



FIAT LUX

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'Black Like Me' author lectures on American unconscious racism

By JOEL WISH

John Griffin, sociologist and author, spoke last Wednesday night at the Alfred State College on the subject of racism. Mr. Griffin emphasized that he does not like to be considered as a spokesman for the Black man. Personal experience, and research have served as a basis for his understanding of the race issue.

According to Mr. Griffin, the most damaging racism is "unconscious racism" on the part of "good, sincere human beings." The U.S. he says, has suffered under the illusion that we know and understand everything about the Black man. Since society has always stressed that different cultures are intrinsically different, the White man's prejudice against the Black man are naturally unfounded.

"A society that teaches man to view others as intrinsically different, is a distorted one." Such beliefs are "in every society" the beginnings of "racism." Because of this belief in intrinsic differences, White man today faces an almost total impossibility of communications with the Black man.

In his book, *Black Like Me*, John Griffin relates his experiences as a man unchanged from his former life except by the color of his chemically darkened skin. The purpose of his experiment was to "find out" if and how White men "were involved in the process of racism."

Mr. Griffin, as a Black man, never denied his past. While his former life remained unchanged, only the color of his skin was different. "I wanted to see if we were involved in judging men as individuals." Would his life as a White John Griffin be any different from his life as a Black man?

"Within the first half hour of that experiment" all my be-

liefs "had to be altered," Mr. Griffin explained. "Man's senses accommodate themselves to profoundly held prejudices," and he saw that White men do judge Blacks merely by skin pigmentation.

"The minute you are Black you are intrinsically different." "All the money in the world" couldn't get the Black John Griffin into the same places he had gained admittance to only a few weeks earlier as a white man. Individual qualities remained inferior to skin pigmentation in White man's society.

Discrimination

After repeated attempts to secure jobs which he was certainly qualified for, Mr. Griffin realized that discrimination would stand in his way as it had done to thousands upon thousands of Black men before him. The best jobs he could secure were minimal ones which bore no reflection upon his many qualifications.

The irony of his entire experience was that he had "learned at the age of forty what most Blacks have learned at eleven or twelve"—to stop relying upon the White man. John Griffin learned of the White man's "seeming inability to view the individual within." Do you call it apathy when you've "pounded on every door" and you find yourself no farther than when you have begun? "No," Mr. Griffin says, "it's frustration."

No laws or legislation can solve the Black man's problem. What continues when all the "White men only" signs are forced down by law is the "silent language of attitude."

Today the Black man is fighting against the White system under which he has been molded. He is fighting against being judged by "the norms and values of a White" (Continued on Page 3)

'Inate' academic excellence creates inherent inequality within education

On March 26, 1969, Alfred University, amidst pomp and ceremony, formally dedicated the new science center. In the process, both students and the faculty were given new insights into the "human experience." The program, headlined by Lord Snow and company, revolved around the theme that man could make his knowledge more meaningful and relevant if he could resolve his own hang-ups and illusions.

Lord Snow, in the morning speech, stated that Americans must realize that egalitarianism is a myth which retards academic excellence. That is, America must stop gearing its education system to the fiction that "all men are created equal." America must develop a system of education which gives a "fair chance to all" but which exploits the talents of the gifted child.

Lord Snow's argument is based on the premise that academic excellence is innate; a person's potential is determined by his genes. All men are inherently unequal and have "different capacities to achieve." This capacity, however, is just potential and needs to be actualized. Here education plays an important role.

A system of mass education which exploits all talents equally uplifts the "deprived" child at the expense of the naturally gifted child. Thus, what is needed is an intensive training program which fully actualizes the potential of the gifted child.

Lord Snow realizes that his plan to heighten the talents of the gifted child will raise the cry of elitism. He warns, however, that such a cry must not be translated into policy because it inhibits the public interest. To his mind, a good

society cannot remain good unless it encourages mathematical excellence and provides trained mathematicians.

The Russian System

At this point, Lord Snow advises us to note the Russian system. In Russia an intensive training program in mathematics is established along the lines of a boarding school. At the age of eighteen, a comprehensive exam is given to those

senator, our marine environment is our greatest untapped reservoir of natural wealth. From the seabed, nations can draw the fossil fuels, minerals, and food so necessary for coping with the population explosion. What is needed, therefore, is increased efforts in applied research and the "formulation of new legal principles to guide nations." Both of these suggestions are *sine qua*



Lord Snow speaks with President Miles at the Science Center Dedication.

in the program. The highest achievers on this exam get public recognition and tuition free entrance to Moscow University where they continue their training. The important point, here, is that naturally gifted youngsters are placed to gether so that they can educate each other.

The specialized schools aid the actualization of the student's potential by providing superior teaching and facilities. Thus, the Russian system is superior because it does not have an egalitarian "fear of offending social justice." The system stresses "from each according to his ability" rather than "all men are equal."

In his concluding remarks, Lord Snow notes a somewhat hypocritical stance in our egalitarian education system: a stance which recognizes inequality in physical education while denying inequality in the academic field. He notes, for example, that we give special training to such star athletes as Jim Ryun and Bob Beamon but deny such training to our academically gifted children. This, he believes is wrong. America must recognize that each man has "different capacities to achieve" and must correlate its education system to this fact.

Senator Pell

Senator Pell, speaking at the luncheon, stated that America must revamp its legal framework in the field of oceanology. According to the

nons for the "practical application of existing knowledge."

Senator Pell feels that our framework is based on the traditional uses of the sea: transportation, communication, and fishing. As such, our legal principles are outmoded and cannot solve the new problems which arise from our new methods of development and exploitation.

The Senator has aided the development of a new approach toward the uses of the sea by sponsoring the Pell-Rogers Sea Grant Act. This act encourages activity in the field of applied research, develops additional skilled technicians, and provides for a "better transfer of marine scientific information." This, however, is only an initial step.

What the senator wants is a new international treaty on ocean space. Such a treaty would free the ocean from national appropriation, open the sea to scientific investigation, stop the implantation of nuclear weapons on the ocean floor, and create an international sea guard to "ensure compliance with the new principles."

In his concluding remarks, the senator stressed the need for an international and not national approach to the exploitation of the ocean floor. We must, for example, give up a "flag nation" approach which lets everyone "seize what he can and protect it."

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Alfred expands business curriculum

A significant expansion of Alfred's economic curriculum is planned for September with the establishment of a separate and distinct Division of Business Administration.

In broad terms the new business-administration program will consist of 60 academic hours of general studies and 60 hours of professional business courses. It will offer the bachelor of science degree in business administration. The Division is accepting applications from current high-school seniors as well as transfer students now in their freshman and sophomore years at Alfred or other four-year institutions.

The program is also designed to accept as transfer students men and women with as-

sociate degrees from two-year colleges.

The professional curriculum will include basic requirements in statistics, economics, accounting, business law, finance, marketing and management. Electives will include studies in labor relations, mergers and communications.

The business unit, authorized at a recent meeting of the University's board of trustees, grew out of a report by a committee that included representatives of the Hornell-Wellsville business community.

A distinctive feature of the new curriculum will enable business majors to combine their studies with a sub-major in nursing, for example, or ceramic engineering, or any of a

number of other disciplines.

The new curriculum foresees combinations of this type as preparation for executive careers in specific industries or service occupations.

It is anticipated that the Division, under the direction of Professor Henry Langer, chairman of the department of economics, will eventually evolve into a full-fledged School of Business Administration on the Alfred campus.

As such it would add a fifth semi-autonomous unit to Alfred University, which now includes a College of Liberal Arts, a School of Nursing, a Graduate School, and the State University College of Ceramics at Alfred University.

Relation of science and society discussed by Pell and Symposium

(Continued from Page 1)

Above all, we must realize that science and technology cannot be divorced from political and diplomatic considerations. Therefore, we need a new framework of international law which "keeps pace with advances in the marine sciences" and which re-establishes the balance between technology and the regime within which it operates.

The Symposium

The afternoon symposium was an attempt to predict the problems that science faces in the 21st century. It can be happily reported that all four scholars reached a fundamental agreement; all thought that scientists must increase their social responsibility.

Dr. Bentley Glass

Dr. Glass, the first speaker, stated that because the "significant knowledge in science" doubles every ten to fifteen years, our educational content was rapidly becoming obsolete. What is needed, he argued, is a fundamental reorganization of education; a reorganization which provided education in "recurring cycles" for all leaders and at all levels.

Dr. Glass belittled our present system of education because it does not design a curriculum for the person in practice. Rather, our formal education stops after the first 25 years of our life. This forces the intellectual to employ old concepts in the understanding of new developments.

Thus, the educated man of today is "the maladjusted and culturally illiterate of tomorrow." Like the ABM system, he will become obsolete the moment he is deployed.

