

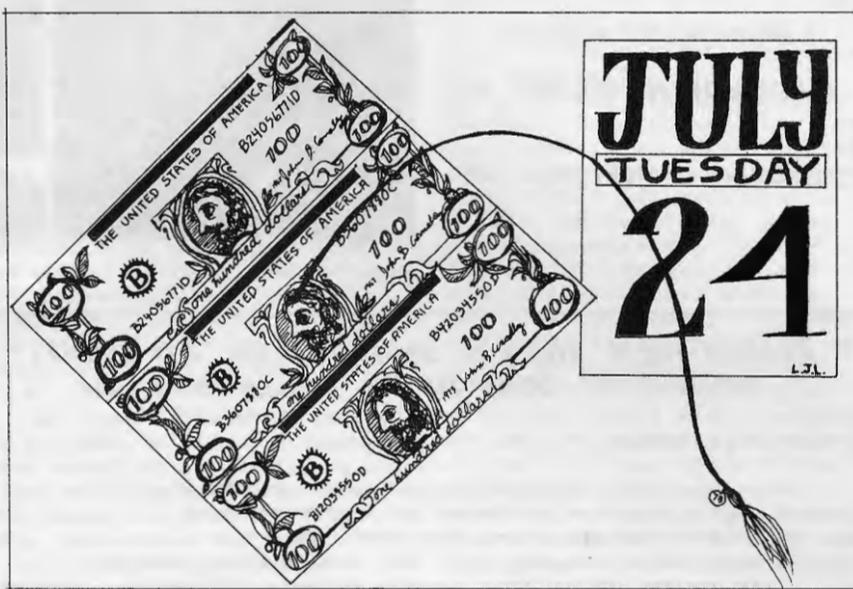
FOR SENIORS LATE PROJECTS MEAN MONEY

A memorandum from Vice President Wadsworth concerning students planning to graduate in August has been circulating around campus. This is an attempt to clarify its main points:

1. Because the faculty will be scattered about during the summer, students should make mailing arrangements or meeting dates with the sponsors or readers of their senior projects.
2. Upon approval (a written signature) by this sponsor or sponsors, the student should forward the project to the Vice President, accompanied by a \$50 check. This money will be used to defray the costs of assembling a faculty, processing transcripts, etc. at a time when the college is officially not in session.
3. Then, the Vice President will attempt to convene an appropriate Board of Study of people acting in their place, to review the project again. Upon approval the Vice President will forward the name of the student to the President for certification of the issuance of an August degree.
4. By 12 noon, June 1, the student's advisor must sign a sheet in the Dean's office for August graduation to certify that the student will finish in time.
5. Students who fail to submit an approved project by July 23, or those deemed unacceptable, will receive a grade of "no credit" and must sign up in Sept. for 8 senior project credits a and pay the appropriate fee.
6. Students who expect to earn an August degree and who have all other credit requirements out of the way may participate in the June commencement. In order to do so, you must pay for a diploma by June 1.

dent will see his advisor by June 1st so they can make the first deadline? Surely a better more effective means of distribution, especially for such an important notice should have been utilized. Again, if the notice had been seen much earlier perhaps the \$50 fee would not have seemed unreasonable.

Many of us have been working under the assumption that if you don't finish in time for the June ceremony you graduate in August. This alone causes two possible unfortunate consequences. First, if you have to work during the summer on the project it is not fun. Second, you do not graduate with the rest of the class. On top of this (which is like adding insult to injury) we



REBUTTAL

BY A SENIOR

The entire contents of the memorandum, although I do not agree with all of it, would not have disturbed me if it had been given out in January or perhaps in March. Such a strategy might have given some students the incentive to finish the projects for June graduation. However, the memo dated May 21st was

given to the faculty on Wed. the 23rd, not even 3 weeks before graduation, and only 9 days away from the 1st deadline. Perhaps the Vice President is unaware that most seniors are doing their projects and are not on campus regularly. Furthermore, these notices have been given to the faculty to distribute to the students. What is the guarantee that a stu-

are told on May 23 (the earliest you could have found out about it) that we must pay \$50. Why has this not brought to our attention earlier? Surely it must have been thought about before this late date. Was it the fear of dissent? Or is it possible that it was just thought of and decided recently? If so, must we accept it? Is it not slightly unethical at this

point? Is it possible that we are being punished in some way? The fact remains that there are twice as many people graduating in August as there are in June. Is it possible that the administration is using us as a scapegoat because they are embarrassed and ashamed of this fact?

It was my impression that the project would be approved by the sponsor or sponsors and that their judgement would constitute the acceptableness and quality of the project. Why is it that more people are reviewing a single project during the summer, a time when it is admitted that faculty will be hard to reach? Is this not somewhat strange?

The memo also states that if you do not hand in a project by July 23rd, or if the one you hand in by that date is unacceptable, you will sign and pay for eight senior project credits. If the handbook and other documents are correct, an incomplete turns into a "no-credit" at the end of the following semester without penalty. If this policy is followed, senior projects should have until the end of Fall II to be completed before "no-credit" is awarded. But the memorandum contradicts this--why are projects being given special treatment for August graduates? The Vice President's memo really suggests that you pay \$200-\$300 dollars to have your project approved and signed.

As stated in the Master Plan and the catalogue, students would not be required to finish their education here according to the usual guidelines; that is, students could spend more than four years here and transfers might expect to spend two years. But this did not carry any punitive implications. It appears now that awarding a grade of "no-credit" after a certain date is not only giving you a definite time deadline but clearly punishing you for it.

Perhaps I am being unreasonable to ask the administration to inform us of decisions well in advance. Perhaps also I am being unreasonable to ask that they hold to their previous decisions. As of late there

have been numerous complaints from faculty and students that the administration has consistently made decisions without consulting the entire community, even on matters of direct interest to the various constituencies. This latest act continues the pattern of notifying these constituencies so late that a reasonable and intelligent response is all but impossible.

I have been hearing apologies about the lack of communication for two years with no improvement. The students have consistently asked to be notified if any matters that affect them or the campus come up. Yet, we have not been called. Are you going to believe that the administration has acted responsibly in this regard? The answer is obvious.

I finally protest the two recent memos as irresponsible and reprehensible. I urge the administration to rescind their decision and hope that it will be wise enough to realize that a school, in order to act as any kind of community, must inform the various constituencies of the issues before they become decisions. This is the only way I know of dispelling the arbitrary nature of decision making as it exists on the campus. It is the only way to keep the peace.

INSIDE: THE TENURE BATTLE *an overview-page 2*
Newton: Tenure Question Not Decided *page 2*
Mack: Fights For Reappointment *page 4*

TENURE PROCEDURES REACH CRESCENDO

BY ANDREW HUGOS

During a town meeting held on Tuesday February 12, students at SUNY Purchase asked for direct involvement in upcoming decisions on the hiring, firing, reappointing and tenuring of faculty. They also asked for some form of student evaluation of teachers. This demand set off a long student struggle for direct input in these decisions, and though the administration has conceded that students could possibly be placed on Divisional Committees and the Faculty Review Committee, the issue has yet to be resolved.

Late in March members of the Academic Committee of the Student Senate got wind of a faculty meeting at which the fine points of the tenure and reappointment process would be worked out and approved. On March 29, eight senators attended that meeting uninvited. President Kaplan voiced his opinion that the meeting should be private, but the faculty voted almost unanimously to allow students to stay.

When the issue of student involvement in tenure procedures came up, it became apparent that faculty members were reluctant to put students on Divisional Committees because of their failure to participate in committee meetings last year. They decided instead to send out teacher evaluations to each student and to have these evaluations considered by the Divisional Committees. Also plans for a committee of students and faculty to discuss permanent arrangements for student involvement were to be made. No report ever came out of this committee. The following day the Student Senate passed, by a roll-call vote of 20-0, a resolution which set up a temporary student committee headed by Tim Russell, to process student evaluations and turn them over to Divisional Committees. Kaplan approved the resolution.

President Kaplan was questioned extensively about student involvement after he addressed the Student Senate on April 10. He said that students were left off Divisional Committees because the committees had to consider material that was strictly confidential. The decision to leave students off, he said was made by the faculty and he did not wish to override it.

Later in the meeting, the Senate passed a resolution instructing members of the Academic Committee to go to the faculty meeting the next day and ask for at least ex-officio student membership on the Divisional Committees. The faculty granted the students' request for an ex-officio membership despite Vice-President Wadsworth's arguments against it. The faculty stipulated that the students be present only when student evaluations were discussed and that the Senate try to find seniors to sit on the Committees; the student observers were to be from divisions other than the one for which the particular committee was reviewing faculty, to insure objectivity on the students' part.

Flyers asking for student observers were distributed by the Senate Nominating Committee; only three were responded. Two committees were left unobserved.

In following weeks rumors about who was and was not recommended

Divisional Committee on Newton Tenure: NOT YET

BY ADAM NAGOURNEY

Certain students recently rallied around Esther Newton, Assistant Professor of Anthropology, in protest of what was believed to be the first defeat in the tenure battle: Newton was not recommended by her Divisional Committee for tenure. The process through which this decision was reached appears to be unfairly hurting Newton and has been shrouded in secrecy. Though students have worked hard to help her, Newton stated emphatically that she had no direct involvement in their campaign.

Esther Newton's case started in

CONT. P 4

for tenure or reappointment ran all over the campus. As far as students could tell, Esther Newton, and Maxine Cutler were not recommended for tenure and Roger Mack was not recommended for reappointment.

Students of Esther Newton and interested women and feminists began collecting signatures on a petition demanding that she be granted tenure. They said that she was being denied it because of her stand on feminism, and declared that this was a violation of due process and pointed to the need for students on the Faculty Review Committee which oversees the entire tenure process.

