

Students Protest Slater Service

Last week a complaint about the food served in the cafeteria was circulated in the form of a petition to members of the dormitory and non-resident students.

The petition was drawn up by members of the Men's Dormitory Food Committee and stated dissatisfaction with the Slater Food Service Concession as managed by George Maniatakis on the following grounds:

- (1) extremely unappetizing food
- (2) small portions
- (3) dirty dishes and silverware
- (4) excessive prices
- (5) decline in quality and variety during the past semester.

The petition, which was signed by 95% of the total dormitory enrollment, suggested that if conditions do not improve the students will be forced to request a Student Union to be operated by the Student Faculty Association.

The signed statements were sent to officials of the State University as well as the directors of the Slater Food System.

On Tuesday evening, February 27, a dormitory food committee consisting of four men and four women residents, met with three regional executives of the Slater Food System, Dean Austill and Mr. Cooper to discuss and elaborate upon the issues involved in the student petitions.

The general feeling was that the meeting was quite successful, with the Slater officials agreeing to check out student grievances and correct any malpractices they find. They did state, however, with Mr. Cooper's confirmation, that it would be impossible to lower food prices on the present campus, due to the small scale of the operation.

In order to adapt the menus to suit students' taste, a food preference survey will be run on Monday, March 5, in the cafeteria during lunch hours. All students,

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Folk Music

On Friday, March 16, at 8:30 p.m. in Coe Hall, the Music Committee will present its third concert of the year. Four young folk music enthusiasts, from New York City and the Island, will be the entertainment for the evening.

The members of the group are Dan Lauffer, guitar; Dave Cohen, guitar and mandolin, and banjo; J. Byron Tinkle, banjo, guitar and mandolin; and Mike Glickman, banjo. Their style follows neither the extreme of the Kingston Trio nor of Clarence Ashley (from the hills of Tennessee). They will sing blues, ballads, and bluegrass numbers which will include: "Handsome Molly", "Railroad Bill", "C. C. Rider", "I'm My Own Grandpa", "Casey Jones" and "The Wabash Cannonball".

Registrar Resigns



Mrs. Claire Sheppard

Mrs. Claire Sheppard, Registrar of the Long Island Center since December of 1958, has announced her resignation from that position effective at the close of business March 7, 1962.

Mrs. Sheppard was active in setting up the Registrars Office and has concerned herself with expanding it in accord with the growing needs of the college community. She has been responsible for setting up the machinery in the Registrar's Office for transcript forms and grade reports.

Mrs. Sheppard stated that the resignation was for personal reasons and that she is leaving with deep regret. She stated further that she has "enjoyed working with faculty, administration and 99% of the student body."

The Office of the Registrar was a part of the Dean of Students Office from September 1957 until it was moved to Admissions in August 1961. Dean Austill said, "Mrs. Sheppard's contribution to the Long Island Center has been outstanding. She started the registrar's office from scratch, and it became an effectively organized operation."

Mrs. Sheppard has two children and lives in Seaford, Long Island. She has no immediate plans to continue working.

Election Results

Nielson, Zimmer Win

Due to the resignation of two Executive Committee members, Mike Nofl, Sophomore Polity Representative, and Marilyn Vilagi, Freshman Class President it was necessary at this time to hold elections for these two positions. The candidates elected will hold the respective positions for the remainder of the academic year.

It was of tremendous importance, especially at this time, to see that capable and qualified Sophomores and Freshmen sought election to these two positions, in view of the difficult task awaiting the Executive Committee in preparing the annual budget and planning activities for next year's split campus.

Dianne Lawrence and Donald Nielson ran for Freshman Class President while the three candidates for Sophomore Polity Representative were Linda Hurwitz, Lenny Spivak, and Peter Zimmer. All five candidates promised to represent their respective classes to the best of their ability on the Executive Committee in the next few crucial months.

In what turned out to be a very close race, held in the cafeteria on February 28, Peter Zimmer and Donald Nielson were victorious.

C & C

"3 by 3"

Curtain and Canvas is presenting the Actors Repertory Theatre in "3 by 3" on Friday evening, March 9. Under the direction of Kent Bradford, we will be given the exotic taste of AVANT-GARDE writers in the presentation of "The Man Who Died with His Burberry Off" a monologue by Camille Atherton, "The Deck Chair" a satire by Paul Gulhard and "The Lesson" by Ionesco. C & C having already reviewed these plays has found the actors extremely dynamic and the plays humorous, stimulating and thought-provoking. This intriguing performance will be given in the Athletic Building beginning at 8:00 P.M. Admission is 50 cents and tickets may be purchased in the cafeteria starting Monday. In past years ART has performed "Adding Machine", "Skin of Our Teeth", and "The Imaginary Invalid" on campus.

