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Suffolk Journal

Anthem For Doomed Youth

What passing-bells for these who die as cattle?
  Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
  Can patter out their hasty orisons.
No mockeries for them from prayers or bells,
  Nor any voice of mourning save the choirs, –
The shrill, demented choirs of wailing shells;
  And bugles calling for them from sad shires.

What candles may be held to speed them all?
  Not in the hands of boys, but in their eyes
Shall shine the holy glimmers of good-byes.
  The pallor of girls' brows shall be their pall;
Their flowers the tenderness of silent minds,
And each slow dusk a drawing-down of blinds.

Wilfred Owen

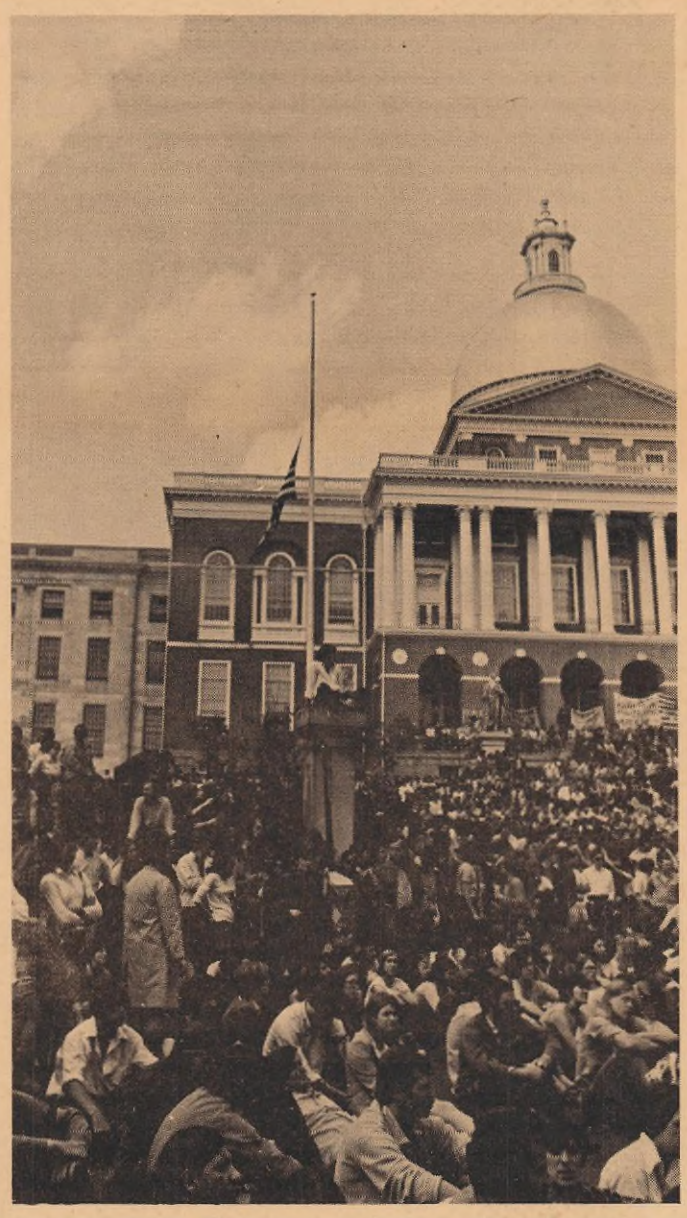
A Strike for Peace : Suffolk Responds

We mourn the death of the four students slain at Kent State. The responsibility for the deaths of Allison Krause, Jeffrey Miller, Sandy Lee Scheurer, and William Schroeder lies with our national leaders. They plunged the country deeper into the morass of the Southeast Asian War, and when students gathered to call for peace they responded with soldiers carrying loaded weapons.

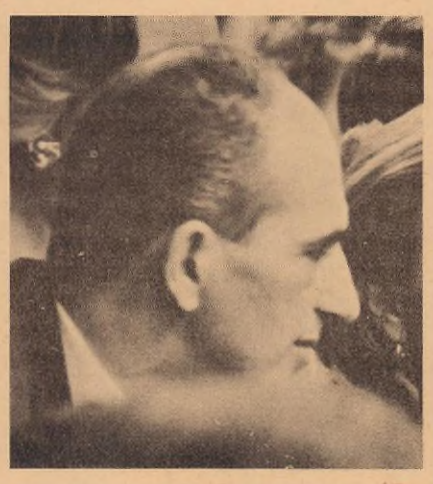
In his statement, President Nixon deplored, "resort of violence as a means of expression." What sort of expression is the American invasion of Cambodia? What sort of expression are armed soldiers in our cities and universities?

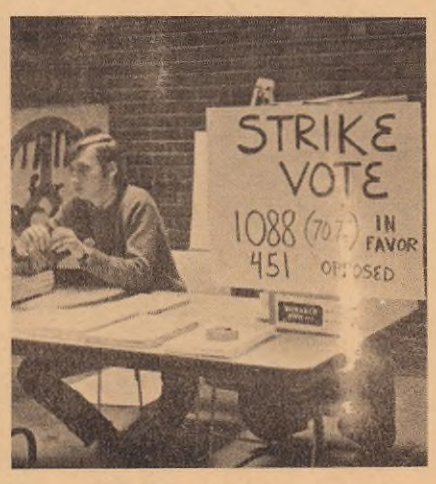
To express our collective grief, memorial services for the four dead students will be held this week on campuses and in towns around the country. We urge all Americans to join in this demonstration of sadness at these unnecessary killings.

200 years ago, the killing of five Americans by British Imperial troops earned the name "The Boston Massacre." The tragedy at Kent State may well be the "massacre" of our time.



SUFFOLK STUDENTS MARCH ON THE STATE HOUSE
-MAY 5, 1970





"Strike" or "Days of Protest"?— Trustees Decide Suffolk Students Academic Options

The Board of Trustees at its Regular Monthly Meeting on May 13, 1970 adopted the statement of the College Faculty Assembly with the insertion of the word "all" in Item 3, WITH A PREAMBLE. Below is the Preamble and the Statement voted by the Board of Trustees:

ACTION OF THE BOARD OF TRUSTEES
AT THE MEETING ON MAY 13, 1970

PREAMBLE
TO
THE STATEMENT BY THE COLLEGE FACULTY ASSEMBLY

A UNIVERSITY IS THE VERY ESSENCE OF OUR DEMOCRATIC SOCIETY. THEREFORE, IT IS IMPERATIVE THAT THE RIGHTS OF **ALL** BE PROTECTED AND RESPECTED.

THE BOARD OF TRUSTEES EXPECTS THAT THE PRESIDENT AND DEANS WILL IMPLEMENT THE STATEMENT OF THE FACULTY ASSEMBLY WITH EQUITY AND JUSTICE TO ALL STUDENTS.

STATEMENT OF THE COLLEGE FACULTY ASSEMBLY

The administration and faculty of the Colleges of Suffolk University realize that most Suffolk students participating in the current strike are acting according to the dictates of their conscience. We respect their judgment and their sincerity. We further recognize our responsibility to conduct the proper business of the University, providing for a continuation of classes, examinations, grade reporting, and graduation. Accordingly, we state the following policy:

1. The Colleges of Suffolk University will remain open.

2. Instead of holding full-scale formal classes for the remainder of the semester, all members of the faculty will make time available to meet with students individually or in groups to help attain their educational goals. Individual classes should be allowed to go on at the regularly scheduled time if the students and faculty involved so desire. Faculty will also hold final examinations as scheduled for those who wish to take them.

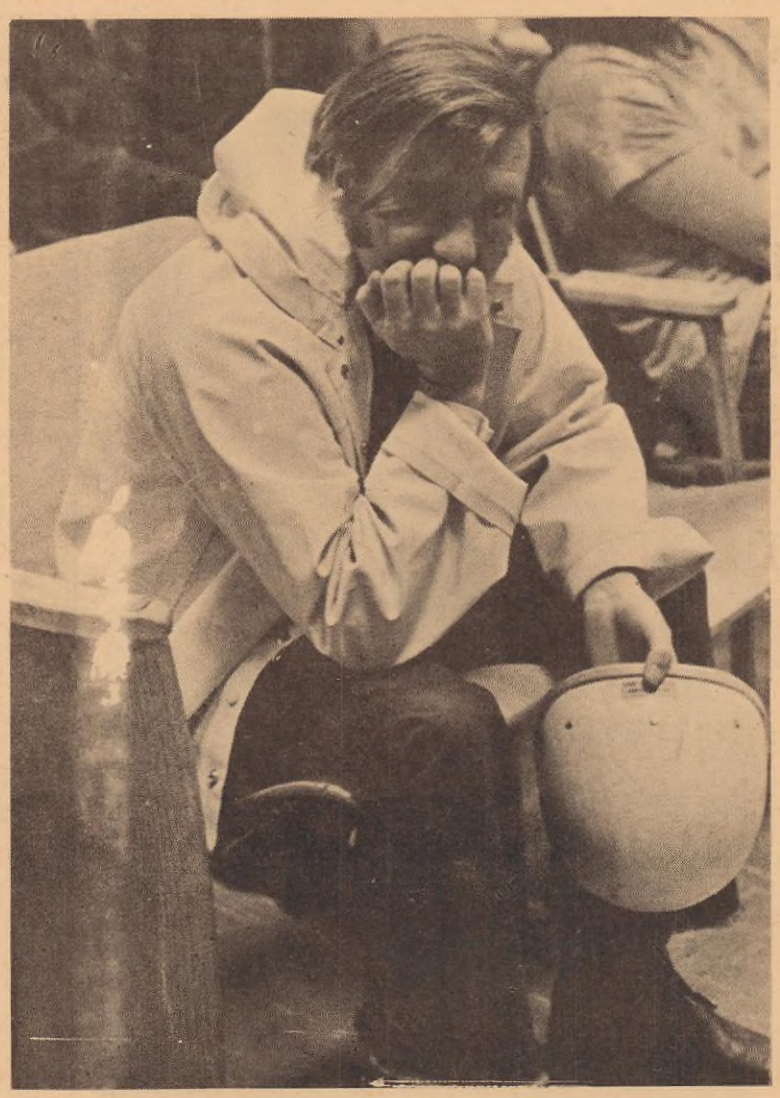
3. Students who do not choose to take **all** the examinations as scheduled may exercise one of the following options:

A. Faculty shall have the option, depending on the nature of the course and at the request of the student, to grant a final grade on the basis of grades attained by May 4, 1970.

B. Faculty shall allow students to petition to take their examinations over a one-week period, commencing August 10, 1970. Such election applies to all courses taken in the Spring Semester, 1970, and cannot be made for fewer than all of the courses (excluding those courses graded by option A). In either option, all course grades will be based on the official grading system as stated in the September, 1969 Suffolk University **Bulletin**. In either option, all laboratory assignments must be completed prior to the awarding of a final grade. Except for laboratory assignments, only content covered prior to May 5 shall be used in constructing final examinations.

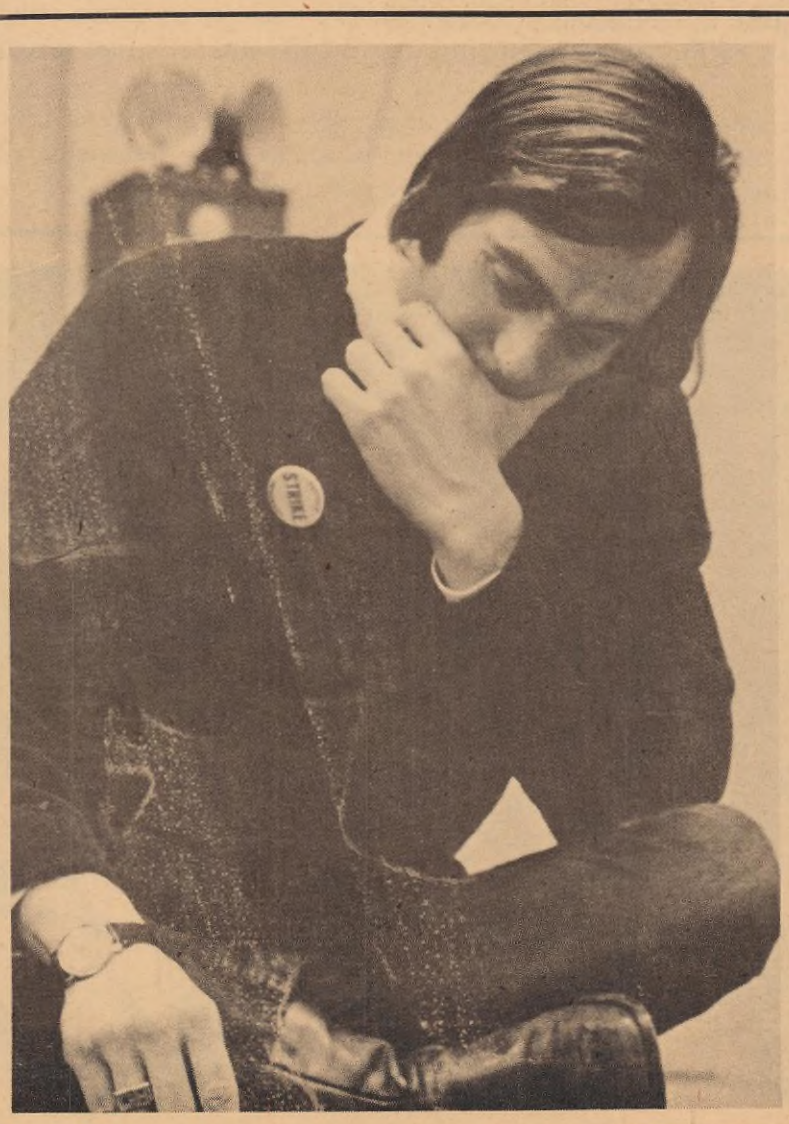
4. The election to take examinations in August shall be made by a petition obtained and filed with the Dean of Students prior to the start of the student's first scheduled examination.

5. Students are reminded that any attempt to interfere with the orderly conduct of classes or examinations or with any student's freedom of access to the University will be sufficient cause for enforced withdrawal from the University.



Suffolk Students and Faculty

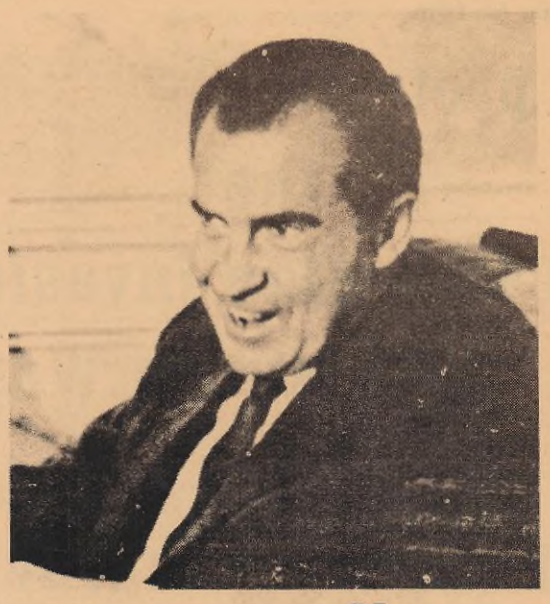
discuss and ponder the Strike



protesting the Cambodian Invasion, the Vietnam War, the Kent State murders, and domestic political repression,

40,000 people gather peacefully at Soldiers Field

"Dear President Nixon . . . what really tickled my funny bone was when you said you were sending troops to Cambodia to save lives. . . ."



Editorial:

Days of Crisis, Days of Death

Vietnam... Cambodia... Kent State... Augusta... Jackson... Presidential lies are still lies... and we've been hearing them for too long... We've been watching people die for too long. The War must end, the killing must end, and the political repression & tyranny in this country must be stopped and the true meaning of democracy brought back to American society... Let everyone do what they, in their own way, are able to do... but do something before it's too late! Let the National Strike be a new beginning... the future depends on it.

E.M.C.

LOOK TO YOURSELF

Apathy! To some it is a "dirty" word, to others a word with little or no meaning. What does it mean to be apathetic! The normal assumption would be that one just doesn't care one way or the other. Maybe that's good in some cases—but only in **some** cases. I'm sure that each and every one of us is apathetic about one thing or another, at one or another time in our lives. Again, that's ok, sometimes. The bad example of apathy that comes to my mind is university apathy. As I think about this editorial, I picture in my mind the readers moaning about having to read (or not even bothering to read it at all) another "foolish" rap on apathy at Suffolk University. Well then, let me say here that an earnest attempt shall be made to shed a little different light on the subject. With the end of the present semester comes the finish of my four-year college career at Suffolk University.