On May 9, the Student Senate passed a resolution asking that a review committee to insure due process be immediately formed and that it consist of 2 faculty, 2 students and 2 members of the professional staff. The resolution also stated that students must have such representation in order to be significant members of the community and called for more public tenure and reappointment procedures.

Later on in the week CREEP (Committee to RE-Evaluate Purchase) formed. CREEP, in a mimeographed flyer distributed in the dorms,

said that students have been denied significant input in policy-making at all levels of College governance. The flyer pointed out that the Divisional Committees must consider student evaluations, but they are in no way bound to them. The flyer also charged that the Divisional Committee in the Social Sciences had misinterpreted Esther's evaluations. It stated clearly that CREEP's actions to involve students in tenure procedures were part of the larger effort to involve students in all levels of College governance and that their actions were not on behalf of any professor.

Members of CREEP and the Student Senate brought the Senate Tenure Resolution to Vice-President Wadsworth and President Kaplan on May 16, and met with negative responses. They did, however, get Wadsworth to agree to answer questions about tenure from the students in a public meeting later in the week. Members of CREEP also went to a meeting of the Faculty Review Committee which was considering Esther Newton's case at the time. They were denied entry on grounds that confidential material was being discussed.

An open meeting with Dr. Wadsworth was held at 3:30 on Wednesday May 18 in CCS. Wadsworth was pressed by students as to why he would not accept the Senate's Tenure Resolution. He explained that the procedures had already been set and felt that it would be unfair to the professors involved if they were "changed in midstream." Students responded by saying that those pro-

cedures were set without student input and that students were not being given input into campus governance.

Wadsworth then cited the bad "track record" of students who were given the chance to participate in governance last year as a reason for establishing procedures such as they are, but said that students may become more involved in governance next year when a Governance Document is drafted and ratified. He went on to say that students have been given teacher evaluation and student observers on Divisional Committees and had, in fact, been given sufficient input.

Liz Mara told him that in spite of this, student evaluations had been twisted by Divisional Committees. She produced a report from Beth Phillips, the observer at Esther Newton's hearing which stated that they committee had singled out a few evaluations which criticized her stand on feminism and used them as a reason for not considering her an effective teacher, in spite of the fact that her evaluations were overwhelmingly favorable. Wadsworth was also reminded of Committees in the Natural Sciences Division which made recommendations without ever having student observers present.

Another student pointed out to Wadsworth that students have not been given anything; they had to ask for evaluations and that Dr. Wadsworth had himself spoken against putting student observers on Divisional Committees. The student asked Wadsworth how, in light of his prior opposition to student observers and the report that Beth Phillips made concerning Ms. Newton's committee, he could say that students had been given anything. If student input was really desired why not put one voting student member on every Divisional Committee; the student, of course, can always be outvoted.

SEE STORY ON RECOMMENDATION TO DENY ROGER MACK REAPPOINTMENT -- P. 4

Wadsworth answered with a momentous concession. He admitted being initially opposed to student observers, but said that he was now changing his mind. It is possible he admitted, that student input is not being considered sufficiently and he would not be against putting them on Divisional Committees and the Review Committee next year. He promised to reconvene the Natural Science committees which did not consider student evaluations and to permit students to speak to the Faculty Review Committee about Esther.

Members of CREEP spoke to Lee Ehrman, chairman of the Review Committee that day. She said that students would be permitted to speak to the committee the following Thursday.

On the following Thursday, Ms. Ehrman told students that Esther had requested a private hearing with the Committee and that it would not be necessary for students to speak on her behalf since the Committee had determined that her student evaluations were, in fact, very favorable and could not be held against her. She also told a member of the Student Senate that he could speak in behalf of Roger Mack if the Committee approved the request. She said she would give the senator a call when the Committee reviewed his case. The call was never received.

In response to a Student Senate memo requesting that students be placed on Divisional Committees and Review Committees, she said that it was a "very valid point" and that the request would be carefully considered next year.

As this article goes to press, no final decisions on anything have been made. Nothing has been decided finalized concerning Esther Newton or Roger Mack or putting students on Review Committees etc. Much of this finalizing may have to be left up to students returning next year.



PHOTOS BY JUDY PSZENICA

WADSWORTH SPEAKS TO STUDENT MEETING IN CCS



REPORT FROM STUDENT OBSERVER ON DIVISIONAL COMMITTEE CONSIDERING ESTHER NEWTON

May 9, 1973

To whom it may concern:

I was present as a student observer at the meeting of Esther Newton's Committee for Tenure and Re-Appointment when the student evaluations were discussed. From the decision that committee turned in, I feel that there has been a serious misrepresentation of the contents of those evaluations.

The focus of Esther Newton's tenure committee meeting during my presence (approximately one hour) was wholly on the question of Esther Newton's supposed 'anti-male' bias. There were only four evaluations that could be interpreted as negative. Of those four only one referred in any way to anti-male bias, and the total consensus was that this did not in any way hinder class participation and content. My own opinion as a student is that the presentation of a (feminist) attitude by Esther Newton would be a valuable and exceptionally stimulating factor in her classes. The student evaluations verified this.

The committee itself was divided. One voice was decidedly and obviously against the candidate, and attempted to dominate the discussion. The question of Esther Newton's value as an instructor was overwhelmed by personal doubt unsubstantiated by the evaluations. I can quote from one of the evaluations, which read that Esther Newton was always open-minded and receptive to other opinions. It was the feeling of her students that this openness and honesty extended through to her personal dealings with them.

In light of this evidence, I feel a great injustice has been done to a valuable member of the Purchase community. This opinion is not based on hearsay, but rather the written testimony of Esther Newton's students. It is the integrity of these students I feel has been violated by the way in which the evaluations were interpreted.

Beth Phillips



ALBANY STUDENTS FACE TENURE BATTLE

Widespread student protest to tenure procedures broke out at SUNY Albany just prior to the end of the academic year this May. The student objections to the procedures centered around tenure, promotion and hiring practices, insufficient student participation in these decisions, and the actions of controversial Dean of Arts and Sciences, I. Moyer Hunsberger, who resigned from his post at the height of the conflict.

Towards the end of a day of intensive protest activity, the students at Albany presented a series of demands to the administration which were read at a public meeting attended by over 600 students and faculty members. The demands were read by SUNY Albany president Louis Benezet at the stormy meeting which lasted for over 3 hours. Benezet correctly observed that they seriously called the entire University system into question.

Benezet responded point by point to the demands. The first point demanded that suspended faculty be rehired. The president explained that suspended faculty could not be rehired because the necessary budget lines had already been committed to new faculty members, reassigned, or even used for recruitment purposes.

The demand for Dean Hunsberger's ouster was called a "pretty serious thing" which could only take place after an official hearing. Benezet added that he had "no evidence" to warrant such an investigation and reproached the students for even suggesting it.

To the third demand for the establishment of a review committee to deal with promotion appointments, the president agreed that present procedures were "cumbersome" and needed regularization. He felt there was certainly room for student input but didn't elaborate on what form it might take. He personally rejected the fourth demand for 50-50 student faculty representation on departmental committees and the Tenure Promotion Council, but felt their make up could be altered if SUNY Albany governing bodies so decided.

The fifth demand had called for the abolition of the University's "de-facto quota system" which limits the number of faculty who can be tenured at any one time. Benezet upheld the present policy saying it was necessary to preserve "fluidity and flexibility for the faculty of the future."

To the final demand—a presidential directive advocating diversity, academic freedom and greater student participation throughout the University—he said that these things

already existed at Albany, adding that in his view "there is more student participation in this University than at any I know of." In short, he felt a directive was entirely unnecessary.

Following on the heels of the public meeting, some 100 students staged a sit-in in the administration building. Gradually their numbers diminished with the announcement of Hunsberger's resignation to take a job at the University of Oklahoma, and a general loss of momentum for the protest. But it was felt by many students that his resignation was not a major victory and might serve to obscure the thrust of their demands. Many expressed concern about his replacement noting that the new Dean would probably be chosen over the summer when students were unavailable for participation in the selection process.

In any case, they have vowed to inform their counterparts in Oklahoma about Hunsberger's past actions and basic unwillingness to cooperate with students. Faculty and students alike have viewed Hunsberger as an "old style" administrator who equates excellence with PhD's, "professors hidden away in their laboratories" and tries to run a "tight ship" with his subordinates firmly under his control.

Like their counterparts here at Purchase, the Albany students have sensed the inevitable comparisons with Watergate. They too cite the secrecy and cover-ups which have characterized the tenure, reappointment and promotional decisions and recognize that it may be time to actively reaffirm the principles set forth in the Free Speech movement in Berkeley in the mid 60's.

STUDENT ASSEMBLY FORMS

A State University Student Assembly which would provide a representative voice in University-wide decision making for the University's 364,000 students has been approved by its Board of Trustees as of April 25.

The action, which is subject to student ratification, would establish a governance body representing more students than at any other college or University in the United States. Mark Borenstein, Chairman of SASU, and one of the four students present for the historic vote said he left the meeting very hopeful. He said, "the discussion between student and Trustee was brisk and pointed but certainly cordial, constructive and cooperative. I think our attendance at a Trustee meeting is to be the first of many visits by students; I also think we will see the process reversed with Trustees more frequently attending our meetings. It was a fine first step, and perhaps most importantly everyone recognized it as such. We have far to go in making effective governance something more than a cliché, and I am very hopeful for success in the future."

As approved by the Trustees, the Assembly would provide a formal structure "for consultation and the exchange of information between University students, the Chancellor and the Board of Trustees, on matters of a University-wide nature which affect student concerns."

Chancellor Ernest L. Boyer said the Trustees' action emphasizes the Board's recognition of student participation as an important element in University governance and implements a major recommendation of the 1972 Master Plan designed to improve consultative relationships with primary constituent groups within the University.

