

THE

STATESMAN

VOL. VI NO. 9 STUDENT PUBLICATION OF STATE UNIVERSITY OF N. Y. AT STONY BROOK TUESDAY, MARCH 26, 1963

Statesman Interviews Hartzell, Porter And Bradfield

On Friday March 14th the questions posed in the Statesman Editorial of March 5, 1963 were presented to Mr. Karl Hartzell, Administrative Officer of the State University at Stony Brook. On Monday, March 11, 1963 an interview was held with Mr. Harry Porter, Provost of the State University in which further questions were presented. On Tuesday, March 12, 1963 the same questions that were presented to Mr. W. S. Bradfield, a member and Chairman of the Committee appointed to investigate the charges that a member of the faculty falsified academic credentials. The following is an account of the questions presented and the responses.

The following questions were presented to Mr. Hartzell:

- 1.—Is this instance of a faculty member falsifying academic credentials (at least to all appearances) an isolated one at this institution?
- 2.—Has there been any administrative procedure established so that if a matter such as this should come up again, it will not take over a year to be resolved?
- 3.—What exactly is the nature and function of the "Committee" that "investigated the charges" and who were the "appropriate authorities" that they reported their findings to?
- 4.—Which administration is doing the investigating? Is it the Stony Brook administration? Is it the Albany administration?
- 5.—Why the "administration" needs to do any further investigation if a "committee" had already investigated the charges and reported its findings to the appropriate authorities.
- 6.—Will whatever action the "appropriate authorities" take become university knowledge? And if so, When?
- Mr. Hartzell's answer to these questions was "No Comment."
- Both Mr. Porter and Mr. Bradfield were asked the following set of questions (with regard to the Committee):
- 1.—Who are its members?
- 2.—How and by whom was it created?
- 3.—What was its specific function?
- 5.—Do you as a member of the Committee concur with the recommendation in the report that that "matter be allowed to die a quiet death?"
- 6.—Who were the "appropriate authorities" that the committee reported their findings to?
- 7.—What have the "appropriate authorities" done with this report?
- 8.—Which administration is now doing the investigating? Albany or Stony Brook?
- 9.—Was the investigation by the committee exhaustive? Or is there more investigation to be done by the "appropriate authorities?"
- 10.—In your opinion should the action and decision of the "appropriate" authorities become university knowledge?
- 11.—In whose hands is this matter in right now?

Mr. Porter's reply was, "No comment. I feel any discussion of this in anything that borders on public press would be a violation of faculty policies and my responsibilities."

Mr. Bradfield's reply was, "The committee referred to reported directly to Dr. Harry W. Porter. The matters dealt with were considered confidential. Therefore it seems appropriate that requests for information should be directed to Dr. Porter. I have no further comment."

SENIOR CLASS DINNER

The senior class is planning to hold its senior dinner on April 20. This dinner is a continuation of the tradition established by the first two senior classes. The first two were dinner-dances held at the Golden Slipper in Glen Cove. This year's class felt that a dinner-dance would be unfair to those seniors who would like to attend a class function without a date. As a result the class voted, late in the fall, to hold just a dinner. Each senior may come alone or bring one guest.

As many seniors want to come without guests, and just as many would like to bring guests, the committee tried to find a restaurant that would appeal to both groups. The Elk's Restaurant in Port Jefferson was finally chosen as the location. The Wedgewood Room has been reserved for the senior class for April 20, 1963 at 7:30 p. m. The menu will consist of

Shrimp Cocktail
Salad

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ALBANY TUITION PROTEST

On Monday, March 11th, thirty eight students with a faculty advisor (Mr. Jay Williams) went to Albany to participate in the tuition protest. The Stony Brook bus was the first to arrive in Albany. The students were met by members of the Citizens for Free Tuition Committee of Manhattan. Students made appointments with their Assemblymen, then began picketing the State house at 3:00 P.M. Although, members from the Liberal Party and AFL-CIO were present, Stony Brook was the only student group which picketed continuously from 3:00 to 5:00 P.M.

At 5 o'clock more than 2,000 students arrived from C.C.N.Y., Hunter, Brooklyn, and various Upstate colleges and junior colleges. A large group was expected from Albany State but it was rumored that State Troopers had taken the names of students planning to participate in the protest, and that the administration had forbidden these students to attend on the grounds that the March on Albany was controlled by leftist elements (a similar occurrence was reported to have happened at Cortland).

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TATE TO SPEAK TODAY

The Dept. of English presents a Poetry Reading by Allen Tate and Isabella Gardner on Tuesday, March 26, at 5:30 p.m. in the Chem. Aud.

Allen Tate is one of America's foremost living poets and critics and also a distinguished biographer of Southern heroes like Jackson, Lee, and Jefferson Davis.

Originally, Mr. Tate was considered a member of the so-called Agrarian group of Southern writers and theorists and was one of the founders of the "Fugitive". His early work was considerably influenced by T.S. Eliot. After "Reason In Madness" was published in 1941, Mr. Tate became associated with the "New Criticism" movement and worked closely with John Crowe Ransom,

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NOTED CRITIC TO JOIN S. U. FACULTY



ALFRED KAZIN

Albany, March 20 - Alfred Kazin, eminent American literary critic, has been appointed State University of New York's first Distinguished Professor of English, the University announced today.

He will become a member of the English Department of State University at Stony Brook, on September 1, 1963, at an annual salary of \$20,000.

A critic, author and educator, Mr. Kazin's accomplishments in the fields of literature and social commentary over the past 20 years have earned him widespread recognition and acclaim in this country and abroad. As a member of the permanent faculty at the University Center at Stony Brook he will contribute significantly to the intellectual

life of not only that institution, but to State University as a whole.

Mr. Kazin established the firm foundation for a distinguished career in 1942 when, while still in his 20's, he wrote "On Native Grounds," generally considered one of the 20th Century's most important studies of American literature.

His most recent book, "Contemporaries," a sweeping analysis of the work of his own generation, further enhances his reputation as one of America's leading literary critics.

Mr. Kazin also has written a reminiscence, "Walker in the City," and co-authored and edited many other books. In addition he has been literary editor, contributing editor and regular review-

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Graduation Plans?

What are the plans for Graduation? No one seems to know. Worst of all is that the seniors have not even been informed. The senior class submitted a petition to Dean Hartzell requesting that Commencement be held on the Oyster Bay campus as has been traditional. The request was referred to a faculty committee for consideration and the decision was left to them. As yet, the outcome has not been reported. The class unanimously voted upon having a faculty member speak at the graduation exercises. This speaker is to be chosen by the members of the class and he will

speak in addition to the main speaker invited by the Administration. This petition was also submitted but no reply has been returned concerning this question.

The only thing that the seniors do know is that Commencement will be held on Sunday, June 2, 1963 and the only preparation they are doing is counting the days until the big event. With Graduation only two months away and the senior class still in a quandary as to place and speaker, it is hoped that the Administration will come to a speedy resolution on these two very important problems.

Oyster Bay Decision

By LEE MONDSHEIN

On March 1, 1963 the State Board of Regents approved a proposal of the state university of N.Y. for the continued use of the facilities at Planting Fields, Oyster Bay, N.Y. as an institution of higher learning.

The approved proposal must now be forwarded to the Governor for his approval before it goes into effect. The proposal calls for the modification of the State U. Master Plan Revised 1960 to authorize the expansion of the scope and purpose of the State University at Stony Brook, "to conduct under-graduate, extension, and in service programs for the training of elementary school teachers and to provide for the use and development of the existing facilities at Planting Fields to accommodate such programs, including the admission of freshmen students by Sept. 1963." Approximately 150 students will be admitted in Sept. 1963, with approximately 75 of them to reside at Oyster Bay. The Master Plan revised 1960 recommended that "when the L.I. Center is relocated on its new campus in Stony Brook-Setauket, the existing facilities of this institution be further developed to permit the eventual establishment of a four year college at Planting Field."

For the school year 1962-1963 the campus at Oyster Bay (Planting Fields) has been practically unused except for a handful of science students who are transported there from Stony Brook. There was little if any work done on the campus to improve its facilities, and until the March 1, 1963 announcement was issued the future of the campus was still undecided, with several groups of people each voicing their own opinion as to what should be.

There are several important questions that exist and in order to try and get these questions answered, an interview with Dr. Hartzell was arranged. This interview was once postponed and finally cancelled, with the questions still remaining unanswered.

The property at Oyster Bay was donated to the State for the establishment of an institution of higher learning there by Mr. W. Coe in his Will. But, and a very important one, this donation has certain stipulations. The area where construction is allowed and the type of buildings allowed are restricted by the will. The question is whether or not these restrictions will hinder the expansion of the college at Oyster Bay.

The Agricultural college at Farmingdale, N.Y., and S.B. both have control over Oyster Bay, Farmingdale having control over the arboretum and horticultural areas, and S.B. control over the Domes, Coe Hall, Cafeteria and other similar buildings. As it stands now, Oyster Bay is supposed to remain administrative to Stony Brook, but it is very possible that with two colleges on the same land and the land administrative to only one of these colleges, that some serious problems may arise.

As of now, there has been no official word from State University channels to commence work at Oyster Bay. It would seem that it would be to the advantage of all concerned if work on O.B. is started as soon as possible. Although the existing facilities are adequate for the coming year (1963-1964) they have to be expanded to meet future needs; but yet there is a lag from the top. Perhaps then following quotes from a report submitted in 1960 to Governor Rockefeller by the Committee on Higher Education in the State of N.Y. (the Heald Committee) will shed some light on this lag and other administrative problems that have arisen and seem to plague Stony Brook. The State University is under regents supervision, but separate and governed by a board of trustees appointed by the Governor and confirmed by the Senate. "The State Univer." is decentralized confederation of one liberal arts college, two medical schools, eleven colleges of education, eight other professional colleges, six agricultural and Tech. institutes, and eighteen locally sponsored two year community colleges." The complex organizational structure "has not operated effectively, only good will on all sides, particularly the Board of Regents has prevented complete breakdown." These quotes definitely establish the fact that something is lacking in the administrative hierarchy at Albany.

There are also some minor problems, such as the domes at Oyster Bay that were to be portable but they were not built that way. Why? The servants at the Coe Estate were to be retained by the state as employees according to the will; but were they needed at Oyster Bay, especially in this past year? These are all questions that need answering and warrant looking into.

THE DOMES



Above is pictured Oyster Bay's famous "Domes." This is part of an overall campus that has cost the State of New York over nine hundred thousand dollars. Will this campus be put into operation next year? When will a Dean be selected?

Faculty Responds To Newsday — Swartz Interviewed — Student Reaction To Publicity

Faculty Responds to Newsday

"Recently the faculty and administration of the State University at Stony Brook have been subjected to unjustified criticism in the press and on the radio. With great reluctance but with an awareness of our responsibility to the public, we seek by this statement to repudiate the current picture of a "strife-torn" campus.

"We do not deny that we have experienced difficulties. We are in a transition period marked by tremendous expansion which would create internal problems in any institution. We do deny that these problems have seriously affected the performance of our academic duties or the planning and development of new programs. To our positions as members of the various departments we have brought prior teaching experience and advanced degrees gained at many of the most respected institutions in this country. We can state without qualification that the academic situation at Stony Brook, in terms of the opportunities for study and research, is very much like that at these leading colleges and universities. We assert that, contrary to the image that has been created, we have high respect for the qualifications and integrity of the local Chief Administrator and of faculty colleagues.

"News coverage that is restricted to gossip and to distortion of the actual situation at Stony Brook offily impedes the constructive efforts of the faculty and performs disservice to our students. Nowhere have we seen reference in the public press to the astonishingly rapid rise in research and scholarly productivity at this University, to the many publications and honors that have resulted from work done here, to the substantial support of research projects by federal granting agencies, or to recognition received from professional educational accrediting bodies. Little public recognition has been accorded the newly established graduate programs leading to the doctorate. News reports have never noted the high level of scholastic achievement required of our students. These are some of the relevant facts about Stony Brook. Less easily documented, but very real to the faculty, is the sense of excitement and academic challenge that exists at the University.

"We would prefer to settle the internal disputes that naturally arise in a rapidly expanding institution such as ours through the established agencies of university government. This type of privacy is normal to academic communities. We believe that this procedure is in the best interest of the institution and of the public which it serves. We must maintain the material conditions and intellectual climate necessary to continue to attract a faculty and student body of the highest caliber so that an excellent university can be achieved. These efforts require the support of the government of the state, the mass media, and the citizens. Without this cooperation we are concerned that the potential that exists here will never be realized."

SWARTZ INTERVIEW

On Tuesday March 19, 1963 an interview was held with Mr. Clifford Swartz of the Physics Department with regard to the meeting of a group of faculty members with Martin Buskin, Education Editor of Newsday the preceding day.

The following is the text of the questions that were asked and answers that were given at that interview;

question: Who were the members of the faculty that met with Mr. Buskin on Monday March 18th?

answer: "They were primarily Mr.'s. Goldfarb, Cleland, Pequinney and Swartz."

Question: How many faculty members signed the statement that was intended for Newsday (that is reprinted in the Statesman)?

answer: "Thus far, approximately seventy three out of one hundred and fifteen that were approached. There are members of the faculty who are in sympathy with the general tone of the letter, but feel that added publicity can only be harmful."

question: How many people refused to sign this letter?

answer: "I don't know"

question: Do you feel that the Administration has a responsibility to answer the charges that were directed against them (that is against the administration)?

answer: "No more than they did."

question: Are you in agreement with the January 14th recommendation that "the matter be allowed to die a quiet death?"

answer: From what I know of what has happened, the charges themselves must be disposed of by official academic machinery. Appropriate faculty machinery is about to be set up."

question: Do you feel that all intra-institutional channels for correction of the situation were exhausted by the person bringing the charges?

answer: "As far as I know the facts of the situation, he had exhausted remedies that were proper for him."

question: Do you feel that the men who went to talk to Mr. Buskin yesterday violated the faculty resolution not to go to the press?

answer: "No, absolutely not."

question: Was any pressure employed to make faculty members sign the statement to Newsday?

answer: "As in any role call vote, pressure to sign or not to sign was inherently present. However the organization deliberately avoided the active participation of anyone associated with administration and sincerely attempted to avoid any implication of pressure."

STUDENT OPINIONS

"I think bad publicity is detrimental to the school since students will be advised against applying here by their high school advisors. This school is growing and many new faculty members have to be hired. Will there be people interested primarily in teaching and research that want to belong to a school where political arguments seem to be of such importance?"

