pedagogue of our youth."

In order to bring schooling into the countryside, many new schools have been built where young people not only study but also work 40-50 days in agriculture.

School has a vocational orientation. From 4th grade on, students visit productive factories, and circles of scientific and technical interest (clubs) are set up in the schools. There is a constant search for the most modern pedagogical techniques employing psychology and sociology.

Schooling is divided into primary (6 grades), secondary (4 yrs.—equivalent to junior high and part of high school), pre-university (two years—equivalent to high school), and university or technological school for four or five years. Medical school would be four years beyond this. There are pre-schools for 4 and 5 year olds and

Circulo Infantils or day-care centers for very young children which enable mothers to work.

STUDENTS	1958	1968
Primary	717,000	1,450,000
Secondary (including pre-univ.)	63,500	186,000
Technological and Prof. Schools	16,000	46,000
Teacher Formation Schools	9,000	22,000
Universities	25,000	35,000*

*This figure includes faculty and workers; there were about 25,600 students in 1968. But changes on a university level have been primarily not quantitative but qualitative in terms of techniques employed and curriculum available.

Before the revolution there was no schooling in Cuba for special students. Now 8,000 students who are physically handicapped, deaf, blind, mentally retarded and "behavior problems" can study at special schools. Teachers for these children and specially trained and keep up with current techniques and findings through special training seminars for a least one month out of each year.

A Statesman Supplement

The greatest problem in education is a need for more teachers who are also more professional at all levels of teaching. Cuba and Cubans encourage their young to become teachers.

Teacher Training

During the alphabetization campaign, a teacher became anyone willing to teach rurally. There are 117,000 new teachers and professors, including the adult education and parallel systems, who are as young as students in pre-university. Graduating teachers was declared a priority and three large teacher training schools, apart from teacher training in the universities were begun: a one year school at Minas del Frio in Oriente and two 2-year schools at Topaz de Collantes in Camaguey (in the Escambray), and Mecerenco Pedagogical Institute outside Havana. There are also schools in each province to train primary teachers. 1970 will see the first graduates of a program which takes students at a 6th or 7th grade level and trains them for three years, at which time they begin to teach while continuing to study. In 1975, all will have to begin this program at a 10th grade level. There is an "emergency course" which takes students with an 8th grade level who begin to teach after an introductory course, while continuing to study in order to make more teachers available. Often these people are adults, newly educated in the schools of the revolution. But often too, they are youngsters who at 16 and 17 display an incredible compassion, warmth, maturity and seriousness. This closeness in age between teacher and student, and the knowledge that all teachers are also at the same time students, breaks down many traditional barriers so that one sees much healthy physical affection between student and teacher and no hang-ups in relating to authority. Again, the concept of a teacher is anyone willing to share what he knows with those who know less.

The pedagogical institutes at the universities train secondary pre-university and technology teachers. One must have at least a 9th grade level of education to study to be a secondary teacher, and an 11th grade level to study to teach at a technological school. There are six training schools to teach elementary subjects to adults so they can teach workers and peasants who know less.

Adult Education

Adult education is based on the anti-illiteracy campaign. It began before the revolution in liberated territories of the Sierra, for the revolution realized early the importance of education. This was a new dimension in education, stressing the concept of sharing learning by those who know more teaching those who know less. After illiteracy was eliminated, a 6th grade education became the goal for all campesinos (peasants), workers and housewives. At present a 10th grade education is standard for all children and there are plans to make school mandatory to age 21 in the late 1970's for all children.

Integral Education

The idea of integral education is to create a well-rounded individual. Therefore, work is part of schooling. Not busy work, but productive agricultural work, useful to the economy. Sports are an important part of schooling, for a healthy

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"We do not ask people to believe..."

Revolutionary Culture: Art for the People

When one thinks of arts in Cuba, the nature of socialism must be kept always in mind. Specifically, one must conceive, somehow, of an artist who is a full human being; he does volunteer work, serves in the militia, works for a salary, and uses his special talents for public consumption, not private ownership. He is unalienated from his society. A Cuban poet, Armando Bravo, told some of us that while Cuba's most difficult struggle is to pull out from underdevelopment, she must also be constantly developing her culture. Armando cuts cane and works on a journal. He became indignant when asked if art should take a second place to agriculture and the development of industry in Cuba. He said that not only does art have a function, but it is necessary in the development of the country. When the artist is liberated from personal hardships and alienation from society, he is free to create, out of love for the revolution, constructive criticism, and novel solutions to the society's problems; and he is free to create out of joy. But Armando said, too, that creation for its own sake is not enough: the artist feels a greater sense of accomplishment in "The pleasure of bringing pleasure to others."