Commented Chancellor Boyer, "The State University of New York is deeply committed to the widespread participation of students in decision making. For several years, we have held meetings with the student presidents from each campus, and students have served on both Central Administration and Trustee Committees. Now for the first time in the history of the State University, the basis for a State-wide organization has been established. This structure can provide continuity for student expression on matters of University wide concern. The Assembly would also insure that delegates will represent and be accountable to all students of the State University. I'm delighted that we'll now be able to communicate more effectively with our students, and consult with them on crucial issues."

The enabling document, which defines the membership and role of the Assembly, now will be distributed to the student governing bodies at each of the 29 State-operated campuses for ratification.

With the approval of the Articles by the Trustees, the document was reviewed by the Committee of Ten at the Spring SASU Conference in Oneonta and then transmitted to all student governments for ratification. Mr. Borenstein thought there would be discussion at the campus level, but "I expect that in the end, the Assembly will receive the vote of confidence it deserves."

In order for the Assembly to become a functioning body, student leaders at three-fourths of the State-operated campuses must ratify its provisions.

The campus student governments are expected to vote on the matter between now and the end of the current academic year. If accepted, the Assembly could begin operation as early as September, 1973.

Last October, in keeping with the Master Plan's emphasis on improved governance relationships, Chancellor Boyer asked the student presidents to assist in developing a structure which would "clarify, regularize and make more operationally effective" their involvement during the decade of the 1970's. There ensued a six-month period of intensive consultation involving the

"We have far to go in making effective governance something more than a cliché"

— MARK BORENSTEIN
SASU CHAIRMAN

Chancellor's representatives, the student presidents and a special ten-member student committee which helped formulate actual language of the articles and by-laws.

Mr. Borenstein stated that those who have worked on creating something these last years are not completely satisfied with the new Student Assembly. "We didn't get everything we wanted included in the Articles, but in conjunction with the SASU structure we now have the opportunity to develop student influence on a number of levels. The Trustees have faith in this new assembly as I now do; we now have to make sure that we keep both the Assembly and SASU strong and independent."

As defined in the Assembly document, students from the State operated campuses would elect their delegates on the basis of one representative for each 3,500 full-time equivalent students. The university's community colleges would be affiliate member institutions, represented by a total of eight voting members. Community college representatives within each of the University's four coordinating areas would meet annually to elect two dele-

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SCHOOL COLORS: HELIOTROPE & PUCE

In the tradition of English drama, the Purchase Community voted for heliotrope and puce as school colors. Out of a variety of twenty color selections ranging from regular red to obvious yellow down to Howard Johnson's favorites; turquoise and orange, heliotrope and puce triumphed. Voting was campus wide and no discrimination was shown regardless of division, department or status. After the voting closed on Friday, May 25, the ballots were tallied and out of 403 voters, 180 chose heliotrope and puce. Sixty-seven color

combinations appeared, but it was evident that heliotrope and puce received an overwhelming majority vote. Other favorite combinations were blue and white (52 votes), forest green and sky blue (17 votes), red and blue (14 votes), and kelly green and violet (10 votes).

The infamous idea for the colors was rumored to have or-

iginated from a certain white house, (but soon to be repainted) adjacent to Lincoln Ave. In cahoots with the white house, a certain administrator was even known to have a sweater in the colors, demonstrating his true allegiance to heliotrope and puce.

Purchase students are still puzzled, "What colors are heliotrope and puce?" was

often remarked. To clarify this perplexity, the color heliotrope is a moderate, light or brilliant violet to moderate or deep reddish purple; puce, depending on who you ask or what time period your in, is either a beige with green overtones or deep red to dark grayish purple.

While some complained about the aesthetic quality of the colors, others protested the need, for having colors at all, but one member of the community did have a valid point. Imagine in another couple of years, the Purchase football team dashing on to the field to the crowd's roaring cheers for the fighting heliotropes and puces!!!!

SASU CONFERENCE HELD

Nearly eighty delegates from twenty-one State-operated campuses within the State University converged on the State University College at Oneonta two weeks ago for the thirteenth SASU Membership Conference. Delegates assembled on Friday evening, April 27th and stayed at the Oneonta Campus until Sunday afternoon, April 29th. The Conference was highlighted by the attendance of Mr. Thomas Van Arsdale, a member of the State University Board of Trustees, and concluded with a marathon plenary session that saw the adoption of several new SASU policy statements and the nominations of the officers and members of the Executive Committee of 1973 - 74.

During the Plenary Session on Sunday, delegates approved a SASU position on the State University Waiver policy, indicating that the highest priority of SUNY waivers should go to middle and lower - income students who are currently recipients of State University Waivers, a program developed to off-set the effect of last year's tuition increase. In another policy statement, the Membership authorized the Executive Committee to proceed with a lawsuit against the State University Board of Trustees if students are forced to live in State University dormitories in order to fill vacant beds and meet financial obligations.

Perhaps the most important decision made about the SASU organization itself, involved the adoption of the 1973 - 74 operating budget and the determination that the Capitol Office and Buffalo Office of SASU would be merged into a Central Office to be located in Albany. Additionally, the Membership felt that next year's Chairman needed to be effectively a full-time Chairman with a residence in Albany. The budget provides a \$3750 stipend for the Chairman, in the hope of defraying some living expenses in Albany, and provides travel funds so that the Chairman may visit each campus of the University throughout his or her tenure. A stipend is also included for the Vice Chairman, again in the hope that the Vice Chairman may be able to devote a good deal of time to SASU.

Record Budget Adopted

The budget itself is a record of \$61,000, with more than 95% of the income being generated from Membership dues from all State-operated members. The additional funds will come from the anticipated revenue remaining from this fiscal year. The budget itself is highly dependent on cooperation from the Student Assembly.

Mr. Van Arsdale, one of the new members of the Board, journeyed from New York to conduct a two-hour workshop about the role of the Trustee in the University. Nearly fifty students heard him discuss some recent policies made by the Board, and also heard Mr. Van Arsdale relate some of his perceptions about the role of the students within the University. Mr. Van Arsdale lunched with several students and also stayed a good deal of the afternoon through SASU's first plenary session. Students raised concerns about the dormitory problems within the University, about the criteria for tenure, and the lack of student involvement in the tenure process, and also seemed to be concerned about the University position regarding a student on the Board of Trustees itself.

A good deal of time was spent on Sunday discussing proposed election procedures for the SASU elections to be held at the Annual Membership Meeting in Potsdam, on June 8, 9, and 10, 1973. A three-page document proposing election procedures was drafted by a sub-committee appointed by Chairman Mark Borenstein at the beginning of the meeting, and chaired by Peter Comeau, SASU's regional director in Region II. The Committee's recommendations included the appointment of an advocate to supervise the election process, and also a procedure by which the thirteen members at large on the Executive Committee are selected. Under the new SASU bylaws there must be at least one representative from each type of institution within the State University on the SASU Executive Committee. The Committee's recommendations to elect representatives in "shift," was defeated and an amendment to elect representatives first to designated positions and then later at large positions was approved.



Newton cont.

NEWTON SUPPORTERS AT MEETING WITH WADSWORTH

front of the Divisional Committee which consisted of two tenured professors, Tom Dow and Al Eichner, and two untenured faculty members. The committee split in its findings and sent two different letters to John Howard, Dean of Social Sciences. Two members did not recommend either tenure of promotion, which would leave Newton as an Assistant Professor for the duration of her contract (one year). The other members recommended that she be granted tenure.

According to a student observer at Newton's Divisional Committee hearing, her stand on feminism was cited as one reason for not recommending that she be given tenure.

When questioned, Al Eichner denied that the word "feminist" was used in the letters that were sent from the committee to Dean Howard. According to him, Esther's stand on feminism was not an issue. Eichner went on to recommend to this reporter that no article should be printed until all facts are officially released and that it would not be in the best interests of the community as all facts are not yet known.

Dean Howard received the Divisional Committee's letters and, upon examination of them, drafted a recommendation which called for Newton to be promoted to Associate Professor without being given tenure. Dean Howard's recommendation referred to, among other things, Newton's lack of 'community participation' - one of the three criteria on which candidates for tenure are judged - as one of the reasons for not granting Newton tenure. Community participation entails committee work and contributions to the community as a whole. Though Dean Howard admitted that community participation was a reason for refusing Newton tenure, he refused to show this reporter a copy of his recommendation.

Newton later said that her contributions to the community are well-known, and she attributed her lack of committee work to never having been asked to join a committee.

Dean Howard's recommendation

was sent to the Faculty Review Committee which consists of Tom Dow, (late of the Divisional Committee which originally reviewed her case) Marsha Cavell, Robert Neville, Kathleen Witten and Lee Ehrman, chairman. The Review Committee has written a recommendation, after questioning both Esther and Dean Howard, and has sent that recommendation to Frank Wadsworth, Vice-President for Academic Affairs. Wadsworth will eventually send his recommendation to President Kaplan for final review. Kaplan said Saturday that he expected to have a decision by the end of the week.

Members of the Faculty Review Committee have been reluctant to discuss what their recommendation to Wadsworth was, due to the secrecy and sensitivity of the proceedings. However, Lee Ehrman did say, "Anthropology well taught is essential, and my prime interest at Purchase."

One interesting development in the case concerned that of the missing student evaluations that were filled out by Newton's students. The alleged complaints being made about her feminist position and her ability to relate to males could be confirmed or refuted by a study of the evaluations. Student Senate copies of the final output from her evaluations show overwhelming student support for her. According to Newton, a few negative evaluations were singled out by the Divisional Committee; this claim was substantiated by the student observer present at the Divisional Committee hearing.

The evaluations were allegedly lost from either Eichner or Dow's office. Dow refused any comment and Eichner referred this reporter to Lee Ehrman. She referred this reporter further to Dr. Wadsworth's office. Wadsworth said, "All material has been returned to me, but I have not had a chance to look through it," - which would appear to signify that he is in possession of the evaluations. He too refused any comment on the affair itself.

