

THE



STUDENTS ACCUSED

Stony Brook, Friday November 9, 1962.....The Three Village Herald today carried its "Letter from the Editor" column a letter indirectly accusing the students of the State University of New York at Stony Brook of being responsible for the outbreak of "vandalism, and house breaks and outright theft of property". The letter was written by the Editor and Publisher of this newspaper, Mr. Bud Huber. The text of the letter follows;

"This is not a pleasant thought or subject...but many of our residents are now wondering (and aloud!) if the recent epidemic of vandalism and house breaks and outright theft of property is associated with the coming of the outside students into the community.

Call it coincidence if you want, but it is true that the wave of destruction has corresponded with the coming of the college.

Particularly hard hit has been the near-by Quaker Ridge area. The shameful vandalism that hit homes in Quaker Ridge almost seems like something beyond the capability of kids who live here. The vandalism is bad enough, but the breaks into homes and the thievery and destruction is much harder to take.

Just within this week a station wagon parked in a driveway was jacked up, all hub caps stolen and two rear wheels cartered away. The very considerate (and apparent adult or near adult) culprits let the car down almost on its rear axle but resting on a small cement block and a log. The gate was also broken into and the power lawn mower went with the hubcaps and wheels.

Many residents have reported incidences of "chicken speeding" and reckless driving by students from the college. after all, most of the cars are easily identifiable with the red metal tags"

True, all the evidence, at best, is circumstantial. But wheth-

er students from the University are involved or not, there is no question but that a miniature crime wave has hit.

We'd hate to believe it would be necessary to call on the university to set and maintain tight curfew hours on its residence students; but if the epidemic continues, then the evidence is clear: it is NOT the students. On the other hand, if the epidemic subsides as the bans are inacted, then the circumstantial evidence is quite incriminating.

One thing is certain: What is going on in Quaker Ridge is viscious and malicious. It is costly, and frightening. Good citizens living in fine homes should not be forced to live in fear of damage, housebreaks, thefts or attacks.

They want it to stop, expect it to stop--and it should be stopped."

Upon reading this letter the reactions of some members of this community were as follows;

.....I don't know if he is right or not but it won't solve their problem by putting on a curfew.

Peter Zimmer
.....This guy ought to name his cases, when they occurred and to whom they occurred. Before anything further is done, we have to know what did happen, if anything, and we have to get some idea of who did it. Lets hear the facts instead of the general charges before we leap to conclusions about either responsibility or cure.

William C. Fox
Dept. of Math

History of Three Village Vandalism

The following quotes are from articles that appeared in The Three Village Herald previously on the problem of Vandalism and the Teenage Problem in the local areas; Friday April 14, 1961... (Headline) GROUP TACKLES SB TEEN-AGE PROBLEM AND OFFERS MANY RECOMMENDATIONS. Friday April 28, 1961... (Headline) VANDALISM WAVE HITS OLD FIELD. (Story)

"A wave of destructive vandalism hit Old Field over the last weekend, causing thousands of dollars of damage and bringing strong protests from the victims for more vigilant and additional police aid.

...."Hot rodding teenagers are believed to be responsible, with some victims insisting they are local youths.

...."The past weekend of vandalism came on top of several weeks of destructive damage not only in Old Field but in Old Field South and in Stony Brook."

EDITORIAL -THE BASIS OF A PROBLEM.

"Now that the ostrich head is out of the sand on the teenage problem in Stony Brook, it is logical to point out one of the basic reasons for the problem...the fact that the Stony Brook children-still immature and somewhat coddled are suddenly cut-off from the protective environ of our community and are tossed into an atmosphere completely on the opposite."

....If a two district set up is the answer to a problem that is increasing, then its worth striving for and fighting for,..always remember that the State Education Department gave up trying to force merger on districts in Eastern Long Island."

Friday May 19, 1961 EDITORIAL-LET'S STOP THE VANDALISM

"More vandalism cropped up over the past weekend-meaningless, wanton destruction of property. Nearly a score of window panes were smashed in a private home along the Setauket Millpond.

Amazingly enough, private individuals have the names of what appears, to be a handful of local youths involved in these outrages. The same set of names crops up from different and unrelated sources.

Yet despite the apparant knowledge of the culprit, nothing seems to be done to bring them to justice, either with the courts or with their parents.

The damage done by the wanton destruction has mounted into the thousands of dollars with many objects destroyed or desecrated beyond repair or replacement.

.....Maybe a more militant and forceful approach is needed towards the end that the problem is met face on.

It is obvious that the police are ineffective despite an increase in patrols.

.....An arrest or two, and a conviction-plus a few parents paying for the damages- would in our opinion be the strongest deterrent in effectively blunting the senseless destruction.

As long as it appears that it is the same group of local boys causing the same destruction, it is apparant that the same parents are oblivious to the activities. Arrests, fines and forced payments for the damages inflicted should go a long way towards ending the costly vandalism."

Friday Sept 1, 1961-BLOT BECOMES BUT A BLEMISH

"The Village of Head of the Harbor had its first car theft since 1950 over the weekend to spoil the clean record.

.....Police believe the car was driven away by juveniles.

ED. NOTE: IT IS INTERESTING THAT:

- (1) THIS UNIVERSITY DID NOT OPEN ITS DOORS UNTIL 1962
- (2) MR. HUBER WAS EDITOR OF THE HERALD DURING 1961
- (3) THE QUESTION OF VANDALISM IS NOT A NEW ONE TO THE SURROUNDING AREAS
- (4) THERE SEEM TO BE INTONATIONS OF A POLITICAL ISSUE IN THE EDITORIALS IN APRIL AND MAY OF 1961]

State U. News

"A period of rapid growth is ahead for the State University of New York at Stony Brook." Dean Tilley states. A rapid expansion of the student body to between eleven and twelve hundred students is predicted. Freshmen will continue to compose a disproportionately large part of the student body. Approximately 50% of next years student body, or six hundred students, will be Freshmen.

It is impossible to foresee whether the dormitory facilities presently under construction will be completed in time for use by the incoming students. If they are not completed, it will be necessary to place three students in each room. The new dormitory facilities, when finished, will provide living space for 600 students without crowding. Four hundred students will be housed at a new site east of the present dormitories. Another 200 residents will be housed in a new structure north of the present dormitories.

Commenting on the future of our University, Dean Tilley says, "As we become better known and as our capacity to handle resident students increases, we can expect a student body representative of a broader geographical area."

ATTENTION

The Department of Education is beginning to plan for the summer school courses to be offered at this institution this summer. In order to do so, they would like to know how many students would like to attend summer school and in what courses.

Last summer practice teaching and the methods courses in social science and English were offered with a tuition fee of twenty dollars per credit. About thirty students attended and it was felt that the program was very successful.

Practice teaching is open to students who will have completed their Junior year in the spring of 1963; the methods courses can be taken by students who have completed their sophomore year by that date.

Students who are interested in the prospect of attending summer school for these or other courses are urged to come to the Department of Education office to fill out a preliminary application.

INTERDEPARTMENTAL RESEARCH GROUP FORMED

The State University of New York at Stony Brook has announced the formation of a new interdepartmental research group encompassing many disciplines at the State University at Stony Brook and Brookhaven National Laboratory that will study the fundamental molecular phenomena associated with the life sciences.

