



Students make constructive use of the two-day moratorium on classes by participating in various dialogues aimed at improving education and meeting problems of this University. ---rosenberg

Dialogues Discuss University Change

by J. Stephen Flavin
and Martha Nathanson

Billed and sanctioned by the University community as two days of "meaningful dialogue" interpreted as a condoned strike by some or a legal holiday by others, hundreds of students, faculty, a few brave administrators and "outside agitators" met in workshops of discuss the events of the past few weeks and alternatives available in light of those events.

The topics of discussion included "Legal Procedure--Amnesty for Students," "Elimination of University Requirements," "Experimental Colleges and Programs," "Save Your Environment," "Gerry Wagner Controversy," "Student as Nigger," "Racism on Campus," and "Anarchy." No room was scheduled for the dialogue on anarchy and people were discouraged from attending.

CURE (Committee for Undergraduate Requirement Elimination) "officiated" at their respective workshop. They explained that a bill was pending before the University Senate to eliminate "general requirements" and one year of Physical Education. Departmental requirements would not be affected. "If this bill is passed, a department can still require a foreign language, but it must be included in the number of credits toward a major. Once this bill is approved by the University Senate, the decision is final and does not have to be approved by the administration."

CURE is sponsoring an opinion poll from April 15-17 to estimate student-faculty support. "The aim of abolishing requirements would be to lift artificial restrictions." After general requirements were abolished at some schools, their ratings declined. It was noted that this has not yet happened at the University of Buffalo.

The "Dialogue for Amnesty" needed officiation. Most of the students, 300 in steady attendance, 200 drop-ins, drop-outs observed a polarized shouting match replete with outside agitators from U.B. and the administration! The majority though most remained silent were in harmonious accord, feeling that a change in the University, society, and our priorities were needed. However, the means to produce desired change met discord. "We need a referendum to poll student opinion and strength. We will follow the will of the majority! We want change without the means employed at U.B."

"Does the administration run around with a referendum every time before they act? Referendums at Buffalo went 4:1 to eliminate ROTC, 2:1 for open admissions--the administration disregarded all referendums." Another student question "means to the end" but expressed frustration and vented anger resulting from peaceful attempts at "going through channels." "Look at the results of our trying to save Gerry Wagner through channels."

Continued on page 10

Arrest of Freshman Student Questioned by Central Council

Central Council and about 300 students cross-examined President Kuusisto and Vice-Presidents Olson and Thorne last night over the arrest of Frank Borzilleri, a freshman from Van Cortlandt Hall who was charged with 'criminal trespass' for his actions last Friday night. The students and their student government continually questioned these three men for more than two hours.

Dick Wesley opened up the dialogue by inquiring about the status of present arrests and asked about any future arrests. Thorne replied, "There has been one arrest the investigation is continuing and no other arrests have been made." Dr. Thorne also admitted that it was Mr. Henighan who had made the arrest.

Dave Neufeld asked why Henighan didn't refer the case to student judicial as he had done in the past with cases of theft, drugs, criminal trespass, and forgery. The reply was that they were not cases that clearly warranted the use of external court system.

A case was mentioned in which \$40,000 worth of tax cards were stolen from the University, and yet the accused offender was tried internally. The case pointed out inconsistencies of the administration's values, a major theme of the meeting.

Another major point brought up by Dick Wesley was that the arrested student seems to be a 'sacrificial lamb' so that the Albany community might be pacified. Thus Wesley was accusing the administration of letting itself be pressured by people who were not members of the University community into doing what was not probably in the best interest of this institution. Olson answered, "We can't let things go by. Lenny Kopp asked if the administration sanctioned the arrest and if it will prosecute. Even though Inspector Henighan was the complaint signer it was SUNY at Albany who was the pro-

Another problem confronting administration and students was one of bad faith and mistrust between both. The Administration, represented by Kuusisto, Olson, and Thorne, said that if students would pay for the twenty-five windows broken on Friday night, the Administration would consider dropping charges. The students however were not assured of this. Some thought it was a breach of faith, because the Administration called for students to pay, yet it would not be obliged to take a stance in favor of Borzilleri.

To further the student's suspicion of the Administration's poor faith the students cited a few contradictory statements on the part of the Administration. Also the Administration 'backed the arrest' said Olson, and he will subsequently "take full responsibility."

Lenny Kopp asked whether any more undercover agents were on the case, to which Olson said "Not at this point." And, in opposition to an earlier statement by Olson, who said he was not under pressure to arrest, he admitted that he was influenced by "conservative friends" who called for an all-out attempt to arrest all of the offenders.

The final statement that gave evidence of poor faith on the part of the Administration was made by Neufeld, who asked "who the hell Henighan is to make value judgments" (as to which cases remain within the jurisdiction of the University).

Probably the most complicated and controversial topic discussed was ethical values. The Administration and the Albany Community seem to hold dearly the rule of law; therefore the breaking of windows and unlawful trespass are morally and legally wrong because they might lead to disorder. They believe the law must be upheld because the legal code is sacred, because if broken, can only invite instability and possibly anarchy.

Many students, however seemed to hold the freedom of Frank Borzilleri above that of the \$1000 property damage. As Lenny Kopp said, "Is entering a building such a great crime?" Wasn't there a reason for his action, and that the offense should not be taken at face value?

Arrest in Campus Violence, Security Continues Investigation

by Al Senia

"...I (my office) would do all I could to have the charges dropped if the \$1,000 were raised."

--Dr. Clifton Thorne,
Vice President for Student Affairs

"We will not be coerced into dropping the investigation."

--Mr. John Henighan
Investigator for Security

The first arrest arising out of the incidents of the Administration building last Friday night occurred Wednesday morning. At 9 A.M. security police walked into Van Cortlandt Hall on Dutch Quadrangle and arrested Frank Borzilleri, a freshman.

He was charged with criminal trespass, a misdemeanor. He was brought before Albany Police Court Judge Frank Tepedino for a hearing and was later released in the custody of his court-appointed attorney.

Inspector John Henighan of Security informed the ASP that 'the investigation is continuing.' But just how the investigation would continue remained the major question last night following an open meeting of Central Council. An offer of \$1000 was made to Dr. Thorne yesterday around noon. He accepted the pledge 'in good faith' and stated:

'I did not ask for the \$1000. It was not my idea. It is not black-

mail or extortion. I (my office) would do all I could to have the charges dropped if the \$1000 were raised. This is to keep the community together and treat people like human beings.'

This apparently puts him at odds with Security. Mr. Henighan, who is doing the investigative work, gave the assurance that the case is still open. 'We will not be coerced into dropping the investigation,' he said.

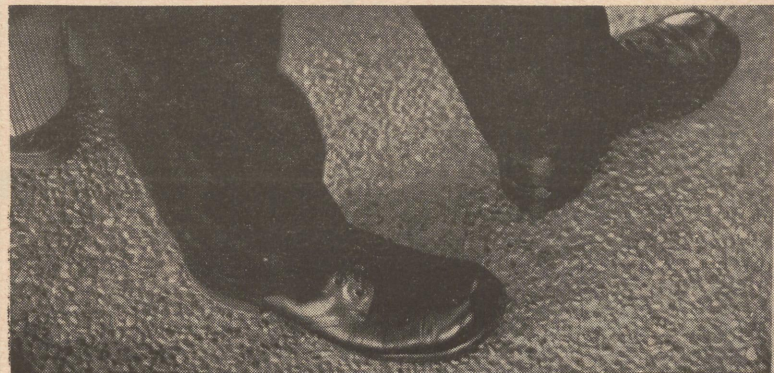
Henighan was the Administration Building Friday night when the window breaking and 'illegal entry' occurred. It is his eyewitness accounts that are forming the basis of the investigation. Contrary to the current popular paranoid belief, there no

videotapes, newsreels, or pictures being utilized to identify students.

Henighan was inside the building and saw about twenty students as they entered the locked building. If he is able to identify them by name, they will be arrested and charged with criminal trespass.

Many of the rumors circulating stem from the erratic performance of our administration. Dr. Kuusisto apparently gave the distinct impression to at least one Central Council member that no arrests would be made.

Meanwhile, the statements issued to the media state that all lawbreakers will indeed be prosecuted.

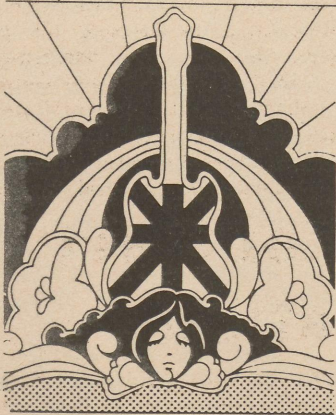


ERROR— These are not official police footwear, they are National Guard Combat boots. The Albany Student Press was in error to imply that the wearer was a policeman and we apologize to the doctoral student pictured in our tuesday ASP for our mistake. We have no evidence to infer that he is in any way involved with police work.

graffiti

Let your state legislators know how you feel about conservation! During GREEK WEEK, Monday, March 16- Friday, March 20, there will be a table set up in the Campus Center lobby where any interested students will have the opportunity to write their state legislators about the present situation of conservation. Hours will be Monday-Thursday 10 a.m. to 2 p.m. and Friday from 10 a.m. to 12 noon. Papers and envelopes will be provided.

THE ROAR OF THE GREASEPAINT-THE SMELL OF THE CROWD will be performed twice this evening at 7:30 and 9:00 p.m. in the Arena Theatre of the Performing Arts Center. Directed by Ron Abel, GREASE-PAINT is co-sponsored by Experimental Theatre and Music Council. Michael Reynolds and Mary Eileen O'Donnell play the roles of Cocky and Sir; the cast also includes Frances Caruso, Douglas Saucke, Barbara Muller, and Ralph Boone. Admission is free.



SOUNDS OF ENGLAND

SAVOY BROWN
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UNION COLLEGE
SUN. APRIL 12TH
3:00 PM — FIELD HOUSE

— A Blanket Concert
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in advance
\$3.00 at door

Tickets On Sale At:
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(Student Activities Office)
Albany State
(Student Activities Office)
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In Albany:
Van Curler Music,
State St.

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(518) 346-8686

Limited Seating
Buy Tickets Early!

AN NCC PRODUCTION



A drive for the March of Dimes will be held Tuesday, March 17 through Friday, March 20 in the Campus Center lobby. Inter-Sorority Council is sponsoring this drive. Please be generous.

Mayor Corning will speak on Air and Water Pollution in LC 21 Friday March 20 at 8 p.m. Sponsored by the College Young Democrats.

Anyone interested in Czech culture and language is welcome to the regular meeting of the Czech Club, March 21, 2 pm, Albany International Center.

Auditions for an Experimental Theatre play, THE WRITE WHORE AND THE BIT PLAYER, by Tom Eyen, will be held Monday, March 23 at 8 p.m. in the PAC Rehearsal Hall. Directed by William Frankonis, the play offers two female roles. The play is scheduled for an April 24th production in the Arena Theatre of the PAC. People interested in working on the technical end of the production are also invited to attend.

An American Red Cross first aid instructor training course will be taught at the Albany Area Chapter, American Red Cross, Hackett Blvd. at Clara Barton Dr., Albany, beginning Monday, March 23, at 7 p.m. This course is open to adults holding current current authorization as an advanced first aider or medical technician. It will also involve members of the National Ski Patrol. Enrollment in the course can be made by calling the Albany Red Cross at 462-7461.

People, there are alternatives! Get acquainted with the Experimental and General Colleges at a meeting for the university community on Monday, March 23, at 7:30 pm in the Campus Center Ballroom.

The Supreme Court hearing on MYSKANIA tapping will be held on Tuesday, April 7th at 7:30 pm in HU 123.

A motion picture tribute to Martin Luther King, in 1000 theaters across America. One night only! All proceeds go to the Martin Luther King, Jr. Special Fund for the war against poverty, illiteracy and social injustice. Tickets for March 24 are available by writing: Council of Churches, 810 Madison Ave., or Madison Theater, 1032 Madison Avenue, Albany.

All students that have not yet paid their Student Activity Assessment are urged to do so on or before April 3. Failure to pay the assessment will result in having your registration, diploma or various other pertinent data withheld. We strongly urge you to pay now so that you will not have to be inconvenienced later.