Member of Class of '64

"I don't think that the press should publish this until the Uni-

versity substantiates or denies it in any way."

Member of Class of '66

"I can't help but agree with Newsday. Our administration better get on the ball. Neither article condemns either the professors or the students."

Member of Class of '65

"The publicizing of the problems at Stony Brook won't add to the reputation of the school especially due to the exaggerations usually found in newspapers. But preventing the teachers from going to the paper would cause worse conditions."

Member of Class of '66

"I think Newsday should not have interfered in the internal affairs of our University. Until formal statements are issued confirming these reports no external publications should be made. The public as a result of this is unable to draw the line between the truth or falsity of these reports and as to the consequence the future of our university suffers."

Member of Class of '66

"I feel that Newsday is perfectly right in what it has said. If this university plans to fulfill all its expectations the administration has to stand by solving internal problems."

Member of Class of '66

It is my opinion that events that take place in this school which pertain to domestic matters such as those discussed in the articles should not be aired in the public eye. Matters such as these should be discussed and corrected within the university."

Member of the class of '64

"The articles seem to have a definite bias towards pointing out dissent and strife on our campus. Although this may be true to some extent, I am sure that the situation here is not as bad as Newsday says that it is."

Member of Class of '65

"First of all, I'd like to voice my belief that the newspapers seem to be quite fair in their reporting. I agree quite strongly with the article by Mr. Buskin asking for a re-examination of the state educational machinery. There can be no denying that much of this strife apparently does exist and it should be cleared up. My personal feeling is one which expresses pity at the damage this trouble is definitely going to do to the future of the students at State U."

Member of Class of '65

Pol. Inq. Speaker

Mr. Ruben Alvarez, Commercial Attache of the Philippine Consulate General, will speak on "Economic Relations between the United States and the Philippines" in a program sponsored by the Council for Political Inquiry on April 1 at 8:00 p.m. in the Men's Lounge.

Mr. Alvarez, who has served the Consulate in such varied places as Bangkok, Thailand, San Francisco, Honolulu and New York, is presently handling the Philippine exhibition for the 1964-65 World's Fair.

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Reflections

by Judy Shepps

When Is A 'lie' Not A 'lie'?

When is a "lie" not a "Lie?" It would seem, at least according to reports in the press, that there exists at this institution the paradox that a "lie" is not always a "Lie." Sound confusing? Let me try to explain.

In the *Newsday* article of Mar. 10th, we read that "The administration at Stony Brook, after an investigation, denied that any falsehoods were deliberately told." **Deliberately told!** This phrase would seem to suggest that we have two different classes of lies—those that are **deliberately** told and those that are **not deliberately** told. It would also seem to suggest that those that are **non-deliberate** are not really "Lies" and therefore should not be punished as such. Indeed one can question whether there is any punishment for the **non-deliberate** variety. If there is conceivably some correction for **non-deliberate** lies—i.e. a correction of the misstatement so that it is factual—then we can continue our dicotomy. That is, for each class of lies we can divide them into those that are corrected and those that are not. We can further divide those that are corrected into those that are corrected publicly and those that are not corrected publically. A question to be posed here, is what happens to the **non-deliberate** lies that are noncorrected? Well, they can be subdivided into those not corrected deliberately and those not corrected non deliberately. What then is the deliberately non corrected non deliberately lie? It would seem that if one carried through to this level of analysis that there would be no difference between the non-corrected deliberate lie and the deliberately noncorrected non-deliberate lie. Both would be a member of the class of "Lies." What then shall we interpret the statement that the "administration at Stony Brook after an investigation, denied that any falsehoods were deliberately told?" Ei-

ther no falsehoods were told at all, meaning that truth was told at all times, or a nondeliberate falsehood was told. If the latter is the case, then was it corrected? If it was not corrected, was it nondeliberately non corrected or was it deliberately noncorrected? If it was deliberately noncorrected—then it is a Lie and the fact that it was nondeliberately told does not matter.

Is there an analogous dicotomy for the Truth? That is can we ask the same question. When is a "truth" not a "Truth?" It would seem that we can begin the analogy by saying the in the *Locust Valley Leader* a memorandum from the Provost to the members of the faculty is excerpted. This excerpt (which appears elsewhere in these pages) gives us the material for dividing Truth into "that which should not be told without at the same time censuring" the individual professing it, and that which can be told without fear of reprisal. There is a third variant that can be examined also—that is the truth that should be allowed to "die a quiet death." Reflecting upon this third variant, though, it is conceivable that it is merely an extension of our first category of "that which should not be told without at the same time censuring" the individual concerned. For if the individual cannot speak the truth publicly without fear of reprisal, it is the same as encouraging the "matter to die a quiet death." We can further divide the truth that carries with it reprisals (if it is stated openly) into those reprisals that will be public (i.e. censuring) and those which will not be public.

Thus, if we examine the two-Lies and Truth—and their subdivisions, we can see that in extraordinary cases, Lies can be sanctioned while Truth can be punished. By its suppression, Truth can have the same detrimental effects as Lies that are sanctioned.

REVIEW OF MARCH 10th CONCERT

By DOROTHY W. ROBINSON and VAMPIRE

THE BEAUX ARTS STRING QUARTET

Quartet No. 3 in E Flat—Juan Arriaga (1806-1826).

TWO MOVEMENTS FOR STRING

Quartet and Piano—Marshall Bialosky.

QUARTET IN D MINOR, K. 421—W. A. Mozart

Encore

FINALE, SONATA #9 OP. 6—F. J. Haydn.

It is suggested that the reader listen to the following: Quartet No. 3—William Schuman (1939), and Second Quartet—Elliott Carter as played by the Julliard String Quartet (RCA record LM 2481); Sonata No. 1 in F Minor—S. Prokofieff as played by David Oistrakh (RCA record LM 1987); Quartet in D Minor, K. 421—W. A. Mozart, and Quartet in A Major, K. 464—W. A. Mozart as played by the Budapest String Quartet (Columbia record ML 4728).

If enough people are interested a tape of selections from the above recordings will be provided for critical comparison.

The Schuman, Carter, and Prokofieff selections are relevant to the piece by Bialosky, while the Mozart selections may be heard in comparison to the Arriaga and the Mozart.

JAZZ CONCERT REVIEW

By DON NIELSON

That words are not the only means of communication was lucidly demonstrated by Art Farmer and his quartet, Monday, March 18. Although but a few phrases were uttered by Farmer and his entourage, each of their selections was sufficient to display the group's fluent vocabulary and yield exuberant applause from the listeners.

From the beginning, Farmer, playing the fluegelhorn with his characteristic airy tone, utilized that instrument's sound and range to the utmost advantage, not flying into a tirade of confused sounds, rather attacking each note then easing into the next with agonizing restraint. Farmer, although excelling especially on the two ballads, showed a definite ability to swing at the correct time, his subdued style not detracting from his solos in this realm, in fact adding a certain feeling from within, as though he were thinking out each phrase before presenting it. A judicious use of blues-rooted sounds was also present, and with it an avoidance of turning some thing meaningful into a series of trite cliches.

Guitarist Jim Hall was, at least from my seat, phenomenal. His entrancing solo, with bass and drum support, during the second set, was an excursion into the soul of each listener. I dare say, not a breath was taken during the whole piece for fear of shattering the spell cast by Hall's guitar. Each of his discourses unfolded a little more his vast originality as a jazz guitarist. His interplay with Farmer on many selections produced an interesting, almost sax like effect and gave a full sound to a small group.

A bass player is said to anchor a jazz group, but Butch Warren did more than that by producing a solo incorporating key changes and a deep-rooted blues ending, leaving the audience bouche-be. All the while his face flashed that imperturbable smile of one who enjoys immensely what he is doing. Truly vibrant!

Inspiration in the form of a drummer named Walter Perkins was also present. Whether bending forward in an agonizingly soulful drum solo or belting out a raft of staccato shots, quipping the light fantastic or moaning a deep "yas", his personality, truly exhibited in his performance, sparked the quartet.

Art Farmer and his quartet have made an impressive live (and I mean LIVE) debut and it was the first time they played together in concert. In his closing words, Farmer expressed a hope that we would get to hear more jazz at Stony Brook. If the results is anything similar to this last effort, I can only give an emphatic hurrah! As I almost fell off my seat during a drum solo or leaned forward to watch the bassist, or just relaxed as Farmer or Hall played what had to be played, I admired and rather envied these men who found such enjoyment, expression and involvement in what they did. As drummer Walter Perkins commented while glancing at his watch (about 11:00 P.M.) after the concert, "I'll make it back to the city just in time for a session." As the cover of a well-known jazz album proclaims: What is there to say?

Huber Says "No Comment"

On Friday March 15th the Three Village Herald presented an Editorial written by Mr. Bud Huber, Editor, which is reprinted elsewhere in these pages. On Saturday, March 16th a *Statesman* reporter, along with another student, interviewed Mr. Huber and the following questions were presented to him (with specific reference to to his editorial titled "THE STRIFE AT SUSB?")

1.—What specific problems at SUSB stem directly from the "heedless haste that went into putting together a faculty under the pressure to open up Long Island's first major State University?"

2.—What is his evidence for the second paragraph?

3.—What "logical consequence of the haste" is now showing up? What specifically is he referring to?

4.—What does he mean by the statement that "Good sound men were pressured to join the staff while men of lesser qualifications did their own pressuring to get posts?"

5.—Whom is Mr. Huber quoting when he refers to the 'first-ins,' the 'second-ins' and the newcomers?"

6.—What is Mr. Huber's basis for saying the "Better that the dissidents resign, get out now, let the present hard-pressed administration heal the scars aided by time?" Is this indeed Mr. Huber's statement?

7.—Who gains if the "Disgruntled, dissatisfied and vocal dissidents" will allow the wounds to heal if the infection is still present?

Mr. Huber answered questions 1-4 and then came to the decision that all that could be used regarding the entire interview was his comment "No Comment."

Residence Hall Government

By Gail Greebel

This year has been a time of change and development in Residence Hall Government at the State University at Stony Brook. Finding the old form of Residence Hall Government inadequate for the needs of a growing number of resident students, the student body conceived and voted into being a new form of government for their dormitories. The new government is based on corridor judiciaries which set and enforce rules for each corridor within the framework of general rules and regulations set by the Administration and a general Dormitory Council.

At the present time, we are between the old system and the new one. Hall judiciaries exist in most of the halls. The basic structure of the General Council is being planned by a Residence Hall Committee composed of representatives from each corridor which meets every Thursday night. Meanwhile, the Executive Committee of Polity is performing the functions of the General Council.

The Administration has certain responsibilities in Residence Hall Government. They must see that State policies are carried out and

A Guest Feature Buber's Corner

By MAT BUBER

Editor, The Swamp Hollow Herald

Last Thursday saw a select group of us meet at the Swamp Hollow Inn. We were brought together to hear about the new center of learning and the arts which has suddenly sprung up in our midst, Old Sump U. Our faith in the aims of Sump U, was restored. A lot of us had begun to think that having Sump U, in our midst was going to put the clock forward to 1890. We all know that we in Swamp Hollow are decent folk, in fact there aren't any decenter anywhere, and we are from old colonial stock and we don't want any nonsense from those who talk and dress different.

Our old friend Dean Troll, Chief Deputy Acting Dean for Administration in Arts, Sciences and Fine Arts, introduced the speaker of the evening. Dean Troll gave us one of his big frosty smiles and told us how happy he was to bring the news that Sump U. had decided to open even another museum in Swamp Hollow. This will be The Museum of Early American Dental Objects. Dean Troll congratulated Swamp Hollow on another big success. He said he had no doubt we were the most cultured place east of Smithtown. After leading the audience in singing "Near My God To Thee," Dean Troll introduced our visitor from Albany, Dean Furze, Dean of Obscure Institutes and Baffling Occasions.

Dean Furze put our minds to rest on the fish factory rumor. There is nothing to the idea that Sump U. is building buildings to can fish in. These buildings will be dormitories. He also denied the rumor that the engineering building had been sold to Hartford University by mistake and had been floated across the Sound. But, he said, there was a faculty committee investigating this to make sure.

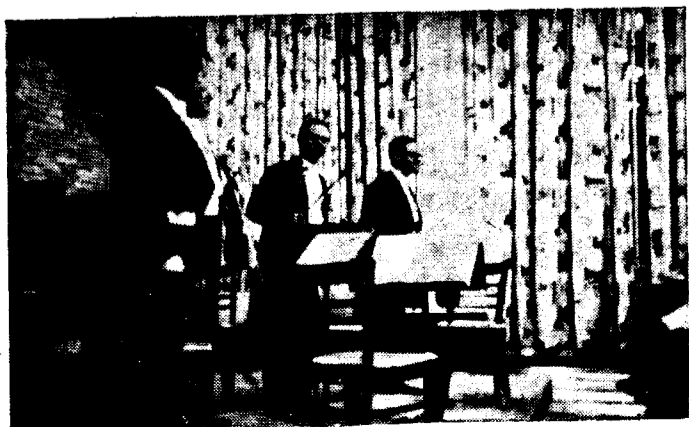
We were glad to hear from Dean Furze that the University is going to put all the students into 17th century costumes. He said he was sure the students knew their place, and wouldn't want to come into town after six P. M.

The audience was amazed to hear that a famous author, composer, scientist, scholar, inventor, artist, musician or someone who knows someone like this arrives on the campus every six hours; that an average faculty member publishes a book every 27 months; that all tenured professors belong to string quartets, combos, or play jacks for recreation.

Dean Troll thanked Dean Furze for bringing so many inspiring thoughts before us adding that "We who have gone ahead must point the way for those who follow."

We all went away glad to know we had so much learning and art in our midst.

that the welfare of the students is protected. The Administration carries out these policies through the Dean of Students, the Residence counselors, Mrs. Oliver and Mr. Edwards and the Hall proctors. These people are not only responsible for supervision but are also prepared to advise any student who has a problem. The Administration feels that within certain limits, the student body should be permitted to assume as much responsibility as they are willing to accept.



Beaux Arts Quartet bows after performance.

