WomH discuss Albany caucus; back Equal Rights Amendment

The second meeting of the Alfred Women's Liberation Group will be held on Friday, Oct. 23 at 55-57 West University Street, at 8:30 p.m.

The meeting will be dominated by discussion of the Women's Equal Rights Amendment, which has been proposed in Congress and is now in the Senate. The Senate's version is slightly different from the House version, and it is presently hung-up in the Judiciary Committee. Senator Alphonse Kennedy has stated that they are opposed to it. If you are in support of the Amendment and want your campus to join, you are invited to write to Senator Majority Leader Mansfield at 113 Old Senate Office Building, Washington, D.C. 20510, or to Senate Minority Leader Hugh Scott at 250 Old Senate Office Building, Washington, D.C. 20510 or to Senator Birch Bayh, 412 Senate Office Building, Washington, D.C. 20510. (Continued on Page 5)

Henderson group meets

The Temporary State Commission to Study the Causes of Campus Unrest, chaired by Charles D. Henderson of Horrilton, is continuing its research with a series of open meetings. The Commission visited Alfred during the past phase of its investigation. These campus hearings led to a report released last spring.

Now, Mr. Henderson, states, "The experience of the last number of months testifies to the need for continuing examination of the situation and its causes. From the campus, the current views of students, faculty, administrators, trustees and alumni are being sought, to be taped and reviewed by the Corporation." The report emphasizes the need for including the University in the liaison with the College Center of Western New York.

The station will be on the air between 5 p.m. and 11 p.m. and will carry the Corporation's "license-To-Talk" feature. The station will also carry "time-surfing" and "registration" for the Syracuse Telecommunication Corporation's "License To Talk." The station also plans to broadcast a series of public service announcements with a focus on the students of the local area. These would include panel discussions, debates, live cultural events, and other programs that further educational programs. There will be no religious broadcasting.

The station will be on the air between 5 p.m. and 11 p.m. and will carry the Corporation's "license-To-Talk" feature. The station will also carry "time-surfing" and "registration" for the Syracuse Telecommunication Corporation's "License To Talk." The station also plans to broadcast a series of public service announcements with a focus on the students of the local area. These would include panel discussions, debates, live cultural events, and other programs that further educational programs. There will be no religious broadcasting.

HCFL plans February debut

The first meeting of the University Council will be Thursday, Oct. 1, at 10:30 a.m. The meeting will be open to all students. The Council is composed of 14 students (elected on Tuesday and Wednesday), 3 faculty members, 3 student administrators, 3 service personnel representatives, and President Miles as the chairman. The Ad Hoc Steering Committee is composed of Dr. W. Miles, Dr. Martin, Dr. Bernsten, Dr. Odle, Dean Taylor, Pat Keesler, and Ann Keller, and met on Sept. 22 to discuss possible topics for the agenda. The Ad Hoc Council recommends the following:

1) That the tentative agenda constructed by the Steering Committee for any given meeting be modified, if desired, by a majority vote of the whole council.

2) That Council committees as needed be recommended by the Steering Committee, subject to the approval by the council of three constituencies will be represented on any given council committee, but not necessarily in equal numbers.

3) That membership of Council committees must be limited to Council members in every instance.

4) That the tentative agenda for the Council meeting will be reported promptly in the P.R.S. at least one week before the meeting.

5) That tentative agenda for a given Council meeting be limited to two items of business in advance of the campus center.

6) That Point VI of the resolution of Feb. 26, 1970 be changed to allow for a greater number of months testifies to the need for continuing examination of the situation and its causes. From the campus, the current views of students, faculty, administrators, trustees and alumni are being sought, to be taped and reviewed by the Corporation. This will be reported promptly in the P.R.S. at least one week before the meeting.

7) That the tentative agenda constructed by the Steering Committee for any given meeting be modified, if desired, by a majority vote of the whole council.

8) That the tentative agenda for the Council meeting will be reported promptly in the P.R.S. at least one week before the meeting.

9) That tentative agenda for a given Council meeting be limited to two items of business in advance of the campus center.

10) That Point VI of the resolution of Feb. 26, 1970 be changed to allow for a greater number of months testifies to the need for continuing examination of the situation and its causes. From the campus, the current views of students, faculty, administrators, trustees and alumni are being sought, to be taped and reviewed by the Corporation. This will be reported promptly in the P.R.S. at least one week before the meeting.