For three and one-half of those years, I have heard of, talked about, and witnessed student apathy. Any attempt to remedy the situation has been to little or no avail. Why? I am not sure but I would make an educated guess that a mass of people cannot easily be changed. However, a mass is many as opposed to few or one, which brings us to my point. If you are apathetic, ask yourself this question: WHY? Ponder the question seriously before answering. Whatever the reason or reasons, they are wrong to some extent. By some extent, I mean to say that it is necessary to have some pride in your college, a real interest in the workings of the facets of the university. If each of those apathetic students just took a little time and devoted it to some aspect of the school, whether it be clubs, publications, service, or just participation in school events, then the "big, bad monster' known as apathy would slowly diminish and eventually it might even perish. What a nice thought!

I feel fortunate in the respect that I was able to witness what might be the beginning of the "death" of apathy in the current student strike of Suffolk students. A great majority of students voted. Regardless of the way you voted, the fact remains that you took enough interest to spend a little time discussing the issues and express an opinion on them. Whether you feel for or against the strike, I think you will agree with the fact that if it accomplished nothing else, it brought the students of S.U. together in the strongest unity students of Suffolk have ever experienced. Whether or not the strike fails is secondary at this point. What is primary in my mind is the fact that for once, we the students are one and it is my sincere hope, as it should be yours, that the strong spirit we have now as a unit can be carried to many, many other things and that it does not die a rapid death with the end of the strike.

PEACE
EMC

'Slimey Degenerates'- Revisited

by Chuck Olmstead

Mr. Eisenhaure's assertion that Dick Gregory's address to Suffolk students was "demagoguery and disjointed insults" illustrates what happens when those who totally lack sociological perception, historical knowledge, and the ability to correctly remember the spoken word, venture from their silent caves of America. Mr. Eisenhaure states early in his twisted report that Mr. Gregory's function "was not to educate, but to entertain." I suggest Mr. Eisenhaure read the transcript of Mr. Gregory's speech – instead of his erroneous notes; and he will find on page nine of the April 22nd edition of the Suffolk Journal that Mr. Gregory specifically said, "I've come here this afternoon, **not to impress** you, only to inform you." Thus, the essential quality of factual reporting is missing in Mr. Eisenhaure's report, and under normal circumstances a further waste of time on Mr. Eisenhaure's report would not be needed.

However, Mr. Eisenhaure's comments are not uniquely strange to him. but rather are representative of the thinking of many white Americans. Often white racists in America have attempted to hide, or modify their racist attitudes by saying, as Mr. Eisenhaure did; that because Africans participated in the slave trade, they are equally responsible for the resulting hell Africans went through. If white men had not been so greedy and lazy that they had to make other men do their work for them, then perhaps the history of African slavery could have been changed. To say that Africans must share the blame for slavery, is to neglect the basic economic prerequisite that there must be a demand for something. The supply was always there, but Africans never searched Europe for whites who wanted to buy slaves – indeed it was the other way around.

Mr. Eisenhaure asks, "Is there any nation which treats a minority better?" To such a rhetorical question I can only add that perhaps only in Germany has a nation **treated** its minority **better.** – the difference being that the Nazis were around for a shorter period of time than their white American counterparts.

If you have ever heard Dick Gregory prior to his appearance at Suffolk University, you know that he has summed up his position many times in regard to those who doubt that America is morally degenerate by saying, "I am just here to tell you that your house is on fire, it's up to you whether to get out of your seat and check it out." It's obvious Mr. Eisenhaure would prefer to **remain in his seat.**

No Elections in 72?

(C.P.S.)

WASHINGTON– An idea which would have been dismissed a year ago as an ultra-paranoid fantasy has emerged with more than a slight amount of legitimacy: word has leaked out that President Nixon is investigating the possibility of having no national elections in 1972.

Reliable sources both in and close to the Rand Corporation indicated that Nixon has commissioned a study on the possibility of cancelling the elections because the White House is "increasingly concerned about the country's internal security."

Though Rand Corp. officials and White House aides now vehemently deny that the story has any validity, official sources have admitted the rationale for totally doing away with the Presidential election. Intially, Americans would be told that there is a great chance of "radical elements disrupting givernmental operations" and that "rebelious factions using force or bomb threats would make it unsafe to conduct an election."

Not troubled by allegations that such actions would be, to say the least, unconstitutional, President Nixon flew off to Hawaii to present three astronauts with the Medal of Freedom for surviving the Apollo 13 space flight. There was no comment on whether a medal would also be awarded to those who survive the Nixon administration.

SUFFOLK JOURNAL
THE NEWS AND OPINION VOICE OF THE MEMBERS OF SUFFOLK UNIVERSITY

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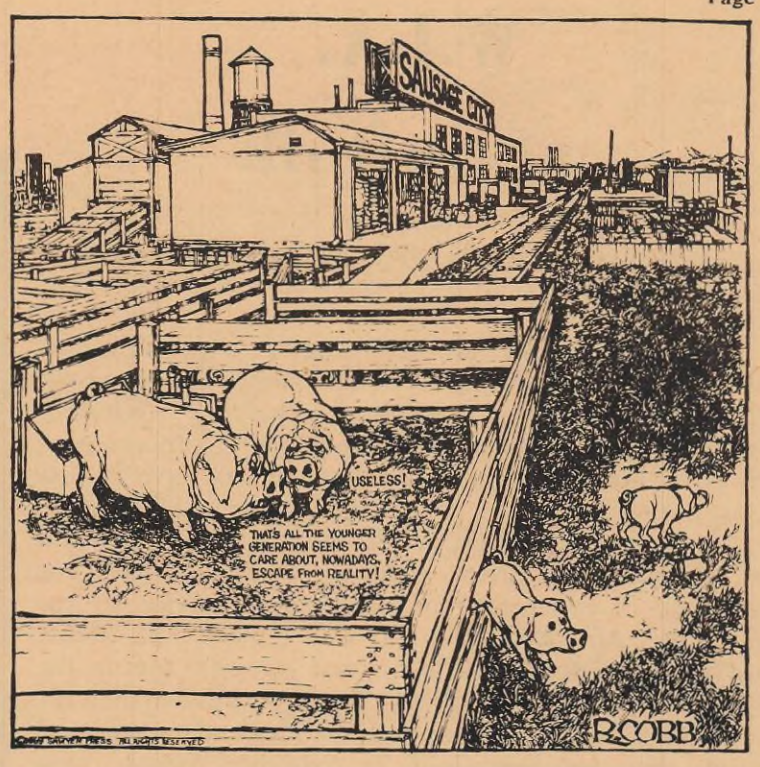


Letters to the Journal

To The Editor:

"Special Edition No. 2" of the **Suffolk Journal** published today, May 6, 1970, carries an "Editorial Statement" to the effect that the Editors and Staff of the **Journal** "support a complete strike until the end of the present semester" and "further urge the faculty and administration to vote favorably on the Ellenport-Allebach resolution." This "editorial statement" is followed by the notation "Editors and Staff of the **Suffolk Journal** indicating, it would appear, that all editors and staff members, or a majority of them, voted in favor of the above editorial statement. (Special Edition No. 2 as attached.)

In issues of the **Suffolk Journal** issued prior to the Special Editons No. 1 and No. 2, I am listed in the masthead as copy editor of the **Journal**; several articles written by me have also appeared in issues other than Special Editions 1 and 2.

As a member of the **Journal**, I was not approached for my opinion on the subject of the proposed student strike now under discussion, nor did I express my opinion, verbally or in writing, to members of the **Journal** Staff or the Editors.

I **do not** support the strike and I will attend classes if they are held by my professors; if classes are **not** held by my professors, I will still be among those student dissenters who **do not** support the method or strike to effect a withdrawal from Southeast Asia by U.S. forces. I **am** in sympathy with speedy withdrawal from Southeast Asia, but I believe a student strike is an ineffective, potentially dangerous means of effecting such a withdrawal. I am wholeheartedly in support of the "days of protest" and the workshop plan voted on and passed by the faculty yesterday.

In the future, I hope **all** the editors and staff members of the Journal will be officially polled before such editorial declarations are made under their apparent, rather than actual, approval.

I deny any connection with the "Editorial Statement" of Special Edition No. 2. I herewith resign from my position on the **Suffolk Journal** Staff, as I do not wish in the future to be connected with such invalid and off-hand Editorial Statements as have been printed in the **Journal**.

Sincerely,

Diane M. Baltozer

To Bob Jahn:

Your article in the Journal on **The Son of Man** program compelled me to write this letter. Many of your thoughts on the program, on the personality of Christ and Christianity and organized Church are reflections that have been inside me for a very long time. I think I understand the final paragraph of your article which seems to take organized "Church" and toss it into a waste basket along with Cannon Law, the Rhythm Method, and Mass Cards. For many years I sat in churches on Sunday to please my parents who were pleased to have everybody see that their daughter was a good Catholic – God knew different – he didn't hear any prayers or praise from me.

So, I sound like the typical hypocrite Catholic who attends Church and doesn't believe in the Church. I was. But my sentiments on Christianity haven't prevented me from staying in the framework of an organized church.

Because you seem to express in all of your Journal articles a desire to learn and see and hear all you can about Boston and its people and the places and people who affect them, I would like to invite you to visit a REAL, HONEST-TO-GOODNESS CHRISTIAN CHURCH. Hard to believe? That's what I thought the first time I attended the services at the Paulist Center at 5 Part Street in Boston. But boy what a shock – these guys are not just priests – they're Christians; they're so Christian that non-Catholics are welcome and a good sized percentage of our twelve-hundred member community each Sunday is not Catholic and is not considering converting. They like what these guys say, so they come to hear it.

Each Sunday at 3:30 p.m. and again at 6:15 p.m. three fantastic, realistically hip priests present a liturgy which is often a mixed media form. If a film or slide show gets a Christian message across, they use it. When did you ever hear the Pope build a Mass around Ecology Day or Martin Luther King's assassination, or a theme of "Please Touch" – several weeks before Dick Summer began his Loving Touch campaign!

This all sounds so much like a Pollyanna, Sodality-type spiel, I know. It sounds like I'm trying to sell you something. In a way, I am, Bob. Because you do seem to me to want to hear and see all you can, it's worth your while to come and meet some people who don't fit the description of modern church-goers you wrote for the Journal. We're just a minority; but we must be doing something influential – we recently came to such difficult terms with the "old church" type you spoke of that we had to threaten to take over the building in order to move twelve hundred people out of an auditorium and into the Chapel to say mass for them".

So for a selfish reason I am writing you. If people like you who express disgust, or boredome with the old Church at least are aware of the new church, Christian in Action and Principle, well, someday, articles like yours which more or less say "Gee whiz, I wish we could. . ." won't have to be printed; we won't have to wish for anything.

I hope you've perservered throughout this essay. Please do consider coming some Sunday to one of the two services I've mentioned to you. You'll have the satisfaction of seeing honest Christianity and we'll have a chance to see somebody else who thinks like we do.

Sincerely,
Katie Purvis

To the Editor:

As I entered the lobby late on Wednesday, May 6, I was handed a copy of the hastily mimeographed Special Edition No. 2 of the **Suffolk Journal**.

As I scanned over its contents, the Editorial Statement in particular caught my eye.

"We of the Suffolk Journal," it read, "give our full support to a complete strike until the end of the present semester." It was signed: "Editors and Staff of the Suffolk Journal."

There it was in black and white. Yet I, a regular columnist in the **Journal**, in my own conscience, could not endorse the statement. The statement, however, had been signed for me.

In talking to several other members of the **Suffolk Journal** taff, I found that they, too, disagreed with the statement; but what was more – like myself – had never been approached on the matter.

I believe that lending the support of the **Journal** to a policy statement of this magnitude without the full consent of the "Editors and Staff of the Suffolk Journal" is fallacious and irresponsible.

Sincerely yours,
Gerry Maraghy

We concur with the above:
Diane M. Baltozel
Joyce Duggan
Ed. Note:
You're all fired!

Ed. Note- You're all fired!

— *Poem* —

The wheel of the law turns
without pause.

After the rain, good weather.
In the wink of an eye

The universe throws off
its muddy clothes.

For ten thousand miles
the landscape

spreads out like a beautiful
brocade.
Light breezes. Smiling flowers.

High in the trees, amongst
the sparkling leaves

all the birds sing at once.
Men and animals rise-up reborn.

What could be more natural?
After sorrow, comes joy.

–Ho Chi Minh

See you next Fall...

if there is

a next Fall ...

the Journal

W.I.A. at Suffolk

by Larry Black

Delta Sigma Pi would like to take this opportunity to congratulate its new brothers who were initiated on April 18th.

On Friday, May 8th the chapter held its Annual Installation Banquet which served a twofold purpose: first, new brothers were presented with their fraternity recognition pins, and second, new chapter officers were installed. Bob Brennan was elected and will serve as next years president.

Professors Harold Stone and Stanley Dennis attended the banquet. Mr. Stone, outgoing faculty advisor, was presented a certificate for his devoted service to the fraternity. Mr. Dennis, who will replace Mr. Stone, performed his first duty in his new capacity, that is, the paddling of all new brothers. Let it be known that the position of faculty advisor requires much more time and effort than was witnessed by Professor Dennis' first performance.

To round out the years activities, Delta Sigma Pi is planning a Beach Party in the early part of June, and graduating seniors are formulating plans to attend the activities during Junior-Senior Week.

In a dinner honoring the birth of young Lori Kooyoomjian recently arrived daughter to Carl Kooyoomjian and Phyllis Kooyoomjian (his wife), Derek Sanderson, the unreal center for the B's gave a mad talk on the benefits of fatherhood. Many thanks to Giles LeFife for arranging Derek's appearance.

At the same banquet extravaganza held at the Ritz Motor Hotel, Route 3 A, Quincy, 5 pledges were initiated into the fraternity. This traditionally touching ceremony was featured by an address from Thane S. Cooley, better known as the "Junkie Priest".

The super fabulous Alumni Banquet was held at the Chateau de Ville. It was attended by 1500 people at $10.00 a plate. The fraternity broke even.

Busy A.P.O.'ers attended the U Mass Sectional Conference where they were treated to an evening of entertainment featuring Gerry Firzpatrick's seminar on the "Art of Making Paddles".

Many thanks to Jackie Fentone for his stirring lecture at the Alumni Banquet. We didn't know that making pretzels could be so interesting.

In a meeting scheduled to be held next December 27 the brothers will decide whether to spend their summer at a Summer Camp sponsored by the local bar: "The Sporters" (Pop Warner football league, lessons will be given to the 1969 brothers), or to go on a two month tour of Continental Europe with stop-overs at London, Paris, Madrid, Prague, Helsinki and Medford. It's a tough decision.

Three Phi Alpha Tau brothers will bite the dust this summer when they exchange vows at the alter. Condolences go to Doug McDermott, Frank Carroll and Jay (Shotgun) Demarco.

The Fraternity is holding their national convention Sunday in the President's conference room. P.A.T. beat T.K.E. in a close softball game 17-16. Frank Carroll got the winning run.

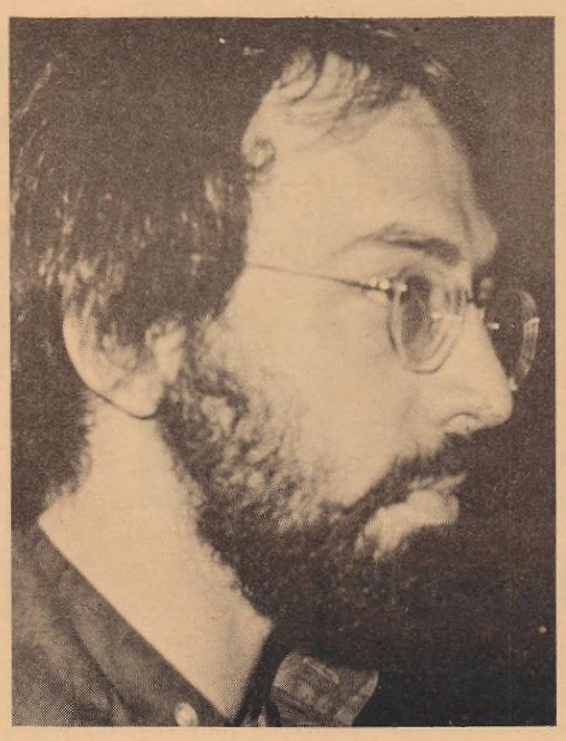
The brothers of Teke recently collected 300 dollars for fellow frateo Danny Thomas and St. Judes Hospital. The Brothers would like to thank last year's officers for a job well done. Watch for this bunch of guys next year, when they plan to bust open the school.