Students who feel that they qualify for a Waiver of Payment or a refund for extremely unusual or hardship circumstances MUST submit their application by Wednesday, April 8, 1970, in Campus Center 346. Applications will not be accepted after that date.

Any group planning to participate in State Fair but who has not received an application please call Pat Schumann at 457-4012.

Sigma Delta Pi, the National Spanish Honorary, is accepting applications for Spring inductions. Requirements are: 3.0 in Spanish, 2.75 overall cum, and completion of at least 1 300-level literature course (SPN 317 not accepted). Sign up on Dr. Riggio's office door, HU 284, before April 11th.

Hitchhiking travelers Doris Brunner (Switzerland), Tina Person (U.S.A.) and Mina Mauerstein (U.S.A.) describe the delights and difficulties of "thumbing" through Europe March 20, 8pm, Albany International Center.

State University Theatre's fourth major production, ALA-ED-DIN, directed by Patricia B. Snyder is readying for its Wednesday, April 15 opening for a five-day run. Costumes are being designed by Arlene DuMond for the cast which includes over thirty characters. ALA-ED-DIN, is being produced in the Lab 2 Experimental Theatre. The sets for the production are being designed by Robert J. Donnelly. Jerome Hanley is designing lighting and special effects.

There will be Hobbit Happiness in May. Elves and Leprechauns may also participate. WATCH here for further developments. Firiell

classified ads

Typing- the professional way- fast- accurate- call 869-3353

For sale: 1962 Rambler, R&H, very clean interior, excellent condition, \$175. call 692-4520

For sale- 1964 Chevy SS Impala- 409 engine, all extras. Call 434-4358

Vote Hirschenson & Page University Senate

Dave Kopilow and Steve Morris are running for Senate. So what! So is Mitch Liberman.

Driver needed for mother and children. Free vacation in Atlantic City. Leave Saturday April 18, return Tuesday, April 21. Use my car. call evenings 489-6993

Pooh,

Happy Birthday,

Love Rabbit

Keep Cousins!

Two gay roommates seek gay or bisexual roommate, quiet and considerate, for established six-room apartment. Private room, \$50. 436-4108.

JOBS! JOBS! and more JOBS! Students, Teachers. Stateside and International Jobs. Recreational Jobs; Year-round Jobs; Summer Jobs. All occupations and trades. Enjoy a vacation while you earn. Hurry! The best jobs are taken early. Write: "JOBS" P.O. Box 475, Dept. CP 196-1, Lodi, Calif. 65240

PROTESTANT CATHOLIC COMMUNITIES

MULTI-MEDIA

PALM SUNDAY

CELEBRATION

on Sunday, March 22

Campus Center

Ball Room 4 pm

Protestant Worship Service at 7:00 pm

Campus Center

(All Regular Newman Masses Cancelled)



Demonstrators were forcibly removed from the steps of the Albany Induction Center yesterday as they attempted to stop the normal business of the office.

---rosenberg

Demonstrators Arrested at Induction Center Sit-In

by Neill Shanahan

Twenty-nine people, young and elderly, sat in front of the Albany Induction Center yesterday to stop the everyday business of sending men to Viet Nam. After sitting for four and a half hours on the cold, windy street, fifteen were arrested.

Some taken into custody for "disorderly conduct" were Albany State students.

The arrests, many forcible in the face of passive resistance, were made during the busy downtown lunch hour and consequently were witnessed by many hundreds of office workers.

The War Resisters League, "a group which opposes all war and violence and seeks to remove the causes of war" organized the sit-in in concert with Anti-Draft Week protests throughout the nation.

Under the direction of Inspector Mahar of the Albany police, some of the protestors were carried bodily to paddy-wagons. While some went peaceably under their own power, it was the conviction of the others not to cooperate in any way with the police.

Inspector Mahar said that a corridor had to be maintained for free entrance to the building. Of those carried bodily, one woman was included.

One of those arrested was Mrs. Theodore Adams, whose husband is a professor in the English Department here.

Another protestor was a 53 year old Quaker, Mr. John Dunier. "Non-violence is the only thing which makes sense," he said. "It is the only realistic way of approaching relations among people and among nations in this nuclear age."

Another taken into custody was Simon Burrows, just returned from Viet Nam and now a student at Union College. He said he had gone to Viet Nam with an "open mind", thinking the U.S. presence there might have some purpose, but found instead that we are engaged in "simply a nationalistic war."

At first the demonstrators sat in on the steps to the Federal Building. In order to remove them, Federal marshalls deputized fifteen maintenance employees of the center. At approximately 10:30 A.M. the demonstrators were dragged one by one to the street below where they continued to sit. The arrests came at 12:30 P.M. and even afterwards these deputies were seen pushing and shoving the protestors, particularly the women.

"I have a son in Viet Nam," one deputy said. "These here are the enemy—anything which helps the Vietcong which does not cooperate in any way with the army and navy."

While a few onlookers were vocal in open disapproval, many were sympathetic. "I wish I had the courage to do what they are doing" one said.

Another passer-by was Mrs. Josephine Ross, 62 years old. She strongly approved. "We can't run our own country so how can we expect to run the world," she said.

Across the street about 50 students chanted, sang and held banners throughout the morning. A few also passed out leaflets to the slowly passing cars.

Many of those who came to the center to be inducted either pushed their way through or hurdled the group. A police captain trying to gain entry could not

jump so stepped across shoulders and arms of the protestors.

Nevertheless, about six or seven refused to enter when they saw the demonstrators. One was a black ex-Marine, Howard Johnson, 19 years old, who was to report his discharge to the recruiter. "Personally, I'm for the war, but I don't think it would be right to break up their demonstration. I'm for what they're doing, too."

Of those who did enter, Father Paul Smith, chaplain here at Albany State said, "I feel they have to be respected. I'm sorry they have made this particular choice, however, when so many of the practical implications of the war lie in the hands of the inductees." Father Smith was present "in a supportive way."

The mood was conviction, not force. Said one onlooker: "This is a serious indictment of America."

NOTICE

On Monday, March 2, a subject non-student was arrested in the University library on a charge of public lewdness following complaint made by a female student.

Students are strongly urged to report such incidents to the Security Office to further expedite investigation.

EUROPE BY CAR



Planning to spend the summer in Europe? The total cost for the use of this car in Europe is much less than trains, buses, or taxis. Travel at your leisure and save yourself luggage problems, aggravation, and money.

Contact: Greear Wasson
Waterbury Hall rm. 155
472-7762

Pluralism - Theme of 1967 Study

A study of the needs of undergraduate education in a "world of accelerating change" was the task undertaken by a special committee of the Undergraduate Academic Council appointed in January 1967. The result was an innovative report dealing with the entire process of education, emphasizing the importance of educational pluralism. This report was approved by University Senate two years ago.

The report was intended to be a broad, general guideline for the future development of undergraduate education at the State University of New York at Albany. The report stated that the university should "provide at least two or more paths for every major educational goal"

The *Albany Student Press* is reprinting excerpts from this report in this issue in the hope that it will be of use to students during our two days of "Dialogue." Since this report has already been accepted by the University, plans for its specific implementation could be a fruitful discussion topic.

The organization of curriculum is one of the primary concerns of the special report. One proposal is the institution of a three years Masters program. This means a

student could unify his upper two years of college with an additional study in a single program.

Among the more unusual proposals of the committee was the "institution of an 'Experimental College'" which would integrate the last years of high school with the first two years of college. In this plan, students would be admitted in the tenth grade.

The recurring theme of the report is an emphasis on "independent study." The report states that "In the last analysis only independent study is effective study...we strongly recommend that all necessary steps be taken to make independent study a dominant factor on the Albany Campus."

Another proposal deals with a new type of program—the General College. This would specialize in general, liberal arts education.

Also endorsed is the concept of the "departmental program." This would allow a student to enter directly into the department of his major and follow the suggestions and recommendations of his department in planning his program. So far three departments—English, Classics, and German—have had departmental major programs. Romance Language and Comparative Literature now have programs awaiting final approval.

Housing Contract Information

Applications for on-campus housing for the 1970-71 academic year will be available in all residence halls and in the Housing Office (Fulton Hall, State Quad, Suite 103) as of Monday, March 23, 1970.

Completed applications and the \$25 are to be returned to the State Quadrangle Flag Room between 9:00 to 12:00 a.m. and 1:00 to 5:00 p.m., April 6 through April 10 and April 13-17. Applications will also be accepted on April 16 and 17 until 8:00

p.m. (Please note the schedule below.) Students planning to live together in a room or a suite must turn in their completed contract cards together. Although one student may turn in all applications for those planning to live in one suite, ALL STUDENTS must come at the time the applications are turned in in order to have a picture taken for their permanent meal card. No applications will be accepted unless all students in the group are present to have their Food Service picture taken.

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ACADEMIC REGALIA FOR GRADUATION

Orders will be taken at the Bookstore for the rental of caps, gowns, and hoods between MARCH 16 and APRIL 17, 1970 ONLY! The Bookstore WILL NOT HANDLE any orders after April 17.

INFORMATION REQUIRED

The following information is essential:

1. Name (first and last)
 2. Permanent address
 3. Degree being received
 4. Total height (in heels)
 5. Chest size (or weight)
 6. Cap size (or head circumference taken level 1" above the ears)
- Bachelor candidates wear only a cap and gown; Master and Doctoral candidates wear a cap, gown, and hood.

Regalia will be distributed during the week of June 2, 1970. Regalia can be picked up at the Bowling lanes. Regalia must be returned to the pick up site before 1:30 p.m. Sunday, June 7, 1970. Regalia must be returned in the rental box or there will be a \$1 charge.

THE ASP SPORTS

Power to the Jocks

JORDAN AND REID ELECTED CO-CAPTAINS

Juniors Jack Jordan of Greer Island and Alan Reid of Binghamton were elected co-captains of the 1970-71 State University at Albany varsity basketball team at a recent post-season banquet. Jordan also was named this year's Most Valuable Player and Reid received a trophy as the free throw accuracy champion.

Outgoing captain Jach Adams of Voorheesville was presented with coach Dick Sauers' "100% Award." The award is given to the player who earns the most points during the season based on a system devised by Sauers to honor "my type of ballplayer." Taken into consideration are such things as defense, play execution, loose-

ball reconveries, and other aspects of what often is called the floor game. Adams averaged 11.9 points a game in this, his third varsity season.

Jim Masterson, a junior from Albany, was chosen Most Improved Player and will receive an award at the university's All Sports Banquet in May. He averaged 11.8 points a game and excelled on defense. Jim is a transfer from Ithaca College.

Jordan led the 13-9 Great Danes in scoring (16.5) and rebounding (25.5). He was the high scorer in 12 games and the leading rebounder in 18 despite standing just six-feet. The LaSalle of Troy graduate scored 364 points, 17th

best in Albany history, and now has a two-year total of 664. Only eight men at the university ave scored over 800 points in a three-year career, a mark Jordan should reach next winter.

Reid, a Broome Tech transfer, made 74.3% of his free throws (52-70), while averaging 10.0 points a game and grabbing 159 rebounds. The 6-2 blond cager also led the Danes with 56 assists.

Freshman Post season honors went to Werner Kolln of Kingston who was named Most Valuable Player on the 1969-70 State University at Albany freshman basketball team. The 6-4 forward led the team in scoring (12.6) and rebounding (15.3), as the Dane pups recorded a 13-5 mark, second best in Albany frosh basketball history.

Kolln is a 1969 graduate of

Kingston High, where he lettered in basketball, golf, and cross-country.

The well-balanced Danes had a strong, deep bench and coach Bob Lewis substituted freely. Although there was no one big scorer seven men averaged between 6.3 and 12.6 points a game. Ten players and the team manager qualified for "1973" numerals, while five others received certificates of participation.

First Varsity Lacrosse Season Scheduled After 'Unbelievable' 14-1-1 Club Record

This Spring will mark the first time that lacrosse will be played on a varsity level at Albany State. After compiling an unbelievable two year club record of 14-1-1, coaches John Ocorgan and Bill Muse feel that this year's team will be stronger than ever.

Returning from last year's team, which was ranked as the nation's number one college lacrosse club, are attachmen Steve Jakway, Larry Smith, Mike Barlotta, Andy Egol, and Bruce Sand.