HISTORY OF THE S. U. FEUD

Recently, this University has been brought to the public's attention through the mass media as having internal problems. Because of the fact that this confusion was brought to the attention of the student body for the first time through the mass media only bits and drabs of the situation have become known. The Statesman in an effort to clarify these events and thus provide the student body for material to intelligently think and evaluate the present occurrences is presenting, this week, a historical account of the strife as it has been accounted in the mass media. The names of the principle agents have been deleted, in an effort to provide raw material for thought and to divorce the thinking process from personalities.

Newsday May 10th

On Friday May 18, 1962, Newsday carried the following headline "LIE CHARGE STIRS NEW FEUD AT STATE U." The text of the story was as follows:

Oyster Bay—"Simmering discontent among the faculty of the State University Long Island Center boiled over again yesterday. A professor charged at a faculty meeting that another professor had been guilty of "dishonesty" and that the acting head of the Long Island Center had condoned it.

"The faculty reportedly voted down a request by Professor (X) that a formal inquiry be held into his charges that Professor (Y) had misrepresented his teaching experience and lied to other department members about his administrative acts as chairman.

"(X) said that (Z), chief administrative officer of the Long Island Center, had been told of (Y's) alleged actions, but had appointed (Y) to an administrative position after (Y) resigned from the . . . department chairmanship. "I see no way to escape the interpretation that (Z) condones (Y's) dishonesty" (X) said. (Y) said last night that (X's) charges were "an attempted character assassination". (Z) would not comment.

" . . . It was also reported that the State University is having trouble finding a new president for the Center because of factionalism within the faculty committee that interviews candidates.

"Last November, John F. Lee was fired as president of the Long Island Center, after a faculty revolt and student demonstrations against his policies. Supporters and opponents of Lee's policies among the faculty reportedly are still feuding. (Z) . . . has been acting as chief administrative officer of the center since Lee was ousted.

"(X) charged at yesterday's faculty meeting that (Y) had told other professors that he had supervised doctoral dissertations during an earlier tenure at . . . University . . . and so was qualified to teach in a graduate program that was being proposed for the Center. But (X) said, a check with . . . showed that (Y) never supervised any dissertations.

" . . . (Y) said last night "The charges are false. My credentials are in order."

Locust Valley Leader Feb. 14th
On February 14, 1963 the following Editorial appeared in the Locust Valley Leader. Its title is "A LIE IS A LIE". The text is as follows

"For nearly two years there have been recurrent rumbles at the State University of New York which conducted the Long Island Center at Planting Field, Oyster Bay until last fall when the main campus moved to the multi-million dollar campus now under construction at Stony Brook. The University at Stony Brook which is only one part of a series of institutions throughout the state, has been planned as one of the "great" universities. Far from reaching that goal, it has been rocked by dissension, some of its best professors have left, enrollment has slipped, leadership appears to be weak and criticism within the University is all but forbidden.

"Several men have led a revolt against weak and vacillating leadership because they feel that strong leadership is needed to make a fine university. They have been muffled. In the spring of 1962 a memorandum was issued forbidding members of the faculty to seek the assistance of the press in solving University problems. It was suggested that the solution of the problems must be sought through "appropriate faculty bodies and/or administrative authorities". Such a policy of censorship might be condoned as a private matter if the State University were not supported, almost entirely by the taxpayers of New York state.

SILENCE

"It also would be a valid policy if resort to authorities brought results. Instead petition to the proper channels has almost always evoked silence. Rarely have letters and memos of protest been answered. The most recent memo issued by the University, a shameful document, brought exoneration of a professor who misrepresented himself while the man who brought and proved the charges was censured and has been fired.

"This is what has happened to the one professor who has refused to be muzzled. He has insisted upon continuing the fight to preserve the integrity of the University. Without his persistent protest, his colleague who has blatantly misrepresented his qualifications would have continued to head a department (he no longer does that) and he would have gone unrebuked for his misrepresentation. But the professor who has jeopardized his entire future to see justice done has the remarkable idea that there is no degree of honesty, that a lie is a lie and the men who tell them are not fit to teach and mould young minds. That this peculiar idea is not the policy of the leadership of the State University is pointed out by excerpts from the following resolution adopted in December, 1962.

"While the committee had to come to the conclusion that the evidence in the (Y-X) affair points strongly to the fact that (Y) made false statements concerning supervision of doctoral dissertations, the committee at the same time recommends that this fact should not be made public without at the same time censuring (X) for the ways and

means he employed in using this fact for his extreme factional fight inside the faculty. The committee also feels that the best interest of the University would be served if, as was suggested by one of the replies to the questionnaire (sent out by the committee) the matter were allowed to 'die a quiet death'."

"Millions of dollars are being poured into creating the physical facilities of the University. Salaries are above average but men who believe that honest dissent is the keystone to worthwhile education and that even a little lie is a lie, are being discouraged from joining the faculty. A school is first the faculty, the men and women who teach. A good man can teach in a shack or a field or in a palace. A bad one is useless anywhere. By its own actions the State University at Stony Brook would seem to prove that it believes that education comes out of buildings and not the minds of men. It is a startling new concept of education which we do not understand."

Locust Valley Leader Feb. 21st

On February 21, 1963 the following Editorial appeared in the Locust Valley Leader. Its title is "THE UNIVERSITY". The text is as follows:

Last week we wrote about the intolerable situation in the New York State University, which is riddled with the appalling and frightening kind of incompetence that would gag free discussion and condone misrepresentation. It is inconceivable that a system of education which includes 54 colleges and universities and has a staggering annual budget, could produce so little in the way of good education. Even more appalling is the fact that instead of insisting upon improvement, the governor is recommending that weaknesses apparent to anyone be compounded.

At Stony Brook there is a campus which will cost at least \$34,000,000 before it is completed. Every cent of this money is taken from the pocket of the taxpayer. At the moment the university at Stony Brook is not worthy of such enormous expenditures nor is there any indication that it ever will be. For more than a year Stony Brook, which is only a change of location for the Long Island Center at Planting Field, Oyster Bay, has been without a president. It has been impossible to attract a man of strong leadership. One reason is the inherent weaknesses in the entire system pointed out some time ago by a Heald report which indicated clearly that the State University's powers are ill-defined and its physical headquarters in Albany too remote from an academic campus; Long ago the Governor promised that the Heald report would be given full consideration. So far the Governor has done nothing except suggest the creation of a new institute of technology which in many ways not only would duplicate the job planned for Stony Brook but would necessitate creation of an entirely new campus costing more millions.

INSENSITIVE

Not only has Stony Brook no permanent president, neither has the State University. (Z), who is chief academic officer of the whole system and for a time last spring was acting president at

the Planting Field Long Island Center, is insensitive to the qualities that should be inherent in a good educator. He is the man who condoned the misrepresentation of a professor which we pointed out last week. Nearly five months passed after this misrepresentation was brought to (Z's) attention before he took any kind of action. Then he removed the man from the chairmanship of his department and put him on an executive committee of three to head the department. Since then the man has been limited to his duties as a professor.

This same (Z) then notified the man who uncovered the misrepresentation that he was fired. This same (Z) told us that all the University's troubles would vanish if the man who uncovered the misrepresentation would stop his activities. What he should have said was that the revelation of the University's troubles would cease if this man were silenced. When the man refused to be silent, a faculty committee passed a resolution forbidding those concerned with conditions at the University from seeking the assistance of the press in solving the problems. There can be no question but that this resolution was made with the consent of (Z). Finally it was (Z) who recently issued a two page memo to the faculty which not only reminded them of the gagging rule but also condoned the misrepresentation of the faculty member, implied censure of the man who brought and proved the charges and then through the use of a quote suggested the whole affair be allowed to "die a quiet death".

The State University is the responsibility of all of us. The situation there is so confused it defies description. There are so many things wrong one scarcely knows where to begin. It is neither a thing a few men can call their own nor is it a private institution. Any university which attempts to muffle those who would criticize it, is worthless. Certainly it cannot serve its function as an educational institution. All of us owe a great debt to the brave ones who have snubbed their noses at arrogant authority and at the risk of their own careers are demanding the right of free discussion and through it the hope that someday there will be a New York State University that is one of the best instead of one of the worst in the country.

Statesman Comments

On February 4, 1963, WCBS radio presented an Editorial that was reprinted in the February 12th issue of The Statesman. In both that Statesman issue and the one of Tuesday March 5th questions were raised concerning the implications of this issue for the Stony Brook academic community.

Newsday March 10th

On Monday March 10th Newsday carried both a news story and an Education Editorial on the subject. The title of the news story was "INTERNAL FEUDS WRACK STATE U ON LI". The text of that is as follows:

"Stony Brook — The campus of the huge State University at Stony Brook today is being excavated for all to see by bulldozers working on new construction. Hidden from sight, however, is a growing wound caused by

bitter factionalism and controversy among faculty members and the administration.

"The disputes have faculty members, department chairmen and administrative officials making accusations, denials, charges and countercharges concerning the integrity, efficiency and academic qualifications of various groups and individuals.

"Several faculty members, who do not yet have the security of tenure and fear they will not get it if they speak openly, engage in cloak-and-dagger tactics to relate the incidents of strife on the campus. Suggestions of crossroads rendezvous and fear of eavesdroppers were not uncommon in talking to these academic men. One, who agreed to an on-campus interview, checked all the adjoining rooms first to make sure he would not be overheard; another, afraid of being seen on-campus with a reporter timed separate departures with an appointment to meet later off campus.

"The strife on campus has recently manifested itself, Newsday learned, in the following incidents:

"A professor in the mathematics department has charged in letters written to the administration over a 15-month period that another professor "lied" about his (the second professor's) academic experience in supervising graduate work. The charge was followed by the resignation of the accused professor as chairman of the department. The matter is currently under investigation by the central administration of the State University and the American Association of University Professors.

"The chairman of another department was accused by four professors of willfully making false statements about the quality of work done by an instructor in his department, thus blocking the promotion of the instructor and making him the only holder of a doctorate on campus without a professor's rank. The administration at Stony Brook, after an investigation, denied that any falsehoods were deliberately told and claimed other factors blocked the promotion.

"Two professors wrote letters to two candidates for the presidency of Stony Brook (which is now run by an acting chief administrative officer) informing them of "violations of integrity" by faculty members. The administration admitted that it told these professors that such actions were "inappropriate" for faculty members, but said they were free to write letters if they desired. The Stony Brook faculty still has no president.

"Faculty members made allegations to Newsday that five department heads did not have proper qualifications to hold their positions under requirements set up by the institution's previous president. Newsday asked permission to look at personnel records of the faculty and the request was refused. The administration said it reviewed the records of the individuals named and found them fully qualified. The requirements set up by the previous administration were no longer in force, it was announced.

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STONY BROOK'S XYZ AFFAIR

Continued from Page 4

"Student leaders have voiced growing concern over the in-fighting between faculty and administration and the effect this will have on the growth of the university. An editorial in the campus newspaper raised the question of whether there are more instances involving allegedly false academic credentials that have not been uncovered.

"Faculty members have told *Newsday* of their growing disillusionment with the internal state of affairs of Stony Brook, and have made references to a "vacuum in leadership" in Albany, where the huge State University has been operated by acting administrative officers ever since Jan. 1, when the president, Dr. Thomas Hamilton, resigned his post to head the University of Hawaii.

"Almost all of the faculty members who talked to *Newsday* asked that their names not be used, since the faculty voted last May not to "condone the use of the public press to seek correction of any condition within the institution." Faculty members voiced fear of being censured or of not receiving tenure if their names were used.

"However, they proved willing to discuss the problems because they feel that they affect not only their own academic careers but the future of the fast-growing institution. Established only in 1957, the center was situated in Oyster Bay until last September, when it moved to Stony Brook. There are now 800 students enrolled in various undergraduate and graduate programs. By 1970 enrollment is expected to reach 10,000.

"The incident involving the mathematics department concerns (X), who for the past 15 months has been battling with the administration over his charges against (Y), former mathematics chairman. (X) has been told that his contract will not be renewed in August when it expires, but administration officials have said that this decision has nothing to do with his allegations against (Y). A special committee appointed to investigate the charges said in a report to (Z), provost of the State University, that "the evidence points strongly to the fact that (Y) did not supervise any doctoral dissertations to their successful conclusions and that, therefore, technically, he did make false statements." The committee also said that the "best interest of the university would be served if . . . the matter were allowed to die a quiet death."

"The administration has emphatically denied that this was intended to be a "whitewash" of the incident and pointed to the fact that the matter is "not a closed affair." Lawyer Paul O'Dwyer of Manhattan, brother of former New York City Mayor William O'Dwyer, has been retained by (Y) to advise him in the matter. O'Dwyer, speaking for (Y), has said, "I don't regard these statements by (X) as charges. I regard them as diatribes."

"The case of the faculty member who was not promoted concerned itself with the quality of the instructor's doctoral thesis. The instructor in question, who

still does not have tenure, asked that his name and department not be used.

"At the center, where almost everything is marked by newness, controversy among the faculty members and administration already has a long history. In November, 1961, the center's president, John F. Lee, was fired after a faculty revolt and a student boycott over his policies.

"The administration, both at Stony Brook and in Albany, consistently deplored the activities of what it described as a "minority" of the faculty. The official attitude of the administration, when questioned about incidents relating to dissension, was ". . . We are firmly convinced that we are en route to the solution of these internal university difficulties and that additional public controversy at this time may only serve to complicate and delay progress being made."

"On the opposing side is the sentiment of a dissident professor who told *Newsday*: "My disgust at the lapses of integrity which have occurred here . . . is not secret. Neither is my decision that I will work for reform from within the system even though I think such reform is unlikely. To do otherwise is to court disaster." But he, too, asked that his name be withheld. He still did not have tenure."

Accompanying Editorial

The accompanying editorial was titled **IT'S TIME STONY BROOK GOT DOWN TO BUSINESS** and was written by Education Editor Martin Buskin. The text as follows:

"The situation that has emerged at the State University of New York at Stony Brook is at the least, regrettable, and at the worst, completely unjustifiable.

"The conflicts, to be sure, are not all matters of black and white. There are honorable men on both sides. But a taxpayer must begin to wonder about many things when highly respected scholars, earning good salaries paid by the people of the state, begin to squabble and point fingers, to charge and counter-charge, and engage in bitter personality clashes.

"In any large organization, there are bound to be differences of opinion. In some cases, these become public knowledge. Battles for power within huge industrial corporations are highly publicized. But these are struggles in private, money-making organizations. To permit situations like the one in question to develop to the point where intelligent teachers feel that their only recourse is to invite public attention is simply not justifiable.