Pledges of Gamma Sigma Sigma were installed into the sisterhood May 5, 1970 in the President's Conference Room. Congratulations to new sisters Pat Breen, Chris Burns, Kathy Crimmins, Gayle Damigella, Julie Davie, Karen Kontrimus, Janice Kelly, Sue Drew, Ann Ward, Denise Parkhurst, Marie Clifford, Bonnie Gottschalk, Maureen Dullea and Bea Carderelli.

Underprivileged children were given a big treat last Saturday by the sisters of Gamma Sig. The sisters packed box lunches and took the children to Stoneham Zoo for the day. The sisters enjoyed the outing as much as the kids did.

One passing through Ridgeway classrooms a few weeks ago may have thought that Gamma Sig had moved its office to the hallway. But this slight disorder in the hall was operation cleanup, which resulted in a newly painted office. Spring had officially come to Gamma Sig's office.

Golden Caf- Apr. 28th



Notes from Central Square

by Katie Purvis

"We blew it! Dammit, we blew it!" Three of us wandered across the Commons that afternoon and one friend, a pacifist, one of the holiest and most human of all the men I have ever met could only whisper those ugly words to himself. We nervously joked about The Revolution, but it was because that afternoon we feared that may be the outcome of the Kent State massacre. We joke because none of us wanted it. We are pacifists and we can't **fight** in anybody's movement.

How did it happen? I think I saw a reflection of it all only two weeks before. April 15. Harvard Square–I wasn't there. Central Square is my home, my family's lived there for the past fifty years; just three blocks from Police Headquarters.

We stood there on April 15 to be fed Abbie Hoffman and hatred. Even **Hair** couldn't wash it down. After attending a Moritorium church service (to some of you this sounds like Pollyana talking, I know) where we finally heard sincere comments on brotherhood and peace, my two younger sisters and I went home. We arrived in Central Square just before 10:00 p.m.

Blue uniforms stood at battle alert every two feet along Mass. Ave. Traffic was being detoured off the avenue, away from Harvard Square at breakneck speed. And what incredible traffic: Blood Tourism! They just came by to see (hopefully) the blood so that later during the eleven o'clock news they could nudge someone with pride, "Hey, I saw that! Pow, Crach! Hell man, that was wild!" (Huntley-Brinkley's more exciting than M*A*S*H) Man, if you could be one with that kind of bloodlust, those tourists are potential murderers.

I stared at those rigid bodies of navy wool with white sculpted skulls and black leather hands. What really shook me wasn't their shotguns, or their combat billy clubs, or their hoarsely shouted orders (like Jack Webb in **The D.I.**) They didn't have faces! No eyes, no nose, nothing but enough of the mouth so they could be heard. Nothing but a darkly tinted, unbreakable shield designed to protect them from sunlight, fire, and people. It's so easy to cry, "Pig" and hate a faceless uniform. It's so easy to hide behind a shield and hate right back.

In a way those shields should be a symbol of all that if forcing this country to be a nation of THEM AND US. There is a Silent Majority on both sides.

The better advertised Silent Majority allows Them to do all the work. And if Them makes a mistake, time will tell: like at My Lai? Our majority is just as bad, in Harvard Square the Majority stood on the sidelines and cried, "Cool it, baby, please?" If the Majority had spoken at either time, neither of these incidents would have taken place.

I cannot, indeed I refuse to, believe that the Majority on either side can condone the blind hatred and bloodshed that has come to symbolize each side.

Can the majority of Them honestly believe that war in three countries is more efficient than war in one? Can't they see it's like trading stamps: three books (nations) for on luxury item (power)? How can They look at Kent State photographs in Life magazine and say, "Those kids got what they deserved." Do They really believe that there are human beings so valueless that they are deserving of death? Do They believe like ancient Greeks, Romans, Aztecs, and "old Church" Catholics, that leadership imparts some kind of mystical invulnerability to error?

And our side, US: if the majority of Us were on the Commons to speak of peace, why did we tolerate a radical's smorgasbord of Panthers, Women's Lib., and professional haters? When we heard non-Peace Movement pitches why did we stay. To hear **Hair**? (I must confess that I foolishly did so). Why did those of Us wise enough to walk away not try to bring others along? No audience–no speech. OR conversely, We could have stayed and made our objections know: remember Humphrey's speech at U Mass? (They didn't even need Dean Rusk's marshmallows). Weren't we just a little bit afraid the haters might aim their hate at Us?

Now think back a few paragraphs, Them and Us are both wearing shields! Worse than not seeing each other, we can't see ourselves in our own mirrors.

What was behind those shields? Some cops had their shields up (too stuffy under there fellas?) Had these men been in Harvard Square they would have been killed, much the same way wolves attack the young and the sickly of a flock. The faces I saw did not reflect pig-hatred, Richard Daley self-righteousness; I saw faces not unlike my father's (a Republican) or those of my most radical, S.D.S. friends. I saw faces of fear: None knew what was happening in Harvard Square. Everyone had heard tales of fire bombs, tire chains, and homemade anti-personnel devices. Ignorance can produce fear even more readily than hatred can. My sisters and I trembled with shaky disbelieving voices as we passed an army of cops, fifty to a bus, two hundred to a line on Western Avenue. I was so scared, I cried for the birth of police states. I prayed that someone had slipped some acid in my coffee.

There's the obsenity of it all: They are scared of Us and We are afraid of Them! Understand that out of this fear grows anger, bitterness prejudice, a general polarization of life-styles for self-preservation.

Personally, I feel disgusted with both sides. I feel like buying everybody in this country a copy of Ian & Silvia's **Songs for Canada**, I feel like banging Their heads against Ours–it would be some form of contact! In my more warped moments, I feel like laughing maniacally as I stagger off to a vocation as a hermit.

I cried, a lot of people have, it didn't do any good. Four students are dead, forty thousand soldiers are dead, millions of minds have been scarred by the fear and the hatred.

It's time we all took the human gamble and removed our shields and said, "Here I am." It's time we stopped reacing out of fear and hate.

SUFFERIN' JUNGLE

TRUSTEES TOPPLE TUITION

by
Eric Savearide
Journal Wishingstone Bureau

Dr. Georgi Seeblot (L), Chairman of the Board of Trustees, announced today that Suffolk would follow the lead of our local sister school, and lower the tuition costs.

The announcement was made during a Trustee-Faculty dinner. (bottom photo)

A unique feature of the plan is that faculty members voted to reduce their pay in order to effect the new tuition schedules. History Prof. Ed Hootman and friend, (right photo) show elation as the vote was announced. The principal reason for voting for a pay reduction, says one informed observer, was that the professors agreed that their workload has been halved since the discountinuance of class attendance and unannounced quizzes.

Francis Z. Flannel, Treasurer of the University, has started refunding payments for students who had paid in advance for next year. Charles Flunk of Burlap, N.H., (right photo) counts his refund and heads for the bookstore. The University Bookstore will announce shortly that, effective next Fall, all textbook prices will be doubled. High costs of labor are the reasons for the increases, said Prentice and Hall, bookstore co-managers, in an exclusive Journal interview.

Another feature of the new tuition payment will be the revival of an ancient Suffolk custom, "The offering of the Ram." The Ram Tuition Plan can be elected by any student in the College of Business Administration. A Late Ram Fee will be charged to any student not paying on time. All rams will be turned over to a worthy charity (the Cafeteria) after the weigh-in at the Accounting Office. Hiram Lamb (upper left) makes Late Ram Fee payment.

The Scourge of the Vending Machine

Those were hard times for Americans. A general famine was evident everywhere. Students were especially hard hit, being so pressed for time. Bread lines formed in cafeterias and restaurants where tortured by gnawing hunger pains, they gazed hollow-eyed at the selections. Proud by nature, the humiliation forced upon them was the most difficult burden to bear. How degrading to be late always to their classes or jobs, hiding the brownie or sandwich in their fists, apologetically finding their seats in the back. Then, hands sweating, opening the wrapper, knowing all the time that the teacher or supervisor could hear that tell-tale CRACKLE. Invariably, as soon as a suitable moment arrived, and a tiny, tasteless morsel had been surrupticiously popped into their mouths, someone would call them out, hoping to expose their sins. What degradation! What violation of self-esteem! America, if it were to survive as a brave nation, able to show its face proudly to the world, had to find a solution.

The time was ripe for a leader to emerge. The old answers simply were not working. Americas craving had to be assuaged, without the time-consuming, image-wrecking, antiquated solutions of the past.

Otto D. Vending, the son of an immigrant, provided that solution. Raised in the back streets of Detroit, he had none of the grace and aplomb expected of a leader. Instead, his broad build, his weak chin and his street jargon gave him the appearance of an ordinary laborer, who had disgarded his overalls, and donned a business suit for a special occasion. His mind, however, was very mechanical, and he had a plan that, with a little development, would help to shape the destiny of the American people. His idea was this: If there were a way to put snacks, cigarettes and the other vital needs of men into a machine, which operated simply by putting a coin in, pulling a lever and grabbing up the instantaneously delivered selection, the people of America could avoid the embarrassment of being late to everything, with all the accompanying loss of self esteem, because the food could be obtained and consumed in such a short time. Vending was certain that herein lay the blueprint for success, and with the help of advisors, an engineer, a public relations man and a psychiatrist, he put his plan into action. He calls his invention THE VENDING MACHINE.

His first machine sold Hershey bars for a nickel. In a few brief months, he had a huge following, and American social politics saw a rapid cleanup. Thousands of letters poured in daily with suggestions for a more complex and interesting system. American ingenuity buoyed him up, and he designed a machine which had a selection of candy bars, which served to heighten his popularity even more. After two years, VENDING machines had found their way into every institution in America: schools, museums, hospitals, gas stations, funeral parlors, none could be without them. In addition to candy bars, ehere was Coca-Cola, hot chocolate, cake, cookies, lipstick, trinkets, and in the rest rooms of America, even the subtlest needs of men and women were satisfied in the VENDING name.

Vending now saw the road clear to political power and prestige. He ran for president on the Vendocrat ticket, and was elected by an overwhelming majority. His inaugural address promised a VENDING machine in every home, and American popularity throughout the world, with a system which would supply VENDING machines to all major cities. He even had hopes for a new program, which he entitled VENDING FREE EUROPE, whereby the less fortunate people could benefit from American convenience.

In the beginning of his career, Otto Vending had presided over all the workings of his VENDING plants. But now, his political duties took him elsewhere, and a chain of competitive manufacturers, VENDOMAT, VENDOMATON, SUPERVEND and VENDSALOT were formed, whose products were distinctly inverior. The American public, however, was so swept up by Vending fever, that these poisoners of the VENDING name slipped by unnoticed. And after some time, the whole industry had become corrupted. What had once been a treat and a delight now became a necessity, and in their delerium of craving, the American people began to act strangely.

In the first place, the machines were unquestionably machines, bound to occasional mechanical failure. In the beginning this was treated with good humor or embarrassment, but now anger swelled up in the faces of the cheated. They would scream and attack the machines, savagely kicking the coin box, or furiously rattling the levers. Then, the matter of correct change caused anxiety to all involved. Stores and cafeterias put up signs, demanding that change would not be given unless something was purchased. Impoverished students and workers found themselves saddled with unwanted coffee or 19 cent BIC pens in order to be able to buy a candy bar. Then there were bent coin returns, ice dispensers, peper cups, wormy candy, stale cigarettes, flies in the machine rooms, empty wrappers strewn about carelessly, panhandlers begging for change, and it appeared that Americans, in their attempt to save face and retain national pride, had lost their dignity altogether.

Vending had long since retired, and one morning was found dead in his automatic bed. But his men were firmly intrenched in the government, and even it it were possible to get rid of them slowly, the American, and now many Europeans, were firmly addicted to the VENDING machine, or one of its derivitives. Automatic pay telephones, toilets, washing machines, gas pumps, highway tolls, 'televisions and teachers had become a way of life. Any subversive movements to do things the old, hand-operated way were unsuccessful, because men lacked the patience and energy to wait in line or tax themselves physically. The energetic students of yesterday were older, larger, lazier, and for them the answers had been successful.

Vending movement, in its overwhelming popularity and rapid growth had created new problems. The new president was faced with the terrorous power of the machines. In the event of war, the machine-supply centers would be the first targets. There was no solution, except to reeducate the people. For weeks the president prepared an address to the nation, hoping that a powerful verbal attack would be the first step to success. Nervously, he went over his notes, as the makeup man adjusted his powder. He looked at the clock and saw that he had one minute left. With trembling legs, he rushed to the corner, popped in a quarter, made a selection, pulled the lever and snatching up the tranquillizer sill that fell in the tray, swallowed it nervously and went to fact the nation.

Ellie's Ups & Downs

Ellie is a well mannered Suffolk Elevator. She does a thankless job everyday, getting more than her share of use and abuse. But, like a soldier she stands waiting for orders from any one wishing to dictate them at the push of a finger.

People take Ellie for granted, though, not realizing that, if it wasn't for her, shoe leather would be worn out in a matter of weeks from climbing stairs. Or they don't appreciate the fact that she insures health, vitality and vigor for the habitual user, by reserving energy that would normally be spent in stair-climbing.

But Ellie is more than just an elevator. She provides a melting pot for old friends, and a great place for making new friends. What better way to get aquainted than by stepping on toes? There is a good "atmosphere" in Ellie, although it is a bit smokey, and the closeness gives one the feeling of kinship with fellow passengers.

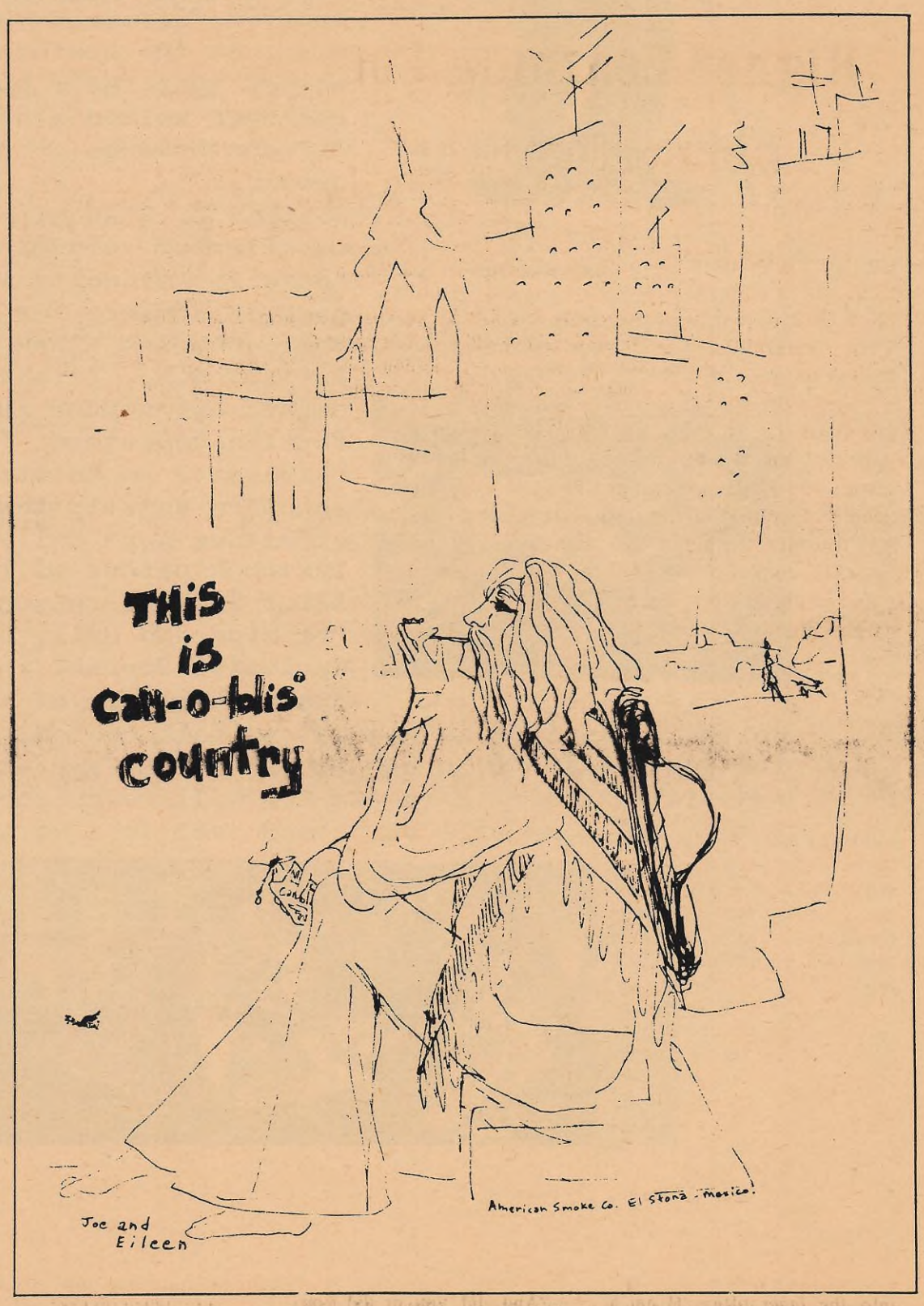
Ellie and her sister are amazing pieces of machinery. Unlike most elevators, they have an enormous capacity. With barely staning room, they grind between floors, taking on more passengers than discharging. Defying all laws of gravity, they perform their tasks in a never-ending cycle.