Back from the first two mid-fields are Kevin Sheehan, Mark Werder Tom Mullin, Marshall Winkler, Mike Jolub and Bernard McGuerty III.

On defense, George Turo, Tom Osterman, Curt Smith and Barry Kelstein are all battling for the three defense positions.

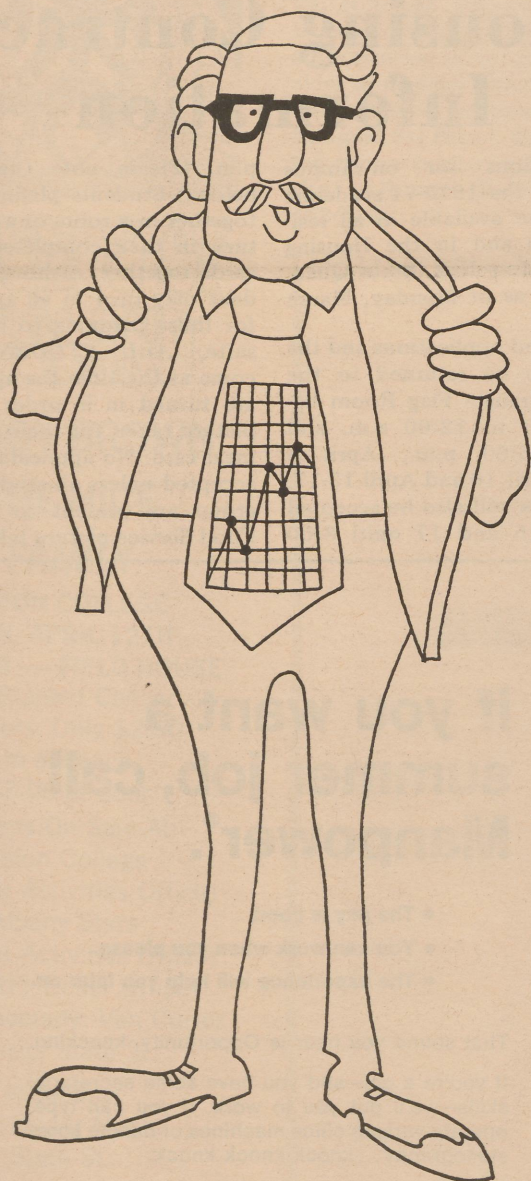
Goal tending should be strong with both Bob Cole and Tom Gicquinto back in the nets.

The lacrosse team will remain at Albany over most of Easter

recess. Scrimmages have been scheduled with the Mohawk Lacrosse Club and RPI and a tentative scrimmage with U.Mass, the fifth ranked team in the nation last year.

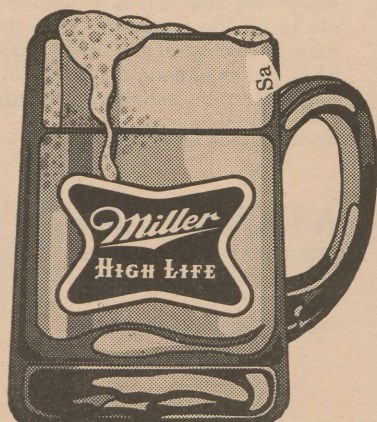
Lacrosse has been billed as the fastest sport on two feet- as well as the most exciting. With the season beginning shortly after Easter and with the high caliber of the Albany State stickmen, all sports fans will have a good chance to see why in just a few weeks.

THE BUS. AD. MAJOR SAID STATISTICALLY:



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Garver, Hatkoff Pace Bowlers

Last Saturday eleven State bowlers traveled to Utica to compete in a college tournament at Pin-o-rama Bowl. There were 25 teams, representing about 14 different colleges throughout the state; Albany sent two 5-man squads. The eleven kegglers included ten of the highest average bowlers from League I and a 177 average bowler from League II, Joe Kannar.

The first three games bowled m counted toward a team trophy. The five-man squad from Delhi captured first place with a total of 2786. With over 60 teams battling it out in the second set of three

games for the doubles trophies, State finished both first and second. The duo of Bruce Hatkoff and Glenn Garver were number one finishers in this event for the day with scores of 596 and 564 respectively. Placing second over the field of over 60 squads, just 3 pins less in total than the first place team, was the combo of Larry MacDowell and Nick Meister. All four bowlers received trophies for their efforts. One additional trophy was awarded to Nick Meister for having the fourth highest singles series in the second set of games. His smashing total of 596 tied that of Bruce Hatkoff,

but because Nick had scored better in the first series, he was given the trophy. Albany also placed sixth in the doubles event, but no trophies were awarded past fourth place. Paul Haas and Rich Friedlander took sixth.

Now there remains a Syracuse Invitation Bowling match to be played sometime next month. The boys are preparing to compete and bring home some more trophies.

AMIA Softball Leagues will be organized Tuesday, March 24. Meetings are scheduled for League I—3:30 p.m., League II—4:00 p.m., League III—4:30 p.m. in P.E. Center 125. Team Rosters (minimum 12 players) must be turned in at the meeting. Two copies are required. Forms are available in the AMIA office and the Men's Cage.

Synchronized Swim Club will accept new members starting Tuesday, April 7 from 8-9 pm. Beginners are especially urged to attend.

SAVED!
Class of '71
has been granted a
Reprieve!
Photos for Torch '71 will be taken
Monday & Tuesday of Next Week

SIGN UP NOW
OR
WE USE YOUR MEAL CARD PHOTO

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The cowardly number is not known yet!
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20TH CENTURY-FOX PRESENTS
CHARLTON HESTON
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AN UNUSUAL AND IMPORTANT MOTION PICTURE FROM THE PEN OF PIERRE BOULLE, AUTHOR OF "BRIDGE ON THE RIVER KWAI"

PLANET OF THE APES

the
FIRST WEEKEND
BACK

TOWER EAST CINEMA

CURE Schedules Open Hearings, Poll

Last spring, a proposal to eliminate the general undergraduate degree requirements at SUNYA was presented to Faculty Senate, after having been reviewed and approved by the Curriculum Committee and Undergraduate Academic Council of the Senate. The proposal was tabled, primarily because it lacked a plan of implementation and needed proof of significant support throughout the University community. As members of CURE, the Committee for Undergraduate Requirement Elimination, we have undertaken to supply the implementation plan which was called for, and we are circulating this plan, along with the original proposal, to gauge the degree of support which exists for our program.

To further educate the University community about our plan, CURE has scheduled a series of open hearings throughout the University for the week of April 6-10. CURE will also conduct an open opinion poll on April 15, 16, 17 in the Campus Center Main Lounge to discern student support for the proposal.

At the April 20, 1970 meeting of the University Senate the issue of undergraduate requirement elimination will be brought before the members of the Senate. At that time, we will be able to present University Senate with evidence of support for the plan of eliminating general degree requirements.

The text of the proposal and implementation amendment follows.

NEW STATEMENT OF THE UNDERGRADUATE DEGREE PATTERN PROPOSED BY THE UNDERGRADUATE CURRICULUM COMMITTEE MAR. 17, 1969

The Curriculum Committee recommends that the undergraduate degree requirements approved by the faculty of this University in the 1961-62 academic year be withdrawn and that the following statement become the statement of the University degree requirements:

- a. Requirements for the Bachelor of Arts degree:
 - 1) The Bachelor of Arts degree requires a minimum of 120 semester hours.
 - 2) The B.A. degree is the liberal-arts degree, and stresses general preparation in preference to specialization in the liberal arts and sciences. In addition, the physical education requirement as approved by the faculty is retained for the next two-year period, and reviewed thereafter.
 - 3) Of the semester hours in this degree, at least 75% must be in the liberal arts and sciences.

b. Requirements for the Bachelor of Science degree:

- 1) The Bachelor of Science degree requires a minimum of 120 semester hours.
- 2) The B.S. degree is the degree permitting specialization and/or stress on preparation for a specific vocational objective.
- 3) Of the semester hours in this degree, at least 50% must be in the liberal arts and sciences.

In addition, the Physical Education requirement as approved by the faculty is retained for the next two-year period, and reviewed thereafter.

The Committee recommends further that this new degree pattern be implemented immediately upon approval by the Faculty Senate of this University, so that the individual faculties awarding the degree may use the flexibility provided to them.

IMPLEMENTATION AMENDMENT

Requirements for the Bachelor's Degree

The college awards the degree of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) to those candidates who have completed an approved sequence of courses and study totaling a minimum of 120 semester hours and who, by vote of the faculty, are certified as having fulfilled all degree requirements. (The required semester hours exclude courses failed or not completed and the physical education requirement.) See section of the Bulletin titled "Undergraduate Academic Regulations" for specific information concerning the residence requirement and other regulations. The authority to establish requirements other than those listed below remains solely in the University Senate.

Required of all B.A. Candidates

A. A major in one of the following, (36 semester-hours maximum) General Program: American Studies, Afro-American Studies, Anthropology, Art Biology, Economics, English, French, Geography, German, Greek, History, Inter-American Language and Area Studies, Italian, Latin, Mathematics, Music, Philosophy, Political Science, Psychology, Rhetoric and Public Address, Russian, Sociology, Spanish, Theatre.

Teacher Education: English, French, German, History, Latin, Mathematics, Russian, Social Studies, Spanish, Speech (general).

B. A Second Field sequence, (18 semester-hours minimum) In addition to those subjects listed under Major, sequences are avail-



"And now, panel, all we can tell you about our Mystery Guests is that they are employed by the state and deal in a service. We'll start the questioning with...." --hochberg

Senate Repeals Abortion Penalties

by Donna Santora

After an emotional 5-hour debate, the State Senate voted Wednesday to repeal practically all restrictions on abortion. The new reform measure, passed by a vote of 31-26 and sent to the Assembly, would make abortion simply a matter between a woman and her doctor.

The bill doesn't enumerate the grounds for legal abortion. Instead it abolishes all criminal penalties for licensed physicians who perform abortions. Still illegal will be abortions performed by persons who aren't doctors.

The measure, unlike a similar law recently passed in Hawaii contained no residency requirements, no time limit on when an abortion can be performed during pregnancy or how many times a woman could obtain an abortion.

The bill was also written in such a way that if a pill were to be developed that could induce abortion, its use would be legal if prescribed by a licensed physician.

Because the Senate is usually considered the more conservative house in the legislature, its action enhanced the prospects for the bill's passage in the Assembly.

Governor Rockefeller has repeatedly called for a reform of the current 87 year old law which now permits abortions only when necessary to save the life of the woman. Thus his approval is considered likely should the measure reach his desk.

The measure was drafted by Senate Majority leader Earl Brydges and his staff as a compromise between other proposals sponsored by Assemblywoman Constance Cook of Ithaca and Assemblyman Albert Blumenthal. Mrs. Cook's bill repealed all penalties for abortions and allowed abortion on demand. Blumenthal's bill added several new conditions permitting abortions.

Most of the legislative leaders, both Republicans and Democrats, have made it clear that they did not consider the abortion issue as a partisan measure. They also felt that the vote crossed religious affiliation as well. They termed the measure as a personal consideration for each individual legislator to decide as he saw fit and that the moral decision involved should be left up to the pregnant mother.

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NEW PATTERNS FOR UNDI

Editors' note:

The following is taken from the *New Patterns of Education*, a report prepared by a special committee of the Undergraduate Academic Affairs Council during the fall of 1967. In spring 1968 it was accepted by Senate. The Excerpts below are published in the hope that they might provide some useful information for students participating in today's Dialogues. (See the article on page 3).

SUMMARY OF PURPOSES AND GOALS

The university is of course, dedicated to the historic mission of discovering and transmitting knowledge and ideas. The modern university must give great attention to the development of new knowledge and to the reinterpretation of old truths.

At Albany we agreed that we should take a broad view of our mission and make the search for new knowledge and understanding a joint venture for students and faculty. But from whatever field knowledge is to be transmitted, the student should not be deprived of the joy of rediscovery. In the social sciences and the humanities the study of the past may often give us more questions than answers, but we still face the problem of determining which are the best questions. One meaning of being civilized is the quality of questions with which one faces existence. Old insights and ideas give us a kind of agenda with which to face life. Old ideas tend to retain their vitality if they address themselves to some fundamental aspect of existence which does not become outmoded under new historical conditions. Yet it is not enough to merely transmit ideas since their form and substance are usually limited by the objective conditions under which they arose. They need to be reformulated and modified in the light of new circumstances and new ways in which the perennial problems present themselves.