Health

Dr. Lambertson continued the attack on education but shifted the battleground to the field of health. What is needed, she claimed, is a comprehensive program of health education which endows the individual with enough knowledge

to assume responsibility for his own health. This program, however, must be a total one. In order to be effective, it must launch a campaign against the culture of poverty and hunger. Thus, the program must direct research toward the solving of problems. Innovative structures which promote comprehension and new knowledge must be developed. Above all, the science of health must blend technology with humanism. That is, science must be translated into understandable terms and reduced to a meaningful practice.

Field of Human Behavior

Dr. Skinner transferred the theme of Lord Snow's morning lecture into the field of human behavior. That is, the behavioral sciences must eliminate the "exploratory fictions" which impede their growth. These fictions, he claims, are pre-scientific and inaccurate. They falsify man's conception of his own role. For example, we praise the individual when he does good things and we hold him responsible for wrongdoing. Such a fiction implies that man can control his own actions.

Dr. Skinner argues that behaviour is determined by the genes or the cultural environment. Thus, man cannot control his own behavior.

A Double-Edged Sword

Lord Snow, concluding the list of speakers, asked whether there was going to be a 21st century. He noted that science was a double-edged sword which both "giveth and taketh." For example, medical advances lead to a population explosion which contains the seeds of world destruction.

All four speakers emphasized that the rapid development of science has great ethical and moral implications. All demanded that science use its knowledge in a more meaningful way; a way which would end affliction in the midst of affluence.

A vital Senate proposed

By LARREL SMOUSE

Don Cooper, the recently elected president of the Student Senate, seems especially interested in making our student government a more important and better known organization on campus. Presiding over his first meeting last Wednesday, Don suggested a few steps which he felt might help give recognition to Senators.

He felt that the names and phone numbers of the Senators could be posted with their pictures to give them recognition and to provide students with a means of finding out who their representatives are. The presentation of certificates to Senators as a means of recognition was also discussed.

In order to make sure that each Senator is doing his job, the rule regarding unexcused absences will be strictly enforced. Any Senator with more than two unexcused absences will be replaced.

Don also suggested that Executive Committee meetings on Sundays would provide a means for covering much business that would otherwise have to be discussed at the

regular meetings. All Senators would be encouraged to come to these meetings and would be provided with a planned agenda. It is hoped that this would improve communications between students and Senators and Senators and Senate.

To provide the student body with a better understanding of the Senate's work, Don recommended that the Fiat provide better coverage of Senate meetings and activities. He will also write an article every two weeks.

It was felt that communications between the students and faculty could also be improved if various faculty members ate lunch in the dining hall with students. Don has a list of those professors who are interested in luncheon dates.

Certain Senate offices are not filled through a campus-wide election, and students were elected to these positions at Wednesday's meeting. Karen Dombroski will serve as recording secretary, with Sue Bayes as corresponding secretary and Steve Kern as treasurer.

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Kegs of beer flow as pub opens Administration cites 'State' laws

An integral part of the "American myth" is that "too much of a good thing is bad," so to prevent us all from taking undue advantage of our new Saxon Inn, a set of state and University regulations on its use has been issued.

PLEASE HEED:

"Under the Alcoholic Beverage Control Law, the State Liquor Authority is empowered to revoke, cancel or suspend licenses or permits for cause after a formal hearing. The Authority depends upon duly constituted law enforcement agencies to police the liquor industry, particularly the retail branch, to detect and apprehend violators and to give evidence against them."

1. Hours: Monday, Tuesday, Wednesday, Thursday — 4:00 p.m. - 12:30 a.m.

Friday—4 p.m.-12:30 a.m.

Saturday—1 p.m.-12:30 a.m.

Sunday—2 p.m.-10:00 p.m.

2. Admission will be permitted only on presentation of proper identification. Alfred University students must present their ID card. Persons other than Alfred University students must present suitable

identification. Alfred University students are responsible for their own conduct as well as that of their guests. Persons under 18 years of age will not be permitted in the Inn.

3. The terms of the license permit the on premises sale and consumption of beer only. Therefore, consumption must take place in the Inn only. Possession or consumption of other alcoholic beverages is prohibited by law, and is grounds for revocation of the license.

4. Gambling is prohibited

and other occurrences of similar nature. Common or public nuisance by reason of unnecessary noise. Use of indecent, vile and vulgar language by patrons or employees."

In the event that a problem should develop in the Inn, this is what can be expected:

Warning: On a complaint, the Pubmaster or Bartender will warn an offending customer. The Pubmaster or the Bartender will make a record of the name of the offender.

Request to Leave: If the offending person fails to comply



Calendar of Events

Tuesday

Bridge Tournament: CC, Parents Lounge, 7:30 p.m.

Draft Counseling & Information Service: Alden Interfaith House, 6:30-9:00 p.m.

Job Interview: Travelers Insurance Co., CC

ISC: CC, Rm. B&C, 7 p.m.

Debate Team: CC, Rm. A, 8 p.m.

Teach In: Tom O'Shannon, speaker on socialism, CC, Parents Lounge, 4:30 p.m.

Forum: CC, Parents Lounge, 11 a.m., speaker, Alton Wheeler, topic: "Is the Ecumenical Church Worth the Effort?"

Wednesday

Senate: CC, Parents Lounge, 7 p.m.

Job Interview: Metropolitan Life Insurance Co., CC

Poet: John Press, Howell Hall, 8 p.m.

Thursday

AOK: CC, Rm. A, 7 p.m.

Senior Reception: Howell Hall, 7-9 p.m.

AWS: 7 p.m., CC

Saturday

Military Ball, Ade Hall

Sunday

CPC Film: *Le Bonheur*, 8 p.m., Myers Hall, Rm. 34

Monday

Lecture: Dr. Peter van de Kamp, "The Search for Extra-Solar Planets," 8 p.m., SC, Rm. 230

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by law.

5. Food service is available at the bar. No food will be permitted to be brought in from outside the Inn.

New York State Law

Section 65, Subdivision 2 —

"No person shall sell, deliver or give away or cause or permit or procure to be sold, delivered or given away any alcoholic beverage to any intoxicated person or to any person, actually or apparently, under the influence of liquor."

Section 106, Subdivision 6—

"No person licensed to sell alcoholic beverages . . . shall suffer or permit such premises to become disorderly. These include fights, brawls, affrays

with the warning, the Pubmaster or the Bartender will ask for his identification and instruct the offender to leave.

Penalty: A person who is asked to leave and who produces identification will lose Inn privileges for one week. His name will be kept at the bar.

Failure to produce identification means that he will be excluded from the Inn for four weeks.

Second Offenders: An Alfred University student, who is requested to leave a second time, will be referred to the Women's Senior Court (women) or to the Men's Judiciary (men).

New African studies seminar begins in June under Peckham

Alfred in cooperation with the Center of International Programs and Services of the New York State Department of Education will offer this summer a six week seminar on "Africa South of the Sahara." The Africa Institute is designed to serve the needs of secondary school teachers and to implement the New York State syllabus for ninth grade African studies.

The seminar, for six academic credits, will meet from June 20 to August 8. The deadline for applications is May 1.

Robert S. Peckham, assistant professor of political science at Alfred, will serve as director of the institute. Peckham offers a combination of federal government experience in United States foreign policy toward Africa with formal academic training in African studies at Johns Hopkins University and Syracuse University.

Working with Professor Peckham will be William F. Ayland, Jr., teacher of foreign area studies, who is currently Acting Director of Curriculum and Research of the Guelderland Central School District.

In discussing the Institute, Professor Peckham emphasized the importance of non-Western area studies in our secondary schools. He underscored the need for African studies in the light of current Afro-American demands.

"The black American is justifiably proud of his rich African heritage, no matter how remote it may be to his current American cultural environment," said Peckham. "All Americans should be familiar with the many significant black American contributions to our own history."

The Institute has two specified objectives, according to Professor Peckham. One is to improve the quality of the teaching of social studies in secondary schools by developing conceptual teaching techniques.

The other is to offer substantive instruction in African culture, history, current politics, and the relevance of African studies to Afro-American phenomena.

For more information and an application write to Robert Peckham.

Christopher Risebeck awarded Science Foundation Fellowship

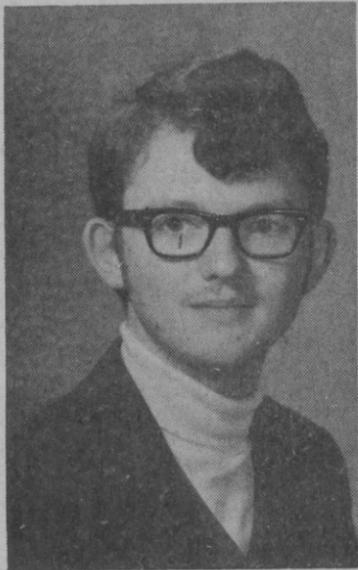
Christopher K. Risebeck, an Alfred senior, has been awarded a National Science Foundation Fellowship for the academic year 1969-70.