"Somewhere in the academic machinery of the gigantic complex that is the State University, something went wrong. The professors who are complaining about improper academic qualifications, lack of leadership, and personal vendettas, have insisted that they exhausted every internal administrative channel before they talked to the press.

"Somewhere along the line there should have been some administration official with enough authority and guts to take the matter in hand, to effect compromises, to ease conflicts, to act

in accordance with high standards of integrity and proper academic ethics.

"The dissident group on campus has hinted that all the trouble is the fault of the "in" group, a scattering of highly-placed officials who were originally given their positions of power by the Long Island unit's first president, John Lee, who was fired two years ago after a faculty revolt and student demonstrations against his policies. The "in" group and the administration have expressed amazement and anger that the dissidents should resort to such a tactic as talking to the press and airing their grievances publicly. Each side stressed that they were only working for what they considered the best interests of the university. But one wonders if the best interests of any university can ever be served by letting faculty factionalism become so bitter it boils over outside the campus.

"The public reaction to charges that a professor made misstatements about his academic experience, that other professors allegedly do not have the proper qualifications to hold their positions, that a professor made false charges about an instructor's thesis, may not amount to more than a slight ripple of surprise and dismay. But what the public may have trouble understanding — and condoning — is that these problems were not properly administered by people being paid high salaries to do just that.

"The taxpayer necessarily looks to Stony Brook for achievements of academic excellence, of growth, of service to the community. Instead, there has been a recurrent outbreak of in-fighting and politicking on the campus. Stony Brook has enough problems in coping with its sheer physical growth to draw on all the energies of every member of the faculty and administration. It would seem that this should be the focus of attention, and that charges and conflicts like the ones that have emerged simply should not be allowed to fester.

"Is the administration at Stony Brook and in Albany as competent as it should be? Are the dissident professors really black villains intent on damaging the reputation of the university?

"It might be well for the university's central administration in Albany to re-examine its machinery and to get together with the dissidents over their charges. For it's high time that Stony Brook concentrated all its efforts on growth and service, instead of gripes and sniping."

Three Village Herald March 15th

On Friday March 15th, the *Three Village Herald* carried both a news story and an Editorial on the subject. The news story was titled "INTERNAL FEUDS WRACK SUSB LI DAILY SAYS IN LEAD STORY". The text is as follows

"A mass circulated Long Island daily fired a heavy double-barreled blast of criticism at State University at Stony Brook this week, claiming that internal feuds were "wracking" the university and in an editorial called on SUSB to "concentrate all its efforts on growth and service, instead of gripes and sniping."

"In a "Newsday Closeup" the paper's education editor, Martin Buskin, rehashed all the charges and countercharges which have been aired in the press for nearly two years.

"The disputes have faculty members, department chairmen and administrative officials making accusations, denials, charges and counter-charges concerning the integrity, efficiency and academic qualifications of various groups and individuals," *Newsday's* editor said.

"He recited the many incidents causing the "strife." Buskin related the incident of the department head who "lied" about his academic experience in supervising graduate work and who was allegedly "whitewashed" after an investigation; although he resigned as chairman of the department while the accuser has been given to understand his contract will not be renewed. He repeated the allegation made by four professors that the chairman of another department "willfully" made false statements about the ability of an instructor in his department which purportedly blocked the promotion of the instructor (making him the only holder of a doctorate at SUSB without a professor's rank).

"Newsday's featured article also cited the instance of professors at the university who wrote letters to at least two candidates for the presidency of SUSB, setting forth their accusations of "violations of integrity" by present faculty members.

"Also revealed is the charge by some faculty members that at least five department heads do not have proper academic qualifications to hold their positions under standards set down by the first and only president, John J. Lee, who was fired two years ago following a faculty and student revolt.

"Aired, too, was the faculty discontent with lack of leadership and the accusation that SUSB operates in a vacuum in relations to Albany where the State University now also functions without a president.

"Newsday's education expert claimed that many of the SUSB faculty were reluctant to talk, and if they did talk they did it off the campus; while one instructor who agreed to an on-campus interview, checked "all the adjoining rooms first to make sure he would not be overheard." Faculty members admitted that the present administration had given indications it did not relish the airing of the problems in the press.

"Administration officials and spokesmen in Albany have consistently claimed that the "public outbreaks" are the activities of a "minority."

"On the basis of his news-analysis story, *Newsday's* education editor then calls on "Stony Brook to get down to business" in his lead editorial on the education page. Buskin terms the condition at SUSB "at the least, regrettable, and at the worst, completely unjustifiable."

"He points out a belief that "something went wrong" in the "gigantic complex." He wondered "if the best interests of any university can ever be served by

letting faculty factionalism become so bitter it boils over outside the campus."

"He said that SUSB had enough problems coping with its sheer physical growth to "draw on all the energies of every member of the faculty and administration . . . it would seem that this should be the focus of attention, and that charges and conflicts like the ones that have emerged simply should not be allowed to fester."

Accompanying Editorial

The *Three Village Herald* also carried the following Editorial titled "THE STRIFE AT SUSB." The text as follows.

"Most of the problems at SUSB stem directly from the heedless haste that went into putting together a faculty under the pressure to open up Long Island's first major State University facility in record time.

"Never before had the task been given to so few men to put together such a big faculty in such short time. Nothing like the start from scratch to a big university has ever taken place in this country on the scale comparable to that forced upon the faculty-recruiters for SUSB.

"The logical consequence of the haste is now showing up. Men of "doubtful" qualifications and questionable ability became part of the faculty. Good, sound men were pressured to join the staff, while men of lesser qualifications did their own pressuring to get posts.

"The early recruiters worked the ground they best knew. As the administration changed, a second group worked over its familiar ground. Now, a third administration must continue to recruit while it tries to cope with the factionalism of the "first-ins", the "second-ins" and the newcomers!

"What was recently aired over CBS and now comes out in reworked form in *Newsday* this week is old news to us. We heard the charges and counter-charges out of Oyster Bay, have heard them repeated and repeated since the university came to the local campus.

"We agree with the administration that the dissidents are a minority. They are sincere. Yet they are damaging the reputation of SUSB now, and for long into the future. What if they gain their ends? A review of present policies, a reshuffling of posts, a down grading of some staffmen—each and all accomplished is not going to erase the black mark these men have placed on the university.

"Better that the dissidents resign, get out now, let the present hard-pressed administration heal the scars, aided by time.

"Disgruntled, dissatisfied and vocal dissidents will keep the wounds open and festering forever. Who gains? No one — least of all the students."

What does this all mean for the future of the State University at Stony Brook? What does it mean for the present? What does it mean for the students who are here now and those who are to come? Here has been the only material that has been made

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EXECUTIVE COMMITTEE CONFERENCE

Starting at 7:00 p.m. on February 8, 1963, a three day conference consisting of four sessions, was held on the "role, responsibilities, and goals" of the Executive Committee of Polity in the University.

Planning for this conference began in the month of December at a workshop held at Oyster Bay and was a result of many requests for such a meeting by faculty members and students.

The Conference was intended to provide a forum to discuss the apathy prevalent on campus.

There was extensive participation by faculty members, members of the Administration, and a wide selection of student leaders. The Student Affairs Committee, headed by Dean David Tilley, and consisting of Dean Stanley Ross, Dean of Arts and Sciences, Mr. Kalish, and three students, Alex Censor, Pete Zimmer, and James Senysyn, participated as a group. The Executive Committee of Polity was also present as a body. Five Polity Representatives, Judy Shepps, Phillis Wilensky, Kelly Callahan, Martin Meltz, and Lenny Spivak, took part in the seminar. The Conference discussions were aided by the presence of Dr. Marvin Kristein and two members of the Dean of Students Staff, Mr. Edward Malloy, Dean of Admissions, and Mrs. Elizabeth Covey, Assistant Dean of Students.

The discussion of the concept of Community was opened by a speech by Dr. Hartzell, Chief Elizabeth Covey, Assistant Dean Brook campus.

Participants in the seminar agreed that communication was a key problem in the creation of a spirit of Community. Mrs. Covey says, "We clearly identified two or three areas where communications between faculty and students could be clarified. With such expanded communications Mrs. Covey believes that it will be, "possible also to find new ways of approaching such problems as curriculum and orientation of Freshmen to the University Community".

Ted Hajjar, member of the Polity Executive Committee, articulated the ideal of community as an intellectual entity most clearly. "The idea of Community as I see it, is a closer social relationship amongst the students and between the students and faculty, in the hope that these closer relationships will be conducive to the students' intellectual development." Ted hopes that such an atmosphere will encourage serious academic work at our institution."

Pete Zimmer, mentioned above as a member of the Student Affairs Committee, states that the Polity is at present promoting a sense of Community by taking an "active concern, in all areas of student life and by serving as the student voice to the faculty and administration. Pete feels that our University can become a better place only if the Polity exercises its leadership. "Of any campus organization, it could be said that it could draw greater student participation." To Pete, the necessary ingredients to inspire, "greater student participation", is vigorous Polity leadership.

Many diverse proposals were put forward in the hope of creating closer bonds between members of the faculty, Administration, and student body. A University Food Committee has already been created to deal with problems created by the administration of the food service. In addition, Ted Hajjar has proposed that the Polity make arrangements to encourage lectures to the student body by members of our own faculty. Ted believes that this will not only encourage a more informal social relationship between faculty members and students, but will enable the faculty to present the most significant results of their own research work to the student body at large. Ted points out that our faculty contains many distinguished scholars.

Other functions of a purely social nature were also suggested. Pete Zimmer has called for faculty-student Chess and Bridge Tournaments, while Ted Hajjar proposes student-faculty dinners as a means of improving relations.

Another important subject that was brought to the attention of conference members was the creation of a Curriculum Committee. Pete Zimmer hopes that such a committee would have at its disposal the minutes of the corresponding faculty committee. Ted Hajjar cautions that the effectiveness of such a committee in "making significant contributions to any suggested course changes" would depend "a great deal on the maturity and intelligence of Committee members.

A major concern of the Conference was Freshman Orientation. Mrs. Covey has released to conference participants a manual describing the organization machinery that will be established for September of 1963.

All Orientation Week functions will be directed by the Orientation Co-ordinator (a member of the Dean of Students Staff). Two committees will operate directly under him, the Academic Affairs Advisory Committee and the Orientation Advisory Committee. The Academic Affairs Advisory Committee, will be composed of the Orientation Co-ordinator, eight faculty members, two each from the Engineering Science, Social Science, Natural Science, and Humanities Departments, and four Honor Students. Orientation Week counseling services, parents' seminars, and all placement tests, will be arranged for by this committee.

The Orientation Advisory Committee is a larger body with wider responsibilities, consisting of seven students, one Judiciary Board member, one Statesman representative, five faculty representatives, the Director of Student Activities, the Men's and Women's Residence Hall Directors, the Physical Education Director, and the Orientation Co-ordinator. It is the hope of the Administration that this group will become an effective bridge between the Administration and the new students.

Seven smaller groups will operate under the direction of the Orientation Advisory Committee. The Community Life Program Committee will supervise the welcoming program for new students,

the all-campus address, and community life discussion groups led by upperclassmen. The Orientation to Residence Hall Living Committee will direct an evening program on dorm life, and a Residence Hall reception for the parents of Freshmen. A special reception for commuting students will be held under the auspices of the Welcome Commuter Committee. Freshmen will be introduced to campus organizations, including the Polity, by the Student Organization Committee. The Recreation Programs Committee will investigate the possibility of picnics, movie showings, and dances being held during Orientation.

The Public Relations Committee will bear considerable responsibility for the staffing of other committees and the publicizing of Orientation Week activities. Finally, the Orientation Information Materials Committee will compile the packets used in registration. Student Handbooks will be the responsibility of this committee.

This Conference was followed within a week by a second meeting. Mrs. Covey, describes its function as follows. "The purpose there was to clarify the relationship of Polity to certain faculty committees."

Comments on the results of the Conference were varied. Mrs. Covey described its outcome in the following manner. "The sum total of the Conference was to have the faculty, students and Administration confer together and to provide for further conferences. We will try to find ways in which communication can be rewarding and continuous for all members of the University Community." Mrs. Covey reports that a new conference will be held before the end of March.

Alex Censor, Moderator of Polity, adopted a more critical attitude. "I think it (The Conference) helped, but I don't think that it will serve as a basis for identification and communication." Alex points out, however, that "It has given the Administration an opportunity to see that the student body is not composed of irresponsible individuals."

In any case, Ted Hajjar predicts that present difficulties with student "identification" will become more extreme as the size of our physical plant and student enrollment increases.

SLATER'S NEW POLICY

By Gail Greebel

In view of the recent complaints about the food situation, the Slater Food Service has introduced a new setup. Aside from the new "quick lunch line", whereby students can get hamburgers, frankfurters and french fries every noontime, the Slater Service has promised to make some changes in the food itself.

As stated in the report of the meeting between representatives of both sides, Slater has promised that no leftovers will be served unless advertised as, leftovers. The quality of cakes and pies is supposed to be improved. Until that time, a larger variety will be offered. More pastries will be offered at breakfast along with hard rolls every day.

Wright Gives Lecture

"In 10 years the U.S. and U.S.S.R. systems will be like two peas in a pod", was the opinion expressed by Professor Quincy Wright in a talk on Friday, March 8, 1963 on "Technology and International Relations", at the State University of New York at Stony Brook.

Dr. Wright, a noted political scientist and expert in the fields of International Law and International Relations, is a member of the Columbia University faculty. He went on to explain that this convergence of United States and Soviet systems would come about because of the increasing identity of political, economic and social institutions as a result of similar technological development in the two nations.

He stated that the cold war would come to an end in 10 years "if we can avoid a hot war" in the interim. Dr. Wright said that there can be no victory in a cold war. "Cold war is really mutual fears, thus the conflict is psychological rather than technological".

Dr. Wright spoke as a guest of the Council on Political Inquiry at the State University at Stony Brook.

His talk dealt in the main with Soviet-U.S. relations, concentrating on the impact of thermonuclear weapons on international policy and world economies.

Dr. Wright has been prominent in the field of political science since 1922, when he wrote the first of four books which have become classics in the field. This book, "Control of American Foreign Policy" shows a constitutional approach to the subject. The other three books in the set were "Mandates in the League of Nations", written in 1928, "A Study of War", 1942; and "A Study of International Relations", 1955.