There is more forthcoming.

RECOMMENDATION ON MACK: NO

By NINA RUBIN

Roger Mack, Asst. Professor of Sociology and Urban Studies is another casualty of Purchase's ad-hoc tenure procedures. Mack has not been recommended for reappointment when his initial 3-year contract ends following the 1973-74 academic year.

Professor Mack, who had the heaviest teaching and advising load in the college this year, is the only full-time faculty member in the Urban Studies program--the second largest social science "major" next to Sociology.

Though the issues are cloudy in virtually every tenure and reappointment case, and communication abysmally poor on all fronts, Mack's fate seems to rest uniquely on what the review board calls "faculty-student trust". A term they are hard put to explain, and which seems to bear little relation to teaching ability.

Regarding the first aspect of this charge, the committee report cites Mack's failure to make sufficient progress on his PhD dissertation as a "breach of trust" since his appointment was contingent upon its completion last year. Mack has since completed his thesis and has responded that his heavy teaching load was largely responsible for the delay. He notes that his assignment to Mt. Vernon CO-OP College last year greatly reduced his free time, forcing him to teach over the summer



ROGER MACK

in accordance with CO-OP's semester plan.

Moreover, his outside obligations include contracts for 3 books; a reader and text in

Urban Environmental Problems to be written in conjunction with Jack Leonard, a chemist, and a reader in Urban Studies.

The issue of student trust is believed by some to be a misinterpretation of some of the negative comments Mack received in his evaluations. While his evaluations were by and large positive, criticism pointed regularly towards a tendency to "come on strong" in class and dominate discussions. It should be noted however, that most of the negative comments came from lower division and cluster students, not those majoring in Sociology or Urban Studies. In nearly all cases upperclassmen and majors were lavish in their praise of Mack's teaching abilities calling him an "exciting and concerned" teacher who has participated liberally in community affairs and been a more than attentive advisor.

Urban Studies majors have come to his defense stating in a letter to Dr. Wadsworth that Roger's "involvement with innovative teaching methods, combined with a strong methodological and substantive approach to Urban Studies indicate great promise and have earned our confidence."

Professors in a number of Divisions have also written letters on his behalf stating that in their view, the recommendation not to grant reappointment was based on factors outside the 3 main criteria for

evaluating faculty: participation in the college community, teaching ability, and scholarship.

Dean of Social Sciences, John Howard, has since commented that Mack's teaching was always "a moot point".

There is a growing feeling that the recommendation reflects a basic schism within the Division which in simple terms amounts to the existence of an "in group" and an "out group". This does not seem unlikely in view of the fact that the two most controversial tenure and reappointment cases occurred in the Social Sciences. In this light, tenure has become a political rather than academic concern, and a battle rather than an evaluatory measure.

Last week students requested permission to attend Mack's final review hearing to make their concerns known. This is important since in many cases student evaluations were not reviewed until after tenure and reappointment decisions were made. As we go to press it is still not certain whether this request will be granted or if the opportunity to attend the hearings even remains--communications are such that as far as many faculty members understood, the final appeals ended last week!

GARDENS PROGRESS

By RACHEL BURROWS

A handful of people on the campus thought ahead this year and in the ugly frozen mud of winter they put together money and a place for a good sized garden. Late this spring, two or three of us started working on it--hauling horse shit from the Purchase Stables and using borrowed tools.

The first things to go in were cabbage, tomato and pepper plants in a small area that we had to carefully de-rock first, (the whole garden is quite rocky--there is even a place where the soil is almost pure gravel). Gary Faltico loaned his van and worked as much as his heavy schedule would allow, usually on Sunday afternoons. People stopped by at various times for various reasons and we got them to work for a half hour or so. The work got done.

Hoses were hard to find and pretty expensive, but other tools were easy to come by. Gary loaned us several other things including an adapter for the nearby fire hydrant so we can water the garden with a hose. Gary had rakes and sho-

vels and an abundance of melons and marigolds in the greenhouse way down Lincoln Ave.

We bought seeds. Swiss chard peas, beans, lettuce, zucchini, carrots, radishes, beets and more. I think we went a bit overboard on the beans myself, but they are good to munch on. From the Food Co-Op we procured a bag of raw peanuts and planted them. No one we know here has grown them successfully but it should be interesting to see what happens.

We planted nasturtiums and garlic to keep the insects away from the cabbages and the tomatoes, (also to keep them company).

An off-campus carpenter built a toolshed (I hung the door which has since rolled off) so we don't have to carry everything there and back. It also keeps the drinking water cool.

On Sunday morning, as this is being written, Webb is about to leave for the garden to put in some more pepper plants and some eggplant. Yesterday he and Gary put up snow fencing around the whole thing to keep various pests (rabbits for one) away. Garlic may not be entirely successful.

The garden will feed those of us who work it this summer. If the slugs don't get us (it seems a new batch just hatched) and the rabbits don't discover us.

P.E. REQUIREMENT STRUCK

The State-mandated undergraduate physical education requirement has been abolished by the State University Board of Trustees. The terms of the April 25th resolution which passed by a vote of 11 - 1 stated that each SUNY campus will be allowed to choose for itself whether physical education will be a requirement of a baccalaureate degree.

Introducing the resolution, G. Bruce Dearing, Vice Chancellor for Academic Programs stated that the provisions were never meant to disavow athletics or physical education. He felt that the resolutions would "remove the anomaly" of being the only curricular requirement enforced in a single field throughout the SUNY system.

Opponents of the resolution pointed out that successful programs of physical education have been implemented and will continue at campuses where the importance of educational merit in a physical education is stressed.

Harry Fritz, Buffalo Center Athletic Director, felt that the physical education requirement should be mandated to "serve the students who need it." Jon Dandes, Student Association president (SUNY - Buffalo) was highly in favor of the "local autonomy" imposed by the Dearing resolution, stating that the trend was a good and positive one.

Board member William D.

Hassett, Jr. said he was tempted to vote against the resolution. He felt that students are "all prone to be a little sedentary" and are not likely to keep their bodies physically fit unless proper encouragement in the form of well structured programs was offered. However, he felt that in his academic evaluation, no single discipline should be enforced.

The dissenting vote was cast by Board member Thomas Van Arsdale. He agreed with the trustee's position that it is not structurally consistent to have specific programs mandated. He warned, however, that since the physical education requirement is now optional, "most students will elect not to be bothered by it." He pointed to the concept of mandated calisthenics programs within European countries, adding that for those students pursuing a vigorous course of study, "force in this instance is good." Mr. Van Arsdale stressed the fact that the Board's major concern was not in sporting events or equipment but in the physical well-being of students.

Because there is no allowance given for athletic scholarships at any of the state colleges or universities, Mr. Hassett said he would look into the possibility of initiating a scholarship program for gifted athletes. Intercollegiate scholarships are currently not offered in the SUNY system.

TRUTH SQUAD CREATED

BBB'S New Truth Squad will tour Westchester Alerting Public to Pitfalls of Pyramid Selling

A mobile "Truth Squad" has been setup by the Westchester Better Business Bureau and it will tour the county seeking out consumers who are solicited to attend so-called "opportunity meetings" and then urged to invest considerable sums of money in certain multi-level selling schemes recently described by the Iowa Supreme Court as a "cancerous vice."

Formation of the "Truth Squad" was prompted by "our concern over an ever increasing number of calls from the public asking advice on whether they should invest sums running as high as \$4,800 in these pyramid selling plans," according to the BBB's executive director, W. Richard Bruner.

The bureau chief said that representatives of several of these companies have extensive operations in Westchester soliciting investments from people of all ages, including high school students. One mother called the BBB and pleaded for immediate advice: "My son wants me to withdraw \$1,200 from the bank right away so he can invest and make a lot of money fast."

Pointing up the seriousness of the situation, Mr. Bruner said that bureau speakers appearing at various civic functions throughout the country have been told by consumers that many local workers have quit good jobs at major companies in the area to sink their savings into such plans.

Only recently the Department of Consumer Affairs in New York announced that it was investigating complaints about the following companies allegedly using pyramid sales: Action Industries, Alexander Taylor, Amperprise, Bestline, Bob Cummings, Inc., Cash-check, Computerex, Dare to be Great, Futuristic Foods, Galaxy Foods, Golden Products,

Guardiante, Holiday Magic, Koscot, P.R.I.C.E. Club, Princess Club of America, Regency Ltd., Sta-Power and Steed.

"We urge the public, including members of the BBB's Consumer Advisory Council, to keep us informed whenever they hear that an "opportunity meeting" has been scheduled," Mr. Bruner stated. "We urge you to call the bureau on our special phone line, 428 - 1232."

When we get word that such a meeting is planned, our 'Truth Squad' will move out and park the bureau's mobile office at the scene to answer questions of consumers on the way in as well as on the way out of the meeting," he continued. "We will also distribute free copies of a new booklet called, "Tips on Multi-Level Selling Plans."

Some multi-level operations involving door-to-door selling do provide reasonable part- or full-time employment to people who want to sell products. Other operations, however, assume a pyramid or chain distribution approach that concentrates more on bringing people and money into the operation, rather than on the sale of the product.

Other companies concentrate on the quick profits to be earned by recruiting others to invest, who in turn will recruit others, and so on. Commissions and bonuses are paid for recruiting other investors. The merchandise or service to be sold is largely ignored, and little or no mention is ever made about market saturation. Promised national advertising support seldom materializes.

"Early investors in these plans probably have done well at the expense of other investors a few rungs down the ladder," Mr. Bruner said. "Few of these companies provide investors with exclusive territories and, unhappily, they learn too late that most people quickly run out of customers made up of relatives, friends, and neighbors."