Shakespeare

Tickets are now available for the performance of Shakespeare's King Henry IV at the American Shakespeare Festival in Stratford, Connecticut, on May 5 for the matinee, but they are limited. First come, first served. Tickets may be bought in the cafeteria at \$2.00 apiece. (The cost also

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Computation Center

Plans are being made here for the establishment of a major computing center as part of our university. Dr. Aaron Finerman, Professor of Engineering, has been appointed Director of the Computing Center under Dr. Thomas Irvine, Dean of the Engineering College.

Dr. Aaron Finerman, Director of the Computing Center, came to Long Island Center in October of 1961. He received his Sc.D in Structural Engineering, as well as his Master's Degree, at MIT. He studied as an undergraduate at City College.

For the past five years, Dr. Finerman has been with Republic Aviation Corp. as manager of the Digital Computer and Data Processing Division which takes care of all the scientific and business computing activities for Republic. Previous to that, he was a Structural Projects Engineer for a number of organizations. He has taught Structural Engineering at City College and MIT, and did research work at the latter.

Dr. Finerman was also president of two computer organizations: SHARE and a local chapter of ACM. SHARE is an organization of large-scale users of IBM machines. Through this organization, they compare notes on the machines and can employ common programs for use in the computers. ACM, the Association for Computing Machinery, is the largest recognized computer society.

The center is intended to service the entire student and faculty body. A Computing Committee has been

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SSCQT

Applications for the April 17, 1962 administration of the College Qualification Test are now available at Selective Service System local boards throughout the country.

Eligible students who intend to take this test should apply at once to the nearest Selective Service local board for an application and a bulletin of information.

Following instructions in the bulletin, the student should fill out his application and mail it immediately in the envelope provided to SELECTIVE SERVICE EXAMINING SECTION, Educational Testing Service, P.O. Box 586, Princeton, New Jersey. Applications for the April 17 test must be postmarked no later than midnight March 27, 1962.

According to Educational Testing Service, which prepares and administers the College Qualification Test for the Selective Service System, it will be greatly to the student's advantage to file his application at once. Test results will be reported to the student's Selective Service local board of jurisdiction for use in considering his deferment as a student.



Mr. Aaron Finerman

'62 AB Requirements

On January 16, 1962, the Faculty of the Long Island Center approved the following requirements for the degree of Bachelor of Arts for June 1962 only.

A candidate for the degree of Bachelor of Arts in 1962 will be recommended by the Faculty for the appropriate degree upon completion of the requirements listed in sections 1 through 5 below.

1. Required Courses. Credit for or exemption from each of the following is required of all students: English Composition - 6 semester hours; Humanities I and II - 12 semester hours; Social Science I and II - 12 semester hours; Biology 10-11, or 46-47 - 6 or 8 semester hours; Physics 10-11 or 22-23 Chemistry 10, 11 - 8 semester hours; Mathematics 10-11 or Mathematics 12-13 - 6 semester hours; Humanities III or Social Science III^a - 6 semester hours; Interdivisional Seminar^b - 6 semester hours.

2. Foreign Language Requirement. All students are required to pass a proficiency in a foreign language approved for this purpose by the Curriculum Committee. Proficiency is defined as that level of achievement normally attained during approximately two years of college work in that language.^c

3. Quantity Requirement. All students are required to earn at least 120 semester hours of credit.
4. Quality requirement. A cumula-

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OFFICIAL STUDENT NEWSPAPER OF
STATE UNIVERSITY OF N.Y. - LONG ISLAND CENTER
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All unsigned editorial matter on this page represents the official opinion of the Statesman editorial board. Signed editorial material represents the individual opinions of the authors.

Students at the Long Island Center have shown themselves, once more, to be active, interested members of the college community. The matter that has stimulated this interest is the recent protest about the food served in the college cafeteria. The inquiry, initiated by dormitory students, concerned itself with, among other things, the quality and quantity of the food served and the often unsanitary condition of the serving utensils. The principles involved are ones of vital concern to the entire college community since, in less than seven months time, a majority of the students of the Long Island Center will be dormitory residents and, thus "full time" consumers of "cafeteria food." If existing conditions are not corrected now they will be even harder to correct in the fall.

The management of Slater Food Corporation has agreed to cooperate with the ad hoc student food committee in preparing and circulating a food preference sheet to the general student populace in order to get an idea of what foods students prefer. They have pledged to provide the best service possible. This preference sheets will be circulated on Monday March 4, 1962 during the meal hours. It is hoped that as many students as possible will turn out and do their share, however small, in planning for Stony Brook operations.