Risebeck plans to continue his studies in computer science and mathematics at the University of Wisconsin at Madison.

Risebeck will receive a 12-month stipend of about \$2400 for his studies at the University of Wisconsin.

The fellowships are awarded on the basis of ability, based on all available evidence, including academic records, recommendations regarding each applicant's qualifications, and scores attained in examinations designed to test scientific aptitude and achievement.

As part of the evaluation and selection process, consideration was given to the applicant's potential ability to



Christopher Risebeck

make significant contributions over an extended period of time to the sciences in the United States.

Racism is lecture topic

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society." Ever since Martin Luther King's death, America "has seen massive changes." Blacks have abandoned their dependency on the White man and his society. They have strived "to become strong as men." "There has been a great shift from the need to adopt white values." The Black man has finally realized "the White system as a hard imposed reality."

John Griffin believes that

"advocates of violence have been more widely repudiated in the Black world than they have been in the White world." A great deal of energies of resentment are being turned towards the good and the useful.

"Finally," Mr. Griffin concludes, "I begin to see hope." "After this period of separation which Black men have accepted, maybe we can come together again without anybody deciding what concessions to give to anybody else."

Cooper begins busy term

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The Constitutional, Course Evaluation, Travel, and Orientation Committees will retain their present chairmen. Don also recommended that the Functional Service Committee and the Publicity Committee be combined because their duties are similar.

Under committee reports, the role of the Senate in the selection of members of the Student Grievance Committee was described. Five people are to be nominated by the Senate along with others nominated by other organizations.

Plans are not yet definite for the campus-wide election which will determine the final selection of the members.

Mary O'Rourke, chairman of the Student Affairs Committee, reported that the scheduled lecture by Achek on Bifra will not be held because it was scheduled for vacation. She also said that plans have been started for Moving-Up Day which is tentatively scheduled for May 8.

In his report, Don discussed his trip to Texas during vacation to invite former President

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Sir Philip Sherlock examines history of the West Indies and their people

By COREY SULLIVAN

Sir Philip Sherlock, Vice-Chancellor of the University of the West Indies, spoke on campus recently. In his speech, sponsored by the sociology department, Sherlock discussed the West Indian story from its beginning to the present.

For three centuries, he said, the West Indies were a colony. The people were unsure of their identity. Now they have become independent.

While people often think of the Caribbean as a compact area, the speaker pointed out that it covers a width of 1000 miles and a length of 2000 miles.

People are surprised at the variety among the islands. The islands are geographically similar, with central mountains and coastal plains. The climate is the same throughout the islands.

There is a degree of social similarity among the islands. They were the first meeting place of Europe, Africa, and "the brown man of America." The economy was based on sugar; society was molded by this fact.

The early settlers "ruthlessly exploited" the land with their plantation economy. They led a "massive transplanting" of West Africans.

While the Caribbean islands have had miscegenation, Sherlock stated that there has been a "degradation" of human beings for the production of things in effect from the Mississippi River to Brazil.

British Honduras, a diverse society of contrasts, includes Africans and Mayans. Jamaica is predominantly African. Its religion and politics are much like those of Britain. The language is English.

French is spoken in Haiti, and Spanish in the Dominican Republic. Here, Mediterranean architecture predominates and the people practice the Catholic faith.

In Puerto Rico, Spanish elements exist beside modern American features, as represented by the city of San Juan.

The speaker finds that there is a "great cultural and racial

diversity" in the Caribbean area. In the West Indies, which until recently were British colonies, English is spoken. There are also Dutch elements in the Caribbean.

The history of the West Indies began in 1492, according to Sir Philip. Before that time the islands had been discovered by Indians from Venezuela.

These people, who settled in Jamaica, Cuba and the Bahamas, left artifacts behind which date back to the time of Isaiah. They were a stone age people who used tobacco but



had no knowledge of the wheel or sail.

Columbus' arrival brought an end to these settling peoples, Sherlock said. His party brought in diseases. The Indians were used for labor, in what was our hemisphere's early slave trade.

The Europeans destroyed the indigenous people within 150 years, according to the speaker. The native people on the mainland survived, however.

The West Indies have an "imported society" and an "imported environment" since sugar was an Old World crop. Other crops, such as bananas, citrus fruits, and coffee were also imported.

In the 1600's there was a movement of Europeans into the small western islands of the Caribbean. Small white communities developed which prospered on tobacco. However, the tobacco market was lost to Virginia.

The Caribbean settlers learned of a new crop being grown in Brazil—sugar cane. While tobacco grown in small patches will yield a profit, cane can only be grown profitably on large plantations.

Cane is an industrial product which must be processed soon after it is harvested. The change to the plantation economy, with a few owners and a big labor force, constituted what Sherlock termed the "first industrial revolution" in the West Indies.

Indentured Britons and Newgate prisoners were used for labor, but since more people were needed, the West African slave trade began.

As many as 20 million slaves were carried to the Western hemisphere in what Sherlock termed a "harsh business" with much loss of life.

The slave trade had a "catastrophic" effect on Africa. It resulted in the depopulation of the central African region and changes in the African power structure.

The central contemporary fact in the Caribbean, Sherlock said, is that it is the only New World area with an African majority. 70% of the Jamaican population is of African descent; 25% is of mixed race.

The eastern Caribbean area found a new labor source in India after the abolition of the slave trade. Consequently, 33% of the population of Trinidad and 40% of that of Guyana is of east Indian stock.

Colonial rule had benefits for the West Indies, the speaker said. These included establishment of a legal system, churches, and schools. However, authority did not rest with the people.

This changed in the 1930's. Because of hunger, economic distress, and widespread riots in the late 1930's, many intellectuals began to push for home rule.

The educated people had previously remained aloof from the masses of people. Now, with the intellectuals transcending class barriers, nationalism resulted.

There was a "sudden discovery" of the West Indian people in a movement similar to that started by Walt Whitman in the United States, the speaker said. West Indian literature and painting had their beginnings in this movement.

In the last 25 years, the Caribbean area has undergone a discovery of national identity.

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Unfair Housing Isn't Unfair. It's Illegal.

Fair housing is a fact. If you live under a roof or want to, the new law covers you. Find out what the law says. Write: Fair Housing, Washington, D.C. 20410

Astronomer to visit AU

Dr. Peter van de Kamp, acknowledged as a world's foremost authority in the area of astronomy, will be visiting Alfred, Monday-Wednesday, April 21-23. His trip is part of the Visiting Professors Program in Astronomy under the auspices of the National Science Foundation and the American Astronomical Society.

Dr. van de Kamp is chairman and professor of the astronomy department and director of Sproul Observatory at Swarthmore College. His special interest is the motions of stars and multiple star systems, and in the photographic telescopic technique whereby these very small motions may be precisely measured.

A standard text on astronomy, and several other books and technical papers have been written by Dr. van de

Kamp, but he is best known to the public for his work in the detection of planets around nearby stars.

He will be addressing astronomy and physics classes on the topic: "Astronomy," "Stellar Motions and Their Implications for Galactic Structure" and "The Dynamics of Double-Star Systems." He will also give a public lecture "The Search for Extra-Solar Planets," on Monday night, April 21, at 8:00 p.m. in Room 230 of the Science Center.

As part of his visit, he will also be consulting with faculty about expansion of course offerings in astronomy and about observational work in astronomy, as well as conferring with students interested in a career in astronomy.

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Paranoid's Paradise

Chapter 8

By WARREN SAVIN

... and as I walked down the streets of Brooklyn, I whistled to myself and tried to remain calm, though I knew full well that somewhere the Fat Man was lying in wait, biding his time, and planning a vicious fate for me. They had found out. They had seen through my cover identity. And now they were out to get me. They—the forces of E.V.I.L.

("Listen—we gotta git this kid. He's an agitator, an activist, a lousy pinko fascist!")

It's funny, now that I think of it. Only two years ago the world was completely unaware of the existence of EVIL. Back then, it was only a small organization, based in Australia, but even then they had plans for world domination. And they might have succeeded if it weren't for Agent 636 of our side, a master of disguise, who, posing as New Zealand, overheard their plans and ratted on the fiends.

Yes, EVIL was out to get me. And they had put their best man on the job—the infamous and obese Fat Man, a disgusting, vicious and overbearing killer. And I knew he was out there somewhere, hiding in one of these alleyways ahead. Which one? That's what I kept asking myself—which one?

