

DORMITORY REPORT

The following represents a report on the legislation that has been passed concerning the Residence Hall regulations and form of government for this organization, by the Resident students of the State University of New York at Stony Brook.

I a. A MOTION THAT: The basic dormitory legislative unit be corridor meetings; that each corridor have its own judicial committee;

b. THAT cases should be indirectly referred to a General Dormitory Judiciary by a corridor judiciary; that after corridor action, appealed by students to the General Judiciary.

c. THAT a General Dormitory Government legislative advisory laws to be interpreted, changed and enforced as each corridor sees fit;

d. THAT the fundamental way of enforcement in public dormitory areas be an Honor System written by the General Dormitory Government;

e. AND that direct judicial and executive powers of the General Dormitory Government be activated for a stated period of time if a problematic situation exists as determined by residents meeting en masse, called by the Student Polity.

f. THAT a committee be elected, one member by each corridor; election to be not later than Tuesday morning, December 11, 1962.

g. THAT the mandate of this committee be to study with all due speed, the means of obtaining the "General Dormitory Government" referred to in the above passage; Specifically, the creation and structure of the "General Judiciary" the creation and structure of the "Advisory Legislative Organization," the creation and structure of the General Executive Organization.

h. THAT this committee hold its first (organizational) meeting at 7:30 P. M. Tuesday, December 11, 1962 for the purpose of selecting a chairman and scheduling the next meeting.

i. THAT this committee be required to make full use of any information that is available from the existing dormitory government Constitutional Committee.

That until the above committee shall have carried out its mandate, and the "General Dormitory Government" is in existence, the existing dormitory council shall function as the "General Dormitory Government" specified in the above passages; and that corridors shall begin to function as the basic dormitory legislative unit by corridor meetings and shall elect interim judicial committees.

ADOPTED

II A MOTION THAT; the group present RESOLVE that; That both lounges be open twenty-four hours per day, seven days per week, to all students, independent of any curfews.

ADOPTED

III A MOTION THAT: The group present RESOLVE that; there should be no curfew.

ADOPTED

IV A MOTION THAT: The group present RESOLVE that; That the question of "visiting hours" be clearly a province of the individual corridors;

Moved that a referendum of the Resident Students be held on Motion I with the referendum to be conducted by a committee of five (5) appointed by the Dean of Students.

ADOPTED

(The five student chosen were Alex Censor, Sara Liebowitz, Jim Senyszyn, Judy Shepps and Phyllis Wilensky).

FIRST DORM MEETING HELD

A Dorm meeting was held November 17, 1962 to try and work out a solution to the problems encountered. The immediate cause was the closing of the lounges by the Dormitory Council in concurrence with a statement proposed by Mr. Andre Edwards, Head Resident.

The decision agreed upon was that; 1) the dorms would be regulated under the existing dorm government for two weeks, 2) wing meetings would be held during those two weeks to discuss dorm problems, 3) a committee of 8 student, Mr. Peters and Mrs. Couey, would be appointed to set up an agenda for the wing meetings and for the final complete dormitory meeting to be held at the conclusion of the two week period.

Mr. David Tilley acted as moderator for the meeting.

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LEADERSHIP CONFERENCE

A Leadership Workshop to discuss questions on Constitution, student-administrative and faculty relations was held at the Oyster Bay campus the week-end of December 1-2, 1962.

The Leadership conference consisted of 24 participants made up of the Polity Committee Chairmen, Class Presidents and student organization chairmen. Also included were the Dean of Students, David Tilley and Mrs. Couey, who are interested in the development of group activities on our campus.

A preliminary meeting was held several weeks prior to discuss leadership problems and identify goals toward which this institution is working.

The participants in the Leadership conference at Oyster Bay represent a group of students which carries the privilege and responsibility of leading various student groups within the University mission. Those who attended the workshop are Lucie Adinolfi, Carl Baron, Judy Bernstein, David Buckhout, Linda Dear, Grace Fukuhara, Valerie Furst, Liz Lench, Stan Levin, Charles Mindel, Marty Meltz, Henry Ostman, Nancy Panagakos, Alice Pastor, Marty Rigberg, Mal

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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.

Reply to Herald

The following is a letter to the Editor of the Three Village Herald. A copy of it was sent to "The Statesman" also.

November 28, 1962

Dear Mr. Huber:

In recent issues of the Three Village Herald certain comments have appeared regarding alleged activities of members of the student body of the State University at Stony Brook. To avoid possible misunderstanding of the position of the University administration in such matters, I would very much appreciate your inserting this statement in a subsequent issue of the Herald:

This is the first year of our operations at the new Stony Brook campus. Few, if any of us here now, were associated with the original decision of the central office of the State University to locate its first university unit on Long Island in the Stony Brook-Setauket area. Now that we are here, we are hopeful that mutual benefits and friendly relations can be developed and maintained between the faculty, students and neighbors in the Three Villages.

We are proud of our association with the State University of New York and its program of public higher education on Long Island. We intend to create at Stony Brook traditions of intellectual inquiry and campus living which will enhance the professional reputation and foster the good name of our institution. We also consider ourselves fortunate to be living in a section of Long Island which is still rural and blessed with natural beauty. Each of us, however, is dependent upon others for our enjoyment. We at Stony Brook look forward, in the future, to sharing with our neighbors our concerts, lectures, plays, art exhibits, athletic events and such cultural facilities as our library. In turn, we wish to participate in the cultural, religious and civic life of the community in which we live.

The University is proud of its students. They are an industrious, responsible, highly motivated, vital young adult community. The programs they undertake are demanding of time, energy and intellect. The achievements of these students reflect those traits of intelligence and character that deserve our respect and support. We believe our students can contribute much to making the university community an exciting and rewarding experience for our neighbors. It is in this spirit

that we hope to learn to live together, in cooperation, understanding and trust.

On the other hand, the University has no intention of condoning or defending actions that violate the rights of others or the canons of good taste. We would request, however, that due care be taken to identify properly beyond a reasonable doubt, those who are involved. This is but common fairness. Ours are not the only young people in the Three Village area, and the University would not welcome being associated with actions for which our students are not responsible. If it can be shown that members of the University are responsible for acts of misconduct the University requests that it be notified. Swift and appropriate action will be taken.

I believe I speak for the faculty, students and administrators of the State University at Stony Brook, when I assure the people of the Three Village area that we will do our best to avoid creating incidents which may bring in question the good name of this institution, or place in jeopardy the friendly relations which we wish especially to maintain with our immediate neighbors.

Sincerely yours,
Karl D. Hartzell

Administrative Officer
and Acting Dean of
Arts and Sciences

Spring Registration

Spring Registration for all undergraduate and graduate students will be held during the period January 2-4 and 7-11. Students may pick up registration forms in the Registrar's Office (Humanities 135) between 9:30 and noon, and may register in Humanities 315 between the hours of 2:30 and 5:00 p.m. on these dates. Students presently enrolled in full year courses must register for the same course and section for the second semester. On January 31, and February 1, students will have an opportunity to petition for change of registration if this becomes necessary. All students must make satisfactory arrangements with the Business Office for payment of all monies due on or before February 1 in order to complete registration.

COMMITTEE ON CINEMATOGRAPHIC ARTS

The Committee on Cinematographic Arts is proud to announce a major step forward in the field of audio visual presentations on this campus. On Nov. 15, 1962, the Executive Committee approved a request, by the committee, for an allotment to effect the purchase of a Bell and Howell 16mm sound projector, Model 540. This projector is available presently for the use of any student group. Any group desiring to use this projector should contact Mrs. Couey (Rm. C-018).