So, artists work on salary with all studios and equipment provided free. There are periods of lesser creativity; these times, they will be teaching for a few hours a day, or doing some other work compatible with their art. The government "purchases" works and puts them in public places. Writers submit their works to the Union of Writers

and Artists for publication. A committee selects works to be printed. This includes work critical of aspects of the revolution, though counter-revolutionary literature is not printed.

There are several comprehensive art schools, notably Cubanacan in Havana, which offer complete integrated programs in all the arts for students of all ages. Most towns all over the island have free schools for children and adults to practice any of the arts on an amateur basis.

There are many classical theatre troupes too, notably the 300-meter theatre, an experimental traveling group. These perform in many small towns, not only spreading the arts, but encouraging the people to participate and scouting out new actors and technical people. Festivals occur yearly on a town, city, regional, provincial and national level.

Though musicians from other countries visit Cuba for concertizing, the field of classical music is the most lacking of the arts. But street festivals and troubadours still blossom, especially in Oriente. There is a tradition of carnival in the spring and of roving bands using hand-tuned player-organs and steel drums. There is the heritage of the troubador. I heard two play one night in Santiago. One huge fat man played the guitar fantastically and sang, in a suprisingly high sweet voice, beautiful mournful songs. He also played one handed and behind his back, putting on a real show.

His partner played the gourd and harmonized in a lower voice, standing up to sing and, with dance step and gesture, to act out his song. There are troubador festivals held periodically in all the provinces. Each time another million tons of sugar is achieved, a spontaneous festival begins in the streets in many neighborhoods with people playing instruments of voice, guitar, drums, rock, cup, spoon, trumpet, stamp, and dance.

Films and posters are divided into documentary and feature, political and cultural. But the division is in name only, all are fantastically creative in approach, composition and color, and uniquely beautiful and articulate. There are, understandably, places in Cuba where towns of people had never seen a film. The Cuban film industry set up a mobile movie truck to bring this art to people. One evening in camp we saw *Por Primera Base*, a documentary on this project. The truck is a complete unit for showing and making movies. We saw it head out over roads that trucks rarely travel to a remote mountain village. We saw the men interview people of the town asking what they thought a film was. A mother of seven said, "I guess its something like a party, only more than that. Maybe a fiesta. But better than that too." And then we watched the audience watching Chaplin's *Modern Times*. Young children in front holding each other's hands in awe and joy,

eyes enormously wide in unashamed wonder. Hearty belly laughs from a young woman nursing a child under the stars, eyes glued to this amazing thing before her. And as the movie progressed in the darkness of the Cuban night, first the children and then the fathers and then the mothers nodded out a second at a time and quickly woke themselves so as not to miss a moment. But the children just fell asleep in each other's arms, peacefully and smiling, dreaming perhaps of this new wonder of making films or of being in them some day. Their faces, even in sleep, betrayed the unbound excitement of discovery and fantasy. All the arts seem to serve the needs of the society in a creative, unrestricted way while also using and emphasizing the tradition of struggle in the country, the historical nature of revolution.

It is notable that Jose Marti, the author of *Versos Sencillos* from which the song "Guantanamera" was created, is not only the most famous poet of Cuba, but also the author of revolution, both in practical writings and in inspiration for revolutionaries. This points up again the integration of the arts as a part of daily living, and the emphasis on history and the tradition of struggle.

... we ask them to read"

Continued from page 1

body is essential. Also, sports activities were, before the revolution, available only to the sons of the rich; now all have a right of participate. Sports are carried out in a spirit of emulation rather than competition. A good artist should also be a good tractor driver or coffeeplanter or what have you, and be in top physical condition. He should know about his craft, but also about cane and physics and artificial insemination of cows. This concept helps break down class barriers formed by pockets of restricted knowledge, and is an equalizing force in the society. It is important too, that this is not a leveling, but a raising, of members of society—so far from our distorted concepts of what a socialist education can do.