("Listen—I'm sure this kid smokes LSD or whatever it is these degenerate drug-fiends do. But don't worry—we'll get him!")

Of course, other EVIL assassins had tried to take care of me. And they all regretted it. The Bald Man, The Squat Man, The Gawky Lady, Marble Swartz—all of them. They didn't stand a chance when they came up against my gun.

I remember well my first meeting with the Skuat Man. It was on the campus of East Village University (E.V.U.—a small college which was actually a front for Yugoslavian Communism. He came up on me from behind, shoved a gun in my back and pulled the trigger. I sure thought it was all over then. And it would have been if he hadn't missed on the first shot.

I got out of that one easy enough. And I'd get out of this one, too. Now, it was only a matter of time, waiting for my opponent to make his move.

And as I waited, I thought about my father and what EVIL had done to him. His words kept ringing in my ears, "Where are the snows of yesteryear? Well, where are they? Huh?"

Suddenly a shot rang out and a bullet whizzed by my head. Quickly, I ducked into the nearest alley, and tore the gun out of my holster. I could see him, crouched down behind a trash can in front of one of the buildings up ahead. And already my mind was racing, as I formulated a plan of attack. There was only one way to handle this situation—a frontal assault. I'd have to wait for the right moment and then I'd rush him.

—you may think I wasn't scared, but let me tell you something, nearly anyone would have been scared in this situation. But you're right. I wasn't scared at all—

Then the time came. I rushed toward him, my gun aimed right at him. I pulled the trigger and to my surprise I discovered that the gun wasn't loaded. And I suspected foul play.

("Listen . . .")

The Fat Man came out from behind his trash can then and he was laughing. He was crossing the street. His gun was aimed at me, and he was going to shoot at close range. It looked like it was all over and it would have been if a truck hadn't come barreling down the street at that moment and run him over.

I smiled as I left the scene. I had done it again. I had lived through another attempt on my life as I know it. And now it was time to head home . . .

Successful Greenwich Village production of 'Little Murders'

By IRWIN BERLIN

Sometimes a good play gets lost in a large theater on Broadway. But when the play is slightly revamped to fit into the confines of a small theater, then the results can be amazing. Such is the case of *Little Murders*, written by Jules Feiffer, where the production is a gem of modern comedy.

Under the new direction of Alan Arkin, and with the Circle in the Square as the new Greenwich Village location, *Little Murders* reaches frightening proportions in its message. Murder, in light of political assassinations and growing crime rates, can hardly be called a joking matter, although here the task is done tastefully with a cast of expert comedians. Where comedy ends and tragedy begins is difficult to ascertain. If you laugh at something in this play one minute, the next minute you say to yourself that it was really true, and therefore tragic.

This is living-room theater (no seat is more than a couple of rows from the stage) and the audience's very much a part of the action. Guns are pointed at them and the actors make asides to them. Alas and alack (or thankfully) there is no nudity or other group participation gimmicks that rarely work.

Feiffer has created a work of art with his usual jarring comments on this lovely society of ours. No one goes unscathed; if you have an eccentricity, it is probably mentioned. The play could never achieve anything, of course,

Senior asks class to renew support

Dear Fellow Seniors:

As seniors, we are all aware of the importance of a good education. We also realize the efforts of others in the past have made possible the fulfillment of our under-graduate quest for learning.

Now, it is time to commit ourselves to the future of Alfred University. As it grows, so will the value and prestige of our degree. Its future is our future. To make both meaningful and prosperous, let us, the Class of '69, renew our allegiance and support of an even greater A.U. for the future.

The Class of '69 has initiated a Senior Campaign led by a group of interested seniors. We all will be contacted some time soon, and we ask that we are all generous. Our participation is vitally important because the number of graduates who voluntarily give to the University is a major factor in the stimulation of corporate and foundation support.

Recently, the University has shown a great deal of growth, not so much physically, but ideologically. This is our method for promoting that growth. If we wish to insure the academic and ideological advancement of A.U., we must assume the responsibilities for that advancement.

Let's show everyone concerned that we are concerned.

Sincerely,
Randy Peyton
President, Student Senate

if it were not for a cast that heightened those moments of creativity.

Cast

Carole Shelley, who you may remember as one of the funny sisters in both the play and the film version of *The Odd Couple*, excels in the role of the emancipated daughter looking for a husband. She wants to change her prospective husband from a non-feeling mamby-pamby into a loving, strong husband whom she can "take care of."

Fred Willard, who plays the suitor does a fine job in this role. He has the best line in the play. The inevitable meeting of the parents occurs, and he must explain to Patsy's (Miss Shelley) parents what he does for a living. Starting out as a commercial photographer, he now finds himself bored, and begins to photograph human excrement. Literally.

The family is a horror of imperfections, but the acting is perfect. A father with the name of Carol Newquist is naturally a study of the vanishing (or here already vanished) male head-of-the-household. Vincent Gardenia performs the role quite well. The decidedly over protective mother is acted by Elizabeth Wilson, who played Dustin Hoffman's mother in *The Graduate*.

With such a combination of parents, a mish-mash of a son is produced. Excellently played by Jon Korke, the son attempts to make love to mama, dresses up in his sister's clothes, and rushes off to the bathroom for the same reason as Portnoy's Complaint every few minutes. When on stage,

Korkes totally attracts the audience's attention. At times, this becomes a little distracting.

The daughter and her photographer guy want to marry without the deity being mentioned. They are not persuaded by the Jewish Cliche judge, who is played convincingly by Shimen Ruskin, to change their minds, and finally have the service performed by Reverend Dupas. A most modern preacher, a masterpiece talent is to be found in Paul Benedict, who certainly unites the couple in the wierdest marriage ceremony I ever heard or read about.

Granting that the marriage will probably not work out, Rev. Dupas says that the answer may be homosexuality, drug addiction, on a no-guilt adultery. Do your thing!

Michael Miller, well-suited in the role of Lt. Practice is only seen for a few minutes. Nevertheless it is sufficient to establish another character type. There must be an answer to this cop's 345 unsolved homicides.

The play finds its setting on the pleasant island of Manhattan, and is very much for today. There are blackouts, gun shots which are heard constantly throughout, murder, and the Breather (really the unsung star of the show who rings up single women in New York and breathes into the phone!

Don't be disturbed by the LITTLE MURDERS. However, after the performance is over, you may find yourself hurriedly running to your car, hoping no one is pointing a gun at YOU.

Sir Philip Sherlock analyzes present West Indian situation

(Continued from Page 3)

tity in its movement from "colony to country," Sherlock said.

Many of the islands are now largely or completely independent.

The importance of the West Indian folk heritage has been realized, the speaker stated. A new kind of popular music, the calypso, developed, while the vivid proverbs of the people were kept alive.

Mr. Sherlock characterized the West Indian proverbs as witty, with no abstractions. The West Indian proverb meaning "don't trust appearances" is, in the native dialect, "aligator lay eggs but he not fowl."

Another proverb he mentioned is as follows: "When cotton tree fall down, nanny goat jump over." The meaning of this is that when the great fall the poor will take advantage of them.

The West Indies today are small, crowded islands with many problems. Jamaica has 400 people per square mile but only half of its land is cultivable.

Barbados has 1300 people per square mile. Trinidad has a high birth rate, but it has transformed its economy from oil and agriculture.

Sir Philip says these small islands may have a lesson for the world. While there are ra-

cial tensions in the West Indies, all races look to the nation first. There is no discrimination in these islands.

While the islands are asserting their national spirit they feel that they belong together. It is from this characteristic of bridging the gaps among themselves that Sir Philip wants the rest of the world to take its lesson.

Faculty receive research grants

Alfred and the College of the Finger Lakes have awarded three University professors matching grants totalling \$1,800 for continued research in their fields of special interest.

A grant of \$650 was awarded Dr. Robert A. Condrate, assistant professor of spectroscopy at the College of Ceramics. Dr. Condrate will use the funds to study certain properties of organic molecules absorbed on clay surfaces.

An award of \$800 has gone to Dr. Henry M. Holland Jr., associate professor of political science, for work on a book to be titled: "Judge Learned Hand: A Study in Judicial Politics."

Dr. Michael Webb, associate professor of physics, was awarded \$350 for atomic studies of iron and some of its compounds.

AOK to attend camp-out

Members of the Alfred Outing Klub will attend the spring camp-out at Lake George April 25-27. Participants from Alfred and other schools plan to stay on Turtle Island. Saturday, activities will in-

clude hiking, canoeing, and rock-climbing. A square dance that evening will conclude the day's activities.

Interested persons should contact Jenni Spiewak or Sharon Stout at Sayles.



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"Oh, a lonely minstrel I'm meant to be..."



2. Y'think maybe you and me could, uh, possibly...

"A-singin' my song to humanity..."