We were convinced from the very beginning that the tone and style of the Albany University should play down the mere transmission of knowledge as in an intellectual cafeteria. Where transmission can be achieved by educational technologies, it should be done. We should not use faculty time in doing things for students that they can do for themselves or which can be accomplished with machines.

The student-faculty relationship should be focused on the intellectual process by which new knowledge is discovered, the interpretation of the meaning and significance of that knowledge and the analysis of those fundamental questions of human existence which confront the world. The themes of inquiry, creativity, relevance, and involvement were basic to all our considerations.

The university should be characterized by the joint venture of students and faculty in perceiving understanding, and improving the world. The adventurous search in the realms of thought and sensibility will give meaning and significance to human activity. The university must do more than train people to perform the sophisticated functions of modern society; it must critically examine the way in which those functions are performed and constantly re-examine their relevance and significance to improving the quality of human existence.

The university must also discover, define and assess the problems that confront society. It is simultaneously engaged in conserving and transmitting the values of the past and acting as critic and also as agent for the generation of new values. Its capacity to conserve the past depends on its ability to make constructive contribution to the future depends on its ability to link new knowledge to historic human purposes.

In the broadest possible terms, the primary function of the university is to prepare the student to meet an unknown future. The university must provide the student with knowledge relevant to his personal, professional, and social roles. More important than the knowledge itself are the habits and skills for acquiring new knowledge and confronting new situations. Perhaps most important are the ideas, attitudes and questions with which members of the academic community will face the future. The university is the place to develop what Alfred North Whitehead has beautifully called an "adventure of ideas." It is here that one learns that the adventure can be joyous even playful, that it is one of the most rewarding of human activities, and that the game is for the highest stakes, since the quality of life itself is at issue.

One of the distinctive characteristics of the Albany campus should be its concern for study on an interdisciplinary level, and should be a characteristic of both graduate and undergraduates of both graduate and undergraduate work. The organizational structure of the university should stimulate and facilitate contacts among the disciplines.

Further the university should seek to bring about a fruitful relationship between those involved in the education of man as man, and the programs which man must muster in his role as a member of a professional guild. Many constructive relationships are possible between purely academic studies and professional programs. Worn out dogmas about the distinction between pure and applied research, between general and specialized study should be discarded.

The concerns for interdisciplinary work, the association of professional and academic studies and the relationship between pure and applied research, suggests that a central concern of the university should be the broad issues of social and political policy at whatever level. Our assessment of the human condition in our times indicated that the university should encourage involvement, both of students and faculty, in the basic problems confronting society.

One of the clearest statements of our purposes and

goals was provided by Professor Audrey Kouval, and is reproduced here with only slight modification:

The university is the human institution designed to serve human needs, and in each age the great universities have influenced not only their own society but the development of mankind to the extent in which they have been sensitive to the needs of their historic place and moment."

At several sessions, particularly in the beginning and at the end, the committee tried to formulate and make explicit the fundamental principles underlying this report. Each of these could easily be treated in a separate essay, and they are enumerated here in only summary fashion, and not even in order of importance.

SOME GUIDING PRINCIPLES

1. Balance

The university is not only committed to providing "trained personnel," but it is also under great pressure to provide the research and development necessary in the arts, sciences, technology, and administration. Even those institutions which in the past were primarily concerned with the quality of human life and existence, are now inundated by practical demands which they have come to serve with remarkable success. It is a long way from the *Whiffenpoof* Song to the Manhattan project. The Undergraduate Committee was wholeheartedly agreed on the principle that the university must not only meet these demands but must also find a way of balancing individual, private, humane needs. It must also assist students in finding ways of deriving personal satisfaction and a meaningful private existence within the requirements of a mass media-technologically orientated society. In a sense, the university has the enormous task of serving two masters. It was our view that we should not sacrifice one set of demands for the other, and that while we advance specialized study and research at the highest professional level in the arts and sciences, that we also advance general education in the liberal arts and take seriously the art of living well and the purposes for which men live and die. Although this problem is ancient, it has never been felt with greater urgency than at this time in human evolution.

2. Transnationalism

The university is an international, or, as we prefer to say, a *transnational* institution. Teaching in the disciplines should transcend national boundaries both as to content and method. Students should be enabled to live in a world which is "rapidly becoming a village." The international dimension of academic activity was stressed at nearly every major point in our deliberations.

It is hoped that by 1970, five per cent of our student body will be international and that by 1975 it might rise to ten per cent. This would call for a substantial expansion in the office of the international student advisor and other supporting offices.

International education programs should be greatly expanded and four types are suggested.

A. Programs of study abroad for those directly involved in language-based disciplines.

B. Study and research abroad for those in a non-language based discipline but which necessitates going abroad to study particular problems.

C. Service programs abroad.

D. International general education.

The Committee urges the establishment of a research center for area studies at Albany which would lend support to these international activities. We should also take advantage of the regional offices of SUNY which are being established in different parts of the world.

The Committee also supports the idea of establishing an international residence quadrangle to house students who are primarily involved in the study of languages and language-based disciplines. Apartments should also be made available for visiting international professors.

(The above recommendations were drawn from the deliberations of the Area Studies Advisement Committee of the College of Arts and Sciences, minutes of meeting of December 12, 1967.)

3. Flexibility

We postulated that society would continue to undergo rapid changes, and that the university must therefore be able to accommodate itself to new developments often with inadequate lead time, as in the early Peace Corps programs; that it be open to innovation and experiment, not only in curriculum and program of studies, but also in the administration and management of its own affairs.

4. Centrality of the Student

The central focus in undergraduate education is still the student and we agreed that we should attempt to maximize the area of student choice within a broad academic framework and to regard the student as an adult with the primary responsibility for his own development. One consequence of this principle is a great emphasis upon independent study, as will become evident elsewhere in this report.

5. Inquiry

The various programs of study as well as teaching methods should stress discovery and re-discovery, the broadening and heightening of curiosity and the active pursuit of knowledge no matter where it may lead. Even in our secondary function as a transmitter of accumulated knowledge, we should organize the learning experience so as to stress the spirit and requirements of the process of inquiry.

6. Creativity

Although this notion has been overworked in

recent educational literature, it is nonetheless relevant. It is especially pertinent to the question "who is a good student?" Our own response is not formulated in terms of grades credits and examinations but through creative activity whether in the arts, sciences, or the affairs of man. How original, inventive, independent is the student in using, applying, discovering, making, and doing.

7. Relevance

Although the university should continue to provide some ivory towers and make provision for study and research at a given time, the bulk of the university's undergraduate activity should relate directly to the existential world. It should assess and define the needs of society, and relate its activity to the market place, to questions of political ideologies and religion, to government, and to voluntary organizations of all descriptions. In short, the relevance of the university is not only to the needs of the "techno-structure" but also to all aspects of human existence.

In the same way, we feel that the University at Albany should meet and develop the challenge of new and essentially unique conditions rather than attempt to imitate models from the past, however, successful. Our broad obligations may be broken down into four areas, the demands of which may sometimes appear to be conflicting:

1. The need of human society as a whole.
2. The requirements of the community in which we find ourselves
3. The capacities and goals of the students who come to us
4. The commitment we set ourselves to pure investigation and inquiry as an end in itself. This is not to say that we should incorporate nothing from the past, nor learn anything from contemporary experiment it is simply to state that our prime task is to discover our identity and reformulate the purposes of the university.

8. Educational Technology

We agreed that the new media and educational technologies should be used freely and with frequency, but always in the best interest of the student and not the business office. We took a positive approach to the new educational technologies which we see primarily as a means of enhancing and maximizing professorial talents and improving instruction. Without question, we rank at the top of instructional methodology the personal contact between professor and student; however, we must also take into account that there is and will be a shortage of professors for the foreseeable future. It is important that we do not waste the professor by using him to perform inferior tasks which can be adequately achieved through mechanical innovation. Our guiding principle here is that we do not mechanize the teacher when a gadget is available, and that we take care to use the human teacher where only a human contact can do the job. We recognize that many functions can be performed adequately and often better by modern technology.

9. Educational Pluralism

In order to increase the student's freedom and his range of choices, we agreed that we would provide at least two or more paths for every major educational goal. If the student is to be regarded as an adult, then he should have the opportunity to make his own at the undergraduate level. The principle of educational pluralism is analogous to the concept of consumer choice in classical economic theory.

10. Separation of Evaluation from Instruction

Closely related to the ideas of flexibility and independent study is the conviction that the system of evaluation, course credits, grades and other related matters need to be raised to a higher plane. In broad outline, the views of the Committee are as follows:

1. Evaluation of student achievement through a variety of devices in addition to conventional examinations, e.g. creative works, performances, dissertations, original papers et cetera.
2. Evaluation of student achievement by larger units or fields of study.
3. De-emphasis of courses and course credits.
4. An external system of evaluation, not necessarily course by course, in which the evaluation would be made by qualified persons who did not actually teach the student.
5. Credit by examination, whether through the agency of established organizations, such as ETS or a SUNYA office of evaluation.

11. The Academic Calendar

The perfect calendar may exist as a platonic ideal, but we doubt it. We examined various alternatives and found that each had its special imperfections. The ultimate choice is an exercise in the reconciliation and compromise the Committee was pleasantly surprised to find that it could agree and reach unanimity with a minimum of debate.

In our judgment the most significant priority in choosing a calendar is to find one which would maximize our flexibility so that the various patterns suggested in this study could be more readily implemented. When looked at in this perspective, the semester system seems to be the most rigid.

The committee, therefore, recommends that we investigate the adoption of a three-quarter system or some variation such as the three-three. In effect, this means retaining the academic year as we have it at present, dividing it, however, into three parts instead of two. We leave open the question of establishing a full summer quarter which remains as a possibility.

The three-quarter system enables us to provide courses both of shorter and longer duration. It makes it possible for students to take a quarter off for work, other types of experience, internships, et cetera. It is

UNDERGRADUATE EDUCATION

also of great utility in increasing the mobility of faculty so that they may do research, travel, consult, or engage in field work. The three-year system would relieve the students of considerable pressure while also freeing them for independent study. The latter could be structured and put on a credit basis if and when we consider it desirable.

The detailed disposition of this question is deferred to the next phase of discussion and implementation.

NEW AND OLD PATTERNS

The Committee discussed a vast variety of specialized topics but it devoted the largest part of its efforts to new and old patterns of undergraduate education. The heart of our report is to be found in this section.

After a brief flight of fantasy during which time the Committee almost succumbed to the malaise of most curriculum reformers, namely to seize upon a single monolithic plan, we recovered quickly and returned to our basic idea of educational pluralism; *there is not one pattern of undergraduate education, but many.* Students and faculty should have a broad range of choice. Educational pluralism and flexibility emerged as firm operational principles.

Inducing educational change is a delicate matter, and we sought to find a balance between tradition and innovation. We agreed that there is much to be said in justification of the existing pattern of undergraduate education at SUNYA and that it should not be scuttled. On the other hand, it should not be rigidified and thus constitute a barrier to additional innovations and experiments. At one of our student-faculty seminars, the question was raised, "What's wrong with our present system?" Our reply was simple. It is good, but does not go far enough.

Our idea of educational pluralism seeks to bring about a harmonious relationship among a limited number of academic subcultures. In a real sense, choice ultimately left to the student, and the university serves as an educational "market-place" in which various patterns of undergraduate education may compete for the enlightened commitment of both students and faculty. It is the recommendation of the Committee that the educational programs of the university be deliberately structured to maximize the student's freedom of academic action within the university. We do not expect young students to know precisely what pattern is best for them. But since we are encouraging the student to experiment, to choose among a variety of choices, we must also make it possible for him to alter his decision from time to time, without prejudice and with a minimum loss in time, money, credit, or esteem.

The patterns that we are recommending at this juncture will undoubtedly have to be modified, or even abandoned at a later date. We are, therefore, urging an administrative style or posture which will accommodate smoothly to major social changes and facilitate readjustments of the internal structure of the university to meet new needs.