Ellie reaches the sixth floor, signaling her triumph and calling for more passengers to make the decent to the fifth, fourth, or even second floors. Her doors roll open, and about thirty tons of people spill out on to the corridor floor, smoke billowing above them. Anxious passengers, wanting to go down, crowd around the door, even before it opens, and push into the crowd trying to get out.

What a mess! People shove, push, kick and bite trying to get into the evevator, while those inside have to fight to get out. The door closes, cutting the crowd in half. Some are fortunate to make the trip down, while others, who could not seem to get out, are not so lucky. There was one poor soul who had to make two round trips before he could even get out!

Then, of course, there's the 'Room for one more' guys. These are generally the heavy weights who insist upon getting on to an already overfilled elevator. Everyone holds their

(Continued on Page11)



FLANNERY APPOINTED TREASURER, TRUSTEE

Francis X. Flannery, 36, of Brookline has been appointed Treasurer of Suffolk University and a member of the University Board of Trustees. He succeeds the late John B. Hynes in both positions. Flannery received a B.S. in B.A. from Boston College and M.S.B.A. from Suffolk. He is a certified public accountant. Flannery has served as assistant treasurer of Suffolk since 1964. Before coming to Suffolk University, he was associated with Ernst and Ernst, international accounting firm, for 7 years.

How I Received Disciplinary Probation From An Institute of Higher Learning For Being Too Free

I gave a speech in Public Speaking 1.1Z on **The Relative Problems of Reapportionment in New York State.** I cut out a map of New York state and mounted it on a piece of cardboard covered with red construction paper. Then I carefully outlined some districts with a blue felt marker to make my speech more "visual."

After the speech was over I had another class, on the 8th floor. On the way up I wondered what I should do with the "visual aid." I didn't think I would need it again since I seldom discuss reapportionment except in class, so I decided to put it in the trash. But the cardboard rectangle was too large to fit in the trash recepticle on any other floor. It seemed obvious by the time I got to the 8th floor that I could not put my New York State reapportionment map in the trash.

Since I had spent a good deal of time working on this "visual aid", I decided throwing it away was a bad idea anyway. It was a programmed response and I hate to be programmed. And maybe somebody else would like to see the illustration. (It was colorful!) So, in a fit of genius, I stepped into the nearest empty classroom (811) and placed my New York map illustration lovingly on the chalk ledge.

To insure it would not be moved prematurely, I wrote over it, in my usual printed script, "Please do not remove," and signed it J.R. and walked out feeling I had done a beautiful thing for continuing education.

Three days later I was summoned from my Shakespeare class to the office of one of the Deans. I was puzzled as I waited to be buzzed into the inner office. (I am a good student most of the time.) Finally I was allowed to enter the plush inner office. There, seated under the portrait of former Dean George R. Jenkins, were most, or all, of the present Deans. There are so many Deans that I'm not sure whether "most" or "all" of them were present.

The Dean of Students held out a document and said to me, "Is this yours?"

"Yes," I replied, recognizing my Victorian prose midterm which had been put on file in the English department as are all exams and papers of that department.

"And is this yours?" he asked.

"Yes," I said, recognizing my first semester schedule card which I had filled out in octiplicate to be filed in all the offices of the institution.

"And did you or did you not give a speech in Public Speaking 1.1Z on the **Relative Problems of Reapportionment in New York State?"**

"Yes."

He then adjusted his gaze on me while producing from behind his desk my New York State Reapportionment map. "Is this yours?" he asked with an appropriately deanly frown.

"Yes."

This was more then the Dean of Academic Affairs could take and broke in anxiously, "Why did you place this in room 811 with the words "Please do not remove" written over it?"

I really couldn't see what he was getting at, but I told him honestly that I didn't need it any more because I seldom discuss reapportionment and that it wouldn't fit in the trash recepticle and that I thought it would be a beautiful thing for continuing education to put it where others could enjoy it.

Another Dean (of Public Affairs, I think) was eager to engage in the interrogation. Using appropriate gestures he intoned "And why did you sign that directive J.R.?"

"J.R.? those are my initials," I laughed.

The Deans all looked knowingly at each other and walked out, in cordial order of rank, to the inner-inner office to discuss this revelation.

While I was waiting in the inner office I wrote a lengthy epistle to my friend Janie who lives in New York. And I mentioned the events to her and asked what she made of it all. But I didn't have to wait for her reply to find out.

I rose politely as the Deans filed out of the inner office but this proved to be a mistake because I never got to sit down again for a long long time. So, in the manner of a defendent before the bench of justice, I stood before the Deans's desk while he read an unbelievable long summary of events, theories, and charges. And this is how I dound out what was going on.

First of all, it was believed by the faculty and administration that this "visual

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Ellie

(Continued from Page 10)

breath. Partly to make more room, but mostly in hopes of a successful take-off. Old Ellie just huffs, puffs, surges and generally gets off to a start, balking at the load.

What's really fortunate is the automatic door, that won't slice you in half if you happen to be in its way. The door politely nudges you against the wall, then crawls back into its hole. Everyone laughs, you turn red and squirm in between a couple of grinning spectators. What they are probably laughing at is the sight of you between an instant split personality. Imagine all the amputees if Ellie wasn't so kind. What a problem that would create!

Ellie is well liked by everyone. Her overwhelming personality attracts people from near and far. Just like open arms to a waving child, Ellie invites all and ny who happen to be anywhere on the floor where she visits.

The bell rings, and they're off! Here comes Bill, rounding the corner—"Hold that elavator," he commands, and sticks his foot into the closing door. Ellie opens up, allowing him to enter, then she resumes her journey.

Then, what about those 'itchy finger' guys, who keep pushing the "up" button, until something comes their way. Trouble is, the already packed elevator on the same floor, keeps opening its doors, obediantly, at the push of the button. The door closes, itchy fingers can't wait, the door opens again. Everyone smiles the first three times, and they cycle seems never-ending, until someone from the rear yells "leave that button alone!"

Of course everyone has to be a kill-joy, and there are those that love the free ride they get. They get one at the first floor, for instance ride down to the basement, return to the first, then up, up and away to the second, third or even fourth floors. Boy, what a thrill Or what about that clown who gets on at the fourth floor, with a contraption that takes up the entire elevator, rides all the way to the basement. He returns to the fourth, then proceeds to the sixth. A total of ten floors traveled, for a distance of only two floors!

What does poor thankless Ellie get for all this abuse? Tugging at the door by some he-man, when it won't close in a tenth of a second. Or jabbing at the buttons by a Karate expert, who is flunking biology. That's what!

Ellie has a personality just like any other female. And when she is hurt by some brute, she lets you know. She just plays dead, until the elevator doctor comes and lifts her spirits.

Sometimes it seems Ellie is more of a male than a female, because when she gets stuborn, she is stuborn, and nobody, not even a tall, dark handsome man can sooth her. Ellie has a mind of her own, too. Don't doubt it fro a minute. When she gets tired she stops and rests, anywhere on her route, between floors included. Ellie doesn't care. Why should she? She knows who is boss. She isn't afraid of anyone, either. She'll take on the big ones or small ones, one at a time, or all at once.

And Ellie like a typical woman is moody. When she is under the weather she likes to complain about it too. Her doors bark, cables slacken, her cargo prays, and Ellie generally stays faithful to her job, delivering the passengers, safely.

It's too bad Ellie is taken for granted, doing her job without even a thanks. But when that final day comes, and Ellie goes to that big shaft in the sky, then people will realize that she was quite a gal.

Next time you climb aboard Ellie, be gentle to her, treat her kindly, and, in a soft sincere tone, thank her.

The Second Coming

Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.

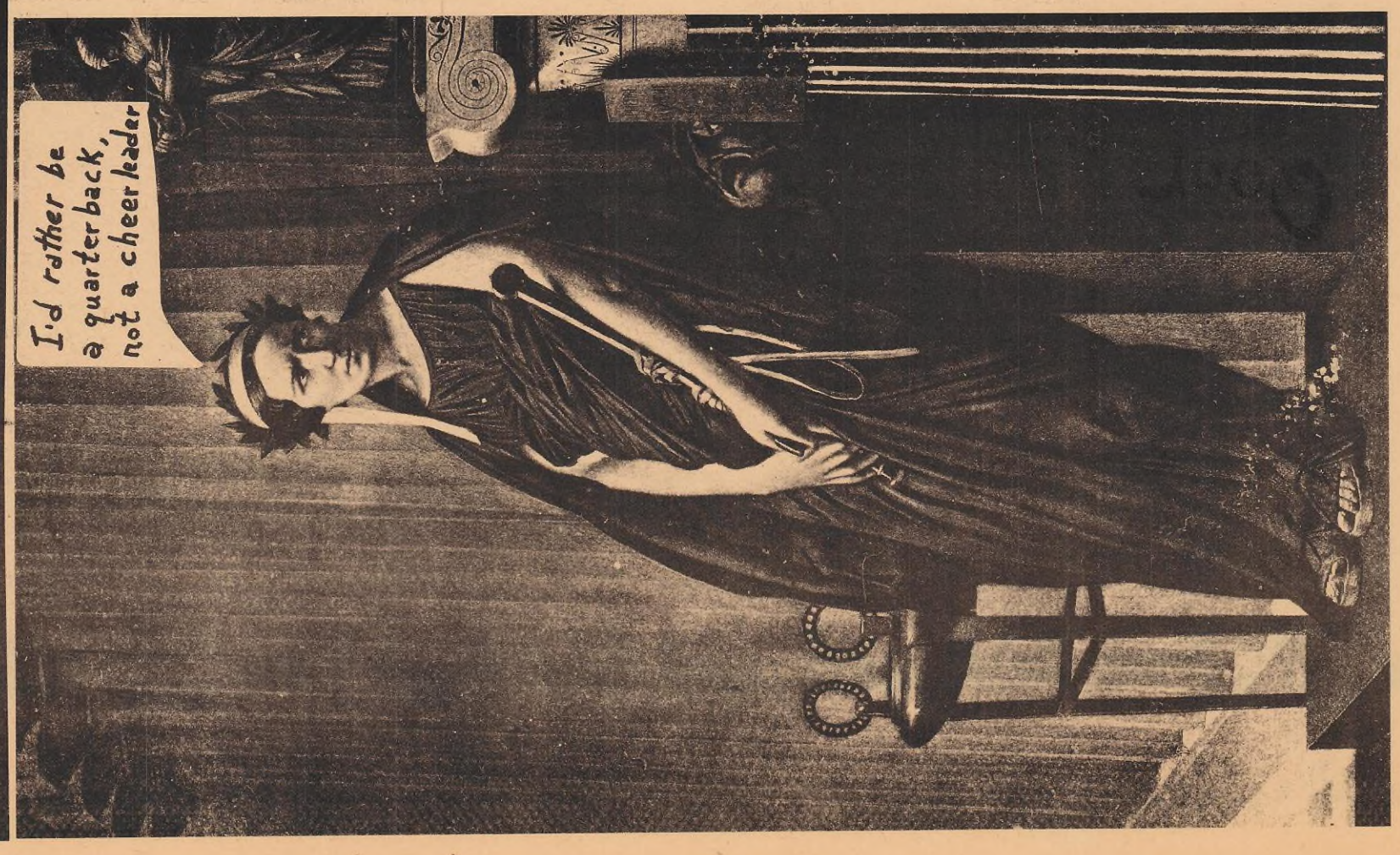
Surely some revelation is at hand;
Surely the Second Coming is at hand.
The Second Coming! Hardly are those words out
When a vast image out of Spiritus Mundi
Troubles my sight: somewhere in sands of the desert
A shape with lion body and the head of a man,
A gaze blank and pitiless as the sun,
Is moving its slow thighs, while all about it
Reel shadows of the indignant desert birds.
The darkness drops again; but now I know
That twenty centuries of stony sleep
Were vexed to nightmare by a rocking cradle,
And what rough beast, its hour come round at last,
Slouches towards Bethlehem to be born?

W.B. Yeats

STEP UP TO THE INTELLECTUAL

LEVEL OF STEAK CHOMPER'S GIN

The Lighter Side of Womans Liberation



A Proposal– College of Liberal Arts and Sciences

In addition to the degrees listed in the catalog for 1969-1970 there will be available for the school year of 1970-1971 a new degree, B.G.W. This will be available for both evening and day students, during the fall, spring, and summer terms or at any other available times. The normal time for completion depends upon the desires of the individual student.

GENERAL REQUIREMENTS

Every candidate for this degree must complete a total of 124 hours.

Every student is expected to select a field for concentrated study. There are several majors available in addition to those listed in the catalog; these majors will depend upon the desires of the individual student

English 1.1-1.2 - Since the writing of the English language depends upon the choice of the individual, some other course may be substituted.

History 1.1-1.2 - Since any events before 1970 have no relevance, some other course may be substituted.

Humanities Option

Humanities 1.1-1.2 - This course deals with the development of ideas; since there has been little development and only current ideas are relevant, some other course may be substituted.

A proposal

History of the Visual Arts 1.1-1.2 - Since the value of any work of art depends upon the individual, no knowledge of history is relevant; some other course may be substituted.

Social Sciences Option

Economics 1.1-1.2 - Since the economy of the world is in such a state of chaos that the experts differ on the solution to economic problems, some other course may be substituted.

Government 1.1-1.2 - The governments of the world are obviously exploiting the minorities and the poor. Since a study of such governments would not be relevant, some other course may be substituted.

Sociolog: -1.2 - In the future, since all surveys, polls, etc., will be done by computers, some other course may be substituted.

Biological and Physical Sciences

Science 1.1-1.2 - Since the earth at the present time is so polluted that a study of it is not relevant, some other course may be substituted.

Science 1.3-1.4 - A study of plant life and the human body is not relevant since the manipulation of genes will change the whole structure, therefore some other course may be substituted.

Foreign Language

Since everybody will be speaking English, or not speaking at all, the study of any language is not relevant; some other course may be substituted.

This program will obviously fit a student for whatever happens in the future, enabling him to adjust to any environment and to do his own thing.

All courses may be taken on a pass-fail basis.

The unlimited cut system is further extended to cover the examination period.

(It is the hope of the students that the older generation - in this case, the faculty - will cease to be hypocrites and give the students the degree they deserve: B.G.W.)

Bachelor Guess What

Positions Open

Suffolk Journal

NEEDS COMPETENT PERSONAL

WE OFFER THE FOLLOWING BENEFITS

A) VOLUNTARY WORK BASIS LITTLE OFTEN NO PAY

B)UNATTRACTIVE HOURS (USUALLY RUINING YOUR ENTIRE DAY)

C) EXCESSIVE FRUSTRATION (THE SYSTEM IS OFTEN DEPRESSING)

D) NO RETRIBUTION (DON'T LOOK FOR THANKS BECAUSE THERE ARE NONE)

APPLY IMMEDIATELY

LIMITED JOBS AVAILABLE

Aram's and Moshe's

In observing how city neighborhoods band together to fight for some cause or other, one gets used to thinking of them as unified entities, pitted against other neighborhoods or against the city as a whole. One is seldom aware of loud conflicts within a tightly-knit community.

But in Boston's Back Bay section, a small war has been smoldering and floring for over 20 years.

Aram's Nile, a Egyptian-American catering service on Massachusetts Ave., was established some 85 years ago. After many years of floundering in the catering business, Aram's began to build a sizable clientele in the Back Bay. From a small store-front on Garrison St., the business expanded to a posh two-story spot on Massachusetts Ave.

Aram's exercise an almost total monopoly in the take-out and catering business in the Back Bay after World War Two. With no other establishment of comparable size in the area, Aram's faced virtually no competition.