3. I've always admired you.

"Forever to roam is my destiny..."



4. And I was hoping that perhaps, somehow, the feeling might be mutual.

"Without any need for company..."



5. But I guess you're just too wrapped up with your music.

"Alone, yes, alone constantly..."



6. It could have been beautiful, because I just got one of the great jobs Equitable is offering college people these days. Real good pay, challenging work, and promotions that come as fast as I can earn them.

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"English Poets in the 1960's" topic of lecture by Press

The British poet John Press will speak on "English Poets in the 1960's" at Howell Hall, Wednesday, April 16 at 8 p.m. In the afternoon at 1:30 the poet will hold a reading of his own works in the Parent's Lounge of the Campus Center. Mr. Press received a Master of Arts degree at Cambridge

University. Since then he has served in the Royal Artillery and has worked for the British Council in Greece, India, Ceylon, England, and France.

The poet received the Heninemann Award for 1959 from the Royal Society of Literature. He gave the George Elliston Poetry Foundation Lect-

ures at the University of Cincinnati in 1962.

Recent poems by Press have appeared in THE SOUTHERN REVIEW, THE NEW YORKER, THE NEW YORK TIMES, TRANSATLANTIC REVIEW, THE LISTENER, and THE TIMES LITERARY SUPPLEMENT.

He is the author of several collections of poetry and other books, all published by the Oxford University Press. His poetry collections are "Uncertainties" in 1956 and "Guy Fawkes Night" in 1959.

Scheduled recitals include Berkofsky

Pianist Martin Berkofsky, artist-in-residence at Alfred, will appear in two spring recitals in New York City with the Waterford Chamber soloists.

The group, whose parent organization in the Eugene O'Neil Memorial Theater Foundation of Waterford, Conn., performs pieces for voice, piano, clarinet, violin and violoncello.

The soloists, including Berkofsky, made their debut earlier this month in New York City's Carnegie Recital Hall. They are scheduled to appear Sunday and May 18 in the city's Judson Hall, where they will perform major works by Schubert, Faure, Mozart and Beethoven.

FIAT LUX Alfred, N.Y.
April 15, 1969

Touring Europe in '69?

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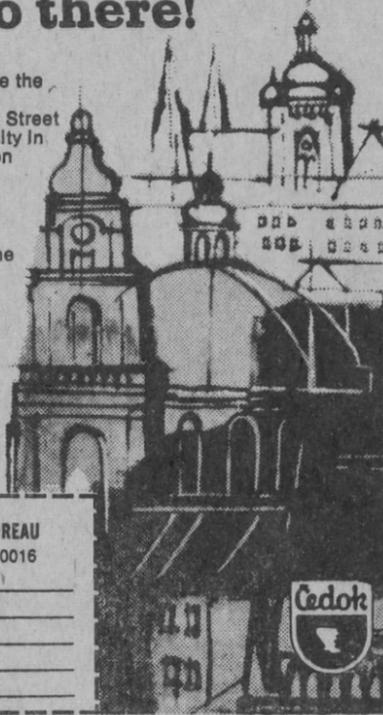
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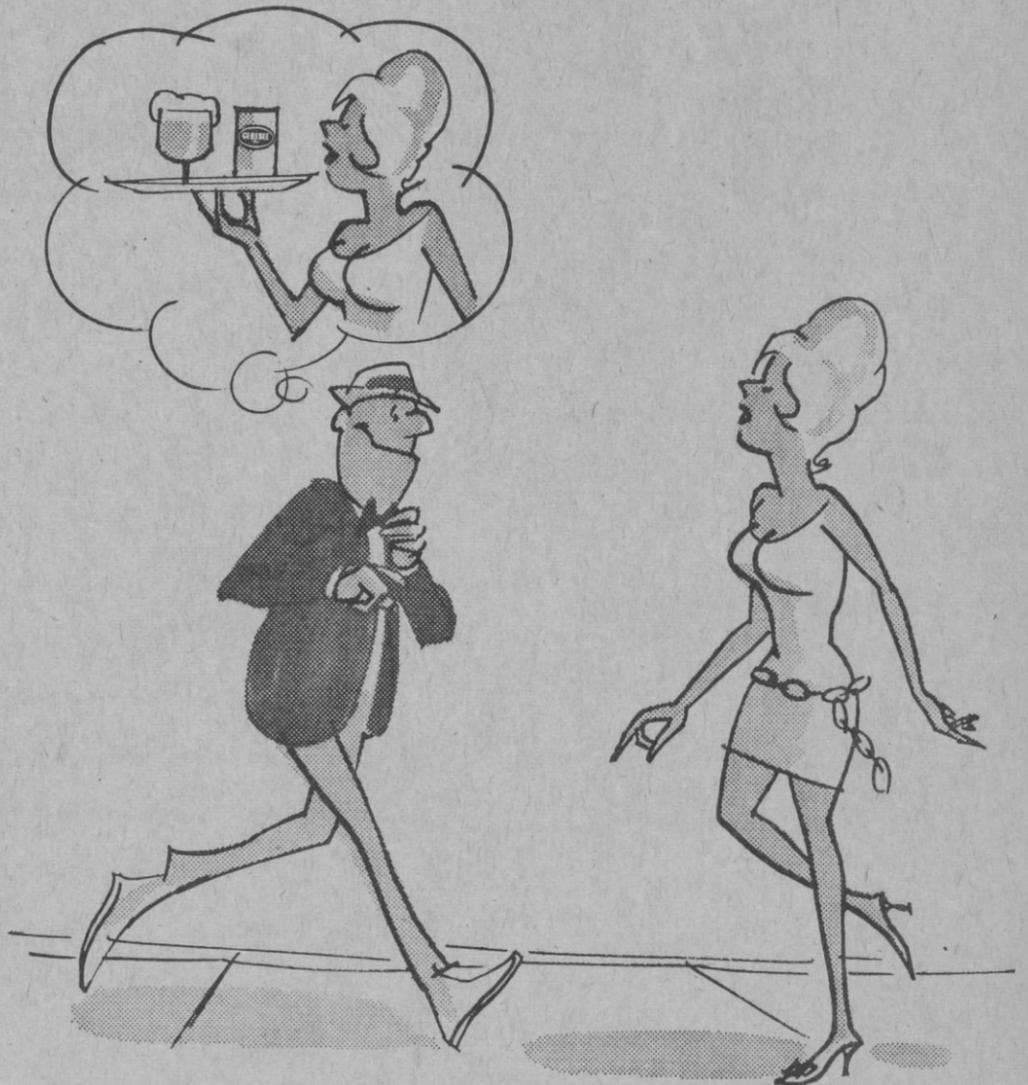
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Guidance course offered Ceramics students visit NY artists

Alfred has announced it will offer an Advanced Vocation Guidance Institute as part of the counselor education program this summer.

The Institute, which will be conducted through a grant from the New York State Education Department, will run from July 21 through August 8. There is no tuition for the course.

The purpose of the workshop is to update counselors in vocational counseling and to prepare them to better assist the needs of youth related to vocational choice.

Participants will be given the opportunity to become involved in actual counseling experiences with young people

who are in the process of making occupational and educational decisions.

Applicants to the program must be at least provisionally certified guidance counselors in New York State and must be employed in a public school as a counselor. Thirty applicants will be chosen for the course. The deadline for applications is June 1.

Visiting professor for the course is Dr. Henry Brito, Associate Professor of Education at the University of Idaho.

For further information about the program, write to Dr. Donald Gullone, Director, Advanced Vocational Guidance Institute, Box 826, Alfred, N.Y. 14802.

Eight Alfred students in the College of Ceramics spent three days in New York City visiting artists' studios, galleries, and museums as part of the State University and the New York State Council of the Arts "Critics Choice" program.

For two days the students accompanied Sam Hunter, director of the program, and two assistants to artists' studios for two-hour visits. To be conducted informally but systematically, the visits provided an interview with the artist and a question and answer exchange.

The third day was reserved for museum tours, scheduled visits of outstanding avant-

grade collections, and a symposium conducted by Mr. Hunter in cooperation with some of the participating artists.

Hunter has said about the Critic's Choice program, "These artists, the private collections scheduled for a visit, and a summarizing symposium should give students a unique opportunity to experience a lively and significant cross-section of works, personalities and seminal ideas of the con-

temporary New York art scene, which is probably the most varied, rich and intellectually challenging in the world today.

The Alfred students who made the trip are; Jacqueline Gikow, Donna Reynolds, Mary Moran, Gerrett Morrell, Steven Ross, Alan Judge, Thomas Liden, and Carol Ames. William Parry, associate professor of sculpture, and Richard Kavesh, assistant professor of art history, accompanied them.