11) That the tentative agenda constructed by the Steering Committee for any given meeting be modified, if desired, by a majority vote of the whole council.

12) That the tentative agenda for the Council meeting will be reported promptly in the P.R.S. at least one week before the meeting.

13) That tentative agenda for a given Council meeting be limited to two items of business in advance of the campus center.

14) That Point VI of the resolution of Feb. 26, 1970 be changed to allow for a greater number of months testifies to the need for continuing examination of the situation and its causes. From the campus, the current views of students, faculty, administrators, trustees and alumni are being sought, to be taped and reviewed by the Corporation. This will be reported promptly in the P.R.S. at least one week before the meeting.

15) That the tentative agenda constructed by the Steering Committee for any given meeting be modified, if desired, by a majority vote of the whole council.

16) That the tentative agenda for the Council meeting will be reported promptly in the P.R.S. at least one week before the meeting.

17) That tentative agenda for a given Council meeting be limited to two items of business in advance of the campus center.

18) That Point VI of the resolution of Feb. 26, 1970 be changed to allow for a greater number of months testifies to the need for continuing examination of the situation and its causes. From the campus, the current views of students, faculty, administrators, trustees and alumni are being sought, to be taped and reviewed by the Corporation. This will be reported promptly in the P.R.S. at least one week before the meeting.

19) That the tentative agenda constructed by the Steering Committee for any given meeting be modified, if desired, by a majority vote of the whole council.

20) That the tentative agenda for the Council meeting will be reported promptly in the P.R.S. at least one week before the meeting.

21) That tentative agenda for a given Council meeting be limited to two items of business in advance of the campus center.

22) That Point VI of the resolution of Feb. 26, 1970 be changed to allow for a greater number of months testifies to the need for continuing examination of the situation and its causes. From the campus, the current views of students, faculty, administrators, trustees and alumni are being sought, to be taped and reviewed by the Corporation. This will be reported promptly in the P.R.S. at least one week before the meeting.

23) That the tentative agenda constructed by the Steering Committee for any given meeting be modified, if desired, by a majority vote of the whole council.

24) That the tentative agenda for the Council meeting will be reported promptly in the P.R.S. at least one week before the meeting.

25) That tentative agenda for a given Council meeting be limited to two items of business in advance of the campus center.

26) That Point VI of the resolution of Feb. 26, 1970 be changed to allow for a greater number of months testifies to the need for continuing examination of the situation and its causes. From the campus, the current views of students, faculty, administrators, trustees and alumni are being sought, to be taped and reviewed by the Corporation. This will be reported promptly in the P.R.S. at least one week before the meeting.

27) That the tentative agenda constructed by the Steering Committee for any given meeting be modified, if desired, by a majority vote of the whole council.

28) That the tentative agenda for the Council meeting will be reported promptly in the P.R.S. at least one week before the meeting.

29) That tentative agenda for a given Council meeting be limited to two items of business in advance of the campus center.

30) That Point VI of the resolution of Feb. 26, 1970 be changed to allow for a greater number of months testifies to the need for continuing examination of the situation and its causes. From the campus, the current views of students, faculty, administrators, trustees and alumni are being sought, to be taped and reviewed by the Corporation. This will be reported promptly in the P.R.S. at least one week before the meeting.
Bernstein appointed ombudsman; will chair grievance committee

Dr. Melvin Bernstein has been appointed ombudsman of the University by President Miles for the 1970-71 academic year. As ombudsman, Dr. Bernstein will act as chairman of the B-member Student Grievance Committee. The purpose of the Committee is to consider any specific grievances or criticisms against members of the faculty and to attempt to resolve them. The ultimate goal is the intellectual betterment of the University community.

The ombudsman's duty is to try to settle any problem where a student feels he has been "put upon" academically and has exhausted the normal channels of complaint. If the student feels that an injustice still prevails and is snarled up in red tape, he may turn to the ombudsman.

The ombudsman has no police power to force a student to conform; he only has power to intervene and arbitrate. He may arbitrate any academic and related University complaints such as traffic and housing. Dr. Bernstein will speak officially for no one but is responsible for protecting the rights and responsibilities of both parties involved in the disagreement. The ombudsman may become involved in a dispute at the request of either a student or a University official.