Through the centuries, the administration of higher education has been among the most conservative in the western world. Despite the fact that in academia we are supposed to live on the intellectual frontier to face new ideas constantly, it remains that in educational administration there is a strange desire to live with and maintain antiquated procedures. No institution has retained more medieval and Renaissance forms than the university, not even the Roman Catholic Church. We seem to be tethered to atrophied monastic and agrarian traditions. The Committee is not advocating the abandonment of the old forms simply because they are old; it is merely recommending that we be prepared to make changes regularly, systematically, to greet all new conditions, welcome some, and adjust to the inevitable without despair.

The report of the Committee is not intended as a critique of the prevailing system; we were asked to suggest new and to revise old patterns in order to cope more successfully with our enlarged scope of activity. We are, indeed, recommending that the present pattern of undergraduate education can be retained, i.e., the continuance of University College with its present requirements and administrative structure, and also the system of upperlevel departmental major, and second field sequences both in the General and Teacher Education Programs. Students and faculty presently committed to the existing pattern can continue "business as normal." But while we recommend retaining University College, we also wish to use it as a foundation upon which to build. We are, therefore, recommending five additional patterns, several of which can be regarded as innovations or experimental programs.

The Three-Year Master's

We share the premise, held by many educators and students of contemporary American society, that the goal of universal high school education is in process of being replaced by two years of junior and community college, or equivalent. We therefore recommend that serious students be given the opportunity to integrate what is now conventionally known as the junior and senior year with the one year master's into a unified and coherent three-year program, culminating in a master's degree. We urge that the State University at Albany provide the opportunity to large numbers of students to work straight through to a master's degree by three years of study beyond the sophomore level. The faculty should examine during the next decades the possibility of eventually phasing out the bachelor's degree in selected areas. However, the eventual status of the bachelor's degree should not influence our evaluation of the proposed three year master's.

The three-year master's has numerous advantages,

and has already been adopted by scores of universities in the United States. It makes possible more systematic planning of the student's program, assists in the clarification of individual student goals, and in the identification of academically talented students. It also helps avoid the overlap between conventional undergraduate education and the first year of graduate study (at another institution).

The General College. Much time was given to the discussion of the General College, which is to be conceived on a strikingly different model from the existing University College. The General College should have its own faculty and administration, be given maximum autonomy to determine its own curriculum and to provide for its own self-governance with respect to faculty recruitment, promotions, tenure and salaries.

We see its faculty as consisting of scholars who are great teachers, who aim at wisdom rather than, but not opposed to, specialized knowledge. The General College should have a dean who is distinguished for his broad general learning and humane aspirations as an educator. The faculty should draw men and women of wide experience and diverse intellectual preparations.

It may very well include specialists who have deliberately withdrawn from further specialized investigations in order to devote themselves to the more general but philosophical and humanistic approaches to inquiry. We recommend that several distinguished professorships be assigned to this faculty to give it tone and a proper ambience. Only those professors who are outstanding teachers should be eligible for the faculty.

Administratively, the General College should report directly to the senior academic official below the president or, indeed, to the president. It should formulate its own standards for tenure and promotion, independent of the separate departments. It should also control its own salary schedules, overall budget and enjoy equal material support.

The curriculum and program of studies should be largely determined by its own faculty, but in a continuous forum or dialogue with the university faculty. Although the Committee did not extend itself to a detailed consideration of program, it does, in the case of the General College, recommend that the pattern of numerous discrete courses be abandoned for other approaches which would be largely interdisciplinary in character, stressing larger units of study rather than the individual courses. While we see the entire process of higher education as attempting a reconciliation between personal and professional needs the General College would stress the more general human and personal aspirations of the student.

The Departmental Program. The Committee recommends that students be given the option of placing their total education within the hands of a single department. In practice, this would mean that a freshman enrolling for a four-year bachelor's degree could select a departmental major upon acceptance into the university, and that his program would then be completely under the jurisdiction of a single department. We propose that each department set up its own system of counseling and academic advisement, and establish its own procedures. Some may want to tailor programs to individual students. Others may turn the students loose, and still others may set up a well-defined pattern (or patterns) to which students must conform, e.g., it might simply require the present pattern of University College prior to declaring a major at the junior level. In any event, we would leave the decision to the departments and recommend that the university legislate only the bare minimum standards, and thus maximize departmental freedom at the undergraduate level for the entire four-year period. A student with a passion for music, or physics, or English, or whatever, would commence his study under the auspices of masters in that field and receive not only guidance for his/her specialized work, but also for general and liberal arts education.

One important stipulation which applies to the departmental program, as it does, indeed, to all the programs suggested in this report, is that adequate provision be made to assure students of the possibility of "swapping horses midstream," to change from one program to another with some ease and no prejudice. We insist, rather strongly, that students be given academic mobility within the university, and that they be free to move from one program to another with a minimum of administrative and faculty restraint.

Independent Study. Independent study is a means of learning, but as a goal of education it far transcends in importance any issue of method alone. Independent study should not be considered apart from the total aims of higher education. In relation to these aims, it involves both the form and the content of the educational process. It is, in fact, both a philosophy and a method, and above all, a spirit or atmosphere in which this process can develop. If we conceive the process of independent study as the maturing of the individual's learning capacity, then it is *education itself*. In other words, in the last analysis, only independent study is effective study, since the implied contrary, "dependent study," is by definition not a self-generating process and cannot form a valid educational concept.

We strongly recommend that all necessary steps be taken to make independent study a dominant factor on the Albany Campus.

Specifics

1) Cooperation with existing plans to grant credit by examination, e.g., ETS, New York State

Department of Education College Proficiency Program, et cetera.

2) Elaboration and extension of SUNYA programs for credit by examination.

3) Increase support of students engaged in independent study by liberalizing access to laboratories libraries and instructional resources (including the most recent and advanced educational technologies and media).

4) Widespread publication and dissemination of syllabi, bibliographies, examinations and other materials.

5) Establishment of an administrative office for independent study at the level of either the deans or academic vice-president to guide and encourage this activity.

6) The use of independent study as a technique within within the structure of courses, e.g., reading periods, in addition to the broader devices suggested above.

7) Provision for a structured independent study program in the event a three-year calendar is adopted. In addition to the normal three course load per quarter, students could be given the opportunity of pursuing a parallel independent study project. The amount of supervision, in such cases, could vary from complete independence to relatively close close collaboration with a single professor or a faculty group. (This recommendation in no way replaces the unstructured uses of independent study).

The Experimental College The State University of New York at Albany should create an experimental college designed to develop a program of liberal education by integrating the last three years of high school and the first two years of college. Students would be admitted at the beginning of the tenth grade and prepared for admission to the larger university community at the junior year.

This kind of institution may replace, or at least provide an alternative to, the traditional liberal arts college. These years appear to provide a superb opportunity for an institution devoted to liberal studies within the American system of higher education. The Experimental College should have an autonomous status within the university with its own faculty and with ample authority to experiment. This proposal is also premised on the likelihood that increasing numbers of American families not only will be able, but willing to send their children away to school at age fifteen.

It is important that the College, while autonomous, should be associated with the university. Individual students should, under certain conditions, be permitted to take courses in the university when their own development requires it. It also should be possible for faculty of the Experimental College to offer courses in the university, but their *primary allegiance should be to the College*. The College administration should also be enabled to use the services of professors in the university for special courses and lectures. The College faculty will, however, govern itself, especially with respect to salaries, promotions, tenure and program of studies.

Although we propose to cover the traditional three years of high school and the two years of the lower division in four years, acceleration is *not* the purpose of the College. An integrated plan should economize some of the student's time.

We also propose to use up to three summers for educational experiences (which in effect is the fifth academic year). One summer should be an intensive study of a second language. Ideally, this would include living and studying abroad, and might include one regular semester as well as the summer. Another summer should be devoted to an offcampus experience with art or science, such as those provided now by Professor Vincent Schaefer for high school seniors at Whiteface Mountain and other locations. The third summer should be spent in direct contact with some important social problem.

We believe that the Experimental College is the creative response to the educational, demographic and economic forces presently confronting us. It attempts a new kind of resolution of the present tensions between liberal education and specialization which now exist in American higher education. The College should provide a model for other institutions to emulate when the objective forces in our society create a special opportunity, about 1980. The conversion of some existing liberal arts institutions to the pattern of the Experimental College may provide their salvation. However, in the long run, such colleges ought to be clustered about university centers. The superiority of the Experimental College resides in the fact that it proposes a separate faculty with great autonomy and does not depend upon professors with dual responsibilities. At the same time, it enables the students to take advantage of the university.

The proposal does suggest the desirability of a new kind of faculty. It should be better than the present high school faculty, but not as specialized as the staff of a good many liberal arts colleges. The Experimental College should be attractive to scholar-teachers who have broad interests and who are person—rather than research—oriented. We propose the establishment of several distinguished professorships to attract such faculty. We recognize that, in a sense, we are creating the need for a new kind of teacher, but such persons exist, and even before any of our deliberations were discussed in public, one member of the Committee was approached by several persons interested in exploring the possibility of teaching in such a College.

communications



Another Loss?

To the Editors and the Student Body:

As a reporter for the ASP I have tried to remain as objective as possible when covering the events of the past week and one-half. I guess that I managed to keep this "objectivity" because I didn't feel that I was being directly affected by what the other students were complaining about. I understood the concepts behind the Gerry Wagner controversy. Since I did not know Wagner as a teacher, I did not feel the same emotions as did his students over the issue of his reinstatement. Now, however these very same emotions have "been brought home" to me.

My English instructor, Peter Cousins, will not have his contract renewed next year. When I saw the posters containing this information, and when it was verified by Mr. Cousins I guess I felt the same disbelief and anger as did those students who had been supporting Gerry Wagner.

How can an instructor whose class is closed by the beginning of the second week of registration, who must turn away students who are trying to be signed in, whose class is always filled to the extent that students must sit on the windowsills, who is an excellent, knowledgeable instructor, be dismissed?

All right, now everyone answer my question in unison, "It is because he doesn't have his Ph.D." Well who gives a damn? This is my second semester with Peter Cousins, and hopefully I will have another semester with him. In my short stay here at SUNY Albany he has been my best instructor. Almost everyone who has had Mr. Cousins will tell you that he is an excellent teacher. Just ask them. Someone please ask them!

I do not favor the 50-50 proposal but I feel that it is a *must* that students be involved in deciding which teachers stay and which do not. When an instructor is brought up for tenure or term renewal all his students should be polled. Perhaps a questionnaire procedure along the lines of SECT should be implemented. Perhaps also the method of speaking with an instructor's students, as Dean Perlmutter employed when evaluating Gerry Wagner, should be used.

Peter Cousins has completed all the courses necessary towards his Ph.D. He has not however taken his Comprehensive Exams nor has he written his thesis. Since it is stipulated in his contract that he would get his Ph.D., Mr. Cousins feels that there isn't much of a chance to reverse the non-renewal decision. Peter Cousins wants to stay at SUNY Albany. If by changing the wording of his contract he will be allowed to stay, then let's change that wording. If changing the balance of decision making power within the department will facilitate his remaining here, then let's change the balance of power.

Peter Cousins *must* remain here. He is much *too* valuable to lose.

Sincerely,
Vicki Zeldin

Responsibility

To the Editors:

The Tuesday, March 17 edition of the ASP carried a front page picture of a fellow graduate student with a caption implying a relationship between him and the police, or at least that the police supply him with official footwear. The misuse of his picture is an

insidious attempt to malign the character of a fellow student and to make indictment, albeit implied, against an individual without cause or justification.

The classification of individuals on the basis of dress, I thought, was a tactic reserved for those opposing the ideals of individual freedom and free expression. It is apparent that the irresponsibility of such an act is not solely reserved for the forces of repression.

I believe that the ASP has perpetrated an injustice and should be made aware of the need for responsibility on its part.

The cause of student rights will not be furthered through the singling out of individuals for public ridicule on the front pages of your paper. You have acted without thought to his individual rights nor concern for his individual welfare and safety.

The Chicago Seven stood trial to defend their right to take control over their own lives. Are you going to deny the right of a fellow student to wear shoes of his own choosing? Are you going to deny his right of free passage throughout the school community?