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8

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STUDENT CHECKS CASHED

Book essays to project consequences if Israel had lost '67 six-day war

By MELVIN H. BERNSTEIN
IF ISRAEL LOST THE WAR
Richard Chesnoff, Edward Klien, Robert Littell
N.Y., Coward-McCann, \$5.95

If *Israel Lost the War* is a contemporary novel, born among a committee of reflective *Newsweek* journalists. It is a projection of the 20th century drift of fiction toward instant reporting (as if in mortal competition with newspapers and T.V.). It is an act of provocation, palpably warm moral provocation even though it is enveloped in unaffected, palpably cool *Newsweek*-style prose enriched with fictional craft.

If *Israel Lost the War* stands the Six-Day War of June 1967 on its head. It imagines what would ensue if (as, and when—this is the frisson) the Arab world could miraculously unite to penetrate Israel's radar net, clobber Israel in airstrikes, overrun its defenses in massive pincers movements, occupy the land, mop up, apply a partial final solution to the Israelis, and then, sad to relate, inevitably fall to fighting among themselves for the control of "the best real estate in the Middle East."

If it happened, the book implies, it would happen because Israel's proclaimed western friends failed to immediately come to the support of this western outpost in a Levantine world.

Rasping Question

The miracle might occur with the presence of proxy Soviet support and the absence of United States, French, English support; for in the background looms larger than a man's hand the punitive response to intervention—the mushroom cloud. Thus the book quietly raises rasping questions about adventurism in global power; about the gamesmanship that bombs Biafran babies and vanquishes pacified Vietnam villages; about the courage of a one citizen in a standoff with a Soviet tank on a gray Budapest street; about the moral heroism of the Warsaw Ghetto—in short, about the deep, roiled resources of the moral underground in our daily lives.

In the instance of this book, if Israel were lost to a holy war (jihad) of Arab bombast, propaganda, hate, and desperate and irresponsible fantasy (see the epigraphs to the novel), the world might well say kaddish mourner's prayer) for its human selfhood. Perhaps.

Israel, as the three authors present their case, is between the hammer and the anvil of the United States and the U.S.S.R. And that's precisely where the human conscience always is: between the anvil and the hammer.

It may sound exaggerated but what the novel seems to be saying is: how many times can the world rescue itself from the failure of nerve that accepts the pistol as the proof of right when it is only the evidence of parabolic power?

How the world treats its animals, its children, its aged, its sick, its hungry, its poor, its unemployed, its minorities (Jews, Blacks, political dissenters, conscientious objectors), and its defenseless is as precise an index as we can get to fathom the mysteries of our moral health. Prejudice, hate, and war are clinical readings calibrating world health disorder.

Technical Charm

Technically, the novel has a charm. The use of real names of world figures, the controversial tags of internationally known leaders, the map-correct street names of Jerusalem and Tel Aviv, the news-analyst-toned prose, the telegraph agency dispatch prose, the human interest vignettes of fictionalized, personalized Israeli despair as the nineteen years of desperate statehood die in the garlic smell of mustard gas and in bombs and rubble and rape and looting, the surfacing of former Nazis in Arab executive posts—all these bear the expert perceptions and understatement prose of Chesnoff whose beat was Israel, Klein whose focus is Washington politics, and Littell who knows Middle Europe's black-and-blue pains caused by blows of Red Power.

Authenticated Fiction

If *Israel Lost the War* reads smoothly but not quickly. It is not designed to be read hastily. The obstacles to quick reading—lands of real names, real places, data, and facts in a set of fiction—are devices like those used to authenticate fiction as a version of reality in, say, the fiction of Dos Passos' U.S.A.

The devices make the reader savor the grotesque possibilities of the fiction. It is for this reason that the novel provokes a measure of moral alarm to philosemites and unaligned people of good will.

In this sense the book is a joint effort of commendable craft. Readers will find themselves not in the world of black humor, not in the world of *Strangelove* and *Catch 22*. It's rather like the world in which we talk back to or angrily switch off the T.V. set because we do not like what we actually see.

Hatikva

If *Israel Lost the War* ends with Israel reconstituting itself politically in exile, domestically in a reborn underground. Of course. What is the world going to do about this people whose song is not "Remember Pearl Harbor" but "Hatikva", which means simply, irrevocably, "hope?" What is the world going to do about a messiah state of a messiah people who have promised the world a messiah hope of swords beaten into plowshares?

If *Israel Lost the War* is a quiet book with a big sound in it: the sound of the breaking of mind and heart, of reason and human compassion, in the diaspora of violence in which we live.

For faculty interested in organizing a series of teach-ins on the American Military and the ABM, there will be a meeting April 17, in Room A of the Campus Center at 8 p.m.

Editorial . . .

The Class of 1969: A Case of Non-apathy . . .

A common cry on this campus seems to be that the students are so apathetic they just don't give a damn about anything. To those of you who are in this category, the Fiat would suggest that you consider the Alfred University Annual Giving Program sponsored by the senior class before making any blanket value judgments.

This program is designed to financially assist Alfred University. All money collected will be used by the University in the areas of academic process, salary, and operation of campus facilities.

All graduating seniors have been requested to contribute to this program in the form of short-term, one year pledges to be paid semi-annually. In addition, all gifts to Alfred are tax deductible. Another form of contribution would be a senior's donating his or her fifty dollar deposit to the University.

Either form of contribution would be greatly appreciated by both the A.U.A.G.P. Committee and the University as a whole. We totally endorse this effort to make Alfred a better academic institution.

We sincerely hope that Alfred will not be forgotten by its graduating class. However if the actions of the senior Campaign Committee are indicative of the interest in the future of Alfred, we have no cause for concern about its being forgotten.

The goal for this year's campaign is seven thousand dollars. Last year, the Class of 1968 collected twelve thousand dollars. The success of this year's campaign depends upon the interest of the Class of 1969, and we are confident that they will not let Alfred University down.

The President's Seminar . . .

President Miles' proposed monthly seminar is a unique attempt to further academic discourse on this campus. We applaud his efforts and express our desire that his seminar can be implemented as soon as possible.

While this seminar is quite a constructive measure for Alfred, we do feel, however, that it is not the exact type of meeting which Don Herres had in mind when he wrote his letter to the President.

It seems that Don's suggestion was for a meeting similar to the President's Open Forum held the day after the recent Science Center sit-in. At such a forum, there would be no specific books to be discussed, but rather questions which concern all students at Alfred.

These questions would most likely be both of a specific and general nature. They would be questions which only the President should answer; for in the final analysis, the President does reflect University policy and attitude.

We feel that such a forum would attract students who are as equally concerned with Alfred's future as the President must be. Perhaps the idea of a forum could be incorporated within the structure of the proposed seminar. This would indeed be a furthering of the "human experience."

Miles' answer suggests seminar

Editor's Note: the following letter was written by Leland Miles in response to Don Herres' letter in the March 18 Fiat.

Dear Mr. Herres,

My meetings with students are more frequent than you describe in your Fiat letter of March 18. In addition to the "State of the University" address in early fall, I toured three dormitories last semester, and participated in question periods at each dorm. Lars Johansson has informed me that he is arranging for me to visit the remaining dorms this semester.

On both a formal and informal basis, I have visited all of the fraternity houses and at least one sorority house. One Saturday alone a short time ago, Mrs. Miles and I visited three fraternities, at each of which we engaged in extended conversation on University matters.

During this current semester my office has planned discussion periods in three fraternity houses. Also, I meet once or twice a semester with a student advisory committee which consists of all campus leaders.

However, you are right that still more can be done to improve administrative - student communication. I am willing to experiment with your idea of an occasional meeting, open to any and all students. Accordingly, I am asking my office to set up one meeting in April and another in May in Howell Hall. As soon as the dates can be cleared and the Hall reserved, I will announce the dates and times through the Fiat and elsewhere.

Let me try out another idea on you. I have been groping for some vehicle whereby I could come into regular intellectual contact with students, so that we might discuss important ideas in all fields. Such

contact would stress the fact that in the last analysis all of us are here for intellectual pursuit.

My thought is that next year I might sponsor a monthly "President's Seminar."

At each monthly session 25 or so students and I would discuss some significant book and its relevance for modern society.

Paperback copies of the book would be distributed in advance. I am thinking of books as diversified at Plato's *Apology*, Sophocles *Antigone*, Melville's *Billy Budd*, Machiavelli's *The Prince*, More's *Utopia*, Thoreau's *Civil Disobedience*, Martin L. King's *Letter from a Birmingham Jail*.

Students could sign up in the Campus Center for the particular book they wished to discuss. Any reactions you and your colleagues would care to give this idea would be much appreciated.