While on the subject of the cafeteria, we would like to suggest that something be done about conditions during the lunch hour. It has gotten to the point where some people have no place to sit down to eat. There are books, coats, hats, gloves etc. strewn all over the tables. Chairs, also, are used as storage units.

At the beginning of the year the cafeteria management instituted a rule which stated that books and coats were to be placed on the window ledges NOT on the chairs and tables. This was fine, but it was never carried out. We would like to suggest that the University invest some money into buying a few coat racks and perhaps a few shelves. Such additions to the cafeteria would certainly improve the efficiency and looks of this area during the busy midday hours.



It is with deep regret that we note the resignation of Mrs. Claire Sheppard, as Registrar of the Long Island Center. Those of us who have known Mrs. Sheppard since she began her duties here in 1958 know how tirelessly she has worked for the interests of the student body. We are sorry to see her leave and wish her the best of luck in her future endeavors.

Letter to the Editor Scientific Match Making

The following letter was received by Carol Williamson, Moderator of the Polity.

Institute for Welfare Research
A Non-Profit Corporation
Keuka Park, N.Y.
February 19, 1962

Dear Chairman,
The Institute for Welfare Research was incorporated in Illinois last August as a non-profit organization to conduct sociological research in the welfare area. One of our projects is concerned with predicting marital success. In an effort to obtain subjects for the study, we have established an introduction service - a 'scientific social chairman.' If a campus chest chairman assists us in obtaining subjects, we donate funds to his drive.

We hope that you will consider the enclosed information, and that you feel that our service would be of value to your campus.

Cordially yours,
Philip W. Marden, Director
Research Project on
Predicting Dyadic
Compatibility

ENCLOSURE

INSTITUTE FOR WELFARE RESEARCH

A Non-Profit Corporation
Keuka Park, New York
INTRODUCTION SERVICE

In connection with its research on predicting marital success, the Institute is offering a service in which you may be interested. We provide an introduction service for college and university men and women. The service fee is \$10 for students. In return for the cooperation of campus chest committees, we donate funds to the drives according to the schedule indicated below:

Percentage of Student Body Participating*	Donation Per client
Less than 1%	\$1.00
1-5%	2.00
11-20%	2.50
21-30%	2.75
31-40%	3.00
41-50%	3.25
51-60%	3.50
61-70%	3.75
71-80%	4.00
81-90%	4.25
91-99%	4.50
100%	5.00

*Students who are pinned, engaged or married may be subtracted from the base population. The base population must include at least 50% of the student enrollment at the college. The service is intended to enable the student to find an ideal, "sci-

entifically-tailored" dating or marital partner quickly and efficiently. Most people have to search for years for an ideal partner through the "trial and error" system. Furthermore, partners often find after years of marriage that they are not compatible. Hence, the random system of finding ideal partners is inefficient and wasteful of youth and happiness. The service is intended to correct the deficiencies of this system.

The service matches clients on the basis of the following kinds of characteristics:

1. Genetic factors, including heredity and radiation exposure
2. Other physical factors, including health history, appearance, age, and energy.
3. Sociological factors, for example, religion, race, and education.
4. Psychological factors, including basic motivations, specific interests, family values, and personality factors.

Furthermore, clients are asked to specify the characteristics which they desire in partners. The service gives priority to these characteristics in its matching.

The service introduces prospective partners in groups of ten students, five men and five women, each of whom is ideally suited for each of the five persons of the opposite sex. Clients are expected to choose their partner or partners from within these groups.

Each group has a trained leader who encourages members to choose a group project. Projects are intended to enable group members to interact on a deeper level than would be possible under more superficial circumstances, thereby providing more adequate criteria for choice of a partner. Projects may include discussions, weekend work camps, or any other activities.

If your campus is "all-male" or "all-female", introductions will be made between your campus and a campus in your vicinity. If your campus is co-educational, you may choose either campus "endogamy" or campus "exogamy", or both. If the Institute furnishes transportation, each client is charged a minimal transportation fee.

We hope that you will regard our service as of value to your campus and we hope to hear from you soon. In the event that the 1961-1962 campus chest drive has been conducted on your campus already, donations based upon clientele obtained this year will be applied to the next drive.