Radio station progress

(Continued from Page 1)

much like that for a driver's permit.

If one doesn't want to get a license and does not have the vocal qualities necessary, there are still other jobs. Secretaries, record librarians, and technicians are needed.

The 10-watt station will actually broadcast at only 8 watts because some power will be lost in the transmitter. This would also like donations for the rights and responsibilities of both parties involved in the disagreement. The ombudsman may become involved in a dispute at the request of either a student or a University official.

Erich Segal offers insight into "real tragedy" of Kent violence

Erich Segal, author of "Love Story," has asserted that the "real tragedy" of the four students killed at Kent State is "that some people think they deserved to die."

"When I say some people, I mean many people... Americans all over the land," states Segal in an article in the current (October) issue of LA DIES' HOME JOURNAL. "These sentiments were, by and large, expressed by men of goodwill who 'obviously felt that the crimes committed by the students deserved the death penalty.' Segal notes that though "very few offenses nowadays warrant capital punishment, many people all across America consider the deaths at Kent State not only justified but desirable."

According to Segal, "if the good folk in nearby Ohio towns do not understand Kent State, how will they understand Jackson State, or Augusta, much less what happened in the far-off little village of My-Lai?... "If we are so confused that we cannot distinguish a campus from a battlefield, if Kent State and the Khe Sahn look the same, then we had better stop and look around and see what is happening," Segal asserts in his JOURNAL article.

The author says that a moment before Allison Laures was shot and killed by National Guard bullets she "just stopped to look around to see what was happening. Maybe if we had, she wouldn't have had to."
Delegates propose procedural rules

The Student Assembly voted last Wednesday night to accept the top 20 petitions for the ballots. The voting will be done on a rank basis with first choice denoting more value than second, and so on. In the case of a chap third, etc. A sample ballot is given.

Candidates
Name 13
Name 12
Name 11
Name 10
Name 9
Name 8
Name 7
Name 6
Name 5
Name 4
Name 3
Name 2
Name 1

Petitions for Freshman class officers are available at the Campus Desk. The officers are President, Male Vice-President, Secretary, Female Vice-President, and Female Vice-President. All the duties are the same as the Student Assembly, except that they will be working in a more limited capacity.

Frosh class elections scheduled

Help select YOUR representatives

Petitions for Freshman class officers are available at the Campus Desk. The officers are President, Male Vice-President, Secretary, Female Vice-President, and Female Vice-President. All the duties are the same as the Student Assembly, except that they will be working in a more limited capacity.
**FIAT LUX**

**ALFRED UNIVERSITY'S STUDENT NEWSPAPER**

**Editor-in-Chief — PHILIP R. WELLER**

Represented by National Educational Advertising Services Inc.

Second Class Postage Paid at Alfred, New York 14802

Opinions expressed within this newspaper are not necessarily those of the Editorial Board.

Published weekly during the school year (August-May) except during vacation periods.

---

**FIAT LUX**

**ALFRED, NEW YORK**

**4**

**September 29, 1970**

---

**SIEZE THE TIME**

**BY MIKE HOWLAND**

The Third World Liberation Alliance will be presenting, in conjunction with the workshops, a series of film under the heading “Crisis in America.” The films are broken down into four categories: “Revolution and Violence,” “The University,” “Racism and Poverty,” “The Unforgiven: Homosexuality and Drugs.” On Monday, Sept. 28 at 8 p.m., “The Magician” and “War Game” will be shown. The screening at 8 p.m. is followed by an open discussion afterwards. “War Game” has been described as one of the most controversial films ever made. The film has been shown to come out of someplace else in the school calendar. There is also a tax exemption problem.

---

**FIAT LUX**

**INTERVIEWER POLLS MILES' CAMPUS VIEWS, OBSERVATIONS**

The following interview took place last week in President Miles’ office. Besides this reporter, Alan Littell (Director of Public Information) was present for the interview with Miles.

**Miles:** If you could please comment briefly on how you see this University progressing during the coming year?

**Fiat:** Can we please start with a few problems?

**Miles:** This year climaxes three years of social reform at Alfred University under your leadership. You are, in effect, a seminal figure.

**Miles:** If we can consolidate all these gains and get on top of all these new developments, then this year should be one of the most exciting in Alfred’s history.