This interdepartmental group research team, directed by Professor Sumner N. Levine is funded by government grants now totaling \$50,000. This group is a unique departure in the field of molecular and theoretical biology. It is one of the few interdisciplinary groups approaching basic biological problems from the mathematical and physical point of view, with the intention of further exploiting the recent break throughs provided by the work of Watson and Crick on the structure of DNA (basic genetic material) and Pauling on the structure of proteins. Both of these developments have been recognized by the awards of Nobel Prizes in recent years.

The project was made possible by research support in the amount of \$25,000 awarded to Professor Levine by the National Science Foundation and an equal Office of Naval Research grant to an interdisciplinary team consisting of State University of New York at Stony Brook Professor Irving Gerst, Applied Analysis; Professor David Fox, Consultant in Physics; and Dr. G. Zubay Consultant in Biochemistry at Brookhaven; with Professor Levine, serving as Project Director.

Dr. Levine, who directed biological research at the U.S. Veterans Administration, East Orange New Jersey, and headed Solid state work at the Defense Electronic Project of R.C.A., intends to expand this project into an Institute of Molecular Biology. The group has already undertaken a number of studies involving fundamental physical and mathematical problems associated with genetics and the transfer of energy and electricity in living tissue. They have also organized a series of discussion groups at which a free and uninhibited exchange of ideas might occur. It is planned to bring together at these seminars a select group of the worlds outstanding authorities.

Quote

Had I been present at creation, I would have given some useful hints for the better ordering of the universe.

Alphonse the Learned

ROSS HISTORY CHAIRMAN

The Chairman of the History Department is Mr. Stanley E. Ross, formerly of the University of Nebraska at Lincoln. Mr. Ross obtained his B.A. from Queens College; and earned his M.A. and Ph.D. at Columbia University.

Mr. Ross, his wife, Leonore and their three children are presently residing in East Setauket. The new Chairman is originally from Far Rockaway N.Y. and has been associated with the University of Nebraska for the past fourteen years.

His works include; A biography of Francisco I. Maderno, the leader of the Mexican Revolution of 1910; Regular articles in professional journals, in the U.S. and Mexico; a two volume critical guide dealing with the 20th century Mexico (in press); collaboration with seven Mexican scholars on a Documentary History of Mexico (in press); contributing to the Encyclopedia Britannica, and to Colliers' Encyclopedia, on Mexico and Latin America. He is also a contribution editor to the Handbook of Latin American studies of the Library of Congress; is a member of the Board of Editors of the Hispanic American Historical Review and serves in the same capacity for the publication; The Americas.

When asked to comment on the place and function in the academic community Mr. Ross had this to say; "History provides the student with an awareness of his cultural heritage can provide the methods and techniques of historical investigation either for subsequent professional use, or as a means for understanding situations and problems in the world today. Any intelligent person must have some historical background in order to rationally deal with current human problems."

Mr. Ross emphasized the close association among related disciplines of the Social Sciences. Since the Social Sciences deal with problems within the framework of their historical evolution all the disciplines must be employed in attempts to gain knowledge which will assist us in coping with modern problems.

The Social Sciences are sometimes looked upon as something less than scientific disciplines Mr. Ross recognizes this problem and the reasons for its existence.

"It is not easy to demonstrate definitive



STANLEY E. ROSS

techniques in the Social Sciences as can sometimes be done in the Natural Sciences. So far as is known, there is no one key. The Historian uses many approaches; but no single one provides exclusive and definite solutions; just as no single Natural Science provides the solution of the problems of the Universe and its origin and future."

The important thing to grasp is the fact that "All research and teaching is concerned with the pursuit of truth."

When asked to comment on the feelings of many new students that History is dull and has no real use other than as a schedule filler, Mr. Ross said that

"One problem is the type of history one is exposed to beneath the college level. It is sometimes a reflection on the preparation of the teachers themselves. History does not have to be popularized it must be taught effectively."

It has been Mr. Ross' experience that students have expressed great interest and curiosity in history as a subject when it was presented properly. This should always be the case in a University Department of History.

SCA HARVEST BALL

The Harvest Ball is a Thanksgiving Dance sponsored by the STUDENT CHRISTIAN ASSOCIATION; There will be a lively band, refreshments and a good time for all! It will be held Nov. 17th, the Saturday before Thanksgiving at 9 P.M. in the cafeteria. By semiformal, we don't necessarily mean evening gowns and flowers but simple party dresses, sport jackets and dancing shoes. Tickets are now on sale during lunch and dinner at \$2/couple. We hope to see EVERYONE having a good time at this first Thanksgiving Dance

COLLEGE FORUM

This space will hence forth be available to all members of the College Community who wish to air their views on any subject of interest to the student body. Any person wishing to submit material for this column should contact the Editor-in-Chief. Names will be withheld upon request.

This week Mr. Robert Sternfeld, Professor of Philosophy, is initiating what is hoped will be a series of views on the nature of this University.

This statement is a response to questions raised by several seniors about the changes they feel have occurred in this institution during the past year and a half. Evidence of change in the student body were cited to me as follows (1) unprecedented misbehavior on the part of some students, (2) strong expressions of need for smaller social groupings (fraternities and sororities), (3) disinterest in the institution and the various student activities as compared with previous years (4) the feeling that there no longer exists a vital intellectual community with a unity of purpose and some devices of communication despite obvious vigorous and desirable diversity of opinion.

Clearly the latter point is of primary concern. For the strong felt need for smaller social groupings and the disinterest in the institution and student activities could perhaps be transformed if the older sense of a community still exists.

This feeling of a basic change has been accompanied by actual changes of many kinds; (a) the move of the campus from Oyster Bay to Stony Brook, (b) the increased size of the school, particularly the Freshman Class (c) the changes in required portion of the curriculum, (d) the change in the organization of the school from its divisional structure to its present departmental structure, (e) the change in mandate to include the A.B., A.M., M.S. and Ph.D. degrees, (f) the various changes in administrations and administrative personnel, (g) the shift from a multi-factional faculty in opposition in many different ways on various different issues to a sharply split faculty roughly and publicly polarized into two factions and finally to the fading of this polarization with the passage of time and with numerous additions to the faculty.

Of the changes cited above, (a) and (b) seem the least important. There are schools much larger than this one which have maintained a sense of unity of

purpose permeating from the upper class students to the freshman. As to the other changes, they are not all completely disconnected and their combined impact along with (a) and (b) easily account for the feeling of a changed and relatively foreign environment on the part of those students who have been with the university the longest time.

The one fundamental change---one which had been anticipated and sought from the very beginning of this institution---was the mandate to grant graduate degrees. This has indeed posed new problems and opportunities for the institution, but there is no basic incompatibility between maintaining a challenging undergraduate curriculum while building appropriate graduate programs.

It is fruitless and meaningless to regret irreversible changes. Rather, can students while pursuing their individual educational objectives, also seek amid these changed circumstances for the common character and purpose in their common experiences as students?

Should such common elements not be attainable under these changed circumstances, either other bonds will be sought for the student community; e.g. intercollegiate achievements, highly developed and organized social activities; etc., or (2) students will not be a part of a thriving academic community (e.g. as is the case at The City Colleges, I believe). Of these two possibilities, the second seems highly unlikely in view of the high proportion of students living on or near the campus.