Philip W. Marden, Director,
Research Project on Predicting
Dyadic Compatibility

Statistics

For those persons who like to keep track of how many students are in this University and how many are in each department, we offer the following information:

Statistics as of January 1962

Members of Classes per Department	1962	1963	1964	1965
Biology	15	15	27	42
Chemistry	2	11	19	30
Social Science	10	16	8	17
Humanities	6	11	9	8
Mathematics	20	24	45	45
Physical Science	6	1	2	2
Physics	10	14	16	23
Engineering	8	16	19	51
Total	77	108	145	218

The Admissions Office is expecting 400-500 matriculating students in the class of 1966. More up-state and out-of-state students are applying than in previous years. We are even attracting students from such colorful places as Hong Kong, British West Indies and parts of Africa. As of now the Admission Office has processed 1300---applications and accepted approximately 400 students.

Club News

SCA

The SCA is holding an important meeting tonight, March 2, at 7:30 p.m. The main topic of discussion will be the election of officers for the coming year. It is imperative that all members attend.

The SCA is sponsoring a retreat for the weekend of March 23-26 at Holiday Hills in Paulding. The total cost will be \$6.00 per student. All those interested should give a registration fee of \$2.00, by March 5, to either Glenn Sharrock, Merrily Waide, or Anton Haug (Men's Dorm - Room 214).

Statesman

At the last meeting of the Statesman staff, the members voted to amend the Constitution in such a manner that the faculty advisors will no longer have to see all copy before it goes to press.

Along with this change, the members extended the duties of the Editorial Board so as to make them responsible for all material published in the paper. The Amendments were approved by the Administration.

State Troupers

The commuting problem has been a great handicap to the existence of the State Troupers. The times at which the members can get together and plan any activity, much less carry it out, are quite limited. For this reason, it is hoped that the organization will begin to successfully function next year on the Stony Brook campus. Until then, the club is temporarily out of business.

Coming Up

Wednesday, March 7
5:00 p.m. - Chemistry Seminar, Dr. Walter Hamilton of Brookhaven will talk on "Recent Developments in Structural Chemistry"
7:30 p.m. - JSO meeting, Student Lounge

Thursday, March 8
7:30 p.m. - Council for Political Inquiry presents speaker Gordon Haskell of the American Civil Liberties Union who will speak on "Freedom of Speech", Coe Hall.

Friday, March 16
8:30 p.m. - Folk Music Concert; vocal and instrumental selections by J. Byron Tinkel, Dave Cohen, Dan Louffer, and Mike Glickman. Admission free, Coe Hall.

Monday, March 19
3:30 p.m. - English Dept. presents a movie, "Henry V", starring Laurence Olivier, Dome 8.

NOTICE

It has been brought to the attention of the Statesman that there are a number of students in the University who still have not picked up their Health Insurance Policies. They should be picked up in the Student Health Office in Coe Cottage.

ARTISTS!

submit your creative efforts to Peter Zimmer in the Boys' Dorm, Judy Slechta in the Womens' Dorm or Miss Capone in Coe Hall by Sat. March 3 for the Art Contest being held March 5-16 sponsored by the Art Committee.

Quote of The Week

"I've got to get out of the boys' dorm. I wasn't made to practice a life of celibacy."

Reflections

by Judy Shepps

There have been many discussions concerning the most effective type of teaching method to use in the classroom. The two alternatives that usually arise in such discussions are 'lecture type' and 'discussion' methods. The superiority of the method is dependent upon the individual preference and the circumstance of operation.

This week Mr. Edward Fless, Associate Professor of English has contributed his educational views.

Instead of putting off indefinitely the Statesman's request for my educational views, I have decided to take the lazy man's way out and to indulge in the luxury of self-quotation. Later I hope to have more time.

College English, organ of the National Council of Teachers of English, printed in 1955 a number of replies to this question: "When should a teacher of literature lecture? When allow or provoke discussion? Here is my answer:

The question is not really whether "the teacher of literature should lecture" or "allow or provoke discussion," but rather what proportion of each he should strive for, within the limitations of the level of the course, the size of the class, the nature of the subject-matter, the holdings of the library, and other factors.

The overuse and misuse of the lecture are generally recognized. Suffice it to say that the annually repeated joke, the rehearsed gesture, the solemn vibrato, and the final sagging over the lectern, all passion spent, are the marks of a bygone day. The teacher, when he lectures and when he does not, should dramatize the material, not himself. And lectures given *molto inespessivo* or *monotono sostenuto* had best not be given at all.

The teacher of literature should strive to develop in his students reading habits, tastes, and enthusiasms almost as good as his own, if not better, although hardly the same as his own. Regular interchanges, for which examinations are not substitutes, among students as well as between students and teacher will afford many insights to the teacher, including insights into the literature itself. Because most of us know far too little about our students' actual responses to literature -- not their pretended ones -- discussion should be provoked and even at times provoking to both parties. It is silly to ban all lecturing; it is far sillier to ban all discussion. An alternation of "lecturettes" (a term I first heard used by Professor Fred B. Millet) and controlled discussion would seem best. The proportion should be left to the individual, for most experienced teachers know their own talents and have instincts which are astonishingly right.