**Miles:** How would you react to the establishment of a College Bookstore?

**Miles:** I have a completely open mind. This was suggested several years ago. We investigated the charge that bookstores charge more—but we were not able to substantiate these charges at that time. Students might be misinformed on this subject, although an all-out examination on this problem has never been made.

**Miles:** The University Council might well put this on its agenda, but this would also make good investigative reporting for the Fiat. Say, for example, hardback and paperback book prices could be compared between the bookstores in Alfred and the publishing houses.

**Miles:** Why do you feel that the Alfred campus should not be politicized, or in fact this entire community of instilling academia into the community.

**Miles:** I think that there is a class difference here. I’m not saying that students should not form Young Democrats, Young Republicans, or Young anything clubs. But, the university institution, as a corporate entity should, has to remain neutral. Each student, each professor has the right and freedom to express his own divergent view. An atmosphere of intellectual repression to those who might oppose that view.

**Miles:** How would you deal with the “Alfred Plan” problem? Can one interest gain be taken off to campaign?

**Miles:** This is an individual college problem. It is a problem of a university position as a businessman or an attorney in the outside world. Probably the University should not get fired. Do it in your spare time.

**Miles:** If I were a student I believe that I could find an awful lot of trouble. If I found that, say, Rep. Ottinger, needed me for a three day stretch and that this would conflict with classes then — I would make a choice: attend class on the weeknight on which had the higher set of values.

**Miles:** What is your opinion of People’s Park as it has turned out? (to change the subject slightly)

**Miles:** I’m fascinated by it. This is obviously a very subjective reaction, but if it creates pleasure and fun for students, fine.

**Miles:** With its yellow arch, do you think it looks like McDonald’s?

**Miles:** I really wouldn’t want to comment on that . . . Let me tell you about my first experience with it. When I was in high school I had been away, I passed the street here and kind of glanced up at that thing and almost wrecked the car.

**Miles:** This is kind of fun, but if you stand in a more or less normal position in the park and look through the arch, what it really does is accentuate the American flag nearby. So, why not, in the interest of having a state identity which is sort of framed within it.

**Fiat:** Could you please comment on the article in last week’s Fiat Lux concerning housing problems (i.e. off-campus apartments and landlord abuses)?

**Miles:** There was a time when the University was guilty of in loco parentis. The students then didn’t want any part of it. But do they really want it now? This landlord accuses me of the University’s business. The student is opposed to loco parentis except when he is the problem. In the past, Dr. Odle’s office would mediate landlord tenant disputes if anyone it to intervene. In the last analysis Dr. Odle can’t make the final resolution. Having a council of students who are involved with off campus apartments, meetings regularly with landlords is the answer.

**Miles:** There is a great deal of hidden hostility on both sides. The landlord tends to judge on the length of the student’s stay, as if the University is the landlord as a thief, or worse. Some practical reforms have been shown to come out of monthly meetings with landlords.

**Fiat:** Chris Jencks and David Reisman, authors of “The University,” suggest that “Colleges have always been institutions where the old have tried to impart their ideas on the young.” This is bound to lead to rebellion. On this view you define the role of the various student subcultures on a college campus?

**Fiat:** How would you define the role of student and junior officials, members of the student body?

**Miles:** You remember what Shaw said, “Youth is a wonderful thing; a shame is that it is not provided for all students who are physically or mentally torpidly-dull and those who are physically or mentally dull who are radical, youthful and imaginative in their attitudes in which the University there is a view, that it totally rejects, that experience, nurtures, and accepts. And the only thing that means is anything, is your opinion toward the youth culture that exists on this campus. And they do To ignore that is the greatest crime.

**Miles:** Any person with any interest, who is going to experiment with anything which is forbidden by the pressures of this part of being young. This is one of the grievances, advantages are the pressures of being young, and we wouldn’t want this characteristic of the young to lose.

**Miles:** I make a distinction between the individual who, out of curiosity and superior features of being young, and we wouldn’t want this characteristic of the young to lose.

**Miles:** I make a distinction between the individual who, out of curiosity and superior features of being young, and we wouldn’t want this characteristic of the young to lose.

**Miles:** I make a distinction between the individual who, out of curiosity and superior features of being young, and we wouldn’t want this characteristic of the young to lose.