The Committee on Cinematographic Arts was very pleased at the number of students who attended its first presentation "Gigi". The Committee was less than pleased with the quality of the sound, but it is confident the new projector will remedy this.

A few words must be said about selection of movies. The Committee on Cinematographic Arts is out of necessity small and limited in number, but this does not mean the power of selection is in the hands of a few. Quite the contrary, the Committee is responsible to the student body for all decisions it makes and it would, at this time, like to invite any student to place suggestions in Box 192 or 286. Please sign all requests. Anyone desiring to thumb through film catalogs is invited to Rm. A319 at their convenience. The Committee is only too happy to receive and act on all suggestions. Students making requests for inclusions, deletions and substitutions should be able

to substantiate (by petition, if necessary) their requests, if asked.

There is undoubtedly a vocal number of students who would like to see foreign movies all year long. To these students the Committee says the following: (1) the present movie schedule represents excellent examples from all classifications of the cinematographic art, and (2) it has been the unhappy experience of the members of the Committee on Cinematographic Arts that a majority of foreign films fail to live up to their representation and/or description. Within the framework of next year's schedule, there is being planned an "Ingmar Bergman Festival", and there is also a good chance that an additional foreign film will be added on to the present movie schedule for this year.

"It ever has been, and ever will be the case, that men of rare and extraordinary merit are neglected by republics in times of peace and tranquillity; for jealous of the reputation which such men have acquired by their virtues, there are always in such times many other citizens, who want to be, not only their equals, but their superiors."

Niccolo Machiavelli
The Discourses
Bk. 3, Chap. 16

* Also, the Committee on Cinematographic Arts would not be fulfilling its obligation to the student body as a whole if it were to present purely specialized programming and neglect students with other interests.

Nelson Lectures

The central role of myth and fantasy in the organization of society and culture was the theme of two addresses given recently to Long Island audiences by Professor Benjamin Nelson, chairman of the Department of Sociology-Anthropology.

Speaking to the Ethical Culture Society meeting at Garden City, Professor Nelson explored the relationship between belief and "make believe" in present-day culture. "Who can say in today's ambiguous cultural atmosphere," Professor Nelson asked, "whether, as many have been contending, ours is an Age of Belief?" Before any sensible approach to this question can be achieved, Professor Nelson remarked, there needed to be found reasonably reliable ways of estimating the extent of make believe masquerading as belief. The difficulty of establishing such measures, Professor Nelson remarked, are impossible to exaggerate.

"Never before in human history," Professor Nelson added, "have men been so utterly inundated by mass-produced images as they are now. Individuals find it next to impossible these days to free themselves from the hypnotic spell of pseudo-faiths cunningly merchandised by ingenious specialists in the production of beliefs. Those who do not know what to believe and those who have become so disillusioned as not to care what they believe, have no alternative but to make-believe."

Professor Nelson cited numerous works of contemporary literature, philosophy and social science as illustrations of the predicaments of the present time. "Wherever we look among the most critical productions of contemporary culture, Professor Nelson remarked, "we encounter proofs of the conditions which the French sociologist, Emile Durkheim, described as "anomie" a lack of order or structure in the central norms. Asked if there was a solution to the problem, Professor Nelson replied that superficial legislative measures are never adequate to repair cultural disorders so deeply rooted. Above all there was a need for fresh dedication to the promotion of cultural vitality.

"The universities," said Professor Nelson, "have an especially large part to play in calling a halt to what the Poet described as "the expense of spirit in a waste of shame" College students must seize the opportunities afforded them to explore every aspect and corner of nature, society, and culture. All courses taken in college ought to prove aids in advancing this exploration."

Can the philosophy of the "beat generation" be considered a true individualism, Professor Nelson was asked. He replied: "I am not impressed by the way the 'beatniks' and 'hipsters' have responded to the crises of our time. It is one thing to recognize the extent of drift and meaninglessness in our culture; it is another to preach irresponsibility and solipsism as a cure. The remedy proposed by the bands of the disaffiliated is worse than the illness itself. Jack Gelber's *The Connection*, William Burrow's *Naked Lunch*, Norman Mailer's *Advertisements for Myself*, illustrate this very clearly."

The magnitude of the need for renewal has yet to be generally understood, Professor Nelson observed. "To our age has been given the responsibility of carrying forward, is the highest of our deepest understandings, what

MALLOY DIRECTOR OF ADMISSIONS

Edward J. Malloy, Director of Admissions at the State University at Stony Brook is a very difficult man to find. His job keeps him constantly on the go. In the past month, Mr. Malloy has gone to two conferences on admissions one in Chicago and one in Upstate New York. He has also attended College Nights in high schools throughout the state. At a typical College Night, Mr. Malloy tells high school seniors about Stony Brook.

Aside from public relations, Mr. Malloy with the assistance of the Admissions Committee, has the difficult job of processing applications. This year, the task is not as monumental as it will soon become, since there is enough room now, for all qualified students who seek admission. Yet, even now, processing applications is not an easy job. Before a student can be admitted to the State University at Stony Brook, the admissions committee must be convinced that he is capable of living up to the standards set by the school. The present admission requirements are:

- 1) Satisfactory high school record.
- 2) Minimum grade on regents scholarship exam or State U. Entrance Exam.

Mr. Malloy also stressed the importance of extracurricular activities in developing a well rounded human being. He explained that although high school grades and test scores are important in determining the eligibility of a student, there are often other equally important factors such as widespread reading or independent research. Mr. Malloy feels that the most important traits in good college students are reasonable aptitude and a strong sincere intellectual curiosity.

Edward Malloy is a man well qualified for his job as Director of Admissions. He graduated from Stuyvesant High School in New York City. He then went on to Columbia University for both his Bachelor and his Masters Degrees. For fifteen years he has been on the Dean's staff at Columbia College (the men's college

of Columbia University). Last year, Mr. Malloy, again became a student at Columbia, taking courses for his Doctorate in Student Personnel Administration. He would like to do research on which applicants do best at Stony Brook and what general qualifications they have in common. He feels that this research will help him in his job.

Mr. Malloy has another qualification to work with students. He has two students of his own—two redheaded girls; three and eleven. They live in Rockland County and are now engaged in that famous occupation, house hunting. Fifty miles is a long distance to travel to work. Next year when the Admissions office moves to Stony Brook, it will be ninety miles. Mrs. Malloy is interested in people. She is active in the PTA and in the Girl Scout movement. Mr. Malloy, too is interested in people. He has a warm and genuine interest in the students. He is anxious for his office to move to Stony Brook so he will be closer to the student body. He is eager to sit in on classes here. In his free time, which is rare at the moment, he likes to read, walk, garden and swim.

Mr. Malloy found the University at Stony Brook pleasantly surprising. The plans for the campus are exciting. He also feels that we have a fine faculty. This is a hard school but a good school. There is an informal country atmosphere at Stony Brook, yet the students have serious inquiring minds. The university arrangement brings students together of many interests and gives the students a chance to explore many fields.

The purpose of college, according to Mr. Malloy is not only to teach students history or science but to give a knowledge of living to the student. He should be stimulated and stimulating. A man who has gone to college should not come home from work and switch on the television. He should have other interests. He can talk to people, never being afraid to express his true opinions.

the great historian, Jacob Burckhardt once ascribed to the Italian Renaissance: The rediscovery of man, nature, and the world."