In a sense you already have and you should do all in your power to rectify this injustice.

Freedom and Responsibility.
Robert I. Schwartz

I.D.

Sir:

It would be good if you could more accurately identify the contributors to the "Communications" section of the ASP.

I should not like to take the credit (or blame) for the views expressed by the Charles Sullivan (72 perhaps?) whose feelings on student power appeared on March 17.

Charles Sullivan
English Department

AND THEN A POEM...

by William Rohde

Magenta sunset. 5 p.m. The ballroom. Gerry Wagner, "I came here to make a few things clear."

Brown corduroy coat. Thick brown beard. Blue pullover. Uncombed hair.

"There were two reasons for my dismissal: The first was my lack of a Ph.D. and the other was my so-called 'failure' to advance communications within my department."

Big Dan hiking boots. Blue socks. Dirty white jeans. Vinyl clipboard. Large bronze hands.

"I don't think a Ph.D. indicates a man's competence. Henry Kissinger has a Ph.D. Dean Rusk has a Ph.D."

Admirers chuckle. McNally looks at the floor. Rice blows smoke at the ceiling.

"When I came to Albany I really believed I wanted a Ph.D. Today I'm not so sure. That's a personal thing."

More students walk in. Bell bottom pants. Steel-rimmed glasses. Beards.

"But the facts are clear. For the past two years I've been doing extensive research towards that degree. I've xeroxed over 800 pages of reference material; that's over \$80 I charged to the Department. Check the records. It's all there."

Faces blank. Fingers clench. McNally tucks up his knees. Rice bows her head. Norton slaps the floor.

"Nobody in the Department has ever asked me what I've been doing."

Silence. "They say I haven't furthered communications. Last year I offered five courses for consideration by the Curriculum Committee. My chairman personally rejected four of those. When the Department submitted course recommendations again, the following semester, all five of those were there in modified form."

Dismay. Disinterest. Rawson shakes his head. Burger watches faces. Wagner continues.... Then a poem.

"I call it 'S. I. Hayakawa is Dead.'"

Silence.

"If you will sit now/ and listen/ mr. bigshot/ dean and manager/ we will try to penetrate your fossil brain."

Yes! Yes! that's it. Old men. Fossil brains.

"Shackled by your credit cards/ and your frigid wives/ you have sold/ your spirit/ and your dreams/ for a necktie/ a bulging briefcase/ a little round pork-pie hat/ two research assistants/ a secretary/ and membership in the club."

Credit cards! Streaming from billfolds. Frigid wives. Status. Dead men. Cold men. Not all. But some.

"You have gone and become/ a tinker/ and a peddler of/ threats and certificate/ grants and grades and invidious competitions/ comparisons and qualifications/ evaluations examinations/ and other constipations..."

Constipation! High School. College. Learning equals grade. Learning equal grade. Learning equals grade. Grade equals teacher. Grade equals teacher. Grade equals teacher. TEACHER EQUALS DEGREE.

"For us joyce said it all... 'I will not serve that in/ which I no longer believe/ whether it call itself/ my home, my fatherland or my church' Or my university..."

Repressive. Suppressive. Skull search less fruitful. And only twenty-three!

"Can't you, don't you, won't you understand?/ s. i. hayakawa is dead/ he never lived."

He never lived! High School. College. No one ever said it. Get that degree boy. Get that degree boy. Job. Job. Get that degree boy...

"Sired by ronald reagan/ his still born fetus/ the issue of the exhausted loins/ of christian capitalism."

Christ! Memories. Memories. Be good or you'll make God cry. Money. You've got to be careful. Play it smart. Watch the other guy. Bootstraps. Remember your bootstraps!

"Hayakawa is dead... motherfucker/ he never lived."

He never lived. What a metaphor! Standing ovation. Applause. V sign. Door. No renewal.



REWARD: for information leading to the capture of one Jesus Christ

Wanted For: acts of sedition, criminal anarchy, practising medicine without a license, vagrancy, and conspiring to overthrow the established government. Known to be a professional agitator.

Alias: "Prince of Peace", "Son of Man", "Light of the World", and et cetera.

We need Him urgently, dead and/or alive.

asp staff

The Albany Student Press is published twice a week by the Student Association of the State University of New York at Albany. The ASP editorial office is located in room 334 of the Campus Center building. This newspaper was founded by the Class of 1918 and is funded by student tax. ASP phones are 457-2190 and 457-2194. If no answer, messages may be left at 457-3430.

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All communications should be addressed to the editors and must be signed. Names are withheld on request. Letters are limited to 300 words and are subject to editing. Editorial policy of the Albany Student Press is determined by the Editors-in-Chief.

Communications

Error

To the Editor:

Last Thursday an ASP photographer saw me, wearing black boots among the students protesting in front of the Administration Building. The photographer jumped to the conclusion that police wear boots, therefore, I was a policeman. There was no legitimate evidence to support the photographer's notion that I was a policeman, yet this picture was published on the front page with the caption, "...a casually interested bystander and his official Police Department footwear." This accusation is slanderous.

The footwear in the picture is not that of "official police," but Army combat boots (all that remains of my time in the Pennsylvania National Guard). I am a full time doctoral student and have never been involved in any kind of police work.

To me it is unbelievable, at this time of heightened student tension, that anyone would publish my picture as a policeman surveying a student demonstration. It is upsetting that students have confronted me and demanded that I prove that I am not a cop.

You have used your right of free speech to make slanderous statements based on my shoes.

(name withheld)

Not on campus

To the editors:

This is in response to Jack Schwartz's letter that appeared on Tuesday. Schwartz claims he relies on the opinions of students living in residence to form his judgment that RA's and directors are pigs. I wonder which students Mr. Schwartz asked. I seriously doubt if he consulted anyone who was not paranoid about the use of drugs in the dorms; I also doubt if he consulted any reasonable, non-radical students.

I wonder where Schwartz's "personal experience" with RA's comes from. It doesn't come from living in a dorm at Albany State. (A simple check of the phone books for the last two years reveals that.)

Schwartz accuses me of bastardizing the term "one dimensional." A little thought about the phrase reveals that it can be used in more ways than Marcuse suggests. One of the more useful ones is to describe a condition similar to Mr. Schwartz's. Anyone who can see only one side of a person or situation (including RA's and their jobs) is living in a kind of one dimensional reality of his own creation.

I suggest that Mr. Schwartz consider some of the practical consequences of encouraging the use of illegal drugs on campus. These include: 1. an increase in the number of narcotics agents on campus 2. an increase in busts, particularly busts by outside police forces, and 3. a rapid decline in the size of the University's budget. (In case Mr. Schwartz didn't know it, the legislature, which controls our budget, knows what's going on up here.)

With the exception of freshmen, anyone who doesn't want to live in a residence hall doesn't have to. The quads are State property, where State laws, whether we like it or not, will be enforced. People who want to break the laws have an obligation to themselves and the the University not to do so on campus.

Michael Gilbertson

You Won't Get It

Dear Editors:

In response to Therese Mercurio's letter which ends by asking "Will we get it?", the answer is quite simply, you won't. Not as long as you think that we are "first and foremost students."

Perhaps you have concluded that the University is where our lives have begun and will end. Perhaps you are unaware that we are people which is of far greater significance than being a student. Perhaps you think you can say "I want," and the power hungry pigs will relinquish their power.

To ask the administration for what you want is to affirm their power, the power of the pigs.

When you and all of us stop saying "I want," and start saying "It is ours, we shall take it," then, and only then, will we get it. All for it, for all the people.

Barry Alper

visitations

by Joel Carp

New Left Organizing Committee

Right now on this campus there exists a clear example of the socio-economic and political system's irrelevant attitude towards this campus, and in a broader view, the population's true concerns. With overcrowded classes, understaffed faculty, rising tuitions etc., sunken gardens are being built in order to provide us with a greater sense of technological advance. The issues of education and ecology evidently were not taken into consideration, or did not carry much weight.

Each of the two gardens will cost many thousands of dollars, and what the University can expect in return for this expenditure is a useless, and probably ugly array of flower pots and tiles. What we need desperately instead, is the construction of classrooms, expanded departments, funds for work-study programs and numerous other pressing demands. Someone's "priorities" seemed to have placed the need for sunken gardens above everything else. Although the money has already been legislated for this purpose, construction can be stopped and the money reallocated.

Lately, there has been much talk about ecology, but talking isn't stopping the destruction of our trees and the covering of the earth with cement. The land by the social science building could easily be transformed into a people's park with a little work by an interested community and very little money. A bag of grass seeds would provide a more aesthetic and human landscape than bulldozers and cement mixers can.

It is intuitively clear that something beyond the surface must be controlling the construction of these gardens and of all pollution. What we face is a system of values that places technology and industry above human life. These values have long dominated the lives of the members of society and now threaten to destroy them also. Before it's too late, we must stand up and let the controlling forces, a consumer orientated industry and its political power structure, know that we cannot accept their values. We must show that we will not be the tools of an elite who couldn't care less about us, and begin to have human values replace those that have been imposed upon us. We must get together and create not a showplace, but a park for the people.



Editorial Comment

Amnesty

We call for the immediate cessation of all prosecution procedures and investigations arising from Friday night's activities. We find the decision to prosecute a hypocritical act by an administration which is simultaneously endorsing a 'dialogue' to improve intra-university communications. Who wants to play when the game is fixed?

The administration should realize that it is amazing that after a week of seemingly contradictory statements only 19 windows have been broken. We have been frustrated and misled and, until this point, patient.

Monday is a new day.

A.T.

Pluralism Now

If the events of the last few days mean anything, they mean that people are looking for something. Whatever it is that exists here now is in need of drastic change if the educational process is to proceed. Hopefully, we will proceed to change the university to our satisfaction. In spite of limitations imposed by society much can be done to radically change the university.

The university should be multi-faceted enough to serve all our needs and interests. Two years ago, with the acceptance of the report on 'New Patterns of Education', the university committed itself to a concept of educational pluralism.

Too much time has elapsed and too little has been done. Now is the time for change.

A.T.

Speech Pathology Problems

The faculty and the students of the Speech Pathology and Audiology Department met supposedly to discuss the incendiary issue of departmental advisory screening on St. Patrick's Day. What it was, in actuality, was a performance well worthy of "Barnum & Bailey". (But we understand that their standards run high and screening would undoubtedly occur.)

For those of you reading this who don't understand what happened - don't worry, you are far from alone. But now, out of that heated environment, let's ask some of the questions that were ignored - let's cut the proverbial crap and get to the mucky bottom of this deplorable affair.

SOPHOMORES -- How can you sit there and soak up idiotic propaganda worthy of a two week old orangatang? Why can't you see what's going on? Why can't these questions be answered:

1. What does advisory mean?
2. What will it achieve?
3. What was the faculty vote in regard to instituting screening?
4. Why is there a shift of meaning now?
5. What are the real intentions of the screening?
6. How can you compare it to Pre-professional Seminar?

7. Will the faculty be willing to be screened?

8. Who on the faculty is equipped to play God and decide how a person will perform in the future.

9. Which members of the faculty will be on the Student Faculty Committee?

The screening process was originally established to assist in restricting the size of enrollment in this department. Do you sophomores believe the intention is now different - and now it's only to see if you'll be good therapists, which anyone with brains can realize is impossible to predetermine. Such a drastic change in thought is highly indicative of emotional problems - isn't that right, Professors?

One more obnoxious activity must be discussed - that of faculty behavior. You speak to us of professional ethics which sound more like the Girl Scout code every day - and you yourselves prostitute it. The entire staff of the department was on state last night and your performance was smashing.

SOPHOMORES -- These are the people who will decide if you're people or not - did you take a good look?! Whether you can eloquently create a reply to that

assinine question about Peanuts is part of the issue. What's more relevant, is the person with the mentality to write such a question, will be grading, evaluating, screening and deciding if you are fit to enter into the same profession as he is in.

Kinesis is far from dead esteemed faculty, far from dead, and you exhibited so much that verbalization was practically unnecessary. What you think of yourselves is often displayed in class much to the disgust of the students. But what you think of others should not (according to one of our distinguished faculty) ever be voiced or exhibited in public; it's highly unprofessional.