Perspective of Cuban Education

Cuba has developed an entire parallel education system for people 13-17 with less school than they should have, for dropouts and for workers not going to school. There are more than 75,000 (13-17) in the parallel system. Cuba considers its dropouts a result of the failure of education to turn people on, and hence a mistake of the revolution which must be corrected. So there are special schools, day and night, to help these people raise their scholastic level and prepare for more interesting jobs. This is done through youth centers and school shops and is more informal than regular schooling. There are also facilities in many shops and factories for workers to study academic and technical subjects so that they can prepare to train in universities and technical institutes for better jobs.

Many schools, boarding, semi-boarding and local, are in the countryside so that agriculture work may be combined with study. Medical students study in hospitals, joining their careers with projects. Students in their last years of

study are teaching or working in the field. In the humanities and social sciences, students are doing field research as they study, as is true in the arts. This also aids in rediscovering and developing Cuban culture. Law students work in the popular tribunals.

The Cubans see education as a science of learning how to learn; he who learns and the kind of man the revolution wants to create are studied in terms of developing new methods of education. One must develop skills on an intellectual, physical, moral aesthetic and poly-technical level so that schooling includes academic study, art, work, sports and defense.

The Cubans are trying to eliminate intellectualism in its ivory tower sense and substitute for it a dynamic learning process. This is happening to Cuba a healthy, hard-working fast-changing country.

If a student is not doing well, he is first given a health check-up and then spoken with to see why he feels and thinks this is happening. There is then an extensive "monitor" system in which the best students in the class conduct tutoring sessions for those who are doing poorly. If this does not seem to help, the teacher will tutor on an individual basis. Since competition is not involved in learning, there are study brigades in each subject for groups of students to talk out their work together and arrive at common solutions. These collective study brigades also meet with the teachers on a periodical basis, aside from class time.

Teachers are considered resource people; they happen to possess a little more knowledge, but their task is to share this with those who know less so that all may learn together. There is no monopoly on knowledge. Ideas are not an extension of the self; they are not owned. There are no gods, just great ideas of which men speak and upon which they act some of the time.



Defending The Revolution

"What defends this revolution is not an abstract, internationally recognized legal principle.

"This revolution is defended by the unity of our people, their revolutionary awareness, their readiness for combat, their decision to die to the last man in defense of the revolution and our country"—Fidel

More than 20,000 Cubans died at the hands of the Batista dictatorship during the revolutionary struggle of the 50's. Almost 150 Cubans, faithful to the slogan of the revolution, "Patria o muerte" (Fatherland or Death), lost their lives defeating the CIA invasion at the Bay of Pigs. Three hundred and forty-nine patriots were killed fighting the CIA bandits in the Escambray mountains of Las Villas province. And last month, in defense of the revolution and the ten million ton harvest, fighting the new CIA invasion, five more revolutionaries joined the thousands of martyrs who have fallen in the more than hundred years of struggle for independence and freedom.

Yet these tens of thousands are a fraction of the number of victims of underdevelopment, Spanish colonialism until 1900 and Yankee neo-colonialism until 1959, who had lost their lives to malnutrition and curable disease. And they are a smaller fraction yet of the millions, who until 1959 found it their lot to labor, overworked and underfed, for another man's fortune. Tens of thousands condemned to unnecessary, avoidable death, millions condemned to lives of

misery for Yankee monopolists' dollars. This is why Cubans have made "... their decision to die to the last man in defense of the revolution..."

Cuba is constantly threatened by invasion. Periodically, the CIA lands saboteurs in Cuba to disrupt the economy. CIA trained, armed, and financed bandits murdered many of the students who volunteered to go to the remotest, mountainous regions to teach the people to read, students who made Cuba the first and only nation in this hemisphere to eliminate illiteracy. Fourteen thousand Pentagon troops, both navy and marine, illegally occupy Cuban territory at Guantanamo Bay. Cubans remember the Bay of Pigs, or Playa Giron as they call it, and are ever aware of the brutal, imperialist genocide in Southeast Asia.

Since military defense is imperative for the continued existence of the revolution, the question remains how is this to be accomplished. Once I asked a campesino (a peasant) this question, and he responded by pointing to a gun in his belt and saying "Un pueblo armado," (a people armed).

This is true. In Cuba virtually everyone, man or woman, student, worker or peasant, is in a militia unit. And virtually everyone has a gun. This is not just bravado, a show of force. For every saboteur the CIA attempts to infiltrate meets first not regular army units, but the local militia.

The regular army units engage in

work and study, to advance the economy and prevent the possibility of a militaristic elite, an army in any way divorced from the people.

When U.S. militarists or *The Daily News* rant about invading Cuba they don't reckon with a nation of eight million revolutionaries, eight million patriots ready to fight to the death, until not one invader remains on their soil.