At Adelphi College in Garden City, November 15th, Professor Nelson gave a second talk on "The Mysterious Merchant of Venice." "efforts on the part of recent scholars to define the historical backgrounds and literary origins of the play or to establish its themes, symbols and meanings, have been marked by repeated failure," stated Professor Nelson. "The numerable books written on the subject seem to be in complete disagreement on every particular. What is the central theme of the play? Is it about race relations, economic relations? Is Shylock the villain, hero, or hero-villain? What basis is there for the bond of flesh and the conduct of the Trial Scene? How accurately does the play report the relations of usurers and merchants, Jews and Christians, plaintiffs and defendants in Venice, Elizabethan England, or any where else in the known world. What are the ultimate backgrounds of the play in literature, folklore, law, religion and theology?" Before these or any other questions could be answered, Professor Nelson remark-

ed, "we need to determine the play's commanding design and structure".

Presenting his new interpretation of the Trial Scene, Professor Nelson explained that "We must take seriously the fact that the trial scene is adapted from a medieval rendering of the theological redemption dispute between justice and mercy Shakespeare portrays Shylock as the devil, Antonio as mankind, and Portia as the Virgin Mary. All mysteries about the trial resolve if we perceive that the case is being tried in the Court of Venice only in a superficial sense; the true venue is the Court of Heaven. A point for point correspondence can be established between Shakespeare's Merchant of Venice and the medieval redemption plays, especially *The Trial of Satan*. Anyone insensitive to the plays pervasive theological symbolism forfeits the hope of appreciating Shakespeare's underlying intention & the plays design.

Professor Nelson's first monograph developing his interpretation appeared in 1944 in the form of an essay entitled, "The Legend of the Divine Surety and Jewish Moneylender" which was published in *The Annals of the Belgian Institute of Byzantine and Slavic Philology and History*.

FOOD REPORT

By Lucy Adinolfi

The University Food Committee was originally formed in Sept. as a subcommittee of the Dorm Board, and has since been put under the Executive Committee, and has expanded to represent the whole student body. It is acting as an intermediary between the students, administration and existing food system in any matters concerning conditions in the cafeteria and snack bar.

This article will be the first in a series, for the purpose of clarifying student dissatisfaction with eating conditions in the dining hall, and to describe other, perhaps more viable, food systems. First let us see what a major point of dissatisfaction to the general student body is. It is not one specific item (although there are many such ones), but it is the general atmosphere that our present system seems to put on the whole dining hall, throughout the entire meal hours (the only time most students have to relax and get together as a whole). The fact that it is not the individual quality of specific dishes, so much as the general characterlessness of almost all the food served here, is the primary source of agitation to the student body. *(The above statements have been compiled from the "sheets" filled out at the food committee table, and from personal complaints given to the food committee)

As a new approach to the matter, the committee is now doing research into methods of running dining halls, and various possible systems. The articles following this one will deal with these topics.

CHORALE PERFORMS

The University Chorale, a thirty-voice student choral organization of the State University of New York at Stony Brook, will present three concerts of Christmas vocal music in the local area. The Chorale is led by Prof. Marshall Bialosky of the Fine Arts Department of SUSB. On Sunday afternoon at 3:30 on December 9th the group made its first appearance of the season at the First Presbyterian Church in Port Jefferson. On December 12 the singers performed at the Smithtown Mt. Pleasant Elementary School at 8:30 P.M. in a concert sponsored by the P.T.A. The "home" concert of the Chorale will take place on December 16th at 3:30 P.M. in the lounge of the Residence Hall of SUSB. This concert is intended mainly for residents of the Three Village area.

Following a direction begun last year the Chorale will perform an unusual and interesting collection of unfamiliar Christmas music. Selections from medieval England, renaissance France and the Netherlands, 19th century Austria, and contemporary France and the United States make up the bulk of the program.

Especially fitting for Long Island will be the inclusion of two early American carols taken from hymnbooks of the 19th century. The concert will feature two solos by Margot Fuhrman, a senior from New Hyde Park, as well as a capella and accompanied choral music.

Sonata Recital

The Sonata Recital presented by the Fine Arts Department attracted a large number of people than has any other non required activity so far this year. Two hundred or more people filled the Boy's Lounge for the two hour concert. Many faculty and administration members were present along with a number of Stony Brook residents.

Bernard Greenhouse, cellist, and Menahem Pressler, pianist, presented a program of Bach, Beethoven, Brahms and Lessard Sonatas.

The cello's purity of tone and range of expression seemed almost to exquisite to be a union of bow and string. Due to the lack of a shell behind the piano the acoustics were not nearly what they could have been. The piano's tone was muffled by the necessity of keeping the top closed. Otherwise the sound of the piano would have overshadowed the cello. It is hoped that the music department will get the proper acoustical equipment for the next concert. Aside from this one criticism, no fault can be found with the superb performance. This critic is looking forward to many more concerts in the fine arts department series.

Roving 'I'

By Barbara Ripel

Question: Do you think that the STATESMAN is an adequate representative of student opinion and feeling

James Senyszyn: I think it should show more strength and diversity in its editorial comments.

George Barber: Yes

Trudie Gunst: The Statesman is in the hands of the dying aristocracy of the Coe Estate.

Anna Panzarino: No

Ed Abramson: After due consideration, my most noteworthy opinion is no.

Lillian T. Grackin: Every paper expresses the opinions of its editorial staff. Thus if this Statesman staff is small it could logically express a minority opinion. Solution: Greater student participation and organization.

Happy New Year to Betty Egan And Everyone Else

BAROQUE CONCERT



The Baroque Ensemble Concert Friday, November 16, 1962

Socialist Speaks

Mr. Stephen Emery, Socialist Labor Party candidate for New York State Senator spoke on the topic *The State of American Capitalism* in a forum sponsored by the Council for Political Inquiry, December 10.

In an hour long speech, Mr. Emery presented his and his party's views that the American capitalism which we as young people are inheriting is "mortally sick" and that the only cure for the United States economy is for it to become socialist. He stated that ours is a defense economy in which the workers are exploited by the small portion of capitalist rulers who own 100 percent of the stocks. Mr. Emery pointed out that both the consumer and national debts have risen enormously since 1945 while the purchasing power of the dollar has fallen. In addition, he connected the four recent recessions to the rise in unemployment, automation and overproduction. As capitalist solutions to the problem of unemployment, Mr. Emery stated Nazi-type labor camps, military service and military liquidation. The Socialist Labor Party solution, he said, is the termination of the capitalist system and the replacement of it by a socialist system.

During the next half of the forum Mr. Emery answered questions from the audience.

FINE ARTS NEWS

Mr. John Lessard, composer and instructor of music and Mr. Robert White, artist and instructor of art and sculpture, have recently joined the faculty of the Fine Arts Department.

In concurrence with a requirement mentioned last year by the Chairman of the department, Dr. Neufeld, all the men in the department must be professional artists in their own right as well as educators within the realm of the fine arts.

Mr. Lessard has recently composed a Sonata for the Cello. It will be presented in Town Hall November 26, by Bernard Greenhouse. It was performed by the same artist before the college community November 28.

Mr. White's drawings and sculpture were exhibited in the Davis Galleries starting Monday, Oct. 29th. Mr. White has been awarded the Rome Prize twice. This award enables the recipient to work in the American Academy for Art in Rome. Another exhibition of Mr. White's will be shown here at a later date.

National Education Defense Program

The National Defense Student Loan Program authorizes funds to be set aside for the Student Loan Program. Each participating college or university adds an amount of at least 1/9 of the Federal contribution.