Then in 1948, Moshe's Deli opened. The humble spot on Buswell St., at the very edge of the Back Bay, had only two workers: a cook and a delivery boy. But within a few years, Moshe Stone, the owner, began to eat into the business of Aram's. Aram Abdallah, the owner of Aram's Nile, grew increasingly alarmed.

Strongly resenting the inroads made by Moshe Stone's small, efficient place, he called a conference of his waiters to consider possible courses of action. After a week of bickering and arguing, it was decided that Moshe's had to be stopped.

"Moshe's is threatening the welfare of the entire Back Bay!" thundered Aram. Soon his men were sneaking into Moshe's kitchen at night and seeding the roast beef with pork strips. He managed to influence the Public Works Department to dig up the street in front of Moshe's store so his delivery boy had to climb over a mountain of dirt and rocks to make his runs.

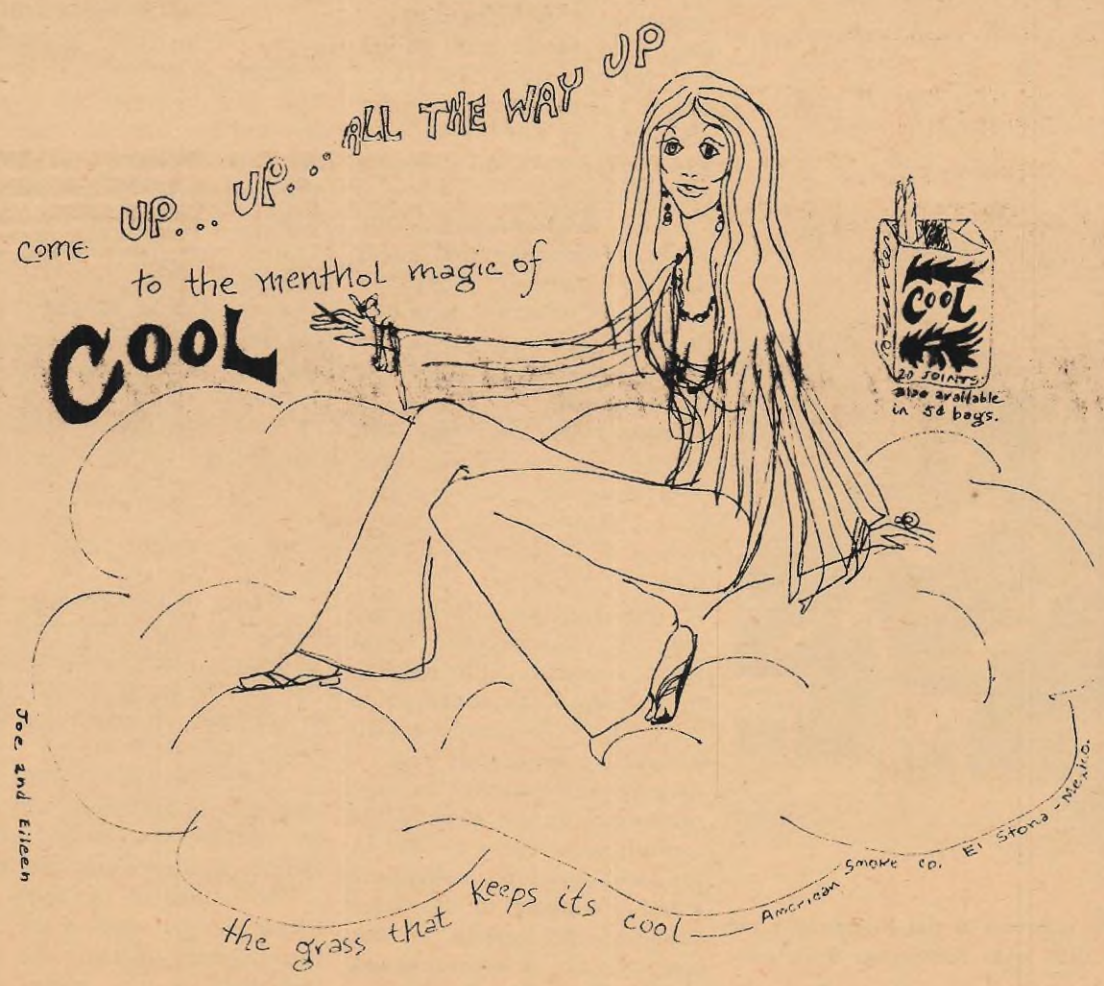
Sensing that his survival was at stake, Moshe struck back. His boy made 24-hour deliveries. He adopted the advertising gimmick of slipping knishes into mailboxes all over the Back Bay with a note which read "The Nile is polluted." But the crowning stroke came when Moshe's boy, using an ingenious system of blocks and tackles, hijacked a complete catered wedding and delivered it to another address as part of Moshe's new international foods service.

Soon the conflict attracted attention. The United Sewing Amalgam of the Back Bay came out in support of Moshe Stone, furnishing him with an army of muscular delivery boys, thereby greatly increasing his range.

Not to be undone by its long-time rival, The Unemployed Stonemason's Service Association announced its support for Aram's. This Back Bay organization equipped Aram's delivery boys with bone china dishes and roller skates. Aram's boys experienced some difficulty adjusting to the new gear, however–they kept falling off the skates and breaking the dishes.

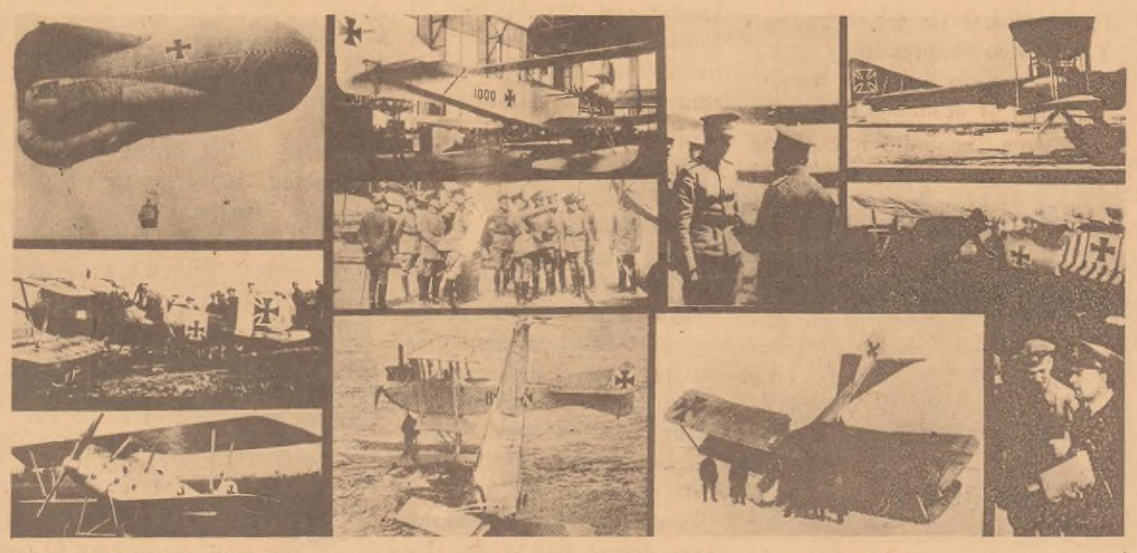
The conflict spread until it dominated conversation across the city. Partisans brawled in East Boston and Dorchester, while City Council members shouted insults at one another during all-night sessions. The two large rival groups issued veiled threats at each other. Citizens in other parts of the city formed delivery brigades to assist their side and mounted collection drives for used sneakers.

The issue has been boiling off and on this way since 1948 with no signs of letting up. But there is one notable development: The demand for catering and home food delivery in the Back Bay has plummeted.

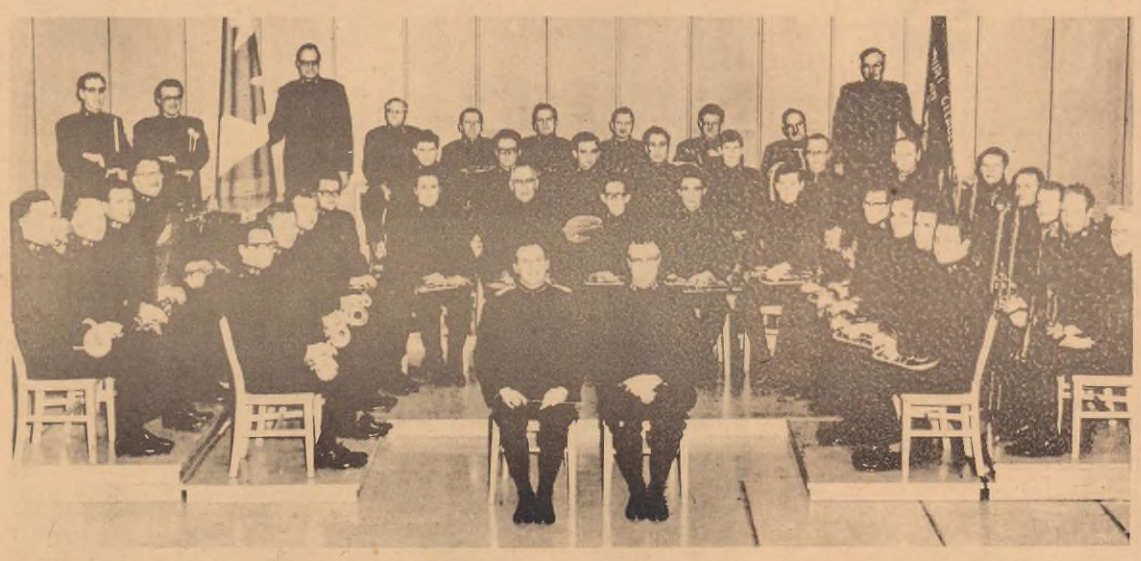


Suffolk U. Army R.O.T.C. unit drills on Boston Common.

S.U. students at one of the many interesting jobs obtained through the placement office. Interested seniors should apply NOW for career employment to James Woods.



Scenes from annual summer training program of the S.U. Air Force R.O.T.C. If you are interested in good pay and adventure, contact Major Edward G. Hartmann, U.S.A.F.



Brothers of Alpha Phi Omega pose for annual photo in their new quarters in the Ridgeway Lane Building. The brothers will perform for the N.E. School of the Deaf next Sunday at 3:00 p.m. Admission is free, and earplugs will be availzble for visitors.

The Dr. Brumm Hearing In Session

Probation

(Continued from Page 11)

aid" was a front for something sinister. They had learned from the Federal Bureau of Investigation that the areas which I had carefully marked off with blue felt marker were areas where huge quanitites of marijuana grew wild. And although the FBI said I was not on their list of suspected purshers or informers, I could still be involved in the business. And although they could not prosecute me on the basis of my map, they would put me on their list of suspects. The Dean said he was informing me of this action by the FBI for my own protection and perhaps rehabilitation.

The Dean also said that although the institution could not do anything about my "suspected" contacts with the drug world, they could do something about my behavior at the institution.

Since I had used the institution to "push" this information on wild marijuana, the institution had legal rights to protect itself and would do just that.

The Dean then told me what rules of the institution I had failed to comply with. Reading from a copy of the student guide he quoted: "No student shall dispense materials of a propaganda nature in the institution, on the steps of the institution or within 84 feet of the buildings of the institution." I had, according to the Dean, dispensed propaganda in the very halls of the institution and was therefore guilty.

Furthermore, he told me I had failed to comply with rule 37 which stated that "no student's messages, sale items, want ads, announcements, cancellations or other written materials" could be posted anywhere in the institution except "on the bulletin board outside the faculty lounge in the old chemistry building." And still further, each of these items had to be authorized by the "Dean of Exchanges and/or the president's secretary."

"You have obviously failed to heed this directive," the Dean of Exchanges said with finality. "This is serious. We must not allow just any student to put his own items all over the institution. It would turn into a verigable montage of amateur graffiti and nonsense." he surmised.

I thought it wouldn't be such a bad idea, but of course I didn't say that to the Dean of Exchanges.

"We cannot let this blatant disregard for the regulations of the institution go unheeded," said the Dean of Academic Affairs as he sighed and looked pained.

Having finished charging me with breaking rules 37, 19 and 2, the Dean of Students softly said, "We will be forced to put you on academic probation for the coming semester."

I nodded, also softly, in keeping with the atmosphere of the room and then broke for the corridor to have a long chuckle.

The moral of this story is, friends, if you want to get the Establishment up tight and see them perform their tricks, just do something free and beautiful, maybe for continuing education.

The Dr. Brumm

ED NOTE: There has been much controversy, speculation and a lack of information regarding the non-renewal of the contract of Dr. Gordon Brumm, SU philosophy department. Previous attempts of the JOURNAL to publish concerning the issue were at least discouraged and in one case influentially repressed. These are the facts compiled by a special investigatory team of the JOURNAL, Elliott Cleinman, Linda Frawley, Robert Jahn, Edward Wickham)

THE BASIC FACTS

On November 21, 1969, Dr. Brumm was told by Dean Grunewald that his contract would not be renewed for the following year. Dr. Grunewald gave, as the one and only reason, an extremely negative evaluation by Dr. Sahakian, Philosophy Department Chairman.

Dr. Brumm was told that he had until December 1 to resign. If he did not resign by that time, he would be sent a letter notifying him of the non-renewal.

Brumm was in his second year of teaching at Suffolk, and did not have tenure. This means that the University had no legal obligation to rehire. However, by AAUP (American Association of University Professors) standards (which are generally accepted), a faculty member may not be fired for reason of political activity, or for any other reason which violates his academic freedom. ("Academic freedom" is a rather ill-defined area, but roughly corresponds to the freedoms which one is guaranteed as a citizen.) However, the burden of proof is on the individual faculty member.

Dr. Brumm did not resign. Shortly after December 1, he appealed to the Student Government for an evaluation on his teaching, and he appealed for a hearing to the recently-formed Faculty Committee on Tenure, Promotion and Review.

The student evaluations were heavily favorable (66% of the scores were "superior"; 26% were "competent"; 6% "fair"; 1% "poor".)

In his statement to the faculty Committee, Brumm claimed chiefly that the evidence showed his teaching to be entirely adequate by any reasonable standard, and that in any event no serious attempt was made to evaluate his teaching; that events indicated the reason for non-rehiring came from outside the Department; and that past actions by the Administration and/or the Chairman indicated pressure against his speaking out on political or semi-political issues (his main activities having been in connection with the Coalition for New Politics); this leading to the conclusion that the alleged academic reasons were actually only excuses, and the real reasons for the non-renewal were in violation of academic freedom.

The Administration's counter-claim to the Committee was to the effect that the reasons for non-renewal were Brumm's "failure to measure up to the teaching standards required by the Department of Philosophy and his incompatibility with the Department." (The main points cited in support of the charge concerning 1968-69; and Brumm's course enrollments. The charge of incompatibility also depended largely on alleged student complaints.)

Members of the Committee were Profs. Clark, Unger, Maehl, and Stone. Prof. Ronayne sat in as observer from the Educational Policy Committee. An observer from the AAUP was also present.

Dr. Brumm, the Administration, and the Committee were all represented by legal counsel. The rules of the hearing were much the same as in a court of law, with each side entitled to call witnesses, to cross-examine witnesses called by the other side, and to submit evidence. A court reporter was hired to make a complete transcript of the proceedings.

The Committee hearings were originally scheduled for early December. They were re-scheduled again to begin on February 3. (On Dr. Brumm's part, the reasons involved the necessity for time to prepare. The Administration's reasons seemed to involve a desire not to have an article on the case appear in the Journal. Both sides agreed that once the hearings had been postponed past Christmas vacation, they should be postponed past the final exam period.) The hearings lasted from February 3 to February 23, and took in excess of 20 hours in five sessions.

The witnesses included Dr. Sahakian, Dr. Grunewald, Dr. Pearl and Mr. Outwater - all of whom took the Administration side; a number of faculty witnesses who testified for Dr. Brumm; and several students and ex-students who also testified for him. Evidence submitted by Dr. Brumm included student evaluations for all his courses and the special Student Government evaluation; and letters of endorsement from students and former students. (including last year's winner of the Philosophy Department's award for best achievement.) Five young faculty members submitted testimony to the effect that they were intimidated by Dean Grunewald when they met with him to inquire about the case, on December 3, and before that meeting, when the Dean called the Department Chairmen of several of them to have the Chairmen tell them not to become involved.