Workers, farmers, students are soldiers; soldiers are workers, farmers and students. Un pueblo armado, a people armed.



Upon Returning

*you who live in fortified houses
and do not know how to sing a song,
unless it is written down for you
and you who walk barefoot and long-haired
in looser garb and carry paintbrush and bucket
in your hand, but do not know
to say good-morning and smile as you pass,
do not meet with your eyes another person before you
nor smile a greeting or some acknowledgment of life
there or within;
let me tell you,*

Cuba is not like this.

*Stop mounting up a ticket-book of sleep;
There is no Hereafter.*

*the outside world is not always a beautiful place,
but it is difficult to sleep within four walls
where no sun comes, nor rain,
where laughs are shallow and tears not
of pain or sorrow
but only of regret*

*De Pie!**

a life to live is out here in the ice-sun.

**Spanish for "Wake up," literally "on your feet"*

An Imprisoned Hemisphere

Latin America, today, suffers from a new form of neo-colonial oppression that is sapping the very life-blood of many of the countries in that region. Through this method, the U.S. imperialists and local obligarchies are able to control every aspect of the people's daily lives. As a reaction to this vicious exploitation, the people themselves have initiated their own forms of struggle, these being urban and rural guerrilla warfare.

"Armed struggle in Latin America is, today, a reality." These words spoken by a Guatemalan fighter, exiled in Cuba, express the true spirit of the people's struggle in Latin America. We met, in Cuba, with a group of Latin American revolutionary exiles including the mother of the great revolutionary fighter, Father Camilo Torres.

The specifics of the impoverished conditions of Latin Americans and their struggle to improve their circumstance through revolution, following the Cuban example, is too lengthy to be discussed here. However, we wish to write briefly of Brazil, because two exiles, released as ransom for a kidnapped U.S. Ambassador C. Burae Elbrick, asked us to publicize the brutal tortures and the genocidal campaign against the Indians. The tortures, the murders, and the racial genocide which can only be

compared with the Nazis, are carried out by the U.S. armed and backed military dictatorship. The military dictatorship overthrew the elected Goulart government; the CIA has taken credit for the coup.

Brazil is the scene of brutal



repression and total neo-colonialist control. U.S. monopolies control 80% of all capital investment, and in 1964 all mineral extraction came under U.S. control. The imperialists and their local lackies are also promoting such genocidal acts as enforced sterilization of peasant

women and the elimination of hundreds of thousands of Indians through use of napalm and other weapons of terror. The imperialists and local landowners commit these horrendous crimes in order to fulfill their insatiable greed for the fertile lands and vast mineral resources that lie in Indian territory.

The U.S. supported junta uses brutal torture and murder as its methods of gathering information and elimination of revolutionaries. The police use many methods of torture. A few examples being: shocks to the genitals, burning of parts of the body, brutal beatings, and extreme mental torture, an example being forced intercourse between mothers and their sons. Fascist actions such as these serve to destroy the humanity of the perpetrators and strengthen the resolve of the people. These monsters and their imperialist bosses must be denounced and their crimes revealed.

The people have recognized their enemy and are beginning their struggle. They have realized that armed struggle is the only way to destroy the internal bourgeoisie and their imperialist bosses. Latin America will become another Vietnam and thus insure the defeat of imperialism. "...create two, three, many Vietnams"—Che.

Perspectives On The Movement

Toward Unity

1. Revolution is doing anything to secure justice and human dignity, not just the act of "offing the pig."

2. Collective work is a great builder of consciousness and self-liberation. The entire U.S. movement must build more collectivity to keep its sites on the one major goal, rather than operating around factional disputes!

3. The struggle must take place on as many levels as is necessary. We must understand that unity will not come as a result of mass agreement. We must fight correctly on all levels necessary to defeat imperialism, conscious always of sexual, racial and class oppression.

4. The internationalist spirit of the Cuban people must be incorporated into our struggle at home. This spirit is a great source of strength and presents a united front to the enemy all over the world.

5. The revolutionary must learn to embrace all exploited peoples, whether they actively support him or not.



The Future Is Ours

The Cuban experience—working in a disciplined manner in the cane fields, learning about the Cuban revolution, and meeting revolutionary people—has given us a new and clearer perspective on the American movement.