The vision of lambs being led to slaughter cannot be dismissed; The old cliché, "a wolf in sheep's clothing" cannot be disregarded. The faculty are definitely human at best, why let them decide on your capabilities?

REFUSE SCREENING, REFUSE COMPROMISE, DEMAND AN EDUCATION IN YOUR CHOSEN FIELD!! DEMAND AN ALTERNATE SOLUTION BE ESTABLISHED NOW!!

This is the last issue of the Albany Student Press before Spring Recess. We will resume publication Friday, April 10, 1970. Take time to celebrate the miracle of SPRING.

Mall Project Discrimination Charged by Walinsky and Eve

by Julian Mathias

Adam Walinsky, candidate for New York Attorney General and former Kennedy aide, and Assemblyman Arthur Eve accused the state of allowing discrimination against minorities in the construction of the Albany mall project at the Unitarian Church Monday, March 16.

Walinsky and Eve contended that an opportunity to alleviate the financial burden of poverty-stricken families and lighten welfare rolls has been missed because

of the failure to involve sufficient numbers of workers from ghetto communities. Jobs in the construction field offer high salaries despite requiring little education.

According to Eve the traditionally illiberal attitudes of the construction unions have succeeded in keeping the mall work-force predominantly white. He accused the union of importing its own kind of help from Canada, Maine and California, while an abundance of impoverished workers are on the local scene.

Walinsky asked for a halt to construction until an agreement concerning a work force with a proper ratio could be reached. What could be an opportunity to help alleviate the financial handicaps of the ghetto was not being exploited to the fullest according to Walinsky.

Following Walinsky's comments, Assemblyman MacFarland criticized the findings already discussed. His solution to a possible discrimination problem within unions was the enforcement of existing laws dealing with an 'overseer.'

Another Assemblyman from the audience accused Walinsky and Eve of using meaningless rhetoric. At this point communications broke down as participants in discussions insisted on being heard without returning the courtesy of listening.

Special Events Board

Applications for membership on Special Events Board will open today and close on Wednesday, April 15. Special Events Board coordinates 12 special events on campus, including Holiday Sing State Fair, Homecoming and Wild, Wild Weekend. The Board plans long-range events, evaluates past events, attempts to formulate new events and acts as a 'sounding board' which reacts to the desires of the students regarding programming.

The Board is composed of: a) two co-chairmen for each event, b) large members who function

as recruiters, public relations and publicity experts; c) officers; and d) apprentices who do not yet have enough experience to chair an event.

Applications can be picked up at the Campus Center Information Desk.

The members of the Board are expected to plan and execute their event, help others with their events, attend Board meetings and perform other duties as necessary. The time commitment depends on which event the member is assigned, but all events involve a great deal of time right before the event takes place.

CURE Hearings

Continued from page 5

D. Free Electives (Depending on program, major and second field.)

TOTAL: 120 semester-hours

E. Physical Education requirement Above the required hours of academic study necessary for graduation.

IMPORTANT

For the School of Business and the School of Nursing, the general university-wide requirements are eliminated as in the School of Arts and Sciences. All professional and departmental program requirements are to remain intact.

The following, formerly requirements, is a recommended course distribution of general Liberal Arts and Sciences for those students who are unsure or undecided as to a field of study.

1. English Composition, (3 semester-hours)

2. Art Literature, Music, Phil-

osophy, (9 semester-hours) Three semester courses including one course in Literature; one course in Art or Music or Philosophy; and at least one additional course from Archaeology, Art, Literature, Music, or Philosophy. Literature courses include those literature courses in a foreign language not used to fulfill the foreign language requirement.

3. Foreign Language, (6 semester-hours) One year of advanced study of a foreign language.

4. Social Sciences (12 semester-hours) Six semester-hours in any one of the following: American Studies, Anthropology, Economics Geography, History, Political Science, Psychology or Sociology; and an additional six hours from the remaining areas.

5. Natural Sciences and Mathematics, (12 semester-hours) Must include one laboratory course in a science and one course in Mathematics or Phi 210 or Csi 201.

**Jo Earl
and
Pat Campbell
for University Senate**

TAKE AN EDUCATIONAL BREAK
BETWEEN SCHOOL AND WORK!

SECTION III INTERNATIONAL Presents:

A 27 day tour through the heart of Europe: June 16- July 12

Includes: Transportation to and from Europe
Inter-country transportation
Orientation tours
Admissions to museums
Breakfast and dinner
Lodging
and Holland, Germany, Austria

\$60 deposit is necessary before April 10, 1970

For further information call: John Todd 457-8383

Bob Burstein 463-2636

University Senate Candidates List

The following are the undergraduate candidates for University Senate. Elections will be held on Monday, Tuesday and Wednesday, March 23, 24, 25.

Richard Aiken, Richard Ariza, Leonard (the Beek) Beekman, Mike Bendzel, Howard Berke;

Lawrence (Larry) Bernstein, Christina (Chris) Binder, Jan Blumenstark, Bernard (Bernie) Bourdeau, Bruce Brigell;

Mel Brosterman, Patricia Campbell, Phil Cantor, Cary Carnal;

Tony Cheh, Robert Cohn, E. Trelease (Cinderella) Collins, Lorraine Collotta, Mitchell Cooke, Barry (Ho) Davis;

Gary Deutsch, Michael Dickman, Patrick Downing (Morgan), Daniel (Dunk) Duncan, Joanne Dutcher;

Joanne Earl, Gary (Ike) Eichenbaum, Kenny Eiges, Susan Elberger, James Fichthorn;

Brian Formoe, Eleanor Freeman, Richard Friedlander, Jay (Jason Mason) Friedman, Claire Fritz;

Steven Gerson, Michael Gilbertson, Ricky Ginsberg, Jay Glasser, Harry Goldberg;

Steven Goldfinger, Jay Goldman, Paul Goldstein, Robert Gottfried, Joseph (Joe) Green;

William (Bill) Green, Bruce Guttenplan, Andrew Haber, Peter Hackman, Jay Handelman;

Mike Helfer, Marc Heppen (Phantom), Michael Hersher (Crow), Mat Heyman, Cheryl Hirschenson;

Ronald Ingber, Ken Jacobs, Lowell Jacobs, Eric Joss, Richard (Rich) Kamp;

Warren Kaufman, George Kelesian, Howard King, Barry Kirschner, Anthony (Tony) Kiselis;

Peter Klein, John Koethen, Kenneth Kohlhof, Elisabeth

(elisa) Kolibash, Allan Kolonny; Dave Kopilow, Leonard (Lenny) Kopp, Wendy Kotler, Gail Krause, Thomas (tom) LaBarbera;

Michael (Mike) Lampert, Aline Lepkin, Gail Leyonmark, Mitch Liberman, Robert (Tif) Lifson;

Karen Loveless, Patricia Luludis, Rubin Magit, Patrick (Pat) Mahoney, Carlo Marano Jr.

Gregg Maynard, William McCann, Mark Metzger, Larry Meyers, Drake Michno;

Candy Mirrer, Tom (Tommy) Moore, Stephen (Habeeb) Morris, Lenny Moss, Barry Nathanson;

Barry Nelson, David Neufeld, Michael Neymann, Tom Nixon, Theodore (Ted) Orosz;

James O'Sullivan, Claudette Ouimet, Sylvia Page, Tim Palmer, David Peck;

Larry Pfeffer, Michael Piechowicz, Steve Poyta (Little Bolshevik), Frank Putorti, Sheridan Race;

Allan Reiter, Louie Ringe, Stephen (Steve) Roizen, David Rosenberg, Marc Rosenberg;

Mark Schwartz, Richard Sher, Robert Sichel, Donna (Simon) Simonetti, Richard Sims;

Lawrence (Larry) Sorgen, Donald Stankavage, Brian Stenson, Susan (Sue) Marie Tatro, Ed (Tauby, Monkey) Taubman;

Robert (Bob) Tendrich, Gordon (Corky) Thompson, Mitchell Toppel, Stephen (Steve) Villano, Barbara Wallach;

Arthur (Artie) Weitz, Richard Wesley, James (Jim) Westman, Barbara Will, Ira Wolfman;

Donna Wright Alan Zaback, Jay Zuckerman, Joan Zuckerman.

Dialogues

Continued from page 1

O'Reilly went over Perlmutter's head and our petitions and fired Gerry."

The referendum to determine general policies is slated for Monday. Talk of continuing the strike is rampant and until all peaceful channels are exhausted, there is hope "coolness" will prevail.

"This is Albany-not Buffalo." But brothers from U.B. noted that they had an ovation in response to our take over of the administration building and when challenged from the floor regarding our feelings of their strike, they got an ovation from the placid silent majority of students present.

Monday's referendum will decide the means of obtaining them.

The Philosophy of Student Power

Continued from page 12

The department chairmen have chosen now to consolidate their power before the new President Benezet can arrive on campus: they fear that Benezet may be actively sympathetic to the just demands of the student power movement. Unfortunately, Kuusisto, Thorne, and the present acting Vice-president for Academic Affairs O'Reilly, the current members of the upper-echelon administration, have a misguided sense of loyalty to these new chairmen and have indicated a naivewillingness to permit these lower-echelon administrators to continue their unlawful disfranchisement of the students.

The faculty will no longer accept this; they are sick and tired of being manipulated and controlled by the dictatorial whims of a chairman whose appointment

they have no real power to determine. The students have warned Kuusisto and his Vice-presidents against the naive understanding that the students will not oust them (the administration) if the student demands are not met now. As the faculty realize that now is the time to press their demands for academic freedom upon the administration, so do the students realize that now is the time to enforce the administration to acknowledge the inviolable right of the students under the system of "natural" laws which operate in the political power structure of this university, to use their power at all the decision-making levels.

If the administration refuses to accept the reality of this philosophy, the students have committed themselves to a revolution which will forever remove the administration from the govern-

ance of this university community.

As Buffalo proves, the students are willing to run the risk of suspension of state monies so long as they can obtain their practical end: the best education the university can possible provide them. The administration in its totality will be reduced to a powerless, non-advisory body of office workers, charged only with handling the business affairs of this university.

I tell the students this: that if the revolution comes, the administration heads, who have stubbornly (under the intimidating threat of resignations of a mere handful, a loud-mouthed minority of the faculty, who have not been joined either actively or in sympathy by masses of the faculty [do you what I mean by administrative "ypocrisy?"]) resisted the respectful pleas of the overwhelming and peaceful masses of the students, are to be ousted from their positions of power. Further I tell the students this as a corollary to the above: that if the administration is to be driven from this University, that we rip it out at its roots, the deans and chairmen.

CLASS COUNCIL MEETING
'72
ALL INVITED
MONDAYS 6:00 PM C 373

**RODGERS
CLINGAN
GROSS**
Reminds the
Class of '73
to VOTE
in CLASS ELECTIONS
MARCH 23, 24, 25

Fantasia - A Bonanza Of Sight And Classical Sounds

by Tom Quigley

In 1940, Walt Disney released FANTASIA upon the pabulum fed, pre-World War II public, that had come to rely on him for bland, inconsequential family films. The reception was catastrophic.

The audiences could not tolerate large doses of classical music, no matter how familiar or stimulating the animation. Critics buried it with remorseless criticism, failing to understand the purposes of the experiment, and the greatest profit-oriented horror of all the film was a financial disaster.

Having recently viewed it upon its return from obscurity, I can only modestly conclude that it is the greatest animated film ever produced by the Disney studios, a pioneer in this field. For a change it is satisfying to report that the public reception of the film was too harsh and the critics, as usual, had the farsightedness of a group of blind asses (which places this reviewer in a precarious position but the sarcasm is appropriate).

The Disney animators diligently use total visual equivalents to illustrate moods and emotions evoked by a variety of great musical masterpieces, ranging from Bach to Beethoven. Using narrative between the unrelated episodes continuity and balance are maintained between the real and surreal. The culmination of this noble experiment is a brilliant human and emotional impressionistic film that draws chiefly from naturalistic and surrealistic modes of expression. If it is not wholly successful in interpretation, it is at least honest in its presentation.

For those of you who are not particularly classical music buffs, myself included, it is indeed a pleasure to be visually introduced and instructed to many of the more familiar pieces through the benefit of Disney's entertaining artistry. All the episodes are charming and you are bound to find yourself with favorites among them.