The college itself has the responsibility of assessing the degree of financial need of a borrower. The officer of student loans will review the applications of the student and compute the family income to the costs of his education. With this information, the officer will be able to determine the amount of aid which should be allotted to each individual applicant.

Under the terms of this act, a student may borrow up to \$1,000 in one year and up to \$5,000 during his entire course of education. Repayment of this loan begins one year after graduation. The borrower has up to 10 years to repay his loan. No interest is put on the loan while the borrower is still in school. A 3 percent rate is charged on the loan during each year of repayment. There is a "forgiveness" clause in the Act which applies to those who become full-time teachers in public schools. These persons need not repay 10 per cent of their loan and interest for each year of teaching service. This clause does not provide for any rebate over 50 per cent of the loan.

Undergraduate and graduate students who are enrolled in an institution on a full time basis and who are in need of the amount of the loan to pursue their courses are eligible for a loan. However, these students must be capable of maintaining a good academic average. By "full-time" it is meant that a student take enough credit hours of study to secure his degree within the normal time. If a student is on probation and is permitted to attend classes it is not necessarily a failure to "maintain the good standing" required by this act.

A student who is a recipient of a National Defense Graduate Fellowship, a National Defense Modern Language Fellowship or who is receiving aid from the Veteran's Administration is also eligible for a National Defense Student Loan. However, he may only apply for the loan if there is a definite need for it.

Every applicant must sign a form which declares his allegiance to the United States and does not belong to any group which supports the overthrow of the government. Money may be given only after this oath and affidavit form has been mailed by a responsible college official.

The act requires that in making loans the institution must give special consideration to students with a superior academic background, especially those who intend to teach in public schools. Special consideration is also given to those who seem to have superior ability in science, mathematics and engineering or a foreign language.

FLAXMAN CHAIRMAN FOREIGN LANGUAGES



SEYMOUR FLAXMAN

Dr. Seymour Flaxman, head of the school foreign language department, is a new addition to the Stony Brook Faculty.

Mr. Flaxman was born in New York City and received his elementary and secondary education there. He obtained his B.S. degree from University College N.Y.U. in 1938 and went on to obtain his A.M. degree in German in 1939 and his Ph.D. in 1950 from the Graduate School of Columbia University.

Returning from a stay in Juneau, Alaska during 1940, Mr. Flaxman then went back to Columbia in 1941 to resume his graduate studies and to begin his teaching career. During the same year, he won a fellowship from the American Council of Learned Societies which enabled him to study Arabic.

In September of 1942 he entered the Army where he served both in the U.S. and overseas until his return in the fall of 1945. He then returned to graduate study and teaching at Columbia, and in February 1946 he was appointed to the faculty of University College, N.Y.U. Mr. Flaxman then went on to become an assistant professor at N.Y.U. where he was also director of the summer session in Europe.

Mr. Flaxman is very enthusiastic about both the present and

the future of the State U. Of N. Y. He feels that it offers a stimulating opportunity for growth and that it may eventually become one of the leading institutions of higher education in the country. He also feels that the Department of Foreign Languages will grow with the State University and he has many plans for many new courses in the future. He has started with the addition of both elementary and intermediate Spanish this year. A new language laboratory will be opened shortly, and this will be a valuable asset to the students, the Department and the University.

Mr. Flaxman has published a bibliography and critical study of the Dutch Dramatist Herman Heijermans. He has also edited the 1961 Reports of the Northeast Foreign Language Conference and he has completed a number of articles and reviews to various scholarly journals. He is the editor of *Neerlandica Americana*, which he has brought to this campus. He is also an Associate Bibliographer of the Modern Language Association.

Mr. Flaxman has spent a considerable amount of time traveling, studying and teaching in Europe. In the summer of 1950, he had a traveling fellowship in Scandinavia, and in 1954-55 he spent over a year at the University of Amsterdam in the Netherlands as a Fulbright Research Scholar. For the last three years, Mr. Flaxman has been director of the N.Y.U. Summer Session in Europe (Leiden, Netherlands where he also taught two graduate courses in comparative literature.

In addition to being a member of several American professional and scholarly organizations, Mr. Flaxman is also a member of the Phi Beta Kappa, and of several international scholarly societies. He is president of the Metropolitan chapter of the American Association of Teachers of German.

STUDENT SPOTLIGHT

By GEOGE KRASILOVSKY

This week's "Student Spotlight" is focused on Martin Meltz, a prominent member of our Senior Class.

Marty graduated from Martin Van Buren High School in Queens in 1959. There he was a Biology Lab. Assistant. In outside activities he worked his way up to an Assistant Scout Master in Scouting.

In Marty's first year at State U., he worked for the "Statesman." In his sophomore year, he became interested in the committees of Polity. He was a member of the Budget Committee. In his third year, he furthered his interest in his major, Physics, by joining the school's Physical Society. All this time, Marty was a commuting student.

Now, in his last year at State, Marty has become very active in what he terms, "trying to establish relationships between Dorm groups and Polity." He hopes to accomplish the above through his Vice Presidency of the Dormitory Council, and by being a member of the Polity Constitution Committee. Concerning the former, Marty is making every effort to provide a constitution "acceptable to the residents which would insure activity of the greatest number of students. Concerning Polity and



MARTIN MELTZ

a need for a new Constitution, he wishes to maintain Polity as the voice of the students, with a Parliamentary type of government keeping the Executive Committee.

Martin is a Physics major and plans to attend graduate school. His interests applies to Bio-Physics.

Marty has found that this school has provided "opportunity for liberal thinking," for the student and the faculty. He hopes that student participation will not only be maintained, but be increased. He believes that the program at Oyster Bay helped "open one's mind" and hopes it will be continued.

The students are grateful for the work Martin Meltz is doing, for he is helping to lay the foundation for the establishment of a stable set of laws, under which State University, Stony Brook, can prosper and grow.



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LEONARD SPIVAK, SUSAN SROKA, DAVID SULLIVAN, PETER VALLELEY,
JUDY WALK, PRU WILKES, MARLENE WILL, JUDY ZANKY.

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

AN APOLOGY

We have devoted much editorial space in the past issues of *The Statesman* to the discussion of the nature and the problems of this University at the present time. We have asked over and over again what the nature of this institution is and whether the existing conditions fulfill the potentiality of this organization. We have done this because we feel that such an understanding is basic to the functioning of every aspect of this institution. We have been accused of hobby-horsing and not representing the opinion of the student body. It is the intention of this Editorial Board to present topics of discussion that are of interest and concern to the academic community. If we have failed or have been negligent in our duty we apologize. We are faced with a real problem: It would seem, by the response or lack of response to our thoughts, that there is no concern within this body about the type of existence that is desirable. Nobody has jumped to the defense of the existing way of life and, similarly, no one has suggested ways in which this existence could be improved. We thus come to three alternatives. Either (1) we have represented so accurately the existing conditions and hope of the community that there is nothing further to be said on this matter, or (2) the members of this community are completely apathetic, or (3) said members are so bound by their own egotism that they refuse to admit that they have a responsibility in the formation and functioning of any agency outside of their own private world. Of these possibilities we can reject the first one because of the accusations that this Editorial Board represents the feeling of only a very small minority of this institution. It is to be noted that these same people who make this accusation do not suggest what indeed the "true" feeling of the "majority" is. Are we to assume that it is diametrically opposed to what we have been saying? This is an assumption that is not supported by any evidence. We repeat that this time that we are not trying to suppress the "Truth" in whatever form it may exist and are willing to air dissenting opinions. As for the second and third alternatives, they seem to be better supported by the existing facts. If this is indeed the situation, we bow to public opinion. If no one is interested enough in this institution to discuss the possibility of a spirit of community existing, or if everyone is complacent enough to accept the existing situation as "ideal,"

Letters to the Editor

TO THE EDITOR

Reading the past few issues of "The Statesman", I deem a note of unrest and confusion re the spirit of/or lack of - at the University. Unless the Students be come doers instead of complainers, there will continue to be a lack of spirit.