Since his retirement in 1956 as a professor of political science at the University of Chicago, Dr. Wright has been a research professor at the Carnegie Endowment for International Peace, and professor of political science at the University of Virginia. For the first half of the 1961-'62 school year, he taught international politics at the University of Manchester, England, and the remainder of the year at the University of New Delhi, India. He also taught at Columbia University. Next year, Dr. Wright is going to Turkey as a Fulbright professor.

Dr. Wright has been president of the American Political Science Association, the American Society of International Law, the International Political Science Association (which he helped found) and the American Association of University Professors.

INSTITUTE OF EUROPEAN STUDIES

The Institute of European Studies has announced new admissions procedures and application deadlines for its academic year programs in Vienna, Paris, and Freiburg, West Germany.

Application periods for all three programs will open officially on Monday, March 4.

Deadlines for applications have been moved from June 15 to

June 5 for the programs beginning next August and September. The Institute's admissions committee will review all applications after the deadline and mail notices of acceptance or rejection June 15.

Institute officials said the changes were made because applications from qualified students have climbed beyond the capacities of the programs. To continue accepting qualified students as applications are received would entail rejecting some better qualified students who applied closer to the deadline date, they said.

However, students with good reasons for seeking advance notice may petition the admissions committee for a decision before June 15.

The Institute's program at the University of Vienna combines English-taught liberal arts and general studies courses, intensive German language instruction, regular German-taught university courses for those competent in German, and supplementary lectures and seminars. It is open to juniors and sophomores. There is no language requirement.

The "Das Deutsche Jahr" program is conducted for juniors only at the University of Freiburg. It stresses political science, philosophy, literature, history and German. All courses are taught in German. Tutorials have been added to aid U.S. students in preparing for classes and examinations.

The Paris Honors program admits outstanding juniors and a few sophomores. It emphasizes contemporary European studies and offers qualified students opportunities for study at the University of Paris and other Paris schools. All classes are taught in French.

Each program includes two field-study trips in Western Europe with Institute lecturers.

A folder describing the programs and listing requirements is available from the Institute of European Studies, 35 E. Wacker Drive, Chicago 1, Ill.

Gov't. Conference

Our school will participate in an intercollegiate conference and luncheon on Metropolitan government held by the Nassau County Executive's office on Saturday, March 30, at the new Mitchell Field campus of Nassau Community College. Other Long Island schools such as Hofstra, Adelphi, Post, and Molloy will send student-participants as well.

State Comptroller Arthur Levitt will be the luncheon speaker. County Executive Nickerson and other local leaders will join with students in discussions of several pressing problems of Metropolitan growth. Six State University students will present a panel discussion on planning and transportation.

All interested students are cordially invited to attend the conference and luncheon. Round trip transportation from our campus will be provided, leaving here at about 8:45 a.m. and returning by 4:30 p.m.

The entire cost for the conference, luncheon, and transportation is one dollar. Interested students should see or call Mr. Reichler, room 182, Humanities Building, extension 6554 or 6550, preferably before March 22.

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. Thomas Rogers of the Department of English is initiating what is hoped will be a series of views on what makes a University great.

For a university it's a question that won't bear thinking about.

A university works toward the disinterested use of the mind, but where the end to be served becomes more important, disinterestedness is lost, and with it the whole point of a university's work. Since a university can hardly think about what makes universities great without thinking about what will make it great or make others think it great, there is soon a tangle, with greatness as an end giving a bias to thought.

I believe a university had better let the question alone.

Seminar In Philosophy

Eleven leading European philosophers will conduct a seminar in contemporary European philosophy for U.S. teachers and students of philosophy in Oxford, Paris and Tubingen (West Germany), June 23 through July 17, 1963.

The seminar is jointly sponsored by The American University, Washington, D.C., and the Institute of European Studies, Chicago-headquartered nonprofit educational institution specializing in overseas study programs.

Institute and American University officials described the seminar as an effort to establish an exchange of ideas and working methods between U.S. and European philosophers and keep U.S. participants abreast of the latest trends in European philosophy.

Lecturers and seminar chairmen will include Prof. Jean Wahl of the University of Paris and the Ecole Normale Supérieure, and Prof. P.F. Strawson, F.B.A., M.A. Oxon., fellow of University College, Oxford.

Lectures will be given most mornings during the program. Each will be preceded by a review and preparatory session for U.S. undergraduate participants. Afternoons will be devoted to informal meetings between U.S. and European philosophers.

Lectures delivered in other languages will be consecutively translated into English. In many cases, English transcripts will be available before each lecture.

The cost of the program to participants will be \$503, including tuition, room, most meals and all transportation during the seminar. Transatlantic passage is not included, but may be arranged through the Institute.

Full details are given in an announcement available from the Institute of European Studies, 35 E. Wacker Drive, Chicago 1, Ill. The application deadline is March 29, 1963.

ASIS

The navy isn't the only organization that you can join to see the world! The American Student Information Service now has over 3,000 summer jobs available in Europe for college students. With ASIS you will be able to learn a major foreign language, see and live with Europeans, increase your cultural knowledge, and save a lot of money, all at the same time.

All ASIS trips contain a tour of the country or countries of your choosing and ample free time to try out your new foreign language. You'll be able to use all that you've learned in school about the language you're taking. You can take it with Europeans while you work in the European country of your choice. With ASIS you'll be able to save a lot of the money which most tourists would have to spend. If you're willing to work, you'll have a great time on the ASIS program.

In the first of the three trips you are offered, you must arrange your own transportation to Luxembourg where you'll have your first orientation session. After the orientation you begin a four-country tour and then you start to work. If you're on any of the other two tours offered, your transportation is paid for and you fly by jet from New York to Paris. The first thing on the agenda is a motor coach tour, the length of which is determined by the type of trip you apply for. After this, the fun begins and you're on your own.

Before each job is offered, it is first approved by both ASIS and the Labor Department of the country in which the position is located. You receive the same wages as the Europeans with whom you are working, and you are expected to carry your share of the work load. Work Permits, health and accident insurance, tax exemption, living accommodations, etc., are made by ASIS at no extra charge. You receive a placement certificate giving the name and address of your employer, job description, wages, working hours and other information before you leave New York. Several months before your departure you are also given a full record course in the language which is spoken in the country of your choice.

ASIS is a private, non-profit, non-political, non-sectarian organization founded in 1957. It aims to promote better understanding between the people of the United States and Western Europe. The people of ASIS believe that this understanding can be reached by placing as many American college students as possible in summer jobs in Europe. They offer 1000 travel grants ranging from \$10-175 to the first 1,000 students to register for the ASIS programs. It isn't necessary for a student to work in order to participate in the tours, but it is necessary to participate in the tour to obtain a summer job in Europe.

All jobs are for a minimum of four weeks unless it is stated otherwise. The maximum amount

Test Your Social I. Q.

(ACP)—Do you belong? Do your classmates whisper about you?

Jerold Wishnow offers this "carefully prepared" self-test in the Northeastern University NEWS:

- Should drinking be allowed on campus?
(A) No (B) Intemperance is immoral (C) Hic!
- Why won't you join the Parachute Club?
(A) Scared (B) Frightened to death (C) Do all the jumping I want when the lunch bell rings.
- Should more girls be permitted to attend State U?
(A) Yes (B) Definitely (C) Without a doubt.
- Are you afraid to speak your mind?
(A) No (B) I'd rather not say.
- Do you have difficulty with your English assignments?
(A) Yes (B) No (C) Si, Senior!
- At which of the following collegiate sports are you most proficient?
(A) Professor baiting (B) Class cutting (C) Coed chasing.
- Which goal is closest to your own?
(A) Dean's list (B) Scholarship (C) Parking place.
- Can you spell the following sentence correctly?
The sylogisms tatology conotes deduction.
(A) Giortarly (B) Do your own English.
- Do your teachers like you better than they like your friends?
(A) No (B) What friends?
- Are you an active supporter of school functions?
(A) Yes (B) Sometimes (C) Functions?
- What is your opinion to the tuition raise?
(A) Good (B) Abject resignation (C) Censoted.
- Which of the following distinguishes an ROTC cadet?
(A) Manly bearing (B) Forceful manner (C) Black and blue thumb.
- What is your opinion of Slater coffee?
(A) Quite good (B) Quite good sudless detergent.
- Do you have any difficulty parking?
(A) Yes (B) She's broadminded.
- Are you a cute coed with a date problem?
(A) No (B) Yes! (please notify author immediately).

If you have bothered to take this test, take a secretive glance around; the odds are your classmates are whispering about you.



Will Graduation Be Held Here?

ALFRED KAZIN

Continued from Page 1

er for the nation's leading newspapers and magazines. His work has appeared in most of the ma-

of working weeks is 12. (Many times students have applied for extensions and have received them.) The wages that you receive depend on where and in what position you are placed. Your position is determined by your basic skills, language capabilities and past experience. Summer jobs in Europe include factory work, resort hotel work, farm work, construction work, office work, hospital work, child care & camp counselor positions. The jobs are located throughout Europe — from Spain's Costa Brava to the cliffs of Scandinavia; from the biblical Sea of Galilee in Israel to England's Sherwood Forest. You can spend your summer in the streets of Paris or in the scenic Swiss Alps. You may fix Volkswagens in Germany or work on a farm in the Benelux countries. Wages range from \$175 a week to just room and board. The cost of the tour is anywhere from \$150 to \$324. More information may be obtained in the placement office.

To go to Europe is the dream of many college students. Now you can go to any country you desire and work, live and learn!

for periodicals in the United States and England.

His autobiography, soon to be published, promises to reveal important facets of the period from the late 1930's to the early 1960's as he has worked with, taught with, and argued with almost all the leading writers and critics during this period.

Mr. Kazin's experience as an educator is notable. This semester he holds the honored Beckman Chair at the University of California at Berkeley. He also held special Chairs at New York University and City College of New York. He has taught at Smith College and Amherst College and has given lectures at the Salzburg Seminar in American Studies, the Gauss Lectures at Princeton University, and distinguished addresses at Harvard University and the University of Minnesota.

He received Guggenheim Fellowships in 1940 and 1947 and a Rockefeller Fellowship in 1945. In 1949 He received the Award for Literature from the National Institute of Arts and Letters.

Educated at City College of New York and Columbia University, Mr. Kazin resides at 110 Riverside Drive, New York City.

FACULTY SPOTLITE

by Judy Walk

Our University is experiencing its first year in existence at Stony Brook and likewise some of its professors are experiencing their first year of teaching on the university level. Mr. Robert Sloan Jr., a new German instructor, is doing just that while he earns credits for his Masters at Columbia University.

Although Mr. Sloan is a native of North Carolina, New York is not completely unfamiliar to him. Besides this being his second year here, he has also traveled widely in Europe. In 1956 he left Davidson College in North Carolina to study at the University of Paris in his junior year. While there he noted the different system of teaching in which there is "no attempt to bring about a teacher-student relationship." There is just a lecture which is also broadcasted on the radio and absolutely no discussion periods. As Mr. Sloan stated, "all that exists between the professors and students is a mental link — at least in France and Germany."

Three years with the Army Intelligence Security Agency in Berlin also helped him extend his European travels. During this time, he was able to visit Sicily, England, Austria, Switzerland and Italy proper, which gave him a chance to utilize his knowledge of German and French. At the present he is studying Swedish. From his travels Mr. Sloan noticed the distinct change in characteristics as one goes through the different sections. In Berlin people are very outgoing, charming, and vivacious but go into Frankfurt and you will notice a distinct change. One interesting sidelight to his stay is that he left one week before they built the Berlin Wall.

In regard to the methods of teaching a foreign language, Mr. Sloan feels that it depends upon the goal of the instructor. Although he was taught by the direct method, the ideal is a combination of learning indirectly by a book and directly by ear. As to the newly installed language laboratories, he feels that they are very beneficial to the student. Not only are they an aid to complementing the class work, but they also give the student an opportunity to criticize himself.

During the summers Mr. Sloan has done everything from working as a cook in a coffee shop in Lenox, Mass. to teaching French at a prep school in Cape Cod. Any free time, which seldom happens, he spends at the concert and theaters in New York City.

Residence Hall

Student Government

This year students have gained both privileges and responsibilities in residence hall government. It is up to each student as an individual to live up to the faith which the administration has in the student body. We must learn to accept our responsibilities and not to abuse our privileges. Not only will this knowledge help our school but other colleges and universities all over the nation.



OFFICIAL STUDENT NEWSPAPER OF STATE UNIVERSITY OF NEW YORK AT STONY BROOK, STONY BROOK, L. I., N. Y.

JUDY SHEPPS Editor-in-Chief
 DAVID BUCKHOUT Photography Manager
 LIZ LENCH News Editor
 HENRY OSTMAN Sports Editor
 MARTIN FRANK Business Manager
 ALICE PASTER Exchange Manager
 MR. RICHARD LEVIN FACULTY ADVISOR

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

NO COMMENT

The watchword for the day seems to be "No Comment." Mr. Hartzell, when asked to further explain his statement to the Statesman on March 5th concerning the WCBS editorial, by means of answering the questions that are repeated on page one, answered "No Comment." Mr. Porter, Provost of the State University, when asked questions with regard to the Committee referred to in Mr. Hartzell's March 5th statement answered "No Comment." Mr. Bradfield, chairman of the Committee, when posed the same set of questions that were presented to Mr. Porter replied "No Comment." We then pose this question to these men — and to all others who concur in their decision to say "No Comment" — **WHERE AND TO WHOM CAN WE TURN TO FOR ANSWERS TO THESE QUESTIONS SO THAT WE CAN MAKE SOME KIND OF EVALUATION OF THIS SITUATION THAT IS RIGHT BEFORE US ON THIS CAMPUS?** We ask also how we can begin to develop the "ACTIVE INQUIRING MIND" that is so often stated to be the goal of our university education, if we are stifled in any attempt to actively inquire? Must we rely on newspaper and radio accounts that are accused of being slanted? Can we be satisfied with conversations with the principles in which the conclusion is invariably "THIS IS ALL OFF THE RECORD, PRIVILEGED INFORMATION AND JUST FOR YOUR OWN BENEFIT?" Is it enough for isolated reporters and editors of the Statesman to be told various versions of "the facts of the matter?" Or do these men have the moral responsibility to make either (1) these same "facts" that can be told in "private" known to the rest of the academic community or (2) an explanation as to why these facts can be classified as "privileged information" and not university knowledge.