Summations from the two sides were delivered on March 15. On April 13, the Committee delivered its decision. In a letter to President Fenton, it said: "Dr. Gordon L. Brumm. . .alleged that the failure to renew his contract was not for the reasons given by the university but rather for reasons which violated his academic freedom. . .Inasmuch as Dr. Brumm does not have tenure, the burden of proof was upon him to establish such violation of his academic freedom. The committee believes it is constituted for the sole purpose of answering the narrow question of whether Dr. Brumm sustained his burden of proving a violation of academic freedom. The committee's unanimous answer to that narrow question is that he did not sustain that burden of proof."

Dr. Brumm appealed to the Trustees for a hearing and on May 13, was rejected.

He has also appealed to the AAUP.

SIGNIFICANT QUESTIONS LEFT UNRESOLVED

It should be noted that the Committee expressed only a final decision on the narrow question of academic freedom - and even then, did not define academic freedom. A number of questions arose in the course of the hearing, casting doubt on the conclusion that Brumm was let go for proper academic reasons. The Committee did not announce its decisions on these questions, either for their own sake or as necessary steps on the path to the final decision it did render.

Among these questions are the following. They can be checked by reference to appropriate parts of the hearing transcript. Their basis here is memory and written notes taken during the hearing.

1) Much of the burden of the Administration's argument fell on the testimony of Dr. Pearl. Yet Mrs. Dushku testified that on or about Dec. 2 (the exact date should be in the transcript), Dr. Pearl approached her, stating that a great "injustice" was being done to Dr. Brumm, and sounding her out with regard to helping him. There is no way to reconcile Mrs. Dushku's testimony with the contention that Dr. Pearl at that time thought Brumm ought to leave. And if Dr. Pearl did not think that Brumm ought to leave, then this conflicts with all his other testimony, as well as that of Drs. Sahakian and Grunewald. There is at least one contradiction involved here; what is the truth?

2) Dr. Brumm produced a typewritten memorandum, on paper with the heading . . . "William S. Sahakian. . ." addressed to "Dr. Gordon L. Brumm", and saying, "Dean Grunewald did not go along with the change on the course Social Ethics. Therefore, Mr. Outwater will be teaching it in the spring semester." There was no signature of handwriting of any kind. Brumm claimed that he received this memo after the following had happened He had found, by accident, during the summer, that he would be transferred from his Social Ethics course this year, then he had called Dr. Sahakian and was told that Dean Grunewald had wanted him switched out of that course, but that he (Sahakian) thought that Grunewald would agree to let Brumm teach the course (this after Shakian had questioned him concerning his politics.)

Dr. Sahakian denied even having seen the memo; Dr. Brumm claimed that Dr. Sahakian acknowledged the memo in a subsequent telephone call.

The Administration claims that the switch of Dr. Brumm from Social Ethics was made for innocent academic reasons. Brumm claimed that the memo shows it was Grunewald's decision to switch him from Social Ethics, the ostensible reason being that he might create "tumult" through the course; that there was no basis for this in fact; and that the memo, plus the phone conversations, show the switch to be a form of pressure, a signal, to avoid controversial activities. He cited the memo in evidence for this claim. Who wrote this memo?

3) In the spring of 1969, philosophy students met to formulate a list of requests, or demands, concerning curriculum etc., and to present these to Dr. Sahakian. (They never did so.) According to Brumm, Dr. Sahakian became very apprehensive about rumors to the effect that Brumm was trying to unseat Sahakian from the chairmanship, and indicated his own belief that Brumm was implicated in some such effort. Two faculty members, in addition, testified that Dean Grunewald clearly implied, to them and other faculty members, that a member of the Philosophy Department was trying to unseat the Chairman. (It was testified, in addition, that Dr. Pearl gave Dr. Sahakian a letter, about that time, pledging his loyalty.) Dean and Grunewald testified to the effect that he had no memory of making such a statement, and both he and Dr. Sahakian indicated that they treated the rumors simply as rumors. What happened with regard to these rumors? What did Dean Grunewald say or not say in regard to them, and why?

4) In discussing student complaints, which constituted a large part of the alleged reason for his negative evaluation of Dr. Brumm's teaching, Dr. Sahakian claimed at one point that during the first semester 1968-69, approximately half a dozen students complained each week up to Christmas. (This totals about 72.) At another point, he said that there were from one to two dozen complaints during that semester. These two estimates differ by a factor of from 3 to 6. How many complaints were made, in fact, during that semester?

5) In any event, Dr. Sahakian testified to the effect that student complaints, were fewer second semester 1968-69, and even fewer (indeed, close to non-existent) in 1969-70. Yet he testified that he recommended renewal of Dr. Brumm's contract, with full salary increment, when it came time for recommendations in February, 1969. Why did Dr. Sahakian recommend contract renewal after the first year, but not after the second, when the situation which furnished the major support for a negative evaluation - viz., alleged student complaints - improved considerably between the first renewal-time and the second?

6) Dean Grunewald testified that he had checked his decision not to re-hire Brumm with two faculty members outside the Philosophy Department, viz., Profs. Hartman and Petherick. He said he chose these two because they were senior faculty in the Humanities, and because they were close to many students. Assuming this testimony is true, why did Dean Grunewald choose to check with these two and not, for example, with some of the younger members of the faculty?

7) A former Suffolk student testified that in a telephone conversation with Dr. Sahakian last year (while he was Dr. Sahakian's assistant), Dr. Sahakian had stated that Dr. Brumm, as an untenured faculty member, was in trouble because of his advisership to the Coalition for New Politics, as well as because of complaints about his teaching. (The student, according to his testimony, thereupon said that his teaching was too difficult because Suffolk students must be "spoonfed.") Setting aside the question as to whether the allegation of student complaints was valid (this being covered in one of the points above), the conversation indicates that political considerations constituted a major reason for the non-renewal, and that constitutes a violation of academic freedom, by accepted AAUP standrads. Was this testimony believed? Is it true?

Issues Raised By The Dr. Gordon Brumm Case

The events in this case exemplify certain issues which bear on the worth of Suffolk as an educational institution, and on the degree of justice which can be expected by faculty. Among these are the following:

WHAT ARE THE STANDARDS FOR TEACHING AT SUFFOLK

Are teachers expected to aim at the lowest common denominator?

Is popularity to be equated with value Must a teacher popularize or perish?

Given the heterogeneity of the Suffolk student body, should specific groups of students (e.g. those with greater ability or interest, or those desiring to go to graduate school) be able to receive the type of education most appropriate to them

WHAT SHOULD BE THE ROLE OF ALL STUDENT EVALUATION OF FACULTY?

Should a chairman consider whatever student responses he may receive, in making his evaluation (e.g. noting the complaints which come in to him without soliciting opinions from other students?)

Should a chairman be guided by a systematic poll of student opinion

If student evaluations enter into decisions regarding one faculty member, should they enter into decisions regarding all?

WHAT AUTHORITY SHOULD THE DEPARTMENTAL CHAIRMEN HAVE?

Should evaluation of faculty—as well as such matters as curriculum—be left to the descretion of the chairmen, or shared with other faculty and students?

Should the chairman be allowed the opportunity to exercise arbitrary authority, and should he be allowed, in having this authority, to provide any reason he may choose for a decision, thereby perhaps masking the real reason?

WHAT ARE THE ALLOWABLE LIMITS OF DISSENT—POLITICAL AND EDUCATIONAL—TO BE ALLOWED FACULTY AND STUDENTS? (THIS INVOLVED THE QUESTION OF THE DEFINITION OF "PROFESSION CONDUCT.")

(It is to be hoped that expression of any political opinion will be protected.)

To what degree are faculty and students to be protected in publicly criticizing the policies of the school?

To what degree are faculty and students to be protected in joining together for purposes of criticism, or any other purpose?

The facts stated in the above articles can be verified in the offical transcript of the Dr. Gordon Brumm Case, which is now in the hands of the Board of Trustees.

At their option, the Trustees could verify or refute what the Suffolk Journal has said via publication of the transcript.

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18 Year Old Vote Will Not Pass This Year

WASHINGTON — (CPS) — The voting age will not be lowered by legislation in the current session of Congress, and chances for passing a constitutional amendment to allow 18 year olds to vote are considered slim.

This is the view of most observers here despite the Senate passage of the Mansfield amendment to the Voting Rights Bill which would allow 18 year olds to vote in all elections after January 1, 1971. The bill now goes to the House of Representatives. If the House refuses to agree to the Senate amendment, as expected, the question will be left to a House-Senate Conference Committee whose chairman, Rep. Emanuel Celler(D-NY) has vowed to "fight like hell" to kill the bill.

Since Celler, as House Judiciary Committee chairman, will appoint a majority of the House conferees, it can be expected they will not be sympathetic to the idea of lowering the voting age. Rep. William McCulloch (R-Ohio), the ranking Republican on the Judiciary Committee, will appoint Republican committee members. He is believed to feel the issue should not be decided without hearings, which the House has not held.

Although the Senate overwhelmingly passed the Mansfield amendment, its conferees are not expected to be much more disposed toward the 18 year old vote. Both Senators James Eastland (D-Miss), the Judiciary Committee chairman, and Roman Hruska (R-Neb.), the ranking Republican, voted with the minority on the motion to table, and therefore, kill, the Mansfield amendment. The motion lost by a vote of 21-62.

Senator Mansfield conceded there would be "some difficulty" in getting the bill past the conference. Celler seemed more certain, saying "Come hell or high water I'm not going to accede to it, and I'm sure that my fellow conferees from the House agree." Debate on the bill centered on its constitutionality, which all agreed was doubtful, since the constitution leaves voting qualifications to the states. Proponents argued that the Supreme Court decision in the 1966 case of Morgan vs. Katzenbach offered hope the Supreme Court would not throw out the law.

If the bill were passed, the Constitutional defense would be based on the theory that since 18 year olds can do such things as marry, get drafted, and get tried in adult courts, it can be considered a violation of the equal protection clause of the 14th amendment for them not to be able to vote. Under the Morgan decision, Congress is given wide powers to determine

(Continued on Page 22)

Firing Range

by John Hommel

Interview with President of Student Government
Bill McIsaac.

Question. What role does the Student Govt Assoc play in this recent strike effort?

Answer. S.G.A. supports the strike effort and is doing everything possible to be an effective intermediary between the strike steering committee and the administration.

Question. Who composes the strike steering committee?

Answer. It is comprised of the Chairman, Allan Burnett, Charles Rogers, Dick Champion, Lotus, Dr. Lieberman and Mrs. Dushku. It is also comprised of a representative of the Graduate School and the Evening division.

Question. How were these people elected?

Answer. They were elected on Wednesday, May 5, in the cafeteria by a majority vote of the students present who had met to discuss the strike. Due to a bomb scare in the auditorium the meeting reconvened to the cafeteria where the actual elections were held. The cafeteria was filled to capacity along with students in the aisles.

Question. Do you personally support the recommendations of the faculty meeting which convened on Monday, May 11, and whose recommendations will be presented to the Board of Trustees on May 13.

Answer. No, because I feel that as spokesman for the entire student population I must protect and preserve the rights of everyone to a fair grading system. I feel that seniors, along with other students, are being discriminated against. Students electing to take finals in June are not allowed by the faculty recommendations to take grades earned as of May 4. To clarify this point it means that a student has to elect to take either all his exams in June as scheduled or take some marks as of May 4 and the remainder of his courses will require finals in August. This is how it stands as of the faculty recommendations stated on Monday, May 11. I think this is an unfair situation.

Question. What then can you do to remedy this situation?

Answer. I would recommend to the Trustees, who are the final judges, that they insert a clause in the faculty recommendations which would allow students electing to take the marks earned as of May 4th as the final course mark to also be permitted to take final exams in June for those courses in which no mark could be rendered as of May 4th by their very nature.

Question. Do you support President Nixon's recent movement of troops into Cambodia?

Answer. No! I feel that it will only serve to expand the war in Southeast Asia.

Question. Do you feel that a President should be allowed as Commender in Chief to send American troops into an undeclared war?

Answer. I feel that decisions involving America as a whole should not be made by one man but rather with the approval of Congress who are supposed to be the representatives of the people.

Question. This so called "Steering Committee" seems to have taken over the whole strike situation. How does the S.G.A. relate itself to this matter?

Answer. The S.G.A. is very much involved in the strike. An example of this is the addendum that accompanied the voting ballot which was formulated by the Government officials in conjunction with the steering committee. The Government is unable to give to the strike 100% effort because 100% of the student body doesn't support it. As I said before, the S.G.A. supports the strike effort in a constructive way but the S.G.A. must also carry on the daily business of the University such as the upcoming Government elections.

Question. Don't you feel that the elections are insignificant compared to the strike effort on the part of Suffolk students.

Answer. No! In order to have adequate student representation in the University next year the offices being vacated this year must be filled, in order to have an effective student voice next year.

Question. What improvements would you like to see enacted in the next session of student govt?

Answer. I would like to see more committees set up and managed by S.G.A. members. This will serve to investigate student requests and enact appropriate legislation. These committees will in the future like the current strike effort. I feel that if the S.G.A. voted to strike rather than just support the strike it would be proceeding in a more effective fashion along with more unity of student support. If this were done the govt would be able to lead the students, which is really the role it must play within the University structure.

EDITORS NOTE. This interview with Bill McIsaac concludes for the year the Firing Range column. I would like to thank the Editor in Chief of the Suffolk Journal Eliot Cleinman for the opportunity to publish my column and eagerly look forward to the first edition in the Fall of 1970.

NMUN-1970

On April 28, the National Model United Nations (NMUN) annual conference opened at the Statler Hilton Hotel in New York City. This organization was established in 1943 to acquaint students with the operations of the U.N. and methods of diplomacy. Each of the 164 colleges that participated this year were assigned the role and function of one of the countries in the U.N. This year a delegation of 9 students from Suffolk U. represented the Republic of Zambia (Northern Rhodesia). The students in the delegation were: Marshall Salzman, Kevin O'Donnell, Alan Kelley, Dick Branson, Ruth Bukauskas, Herb Abramson, Lennie Glionna, Peter Kenney, and myself.

Since 1943, the two highest offices, Secretary-General, and Executive Director of the NMUN, have been "ping-ponged" back and forth by students from either Harvard University or Princeton University. This year, however, the chairman and the co-chairman of our own delegation Marshall Salzman and Kevin O'Donnel, were elected to these two highest offices. Their election forced them to give up their positions on the delegation. And by this appointment the chairmanship of the Zambian delegation was given to me.

Four members of the delegation and our Faculty Advisor, Judy Dushku, flew down Tuesday evening; expecting the other five members Wednesday afternoon. An accident on the way from the airport delayed the group a bit. Fortunately, no one was seriously hurt.

The kind of work done on the committees were no reflection of the complications that had arisen throughout the conference. Suffolk University managed to rank 7th out of the 164 colleges attending, making us eligible for the award of "Honorable Mention".

The appointment of Ruth Bukauskas to the office of Under-Secretary General, by Marshall, should also be noted.

I wish to thank my entire delegation and Judy for all their work and moral support; and I congratulate them on a job well done.

WHO, ME?

by David Mehegan

When his induction notice arrived in the mail, Sam Schein was astounded. First he considered leaving the country, decided that was no proper solution, and then considered the idea of committing suicide. But that, too, went against the grain.

After days of heavy thought, he hit upon the idea of simply going to his draft board and reasoning with them. He felt sure they could be made to see things his way.

He tried it. "This war is obviously insane," he argued, "everybody knows it's unwinnable. What's the point of sending me to Vietnam to risk getting killed when we all know it's for nothing?"

"You're absolutely right," said the chairman of his draft board. "But we can't help you. We have to take our orders from Washington. Why don't you see General Hershey?"

Sam saw the logic of that, so he boarded a flight to Washington. He entered General Hershey's office to find him cleaning out his desk.

"General, why should I have to go to Vietnam? Nobody argues in favor of the war anymore, they all talk about ending it. Yet people are still dying every day in a cause everybody admits is hopeless."

"I couldn't agree with you more." said the General. "But I can't help you, I'm just doing my job. It isn't my fault the war is still going on—I didn't start it. Why don't you see Senator Eastland?" So Sam went to pay a call on Senator Eastland.

"You're right, of course," the Senator said. "But I can't help you. Congress isn't responsible for this war, it was bamboozled into passing the Tonkin Gulf Resolution. All we do is appropriate money. Why don't you ask President Nixon about it?"

Young Schein walked silently out of the office and headed for the White House. He entered the oval office just as Vance Packard was leaving "Mr. President," he began wearily, "why should I have to go to Vietnam when we're all agreed the war is a bad job? I don't want to risk my neck for nothing."