The University has only been in existence at Stony Brook since Sept... most if not all Students have adjustments to make in their new environment. Thought for the day - Are majority of the students looking for a Country Club for socializing or does their main interest lie in receiving the best they can from education!

Let's see a little more Rah Rah Rah for State University and stop being "angry young men".

An interested reader...

TO THE EDITOR

I would not be perturbed by the Three Village Herald vaporizings, for its editor is convinced that the youth in our colleges and universities mean only an increase in "eggheads" which can in turn spell no good for America, which - according to the lights of its editor - should return to the "good old days of the Mark A. Hanna-William McKinley era.

As for local vandalism, it has occurred off and on for the last 34 years since I have been living in these parts.

Under separate cover I am sending you the last six issues of *Candid Democrat*. Students desiring additional copies can obtain free by stopping at my residence

then we will discuss the matter no further. We would like to know, however, just what is the concern of the people at this institution. In this spirit we will discuss a series of topics that might possibly concern the "community."

TOPICS

People are quite concerned with the lack of social life at this institution, particularly in the residence halls. They complain that there are not enough activities offered for them. We would like to ask these people just exactly who they expect to be the mysterious "providers." We would like to observe at the recent Harvest Ball only a few students took part in the decorating, while the majority of those that attended sat back expecting the dance to be fully set up for them when they arrived.

People are concerned with the dormitory problems. We will not deal with whether or not one system of dormitory government is better than another but, rather, will observe that in dealing with this question people seem to have only considered their own self-interest and desire. A majority of the people have voted for a form of regulation that is as close to anarchy as the State of New York will allow. There has been only minority concern with the fact that we are establishing precedents for an institution that will someday, in the near future, number 10,000 people.

People have been concerned with the food. Once again we see chronic complaining and little concrete action proposed.

People complain about the *Statesman*. They feel that their individual views have been slighted but they will not take the trouble to formulate any proposals that can be expressed to the whole community via the newspaper.

It would thus seem that we are faced with a very interesting situation. We have in our midst two large groups of people - those who are apathetic and those who are actively egotistic. Those who are apathetic are in this state because either they are lazy or they are disgusted with the existing conditions. Those who are egotistic feel that this university can best exist in small interest groups where the philosophy is "get what you can for yourself and damn the rest of the people." Once again, if this is what the majority is willing to allow to happen, the *Statesman* Editorial Board will not stand in the way. We ask only that people actively examine just what it is they want and whether or not they do have some semblance of a responsibility to anything outside of themselves. Perhaps, indeed, this Board has been operating on the fundamental misconception that the members of this institution are responsible, thinking individuals. If we have been, once again we offer our apology.

on Poplar Avenue east of Cedar Street, second house on left, Stony Brook.

Respectfully yours for democratic action C. A. Herman, Editor.

Polity Corner

By Judy Walk

Several essential pieces of legislation have been passed and others are in the process of being hashed out in the polity committee.

A five member temporary advisory judiciary board has been established which is concerned with all disciplinary actions affecting students. Its purpose is to guarantee the rights of students and it therefore enumerates several fundamentals common to all democratic societies; The right to bring witnesses, open hearings with the concurrence of both parties involved, 24 hr. notification of the offence and specific indication of the offence and finally the recognition of hearsay evidence as hearsay.

At long last a permanent food committee has been established, as a sub committee of the exec committee. Its purpose will be: (a) to deal with the administration, the food service, and the student body concerning meals, hours, conditions, and all other matters of student concern in the cafeteria(s) and snack bar(s). (b) to establish, in cooperation with the management, rules for the use of the cafeteria and snackbar and to post these rules in appropriate locations. (c) to make recommendation to the exec. committee. Lucie Adinolfi has been appointed chairwomen.

Dec. 6, the first leadership workshop was held at Oyster Bay. The participants involved were those considered as campus leaders, people who were club officers or those who have made their concern for the student body evident by more than words.

Two extremely important topics hit upon were:

1. The creation of a polity committee to help existing organizations with their problems, membership apathy, how to raise necessary funds etc.

2. The establishment of a service agency of Polity to inform and help students in forming new groups. Perhaps one method of informing the incoming student body would be extensive emphasis on such matters in the Fall orientation program.

Any ideas concerning these matters would be appreciated by the exec. committee.

You may, in the past month or so, have noticed tables set up in the lobby by several different committees. These pressure tables have been found to be the most effective means of voicing student opinions, since it was quite obviously established at the polity meeting of several weeks ago that - students here do not wish to express their feelings in terms of a general expression of the student body as a whole. It seems that the only way of attracting student concern is debating the possibility of open hall dorms. Perhaps our solution to student apathy is to call executive and polity meetings under the pretence of legislating on open dorms.

FROM A Z

by PETER VALLEY

The contributions of the student body to the atmosphere of this University may detract from the purposes of the institution, they may implement them, or they may change them. In any case, these contributions will have an effect on these purposes in that the student contribution will significantly influence the policy, reputation, and value of this particular vehicle of understanding. In particular, the atmosphere generated as a result of three contributive sources will be the pervading characteristic of the institution at any given time. The sources are of course; the students, the faculty, and the administration. Three previously mentioned problems involving student body contribution will be discussed.

The reasonably safe supposition that those who are accepted for undergraduate study are of sufficiently high intellectual caliber can be considered in terms of attrition to drop our rate. Historically speaking, this institution has had a disappointing attrition rate. In numerical terms the percentage of drop-outs has not been consistent with the presumed level of student intelligence, with one exception. The original group in 1957 were not by any standards ideally suited to embark on an academic adventure. As it happened several of this motley group managed to cause a graduation ceremony four years later. Those graduates were not representative of the original student population, because of their minority status and because of their academic accomplishment. It was then hoped that a repetition of the original disaster could be avoided; if for no other reason than to justify the establishment of a college on Long Island. In subsequent years, the establishment has certainly been justified at least in terms of an increased number of graduates.

Quite obviously, this institution has been suffering because of its newness, in short a significant aspect of its attrition rate has been the result of "growing pains."

Until now, this has been a commuters' school. Such a status may explain the long periods of relaxation needed before the return trip home and their effect on class attendance and level of academic interest and participation. It is possible that many commuting students discovered that upon graduation, they would obtain jobs that would require commuting and therefore decided to get a headstart by quitting school before the increased rush hour population would further congest and make difficult the odyssey of those peddling their brains in a buyers market. Those unfortunates probably failed to consider the value of a college degree, especially one from a little known but promising school.

Aside from the commuting problem, others were definitely in evidence. The restricted curriculum and the transition from a comfortable, congenial, and inconsequential high school to an uncomfortable, hostile and truth or consequences college atmosphere have also been responsible for the attrition rate. To date, the curriculum has been expanded and improved. The problem of high school preparation is still a serious one and will probably continue to be a factor in college attrition rate.