SASU JOINS PURCHASING COOP

SASU Press Service

The student Association of the State University, in an effort to expand its services to students in SUNY, has joined a buying cooperative called Purchase Power. Through Purchase Power, an organization with a wide consumer base and many participating dealers, students may buy products priced over \$150, including domestic and foreign cars, stereos, pianos, organs, major appliances, TV's, encyclopedias, carpeting and more at little more than dealer cost. Purchase Power also provides many low-cost travel packages.

Products bought through Purchase Power will be bought at the lowest price available, and will have the same privileges of guarantee and repair as products bought at normal prices.

Purchase Power provides a monetary guarantee that you cannot buy the same exact product at a lower price anywhere. If, within thirty days of your purchase, you find the same product at a cheaper price, Purchase Power will refund to you the difference in price plus an additional 20% of that

difference. Because you make a purchase at a discount price, if you do not receive satisfaction from the dealer for any obligation guaranteed with the product, write a letter to Purchase Power and they will handle your problem. The dealer is more likely to respond to Purchase Power since they would not like to lose the many customers Purchase Power provides them with.

When you wish to make a purchase, call up Purchase Power at their toll free phone, 800-631-0970, or if you can't get through, call collect at 212-687-4880. Purchase Power will then provide the name of the nearest participating dealer and will send you a certificate good for the purchase of that product for 30 days.

Make an appointment with the dealer and bring with you your certificate, your college I.D., and an exact description (for cars, a written list of model, color and options) of the product you intend to buy. Before you make your purchase, you may ask the dealer to see the Purchase Power Price Instruction Manual. The price must be quoted according to the guidelines set forth in the Manual. When you make your purchase, the dealer must collect a \$1.00 service fee for Purchase Power.

EDITORIAL

Since its inception THE LOAD, has not made clear to the Purchase Community what its purpose and function in that community is. At times THE LOAD has been used as a political instrument by the editors to accomplish what they felt was in the interest of the student body. The editors did this because until now there were no established student leaders of the student community or representative body working on behalf of the students. Also, the administration and faculty had numerous political instruments at their disposal, and the editors felt that they had to assume some sort of elitism to keep a student foot in the policy-making door.

Information concerning tenure developments has been held out of this issue because this information might jeopardize certain procedures that are still being carried out. In the future, when confidential information is made accessible to members of THE LOAD staff, they will define clearly the capacity in which they are functioning. After this issue, information given to members of THE LOAD staff, functioning in that capacity, will be printed.

There should be no reason for us to have to withhold information for political reasons because all information concerning the governance of this community should be made public. At the inception of the next academic year, we will publish all confidential information concerning tenure that we now hold. We will also press and continue to press the administration to make all future governance and tenuring proceedings entirely public and to clear up rumors concerning present procedures that are now circulating around campus.

Andrew Hugos
Nina Rubin
Adam Nagourney

LETTERS

Listen, I can tell you anything you want to know because I'm always right and I never lie. Let me tell you a little bit about myself. I'm from Long Island and that means I'm cool. I've been to Israel and Europe. My father's rich. I've always gotten everything I've ever wanted. Man, I got into the Dead when I was three and I know everything about drugs because I've taken them all...man...

Anyway, don't you think she's a moron, and he's burnt and I did that when I was 14. I'm better than they are and that's why I talk about it so much. PLUS...

I'm an intellectual, man. I get involved with heavy topics but let me tell you about the time that me and my friend Betty and her boyfriend were in this van and they were making it in the back seat on the way up to Woodstock.

And I call my profs by their first name 'cause I'm smarter than they are...man...

Hey Jack, did you see this wierd article in the LOAD puttin' everyone down man, you can actually see the people being written down. Isn't it wierd how normal we are compared to everyone else?

Like I was sayin...I'm an artist and those Continuing Ed students are lousy and those dancers and those L and S people. I can speak Hebrew man, and now I'm a feminist. Wow, that means I can fuck anyone I damn want or I can remain a virgin until I outgrow my fear of sex and alibi my fear. Isn't that Andy such a Chauvinist? All men are the same. Conclusion: Unless Pete Russell changes his admissions policy to limit the number of spoiled, prickly, suburban princesses and princes, I'm going to transfer because I'm too good for this place and I'm better than the rest of them and iiiiiviiiiiii Iiiiiiiiiiiiiii

Hey You...you're thinking this isn't aimed at you but IT IS.

Some experiences you gotta share. Wop bop a loo bam boom and here I am at an estate in Westchester County--a progressive school. It's all too much; a swim-

ming pool, formal gardens. Goodbye Philly streets, bye bye. Under a tent and it's pouring. The sound was exciting yet peaceful. There were about two hundred and ninety-nine other people sitting around looking, taking it all in.

Speeches and a whole trip, but it was fresh, much like the rain that continued. The vibes were outasight, real clear heads. When you have alot of people in one place, all there because they want to be, the positive energy crackles crisply.

Yeah it was flipped out. I was riding a three day wave that wouldn't quit, my godhead singing and everything all a flowing:

Coming down off the wave and riding the surf in was strange. Standing on the beach was a reality that was somewhere else for about six months.

I'm beginning to "grok" it better these days. The reality of Purchase is different from its ideal. While I was riding the wave I was seeing creativity, however the first class I had here was Philosophy of Education. Whitehead, Dewey, Plato and education, creativity and potential. For awhile Purchase was traveling the same wave. The administration purchased a fab board, but was not into the trip. You can tell by the ride they haven't felt the wave. Naturally they have trouble riding it. Man do they even know there are waves?

See, now this is beginning to make sense. If the administration of the faculty are not conscious of waves they not only miss the rush but the experience. No wonder we are having difficulty relating. Even though Purchase may rap about the waves it's like Laing. You can't see what you can't see but you can think that you can see what you can't see. Should some of our energy be directed here, to the wave? Will this help to straighten us as a community?

OK! So how does it all happen? How do we gain that trust? Can we all recognize the equality? A division of energy? We have inherited a large farm; a rural trip. Can we tap that energy here?

Even the name of this school is tripped out--so many connotations, multi-dimensional.

Purchase, buy what man? What are you going to Purchase? I would like to Purchase this item.

Yes YOU friend, you can Purchase the Bob Bezento elixir only \$14.95 at your local neighborhood magic theater.

I would like to Purchase something here. You seem to offer a great variety of quality. I'm not exactly sure what I want. You may have something here for me now. May I take my time and browse?



THE TREE REVOLT

By AMY ROTH

The student body of Perchance College was buzzing with the news. It was early Spring; thirty-five blooming evergreen trees had just been admitted to the college and stuck firmly in their respective holes alongside the dormitory. Staunchly they guarded the carefree students in their new abode. Often students would stroll by on their way to the parking lot or Crummy Cafeteria North and often they would giggle and stare at the proud Christmas trees. But the trees never budged, so strongly impacted in the mud were they, and unperturbed at the student's behavior. They were wise and knew the ways of students.

About a week later, on a glorious Spring day when the sun's brightness made the trees lift their arms a little higher and the sky's blueness made the mud's brownness stand out in sharp contrast, thirty-five more evergreen trees arrived at Perchance College and demanded entrance. They were tested for their intelligence and endurance and promptly sent out to a narrow strip of land next to Crummy Cafeteria North directly facing the older trees across a green field. Great disturbances arose amongst the old guard for they had not been informed of the new arrivals. Numerous rumors began to circulate and as the newcomers aligned themselves the wise old trees came to the conclusion that the new ones must be there for no good.

The wisest, oldest tree spoke up: "Those trees look young and flighty like the Per-

chance students. They are not here to guard the students and they might even be here to attack them. It is our duty to attack and conquer the new evergreens before they become completely corrupt and do harm to the Perchance Community."

And all of the trees listened to the old wise ones and nodded their heads wisely.

The next morning, a grey and muddy morning, while the students were under their quilts or in their classes, the old Christmas trees attacked the new ones and a bloody battle left the green field stained and scarred. The young trees were quite confused and unprepared for battle, but they fought valiantly. Many trees were injured and lay strewn across the grass and mud, silent in their pain and exhaustion. One young evergreen was killed. In the afternoon, the administration of the college frantically recruited reinforcements and tried to warn the students of possible danger, but the students turned their heads, oblivious to their pleas and to the violence around them.

The trees fought once more but their strength was ebbing in spite of new lines of troops. By evening the field was quiet. The young trees had lost too many of their number and the old trees, in apprehension and bewilderment, sent over a representative to the other side. The old wise ones regarded her warily but listened to her speak. "We did not come here to attack you. We came here to guard the new dormitory to be built behind Crummy Cafeteria North and to watch over the students when they play frisbee and football on warm days. We are younger and not as wise as you but we do not wish to fight."

And the old wise ones nodded wisely and signed a peace treaty.

The next morning, when the sun shone, the students awoke from their stupor and began to talk excitably about the new lines of trees and the poor trees still lying by the parking lot and on the field. We know there have been many speculations as to the cause of these developments, but this is the true story of the Christmas revolt. We hope that the students of Perchance College will take heed and regard the trees with new respect; evergreens don't really like to be giggled and stared at. We hope that from now on they will be viewed, along with the mud, as a vital part of the Perchance Community.

Return next year for "The Cement Lamp Post Saga":

KNEELING BY THE EXPRESSWAY

BY CHERYL KEMPLER

Industrial Connecticut, to say the least, isn't very pretty. If you've ever driven down a super-highway christened Route 84, I suspect you know what I'm talking about - the landscape is painted in grey and brown - for smokestacks, hospitals and hamburger stands permeate the atmosphere. You're going along placidly taking in this garbage when all of a sudden, your eye catches something, something impassible, high on a mountain over-looking beautiful 84. It's a giant cross, whose color is sort of a honey-bee yellow. At night, it's fluorescence illuminates the area. And you're right, it is very big. Well, there's not just one neon cross up there, there's a whole city - Jerusalem.