Unfortunately it becomes impossible to describe the fluidity of color, image, and sound blended so skillfully in this film. It must be seen to be experienced. Among my own favorite episodes are "The Sorcerer's Apprentice" featuring the mischievous Mickey Mouse as a novice, dabbling in the black arts with dire results; the incredible violent depiction of the

dawn of creation traced through the volcanic and Jurassic periods; the idyllic and amusing mythological sequence done in contrasting monochromatic colors, and the "Bald Mountain" finale with a vision of a demonical, titanic Satan, straight out of Milton, reveling in the corruption of earthly souls in an eerie hellish landscape; surly a terrifying departure from the usual Disney mode of "harmlessness."

The juxtaposition and contrasts of good and evil are in fact the very things that distinguish this movie above all other Disney creations. The film recognizes, but does not overly and piously moralize about the forces of power brutality, beauty, and peace inherent in natural phenomena and indeed the human condition itself. Of course the film is a strong statement for love but it

does not deny the considerable power of evil and its dominion in this world, that sometimes makes it more powerful than good. The final vision, of natural peace, however religious in intent, is more Emersonian and humane than spiritual.

FANTASIA is a fragile and persuasive film that understands and uniquely illustrates, through the media of music, color, and animation, the art of visual communication that has become the canon of filmmakers and artists of today. The saddest conclusion of all is that it was produced by a man who was pressured into submerging imagination and the flair of originality, for the financial security of that cutesie-poo crap that passes for family entertainment. For those who scoff at the art of Disney, this film above all others is a must.

Spring Offerings Theater With Music

by Mary Eileen O'Donnell

THE ROAR OF THE GREASEPAINT—THE SMELL OF THE CROWD will be performed twice this evening at 7:30 and 9:00 p.m. in the Arena Theatre of the Performing Arts Center. Directed by Ron Abel, GREASEPAINT is co-sponsored by Experimental Theatre and Music Council. Michael Reynolds and Mary Eileen O'Donnell play the roles of Cocky and Sir; the cast also includes Frances Caruso, Douglas Saucke, Barbara Muller, and Ralph Boone. Admission is free.

Auditions for an Experimental Theatre play, THE WHITE WHORE AND THE BIT PLAYER, by Tom Eyan, will be held Monday, March 23 at 8 p.m. in the PAC Rehearsal Hall. Directed by William Frankonis, the play offers two female roles. The play is scheduled for an April 24th production in the Arena Theatre of the PAC. People interested in working on the technical end of the production are also invited to attend.

State University Theatre's fourth major production, ALA-ED-DIN, directed by Patricia B. Snyder, is readying for its Wednesday, April 15 opening for a five-day run. Costumes are being designed by Arlene Du Mond for the

cast, which includes over thirty characters. ALA-ED-DIN is being produced in the Lab no. 2 Experimental Theatre. The sets for the production are being designed by Robert J Donnelly.

The fifth and last major production of the season, YOUR OWN THING, has been cast and is in rehearsal now for its May 13-17 run. YOUR OWN THING, a musical, is directed by Joseph Balfior.



"Put it in the book!" ...benjamin

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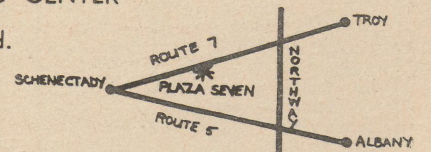
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Chapter VII



Canned Heat will be appearing here tomorrow night The Raspals concert is tonight. Moody Blues has been sold out

The Philosophy of Student Power

by Robert B. Cutty

I. PHYSICS

Power is derived from the people: the people possess the power. Therefore, the students possess political power at the decision-making level; no one has to *give* them this power because no one could ever have taken such power from them. Therefore, the only issue is the *use* of this power.

It is, quite frankly, possible that an attempt might be made by another group within the university structure to unlawfully prevent the students from lawfully using the power they possess (by automatic right as stated above) for whatever ends this first group might have (political power being defined as a means to an end; in the case of the university, that end being the kind and quality of education offered at that university).

The specific issue at *this* university is the problem that has arisen by the conscious decision on the part of one particular group within this university to forcibly (through intimidation and lies) prevent the students from exercising their right of a voice and a vote at the decision making levels, the intention of this above-mentioned, but unnamed, group to exercise all power themselves, power by them being defined as an *end*, the end itself to control, manipulate, direct, and dictate the lives of students as academic participants within the university community.

This is in specific violation of the acknowledged right of students to have an equal say in determining the kind and quality of education that they pay for, this acknowledged right being, of course, only one phase of the students' inviolable "power" as members of the university community. As this power cannot be taken from the students, the attempt by the above-mentioned, but unnamed, group to thwart them from the legitimate use of this power is in direct violation of the "natural" laws under which a university functions as a peaceful community.

As the above-mentioned group is the administration, and as that group has assumed, through its illegal actions, the dominant position of power in the university community, thereby threatening the security and jeopardizing the rights of the students it is entirely within the right of the students to demand that the administration recognize the realities of student power or else suffer the consequences of a political revolution that might utterly remove the administration from all decision-making levels (within the university) as a group possessing real political power of any amount whatsoever, equal or otherwise.

II. METAPHYSICS

The system by which the university community allows for participation of all groups in the exercise of political power is democracy. The specific form of democracy might be summarized as equality of interest. The three primary groups whose interests are noted as equal (at the decision-making level) are the students, the faculty, and the administration.

Under the American system, it is believed that institutions must be run in such a manner that they achieve the *maximum efficiency*. For the university, maximum efficiency is defined as providing the best in quality and the most stimulating in kind of education that can possibly be provided; obviously, it is necessary that I further extend this statement to declare that the education is to be provided for the students, for whom the institution of the university was created.

The state university system is funded by the people of the state as a whole. Therefore, the legislature of the state has in their laws provided for maximum efficiency by stipulating as a requirement in the management of state universities the hiring of a group known collectively as "the administration."

By virtue of the law, both the students and the faculty have acknowledged the necessity of the administration for the purposes of co-ordinating the managerial details of the university and, in lieu of the demands of state law, have guaranteed the administration the right of exercising some, possibly an equal, share in the exercise of political power at the decision-making level.

The students are one political group. The faculty are the group who are hired specifically for the purpose of teaching, that is, providing an education for the students. The faculty, then, also possess a "natural right" to exercise power in the manner stated above. However, the administration does *not*

possess this natural right; it is a granted right, a condition of the state legislature in return for state monies to permit the state university to exist at all.

Nevertheless, it is custom and tradition that the administration's share of power be equal to those shares exercised separately and independently by the faculty and the students. A practical rationale for this custom is that under such a system, the administration may act as a "reasonable" check upon the abuses of power by the faculty and/or the students when either or both groups threaten to use their power in a manner which would jeopardize their financial support from the state, specifically the legislature.

However, the administration at this university consciously and eagerly sought to prevent the students from using their power under the pretext that the students lacked the proper experience within the university to use such power (whose end, of course, is to determine the kind and quality of education offered at this university).

This rationalization was willingly accepted by the so-called lower-echelon administration (the department chairmen, deans of divisions, schools, and colleges) who, in the manner of the theatre-absurd dictators in Orwell's 1984 wished to exercise power over *both* the faculty and undergraduate majors within their departments (divisions, schools, or colleges) simply for the sake of using the power and to no constructive or productive ends (as that end described above towards which political power at the decision-making level in the university is intended to lead).

It is in the interests of neither the faculty nor the students to permit such a situation to continue any longer. The administration must acknowledge that their existence, despite even state law, is at the whim of the collective desires of the two primary groups noted above; students come to the university for an education and, once having achieved and received their diploma (which is the legal proof of that fact) leave; faculty who are able to prove their worth after an evaluation of their abilities in teaching by their students and their capabilities in research by their peers are granted tenure; an administrator who fails to work lawfully within the democratic power structure of the university community *can be dismissed at any time*.

If the administration naively continues to indicate their unwillingness to permit the students to exercise their equal share in the political management (at the academic level) of the university, the administration risks a revolution by both the faculty (who will no longer accept as feasible restraints on their "natural" right to the exercise of political power, in return for which the administration has permitted even them a token voice and vote at the decision-making levels, primarily at the expense of student power, thus permitting the ghastly spectacle of seeing faculty and students in contention in the past when their interests have always been so mutually allied) and the students.

The unobvious result could be the complete removal of the administration from the arena of political power, which action could lead to a legislative halt in funds by virtue of the argument that this revolution in the power structure of the university community would be a violation of state law.

The administration is *not* hired to *destroy* the university by *intimidating* either the faculty or the students to violate state law. The administration is hired to *preserve* the *operation* of both state and "natural" laws as both function to oversee the peaceful and equal use of political power by all three primary groups at all the decision-making levels of this university's power structure.

III. ETHICS

Power is not the pursuit of intellectuals, and is too serious a game for dreamers. I have discussed the source of student power and discovered it to lie in certain inviolable "natural" laws which operate within the university community. I have discussed the system of governance on this campus and discovered that the power structure contains equal elements of the faculty, students, and administration at all decision-making levels. I will now become practical: I will discuss the use of student power at *this* university.

The basic issue here is the *use* of student power.

The administration is opposed to the students exercising their right as a political body on this campus to share equally in the decision-making process. Why?

One year ago, former President Collins announced to the university community that he would no longer be president after the conclusion of the spring semester. Within several weeks, the Board of Trustees announced that then-Vice-President for Academic Affairs Kuusisto, appointed to his post just that year, would serve as the acting President until a search committee chosen from the three primary groups of the University could select a new president.

Why was Kuusisto chosen? Precisely because because he was such a new appointee to the administration; the University Council had definite reservations about the other leading choices (within the University administration), among whom were Vice-President for Student Affairs Thorne and Dean of the College of Arts and Sciences Perlmutter.

Why Kuusisto? Many people believe, and the presumption is certainly a safe one to make, that Collins himself had recommended Kuusisto before the University Council as an excellent acting president. Collins had guided every single "social" reform (as alcohol on campus, no women's hours, etc.) before a publicly skeptical (if not privately hostile) body of men and women who, *by virtue of state law* have final authority over all change at this university (the only appeal being to the Board of Trustees of SUNY, the Chancellor, the Commissioner of Education, and the Governor: I personally find this list so incredible as to be side-splittingly hilarious).

But what was the effect of Collins' resignation on the university community as a whole? All three primary groups saw the appointment of Kuusisto as acting president *as a signal to them to consolidate their political power*.

It is frequently believed that Kuusisto inspired the idea, first formulated as a working policy of the faculty and administration last year, that students be directly involved at the decision-making levels: departmental, college, and school tenure committees; Faculty Senate and its committees and councils; and the Council on Student Conduct. This presumption is also reasonable to make since as Vice-President of Academic Affairs, Kuusisto had been hired by Collins specifically to implement academic reforms involving students, all "social" reforms having been achieved under Thorne.

The main bulk of academic reforms are listed in another article in this paper which excerpts pertinent sections from Dean Perlmutter's report of three years ago, written originally to suggest new directions in education for this university to progress to. Both the faculty and the administration endorsed this report as policy.

In three years, Perlmutter has seen this report come to nothing: it has been completely ignored by the department chairmen beneath him who see academic reform as a threat to their exercise of power and not as a means to providing the best education for students. Department chairmen are commonly known as "lower-echelon" administrators; they are not even chosen by their own faculty: their appointments must be approved by the upper-echelon administration.

I re-iterate that the administration consciously chose to prevent the students from using their lawful right of power. I state further that the section of the administration who are to be singled out for this charge are the department chairmen.

It is a frightening co-incidence that, beginning in the academic year 1968-69 and continuing for three years, virtually *all* the departments of this university will be headed by new chairmen. I state this fact in light of the observed political behavior of department chairmen in interaction *against* (definitely not *with*) both their faculty and their majors.

The department chairmen entering this university power structure have willfully chosen to block the *final* and most important (because it will lead to all the others in Perlmutter's report) academic reform, the three demands of Central Council. Because if students can freely exercise their power of an equal voice and vote in all university community governance decisions, they will, quite obviously, deny the department chairmen the right to play cynical games with their futures, lives and careers.

Continued on page 10

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