At any rate, it would seem that this institution may look forward to more applicants and maintenance of reasonably high standards of admission in the future. The attrition rate will increasingly reflect the degree of high school preparation, while other previous factors will decrease in importance as reasons for drop-outs and transfers.

The second major problem relating to student contribution involves the student body society and its degree of sophistication and cohesion. The question is phrased as follows;

(The supposition that students from a cosmopolitan environment should be able to, develop and maintain an interesting and sophisticated student body).

There may be some question as to the validity of this supposition and it will be helpful to explain its meaning further. By a cosmopolitan environment is meant an environment that provides for those in it, various stimuli from the present day world which result in reactions which indicate an awareness of, and an interest in, present day social, economic, and political problems, whose solution is of paramount importance, especially to young people who have the opportunity and intelligence to seek solutions. Young people preparing for a college education should be aware of these problems and be prepared to discuss them using the available means of information as guides and should seek to increase their comprehension when plunged into an institution of higher learning.

An institution such as this one should be heavily populated with people who are interested in, and aware of, present day problems. Geographically speaking, those exposed to living in the New York area can be said to be graced with an environment which abounds in illustrations of modern day problems and which provides through various media of information many conflicting expressions of ways and means of problem solving. One might expect then, that incoming classes would in some way reflect the surroundings which geography affords and those which are present in the social community which provide ample opportunity for some degree of thought regarding the pressing problems of modern social, economic and political life. It is not supposed that a large group of starry-eyed idealists or social revolutionaries should be the result of exposure to meaningful problems. It is however, reasonable to expect a group of young people who are aware of what goes on in the world and who are ready to try to discover Why; and what may be done to alleviate and change those conditions which are responsible for the national and world situation.

Now it is time to consider the actual composition of our student society and its resemblance to the afore-mentioned group of prospective students. In general we find a group whose main concern seems to be solving the problem of how to prolong the high school world of make believe and whose main form of social protest takes the form of a concerted effort to destroy and mutilate those facilities which have been provided by the existing order for purposes of educational pursuits. Instead

of being aware of, and interested in, significant problems, it seems that the student population is not even cognizant of some standards of personal and public hygiene which are connected with human habitation. Instead of resembling twentieth century intellectually superior beings, the student body sometimes resemble primitive savages who have been transplanted from cave life to a strange new environment replete with new contrivances which can be broken and destroyed or ignored and avoided. The main problems which are considered seem to be those concerned with mating behavior and adolescent rituals resplendent with strange noises and activities which might be construed to be some form of physical therapy for the feeble minded.

These observations deal primarily with newly arrived students although not exclusively. They are also generalized to an extreme forced upon the observer by the original supposition. As to older more educated members of the student body some observation reveals that far from being interested in, or aware of, significant problems, they are either not interested in anything or in specific things related to economic status in society upon graduation. Some are overwhelmed by the immensity and difficulty of the problems of the modern world while others choose to ignore them or perpetuate them by a willingness to add to them, becoming passengers on the train of circumstances which will carry them along to their mortal destination. There is obviously a danger present when making generalizations, and that is the danger of overlooking specific contributions which can invalidate the generalizations in their effect on the actual picture presented.

There are a great many specific contributions which contradict the above mentioned generalizations. They are representative of those students who are seriously trying to cope with the significant problems of our time by continuing their education, by probing and investigating, and by using the tools which can be acquired during a formalized educational process. They must not be overlooked but instead should become so apparent that they will indeed invalidate the previous generalizations. It is unfortunate that they do not at the present time.

An observation of the entire student body more clearly validates the present generalizations and leads to the conclusion that the original supposition was an erroneous one. To more closely relate to the actual situation it must be changed so as to read as follows;

The supposition that students from a juvenile, make-believe environment should be able to develop and maintain an adolescent, uninteresting, intellectually sterile student society.

This supposition then is a more valid one and seems to apply to the present student body. It will prove fruitful to show that this is generally true by considering groups of students and pointing out some observable characteristics of these groups. As intimated before, freshmen exhibit many immature tendencies and some may think that this is natural considering age, experience and

vocational interests. In fact it is generally expected that entering students will be rather adolescent and require an aging period before they can act like intelligent human beings. This is unfortunate in that it is a paradoxical situation. Although entering students are embarking on a taxing four or five year period of thought which requires a great deal of industry and sophistication, they are presumed to be a rather exuberant group who traditionally act as if they were arriving at a recreational camp especially tailored to somehow produce educated adults who hopefully will make some meaningful contribution to society. It sometimes works but it seems likely that an improvement in results would be forthcoming if newly arriving students could act in a manner commensurate with the educational standards they must conform to. A new institution is always faced with the task of providing methods which can transform the new crop of juveniles. Upperclassmen have a function in this process, or at least they should have. However, we find that the upperclassmen of this institution fail to fulfill this function in that they also seem unaware and disinterested with regard to significant problems.

Generally speaking, those people engaged in Mathematics and the Natural Sciences have little regard for the Humanities, Social Science or Engineering fields. In fact the first two areas are looked upon as ridiculous wastes of time and indications of laziness and ignorance on the part of those pursuing them. Engineering is looked upon as a corruption of pure science and is reduced to a sort of erector set discipline.

On the other hand, Engineering students seem to be preoccupied with thoughts of high salaries and acquisition of great quantities of creature comforts as a reward for their four years of excruciating study and course loads which would crush less nobly motivated creatures.

The liberal arts students seem to regard scientists and engineers as robots whose lack of interest in social problems might bring about the end of the world. Non science students also seem to be pre-occupied with constructing arguments to prove that they are not more lazy and less intelligent than their fellow students and that their endeavors are more challenging and meaningful.

These three groups of upper classmen certainly do not impress the new student with their awareness of, and interest in, contemporary problems which relate to and embrace every aspect of higher education. The only problems in evidence are those dealing with salary, scales, inter-discipline rivalry and how to tolerate freshmen. This atmosphere is certainly not conducive to any real sense of purpose or level of sophisticated society.

The third problem regarding student contribution involves the desire on the part of students for a good education. This involves the whole question of motivation. Presumably it is better than going to work; better than going in the Army; better than living at home; and finally, lots of fun. Once again the awareness of contemporary problems plays a part. It will suf-

fice to point out that most students desire an education for whatever reason they deem important. Whether or not their reasons are important enough to sustain them for the time required is another matter.

The observable characteristics discussed with relation to the student body seem to indicate that student contributions to an odd atmosphere are many and important and relate to a conception of significant problems. In the next discussion, the faculty and administration contributions will be discussed and an attempt will be made to state the significant problems which have been alluded to in this discussion. Are they related to the faculty and administration, and if so, how should these two groups address themselves to them

Faculty Spotlight

By Sandy Saranga



DR. HUGO G. CLELAND

This year, one of the new additions to State University's faculty has been Dr. Hugh G. Cleland, Assistant Professor of History. Dr. Cleland had been teaching for nine years, most recently at The University of Pittsburg and is a native of Marion, Ohio. Enjoying the freedom from arbitrary rules and regulations and the greater personal contact with students, he feels that State University is committed to making this an excellent place. "A new University has the chance to avoid all the mistakes of the older ones, and the school has done very well - it has no football team, no fraternities and sororities and no Dean of Women."