FIAT LUX

ALFRED UNIVERSITY'S STUDENT NEWSPAPER



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NEW GUIDELINES ON DEMONSTRATIONS

Alfred University Policy on Demonstrations

An academic institution exists for the free pursuit of truth and for the intellectual and moral development of its students. Each member of the academic community has both rights and responsibilities deriving from the purposes of that community. The primary responsibilities of the faculty and the administration of the University are to foster, enhance and safeguard the freedom of all to learn by creating opportunities and orderly conditions for exercise of the freedom to learn in the classroom and upon the campus.

The primary responsibilities of students are to exercise the freedom and opportunities to learn, and to contribute to the maintenance and nurture of an orderly, intellectual environment wherein the freedom and opportunities to learn are freely exercisable by all members of the academic community.

Because the rights of free speech and lawful assembly are fundamental to the democratic process and to the academic process, the University supports the rights of all members of the academic community freely to express their views by which they disagree. The University also recognizes a concurrent obligation to maintain upon the University campus an atmosphere conducive to academic work and freedom, to preservation of the dignity of University ceremonies and public exercises, and to respect for the rights of all individuals.

In accord with our democratic tradition, all members of the academic community are encouraged as responsible citizens to examine social, political and economic issues which confront society and the academic community and to express their convictions within the context of acceptable modes of expression, including public discussion, debate, petition, rallies, picketing and demonstrations.

In doing so, all members of the academic community must accept responsibility for understanding and furthering the art of reasoned dissent, and for thoughtful, rational and unbiased examination of controversial issues.

Whether expressing his convictions as an individual or as a member of a group, each member of the academic community is expected at all times to conduct himself reasonably and responsibly, and to respect the educational processes and goals of the University and the rights of others.

Orderly demonstrations on University premises that do not interfere materially with the educational processes or endanger the safety of the academic community should be permitted and encouraged. Such demonstrations must not limit, interfere with or infringe upon the equal rights of others to express their convictions, to stage counter-demonstrations or to participate in the activities or programs being demonstrated against.

The rights of free speech and lawful assembly do not confer upon those who exercise them a license to limit, interfere with or infringe upon the equal rights of others to free speech, lawful assem-

bly, free association, privacy and the pursuit of education without unnecessary interference. Integrity, open-mindedness and respect for the opinions and actions of others are crucial in the academic community.

Behavior at variance with these standards is inimical to the objectives of the academic community.

With these guiding principles in mind, the University expects all members of the academic community to comply strictly with the following ten guidelines, which are applicable to all demonstrations hereafter occurring upon University premises, and which govern the conduct of all demonstrators, those demonstrated against and spectators:

1. Members of the academic community shall assure and maintain reasonable and free access to and exit from any University office, building or other premise;

2. Members of the academic community shall avoid interfering with the freedom of movement or speech of any individual or group;

3. When recruiters or representatives from industry, government, the armed services, potential employers, or similar guests of the University are present for personal interviews, members of the academic community shall remain at a distance from such guests sufficient to assure free access and privacy to any individual who desires to consult with such guests;

4. When a speaker is the object of protest, members of the academic community shall not take signs and other demonstration impedimenta into the building where the speech is to take place;

5. Members of the academic community who attend any lecture, speech, discussion or public event shall treat all participants in an orderly and reasonably courteous manner;

6. Members of the academic community shall avoid disruption of or interference with classes, educational activities, or any events sponsored by any University office or official, faculty or student group;

7. Members of the academic community shall not utilize or threaten physical force, physical harassment or physical obstruction;

8. Members of the academic community shall avoid language or actions likely to provoke or encourage physical violence by demonstrators, those demonstrated against or spectators;

9. Members of the academic community shall avoid the public use of language which is unreasonable and persistently abusive or obscene;

10. In addition to complying with the requirements of the foregoing specific guidelines, which are not exclusive, members of the academic community shall conduct themselves in a manner which does not disrupt unreasonably the academic community or infringe unreasonably upon the rights of others.

In order to afford maximum protection to demonstrations, demonstrators and the academic community, the Dean of Students, should be given as much advance notice as reasonably possible of any planned demonstration, its pro-

posed locale, and the object of intended protest. Such advance information is requested in order to minimize the possibility of any breach of the guidelines, and is not mandatory as a condition to the conduct of any demonstration.

At any demonstration, judgment as to whether the guidelines are being observed shall be made at the scene by the Dean of Students or his designate. To the extent possible and practical, the Dean of Students or his designate shall consult with other faculty or University staff at the scene, who are not participating as a part of the demonstration or counter-demonstration, before exercising such judgment. Such consultation shall be advisory, and responsibility for exercising such judgment shall rest solely with the Dean of Students or his designate, subject to the right of appeal hereafter set forth. It must be emphasized that judgment as to whether the guidelines are being observed shall not be exercised by demonstrators, those demonstrated against or spectators in contradiction to the expressed judgment of the Dean of Students or his designate, except at the risk of such individuals.

If the Dean of Students or his designate at the scene of any demonstration adjudges that one or more of the guidelines are being breached, he will courteously request the participants to modify their conduct so as to comply with the guidelines, indicating briefly and informally the nature of the adjudged breach of the guidelines and the requested corrective action.

All demonstrators, those demonstrated against and spectators shall comply immediately, fully and cooperatively, with the requests of the Dean of Students or his designate.

If the demonstrators or those demonstrated against view the requests of the Dean of Students or his designate as unreasonable or arbitrary, they may appeal immediately and orally to the President of the University, or, in his absence or unavailability, to his designated representative.

Pending determination of such appeal, all demonstrators, those demonstrated against and spectators shall comply immediately, fully and cooperatively with the request of the Dean of Students or his designate. Upon appeal to the President of the University or his designate, his judgment shall be final.

Should any demonstrators, those demonstrated against or spectators decline to comply with requests of the Dean of Students or his designate, or, in case of appeal, the President of the University or his designate, they shall be subject to disciplinary action by the University, including suspension or expulsion.

Those individuals subject to such disciplinary action shall be identified publicly by name or by general description at the scene by the Dean of Students or his designate, if possible and practical. Neither the Dean of Students or his designate, nor, in case of appeal, the President or his designate, shall thereafter take any action to interfere with, modify or terminate the con-

duct of the demonstration, the demonstrators, those demonstrated against, or spectators, unless there appears to be a clear and present danger of injury to person or property.

Police or other civil authorities shall not be called onto the campus unless there appears to be a clear and present danger of injury to person or property or unless University individuals or groups disrupt University operations and fail to comply with the guidelines when requested to do so.

The decision to seek the aid of police or other civil authorities shall be the responsibility solely of the President of the University or his designate.

In the event that any student becomes subject to disciplinary action, as set forth herein, a hearing will be held by a Review Board to determine:

1. Whether the guidelines were breached by the student; and

2. Whether the student willfully disobeyed any reasonable request of the Dean of Students or his designate or the President of the University or his designate.

If such breach and willful disobedience are established by the University to the satisfaction of the Review Board then the Review Board shall recommend the nature and extent of any disciplinary action to be taken against the student.

Prior to the hearing, the Dean of Students shall take the reasonable steps to notify each student subject to such disciplinary action of the time and place of hearing. Prior to the hearing, each student subject to such disciplinary action shall be entitled to request and obtain from the Dean of Students a written copy of the charges against him.

The Review Board shall consist of the Faculty Chairman of the Student Life Committee, who shall act as Chairman of the Review Board, the Chairman of the University Faculty Council, the Academic Dean of the College of Liberal Arts, the President of the Student Senate, the President of Associated Women Students, the President of the Graduate Forum, and the elected student representative to the student cases; the undergraduate members may vote only on undergraduate cases.

If any member of the Review Board is unable to hear and determine the issues impartially, or is unavailable, an appropriate substitute shall be designated by the President of the University or his designate. Knowledge of the events at issue shall not disqualify a member of the Review Board, unless he feels such knowledge would preclude an impartial consideration of the issues by him.

The hearing shall be scheduled by the Chairman of the Review Board to commence as soon as reasonably practical. For good and sufficient cause, the Chairman of the Review Board shall have discretion to grant any request for a reasonable adjournment of the hearing.

Any student subject to such disciplinary action shall have the right to be assisted in his defense by an adviser of his choice, to confront and cross-

examine witnesses who appear against him, and to call witnesses and present evidence on his own behalf.

A record of the hearing adequate for review shall be made, and the transcript of such record shall be available to the parties upon request and under reasonable conditions.

The Chairman of the Review Board shall exercise his discretion, if necessary, to limit the hearing to a reasonable opportunity for presentation of materially relevant evidence by the parties, bearing in mind that the conduct of such hearing should not unduly disrupt the educational process of the University.

Determination of issues by the Review Board shall be by majority vote.