It does not seem likely to me that the intellectual satisfaction and consequent community feeling engendered among graduate students (as they pursue their common goals in a given department) will suffice for the majority of undergraduates.

It seems to me imperative that thought be given to this problem at all levels in the university community.

Student Spotlight



Ted Hajjar

This week the Student Spotlight shines on Theodore Hajjar and Alice Paster.

Ted, the Polity Treasurer, hails from Massapequa High School where he was President of the International Relations Club. As President of this organization he instituted lectures on affairs for the students of the entire school. He was also on the stage crew and helped to build sets and backdrops.

Being interested in sports, Ted was on the Crew Team in his Freshman and Sophomore years at State. As a participant in other activities, he is a member of the Astronomical Society and the American Youth Hostel. As a member of the hostelling club, Ted and a friend cycled to Cape Cod last summer; this year they intend to cycle through Canada. He is also an avid music fan.

As a student at the University Ted is majoring in Sociology. He plans to attend graduate school and eventually teach at College. Besides being on the Budget Committee, Ted's major activity this year is helping to revise the Polity Constitution.

When asked for his feelings about the change of campus this year, he replied, "I am a reactionary. Let's go back to Oyster Bay. The only beautiful building on this campus will be the library. I would have liked the others to be more original."

ROVING "I"

by Barbara Ripel

Question; What was your reaction to Mr. Kaprow's Words?

Judy Brickel; It was a very enlightening, as well as interesting experience. I entered waiting to be shown something and exited immersed in thought, my mood decidedly changed.

Pat Gelabert; It just didn't move me.

Wayne Miller; I just didn't think about it at all.

As recording Secretary of the Polity, Alice Paster keeps track of all

Polity meetings. Eventually there will be a bulletin board where proceedings will be posted. When asked why she

joined Polity, Alice replied that she thought this organization would be a great help to the school and that it didn't seem like a "country club affair." Alice's other activities include being exchange manager of the Statesman, a member of the JSO and in charge of the cultural subcommittees which arrange art, music and movies for the students. Alice's out of school activities for the past four years included counseling for the Social Work Orientated Camms and teaching a children's garden class in the Brooklyn Botanical Gardens.

Alice comes from Brooklyn where she attended Erasmus High School. In high school, she was the Editor of the Student's Biology magazine and a member of the school's honor society called Arista.

Here at the University, Alice is majoring in Political Science. After Graduate School, she plans to enter the field of International Law.

Alice, like Ted, prefers the Oyster Bay campus because of its beauty.

Alice Paster



by Virginia Collins

Sandy Saranga I found Words to be a stimulating emotional experience. I felt completely at ease and compelled to take part in the environment.

Ed Abramson; Oh my God-ooo oooo I still haven't gotten over it.

Julien Biller; It was very interesting only because I didn't know what to expect and this was different and new.

Sue Morris; It was a completely different experience; it was fun to put my 'two cents' in.

Paul Rosenbaum; I didn't understand it!!

PARTY LINE

by Leonard Spivak

The results of last weeks elections are history. All the facts, figures, and candidates' names have been (or soon will be) carefully listed and filed away for the future reference of that strange breed known in Western circles as the political scientist. What is significant at this point is to determine the factors which were responsible for the results and to predict the importance of these results on future governmental policies, both domestic and foreign. Toward that end the following question was presented to many students; a few of whom were interested enough to read it. Amazingly enough, I received four answers which I present to you in their original unadulterated form.

Question
Originally it was predicted that the Democratic party would lose at least 16 House seats in this year's election. The results have shown that prediction to have been incorrect, the Democrats having lost only four House seats. What events, if any, do you feel have affected the results of this year's election? Do you believe that the extremely small loss in the House and the gain in the Senate represent a significant victory for J.F.K. and the "New Frontier?"

David Gerber-
Class of '66

My personal insight has led me to the conclusion that, in the United States, people vote less for a candidate's policies and opinions than they do for his personality and appearance. This was definitely a factor in the election of President Kennedy--his personal "image" was more appealing to the public than Mr. Nixon's. Hence, in the most recent election, people were not voting for the president's policies or against them, but for or against this "image."

However, one must not overestimate the importance or influence of the elder Kennedy in this election. The individual candidates had "images" of their own. To some Nixon's "image" was that of an outright liar, to some Ted Kennedy was a brash youngster. The policies of the candidates played a minor role.

Another stimulation

to people's choices of candidates, generally, is tradition. One tends to vote the way parents, friends, or ethnic groups vote--either consciously or not. Therefore, a state that is traditionally overwhelmingly Republican will remain so, unless a "dynamic" Democratic candidate appears. (This word "Dynamic" also related to "image.") This was one factor in Rockefeller's, Javits', and Ribicoff's elections.

Kennedy did not suffer a loss, nor did he win a victory in this election. He must still run on his own "image" (Changing though it may be) in '64.

John Unrath--Class of '63

In the National political picture there was one event which helped the Democrats immeasurably. This was President Kennedy's blockade of Cuba.

During the months before the blockade people of both parties were imploring the President to do something about the growing menace in Cuba. The President, however, did not consider taking action despite the reports of troops and missiles in Cuba starting as early as last summer. But when the President got close to the people as he did when he started campaigning for the Democrats he found out how much desire there was for action on the Cuban problem.

The fact that President Kennedy took action and was successful two weeks before the election becomes quite significant in the victory of the Democrats. The timing of the blockade was almost ideal in terms of both stopping the Russian threat and influencing the election. Two weeks was enough time to complete a successful blockade and mopping up operation. The operation was undertaken according to the Congressional resolution on Cuba, but the President, acting without Congress in session, gained in stature by finally doing something about Cuba.

This stature was passed on to the other

Candidates of the Democratic party and produced the counter-trend which is unusual for an off-year election.

Paradoxically the victory of the Democrats was not a victory for the President and the "New Frontier." The paradox lies in the fact that the Democrats, although they had a majority in both

Houses, were unable to put through the Kennedy program. In fact they were major contributors to the defeat of such programs as Medicare, Urban Affairs, The Farm Programs, and Federal Aid to Education.

The Democratic victory was not as significant as the figures appear because the Republicans did manage to win 11 seats in the "Solid South." This

may indicate that the support the Democrats count on from the South may not materialize in future years.

Michael J. Field

*In a class by himself

It is unfortunate that the Cuban crisis came when it did because this will lead many people to believe that it was the President's firm handling of this situation that brought him a vote of confidence from the American people.

In actuality, the Cuban situation was and is basically non-partisan. President Kennedy did what he had to do, and

the policies of the "New Frontier" (excluding a policy which the "New Frontier" only revived

after an absence of fifteen years--the concept that a reasonably intelligent man might possibly be elected. President had nothing to do with his decision.

The results of the elections are unusual enough for an off election year to show that Kennedy's brand of government has received a significant vote of approval. Anyone who denies this is either

kidding himself or trying to kid somebody else. I only hope that what has been endorsed by America, that is, the entire "New Frontier" platform, will be accelerated and that the President will recognize that he has the support of the people. This support, I

believe, is the result of two years of legislation, attempted legislation, and executive action. It is support for an entire program of intelligence and political awareness, and any attempt to attribute this support merely to this country's confidence in the President because of his excellent handling of recent events will only (and this is its intention)

serve to confuse the issue.