A specialist on George Washington and on the American labor movement, Dr. Cleland has written a book entitled, *George Washington in the Ohio Valley*, and also serves as a consultant to the United Steel Workers. He is also the author of a chapter in *Interpreting and Teaching American History* and plans a definitive biography of John L. Lewis. Dr. Cleland is very aware of the connection between our own historical past and the history of today. "American history is very exciting, especially today. Most students don't realize this because in high school, American History is usually taught by a football coach or by bitter old ladies. Actually, our history is being reenacted all over the globe today, and we don't realize it. Many countries today are emerging, or recently emerged from colonial status. Like the early U.S., they have the highest ideals, and are really serious about them, too, but like the early U.S., they have trouble living

Continued on Page 6

Where are the Girls?

Two hundred eighty-eight young active coeds grace our campus, but you can't prove it to Mrs. Wehrly, the women's physical education instructor. During her first few days at State, she looked forward to establishing a good physical education program for the women, but lately her hopes are changing to doubts. Intercollegiate meets in hockey had been scheduled, but no one came out for it. A Tennis program was formed but the courts became impossible to use; then archery was finally offered, and enough girls were interested to actually teach it. As of now, Mrs. Wehrly knows that there are twelve coeds, but where are the other two hundred seventy six. "They can't all be studying all the time."

Since the University has no established physical education program or organizations, it is up to the girls as to what the future will be like. If they want a certain type of activity, they should feel free to make any suggestions. Until our gymnasium is completed, the students are allowed to utilize the facilities of the Port Jefferson gymnasium in the evenings. In hopes that the women will realize their need to participate in some active activity an hour a day, Mrs. Wehrly is anticipating a new program which will include: Badminton, caletenics, gymnastics, volleyball, basketball, leck tennis, and modern dance.

When asked the question, "Do you feel that college girls get enough physical exercise," she quickly responded, "I have not seen it here."

KRISTEIN ACTING ECON. CHAIRMAN

By Lee Mendshain

This coming spring semester, a course in Labor economics, taught by Professor Kanovsky will be offered at State U. at Stony Brook for the first time, according to Mr. Marvin M. Kristein, department head.

For the fall 1963 semester, Mr. Kristein hopes to increase the department's personnel, which may allow courses in International Trade, Economic growth and Development, and Comparative Economic Systems to be offered.

Mr. Kristein, who received his B.S. from City College in 1947, his M.A. from Columbia in 1949, and his Ph.D. from New School for Social Research in 1955, started teaching at the Oyster Bay Campus in 1959. Before coming to Oyster Bay, Mr. Kristein taught at City College of N.Y. from 1949-1955, and at Harpur College from 1956-1959.

In 1955-1956, Mr. Kristein was a Fulbright Grantee at Netherland's economic Institute, Rotterdam. There he worked in the Division on Balanced International Growth. He won a State Summer fellowship from the State Research foundation. On this fellowship he did work in the Economics of Call-Money Market. Mr. Kristein plans to continue his work in this field whether or not he gets another grant. In the Summer of 1958, Mr. Kristein had

a Ford Foundation Fellowship at Yale University. There he studied the European Coal and Steel Community.

As for his future plans, Mr. Kristein is working on a text in Corporation Finance, which he hopes will be ready for use by 1964, and he hopes to receive another grant soon which will enable him to return to Rotterdam to do work on Problems of Economic integration.

Mr. Kristein's interest in economics started while he was in college, after he read a book entitled "Full Recovery or Stagnation", by Hansen.

In commenting on the new campus at Stony Brook, Mr. Kristein says he misses the grounds and atmosphere at Oyster Bay, but it is good to have new and better facilities. He is also very impressed by the Student body, and says they are a good and hardworking student body and of a better quality than one can normally expect at this early stage of the school's development. He feels the students are better here than at Harpur when it was in its fifth year.

STUDENT INFORMATION

The American Student Information Service, the only official, authorized organization placing American college Students in summer jobs in Europe on a large scale, is celebrating its 6th anniversary by offering travel grants and cash scholarships from \$10 to \$175 to the first 1,000 students applying for summer jobs in Europe.

Summer jobs in Europe include factory work, office work, resort hotel work, farm work, construction work, hospital work, child care and camp counseling positions. Jobs are available throughout Europe and wages range from \$175 a month for the highest paying positions in Germany to only room and board in Spain. The jobs are offered in conjunction with package arrangements costing from \$150 to \$799, among other things, each applicant is provided with an album of language records of the country in which he will be working, a student pass allowing the bearer discounts through Europe, complete health and accident insurance coverage and a choice of tours ranging from six to 24 days.

Although ASIS offers complete arrangements with a round trip Jet flight, students are free to make their own travel arrangements. ASIS expects that many students participating in college charter flights will also want summer jobs in Europe.

For a complete 20 page prospectus and a European job application, contact either the Director of the Student Union, the Placement Officer, or write directly to ASIS, La Liberte, Luxembourg City, Grand Duchy of Luxembourg. Enclose 20 cents for airmail reply.

CLELAND

Continued from Page 5

up to them ... We turned out pretty well and so will Ghana."

A man of many facets, Dr. Cleland enjoys fishing, photography and travel. He recommends a summer in Mexico to all students, as an opportunity to see an underdeveloped country first hand. Mexico is near-by and inexpensive and much of European culture can be seen in its colonial areas. Dr. Cleland has also been to the Pacific and Asia, and speaks Japanese. In the future, he would like to visit Africa.

It is very clear that Dr. Cleland has a very high regard for the college community and finds teaching, as well as his special fields, inspiring. "American college students today, all over the country, are the best they have ever been. For one thing students are taking themselves seriously, are asking questions, not just of their instructors, but of society itself. Both the Young Conservative movement, on the right, and groups like the Student Peace Union, on the left, are healthy signs. The courage of the many students, Negro and White, who have been on sit-ins and freedom rides has been an inspiration. The same is true of the way students have responded to the Peace Corps. It is a lot more challenging and satisfying to teach a student who tomorrow will be a teacher himself in some mountain village in South America than it is to teach a student who, after graduation, will go back to Middletown, take over the Babbitt family business, and come back to campus on football Saturdays to get crooked at the old frat house."



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DORM

Continued from Page 1

WING MEETINGS

In accordance with the above motion, wing meetings were held November 29, 1962. A faculty member was supposed to be present at each meeting.

The agenda covered both general and specific questions as follows:

1. Discussion of a form of government for the Dormitories:
 - a. Should all the activities of the government be combined in one body?
 - b. Should the dorm government be a government un-Polity? Equal and separate?
2. Discussion of a Judiciary Committee:
 - a. Should such a committee exist?
 - b. Should it be separated from the legislative body?
 - c. Should the committee be elected? Rotated? Appointed?
 - d. What should be the system of appeal?
 - e. Should the burden of proof rest with the accused? The accuser?
 - f. Should the law be codified? Common law?
 - g. Should there be an honor code?
 1. What should its structure be?
3. Discussion of a Code of Ethics:
4. Should lounges remain open at all times?
 - a. Open to individuals on a co-ed basis even if curfews are kept?
5. Discussion of Curfews:
 - a. Should curfews exist?
 - b. What should the restricted areas be after curfew hours?
 - c. What hours should the curfews be?
6. Discussion of possibility and advisability of Open Hall dormitories:
 - a. Should this be decided upon by individual wings and regulated by that wing in whatever manner it deems appropriate?
 - b. Should there be blanket rules?
 1. Blanket rule?
 2. Men's dorm blanket rule?
 3. Women's dorm blanket rule?

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SPORTSCOPE

by Henry Ostman

While most of the students and faculty of this institution were in the dark on Thursday, December 6th, a sportswriter shed an entirely new light on this institution. While he was undoubtedly working in good faith, his words express a considerable shortcoming in understanding our *raison d'etre*, but his own writing can better express this than I.