Of course, students, differ, and under the best of conditions it is hard to savor the individualities of all. But the very least we can do is to get their collective quality in each class, and classes differ widely. You have to find out where the students are before you can lead them. Without discussion how do you find out where they are? Without discussion how do you lead them? Lecturing does work within certain areas in many subjects, but there are fewer such areas in literature, which appeals to individuals or not at all. For the skillful lecturer the wise administrator open. But they are small corners.

The last word, and the moral, I leave to be inferred from a proponent of the other side of the question, a transfer who came to me years ago and complained: "At X College Professor Y always used to make a reading assignment and then lecture to us next hour on what it really meant, but you expect us to read it and tell you what we think it means!"

In 1957, in an article in *College and University* I made some suggestions about the preparation of teachers, particularly college teachers, in a time of expanding enrollments. The following two excerpts represent views which I still hold:

On every hand we can read about

"the crisis in our colleges" or "the coming tidal wave of students" or "the dearth of qualified college teachers." And on every hand also--unless I am happily mistaken--we can see that not enough is being done about the crisis, the wave, or the dearth. In some places we academic men are merely bracing ourselves for the shock. One even hears of colleges that are retrenching and reducing their faculties, but such reports can only be rumors started by individualistic administrators.

Many different sets of figures, all of them depressing, are set before us. Excellent authorities tell us that the number of people on college faculties must be doubled in ten or twelve years. Since it is unlikely that anyone has made a colossal arithmetical error, we had best accept the impossibility of our task. Yet if we cannot double our numbers we can try to come as close to that goal as possible.

Gloomy statistics lead to gloomy predictions. One viewer-with-alarm tells us that our sons and daughters will soon be taught by disappointed real estate salesmen, the superannuated, the culls of various other professions, housewives, and similar riffraff. Others have warned us that our students will be instructed by people without enthusiasm, competence, or, worst of all, the Ph.D.

Many of the suggested remedial measures have merit. Some companies have come to the fore with programs of gifts to the colleges; such programs ought to become permanent budgetary features of large corporations. Some retired members of college faculties have returned to the classroom, more of those who are willing and able should be encouraged to do so. Since industry and higher education will in some fields be competing even more hotly for the same people, co-operative arrangements will have to be set up, if only to avoid killing the goose that lays the golden eggs. The unspoken prejudice encountered in some quarters against women in college teaching will have to pass away. Whatever we can do to lessen the burden of detail upon the college teacher, whether by the use of business machines, closed-circuit television, an expansion of student assistantships, or some other means, should promptly be done, although we must beware of thinking that a gadget can replace a teacher. Mounting pressures to make the maximum use of classroom space will lead to an expansion of summer sessions; the realization that many more people will be teaching without the doctorate should lead to a strengthening of the master's degree. In-service training of teachers will take on a new urgency.

.... Students are in college for four impressionable years. During those four years we must make every effort to see that teaching in general and college teaching in particular maintain and even increase their attractions. Needless to say, we must do this without emphasizing vocationalism and without placing a premium on early commitments. Among others, the following ways of scattering seed may be considered:

1. A sensible counseling program in which all vocational choices are fairly set forth will help every student discover his own potentialities; to the degree to which we help all students find themselves, we shall help would-be college teachers. Let us face the fact that, whatever the pressures of society may be, there are some whom we do not want to make into

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On Practice Teaching

by Art Whelan

One of the most important subjects for a large proportion of S.U. students is practice teaching. With this issue, we begin a series of articles giving the views of some of the seniors who have been, or are, participating in the program.

As they are now operating, the practice teaching sessions last for seven or eight weeks each, and the third different group of this year's seniors is presently at work each weekday afternoon in a dozen Nassau and western Suffolk high schools. The advantages and disadvantages of the seven-week program, as opposed to the more common full-semester program, particular problems and experiences in a given subject area, and the value of practice teaching itself are some of the questions which will come under discussion by students in various subject areas.

In this issue, I would like to present my own views on the practice teaching program. They are presented as the opinions of one who has wanted to be a high school math teacher for a number of years, and to whom the practice teaching experience was especially important.

My student teaching took place last fall in the Herricks Senior H.S., New Hyde Park, and consisted of teaching geometry and intermediate algebra to average and above-average students. The experience confirmed my long-established vocational choice and pointed out, moreover, the great value of student teaching programs. For one thing, they provide a test period for those who are not sure whether or not they want to go into teaching. This test period is perhaps unique among the professions, for doctors, lawyers, and clergymen must spend a great amount of time in specialized study before they have full work experience. Then, too, those who decide to go into teaching will face their first full-time classes with a meaningful backlog of experience.