*Editorial comment--with author's permission.

Raymond D. Terry
Class of '66

Originally it was predicted that the Democratic party would lose at least 16 House seats in this year's elections. The results have shown that prediction to have been incorrect; the Democrats have lost only four House seats.

Several factors are responsible for this outcome. The stability of the Democratic Congress this year is reinforced by the lack of vital national issues that could serve as a basis for criticism by the "loyal opposition." Since the beginning of the Kennedy administration both parties have been in equanimity concerning the handling of foreign affairs. The Berlin Crisis has been quieted in the past months; the Laotian situation was resolved. The Cuban affair, though it came at an inauspicious time, was disposed of quickly. In all these actions, the President secured the advice and good will of the Republican party, making it virtually impossible for them to criticize his actions.

National issues also provided little basis for

criticism. Defeats in medical care for the aged, education, urban affairs, foreign aid and other, initially predicted by analysts to result in a loss of prestige for the President, were offset by the victories of the Trade Expansion Act, a compromise farm bill, and the Satellite Communications Act. The averting of a recession and the promise of a tax reform bill with an "across-the-board" deduction effective January 1, 1963 also showed the capabilities of the present administration to meet the needs of the people. Furthermore, the undisputed success of the first year of the Kennedy administration in which over 48% of all legislation desired by the President was passed helped to eclipse the apparent difficulties of the second session of Congress.

To avoid an unfavorable reaction to the Kennedy administration, a host of new candidates appeared on the scene in many states, replacing older ones whose popularity may have faded in the past years. George McGovern, Edward Kennedy, continued on page 5.

On Student Government

by Martin Meltz

In the coming months, there will be a great deal of discussion concerning Polity, the student government; Whether a student government is necessary at all, and if so, whether a change should be made to a new form of government.

It should be obvious to all that when the population of this school extends beyond the residents of a single dormitory, which has its own government, and a small number of commuting students, a forum must be provided where the individual student by some means may express himself with regard to other students, the school, and the surrounding environment, and whereby the student body can raise its voice in unity.

The most vital issue facing us is the question of the type of government which will best represent and serve the student body.

Until the present time the Polity has consisted of an Executive Committee of twelve members, two elected from each class, and four elected to the positions of officers of Polity from the general student body.

Functioning under Polity have been a number of sub-committees, Chaired by members of the Executive Committee, and several outstanding committees. This type of government has functioned, and in most cases very well, largely due to the capabilities of the student members and to the efficiency inherent in a small organization.

However, as the student body does grow, it will be impossible for the individual student to know all of those who are running for office, and therefore very difficult for him to choose the party best qualified to hold office. This same difficulty may apply to a Representative system but with the larger number of officers involved, the voice of the individual will more effectively be heard in choosing those best qualified.

Since its formation, members of the Executive Committee have functioned under the "understanding" that they are to act as individuals, according to what they feel is best for the school, and not necessarily according to the interests of the students they in name represent.

This condition has been effective, as the size of the student body has always been small, and individuals in the student body could express themselves before the Committee as a whole, or directly to the members. However, with a large student body, this

would be extremely difficult to do, especially with the complexity of many of the issues which will arise, and the number of students they affect.

In a representative type of government, with a large membership the officers most probably will still act on the decisions to be made according to their own beliefs as to what is appropriate. However, due to the larger number of officers involved an adequate cross-section of the student body will be available to express itself, with a wider diversification of opinion, and the pressures which would be present on the members of an Executive Committee type government would be alleviated.

A Representative type government would overcome many of the problems of the application of the present system to the future student body, and would most certainly distribute the work load which will be placed in the hands of the Student Government, but their are still many decisions which will have to be made concerning the exact form of such a representative body, if this is chosen as the most appropriate to the situation.

POLITY CORNER

by Judy Walk

Club Presidents have been notified of the passage of legislation which will enable them to make a profit from activities which they sponsor. I believe that this legislation is important enough to restate:

All recognized clubs and organizations may sponsor activities for the purpose of making a profit and may control the use of this profit, subject to the following:

- 1) The Executive Committee and/or the Polity shall approve all profit making activities
- 2) The Treasurer of Polity must be informed in writing of the amount of any profits made within a week of the activity;
- 3) Club monies, including dues collected, must be placed in a bank account in the club's name; the withdrawal of monies shall require the signatures of the treasurer and the faculty advisor of the club;
- 4) All financial records shall be subject at any time to audit by the Treasurer of Polity, or his appointee;
- 5) An estimate of the club's bank balance, as of registration the

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following fall must be submitted with its budget for the year:

- a) the budget shall be acted on as a whole
 - b) Polity subsidization will be the total approved budget less the estimated club balance;
- 6) A statement of the actual balance must be submitted to the Treasurer of Polity within one week of the end of registration:
- a) if the balance is in excess of the estimate, the Polity subsidization shall be automatically reduced by the excess;
 - b) if the balance is less than the estimate, the club must follow normal procedure to obtain additional funds from Polity.

If violations of these rules come to the attention of the Treasurer, he may stop all Polity checks, refuse further requisitions, and must report the matter to the Executive Committee at the next meeting.

Part of the pertinent rationale expressed by Pete Zimmer concerns the fact that "If the only legitimate sources of funds are due and through Polity these activities (those pertaining to the good of the club in some manner-social or otherwise) are in actuality forbidden."

Immediately connected with subsidization of clubs is the subsidization of the religious organizations. I believe that the granting of funds to any religious club totally unwise since there are so very many denominations involved. You cannot refuse one and support the other. There is a possibility of the student activities fee being raised as it is subsidization of all these clubs would become an awful drain on the savings fund. Furthermore, this subsidy would require agnostics and Aethaists to support organizations which they are in basic disagreement with. It must be kept in mind that Polity loans are available to any organization, which would avoid the entire issue.

Because of the behavior of certain "elements" in the student body the Executive Committee has found it a necessity

to establish a Judiciary for the Polity to act as an autonomous body whose actions are subject to the app-

Tuesday, November 13, 1962
roval of the administration.

A committee consisting of 5 members will be established temporarily to further define the domain and code of this body. Responsible people are needed. Don't let the Executive Committee become a clique by selecting only those people whom they know personally as members of the Judiciary. If you are interested notify someone on the Executive Committee.

Party Line

CONTINUED from page 4

Daniel Brewster, Harold Hughes, John Burns and other new Democratic standard bearers provided victories in South Dakota, Massachusetts, Iowa, New Mexico and Hawaii respectively.

In these elections, as in many others throughout the country, the candidates did not emphasize national issues even when such a course of action could have proved profitable. Local issues determined the results of many elections particularly in California, Nevada and in general the Western States where the candidates opinions on water power, gambling and other state problems were the chief source of the major issues.

The Republicans lost seats in Congress this year due to the deaths of five aged members. Their deaths produce a vacuum that the Democrats were expected to fill, since the new Republican defenders of these seats were less popular and also less experienced than their Democratic opponents.