Statesman representatives have urged over and over again that one of these two courses of action be followed and the answer has been "No Comment." We now throw this question open to the student body. **ARE YOU SATISFIED WITH "NO COMMENT?"**

ALBANY TUITION PROTEST

The decision on the part of the Administration to permit the Executive Committee of the Student Polity to sponsor the protest trip to Albany on March 10th has marked a milestone in our growth as an independent student body. It established the precedent that the student body may act as a collec-

Letters To The Editor

DISGUSTING . . .

Dear Editor,

Now that we have been on this campus for six months, it is reasonable to expect that everyone should have adjusted to living in close contact with other people. However, it is quite evident that some individuals have yet to learn to have even minimal respect for others. Signs of juvenile behavior can be seen throughout the residence hall. Just last evening, March 17, some mature females decided to give a demonstration of their maturity. They happily threw Slater dishes out of the window. How we, as students, can expect Slater to work with us when certain students continue to so deliberately destroy their property is beyond me.

Another indication of some students' lack of willingness to work and live together as adults has been the outbreak of false fire alarms we have experienced lately. It may be amusing the first time one has to march outside at 2 a.m., but once is enough. Many girls were forced to go from the shower to the outside. They stood there freezing while some very foolish child laughed over his prank. The inconvenience, loss of sleep and possibility of catching cold were minor problems when the seriousness of this situation was considered. If a real fire were to break out it would be almost impossible to make the students believe. The cry for wolf has been heard so many times. Remember, children, it is your own life you are risking when you set off a false alarm.

tive body independent of the faculty or administration. The framework has been set. It is up to the student body to use this power responsibly. One way that this can be done is by closely examining the candidates that run for Polity and Class offices this May.

We would like to commend at this time, the students that participated in the protest for their mature and responsible behavior while in Albany. This behavior offers further proof that the student body, through the auspices of the Executive Committee, is ready to assume a responsible role in this academic community.

An important result of the Albany trip was the discovery of a new, and perhaps more effective, means for making our protest known over tuition. It was suggested by J. Lawrence Murray, Secretary to the Board of Trustees that people who can produce documentary evidence that the imposition of the tuition fee will cause undue hardship upon them, should forward this evidence to him, and it will be duly considered. Therefore it is suggested that such people send this evidence to:

J. Lawrence Murray
 Secretary to the Board of Trustees
 Thurlowe Terrace
 Albany 1, N. Y.

FACULTY-STUDENT BASKETBALL GAME

It was refreshing to note the spirit of competition and good will at the faculty-student basketball game. The faculty showed amazing spirit in the face of the "younger competition" and are to be thanked for participating in this event. It is hoped that activities of this sort will promote a closer faculty-student relationship.

A look at the lobby early in the morning will give a clue to some students' lack of appreciation of a privilege, even one granted on a trial basis. There are ashes, cigarette butts, cups and garbage strewn all over the floor. The containers furnished for the disposing of refuse are not used; the floor is so much handier. One gets the feeling that he is living with pigs. This feeling arises again when one enters the cafeteria on a morning following a movie. Even the garbage on the floor is bearable in comparison to the foot prints on the tables. It is DISGUSTING.

How individuals can be so ignorant and disgusting is beyond me. I am grateful that I will not have to live amongst them much longer. I am also ashamed that I have to graduate from an institution that has the right to respect that students refuse to give.

Very truly yours,
 Disgusted & Unhappy

RE: NEWSPAPER ARTICLES

Dear Editor,

Recently Newsday ran two articles which dealt with the existing conditions at this university. Since then, I have heard many comments about these articles. Some people agree with what was said, and others say that the problems were exaggerated out of proportion. I cannot actually make a decision about whether or not I agree with the accusations that were made, since I have not been able to discover very much concrete information

about these problems. The administration seems to feel that these are matters which concern only its members and therefore restrains from disclosing the facts.

How can it be said that these matters concern the administration alone? I would agree with this if the problems were solved, but this does not seem to be the case. The whole situation is turning into a scandal which is being pounced upon by newspapers, such as Newsday. The administration seems to be opposed to these articles, but why? I imagine it means that what has been said is untrue or exaggerated, because they shouldn't be afraid of the truth. Assuming that the articles are partially untrue, how am I to know if the administration will not tell me the real facts? Since the only answers I have been given are those which appeared in Newsday, I am apt to accept and believe them. If I were to discover that the situation described in Newsday did not exist, I would try to make others aware of this fact. I'm sure that the Statesman would publish the disclosed facts, to be known to all. After all how can I stand up for my University when I do not actually know what is happening?

Since the people involved in problems in this school are ones that I might have as teachers or are ones that are running this school that I am a member of, I feel I am directly involved. It makes a difference as to the kind of education I receive. I think I should know the facts, so that I can decide if this is the kind of university I wish to be a member of.

It seems that all of the faculty members will not come out directly and tell us what is happening, for fear of losing their jobs. The one professor who did disclose information openly is being fired, or at least so far as I know. Is this the kind of administration and faculty we have? Dean Hartzell said, "It is important for all of us — students, faculty, and administration — that the ethical basis upon which we conduct our lives as members of an academic community be above reproach." I think the students are living up to satisfactory ethical standards, but what about the administration and faculty?

A Freshman Who Can't
 Sign for Fear of Failing

March 18, 1963

Dear Editor:

A professor at the State University at Stony Brook was charged with having misrepresented his academic experience. The charge was presented to the Provost of the State University, who, after the lapse of more than a year, circulated a report which substantiated the accusation but recommended that the matter be allowed to "die a quiet death".

An editorial in The Three Village Herald for March 15, 1963 says this "is old news to us. We heard the charges and countercharges out of Oyster Bay, have heard them repeated and repeated since the university came to the local campus.

"We agree with the administration that the dissidents are a minority. They are sincere. Yet they
 Continued on Page 9

LETTERS — CONTINUED

Continued from Page 8

are damaging the reputation of SUSB...." Even if they gain their ends, that will not "erase the black mark these men have placed on the university".

"Better that the dissidents resign, get out now, ..." (Emphasis supplied).

Oh, wonderful phenomenon! An American newspaper, in the seventh decade of the twentieth century, offers the following suggestion: if charges of professional dishonesty are supported only by a dissident minority (and by the facts), and if somehow the charges can be permitted to age sufficiently without being acted on, they should be forgotten and the dissident minority which failed to forget them should resign and get out. They, the dissidents, have placed a black mark on the University and damaged its reputation by bringing dishonesty into the light of day. There's no suggestion at all that the perpetrator and the condoners of dishonesty may have been at least partly responsible for the damage to the reputation of the University.

I know it's trite, but nonetheless it's true, that we have a heritage — an ill-defined heritage, to be sure, that has grown up, bit by bit, over a period of three or four millenia. There are very few tenets in that heritage to which an overwhelming majority would unhesitatingly subscribe. One of those few tenets is belief in the importance of honesty in most matters, and certainly in professional matters. Another, to which virtually every academic man would give at least lip-service, is that the University is one of the strongest bastions of our heritage, and that therefore honesty in academic matters is of supreme importance.

Comes now *The Three Village Herald* and tells us, by inescapable implication, that Moses and Socrates and Plato and Saint Augustine and John Henry Cardinal Newman, and innumerable others inbetween and since, were all wrong, that honesty counts for nothing at all, it's reputation that really matters.

We should not cling to a view simply because it's ancient and widely accepted. We should be ready to examine any challenge to any concept or any dogma. I am willing to do so. I've studied the editorial in *The Three Village Herald* at length, but I'm old and slow to learn. I urge the editor of that paper to elaborate and elucidate the ethical principles on which he bases his advice, for otherwise I'm sure I'll never be able to go along with him.

We live in a deeply disturbing age, an age of great and rapid change in nearly every aspect of life, an age of profound doubt concerning many fundamental ethical values. All of us know of the social diseases stemming, in part, from these circumstances of our age! gangsterism, juvenile delinquency, vandalism, etc. But these phenomena, frightening as they are, are merely symptoms of the age. In a symbolic sense, the views expressed in the editorial of *The Three Village Herald* are far more frightening; for what they mean is this; an American newspaper editor, a member of leadership community (if I may be pardoned for repeated triteness), a mold of public opinion, tells us, in effect, to cast away the oldest and most universally accepted value in all our heritage,

Protest Of Times

Ed. Note. The following is a copy of a letter sent to the New York Times. We print it as an item of interest to this academic community.

March 13, 1963

The Editor
The New York Times
Times Square
New York, New York
Sir:

I draw your attention to what is, I believe, an error of fact in an editorial in *The New York Times* of Friday, January 11, 1963. This editorial was printed by special permission in *The Statesman*, Tuesday, February 12, 1963, the official student newspaper of the State University of New York at Stony Brook; and it contains a misstatement in respect to the position of science and technology at Stony Brook and one which is damaging to the university.

But this negligence in an editorial statement is only one further evidence of your paper's posture toward higher education on the whole and higher education in New York State. You would agree I am sure that the problems facing higher education are both intricate, and important for our national welfare. *The Times*, however, does not treat higher education with the seriousness it deserves. It is leaving the intellectual community without an important resource.

The academic community now faces issues concerning the undergraduate curriculum, the nature of graduate studies, the preparation of teachers, and the organization of college and university communities. These issues are tied in with views of the good life, the methods and principles of the disciplines, social organization, and institutional history. But *The New York Times* in the way it deals with the higher learning suggests its essential similarity to, say, the construction industry. Mr. Skinner's learning box, educational TV, basic courses in the liberal arts and sciences, the nature of the Ph.D. degree and the academic community are treated in a monotone of stereotypes which entirely disguises the importance and lively interest of the choices being made in the academic world. A reader of *The Times* must conclude that the subject matter behind the events which occur in higher education is essentially a mystery to the reporters and that they must therefore depend on sampling, and the culling of a consensus on various questions from random, apparently informed, sources.

An approach so wooden to the news in this sensitive area can contribute little to the formation of intelligent policy. (I should not stop to argue the question of whether or not the position of *The New York Times* is that of intelligent policy, as against the recording of what is thought or believed by everybody.) *The Times* is able to delineate subtle distinctions in the drama; why not in higher education?

If we turn to the special topic of public higher education in the

honesty; to replace it with a hable, reputation; and finally, those who disagree should get out.

Abram V. Martin
Professor of Mathematics

State of New York, we find reinforcement for my contentions. The arguments for a strong public system of higher education in this state are well known. If we examine the editorials and feature and news articles on this subject appearing in *The Times* over the past five years, can we say that your paper is performing its duty in helping to generate an informed group of concerned citizens on this question? No! The editorials are generally sensible, but they appear absurdly Olympian since they are not sustained by consistent feature and news articles. We are repeatedly told that the system is large and sprawling, but the facts of the case are never brought to the reader. What precisely do these epithets mean as education is performed at Buffalo, at Harpur, or at Stony Brook? (Has a *Times* man ever been to any of these institutions?) We are told in an editorial that the effort to advance the teachers' colleges to the status of liberal arts institutions should be hastened, but your readers are not informed of the fact that such a transformation would be more miraculous than changing a bakery into a plastics factory, keeping the same personnel. The decision of the Board of Trustees of the State University of New York to initiate a new teachers' college at Oyster Bay is an outrage in the context of the views held by *The Times*. I am unaware that even the background of this decision was reported in *The Times*, leaving aside editorial comment on its wisdom.

Finally, in the editorial referred to in my first paragraph, *The Times* has made a tendentious and inaccurate statement, viz. that graduate work at Stony Brook was "to be directed in large measure toward science and technology." Am I wrong in my belief that there is no announced decision to this effect by the trustees of the State University, by the Regents, or by any of State University's many executives? The Master Plan of 1960 says no more than that graduate work at Stony Brook shall be initiated in these areas. The Heald Report makes no such recommendation. Mr. Hamilton, our recent president, reiterated in speeches before this faculty that Stony Brook was to be a balanced university.

There are strong arguments for believing that Stony Brook should be able to advance the higher learning in Literature and Politics as well as Physics. If the statement in your editorial is an error as a description of accepted policy (as I believe it is), it must bear the burden not only of misinforming the public, but possibly of setting policy in an unwise direction. It is always possible that such statements in print might convince unwary and distracted University executives or trustees that policy has in fact been so made. You are familiar with the power of suggestion. I am sure *The Times* does not want to usurp the deliberative functions presumably allocated by law to other agencies.

Believe me, Mr. Editor, I would not have troubled you at such length were I not convinced of the high mission of *The Times* and the need in the case of public higher education for the intelligence which this great newspaper has traditionally brought to the consideration of matters vital to the public interest.

Sincerely,
Jay C. Williams,
Professor,
Political Science

ALBANY TUITION PROTEST

Continued from Page 1

An orderly protest took place in which the thousands of students picketed in the square in front of the State House. After an hour the students marched to the Ritz Theater to take part in a student rally. Gerald Coleman, secretary of the Hatters Union chaired the meeting. Democrat Assemblymen and Senators were present and were introduced to the audience. The speakers included Ann Trinsky, ex-Dean of Hunter College, Ted Brown, student government president of C.C.N.Y., Dick Parish of the United Federation of Teachers, Morris Iushewitz, member of the State University Board of Trustees, the national vice-president of the National Student Association, and the Albany Chairman of the N.A.A.C.P. A telegram from Bernard Baruch, who received his education at tuition free City College, held a congratulatory message for the students attending the protest and stated that free higher education is essential and must be continually fought for.

Student response to the speeches was very enthusiastic. In general, the speeches emphasized that 1) New York is one of the lowest states in the nation in its aid to higher public education: 49th per capita aid to state education. New York was compared to California which charges little or no tuition at its state and junior colleges yet the student enrollment is three times that of New York State. The speaker asked why, if other states can support a minimum or free tuition program, New York, one of the wealthiest states in the country, cannot do so. 2) the 1957 referendum, voted by the people of New York, allows the State to issue 250 million bonds. Only 50 million bonds have been sold thus far; the State can still issue 200 million bonds to raise money before it must charge tuition. Bonds are a common method of raising money — the Federal government is billions of dollars in debt and on these grounds little appears wrong with borrowing money. However, the State must pay interest on bonds and Rockefeller claims the State should not borrow money. His "pay as you go" policy counters a program of free tuition. 3) the Board of Trustees did not have to institute tuition but acted on a permissive law, not a mandate. Therefore, if students keep fighting for free tuition they may still be able to stop up the loophole in legislation. The speakers told the students that they deserved an education, that it was as important as anything else of public concern and that New York now makes it difficult for those from modest incomes to attain a higher education.