Mr. Nixon nodded gravely. "You're 100% correct," he intoned, "and this administration is committed to an honorable conclusion to this disasterous conflict. But I can't help you. I inherited the war from the previous administration. But let me make one thing perfectly clear: the fact that I'm willing to let you get killed does not mean I don't care about you. I care just as much about our fighting men as I do about our astronauts. Have you talked to President Johnson?"

His mood growing progressively blacker, Samuel flew to Texas. When he arrived at the ranch, he was escorted to where the former President was sitting in his rocking chair, wearing a hair net and reading a copy of **Catch-22**. Once again he made his plea.

"I agree with you, Son," said Mr. Johnson. "But I can't help you. I was only fulfilling committments made by two previous administration when I sent troops to Vietnam. You'll just have to obey your orders."

Young Sam flew home in a fury. When induction day came, he refused to step forward and was promptly arrested for violation of the Selective Service Act. As expected, he was convicted and given a jail sentence. While being led away, the judge expressed curiosity as to Sam's reasons for refusing induction. Sam explained.

The judge was incredulous. "You must be out of your mind, young man. We're not living in the jungle any more, you know. You can't go around deciding things like that on your own. Why do you think we elect a government?

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Their Finest Hour

by Paul Eisenhaure

On Tuesday, April 21, the third annual Suffolk University "Press Conference" was held in the auditorium organized by the PAT fraternity. Seated behind thelong table on stage, ready to answer student questions, sat President John E. Fenton flanked by Deans Sullivan Grunewald, Strain, Waehler, Mr. Saunders, Mr. Flannery and Miss Latture. Student turnout for the event couldonly be termed unimpressive. Most students that did comehid in the back seats under the balcony which left a widegulf between questioners and questionees–a gulf which, the reporter noted, already existed metaphorically in anumber of cases. One person privately mentioned a deep dislikefor President Fenton founded somewhat vaguely on his age and a number of the remarks from the audience were pointed, if not hostile, in tone.

The discussion formally began when red-bearded Mr. Ellenport of the History Department, acting as moderator, read questions to the panel from cards that had been previously distributed throughout the audience. The questions on the whole were superficial and mundane. Question: Who will the fall commencement speaker be? Question: Why are there more men than women at Suffolk. Wuestion: Where does the $18 activity fee go? Question: Why are book prices so high in the bookstore? And so on. The answers could have been gleaned easily without such a meeting by simple private inquiries.

Part way through the session there was a small demonstration. Two people walked down the left isle with signs promoting "Earthday" which they politely showed to the audience and the members of the administration on stage. The young lady then taped her sign to the moderator's podium and left, leaving the young man alone with his, there among the empty front seats. After some fumbling, he also discharged his sign and left. One somehow gets the feeling that it could have been better done.

The questions continued–Question: Why doesn't the school library get the New York Times every day? Question: What are the faculty evaluation forms actually used for? Question: Is Suffolk enrolled to capacity? and so-forth, until the cards were exhausted and questions were opened to the floor. Unfortunately the gravity of the oral questions was not significantly increased over that of the written ones. In the main it centered around that age old debate over what, if anything, should be a required course.

Someone wanted to know why the results of the teacher evaluations were not published for the benefit of incoming students. Dean Gruewalk explained that this might result in students choosing their courses on the basis of a teacher popularity contest rather than on the merits of the course content. Moreover, when such a practice exists in other schools it is generally undertaken by some body of students rather than by the administration.

While the "teacher-course door" was open, someone else then wanted to know why an entering freshmen in the liberal arts curriculum was required to take two years of science regardless of his major area. Again, Dean Gruewald was Johnny-on-the-spot. He pointed out that science was an important part of every person's liberal education and suggested that four years of it would be even better for students. President Fenton, in a somewhat facetious manner, took exception to that last remark, creating some mild enthusiasm in the audience. Continuing, Dean Grunewald lamented that there was not a wider variety of science courses offered, but he took stock in the fact that there was a new chairman of the department who planned to stress new areas such as ecology and pollution.

This, however, evoked a flurry of criticism over the number of courses required of students generally. "There aren't enough electives so that a student can choose what he finds significant and interesting." Again Dean Grunewald felt that these required courses were an essential and basic part of a liberal education. He aslso suggested that Suffolk University was very liberal in this respect as compared to other colleges and universities. To prove his point he started to list some basic subjects required here. When he finished, one young lady commented that the list totaled to about three years of subjects. To Dean Gruewald's defense, Dean Strain added that we live very much in a technological era, and a liberal arts student must be exposed to a wide variety of areas. A student who concentrates his attention too soon might severely limit himself by avoiding other very good areas. Moreover it was pointed out that the requirement to minor had been dropped in most cases in order to allow the students this very latitude.

Other questions on this topic included, "Why are there not more specialized science courses open to non-science majors" and "who sets curriculum requirements?" Dean Grunewald explained that science was a large area and a non-science major should be interested in the general picture rather than specifics. There is also the cumulative nature of

that subject which makes it difficult to take the more advanced courses without the proper backgrouns. Dean Waehler said that the curriculum was established by the faculty and as such was subject to three areas of influence: (1) their own particular background and training, (2) the alumni, and (3) the students. "If students expressed their likes and dislikes to their instructors, in many cases in private meetings, then they might find they have significant influence."

The physical education requirement also drew fire–"Why not improve it or abolish it" was the sentiment. Dean Gruewald sympathized with the students, commenting that it was not his favorite subject in college either, but we would have to grin and bear it–the reasons for which were given by Dean Strain. The program was instituted in 1962 for two reasons. First of all, it was the era of President Kennedy and the physical fitness campaign; exercise is good for you. Secondly, and perhaps more importantly, that was the year the school was evaluated by the accredation committee which required such a program to be instituted. As for improving the program there are the obvious obstacles of time, cost, and location to overcome. A broader scope of activities are hoped for in the future.

On other topics, someone wanted to know if the New Building might not be named for Gleison Archer, founder and former President of Suffolk University. President Fenton said that that was under the jurisdiction of the Board of Trustees. He added that there had been some trouble between Mr. Archer and the Board prior to his association with Suffolk but that he didn't know the specific circumstances. Evidently President Fenton has an unusually low degree of curiosity.

The photographer took a few pictures and then asked Dean Grunewald why he had removed the picture with the dirty word in it from the photography exhibit in the main lobby. It was explained that the act was performed in the interest of good public relations. Suffolk wanted to put its best foot foreward for visitors who entered the main lobby. One's best foot should not have a dirty word on it. Dissatisfied with this answer, Student Government President Richard Dell'Aria wanted to know why an obscene word had not been removed from the **outside** of the building if that were actually the case. The panel expressed ignorance of such a word and then chastised Mr. Dell'Aria for dereliction of duty in not bringing this to their attention earlier.

In a last ditch attempt to stir up some sort of controversy, one ansious young lady wanted to know why guest speakers were not publicized more completely and if this had anything to do with the personal feelings of the panel members toward the speakers. As examples she named Julian Bond, Ray Charles, Bill Baird, and Dick Gregory. The charge was completely refuted in each case and the evidence was made available to her at her convenience. Too bad.

When all was said and done, it seemed to this reporter that, aside from seeing all the deans in one place and hearing them talk, very little was said and even less was done. At least some of the students entered the hall anxious to express their displeasure with something and spent the hour in search of an issue to argue about. Their quest was largely fruitless. President Fenton projects more of a grandfather image than that of a despot. The answers from pannel were generally adequate and sensible. Perhaps the most telling question was asked by a student early in the meeting of Mr. Ellenport. It was, "Why are you reading only the trivial questions first?" to which he replied, "I'm just reading them as they come."

V.A.News

The VA reminded college veterans they must return their certificate of attendance cards during the last full month of every enrollment period.

The current semester will end in May or June for most college students

VA computers are programmed to prepare the final check this spring for the 1969-70 school year only after the certification of attendance card has been received.

What's more, if the card is not returned at the end of the current semester, the student cannot be automatically enrolled under the G.I. Bill next semester.

College registrars also have a role to play. They must promptly return the veterans re-enrollment certification to the VA so the veteran may start reveiving his checks on schedule the next semester he is in school.

Veteran trainees attending school below college level must return their attendance certification cards every month to insure uninterrupted payment of hteir educational allowance checks.

The VA pointed out that failure to complete and return the certification card will automatically stop all future payments to the beteran, serviceman or dependent.

Everyone attending school under a VA program has the responsibility of keeping the VA informed as to whether there has been a change in the number of dependents, or in his enrollment program.

The VA urged those interested in entering training, or desiring further information, to contact their nearest VA office.

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the Strike & everything else have made music
& movie & tv commentary an unnecessary luxury.
the World has rudely been revealed to many
who didn't know it existed before. . . in many
ways, suffolk has been revitalized by the
experience & i hope that we maintain our con-
cern, co-operation, and energy in the future.
may the summer be a time of expansion, love,
action, progress, & peace, for everyone. . .

Robert Jahn

S.U. Gold Key Society–May 10th

On Sunday, May 10, thirteen new members were inducted into the Gold Key Society of Suffolk, The Tapping Ceremony which was held in the auditorium, was officiated by Francis Holmes (President of Gold Key), and Geraldine Marcinowski (Secretary of Gold Key) and James Hoole, a Gold Key Alumni. Dean Donald Grunewald was the Guest Speaker; he spoke of the benefits of a well-rounded education.

The new members, upon being tapped, were presented with Gold Key arm Bands and a long stem red rose. Also each received a keepsake of their accomplishments.

Nine undergraduate students were inducted and four Honorary members from the faculty and Administration.

Following the Ceremony a reception honoring the new members was held in the Faculty Dining Room.

The new Members are:

Jean Alexander
Stephen Bulyga
Elliot Cleinman
Susan Drevitch
Teresa Pestana
Kathleen Purvis
Danila Roubicek
Frank Sablone
Edward Wickham

Honorary Members

Professor Benson Diamond
Miss Mary Hefron
Miss Dorothy Mac Namara
Dr. Florence Petherick

FILM REFLECTIONS

"Women in Love" and M.A.S.H.

by Kenneth Johnson

Director Ken Russell's **Women In Love** is, on the whole, a very interesting film. The last segment of the film is even better than that; it is thoroughly absorbing. What mars the earlier part of the film is the thinness of two of the four major characters.

The four characters are Rupert Birkin, Ursula Brangwen, Gerald Crich, and Gudrun Brangwen. Birkin and Ursula fall tempestuously in love, settle some of their differences, and marry. On the other hand, Crish and Gudrun fail to find in each other what they seek in a lover and repeatedly clash, with ever-increasing cruelty. Because of this failure, as well as his failure to develop the close male-friendship Birkin seeks to establish with him, Crich finally commits suicide.

It is Birkin and Ursula who never emerge as interesting characters. One reason for this is Ursula's vagueness as a character. Part of the blame for this lies with actress Jennie Linden's inability to make Ursula come alive. The rest of the blame lies with the script. In one scene, Ursula throws a "lover's tantrum"; in another, she throws herself sexually at Birkin. But that's about it. The script simply does not contain enough material to make Ursula a totally vivid character.

Even more of a problem is the character of Birkin. Specifically, he talks – lectures – too much. A motion picture consists of a series of pictures in motion. That is to say, the essence of a film is motion – visually exciting action. Therefore, when a director emphasizes the spoken word almost exclusively in a scene, he is forsaking what a film does best. So, the content of the words spoken had better be powerful. Unfortunately, Birkin's monologues are not powerful, either in relation to the story's dramatic content or in the ideas they present. They are dull; and they bog the movie down.

Consequently, the film only becomes dynamic in pace and absorbing in content when it concentrates on Crich and Gudrun. Crich fears love; but fears equally the sterility of a loveless life. Gudrun yearns to be dominated by a male more forceful than herself; but yearns equally to dominate her partner. Thus, she yields herself to Crich when he, driven by his fear of sterility, bounds uninvited into her bedroom late one night. But when he does not persistently succeed in overwhelming her, she scorns and spurns him.

The continual vicious battling between the two builds grippingly. And Crich's suicide sequence is almost unbearably poignant. We see him trudge mile after mile through the sterile snow until, ultimately surrendering to sterility, he curls up in the snow and goes, forever, to sleep. The pace that director Irvin Kershner created in **Loving** is never less than full speed, even in the film's earliest segments. This is good. For it matches the pace in the life of Brooks Wilson, the main character.

Wilson, excellently played by George Segal, has a wife who wants a still-bigger home, a mistress who wants him to leave his wife, two demanding children, several precarious free-lance jobs, and badgering neighbors (including one who wants him to go to bed with her). In sum, he is thoroughly enmeshed in the Rat Race. All this is presented quite skillfully, quite incisively; and the film holds one's attention from start to finish. – Especially at the finish. At this point, during a neighborhood party, Wilson's one night of love with his lusting neighbor accidentally comes into view on their host's private television circuit and is joyfully viewed by all the other guests – except his partner's husband and his own wife. She, at the film's end, belts him with her pocketbook; then, both of them totally unstrung, they stare silently at each other.

Yet, if you don't see this film, you have not lost much. For the slice-of-suburban-life depicted is something you have seen before, many times. **Loving**, while well done, adds nothing new. What could be compelling is a film that condenses the presentation of Wilson's situation to a third of its present length and, then, explores what happens to Wilson after his wife and himself confront each other at the party's end. My point is that what **Loving** does is only to state, once again, a familiar problem, nog grapple with it.

On the other hand, if you don't see **M.A.S.H.**, you will suffer loss. Let it be admitted right off that the humor in this film is predominantly sophomoric. However, let it also be emphasized that the humor is, nonetheless, often quite entertaining.

The "story" features two young army doctors, Hawkeye Pierce and John McIntyre, who spend the bulk of their days trying to save the lives of battle-wounded soldiers. The implication is that they seek relief from war's horrors through any – however zany – means they can. Nevertheless, despite the sporatic flashes of blood-soaked flesh, it seems clear that these two doctors would pursue their same madcap course no matter where they were. In any case, their various capers provide the continual crests of humor that fill the film.

Richard Corliss, writing in the New York **Times**, complained that the doctors' antics actually become a cruel victimizing of anyone who disapproves of their behavior. He suggests that what in fact takes place is a nasty bullying, disguised under the label "all in good fun." If the viewer, like Corliss and many critics who applaud the film as a serious indictment of war, considers the movie as more than just a joke-filled piece of fluff, he should accept Corliss' opinion. For, in a serious context, the doctors are bullies. And – (a point not covered by Corliss) – the viewer should not attempt to excuse their bullying by pointing out that the two main targets of the doctors' pranks are unpleasant people – namely, Major Burns, a religious hypocrite who cruelly blames his medical mistakes on his unsuspecting aides, and Nurse Houlihan, a dippy rules-and-regulations dame. For the bullying of unpopular victims does not make the bullying any less inexcusable.

But, whatever the intentions of the men who made it, the film succeeds only as a farce, a farce of no more moral consequence than **Room Service** or **Arsenic And Old Lace**. It just does not have enough depth or enough bite to it to be taken seriously. To see my point compare the film to Joseph Heller's **Catch-22**. It is for this reason that I recommend that you go see the film and laugh both often and guiltlessly.

Kenneth Johnson

spring venture

the new literary mag will be out in a few days. . . hang on. . . in the meantime, literary & artistic contributions are being accepted for the fall issue. . . submit them at the archives office. . . have a good summer!

venture people

The Game Game Disaster

by Joyce Duggan

On Thursday, April 23, the auditorium was declared an official fall-out shelter for the bomb that was dropped by the freshman class.

Anyone who has seen the Game Game on television knows that what was presented on the Suffolk stage that Thursday was not a reasonable facsimile. It's too bad the names weren't changed to protect the innocent contestants.

The fault lies with the moderators, Didi Puglisi and Peter Butterfield. Since there were no microphones to amplify their voices, they should have done two things – REPEATED the contestants answer and SPOKE LOUDER. Because they didn't do this, the too few people that were in the auditorium walked out. If there were 45 people in the beginning, the audience dwindled to 30 by the end.

The format of the show followed closely to the T.V. version. Four contestants were asked various questions testing 'How Changeable Are You' and 'How Naive Are You'.

The changeable contestants were freshman Ann Ward, junior Louis Zuppardi of PAT, sophomore Steve Bulyga and junior Steve Kenney of APO.

A good example of what should have been done was during the 2nd question: 'What word combination do you like the best?' Love-Hate, Sunny-Summer, Hairy-Scary, Hot-Warm and Smile-Grin. The only answer that was heard was Steve Bulyga's because he was the only one who asked the question to be repeated. With the exception of Sunny-Summer the other answers are known only to the moderators and the one who gave it.