Finally, the efforts of President Kennedy in campaigning for his party cannot be discounted. His tour of the several Western states this summer and his extensive campaigning in the middle and late October inevitably had some effect on the elections. However, former President Eisenhower's attempts to secure an "all Republican" Congress in 1954 and 1958 succeeded only in the loss of even more seats for his party. Therefore, it is incorrect to assume that President Kennedy would have any greater success. Thus, the result of the 1962 Congressional elections cannot be credited solely to the President and his program but to the sum of all political factors mentioned.



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ALL UNSIGNED EDITORIAL MATTER REFLECTS THE OPINION OF THE ENTIRE EDITORIAL BOARD.

What has happened at this institution this year? What has happened to the spirit of community that once existed? Why is it that students fail to identify with the institution as a whole?

First, let us look back in time. It can be said with certainty that at one time a feeling of community and unity of purpose did exist. Students and faculty alike felt that this was their school, not just the institution that they attended or taught at. It is difficult to say to what extent identification with individuals played a role, but it is certain that there was identification with ideas. A spirit of inquiry was present which manifested itself in an atmosphere of intellectual challenge. That this is true in the case of the students may be verified by checking the past records of this institution. It can be seen that before any major policy affecting the student body was instituted, there was evaluation of the advisability of that particular policy for the existing student body. During the period of decision making over the type of student government to be instituted, there was considerable debate over the different possible forms it could assume. The whole community participated in this questioning process and consequently when the Policy form was established there was not complete satisfaction with it but there was an understanding of why this was a workable form for the existing student body.

Another major policy decision that was subject to careful evaluation was that of the advisability of intercollegiate sports. A meeting of the entire community was held to discuss this question.

These examples show that there existed within the student body a real concern for their institution. They felt that the only way the quality of this whole was to be maintained was to submit all policy to careful examination and reexamination.

If we then accept the premise that an atmosphere of challenge and community did exist and we agree that such an atmosphere is today either not present or greatly minimized, there are further questions that must be asked. We must ask what has changed? Are basically the same people involved in both situations? How much of an effect has a change in environment and an increase in student and faculty size affected the whole? Has there been any change in the basic framework of the structure of education that could have contributed to this change? If there has indeed been a change do these factors alone explain it? Finally we must ask whether it is possible to have such a community spirit at Stony Brook?

What tangibly has changed? We have already discussed in a previous editorial, the change in student feeling towards the institution. The outcomes are intelligible to those who have the sensitivity and desire to see them. Back to the original question- what has changed? Most noticeable, of course, is the physical change. No one can doubt that there is a big difference between the Oyster Bay and the Stony Brook Campus. Because the Oyster Bay campus was more compact people were forced into some sort of social contact. It was possible to know by sight, though not perhaps by name, most of the academic community. The factor of personal contact is an important one but it does not explain the bigger question of why such a spirit does not exist on this campus? It is hard to believe that a spirit of intellectual challenge and community can exist only on a converted estate. Hence we do not believe that, in the case of this institution, it would make a significant difference if we were to transfer all classes back to Oyster Bay. The Stony Brook campus has the advantage of having a majority of its students in residence and a good portion of the faculty living in the surrounding areas. There must be a factor of stimulation that should make inquiry and community possible in either setting. What else has changed? There is a factor of increase in both student and faculty population. Is it a necessary consequence that large size brings with it alienation? Perhaps in theory this is true, and many upperclassmen feel this way. Yet the faculty student ratio remains about 6-1, close to what it was in Oyster Bay, and compared to most schools this institution is still a small one. Size then is important, but it is not the "x" factor that we are seeking. Another factor of cohesion previously, was the common core of subjects. When one partakes in a reduced

core curriculum it seems to us that the opportunity for getting to know people is also reduced.

Let us ask the final question. Are basically the same people involved in both situations? Let us look at the record. Aside from a few administrative changes and a normal faculty turnover we must answer in the affirmative. Can anyone say that the people that are no longer here could have had such a vast influence? It is up to the people who are in key administrative positions to help to foster this spirit. It is up to the rest

of the population to respond to this stimulus and to try to reestablish this spirit of community.

We have explored to some degree the factors that are most often said to be the causes for this feeling of alienation. Each has its own merit but what of the "x?"

We apologize to those of you who are expecting us to state the answer now. We can only ask that one consider for oneself what the answer or answers might be. We suggest that a faculty-student committee be set up to discuss this problem, if indeed, the majority of this institution feels that it is a problem. If there is interest, the Editorial Board will take up this question once again, and attempt to find the value of "x." We will state now only that at one time an atmosphere of community existed at this institution that we feel was an integral part of our education. If it is at all possible we would like to see some renewal of this spirit.

FROM THE NEWS EDITORS DESK

by Liz Lench

Representation means that one is chosen to look after the interests of the many. Representation does not mean judgement. We have in this school a dorm government with a sole unit which constructs, judges on the basis of, and enforces all laws. Is this not a travesty on the entire legal system we have been taught to revere? Are we blindly to live in one community by a checks and balances system of government and in another community by a virtual oligarchy? Do we have an alternative? The answer is emphatically yes!!

A jury system is not only conceivable but at this point it is mandatory for the maintenance of any sort of respect for our college community government. A voluntary jury list can be started, to be approved by the administration. From this list, a jury can be chosen for each dorm court session, to be changed for the next session on a rotation system.

This does not mean we must destroy our representative system. These representatives are, now, the embodiment of a congress. The administrative heads of the dorm can reasonably be compared to an executive branch of government. We must add the third and balancing segment of this government.

Laws need respect. Punishment, or the threat of punishment, has never taught men to respect or obey a law, simply to evade it. Give men a fair government; give them an integral part in the government, and interest in the government will surely follow. And with interest comes respect and a desire to see the government upheld.

Professor and Mrs. Peters wish to announce that at long last they have a telephone. The number is: 246-6547

The STATESMAN phone is: 246-6787

NOTICE

STATESMAN meeting Thursday November 15 in the STATESMAN office room C-07 at

7 p.m.

Letters to the Editor

Role of Student

Frosh Reply

Cuba Crises

To the Editor of the Statesman:

I was interested to note that a minority of two hundred students sent a brief letter to Mr. Kennedy supporting his action on Cuba and I was disappointed to find that the Editorial Board of the Statesman did not take a position on the issue. I should like to bring to your attention and to the academic community's attention that letters similar to the one printed below also emanated from campus after Mr. Kennedy's television address:

Dear Mr. President:

I hope you do not yield to forces of war hysteria in your policies toward Cuba.

Furthing your familiar analogy to the situation during the 1930's, I should like to remind you of our quarantine of Japan which led to the "surprise" attack of Pearl Harbor and directly precipitated our entry into World War II. Your Charges of "Clandestine conspiracy" reek of Wilsonian naivete characteristic of the "normalcy" period whose "open treaties" openly arrived at would render our modern complex of alliances impossible. We have missile bases around the world, and the fact that they were not "clandestinely introduced" seems irrelevant. (U-2 was an eminent example of American Secret and conspiratorial diplomacy.)

Continued on page 9

Dear Editor;

It appears to me that Polity has some considerably hard thinking ahead of it in the months to come. It must decide if any group of two hundred students----a minority of the student body---has the right to call itself "We the students of the State University at Stony Brook" in addressing political figures, as such a group has already done in a letter to the President this month. If they should not be allowed to do this, as I think they should not, clearly some form of student expression on political and moral issues should be provided for.