When the rally ended, students returned to the State House to either picket or to try and get seats in the Assembly. A member of the CCNY Student leader delegation claimed that upon arrival Monday morning the number of reserved seats in the assembly had been severely cut due to some "misunderstanding." Therefore, only a small percentage of students were able to attend the session when it began at 8:30 P.M. The proposal that the bill be taken out of Committee was not begun until 10:45 and, by then, a majori-

ty of students had had to leave to meet their buses. Since, the Assembly stays in session until 1 or 2 o'clock, most remaining students had given up waiting outside the doors; only about 100 students were present for the opening speeches of Democrat Assemblymen Travia and Abrams. Approximately six Stony Brook students heard these speeches. The bus left Albany about 12 and arrived at the University at 5 a.m.

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L. I. Newspaper Report

(The following article appeared in a Long Island Newspaper. It is reprinted as an expression of outside reaction to the Albany Protest.)

ALBANY (AP) — Republican and Democratic leaders in the Senate were at odds today over the behavior of 2,000 college students, most of them from New York City, who demonstrated at the Capitol Monday against tuition at the State University.

Senate Majority Leader Walter J. Mahoney referred to the students in a stinging Senate speech yesterday as "these alleged beatniks" and called conduct of some "inexcusable."

"Who do these kids think they are?" the Republican leader asked.

"Ladies and gentlemen all, without exception," said Minority Leader Joseph Zaretski, a New York City Democrat and supporter of the anti-tuition movement.

"I congratulate them on their conduct, which was exemplary and a credit to the colleges from which they came," he said.

The State University has adopted a new tuition policy, effective next September, that will result in tuition being charged at units of the university that are now tuition free.

The demonstrators paraded in support of Democratic-sponsored measures that would have revoked the authority granted by the legislature to the State University and the governing body of the New York City University to impose tuition.

Republican majorities in both houses defeated the Democratic bills.

No tuition has been imposed in New York City under the authority given by the legislature.

CCNY Alumni Statement

The following statement was issued today by Saul J. Lance, President of the City College Alumni Association, in reply to a March 11 press release by N. Y. Assembly Speaker Joseph Carlino.

On Monday, March 11, 1963, just a few hours before a motion was to be made in the State Assembly to discharge from committee bills to restore mandated free tuition for the City and State Universities, Speaker Joseph Carlino issued a "press release" which he apparently distributed to every member of the State Legislature.

At first glance Mr. Carlino's
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Albany Tuition Protest

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statement appears to be a defense of the newly-instituted tuition policy at the State University. However, in actuality it turns out to be a compilation of half truths, distortions and outright misstatements of fact that rule it out as a defensible brief in favor of tuition fees and raises a question as to the real reason for its issuance.

Given the circumstances and timing of the "release" and the seeming disregard for known facts, one must reluctantly conclude that the document was primarily designed as a weapon with which to "whip" Republican legislators into line on the free tuition issue. Certainly the roll call of the voting — at least 30 Republican Assemblymen abstained — would seem to justify the conclusion that many legislators of Gov. Rockefeller's own party are actually in favor of mandating free tuition but were restrained from exercising their freedom of conscience only through the use by Mr. Rockefeller and Mr. Carlino of the most stringent political pressures.

Since Mr. Carlino's "release" refers in part to the City College of New York, it is incumbent on the Alumni Association of City College, acting on behalf of 70,000 alumni, to reply to some of the more glaring misstatements.

Mr. Carlino states that "free tuition is a myth." It is difficult to know what this phrase means. Let Mr. Carlino be assured, however, that free tuition is no myth. It has existed in the city colleges of New York for 116 years and exists today for matriculated undergraduate students. It is paid for by the taxpayers, many of whom were graduated from these colleges and remain firm in their belief in the principle of equal opportunity inherent in free tuition.

Mr. Carlino states that it is "a practical impossibility" to expect the taxpayers to foot the entire bill for higher education "that he does not believe" that people of New York State faced with a choice of a partially tuition free State University with a capacity for 50,000 students or moderate tuition and a capacity for 145,000 students "would hesitate one moment in endorsing the uniform low tuition policy proposed by Governor Rockefeller and the State University's Board of Trustees."

What Mr. Carlino is saying is that unless a tuition fee is imposed, the State University will be limited to a capacity of 50,000 students, but that a tuition fee will enable it to expand to 145,000 capacity. He and Governor Rockefeller know that the tuition fee schedule as presently constituted for the State University would add less than \$5,000,000 to State revenues, net. The operating budget of the State University is \$130,000,000 annually. The projected expansion cost is a billion dollars over the next decade. A tuition fee bringing in \$5,000,000 would be merely a drop in the bucket, constituting about two percent of the annual operation and capital cost of the State University. It cannot be, therefore, that the tuition fee will enable the State University to expand from a 50,000 capacity to 145,000.

Mr. Carlino states that the enrollment figures at the "so called free tuition colleges of New York City prove that rather than pro-

viding greater opportunity for low income groups, these institutions have developed a pattern of effective exclusion of minorities" . . . "Fewer than two percent of the students at the City's free tuition colleges are Negro and Puerto Rican." What is the basis of this statement?

The truth is, there is no way of factoring out race or color or origin through enrollment figures at the city colleges. No records are kept of race or color or origin. Not even the administration of the colleges or the admissions offices with full access to all records have any basis for projecting accurately the number of Negroes or Puerto Ricans at the city colleges. The best estimates by administrators on our campuses, and it must be emphasized that these are rough estimates at best, would seem to indicate that the figure is many times greater than the one presented by Mr. Carlino as fact.

We agree that there are not enough Negro and Puerto Rican students at the city colleges in proportion to their population in the City of New York. We deplore this fact. That is exactly why we are cooperating with the New York City's Higher Horizons program to encourage more and more Negro and Puerto Rican students to enroll at our city colleges. That is why we are in favor of free tuition, for tuition charges stand as a major financial and psychological barrier to the enrollment of students from underprivileged groups. Yet according to Mr. Carlino's curious reasoning, the existence of free tuition discourages Negroes and Puerto Ricans from enrolling, and the existence of a tuition fee makes attendance more palatable.

If one were to carry this argument to its logical limit, one must conclude that college attendance by Negroes and Puerto Ricans will increase as the tuition fee goes up, and therefore those colleges with the highest tuition fees will have the greatest proportion of Negro and Puerto Rican youngsters in their classrooms. The fact is that the number of Negroes and Puerto Ricans attending the city colleges is many times greater in total number and percentage of the student body than that of any private institution in the State of New York.

The attempt by Mr. Carlino to "prove" that the city colleges, by maintaining high academic standards, and demanding intellectual effort, effectively eliminate Negro and Puerto Rican high school graduates, stands as in insult to the young men and women of these minority groups who have proved in the past and continue to prove their ability to compete on an equal level with the rest of the population if provided with equal educational opportunity, without regard to race, creed or financial ability to pay tuition.

Mr. Carlino states that the families of those admitted to the free tuition colleges are well able to pay tuition. A 1961 poll at City College indicated that 36 percent of the students in City College's day session come from families earning a gross annual income of less than \$5,000. An additional thirty-eight percent have gross family incomes ranging from \$5,000 to \$7,000. Only twenty-six percent have family incomes of \$7,000 or more a year.

Mr. Carlino also alleges that the city colleges levy a tuition

fee on matriculated night school students. He is in error. Such students attend on the same basis as the day school student — on a tuition free basis.

Mr. Carlino fatuously asserts that the Rockefeller administration has eliminated low income as a barrier to college admission, reiterates the fiction that a tuition charge in the State Colleges will deprive no student of a college education and implies again that without the tuition fees the expansion of the State University cannot be accomplished. Mr. Carlino fails to state that under the new fee schedule a student from a typical family of four with a gross weekly income of more than \$90 — a sum well below adequate subsistence standards — will be required to pay fees. He fails to explain that tuition income will be insignificant compared to the overall State University budget, unless the tuition fee is at least doubled or tripled. He fails to mention the fact that a survey at the State University at Albany several weeks ago showed that 20 percent of the student body will be unable to continue if any tuition at all is charged. He fails to note in his "release" that a recent study at City College shows that 90 percent of the student body, are forced to take after-school and summer jobs to contribute to the family budget and/or to pay for books and personal expenses.

These are all facts which should have been known to the Speaker of the New York State Assembly. They have been brought to his attention time and again. A simple inquiry to competent sources would have brought them to his attention, if he were sincerely interested in obtaining a true picture rather than in presenting a clumsy piece of propaganda.

Certainly, it now becomes frighteningly clear that with the case for a tuition fee effectively discredited, Governor Rockefeller's advocacy of such fees is based no longer on fact and rational judgment but on pique and a sense of vindictiveness against those who have opposed his tuition policy in the past.

Moreover, disclosures during the recent tuition fee debates on the floors of the Legislative chambers indicate that the decision of the Board of Trustees of the State University in imposing tuition fees was directed from the Governor's Office. Such revelations raise serious questions about the educational policies of Governor Rockefeller. They raise grave questions as to the degree to which politics has intruded itself in the operation of public higher educational institutions in the State of New York under Mr. Rockefeller. These are questions to which the people of the State of New York are awaiting frank answers.

STUDENT RESPONSE

As far as being a student protest, the Albany demonstration was, for the most part, a failure. The students were little more than a backdrop against which such groups as the Liberal Party, the N.A.A.C.P., the United Federation of Teachers and various other labor unions voiced their opinions and beat their own drums. Their support is not to be taken ingraciously, but we should have been given a more important role in a "student" demonstration.

The trip, however, was not en-

tirely ineffectual. We took the opportunity to meet with some of the gentlemen and other members of our legislature to try to explain our views to them. In a post demonstration reaction (after we had left Albany) State Senate Majority Leader Walter J. Mahoney (R. Buffalo) asked "Who do these kids think they are?"

These "kids", Mr. Mahoney, are those young American whom in peace time are told that they are the future of their country, in time of war that they are the saviors of their country, and now when they show an interest in the processes which run their government and voice an opinion on an issue which very much concerns them, it is inferred that they are undisciplined and miseducated. Your ideas of (pardon the word) Democratic processes, Mr. Mahoney, are very strange.

One assemblyman, who, being a Republican, voted against the measure, admitted that it is quite probable that in twenty years this tuition program will be proved to be as negative a piece of thinking as were the ideas of those who protested universal free high school education. (And fortunately, for us, were defeated). But why wait twenty years? We shall have an opportunity next year to eliminate these archaic thinkers from our legislature.

There is another suggestion. Let us ask for a referendum to be put to the Public. They supported us in 1957 by approving a 250 million dollar bond issue and, because they are apparently more aware of the value of education than some of our legislators, I am sure they will again give us their support.

If anybody has their doubts as to the importance of a system of free higher education, I suggest they listen to a man who has been the adviser to Presidents, who benefitted himself from just such a system, and who was interested enough to send a telegram to support our action. I am speaking of Bernard Baruch, C.C.N.Y., class of 1889.

David C. Sundberg
18 March, 1963

The Polity sponsored trip to Albany on Monday to protest against tuition in the State Universities set a precedent for our University and particularly for our student body. Over half our students signed the petition in support of the aims of the Ad Hoc Committee for Free Education. It is significant that in spite of initial administrative disapproval the trip was able to come about; the final result being, that the student body has insured for itself the right to undertake an action such as this, concerning its welfare, as a body functioning within the framework of its governmental constitution, and outside of the auspices of either faculty or administration. The issue of free education is and should be a vital concern to all students. If we are to call ourselves a free society, then there must exist a means of insuring for all the opportunity for higher education without regard to the financial status of the individual. This can only be accomplished through free education. The right to appeal, to protest is a necessary function in the democratic process, and it becomes the obligation of the individual to exercise this right whenever the political machinations of government threaten to destroy the basic tenets of society.

The trip to Albany gave us the

opportunity to do this. The people who went on the bus as representatives of Stony Brook took full advantage of this right. The afternoon was spent in picketing in front of the State Legislature, while individuals met with their assemblymen and senators to express their opinions. To me this was the most important facet of the trip. While the trip did not produce the desired results, it is significant that we were able to take an active stand without fear of incrimination or censorship. In this respect I feel that the trip was a success and accomplished something. The statewide student protest has fostered interest in the question of free education. It has brought many into a new awareness of the problems involved and of the functioning of the state government. One direct result is the initiation of a state referendum for the issue to be brought to the voters.

The bill empowering the State University of New York to levy and raise tuition was passed by the state legislature in 1961. Since then there has been a move both within and outside the legislature to have this bill repealed. The bill to repeal was supposed to have been voted on by the Assembly on Monday night. However the motion to discharge from the Ways and Means Committee did not achieve the absolute majority necessary to vote on the bill. It is interesting to note that vote was 61 to 53 in favor of discharge. The failure of the motion rose from the fact that 32 Republican assemblymen chose to absent themselves perhaps so as not to break with the party line. Since the voting followed party lines completely there can be no doubt that the issue of free education has become a political issue, and must be a political issue in November.

I urge all students to take an active stand in this concern. Write letters to your senators and assemblymen. Encourage all people of voting age to sign the referendum. I think as a student body we should be proud of our efforts in this matter. As a member of the Ad Hoc Committee I would like to express my personal thanks to the Committee, to those who participated on the trip, to the Administration for their understanding and patience, and especially to the student body of this university.

William F. Thomsen

Last Monday, March 11, forty-five representatives of the student body of State University at Stony Brook went to Albany and joined with other groups to protest the bills instituting tuition in the State Universities and municipal colleges. Many students were able to talk with their legislators on the matter of tuition. While some visited their assemblymen others picketed in front of the Capitol Building. Students from Stony Brook were joined by students of other State Universities, students of municipal colleges, and members of other interested groups. The picketing continued until 5:30 p.m. when a rally was held at a nearby theatre. Later that evening, some students were afforded the opportunity to watch the proceedings of the Assembly as it discussed the motion to discharge from committee the bills pertaining to tuition charges.

We are all aware of the fact that the motion to discharge was defeated. This was to be expected. No protest held at such a late date could possibly affect the policy of over half the assem-

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ADMISSIONS NEWS

To date, the Admissions Office headed by Mr. Malloy has received 1900 applications. This number is still increasing and has already topped last year's total by 300. The geographic distribution is concentrated within the areas nearest the university. However as Mr. Malloy stated, "The number of applications from the students upstate is constantly increasing."