George Usher, in his column, "On The Varsity," appearing in *Newsday*, included the following remarks: "There may yet be hope for the athlete from Suffolk who doesn't have the ability or grades to get a free ride in college, and who can't pay his way. Stony Brook State University may be the answer."

He goes on to say, "You don't have to be a genius to attend the first four year State University in Suffolk. You don't have to have a bulging bankroll. And you don't have to be a Cousy or Russell to make the Varsity basketball squad."

Maybe Mr. Usher ought to look over the Math & Science requirements before he makes these suggestions. Maybe too, he should question this habit of people of getting a 'free ride,' I doubt if the competition for athletic scholarships is that easy anywhere, and even if it weren't I would suppose that some members of our team could get one anyhow. But they are not here for the opportunity to play Basketball. I do hope that better research will mark future articles from this source.

Congratulations to Mr. Farrell and to the Basketball squad for their record so far. As I write this article, the team stood 2 to 1. With the loss to Webb, a team which finished a 9-1 season with this victory. We face Farmingdale on December 17, at 8 P. M., Webb proved that Aggie can be beaten, doing so the night before they beat us.

People will be needed to fill empty seats at this game, which will be held at the Port Jeff High Gym.

Word has been given me that some of the Student organizations are low on budgeted funds. If the Polity cannot accommodate the supplemental needs of these organizations, maybe an increased assessment is needed. Five dollars per student would go a long way toward providing free buses to athletic events and to taking better care of the shells.

While the Activities workshop of the weekend of December 1 and 2 did not deal specifically with athletics, they were not forgotten. All of the Students there went to see the Game with BPI, making this one of our best attended games. In fact, I'd venture to say that we were better represented than Poly, despite the fact that the game was played on their home court. Thanks should go to Dean Tilley, David Buckhout, Martin Rigberg and Everett Silverman who did the chauffeuring.

While the Workshop did not discuss it, it was included in the recommendations to find ways to integrate and involve the commuting students in the campus activities. The commuter is not well represented in any student activity, the workshop including only one commuter out of 22 attending. One third of the students commute.

On Sports

By Kenneth Diamond

As the time for the mid-years moves on, the athletic department programs, lead by varsity and junior basketball, shifts into high gear. Bowling, another intercollegiate sport, will begin its program in the near future while the many intramurals have either already started or will so soon.

The touch-football intramural schedule has just ended with A-wing winning by a substantial margin and compiling an undefeated record. This activity was organized by Mr. Haigh, who also did an excellent job while having the undubious task of refereeing the accounters. The final team standings were: A-wing, won 6, lost 0; B-wing, won 2, lost 4; C-wing, won 1, lost 5.

The turnouts for the football games were good and it is hoped that there will be the same kind of response to the intramural basketball program, which are held Tuesdays and Thursdays at the Port Jefferson High School gym.

The Varsity, coached by Mr. Farrell and the junior varsity coached by Mr. Buel, will now hold many of their practices at the Stony Brook Prep gym.

VARSITY SPORTS

The State University at Stony Brook will compete in two Varsity sports this year: Basketball coached by Mr. Farrell, and bowling, coached by Mr. Haigh.

The cross country varsity team has completed its season by holding two meets with Suffolk Community College, winning one and losing the other. Mr. Dowski, who coached cross country, will direct track and field this spring. Although track and field is not a varsity sport at present, its future status will depend entirely on the amount of interest shown by the student body.

Our first basketball game was against Brooklyn Polytechnical Institute in Brooklyn. Coach Von Mechow hopes that the basketball team can improve its record from 2 wins and 8 losses last year to 4 wins and 6 losses.

Two new programs were started this year under the direction of Mr. Decker, a physical conditions class and a co-ed gymnastic group.

Leadership Workshop

Continued from Page 1

Sacks, Judy Slechta, Judy Shepps, Everett Silverman, Phyllis Wilensky, Pete Zimmer and Steve Zornetzer.

The first workshop session which was conducted outdoors, was held to establish a working agenda for discussions. After long discussions on leadership and the expectations of the participants smaller groups were formed. One group discussed leadership skills, another approached the topic of identifying latent skills and a third took communication of leaders with the student body.

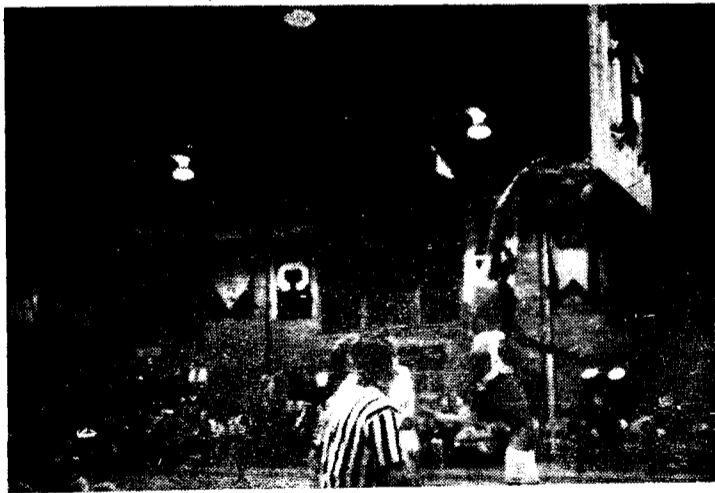
After a divine dinner by candlelight it was decided that the leaders of this institution should support its school basketball team and so a trip to Brooklyn was in order.

The retreat held that week-end gave the leaders an opportunity to discuss and project problems of student government and community life on the campus of State University at Stony Brook.

Sunday morning each group summarized what had transpired during the individual discussions. Leadership qualities and responsibilities were defined and ways of recognizing latent skills in club members was presented.

It is recommended that more workshops be held in the future, a leadership education program be established, and a weekly calendar of student organization events be distributed.

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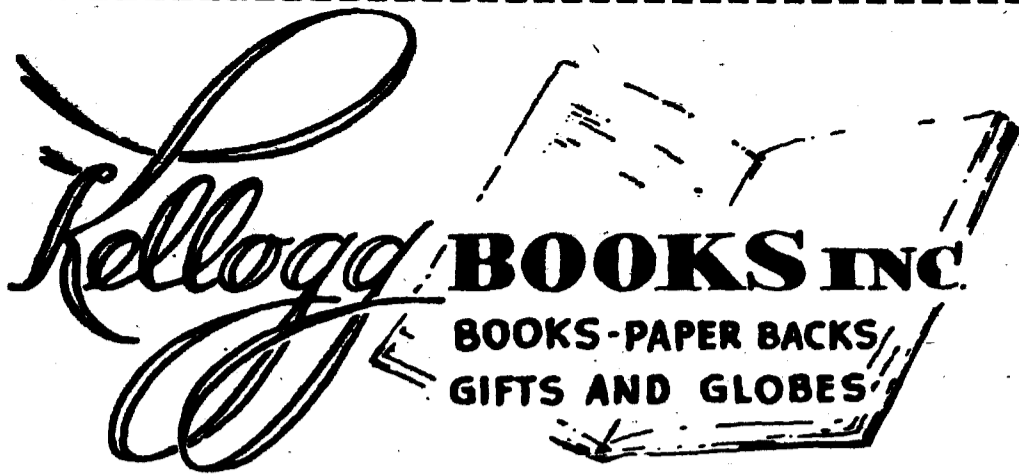
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