The Executive Committee of Polity is the natural candidate for such an instrument or expression. However I should not like to see candidates for

Continued on page 8

Dear Editor,

Something is missing. It's missing from the classrooms, from the professors, from the students. An attitude is missing. An attitude that is conducive to a college education. This attitude cannot be brought about by the severity of college work, nor the inclusion of math and science in the Freshman curriculum. It goes further than this. Freshmen ask the question "When will the work begin?" It has begun. It is not necessarily the type of courses offered, nor the amount of homework or studying required, but the quality of the material presented. We also feel that it is the "obligation of a good institution of higher learning to provide an atmosphere of academic stimulation," yet, again we ask ourselves, "when will the work begin?" Our time is intellectually divided between waiting on meal lines and sleeping in our

Continued on page 8

Dear Editor,

After reading the editorial in the last issue of the Statesman I was completely baffled. Here I wasn't so depressed over the difficulties I encountered in my studies because I assumed that all were finding it rough. However if the majority of the students feel that it is such a snap, either I am in the wrong school or they are taking the wrong attitude.

In college one can no longer wait for the professor to teach or explain a theory or problem one doesn't understand. Of course, he will try; but the main part of teaching is left to the student himself. I would like to meet the person who said "when is the work going to start?" I'll admit that not all the assignments are out of proportion; but in order to really understand

To the Editors of The Statesman;

In the October 30th edition of The Statesman, the editorial referred to the attitude of the Freshman Class towards this University and its curriculum. I feel that the views expressed are invalid and exaggerated, and are not representative of the majority of the Freshman Class.

The Editors claim that they have overheard some Freshman saying, "College is no different from

Continued on page 9

FROM A-Z

by Pete Vallely

Almost anyone who has had, or now has some connection with this institution feels that the place is unusual at least, and completely weird at most. This is quite interesting from a student's point of view and any exploration into the many factors responsible for the reek-oddness of the establishment will prove helpful for; those interested in perserving the effect; for those who want to change the effect; of for those who don't care and won't be here long enough to participate in or fight against the effect. Once here, they will leave with an impression, good or bad; and it will remain with them for some time to come.

The first problem facing any such exploration is the establishment of some working definition of oddness. My definition will be in terms of atmosphere and the contributions of the student body, the faculty and the administration policies; to the atmosphere which prevails. Atmosphere, as the environing or the pervading influence will be applicable to the discussion. What combination of student contribution, faculty contribution, and administrative policy contribution, is responsible for the atmosphere which might be expected after consideration of the composition of the student body, the faculty, and the administrative staff.

After considering at length the contributions of each of three groups, an attempt will be made to make a statement which will account for the prevailing atmosphere. No judgement will be made as to whether the atmosphere is good, or bad, helpful or harmful. The only judgement involved will be the original one that is, that the atmosphere is odd or different from what one might expect.

The first group to be discussed will be the student body. Three problems Letter-continued from page 7 (Polity Issue)

Polity office having Cuban, Mississippian, Georgia, Congo and Berlin planks in their platform. These issues are comparatively irrelevant to their primary functions of office.

The recent letter to the President also shows by conspicuous absence that opinion is insufficient without intelligent enunciation and development. If students are to use the name of this institution to further a

will be considered relating to the students as a group. They are:

1. The fact that although the students accepted are supposedly of a high intellectual caliber; the drop out rate is quite high.

2. The supposition that students from a cosmopolitan environment should be able to develop maintain an interesting and sophisticated student society.

3. The supposition that the students desire and will work for a good college education.

The next group considered will be the faculty and two problems relating to this group:

1. The fact that although the faculty in general is of extremely high caliber and has had extensive experience in higher education; they as a group, have failed to gain the respect and admiration of the student body and the administration.

2. The supposition that a highly competent faculty will provide a curriculum which will result in a high degree of student interest, participation and confidence.

The final contributive source is administration policy and two problems relevant to its function:

1. The belief that the present admission procedures will provide an above average student body which when coupled with an above average faculty will result in a superior educational establishment.

2. The supposition that any resemblance to an established institution is dangerous and will plunge this one into mediocrity.

In subsequent issues of the Statesman, this questions will be explored. If any member of any one of the three groups wishes to contribute any information or ideas, he or she is more than welcome to do so by writing the Statesman.

cause, that cause should be furthered in an intelligent logical manner. So, merely a poll or student opinion lacks this enunciation which is more important and indicative than support or opposition per se, and the question remains, "Who should be the enunciator?"

Clearly, some sort of committee for student expression giving majority and minority opinions is in order, and some system or polling weighted by class deserves investigation.

Student not one of "We the students"

COMING UP

MATHEMATICS COLLOQUIUM

Date: Wednesday, Nov. 14th, 1962
Time: 5:00 P.M.
Place: Room 317-Humanities Building
Speaker: Professor Martin Davis-Yeshiva University
Subject: Hilbert's Tenth Problem

STATESMAN MEETING

Thursday, Nov. 15, 1962 at 7:00 P.M. in Room C07 in the Dorm.

GUEST LECTURER IN EDUCATION

On the evening of November 15th at eight o'clock the Department of Education is sponsoring a lecture by Edgar Z. Friedenberg, Associate Professor of Education at Brooklyn College and author of The Vanishing Adolescent. Professor Friedenberg has also authored two monographs and is an oftentimes contributor to such periodicals as Commentary and The New Republic. His topic will be "The Reification of Teen-Age Culture".

Professor Friedenberg's lecture will be the first of a series of "Lectures in Education" sponsored by the Department. The lecture is open to all the students and faculty as well as interested members of the community.

SIGMA XI LECTURE

Date: Thursday, Nov. 15, 1962
Time: 8:30 P.M.
Place: Chemistry Auditorium
Speaker: Dr. Milislav Demerec Biology Department Brookhaven National Laboratory
Subject: "The Gene-Structure and Function"

BAROQUE CONCERT

Baroque Concert on Friday November 16, 1962 at 8:30 PM in the lounge of the Residence Hall. This concert is presented under the auspices of the Student Polity. Faculty members and their wives are cordially invited to attend. There is no admission charge, but ticket reservation must be made in Room 156 of the Humanities building. Please try to pick up your tickets anytime between now and November 8.

COLLOQUIUM

Date: Monday, Nov. 19, 1962
Time: 4:15 P.M.
Place: Main Lecture Hall, Chemistry Building
Speaker: Professor Kenneth W. Ford, Department of Physics, Brandeis University
Subject: A New Search for Magnetic Monopoles
 There will be coffee in the Chemistry Conference Room (Rm #212) at 3:45 P.M.

DEPARTMENT OF FINE ARTS CONCERT

Date: Wednesday, Nov. 28, 1962
Time: 8:30 P.M.
Place: Lounge of Residence Hall
Musicians: Bernard Greenhouse Cello
 Henahem Pressler-Piano

Faculty and staff members and their immediate families may obtain tickets to the concerts at the reduced rate of \$1.00 at the Fine Arts Department Office (Humanities 156) on November 7-9, following ticket sale to students.