Holy Land, USA (or so the neon sign tells you) is an exact replica of Jerusalem in Christ's time; complete with catacombs, stone sheep, and crucifixation. It's been a long time since I was up there, but I can remember it well; the lifesize icons, the signs, the menorahs. Menorahs? Well, Mr. Greco, the Waterbury celebrity who built the Holy Land, didn't

quibble history. What it cost to build the place, I would not venture to guess, but Mr. G. has plenty more where that came from, for he is constantly improving his baby. He walks around town, cheerful and friendly saying, "Gawd bless you," to all of his friends.

Little else is the cheerful soul but on occasion his Word is heard on the local phone-in radio programs. He tells us of the great nation, Gawd and apple pie. He would chuckle and tell all the great audience not to worry about the grape-pickers, Negroes or Vietnamese. He always laughs, because, as my mother says: with a brain that small, and a bank account so large; he must be a very cheerful person.

Holy Land is closed in winter.

But last year, my urban affairs class took a little excursion up there. It took on an eerie affect, with the dead naked trees, moaning wind, and frozen sheep; and was infinitely better.

Wherever you are, Mr. G., may Gawd shine his neon light upon your head.

HYPNOTIST Causes Uproar

BY ANDREW HUGOS

Campus Center South was recently the scene of a thought-provoking hypnotic 'freak-put' perpetrated by David Kolish, hypnotist. His May 23, Wednesday night performance was sometimes fascinating, sometimes horrifying and brought to light some uncomfortable questions about the existence of free will and the inner workings of the human mind.

Kolish began the evening by explaining that he possessed a sixth sense and demonstrated it by picking out a member of the audience and guessing the exact amount of change in his pocket.

After a few more stunts, he blind-folded himself by putting two silver dollars over his eyes, covering his eyes again with tape to hold in the silver dollars, covering his eyes again with a black mask and then putting tape over the mask. By taking away his vision, he claimed, he sharpened his sixth sense. Two assistants, selected by Kolish from the audience, collected five personal objects from five members of the audience. When they held these objects close to his head, he was able to tell what they were, what color they were and often what some of the character traits of the owners were.

When he had removed the blind-fold, he told the audience that he had had a 'deja-vu' the previous night that told him of the existence of three people and what they would choose if a certain choice was put to them. He called out the names of these three people and they were all present. "You are going on a trip," he told them. "Now, I want you to decide where you are going, what kind of car you will have and what color it will be." "Free will exists, right?" he said almost facetiously, "and you are free to make any choices you wish, but I tell you that I have predicted what you will say." The three people said that they would go to Massachusetts in a green Volkswagen. Kolish produced an envelope that was sealed and signed on the seal before the performance by a woman in the audience. The woman came up, identified the envelope and opened it. Inside was a piece of paper dated May 22, which said that these three people would go to Massachusetts in a green Volkswagen.

The performance stopped for an intermission before Kolish began the second half of the show - a demonstration of mass hypnosis. He told the audience that hypnosis is a state of mind similar to sleep in which the body is completely relaxed and the mind is extremely open to suggestion. At his request, some twenty volunteers came to the front of the room to undergo hypnosis. He reminded them that only the most creative, intelligent minds usually respond successfully to mass hypnosis.

Within a minute, Kolish had successfully hypnotized about half of the volunteers. He asked them to imagine that they were painting an ocean seascape; each subject obeyed him. They followed his every instruction and when he wished to concentrate on one subject, he told the others to sleep; they slept.

Kolish regressed one woman to age six and asked her to write her



name on a chalkboard; she printed her name in large, first grade letters. Then he asked her to spell "geometry" her answer was J-E-O-M-E-T-R-E-E.

He placed another subject on the floor and told him that a 500 lb. weight was on his stomach. "Get up," he ordered the subject. The subject could not. Kolish pointed out that the mind is extremely open to suggestion under hypnosis, but it is also open to suggestion normally. If a person in every day life believes that he/she can not accomplish something, just as his subject believed he could not get up, that person usually doesn't accomplish anything. Moral: Think positively.

At the end of the performance, one of Kolish's subjects awoke, without him realizing it, and left the room. Apparently she had trouble dealing with the psychological affects of hypnosis and was in a nightmarish situation. At the insistence of the audience, Kolish tried to calm her and bring her out of the hypnosis.

When he returned, he insisted that he had handled the situation competently and the subject was alright, although there were reports from other people to the contrary. For the next hour, members of the audience pressed Kolish, often in very excited emotional tones, to explain what had happened. They questioned his right to subject people to potentially disturbing psychological situations. Kolish often reacted defensively. He contended that the person volunteered to be hypnotized and that her outbreak was not necessarily a result of being hypnotized, but was something that could have occurred at any time. He asserted that even if hypnosis did bring it on, he could not be held responsible for the problems of his volunteers.

After long, repetitive discussions with members of the audience on the subject, Kolish left. Neither he nor the audience left with a complete understanding of each other's contentions and Kolish failed to convince everyone that mass hypnosis is safe and entertaining.

PHOTOS BY JUDY PSZENICA



dents was responsible for the organization of that meeting and present at both of them. In fact, at the second one he reiterated the decision not to have an outside speaker.

Technically, the Chancellor is a member of the faculty of every SUNY campus, but to deny that he is an outsider, because of this, is ridiculous.

It could be that the president, as so many are, was not aware of the decision reached by those further down the ladder. If this is the case, then Dean Redkey would seem to be at fault. However, notices were posted all around campus telling the seniors about our final meeting and also about the decisions reached regarding the question of an outside speaker.

Are we to believe that the president did not see this notice? Furthermore, even if he didn't is it not incredible that Dr. Kaplan would not be concerned enough to inquire about the first graduating class

and its plans. Could he be that out of touch? I know that the communications network at school is very, very, poor, but could it be that bad?

There seems to be two courses of action to take. The first is to accept the decree, to take an attitude of "what the hell", "what difference does it make?" I imagine that many will be inclined to do so. After all, it's almost over and 15 minutes more won't matter. To you I have only one thing to say. If you do not respect your own decisions, who will? The second course of action is possibly a bit more difficult. It would entail not accepting the decree; to formally protest to Dr. Kaplan against such action.

Personally, my conscience would not allow me to accept the first course of action. My own personal wishes have not been realized many times in my life and I have been forced to accept them.

LIBRARY NOTICE

All books are due in the Library by Friday, May 25, but no fines will be charged for books returned by Friday, June 1. If you need books charged to you after June 1, come renew your books for as long as you need them. In this way you will avoid fines.

If you have lost of misplaced a book, or a friend has lost a book borrowed in your name, let the library know at once. No fine will be charged from the time the library is notified it is missing. We will allow a reasonable time for it to be returned. If it is not returned, you will have to pay the replacement cost of the book but you won't have to pay a large fine as well.

Remember, if you lend a book to a friend, the Library still holds you responsible. If a friend needs a book which is charged to you, it is best to return the book and let your friend charge it out in his or her name.

People with outstanding fines or other problems will not be able to register in the Fall until they straighten out all problems. So do it now and avoid paying fines for the whole summer.

Books may be charged out over the summer. Books to be borrowed must be ones needed for study that are not readily available in local public libraries. We will need your summer and home address.

A reminder--the Library can borrow almost any book you need. If the librarians can find the book in Westchester County, it will take about one week to get it. If they have to go outside the County it will take an average of 2 to 3 weeks.

MOGLEN GETS FELLOWSHIP

Helene Moglen, Associate Professor of Humanities at SUNY, Purchase has recently been awarded a fellowship by the American Council of Learned Societies in a national competition. The award is for post - doctoral research in the humanities and related social sciences.

The American Council of Learned Societies, with offices at 345 East 46 Street, New York, New York is a private non - profit federation of thirty-nine national scholarly associations devoted to the advancement of humanistic studies in all fields of learning.

This case is quite different though. This decision about an outside speaker was given to us to make and we agreed that there would be no outside speaker.

Therefore, I strongly urge you to stand by your rights and take the second course of action. I would hope that President Kaplan would graciously comply with our original wishes. The decision is yours.

SASU to Meet 6/8

The Annual Meeting of the Student Association of the State University (SASU) will be held on June 8, 9, and 10 at the State University College at Potsdam Camp, at Star Lake, New York. Star Lake is located forty miles east of Watertown, and fifty miles southeast of Potsdam. All delegates, student government leaders, student newspaper editors and personnel, and radio station people are cordially invited to attend this most important meeting. On the agenda so far is the election of the 1973 - 4 SASU officers, and the adoption of the 1974 SASU Legislative Program.

SENIORS' SPEAKER CHOICE OVERRULED

Recently, a decree has been passed down from on high which is very important to you as seniors. I am writing this article because I know that many of you will find out about it too late to do anything about it.

First, Chancellor Boyer will speak at our graduation. Under normal circumstances such a notice would not have excited me. However, I distinctly remember being present at two meetings of the senior class at which the topic of an outside speaker was brought up. I also remember that a vote was taken which was overwhelmingly, if not unanimously in favor of not having an outside speaker.

Ed Redkey, Dean of Stu-



By SUSAN DIBBLE

On Thursday and Friday, May 17 & 18, the dance department showed some dancing, works in progress. Feedback was generally enthusiastic, and most everyone participating felt the performance was a positive accomplishment. But I don't feel that I can say too much, because my opinion is subjective, and to review the concert correctly, I should have not been a part of the program. But my participation was slight and I felt as much a part of the audience as anyone, so I will make a few comments.

I thought that most of the work was performed with grace and positive energy, and that some people who I haven't seen show much spirit, especially in classes and day-by-day work all year, came through with new and surprising color. I think there was a great amount of this kind of thing in Anna Sokolow's LYRIC SUITE and in Michael Uthoff's new piece with the piercing voice and religious quality of movement. The dancers

carried their dramatic ideas cleanly. Some were more tuned up than others, but that always happens.