The most striking change is the more accurate understanding of internationalism, the ties that bind revolutionaries across national borders. Internationalism is not only an obligation for a revolutionary, but also a necessity. For every revolutionary movement, in a world integrally united as one, both economically and militarily, is dependent on every other.

First, meeting fighters from throughout the world has given us a new strength. Often discouraged by the lack of resolve and success of the revolutionary movement in America, we were heartened to hear of the victories of the movements in South Vietnam, Laos, The Peoples Republic of the Congo, Guinea-Bissau, Korea, Latin America, and to see the successes achieved in Cuba. The chance to cut cane, for example, with a girl of 18 who had been a guerilla for four years against Portuguese troops and American weapons in Guinea-Bissau, and who had spent two years in Havana as a medical student in preparation to go back to work in liberated areas, gave us an insight into the depth and strength of the revolution.

Learning of the genocide in Vietnam from the Vietnamese taught us the imperative of the anti-war struggle at home. Yet, at the same time, our Vietnamese comrades, heroes in over 50 combats and now in Cuba to help in the zafra, described the massacres committed by the Pentagon. They never ceased to treat us as brothers, as comrades. For the Vietnamese understood, better than we did, the real enemy, the real pig, the government and the ruling class and the interests they represent. With

sincere respect for the American people, these 10 Vietnamese heroes (five from the North, five from the South) had taught again what Che had written; no true revolutionary is without that indispensable quality that makes him such love for the people.

Further, that these heroes, who had risked their lives time and time again, could respect and admire the mass peace mobilizations made us rethink our past positions of belittling those actions. Our Vietnamese brothers explained that there are many levels of struggle, for the people possess varying levels of political awareness, in Vietnam as well as in the States. Revolutionaries must be the vanguard, whether that means armed struggle in Vietnam or something else in the USA. But as the fighter of the NLF to whom we were talking said "Don't think you're number 1."

Being in Cuba, meeting the heroic representatives of the underdeveloped world, we learned anew while gaining added insight into the disparity between the developed world and the Third World, a disparity for which imperialism alone must be blamed.

We must reexamine the imperatives of our movements; whether any issue in the U.S. can be fought independent of the struggle of the revolutionary peoples of the Third World against the most brutal forms of exploitation and repression. Therefore, not only our ideas of the strength of the revolutionary movement, but also our understanding of the necessity, the absolute imperatives of the revolution are clearer.

Meeting the Cuban people taught us what revolutionaries are really like. True revolutionary consciousness, the absolute understanding of and commitment to the struggle, is possessed on a mass level by the Cuban people. For them, political activity, be it militia duty against CIA saboteurs, or voluntary work in the canefields, is not just a sacrifice, not just an understandable and necessary duty, but a fulfilling part of his life. Personal attitudes and social relations are not separate from one's political awareness, but an integral part. One cannot preach decency and collectivity to the people, yet himself neglect these essential qualities. Not only must the material basis for the new society be advanced, but the attitudes of the old society, individualism, racism, male chauvinism, must be recognized and struggled against at all times. Unfortunately, this sort of an exemplary attitude, this sort of revolutionary awareness, is not widespread in our movement. We must admit it was not as deep and widespread as it should have been in the Venceremos Brigade. We must become full-time



revolutionaries. In all aspects of our lives, the revolution must be foremost. The human being can accomplish amazing things with the proper resolve, with the proper understanding. One's political correctness does not stem from the number of articles he can quote, but from his absolute, implacable commitment. This means divorcing ourselves from certain attitudes and lack of discipline of the past. We began to understand sacrifice, the meaning of struggle, the strength of man when a collective resolve is made and comprehended. We began to understand when we learned of the martyrs of the Cuban revolution whose blood has made the Cuban soil red. We began to understand when we learned that Che and Fidel and their comrades were reduced to 12 men in 1956, but they didn't give up. We began to understand when we met the Vietnamese, a people full of life who have suffered a million dead, yet have succeeded in their struggle. We began to understand when we met the Koreans, who have built their country up literally from the rubble which imperialist bombers had once reduced their nation; built it to a prosperous nation, ready at any time to defend itself from renewed Yankee aggression. We began to understand, most of all, when our aching muscles, our sweaty backs, did more, produced far above those levels of production to which we originally aspired. For we too began to know that this race, this species, this mankind, can do almost anything, given the determination and the understanding. These are the attitudes, the commitment, total and irreversible, the discipline and the tenacity, which the American revolutionary movement must adopt if it is to assume its place in the historic march of events, this historic era in which fate has placed us.