Letter continued from page 7 (somethings missing)

classes. On questioning the upperclassmen during Orientation week, we Freshmen were surprised to hear about the lack of attendance in classes. Having spent two months at this institution of higher learning, we now see their point, as freshmen join the ranks of upperclass "cutters". This lack of an attitude is exemplified by the disinterest of the majority of the students towards such organizations as the school newspaper and school government. A true college spirit is missing. Without this spirit, State University will produce in June, "intellectual BLOBS"!

Laura Jones,
 Judy Abraham

Letter continued from page 7 (surprised)

derstand them it takes an awful lot of work. This is what the student who said, "I don't feel as if I am learning anything" must realize. He probably isn't learning because he doesn't work hard enough. This is no longer the high school whereby it was just too bad for the teacher if you couldn't understand him. We are all individuals now and are only going to succeed on our own merits, not on our classmates! If one feels that he isn't learning anything then he better get on the ball. After all, our parents aren't paying money for us to loaf--- they could have sent us to a country club for that!!!
A Determined Freshman

CAMPUS ISSUES

by Charlie Mindel

Recently, the Council for Political Inquiry presented a program on whether or not Fraternities or Sororities should exist on the campus. This program was held in the form of a debate which included a panel of two students, one for Fraternities and Sororities and one against them, a member of the Faculty and Dean Tilley representing the administration's point of view. The debate, after a series of opening remarks by the panel, was soon opened to the audience for comments and questions.

It is to this portion of the discussion that I will most concern myself as it was the comments and questions put forth by the audience that made the greatest impression on me. I saw a range of opinions that varied from outright hostility to Fraternities and Sororities to a blind desire for them on the sole excuse that 'since other schools have them why shouldn't we have them'. However, I thought the most frequently expressed opinion as to why we should have Fraternities and Sororities on Campus could be expressed thusly---"We have no social activities now; our Friday and Saturday nights are so dead that we either sit in our rooms to study or sleep or we go home for the weekend. Therefore if we have Sororities and Fraternities there will be more social activities.---I say, let us think for a moment. Are Fraternities and Sororities the Panacea that most of the audience expressed? Fraternities and Sororities have some very definite drawbacks. Do the advantages that Fraternities profess outweigh the disadvantages and drawbacks that exist? Mr. Parenti, faculty advisor to the Council for Political Inquiry, pointed out a few of the drawbacks I think quite well. For one, he said and it is quite true, that most students don't ever belong to any Fraternity or Sorority and frequently it is this small number which unrightfully controls most of the student affairs. Secondly, in refutation to the statement that those who belong to Fraternities and Sororities join because they have similar interests and are able to choose their friends in this way, Mr. Parenti stated, and I'm sure it is widely known, that one who pledges for a Fraternity does not really know his fellow-pledges nor those who already belong to the Fraternity. He is more likely than not, chosen because of his looks, athletic ability, his manner etc. I might bring in the

undemocratic and discriminatory practices basic to this peculiar institution of social organization, but that I'm sure should be quite well understood. Therefore I really question the need for such distasteful organizations, I do see, however the need for the things that these organizations provide, namely social activities.

While I was listening to the discussion I reflected and felt guilty that I, a member of the Executive committee of the Student Polity was not doing anything about this. I was elected to the Class Presidency to look out for the interests of the Junior Class and the Student Polity. I had resolved to myself to provide more social outlets for the students. I feel that this could and must be done without Sororities and Fraternities. All I ask is co-operation on the part of the Student in planning and organizing activities. I propose for a start that the president of each Class organize a Social Activities Committee drawn from interested members of his or her Class. Each of these four committees should suggest, plan and/or organize specific activities for the Student Body. If necessary a Social Activities Council should be formed by choosing members from each Class Social Activities committee to serve on this interclass council. The purpose of the Social Activities Council would be to discuss ideas on activities and to plan activities that would cut across Class lines or combine specific class activities.

As President of the Junior Class I plan to form such a committee as soon as possible. I hope that students of my class will volunteer their services to join this committee. I urge all the non-Juniors to pressure their Class Presidents into forming a Class Social Activities Committee. I always hear the complaint that there is nothing to do around here. I challenge you to do something about it. School has been barely one month in operation. The opportunity is ripe for instituting and perpetuating your ideas and plans into this new institution.

Happy
THANKSGIVING
Vacation

"Exaggerated"

high school." How one can even think this, much less say it, unless he as turned his back on all the opportunities and activities open to him. How many Freshman have made appointments with their teachers to discuss class work or any other subject in general? Certainly not the people we heard from in the above !! Try making an appointment with a faculty member just to examine the books in his office and learn his opinions and views on matters that he is interested in. The faculty isn't the only difference, try socializing in the lounges and the snack-bar, and meet "some of the greatest kids in the world." Laugh with them, eat with them, and study with them.

Another question referred to was that of "when is the work going to start?" To the Freshmen who voiced that question, I ask a question, "Where have you been?" It has started. Just because one may be given three days to a week to do an assignment, is no reason to let it ride to the last day. The one's who are out two or three nights in a row claiming "I have no work for tomorrow," will be the ones who burn the midnight candle later on. True, one could have and should have some free time on his hands, but only because he has worked diligently and efficiently. Because he has some free time, is no reason to voice that there isn't enough work. I didn't mean this as a sermon, but it is a good idea, Freshmen, to remember now that midterms are drawing near.

This directly leads into the last question, i.e., "I don't feel as if I'm learning anything." To this question, I would like to voice my opinion and hope the majority of the Freshman Class feel the same way I do. For the first time in my life I can give positive proof of my learnings in a short period of two months. I have never realized that so much knowledge can be exposed to a person and absorbed in such a short time. This I can only attribute to the faculty and to the readings and lectures made available to me. Also, understanding and the informative attitude of the upperclassman has been a great factor.

I feel that the present curriculum is ideal to the Freshman class and that the questions as stated in the editorial were an exaggeration on the part of the Freshman and the Editorial Board.

continued from page 7

I believe that State University at Stony Brook has, in its short existence, "provided an atmosphere of academic stimulation" which is evident in the true attitude of the entire school.

Since after two months I "can feel a sense of achievement" I can hardly imagine my feelings at the end of my first year at State University, knowing I have completed more than just a year of college.

Respectfully yours,
George Krasilovsky
Class of 1966

Cuban Crisis—Continued

If you still hold faith in Mr. Gromyko's statements of Chairman Khrushchev's--or any politician's--to the extent of flaunting their speeches in their faces after they have broken their promises, you have not learned the lessons which two years of presidency should have taught you.

Your Bay of Pigs fiasco has already demonstrated the solid backing of the Cuban people behind Castro and your televised appeal "to the captive people" took on amusing overtones of theatricality and political melodramatics.

Unilaterally enforced quarantine is an untenable position. Who is to decide what is "offensive" and what is "defensive." You are letting the Soviet Union decide if there should be war---letting foreign policy slip out of our hands. Your actions have presented the Organization of American States with a flat accomplishment---slightly reminiscent of Hitler's treatment of Italy in the Axis Pact and hardly a position to start unforced discussions from.

In the United Nations, unless my faith in this organization is totally misplaced, I should expect censure rather than support of your quarantine when viewed in the light of continued harassments and your Bay of Pigs fiasco.

Quarantine is untenable and I suggest you quell the matter; face Republican heckling "courageously," safe in knowing that winning an election is not as important as living to it; (Atom Bombs, et al.)