To change the mood, since I'm uncomfortable with this review, I'll say that I think we've gotten somewhere, and I am surprised and hopeful for even more productivity next year. I was also impressed with the overall support and enthusiasm from the other performing arts departments. Though each department has kept to itself this year, there is a warm and genuine feeling of appreciation in response to one another's accomplishments...

And this is the last piece of writing about the dance department for awhile but next year there should be a lot of interesting things to observe and talk about. There will be 75 dancers next year to begin with.

NOTICE: THE BEANE REVIEW will be on Thursday night at 8:00 p.m. in the museum. Please come and watch some student works. And the first tap dance number at Purchase!

ROCKY INTRODUCES ED \$ BILL

Governor Rockefeller has sent to the Legislature a bill to deal with problems immediately facing the State's system of public and private higher education pending completion of analysis and development of proposals stemming from the recently released report of the Keppel Task Force on the Financing of Higher Education. The package proposed to:

- Expand State aid to private colleges (Bundy aid) by \$8 million by increasing the aid formula so the State would pay \$600 per baccalaureate degree, instead of the present \$400, and establishing new awards of \$200 for each associate degree conferred by two-year colleges.

- Establish a new \$4 million program of "special incentive aid for private colleges to encourage them to expand their enrollments and to accept low-income students."

- Establish a special \$3 million Emergency Fund to assist private medical, dental and other graduate or professional schools which are "experiencing dire fiscal problems."

- Continue for another year the \$3.3 million program of "special emergency assistance" to Brooklyn Polytechnic Institute.

- Authorize City University of New York to charge non-residential students sufficient tuition and fees to cover up to two-thirds of the operating costs per student and eliminate the provision requiring counties in which such students reside to pay CUNY charge-backs (this currently amounts to \$3.6 million

for the 5,000 suburban students attending the City University.)

-Reduce the membership of the Board of Higher Education of New York City from 21 members, all appointed by the Mayor, to ten members, half appointed by the Mayor and half by the Governor, to "reflect the large educational and financial involvement of all the people of the State in this venerable institution of higher learning." This proposal was immediately denounced by Mayor Lindsay as a threat to the City University's no-tuition and open admissions policy and "another blatant attempt by the Governor to bulldoze his way into the affair of the city."

Task Force on Women Created

SASU PRESS SERVICE

Commissioner of Education Ewald Nyquist has announced the appointment of a Task Force on Equal Opportunity for Women charged with the responsibility of making recommendations to him for mobilizing the State Education Department's resources to eliminate sex discrimination - both within the department and in schools and colleges throughout the State. The Task Force will examine recruitment, employment, salary status, and promotion of women in professional and managerial positions; the elimination of sexual stereotyping in curriculum materials; and equal status of women with men in educational programs including their admission standards.

Student Ass. cont.

gates from each area.

Designated as member institutions of the Assembly are the following: The graduate and undergraduate divisions of each of the four University Centers; each of the 13 State University Colleges; the six Agricultural and Technical Colleges, the College of Environmental Sciences and Forestry; Maritime College, the College of Optometry, Empire State College; the Upstate Medical Center and the Downstate Medical Center. Assembly membership, including community college representatives, would total 66 students. Officers of the

Assembly would be a chairperson and vice-chairperson elected annually by the campus representatives.

The Executive Committee of the Assembly also would be elected at large by the membership. It would comprise 13 elected members, plus the chairperson and vice-chairperson. Membership must include at least one representative from the undergraduate and graduate division of a University Center, a University College, an Agricultural and Technical College, a Specialized College or a Medical Center and a Community College.

The Executive Committee would act on behalf of the Assembly between regular meetings and meet periodically with the Chancellor or his designee.

TRUSTEE RESOLUTION ON STUDENT ASSEMBLY

Resolved that the following statement on the Student Assembly be, and hereby is, adopted:

We strongly endorse student participation in University-wide governance

Students are directly affected by their University experience and because of their unique viewpoint merit special consideration as an important constituency in University governance. Decisions affecting the University must be based on reliable facts and informed opinions. Sharing perspectives promises enhanced confidence. Working cooperatively is self-evidently educational.

Sound and manageable governance procedures must be created to assure these advantages. They cannot be obtained by excessive formalization and legalization of governance prerogatives which destroy informality and simplicity. Candor and free exchange of ideas are likewise inhibited by any concept of governance viewed as special interest bargaining.

A discrete entity composed of students functioning within and for the benefit of the entire University and organized to ad-

vised the Chancellor and the Board of Trustees offers the best opportunity for a solid first step in involving students in University-wide decision making processes.

A Student Assembly should have broad based representation from all units within the University. Assembly representatives should be students in good standing in the University who are elected regularly to serve. The Assembly should develop communication channels with its constituency both for soliciting opinion and ideas and for disseminating information and decisions.

As the University changes, so too may the patterns and forms under which students partake in University governance. The Student Assembly is an essential beginning; and, be it further

Resolved that the Articles for the Student Assembly set forth in Attachment 'A' be, and hereby are approved; and, be it further

Resolved that the Chancellor shall communicate the contents of the foregoing to student government presidents. The Board of Trustees shall recognize the Student Assembly upon satisfactory evidence of ratification by students at the state operated units of the University.



KITE FLYING

PHOTO BY JUDY PSZENICA

On Tuesday, May 22, a kite-flying contest was held. The contest was held as part of Dr. Erwin August's new physical education program at Suny, Purchase. The contest was typical of August's program which represents a different approach to physical education.

The object of the contest was to put a tail on the kite and get the kite into the air before any of the other contestants. The winners received a prize - a cup (coffee cup). David Sarokin and Judy Zuckerman went home with cups. Martha Hudzietz didn't win anything, but she laughed a lot and looked pretty trying.

By FEISTY JEFF

For those of you who have nothing to spend your \$2,000 Scholar Incentive checks on, why not buy some stereo equipment. If you don't learn anything here at least you'll have a good time boogeying.

The previous "Biased Buyer's Guide to Stereo" (LOAD 4/18/73) focused on the entire price range of loudspeakers. The components recommended here will all be in the low to moderate price range. Just a couple of things to remember once more:

1. Check the backs of Hi Fi magazines and the VOICE for listings of wholesalers (also listed in previous article). Prices quoted here are list. Figure at least 30% off list for stereo components at wholesalers, except phono cartridges where you figure at least 50% off list price.
2. Go to a retailer first and get a demonstration of the components you are interested in. This is important because the only real difference between top rated components at each price bracket are the different types of gizmos and gadgets they employ.

F.J.'s Biased Guide to Stereo Components

Headphones

Senheisser HD-414, \$39.95. Extremely light, comfortable. Best sound per dollar.
Koss Pro 4AA, \$65.00. Nothing better up to electrostatic headphones.

Phono Cartridges

ADC 220 XE, \$20.00
Grado FTE, \$19.95
Shure M91ED, \$54.95
ADC XLM, \$50.00

Good sound. Spend only about \$9.00. These cartridges will grace even the \$2,000 system. Cartridges made by Empire, Stanton, Shure, Pickering ADC, Ortofon, are all generally reliable. However, below \$30, only Shure, Grado and ADC have really quality items.

Tape Recorders (make sure you take note of what features each machine has).

Cassette Decks-Cassette decks above \$200 (and several below) are true hi-fidelity machines. Don't overlook them just because your \$20 cassette machine sounds and smells like gorilla fart.

Harmon Kardon 1000X, \$299.95
Advent 201, \$280.00
Sony 134 SD, 1615D, \$239.00-\$299.95
JVC 1667, 1668, \$199.00, \$259.00

Just a tiny sampling of the many good decks.

Reel to Reel

Ampex 300, \$250. Beautiful controls
Sony TC-377 \$390 Beautiful body
Wollensack 6154 \$320 CIR has this model except with speakers.

Turntables

You must choose whether you want a manual or an automatic. Each has 100 advantages and disadvantages.

AR Manual, \$75-87. Just a box and a tone arm. Who needs more?
Garrard 40-B, \$45. One step above the sleaze.
Garrard S1-55B, \$60. The lowest price quality automatic.
Dual 1215, \$110. Best lower priced automatic. (Above \$150, Garrard, Elac/Miracord, Elpa, Dual, and BSR all make fine quality automatic turntables. Above \$175, Rabco, Thorens, Toshiba, Empire and Panasonic all make super woopie manual turntables with every possible gizmo under the moon.)

Unlike "Time" and "Newsweek", I hesitate to label anything new as a movement or a phenomenon. Sometimes, however, it applies. Over the past year or so, I have seen a new breed of comedian appear. His repertoire no longer includes the standard mother-in-law jokes and other banalities that used to greet us every Sunday night on the Sullivan show. It is much more likely to include raps (for lack of a better word) on drugs, politics, and other things that were once considered taboo. Perhaps the "new comedian" is not so new after all. Lenny Bruce was going into bits on homosexuality, drugs, and religion more than seven years ago. Like so many things in American life, death finally brought recognition, which led to Lenny's being mentioned along with his latter day colleagues and/or imitators, Cheech and Chong, George Carlin, and perhaps the most refreshing comedian of recent times, Robert Klein.

Refreshing? Suffice it to say that Robert Klein is rather original in his subject matter, if not in his delivery which is sort of reminiscent of Carlin's. Unlike Carlin and Cheech and Chong, his raps are not about drugs (I find stoned humor as tasteless as drunk humor) religion, or politics. Unlike Carlin

Record Review: Robert Klein

BY JEFF SALKIN

he does not resort to "hey, man" in his delivery, although the voices are similar, and does not include a ten-minute rap on crude body noises in his routine.

Klein's humor is so delightful because it includes the best sort of humor--the laughter of self-recognition.