The Review Board shall render its decisions in writing as soon after the close of the hearing as reasonably possible and it shall transmit such decisions promptly in writing to the student charged and to the President of the University.

In the event that the Review Board recommends disciplinary action against a student, such recommendation shall be reviewed promptly by the President of the University, and he shall approve, disapprove, modify or mitigate the disciplinary action recommended by the Review Board, but he shall not increase the severity of the disciplinary action recommended. The President of the University shall transmit his decision promptly in writing to the student and to the Board of Review.

In the event that any faculty member becomes subject to disciplinary action, as set forth herein, a hearing will be held by the Faculty Review Board, as constituted by the University Provisions of Appointment, to determine:

1. Whether the guidelines were breached by the faculty member; and

2. Whether the faculty member willfully disobeyed any reasonable request of the Dean of Students or his designate or the President of the University or his designate.

If such breach and willful disobedience are established to the satisfaction of the Faculty Review Board, then the Faculty Review Board shall recommend to the University Board of Trustees, through the President of the University, the nature and extent of any disciplinary action to be taken against the faculty member.

Prior to the hearing, the President of the University shall notify each faculty member subject to such disciplinary action of the time and place of hearing, and shall furnish promptly to such faculty member a written copy of the charges against him.

Actions taken by the University against any faculty member subject to such disciplinary action, and the hearing by the Faculty Review Board, shall accord with the recommended procedures of the American Association of University Professors.

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April 15, 1969 9

FOR SALE: Yamaha, 350 cc. must
sell, excellent condition. See Ron Zap-
letal, Alfred Grange. If I can sell
the bike I'll get a phone.

NOTICE: For the sake of the repu-
tation of E. Geoffrey Brunger, he
was drinking coke at the "Saxon Inn"
last Tuesday night

FOR SALE: 1966 Honda CB 160,
low mileage (how low is low) ex-
cellent condition. Contact Lynn Holt-
house, 223 Cannon Hall 587-8047

WANTED: Date for Spring Weekend,
any kind of references gladly accept-
ed. Contact Ray Winterz 102 Cannon
Hall

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ers, V-8, six new tires, new points
and plugs. Excellent running condi-
tion. Asking \$150. Call 587-2776 after
5:00 a.m.

Saxon sharpshooters fire firstplace scores for Sectional Tournament

Like the inevitability of in-
come tax, Alfred's Rifle team
took another first place in its
bid for the Sectional title by
firing a winning score of 1078.

Alfred's closest competitor
was Alfred. The Saxons' sec-
ond team, led by Ward Karns
with a 272 total, took second
place honors with a 1065.

Scott Bergquist led the win-
ning team with a 274 total fol-
lowed by Tom Sciortino's 273

performance. Dave Wellman
shot a 269 and Pat Pawlicki
fired a 262.

Karn's closest teammate was
Bob Ellis who fired a 270
score. Wayne Cooper fired a
262 and Dave Meacham fired
a 261.

Cornell and St. Bonaventure
put real fire power against the
Saxons as they shot 1064 and
1063 respectively. One or two
more points could have meant

an entirely different winning
order.

Alfred's third team took a
fifth place behind St. Bona-
venture with a 1043 total, and
Erie County Tech rounded out
the scoring for a sixth posi-
tion.

In the individual scoring,
Pat Pawlicki took a third place
with a score of 280. Other in-
dividual medal winners were
Scott Bergquist, Dave Wellman
and Bob Ellis.

Kappa Psi, Klan tie for mat tourney

The Intramural Wrestling
Tournament was held last
Saturday with Klan and Kap-
pa Psi muscling for a first
place tie with 26 points each.

Rosenberg's A. C. took third
with 23½ points followed by
Delta Sig's 10½ points and
Tau Delt's meager three point
performance.

In the 130 pound weight
class Tom Calabro took first
place for the R.A.C.'s with
Dave Wellman taking second
for Delta Sig.

Rich Garcia pinned his op-
ponent in the 140 pound class
to give the R.A.C.'s five more
points. Ron Palmer took sec-
ond for the Independent team.

Andy Pomeroy pinned his
opponent in the 150 pound
class to give Klan five points
while Pete Smith put Kappa
Psi on the board with a second.

Ward Karns gave Kappa Psi
its first pin in the 160 pound
weight class. Charles Beecher
scored a second for the R.A.
C.'s.

Kappa Psi's Steve Watson
took a three point decision in
the 170 pound class, while An-
dy Roberts added two points
to Tau Delt's score.

Paul Nagle won the 180
pound class for the R.A.C.'s
as Joe Kovacs took two points
for Klan Alpine.

Tom Knox pinned his oppo-

nent in the 190 pound class for
Kappa Psi and Jim Luse took
second for Klan Alpine.

Howie Hink took two points
for Klan in the 200 pound class
as Barry Wolf took one point
for Kappa Psi.

Bill Assenheimer ended the
tournament with a four point
decision in the unlimited
weight class. Gus Merwin took
three points for Klan Alpine.

Senate

(Continued from Page 3)

Lyndon Johnson to speak at
Alfred. He was not able to see
him personally, but President
Miles has received a letter that
was encouraging. Don also
mentioned the possibility of
having one of the astronauts
come as a speaker.

Diego Merida reported for
the Biafran Committee that
the Eastman Theatre has been
signed for May 18. Informa-
tion about talent is still not
definite. Diego suggested that
students do the work to clean
the Theatre to save that ex-
pense.

Among the issues to be dis-
cussed at tomorrow's meeting
are the improvement of trans-
portation, parking, and the ra-
dio station. Senators are asked
to consider these issues be-
fore the meeting.

Taylor chosen as liberal Arts Dean

Dr. James A. Taylor will be-
come the new dean of the Col-
lege of Liberal Arts effective
Aug. 1. An Illinois-based geo-
grapher and college adminis-
trator, Dr. Taylor is currently
associate dean of the college
of Liberal Arts and Sciences at
Bradley University, Peoria, Ill.

Dr. Taylor replaces Profes-
sor of English Fred H. Gertz,
who had agreed to fill the post
of acting dean for the 1968-69
academic year while the
search for a permanent dean
was pressed.

Prof. Gertz will return to
his regular administrative and
teaching duties at the Univer-
sity. In addition he will assume
the new title of "University
Registrar" and will continue to
hold a seat on the Dean's
Council, on which he has
served as acting dean of the
Liberal Arts College.

Dr. Taylor, 36, a native of
Canton, Ohio, is a geographer
with training in history and
geology. He is a graduate of
Kent State University, Kent,
Ohio, and holds a master's and
Ph.D. degree from the Univer-
sity of Illinois, Urbana.

In announcing the appoint-
ment, President Miles said,
"Dr. Taylor brings to us the
fresh perspectives of a dif-
ferent region and institution.

"He has been deeply involv-
ed in an academic discipline
and has broad administrative
experience. He has all the
qualities of an outstanding
leader. We are privileged to
have him join the University
family."

Dr. Taylor began his teach-
ing career in 1960 as an in-
structor in geography at Bow-
ling Green State University,
Bowling Green, Ohio. He sub-
sequently won appointment as
assistant professor and then
associate professor of geo-
graphy at Bradley University.
He has served as a visiting
professor at Miami University,
Oxford, Ohio; Kent State Univer-
sity; the University of Man-
itoba, Winnipeg, Canada; and
Western State College, Belling-
ham, Wash.

Dr. Taylor was appointed as-
sistant liberal arts dean at
Bradley in 1966. His promot-
ion to associate dean became
effective this past February.
His administrative experience
includes six years as chairman
of the department of geogra-
phy and earth science at Brad-
ley. He has also been active in
campus and professional af-
fairs.

He is a member of the As-
sociation of American Geogra-
phers and is an associate mem-

ber of the American Associa-
tion of University Professors.

Dr. Taylor's published works
include articles and book re-
views in the related fields of
physical and economic geogra-
phy. He has read papers be-
fore the Association of Ameri-
can Geographers and similar
groups.

In 1964 he participated in a
television series on the Ameri-
can metropolis broadcast by
station WMBD-TV, Peoria. In
1967 he served as a consultant,
lecturer and field trip leader
for an institute in urban and
industrial geography given for
secondary-school teachers at the
University of Illinois.

In 1958 and 1959 he served
as a research assistant at the
University of Illinois working
on an atlas of Illinois resour-
ces and a study of the St. Law-
rence Seaway.

Dr. Taylor was one of two
candidates recommended to
President Miles by an Alfred
University student-faculty-ad-
ministration search committee
appointed last July. The com-
mittee screened some sixty ap-
plicants before inviting four
to the Alfred campus. The can-
didates were interviewed by
representatives of all campus
groups, including the Presi-
dent's student advisory com-
mittee.

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