Very Truly,
J.N. Senyszyn

SPORTSCOPE

by Henry Ostman

Congratulations are in order for the Cross Country squad, which although composed mainly of Freshman and very informally organized managed to conquer Suffolk Community in their first meet. While this informal competition of itself means little, it can provide the basis for future growth along these lines.

Cross Country is a good example of the sports which require real dedication on the part of the participant and result in no reward other than personal satisfaction in his own accomplishments. It is my feeling that this is the type of activity the Athletic Department should pursue in developing a Varsity Program at this institution. Not one which is geared to pleasing crowds of students, spectators and alumni, as was the custom in the Stadiums of old Rome and in too many present day institutions. The college campus is the place for education and not the final round of semi-professional training for professional athletes.

With this philosophy of approach, athletics becomes one of the disciplines of Human improvement, just as any academic discipline. And just as one would tend to regard the person who enters a profession with only a pecuniary interest, with no real sense of dedication to a set of final ends or goods, let us rate the person who becomes a professional athlete, college variety, in the same way. Too many people in their enthusiasm for professional sports tend to forget that it is a business, to make money, and not something which is entered in for fun. Professional college sports are no different: whether they hope to wring monies out of the alumni for reasons of the old college "spirit" or by having them pass through the turnstiles. In having a tax supported institution, we can avoid these devious devices in the name of "Education" and charge people for what they are really getting.

Mr. Haigh's outing group is planning a short hike for Saturday, November 17th. Any body who is interested should sign up at the phys. ed. department bulletin board. People who present meal tickets will get a picnic lunch. West Meadow Beach is the intended destination if those who go can make it. This is the first activity of the outing group.

Congratulations to wing "A" for coming first in the touch football schedule. Now we wait and see just who comes in second. Two games are remaining. By the way, I forgot to mention that nobody managed to beat "A".

Is there anybody on campus interested in Wrestling? This is a combat sport which really isn't a combat sport, since you really aren't interested in hurting your opponent, just pinning him. That is an excellent sport since it requires both strength, stamina and considerable skill but a person lacking one can overcome it with the other Two!!

Mrs. Wehrly has raised the question of testing the student body on athletic ability. There are several tests used, and while no passing grade is given for the test, the person tested is rated as being in a certain percentile of the population. It might be interesting to see where this college stands.

WHY CREW ?

by Paul Levine

As you are sitting in the cafeteria, you suddenly see a mass of red coming toward you. What is it? A communist invasion? No! These are the crew men from Stony Brook.

Crew is the oldest organized sport at this school. It was started in 1958 under Coach Allen Borghard at Oyster Bay and now it is in its own right at Stony Brook. Coach Borghard left last year and was replaced by Coach

Decker. Every day, weather permitting, since the beginning of classes the crew has been practicing at the Port Jefferson Harbor. Regardless of the temperature, the crew has been out on the water. Nine men in a two hundred and seventy-five pound shell, all rowing in unison and moving more than seventeen hundred pounds over the water with each stroke.

The crew will continue practicing until Thanksgiving and then they will go indoors for the winter. They will

SPOTLIGHT

B. Edson Decker

One of the new additions to the coaching staff is Mr. B. Edson Decker. He comes to our school with the best possible credentials for a crew coach.

Mr. Decker was raised in Kingston New York and graduated magna cum laude from Kingston High School in 1949. Colgate gave him an academic scholarship and he attended for one year, where he played Freshman football. The next year he was accepted at the United States Naval Academy, where he first came in contact with crew. He was on the Navy crew which went to the Olympics

in 1952. Unfortunately just before the Olympic trials Mr. Decker received a medical discharge. The team not only won the Olympics but it never lost a Varsity race and ran off a string of thirty consecutive victories.

From Annapolis, Coach Decker attended Oberlin College for one semester and then went into private business. He was an office manager with the Goodyear Rubber Co. in the areas of Troy and Ithaca, before receiving his B.S. degree at Cortland State Teachers College.

At Cortland, Mr. Decker made quite a name for himself as a gymnast. He was given the award as the outstanding gymnast at Cortland that year. He was also admitted to Kappa Delta Pi, an organization for State Colleges similar to Phi Beta Kappa.

After earning his

SPORTS

By Paul Levine

bachelors degree he taught physical education in the Hyde Park educational system, and coached crew at Franklin Delano Roosevelt High School in Hyde Park. In 1956 his senior fours team won the National Schoolboy Rowing Championship.

His first experience in coaching collegiate crew came at Columbia. He coached their Freshman crew and was the interim varsity crew coach in the spring of 1960. While coaching he also earned his Masters at Columbia's Teachers College where he maintained an A- average. As we can see Mr. Decker was not only an athlete but also quite a scholar.

Crew is now still on an intramural basis, but there is practice every day. The schedule of classes here doesn't permit the whole crew to practice at once. In the spring the crew will have six or seven races in which to prove themselves. A new boathouse is being planned for the coming spring in Port Jefferson. Coach Decker thinks we have a very good possibility with three crews competing.

Right now Mr. Decker lives in Smithtown, having moved there from New Jersey. He is married and has three sons ages, five, six and eight. He met his wife while attending Oberlin. He enjoys singing and was a member of the reknown Naval Academy Chapel Choir. I'm sure we all wish Coach Decker much success in his first season coaching crew at Stony Brook.

BASKETBALL SCHEDULE

Sat.	Dec. 1st	at Brooklyn Poly.	JV & Varsity
Fri.	Dec. 7th	at Ft. Schuyler	JV & Varsity
Sat.	Dec. 8th	Webb at Port Jeff.	Varsity 2PM.
Mon.	Dec. 17th	Farmingdale at PJ.	Varsity 8PM.
Thurs.	Dec. 20th	At Kings Point	JV & Varsity
Fri.	Jan. 4th	Queens at Port J.	JV & Varsity
Sat.	Jan. 12th	At Madison FDU	JV & Varsity
Sat.	Feb. 2nd	At Harpur College	Varsity 8PM.
Sat.	Feb. 9th	At Newark Eng. Col.	JV & Varsity
Sat.	Feb. 16th	At New Paltz State	Varsity Only

JV at 6:30; Varsity at 8:15.

keep in condition by training in the temporary gymnasium in the basement. In February when the ice breaks the crew will again go outdoors and prepare themselves for the seven matches that they have scheduled. Here is a portion of an article from Sports Illustrated July, 1960. This might make you realize what crew really is.

"Why do seemingly sane and perfectly healthy college athletes expend themselves to such a degree in a sport that yields so little per-

sonal glory? Crew alone, of all sports, penalizes rather than rewards individual initiative. There is no place crew for the 'star' player who

reacts in his own way to a given condition. A crew man who deviates the slightest bit from the prescribed pattern of rowing will lose a race for his team. A crewman's life, therefore, is necessarily one long anonymous grind that is translated into a team victory or a team defeat."

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Wanted Two students at the State University at Stony Brook desire the ingredients constituting a "college life". The answers to the following questions are desired; **WHERE** is the close relationship that was supposed to be fostered between the students and the individual faculty members? **WHAT** happened to the intellectual stimulation we were supposed to receive from our classroom discussions? **WHY** is there such discontent with the social life? If anyone has information regarding the answers to these questions please write to Box 446.



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