Klein is so typical that he's hilarious. What could be more typical than a New York kid going to DeWitt Clinton High School after graduating from P.S. something ("We sang SONGS to NUMBERS!") where he was taught by teachers in black dresses whose main purpose was to maintain silence and dignity within the classroom atmosphere ("Children, NO TALKING!") His was a childhood accompanied by fears that the Russians would bomb at twelve o'clock, with periods of crouching under his desk with his ass to the window ("That's what it said--'Put your ass to the window', signed, Averil Harriman, Governor"). Like all of us, he remembers school lunches that

India rejected ("Frankfurters are sacred in our country, we can't eat them.") and remembers his first horniness and the fifties morality (Of course I respect you, now just let me touch your tits.). He remembers it all, with laughter, with self-consciousness, and with an easy-going style that could have been pulled off easily by sitting around with a bunch of good friends in the wee hours of the morning and reminiscing.

Most comedy albums are good for one listening, and then they've had it. Robert Klein is an exception to the rule. Many times the humor increases as the record gets more firmly entrenched in your memory. This is especially true of his raps on various items in the media. His F.M. disc jockey, for instance, which should be compared to Carlin's "Wunnerful WINO". Klein's F.M. disc jockey makes small talk with the engineer at 4 A.M. and then introduces us to Harry, of the best furniture store in Harlem. For anybody who has ever killed an entire night listening to the radio, this rap will evoke howls of laughter, especially when Klein gives the time for two minutes in a row ("It's 4:01 in New York City. Temperature, a little jump there--102 degrees,

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Amplifiers, Tuner, Receivers (amp and tuner in one)

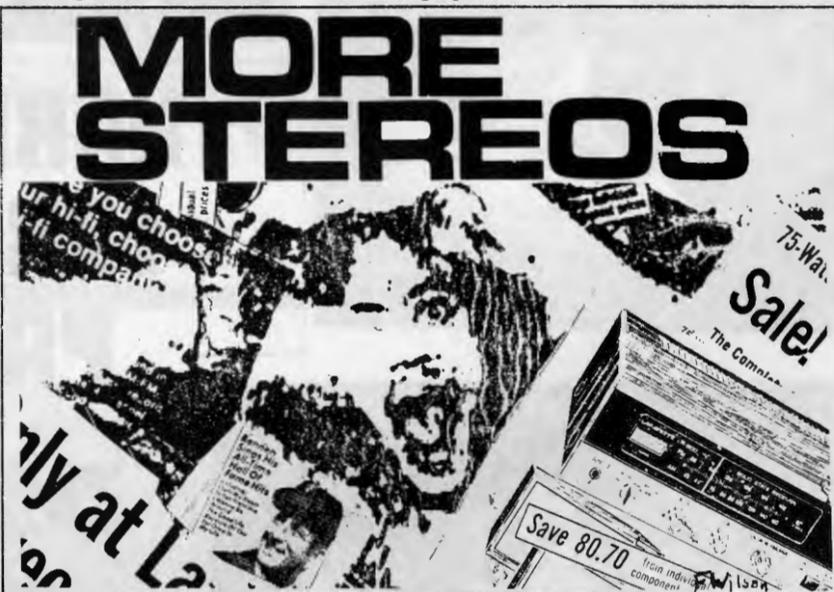
Note: I consider (so do many others) Dynaco products by far the best buy. This ratio of best sound per dollar is further increased by building Dynacos in the form of kits, which reduces the price 30% more. Some of their products are:

SCA-35, (amplifier \$100, \$80 kit)
SCA-80Q (80 watt amplifier, \$250, \$160 kit)
FM-5, (tuner \$250, \$150-kit)

Amplifiers

Sony TA 1010, \$123.50 22 watts/ channel RMS
Sony TA 1150, \$229.50 30 watts/ channel RMS
AR \$265.00 50 watts/channel RMS

Also consider Kenwood, Sansui, and Pioneer who all make low-cost amplifiers. The top of the line Lafayettes, \$95-\$130 are very good too.



Tuners

Marantz, Sony, Kenwood, Pioneer, Sansui, all have high quality tuners for about \$150.

Receivers (amplifier and tuner)

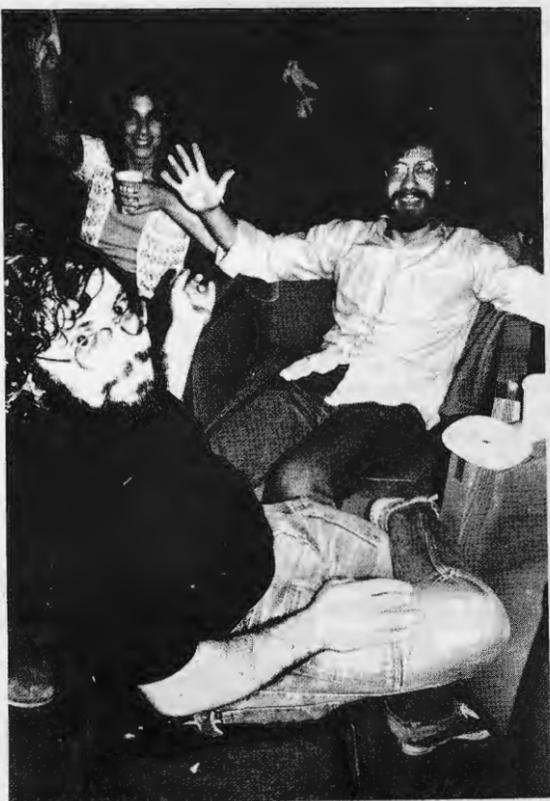
Sansui350A \$215, 20 watts/channel RMS. Above this price every big name audio company has a complete line of receivers starting at \$250 and going up to \$500. Choose your receiver by power and features offered.

Compact Systems (Amp, Tuner, Turntable, Speakers and sometimes tape in one package)

KLH 26; \$250 10 watts/channel
34-FM, \$330, 15 watts/channel
35 \$550, 20 watts/channel

KLH makes the best compacts at each price level. Altec Lansing, \$750, 45 watts/channel RMS-BEST! Electro Voice Landmark1000, \$400. A small system that is almost the equal of the KLH 35. (20 watts/channel RMS)

One final note: The RMS, power rating in watts, is the only totally truthful rating. If you see a power rating in terms of IHF (50 watts/channel IHF) then you can assume the RMS power (real power) is 40% lower. i.e., 70 watts IHF= 42 watts RMS. Peak power (100 watts peak) is just the RMS power rating times 4. In other words, it's bullshit. Make sure when you ask how much power a component has that you ask in terms of RMS power.



HARD CORE FAREWELL PARTY

PHOTOS BY DOUG MILLER

MAY

26,

1973



1973-74 FILM SERIES

BY ADAM NAGOURNEY

The Center for Instructional Resources (CIR), with the assistance of Curtis Taylor, Matt Vogel, Rick Shaine, Michael Baird, Sy Zachar, and Bob Harris, is presently setting up the film series and events for the 1973-74 academic year.

The Sunday Night Film Series will be conceived differently from the one of this year. As opposed to presenting two fairly recent films, one silent film and one sound film will be shown together - the films should be interrelated in some sense. The silent films will be accompanied by music performed by instruments ranging from the piano to a string quartet. Many of the more recent films have been unavailable to the school

this year due to the lack of the necessary 35mm film equipment. The proper equipment should be arriving early next fall. Two possibilities for future showings are Fantasia and The Wild Bunch. A final list has not yet been prepared and student input is welcomed and desired. With regard to the series, Matt Vogel said that "... the main goal of the film series is, of course, entertainment but we are going to try to slip in some education also". The films will be shown in the Humanities Building Auditorium (God willing) and admission will remain unchanged from the present half dollar. Financing of the series will be supplemented both by Continuing Education and Student Senate funds.

There are also some special events lined up for next year. "A Night at the Movies" will attempt to recreate a typical '930s' film show; complete with a feature, subfeature, newsreels, and cartoons, door prizes, a live stage show. Details are still being worked out and the projected presentation date is sometime next spring.

There will be a film orgy next year - perhaps two - but they will be a bit different from the film marathon of this year. One will be centered around a main theme and will not be nearly as long. The other will be more of an orgy - as opposed to showing several shorts and full-length films in their entirety there will be many hours of cutting back and forth between different films.

The film orgy this year cost approximately \$600 and was funded by the Student Government. Next years should also be covered by the government. There should be no charge to students. There is also the possibility of a mini-orgy during orientation week in September.

Klein cont.

humidity, zero percent.") That and "Our Gang", in which he points out that there was about two minutes of dialogue for every twenty minutes of music. He wonders whether or not you REALLY have to wait an hour before going swimming, and his discussion of President Garfield's claim to fame, being shot by a disappointed office-seeker, is quite humorous.

In conclusion, I might say that CHILD OF THE FIFTIES is one of the funniest albums I've heard in a long time. Like I said, one laughs hardest when he laughs at what is familiar to him. I never went to a city school, but I sure as hell remember crouching under my desk, school lunches, and James Abram Garfield. I laughed so hard that tears came to my eyes. As children of the fifties and sixties, so will you.

STAFF

Allen Belkin, Lisa Chason, Andy Hugos, Cheryl Kempler, Laura Lesser, Doug Miller, Judy Pszenica, Adam Nagourney, Nina Rubin. A few other people wrote articles, but so what?

Load Trophy Game

A highly overrated Maritime softball team clashed with the Purchase Bruisers on May 26, in the "LOAD Annual Trophy Game." 20-9.

The Cadets came in with beer and Brimming with confidence a victory was at hand. But they were held scoreless in the top of the first inning, and then, with two outs, three Purchase Bruisers got on base to set up Danny Gottfried's grand slam homer. The Bruisers never trailed afterwards and put the game away with eight runs in the second inning.

Maritime 000 230 400
Purchase 281 012 13x
W - Schwartz, S-Kushner