**Miles:** I make a distinction between the individual who, out of curiosity and superior features of being young, and we wouldn’t want this characteristic of the young to lose.

---

**HAMILTON OUTRUNS HARRIERS IN HOME DEBUT**

The Saxon Harriers’ most faithful fan, Miss Lelia Tupper (1), watches intently as the Hamilton trio (e) of Judson, Bilk, Alfred co-captain Pat Keeler (r), shown in the middle of (1), watches intently as the Hamilton trio (e) of Judson, Bilk, Alfred co-captain Pat Keeler (r), shown in the middle of the race, finished first for the Saxons. Hamilton won the meet 15-45.
Women’s Liberation

(Continued from Page 1) women in the SUNY system, many of whom are old enough to be draft-age, are beginning to look at the possibility of electing Rockefeller or Goldwater to the governorship of New York State. This was one conclusion drawn at the second state-wide con- gress of women at SUNY, held at the Armory in the State Univer- sity of New York, September 29, 1970.
The congress voted not to let Sun- ny women in the SUNY system, faculty, and other women into the military service for the first time in the new ‘lottery regulations. Although these regulations were adopted to make the draft process consensual, but male and female students are being forced upon a spiri- tual process of politics, pro- test, and revolution. He illus- trated how the political and legal status of the negro in the United States affects the problems of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, blacks are affected by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- ordered ways. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu- minations and the most dis- orders. They are blocked by ignorance, laws, and not by the legal status of the negro. Poor blacks have the fewest illu-
SST may harm climate

An important issue pertaining to supersonic transport planes has come before Congress. A bill to appropriate $230 million for continued development of the SST has been in the Senate Transportation Subcommittee, as hearings are being held by the Department of Transportation funds.

The supersonic planes can travel at 1800 miles per hour at 60,000-70,000 feet. However, a report issued by the Massachusetts Institute of Technology's Study of Critical Environmental Problems has urged delays in plans to produce the planes because of evidence that their use could change world environment and climate.

The report, based on study by about 50 U.S. and European scientists, said proposed SST operations would increase water vapor in the stratosphere by about 50 percent, alter the upper stratospheric wind systems, and increase by as much as ten times the amounts of sulfur dioxide and hydrocarbon particulates thus creating permanent layering of stratospheric gas. Temperature in the stratosphere could be increased by six to seven degrees Fahrenheit.

Dr. Richard Garwin, head of a panel of scientists which drafted the secret report to President Nixon, has told the Senate Transportation Subcommittee that SST would be "an unwise investment," regardless of its advantages in speed and other factors.

George Eads, Princeton University economist, has told the Senate Transportation Subcommittee that the "economic and engineering accomplishments" from the national Coalition Against the SST are "well known enough in the Eighteenth Century. They have ar- gued that if the SST is not built, the market will not pose a threat to Boeing's interest to build without a subsidy; if a subsidy is needed, the SST should not be built.

Meanwhile, Sen. Proxmire has told the Senate that the Department of Transportation failed to comply with the pro- visions of the National Environ- mental Policy Act because it did not deliver to Congress an environmental impact study on the SST. He said the act required environmental impact statements from other federal agencies.

This issue brings environmental issues against eco- nomic and environmental- ists against the federal govern- ment. While the supersonic transport planes may be an engineering feat and a future- istic contribution to the trans- portation system, the environ- mental considerations are vast and must not be forgotten since there is danger of altering the climate of the entire world. These issues must be weighed and balanced.

FIAT LUX
Alfred, N. Y.
6 September 25, 1970

WAGB schedules Sports Day;
Keuka, Corning to participate

SAXONS lose to St. Bonaventure

By MARK AARON

When the Saxons opened their soccer season last Wed- nesday against St. Bonaventure, everyone knew that Al- fred was sporting a new team; one that was bolstered by a returning letterman, some very promising freshmen, and two strong goalies. The strong Bo- naventure team, how- ever, overpowered the Saxons on a last minute goal to gain a 4-0 victory.

On a wet and slippery play- ing field, the Saxons faced the Bonnies and they attacked early in the first half. Paul Potter tailed off with 8:27 gone by. Bonaventure evened it up 20 seconds later, Steve Ste- nier scored. Licio Pennisi scor- ed the second Alfred goal in the first period on a penalty kick. St. Bonaventure's Mark Wer-