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International Youth Pavilion

A grant has been made to the Institute of International Education for the purpose of investigating and further developing a proposal for an International Youth Pavilion at the New York World's Fair.

Aims

The proposal, as now projected, would bring the youth (approximately 17-28 years) of the world together during the time of the Fair for the purpose of showing what they and their countries have to offer along cultural and educational lines. It would give status and encouragement to these future leaders of the world by focusing attention on their talents, educational interests, their problems and their aspirations and by making it possible for them to work together and exchange ideas - the emphasis being on the exchange of information and mutual understanding rather than competition.

Program

Among the program ideas to be explored are: 1. MUSIC - international youth orchestra made up of students from conservatories of all countries; 2. ARCHITECTURE - a group of architectural students devoting themselves to educational buildings and community development under the tutelage of leading world architects; 3. EDUCATION - educational forums, seminars and discussions in the fields of agriculture, science, international law, human relations, world politics, international trade, humanities, diplomacy (open or closed) and

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Faculty Spotlight

Those students who have studied either Social Science 32-33 or the Sociology-Anthropology sequence here at the University are aware of both the unusual course content and the unusual manner of classroom presentation used by Mr. Nelson.

This different method of approach is probably due mostly to Mr. Nelson's broad educational background and to his varied research and literary interests.

A few months ago Mr. Nelson had a book published and currently has almost half a dozen articles appearing in periodicals: an extended preface to a translation of Soren Kierkegaard's *The Point of View for my Work as an Author: A Report to History*; "Faces of Twentieth Century Analysis: Psycho-, Linguistic, Semantic, Phenomenological, Daseins, and Existential, etc." and an introductory comment to Norman O. Brown, *The Place of Mystery in the Life of the Mind*, in Harper's. A recent paper of his, "Casulistry," will appear in the edition of the *Encyclopaedia Britannica*, now in press.

Mr. Nelson received his B.A. from City College of New York and his M.A. and Ph.D. from Columbia University. His field of specialization at that time was Medieval History, Society and Culture, but more recently he has been especially interested in the relations of psychoanalysis to the sciences of man. Mr. Nelson is now an honorary member of the National Psychological Association.



Mr. Benjamin Nelson

tion for Psychoanalysis.

His name appears in *American Men of Science, Who Knows What in Fact* and the *Directory of American Scholars*. His honors include University Fellow in History at Columbia University; John Simon Guggenheim Memorial Foundation Fellowship and a Carnegie Foundation Internship in Contemporary Civilization.

Mr. Nelson's previous teaching experience includes assignments at Columbia, CCNY, University of Chicago, Minnesota and Hofstra College, where he directed the Graduate program in Social Science in addition to chairing the Department of Sociology.

Students will recognize Dr. Nelson as an editor of the *Social Science II* text, and as author of many of the essays read in the various classes at the University.

STONY BROOK



Dormitories --- Constructed to house some seven hundred students, the dormitories are part of the first building phase and are scheduled to be completed by April. In the middle of the wings, is a huge lobby. This enormous building is destined to become the girls dorm once the entire campus is completed.



Country Corners --- The site of many jazz concerts and country songests, Country Corners presents one of the few places where college students will most likely congregate. Located in Setauket, this spot features a large variety of traveling groups and is a local attraction every Sunday night.

Shakespeare Movies

Monday, March 19 Henry V (starring Laurence Olivier)
 Monday, March 19 Hamlet (starring Laurence Olivier)
 Monday, April 30 Scene from A Midsummer Night's Dream, Julius Caesar, Othello, King Lear, and Macbeth (played by The Old Vic Company)

These movies will be shown in Dome 8, beginning at 3:30 P.M. All members of the University community are welcome (the seating capacity of the dome is 50)

Soundsmen Drop 3 Intramural Basketball

State vs Newark

Led by Ed Beuel and Tom Boyuka, State forged 8 points ahead of Newark after ten minutes of play

of Newark after ten minutes of play. It was then that State faltered and Newark began to come alive. They evened the score and pulled ahead 53-42 as State's defense grew progressively worse. When the second half started, Newark ran all over State, gaining twenty

ran all over State, gaining a twenty point lead, 64-44. Thanks to heavy scoring by Jack Mattice and Howie Snyder, the teams fought evenly for the remainder of the game, Newark winning 100-79.