After five sets of questions the point values were added. 0-10 means you're inert but dependable, 15-25 means you're stable, you understand yourself, 30-45 flexible and still learning about yourself, 50-60 fickle – hard to make up your mind, 65-75 erratic, irrational.

We'll never know who was changeable enough to win the prize – two tickets to the Golden Calf.

The naive contestants were sophomore Kenneth Knight, senior Susan Drevitch, sophomore John Hommel and Mrs. Williams of the Psychology Dept. One of the questions was, 'Which word do you think of when you hear the word "hairy" '. John Hommel said ape, Mrs. Williams and Susan Drevitch said head and Ken Knight said fuzzy. The point values were never heard. The only question that came out perfectly loud and clear was the 4th – Your sex appeal at best is: disarming, confusing hynotic, mystifying. Even the point values were announced mystifying 15 points, hypnogic 0 points, confusing 10 points, and disarming 5 points.

Again the total point values were added and again the winners could not be heard. Congratulations to the winners; whoever they are. For the freshmen class: learn by your mistake and let the next event be a super success.

The S.U. Rams of Baseball—1970 13 wins 3 losses

Outside S.U.

by Dick Jones

Eric Billings was named vice president of the Norfolk County Trust Company. John M. Salvucci is employed by Burton's, Inc. in Newton. Richard Blomstrom is with the St. Paul Insurance Company in Boston. Fran Morelli returns to coach the Waltham High varsigy football team next fall. He recently was cited as the Outstanding Young Educator of the Year by the Woburn Jay Cees.

Larry E. Weston was appointed to the Bourne Finance Committee. He is a Federal Auditor at the JFK Building in Boston Carter L. Lowe was named manager–Equal Opportunity Minority Relations at GE's West Lynn works Judge Franklend W. L. Miles was re-elected Chief Marshal of the Twentieth Annual Greater Boston Protestant Layman's Communion Breakfast Committee George J. Odell is manager of hospital development in the Boston Department of Public Facilities.

Robert N. Keay and William G. Donegan are in the Auditing Department of the John Hancock Mutual Life Insurance Company, Boston. Kevin P. Curry is a deputy assistant attorney general in the Eminent Domain Division in the State House. Joseph P. Hannon was appointed executive director of the Northern Middlesex Area Commission. David Gruddinski was hired as an elementary school teacher by the Chelmsford School Committee.

Robert E. Dyson is a trust officer at the State Street Bank and Trust Company. Edward J. Scahill, Jr. is with the U.S. Food and Drug Administration in Boston. Francis L. Donovan was named to the Board of Trustees of the J.B. Thomas Hospital in Peabody. Thomas F. Brownell was sworn in as an assistant attorney general in the Division of Health, Education, and Welfare by Attorney-General Robert Quinn.

Ex-Rams star, David L. Dray is with the Utica Mutual Insurance Company. Peter R. Keane is assistant director of the Biological Laboratories for Harvard University. Thomas Bussone II was named assistant City Solicitor by Mayor Herbert Grimes of Beverly. James J. McGowen, a 30-year veteran of the Somerville School System, was appointed principal of the Southern Junior High School

Lewis J. Hart was named general manager of Almy's Department Store at the Northgate Shopping Center. Harry Pavan is the Quincy City Solicitor. Martin Ames has joined the staff of Beth Israel Hospital as director of the Division of Patient Support Services. Charles Silverman is an auditor with the U. S. Department of Defense.

Thomas K. Thornton was awarded a Certificate of Achievement by the Mass. Association of Real Estate Brokers. James Cunneen will teach fourth graders in Andover next fall. William J. Dignan was named to the Panel of Arbiters of the American Arbitration Association. Ronald J. George is affiliated with the Thomas O'Connell Management Research Institute.

No 18 Year Old Vote

(Continued from Page 18)

what practices violate that clause.

Opponents and proponents both raised the specter of student riots in support of their arguments. Supporters argued that 18 year olds need to be given "a part of the action," and would be less likely to resort to violence if they could vote.

Senator Hugh Scott (R-Pa), opposing the bill, asked what would happen if the law were declared unconstitutional after 18 year olds had voted in the 1972 presidential election. "No one can see what their frustration might lead to," he said. Senator James Allen (D-Ala.), who lead the opposition, thought he knew what would happen. "You'd have a near revolution in this country," said Allen. Supporters pointed out that over half the men who have been killed in Vietnam were under 21, and unable to vote. Speaking of those who are drafted at 18, Mansfield said "I think they have earned the vote, and earned it far better than many of us in this chamber."

The basic idea of lowering the voting age has become, as one Senator put it, "just like Motherhood. You can't oppose it." Over 70 Senators including a majority of the Judiciary Committee have joined in co-sponsoring a Constitutional amendment to drop the minimum age to eighteen. But such support is not very strong, and the constitutional amendment may never emerge from the Judiciary Committee.

"We've got sentiment, but not much action," said Mansfield. "I don't think the amendment will ever reach the floor."

The amendment would have to be passed by two-thirds majorities of both houses, and then ratified by three-fourths of the states. If it reaches the Senate floor, it will almost certainly pass, but its chances in the House are slim.

If passed by the Senate, it would be referred to Celler's Judiciary Committee, and he's been killing such amendments for years. Recognizing this, Mansfield told the Senate "Either it becomes law on this bill, or it is dead for this Congress."

Committee chairmen have lost votes before, and if sentiment in the House for lowering the voting age were strong enough, Celler might lose this one. But the odds are against it.

With the chances for lowering the voting age almost zero, some supporters questioned whether it was that big a thing. "After all," said one Senate Aide, "18 year-olds have been voting for years in Georgia, and they've got Lester Maddox."

The What And Why Of Being Liberated

by Paul Eisenhaure

Women's Liberation is a very tricky matter to deal with because it is composed of a number of divergent facets, all packaged up as one, often without any more of a correlation than that they apply to women. There is for example, the question of equal employment and opportunity in training programs. Women very often find it difficult to obtain equal pay and promotional opportunity, which undoubtedly causes frustrations and hardships for those in the postition of bread-winner. On the other hand, I plainly see this discrimination of businesses not as a cause of female economic dependence on the male but as a **recognition** that this situation actually exists. Although the situation has changed much in the last few decades, the norm is still for women to earn "extra" money and interrupt their careers with pregnancy and child care. The ultimate solution to such problems as these requires careful thought for every case.

Women's Liberation, however, includes this type of issue as convenient rallying points and "support-getters." The source of women's liberation is in fact more psychological than physical or sociological. In the March 19th issue of the **Suffolk Journal** there appeared an article about women's liberation by Miss Shierry Weber. In it she herself states that the ". .movement springs from a common experience and a common striving. The experience is. . .fear, shame, boredom, weakness, confusion and self-hatred. ." This analysis I am inclined to accept, although she and I disagree significantly about the causes of such feelings. Much of this article will deal with Miss Wever's article and its companion piece on men's liberation by Mr. John Meredith. I feel that both make a significant contribution to our understanding of these and other modern liberation movements, although not in the way intended by the authors.

WOMEN: Miss Weber begins with some very interesting observations describing "what is expected of the contemporary American woman." The American woman ". . .is supposed to. . .appreciate passes, cat-calls, pinches, and other forms of sexual advance." I didn't know that. I guess the young ladies I've known were not very well educated in the ways of the world. What is more enlightening, later on she points out that these are acts "which men do certainly not to flatter women but to show their buddies that they are men and to make women embarrassed and uncomfortable." In other words, women are taught to appreciate being made embarrassed and uncomfortable. They are also supposed to be ". . .sexy when men are present. . ." What kind of an upbringing has Miss Weber had?

Educated or not, Miss Weber says, ". . .under no circumstances is she to be smarter than her man." Again the type of company Miss Weber and I keep must be very different. Many of the men I have asked about this have a marked dislike of the so-called "dumb-broad" type. The intelligence of one's date or mate seems to be more a matter of individual taste rather than a rigid stereotype.

"She is supposed to be warm, generous, sympathetic, motherly, self-abnegating, a good hostess, lively but a good listener. . ." Also "she is supposed to be beautiful, well dressed. . ." With the possible exception of "motherly" these would seem to be worthy virtues for male or female: a part of the old superstition of courtesy.

"She is expected to relish or at least accept housework. . ." Does that mean in the same way men "relish" mowing the lawn or painting the house? The point is that somebody has to do these chores so **somebody** has to "accept" them. Moreover, the old image of women slaving over a wood stove and scrubbing the clothes on a wash-board while ten small children run about the house is not exactly an accurate description of the modern housewife. Finally, unless there are preschool-age children, such restrictions as housework may impose still leave many women more time per week to use as they like than most men spend working (only forty hours a week.)

The limitations of family life brings us into the complaints that she has with the role she has outlined. Specifically we shall look at complaint area number 4: Women and children. "American popular thinking currently accepts the opinion that it is better for a mother to stay at home with her children than to work. . .[although] it limits the woman's range of activities and companions. It is both hard work and boring to spend your days in the company of small children. . ." What would Miss Weber have us do with them—tie them in the back yard with the dog? Well no. . ."Women are working for changes in marriage and divorce laws, for recognition of the right of all women to. . .abortion, for day-care centers for both working and non-working mothers." Miss Weber's ideal would certainly make a loving parent or wife: one false step and off to the day-care center or divorce court. But I would be less than candid if I did not express sympathy with women for having the sole burden of bearing children. Unfortunately, those ladies unhappy with the present arrangement would do better to register their complaints with he local representative of their deity rather than with the other members of society. The family is a natural and necessary part of human experience, not an invention of society.

My greatest criticism is that Miss Weber and the liberated women she speaks for seem more interested in themselves than in the children involved. Are day-care centers part of the warm personal relationship she wants between people? There was only one case in which the child was considered at all: When mothers stay home, Miss Weber says, ". . .they pressure their children to do well in school, be popular and successful, etc. . ." That "pressure" used to be known as love. But this love has been channeled elsewhere by Miss Weber and the land liberators—". . .the fundamental aims of women's liberation. . .is a massive change in women's attitudes and the creation of the institutional framework necessary for women to exist as free people." I can see now why a role that contains "self-abnegation" is felt to be so oppressive because my dictionary explains that word with the phrase "love is the abnegation of self." It seems very possible that women's liberation can properly be abbreviated ME.

The movement does indeed spring from ". . .fear, shame, boredom, weakness, confusion and self-hatred. . ." but these are not caused, as Miss Weber suggests, by "femininity" and the social role of women, but rather from the failure of these women to adjust to a world of other people and the responsibilities thereof. A society is merely a set of values, and no society sets standards of activity to which its members can not conform. Over and over again the question arises, are useless? Do you have obligations? Do you dislike war, poverty, hunger, or sickness and cannot find a solution? Perhaps you have just plain bad luck? If you have any of these symptoms, you may have a bad case of "oppression" and there is only one medicine **organize!** Everyone knows that united action is the only way to cast off the chains of an oppressor. Therefore it is also the only way to liberate one's self from one's problems. The bitter irony is that the freer a person becomes, the more "oppressed" he is likely to feel.

These anxieties caused by the harsh values of a rigid social system or caused by an inability of certain women to deal with their own limitations. One of her major complaints is that she is unhappy about being judged on her appearance; ". . .their hair, their make-up, their wardrobe, the size of their breasts, the thickness of their legs." She continues, "Most women live with a feeling of inferiority because they do not measure up to those images. They hope that they are attractive but are always afraid of being debunked, and they feel compelled to keep a constant check on themselves to make sure they are not making any unattractive facial expressions, gestures, movements, etc."

Nor is the lack of adjustment merely limited to social problems. It is also sexual. "They treat them [their bodies] as objects to be dressed up and displayed. . .their own sexual organs are mysterious to them, and they have the feeling that their sexual parts are the man's property anyway. . .are afraid to express their own sexual desires. . ." Of course the girl that feels inferior for these reasons may not have an inferiority complex at all. She may actually be inferior! But combined with the rest of the information it suggests a latent personality-identity problem which makes her overly self conscious.

MEN: The piece by Mr. Meredith was equally as interesting—and so much more novel. It is developed from the thesis that the free time men have left over from oppressing women is used for oppressing themselves. It turns out that even oppressing women is a form of self-oppression by men because it places masculine and feminine limits on man as a total creature. It narrows his horizons—makes his mind less liberated. Get it? No?

Well, perhaps if I use this example it will be clearer. "Cultures have a way of preserving traditions, rituals and customs long after people have any idea of their purpose. An example of this is our celebration of Christmas." He then goes on, at length, to expose December 25th as a ". . .pagan ritual which attempted to coax the sun into returning. . .Now, very few people know that Christmas is a festival to reaffirm life, yet Christmas comes on stronger every year." Some poor souls are even laboring under the delusion that Christmas has something to do with the birth of Christ.

From this analogy obviously there is only one conclusion possible. . ."Thus it is with female oppression. We men don't know why we do it, we just do it because it's always been done and we figure it always will be." In other words, contrary to whatever you thought it was that made women and men hand around together, it is in fact just ". . .perpetuating a division of labor which is useful only in a 'primitive' society. . ." for such things as hunting-gathering with the tribe. Since we do not live in tribes anymore, women are outmoded; consequently we don't need to do it any more (or something like that). Now that that is clear, we are ready for the next topic.

There is always the difficult question of whether or not men and women are psychologically different. Beyond biology is there any such thing as "masculine" of "feminine"? Mr. Meredity answered this question with an emphatic yes-and-no. For the first four-fifths of the article he repeatedly says no. "The only real differences between men and women seem to be physical; beyond that, no argument about inate inferiority or superiority holds up under logical scrutiny." Apparently his logical scrutiny was in the shop being fixed while he wrote that article for, toward the end of it, he suddenly not only contradicts himself but goes to the trouble of documenting it as well. "Beyond that [biology] it [masculinity] is all socialization. By not trying to project a preconceived male image, one might find that maleness comes through quite nicely on its own. Carl Jung, the Swiss psychologist held the belief that each individual contains both sexes. . .Psychologically this means simply that a male has a feminine side and that a female has a male side." So as not to miss any of that amazing about-face, let us look at that again. First he says that masculinity is a silly outmoded superstition of society, and then he says it is a natural part of everyone, and it will come through all by itself anyway. Not content with that, he goes on to say that everyone not only has one of them but possible **both** Words fail me here except to say that anyone truly interested in a readable, authoritative discussion of this topic might check the February 1970 issue of **Mademoiselle** for an article by Eleanor Maccoby.

Leaving the question of the origin of masculinity in a hopeless shambles, let us inquire instead as to its nature. What are the tenets of this foul code? "On the streets it seems as if masculinity needs to be underlined and stressed by external acts such as boisterousness, physical strength, misogyny [?], unfeelingness, and short hair." Or sometimes ". . .you swagger down the street and eye the 'cute chicks' malovently [?] or that you talk loudly or that you drink a lot of beer and punch some guy in the teeth because you feel like it." These must be some more of Miss Weber's friends because they are quite unlike the people I was raised to admire and respect. Furthermore, either short hair is not a standard for men, or his later statement that ". . .Nobody is really questioning the validity of the social patterns. . ." is false for obvious reasons.

In order to demonstrate just how oppressed we men are he launches into a series of rehtorical questions (which I will, however, answer). He asks, "Women can read **Playboy** but what happens if a man is caught looking at **Cosmopolitan?**" Ah—he is immediately seized and held down while a big, burley man pierces his ears!? I don't know and unfortunately he never answers that fascinating question. But I do know what happens if you carry a **Mademoiselle** (which is ten times worse) with you for a week—nothing.

"Are men allowed to cook or is this area tabu?" I know several men who like to cook very much, none of whom I would dare call feminine to their faces.

". . .What did the other guys think if Joe frequented art museums, liked classical music, or was sensitive?" They would probably think that Joe was an old stick-in-the-mud with whom they had little in common, and they would be right. Joe probably felt the same about them unless he just did those things to escape the pressure of other people. There is no system or set standard involved here, only people dealing with people.

"Was academic excellence regarded as the girls' territory for the most part (after all, nobody likes an "egghead', a weakling, a quiet guy)." If he thinks for one minute that the static, preconceived role of femininity allowed girls to excel in school, he had better have a long, hard talk with Miss Weber. She and her friends will set him straight.

DUE TO A LACK OF NECESSARY SPACE, PARTS OF MR. EISENHAURE'S LIBERATION ARTICLE HAVE BEEN OMITTED.