State vs Queens

When Queens College commanded a 17-2 lead with only six minutes gone, things looked bad for State. However, in the light of later developments, a mere fifteen-point deficit would have been pleasant. At halftime, State trailed 47-18 and with ten minutes left to play, Queens had a 44 but they didn't liberal substitution point lead, 75-31. At this rate the Soundsmen would have lost 100 to 40, but they didn't; liberal substitution by a benevolent Queens coach kept the score down to 92-48.

ON PRACTICE TEACHING

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As for the seven-week, half-day program, I thought it was excellent, considering the concurrent academic demands of the college. I viewed it as an intensive training period calling for maximum participation, and although it was taxing while it lasted, I believe that such a concentrated program is both worthwhile in and of itself and detracts least from other college courses.

The question, however, is a debatable one. Many of the high school teachers and administrators are strongly in favor of longer programs. Another technical aspect (i.e., apart from actual

State vs New Platz

Playing the last college game of their careers, Ed Beuel and Marv Rosenberg earned State's first basket putting the team into the lead, 2 to 0. It was not long before New Platz came alive, however, and they soon had a ten-point lead which they maintained until half-time, leading 33-22. In that half it was Ed Beuel's defense and Charlie Tebbe's jump shot which kept the Soundsmen within range.

Conforming to its regular pattern, State fell way behind immediately in the second half, trailing 52 to 27. Then Pete Cerra started several good plays and the Soundsmen were off and running. Jack Mattice hit a couple of jump shots and Charlie Tebbe did likewise. But time ran out and the buzzer signaled the end of a frustrating game. The score stood at 66 to 50, and the crowd moved out into the rain.

classroom teaching) which is brought up by some high school personnel is the desirability of having student teachers take over such duties as bus and cafeteria supervision - the argument being that the student should experience all the teacher's duties. Fortunately I did not come across that opinion where I taught, since I feel that, especially in a short program such as ours, the student teacher should concentrate upon the main business at hand - that is to say, teaching his subject to his students. Presumably he is intelligent enough to be able to pick up those minor duties when he begins his full-time work.

The teaching of high school mathematics has undergone a considerable change since my pre-Sputnik high school days. Not only are there more courses offered, but the regular courses are taught from a new point of view, emphasizing formal logic and abstract concepts. Usually this new material proves to be the most popular part of the courses.

To introduce a group of students to new sets of ideas - in some cases actually to "see the dawn break" as a student first understands a new concept - is quite a feeling. I have come away from practice teaching with the feeling that most students have a real appreciation for a subject if it is shown to be worthwhile both by specific explanation and by the teacher's continuing enthusiasm for his subject. And so, the single most important thing I learned from practice teaching is to make whatever course I teach as full, interesting, and challenging as the capacities of the students allow.

State's intramural basketball season - somewhat less than successful to say the least - is over. The intramural championship was won by the Nicu's via their 5-0 record, although the final standings were somewhat obscured due to the fact that many of the games were played with players who were ineligible for various reasons. The Lier's placed second with the Jamison's a poor third.

The last game of the season pitted the Nicu's against the Lier's. The outcome of the game was in doubt right up to the final whistle. The Nicu's jumped out to a quick lead in the first half, but a concerted team effort by the Lier's closed the gap to two points at the end of the half.

The Nicu's led through the second half until only minutes remained. At this point the Lier's pulled even and the game turned into a seesaw battle, the lead changing hands in quick succession.

The Nicu's gained a one point lead with about thirty seconds to go and put on a freeze. A foul sent Howie Snyder to the free-throw strip where he promptly lengthened the lead to three points with fifteen seconds to go.

Although Hank Liers hooped a one-hander seconds later, time ran out before any further action could take place and the Nicu's squeaked out a 57-56 victory.

The season point totals and points per game averages for the top five in each category follow.

Total Points	Liers	Boyuka	Hilferty	Becker	Upergrove
	77	75	59	51	50

Average per Game	G	TP	Av.
Snyder	1	31	31
Boyuka	3	75	25
Hilferty	3	59	19.7
Upergrove	3	50	16.7
Liers	5	77	15.4

REFLECTIONS

(Continued from page 3)

teachers, for their sake and for society's.

2. We should try to spread the assistantships and clerical tasks among as many of the qualified students as we can. The expansion of such services, accelerating as enrollments mount, may be as important as, for example, closed-circuit television. Nor should we neglect certain kinds of unpaid involvement in the educational process, such as participation in, not control of, curriculum planning and in evaluation of the instructional program.

3. In time of rising enrollments it is perhaps foolish to ask for closer contact between students and teachers. But we can at least try to maintain the contacts that we have.

4. We should give our students the sense of being surrounded by a vigorous intellectual atmosphere of the kind that spills over from the textbook and the classroom. ... "College Teachers Must Come from Colleges," College and University, Spring, 1957.

Edward Fiess

CREW SCHEDULE

Sun. April 1	St. Johns University	at N.Y.A.C.
Sat. April 7	Drexel	at Phila.
Sat. April 14	A.I.C.	at O.B.
Sat. April 21	Clark	at Worcester
Sat. April 28	Marist	at O.B.
Sat. May 25	North Shore Invitational	at O.B.
	Fordham	
	St. Johns	
	Iona	
Sat. May 12	Dad Vail Regatta	at Phila.

STUDENTS PROTEST

(Continued from page 1)

resident and communitin resident and commuting, are asked to volunteer ten minutes of their time to take this survey.

Students will be asked to check their preference as to how often they would like to eat various foods. Choices on the survey include: Like to Eat (1) more than once a week, (2) once a week, (3) once in 2 weeks, (3) once a month. Dislike to Eat (1) but willing to eat, (2) and unwilling to eat. Never tasted but would like to try.

The results of the survey will be used in planning a new menu cycle for the next four weeks.

C & C

(Continued from page 1)

includes transportation). On the return trip one bus will plan to stop in New York for supper. The other bus will return to the campus.

C & C is able to offer the students cultural activities at a minimum price because it is subsidized by Student Activities Funds. It is your money that pays for these events, so you are encouraged to help plan them and to participate in them.

'62 AB

(Continued from page 1)

tive grade point average of 2.0 for all courses taken at the College is required of all students.

5. Concentration Requirement. The concentration program of every student must be approved by the chairman of the supervising department and the Curriculum Committee.

FOOTNOTES:

a. To meet this requirement a student majoring in the Humanities may present credit for Social Science III or work in science or mathematics beyond the level of 1. above. A student majoring in the Social Sciences area may present credit for Humanities III or work in science or mathematics beyond the level of 1. above.

b. This course is taken in the fourth year. It is to be designed to meet the certification requirement in the history and philosophy of education for secondary school teachers in New York State.

c. Students who matriculated in 1957 are held only to a proficiency level of achievement normally attained during approximately three semesters of college work in that language.

YOUTH PAVILION

(Continued from page 3)

other pertinent subjects; 4. PRESS - a student newspaper to be published at the Fairgrounds by rotating student editors from all over the world; 5. YOUTH LEADERSHIP - the establishment of a youth leader group to act as observers, consultants and discussion panel members; 6. GUIDES & STAFF - the use of exchange students interested in summer jobs as guides and staff.

COMPUTATION CENTER

(Continued from page 1)

formed consisting of five faculty members representing the entire university: Dr. Fingman, chairman, Professor Gerst (Engineering Dept.), Professor Kalish (Psychology Dept.), Professor Lambe (Physics Dept.), and Professor Peck (Math Dept.).

The center has three main objectives. First is the training and education of undergraduates in the concepts of digital and analog computers. This is to be accomplished by the introduction of computer courses into the undergraduate curriculum. This fall, "Introduction to Digital Computers" will be given as a sophomore course for engineering students. In addition, students in certain engineering courses will program a number of homework problems for computer solution. Elective courses are planned for those who wish a background in computer technology. It is hoped that this approach can be extended to other disciplines in the near future. A second objective is that of servicing undergraduates and graduates in their work on theses and research projects. Finally, the center will provide facilities for the support of faculty research. Among the secondary objectives is the development of programs designed to aid the business office and the registrar by providing fast, accurate methods of keeping student files and processing figures such as grade-point and cumulative averages. Also, the staff at the center will do research in the field of computing sciences.

The center will eventually house a small digital computer in the undergraduate building for the use of the student body, a large computer in the graduate building for graduate students and the faculty, and an analog computer. Although students and faculty members will be expected to do their own programming, the center will employ an expert staff for consultation, training, development of programming systems and computer operation.

A small computer, which will be installed this summer at the Oyster Bay campus, will be moved to temporary quarters at Stony Brook early in 1963; a more advanced small computer will be permanently installed in the engineering building upon completion. Plans for the other two computers are now being formulated. The computers will be rented so that they can be replaced by more advanced models when these are needed. Companies being considered include IBM, GE and Remington Rand, but other companies will not be ruled out. The computers chosen will be those which best suit the purposes of this university.

The main difference between analog and digital computers is that the former works with electrical properties and the latter with numbers. The analog computer deals with continuous systems. The input consists of a varying voltage and the output yields a different varying voltage which can then be interpreted to give the necessary information. Discrete numbers, which are fed into a digital computer by means of a keyboard, punched cards, or magnetic tape, are manipulated according to the program, and the resulting numbers come out on punched cards.

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