The Freshman Class for next year will be in the vicinity of 500 students. To arrive at this number, though, they usually admit 800-1000 students. In answer to the question concerning the standard of admissions, Mr. Malloy stated that the standards have not been lowered in any way to account for the increasing enrollment. We still maintain the high academic standards by which all previous applicants have been judged.

XYZ Affair

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available for the public to judge the merits of the situation. We present it to you as material to reflect on.

Newsday
March 19th

"A small group of assistant professors at the State University here has obtained the signatures of 72 faculty members on a petition that seeks to repudiate the current distorted picture of a strife-torn campus." The petition is being circulated in response to a recent Newsday story that described bitter dissension among faculty members and the administration on campus.

"The group is considering methods of putting its petition before the public. The statement, which underwent numerous revisions before an acceptable draft was formulated seeks to convey a positive image of academic life at Stony Brook. In reference to incidents involving alleged false statements about academic qualifications, so-called misstatements about the quality of work done by an instructor and bitter statements about professors reflecting fear and tension on campus, the statements said:

"We do not deny that we have experienced difficulties. We are in transition period marked by tremendous growth which would create internal problems in any institution. We do deny that these problems have seriously affected the performance of our academic duties or the planning and development of new programs... We assert that contrary to the image that has been created, we have high respect for the qualifications and integrity of the local chief administration and of faculty colleagues."

"The problem of dissension on campus are expected to be discussed at a faculty meeting tomorrow. However the six organizers of the petition movement Assistant Profs. Clifford Swartz, Richard Mould, Barry Gordon Joseph Pequigney, Hugh Cleland, and Theodore Goldfarb refused to discuss the nature of the issues to be considered before the meeting."

Newsday, Mar. 20, 1963

On Wednesday March 20th Newsday printed the following editorial. Its title is "A Leadership Vacuum." the text is as follows.

"By 1970 the State University at Stony Brook is expected to have an enrollment of 10,000 students. Hopefully it will be an educational showcase of which the people of New York will be justly proud.

"More than brick and mortar will be necessary to achieve this goal. As important as the physical facilities being built and planned for the Stony Brook campus is the construction of a sound educational program which in the end must have its foundation on a well qualified and contented faculty."

"There is no question that the vast majority of the faculty members have the qualifications to do the job required of them—but it is clear that there is very little contentment on campus. As reported in this paper last week by Newsday Education Editor Martin Buskin, the Stony Brook faculty is rife with bitter factionalism that if allowed to grow will ultimately do serious harm to the university's academic climate.

"Charges and countercharges, all cloaked in a veil of anonymity, have been exchanged in deadly earnest. They center on the integrity, efficiency and academic qualifications of various groups and individuals. Many professors are afraid to speak out publicly for fear of reprisals from administration officials that could wreck their careers.

"Surely something is drastically wrong despite an attempt by one small group of assistant professors this week to play the whole affair down. What is not needed is a coverup. Instead the State University's Board of Trustees should appoint a committee promptly to investigate the plethora of charges and clear the air that now hangs so heavily over the Stony Brook campus.

"Even before such an investigation is begun one thing already seems crystal clear. At the heart of the trouble is the administrative power vacuum that currently exists at both the campus and state levels. Stony Brook and the entire State University system are being operated by acting administrative officers.

"Only strong leadership at both levels will enable Stony Brook to achieve its educational potential. The present situation at the Long Island campus must not be allowed to grow."

Senior Dinner

Continued from Page 1

Soup
Top Sirloin of Beef
Potatoes and a Vegetable
Ice Cream Sundae
Coffee

The tickets will be on sale from now until April 15. The cost is \$3.50 per person and includes gratuities. The Elk's Restaurant will set up a bar in the Wedgewood Room where the seniors will be able to buy drinks.

The committee felt that the Elk's Restaurant would satisfy the needs of both groups of seniors. The affair will consist of only a dinner so that every senior will be able to attend. Those who bring a guest and would like to dance may stay and dance after 10 p.m. At that time the Wedgewood Room will be open to general public for dancing. There will be no cover charge or minimum for those who wish to remain and dance.

Impressions Of Statesman

By Ronnie Katz

A student newspaper has many purposes. First, a newspaper should tell the students what is happening in the college community. Second, a student newspaper should be the voice of the student body and the college community as a whole.

I feel that the Statesman fulfills both these purposes. In the Statesman, one can read about activities, personalities and major issues on campus. Any news which will be of interest and concern to the student body belongs in the Statesman and can usually be found there.

Many people feel that the Statesman does not adequately represent the views of the student body on many issues. This may be true, but rather than being the fault of the newspaper, it is more the fault of the students themselves. Anyone who has something to say, an opinion to express, needs only to write it down. There is always enough room for new opinions and ideas.

The Editorial Policy of the Statesman, too, is often criticized. A newspaper can do no more in its Editorial Policy than to express the opinion of its Editorial Board. As long as letters are printed both agreeing and disagreeing with the Editorial Policy, all students have a chance to speak. Whether the reader agrees or disagrees with opinions expressed in Editorials, he can always see that they are frank and straightforward. Both popular and unpopular opinions are expressed without fear.

There are two major ways in which I feel the Statesman could better serve its purpose as a student newspaper. First, it would be nice if the Statesman could come out often enough to be able to carry the weekly calendar of events. Second, I feel that all Editorial Policies should be confined to the Editorial pages.

Each member of the student body has his own opinion as to whether the Statesman is an adequate newspaper for our growing school. If you feel that improvement is needed, don't just sit there and complain; do something about it. This is your newspaper.

BLIND

*Blind they stand,
looking at their fellow man,
Passing their profound
judgments,
Orating their fine words,
Declaring what is evil,
Judging with eyes open,
Yet seeing nothing.
Go!
I have no room
In my house for you.
Go grope in your own world
Where blindness is the
watchword
And bigotry the "good life."
Go hide yourselves behind the
Fortress of your prejudices,
(For they are mighty)
Go hide, and all that you can see
Let it be yours.*

Anonymous.
(Contributed by an S.U.
Student)

Student Critique

By Kathi Richmond

In The Community of Scholars Paul Goodman discusses the Western University as an autonomous community and criticizes the principles that now dominate that community.

He is careful to draw distinctions between the Medieval and Renaissance universities for which he has great esteem and modern universities which he feels have been over-run by their administrations and have lost sight of their primary function—education.

The colleges, he feels, have become so wrapped up in their administrative tasks and so dominated by "administrative minds" that they have become an extension of our status-seeking civilization. And this, to Mr. Goodman, is incongruent with the purpose of education.

The purpose of Goodman's university is to bring educated teachers and aspiring students together in an effort to enlighten the student to the point where he becomes a thinking individual who is aware of the ideas of other men. Instead, universities are turning out technicians: business technicians, teaching technicians, scientific technicians and even creative technicians.

Some of the basic problems cited by Goodman are: lack of personal contact between students and professors, an absence of intellectual dissent among professors (this being forbidden by the administration) and the misappropriation of available funds toward unneeded organizational expenses. Each of these problems (and almost every other problem with which he deals) can be handled, he feels, by limiting the power of the administration until it again becomes a servant to the process of education rather than a tyrannical dictator which absolutely determines (or rather misdetermines) the accepted educational aims.

His handling of the entire issue is vague, however. He dreams of a collegiate community dedicated to high principles and intellectualism and then stresses the point that the purpose of a college is to prepare the individual to "practice culture". It is very difficult to picture Mr. Goodman's college (as vaguely as he paints it) attracting individuals who wish to go on living in this society. It seems that before we can return to the type of Medieval academicism (Mr. Williams pointed out that this society may never have existed) that Goodman refers to, we will have to fashion a real society that accepts these principles as its basis. Mr. Goodman seems to forget that a college, if it wishes to connect to reality, must, in some way, relate to the real world even if its relation centers on constructive criticism of that world. Goodman places most of the blame for the non-creative atmosphere of the college institution on the administration. At times he is apt to run away with himself, but his points on maintaining the administration at a serviceable minimum (leaving more responsibility with the students and professors) and reducing the rigidity of the organization-structure are well taken. The modern university would do well



FRANK ERK

ERK RETURNS

By Judy Abraham

Mr. Frank C. Erk, Chairman of the Department of Biological Sciences, has returned to the State University campus this semester.

During this past summer and the first semester of this year Mr. Erk, a faculty member at this school since 1957, was on leave of absence to work with the Biological Sciences Curriculum Study at Stanford University in California. The B.S.C.S., as it is commonly called, is an activity sponsored by the American Institute of Biological Sciences, which represents 81,000 biologists. The purpose of B.S.C.S. is to develop programs for the improvement of biology education. Mr. Erk is one of the many biologists who have participated in the B.S.C.S. activities, which are supported by grants from the National Science Foundation. "The organization," explained Mr. Erk, "although interested in biology education on all levels, has concentrated its initial efforts on the improvement of high school biology. It develops new textbooks, laboratory manuals, teachers' guides, investigations for gifted students, a biology pamphlet series, and so on."

During the summer of 1960 and 1961, Biological Sciences Curriculum study writing conferences were held at the University of Colorado, Boulder, Colorado, to prepare new materials. The members of the conferences were university biologists and high school teachers of biology, in about equal numbers. Mr. Erk was a member of these writing conferences, in which experimental versions of three new biology courses were prepared. The courses were tested experimentally by over one hundred thousand students and over four hundred teachers in high schools across the country. The final revisions of these courses, which were prepared during the past summer and fall, will be published commercially. Dr. Erk worked on the "Blue Version", an evolutionary approach, which will be published this summer by Houghton Mifflin Company, Boston, Mass.

Mr. Erk has a special affection for the Oyster Bay Campus, where he was one of the original faculty members. "There is less opportunity for personal relationships between students and instructors on the Stony Brook campus because of its size," says Mr. Erk, "and this will be even more true as the institution continues to grow." Dr. Erk lives in Huntington Station with his wife, three daughters, and a polydactylous cat.

to swing toward the path Mr. Goodman suggests, realizing, as I am sure such an overly practical institution would, that his system is, in part, overly idealistic.

THE ROLE OF STUDENT PUBLICATIONS

The following is a copy of an address by John L. Blackburn, Dean of Men, University of Alabama.

Our college and university publications are each year finding it more difficult to attract and hold the more capable students to positions on the staffs of these publications. Why is this so? If you ask the gifted student, he doesn't have the time, or "I'm interested only in my academic program." Is this the real reason? Could it be that the publications offer him only routine and menial tasks — could it be that the publications offer no challenge to his great talents — could it be that he sees no relationship between student publications and his educational objectives — and could he not see this relationship because no real relationship exists?

Now, this seems to be a very real problem that we must cope with as realistically as possible. This may be because we have left the student publications become ends in themselves. We are so concerned with putting out a professional publication that meets some sort of arbitrarily established standards that we have failed to maintain vitality and have lost the sense of purpose for which the publication was originally established. Our problem then is to see that our publications coincide with the objectives that our students desire from their higher educational experience. In recent years education officials, from pre-school through college, have found that they have in the past underestimated the ability and desire of young people to learn and to perform. Publications, both student and community, have pointed this out to the educationists, but haven't the journalists made the same mistake? I believe this is to be especially true with our college publications. Part of this

is due to trying to develop mass appeal. The editor says this is what our public wants? This is what our students want? Is it? Or is it what the vocal lower middle and bottom third of the student body want to hear? Our student bodies are changing and our educational process is changing, but are our student publications changing? I'm afraid that we are appealing to students with the same old line and the student, if not rejecting, has at most become disinterested.

Our college publications have not seriously considered the potential existing for these organs as an educational force and as an educational agency on the college campus. Although few students today think of the educational process as being a method by which the instructor takes knowledge and stuffs this ingredient into a body known as a student, few students realize that a great part of their education comes from the associations they have with each other and with the faculty outside of the classroom. Our publications need to assist the institutions in creating an atmosphere of intellectual expectancy and intellectual curiosity. Too often the student, and especially the new student, is greeted with a fanfare of activities and enough ballyhoo that in comparison a carnival looks like a Quaker meeting. The student, before he is very far along in his first year, loses any zip he may have had for high intellectual attainment. He may still have the desire for that attainment but his peer society, as usually reflected by the student publications, fails to give him the necessary support.

You have probably heard educators refer to the conditions of apathy that exist in our student bodies today. These same leaders have indicated that most, if not all of this, can be attributed to

the student's failure to see and to understand his relationship between himself and what happens on campus. The student publications can easily assist the student in developing an understanding of these relationships.

If you accept the role as an educational agency, then how would you go about this role? Most journalists say that publications are educational and, when you ask how they are educational, you will inevitably get the response, "We inform the public." Well, this is good and it is a role for publications, but unfortunately just informing is not educating. Mere presentation of facts or information on how to do something is barely educating at all at most. The **educative process** is a method of bringing out the best that is in the person. It is offering student opportunities to explore avenues not previously open to them, and offering students the opportunity to discover resources within themselves. The **educative process** must be in constant motion. It must be constantly pursuing. It must never reach a point where there is satisfaction with possessed knowledge nor satisfaction with the mere transmission of this possessed knowledge. Student publications need to be alert to complacency and alert to routines that hamper intellectual curiosity and in turn act as a drag on the educational institution.

The role of the student newspaper will vary from campus to campus. At some of our schools the paper may be a laboratory for the department of journalism, and as such it is closely identified with the educational objectives of that particular institution. Most of our college papers are not so identified, and the relationship between the journalism department and the student paper is tenuous. I am not qualified to speak about a laboratory paper, so I will confine myself to the more typical arrangement found on most of our campuses. The typical college paper staff is composed of students from various academic disciplines. This is good and should be encouraged if the newspaper is going to serve the student body and is necessary if the student body is going to identify the student paper as its own publication.

Imitation Is a Handicap — Very often, and maybe without exception, our student newspaper staff tries to imitate the community newspaper, and this imitation may be our biggest handicap. I say this, for the academic community or the institution, whichever you prefer, is not comparable to the community outside the ivy-covered walls. Compare the general level of intellectual interest found on the campus with the general level of intellectual interest found in the average community — consider that all readers of the student publications are dedicated to the pursuit of knowledge, and also consider the average age of the student reader as compared with the average age of the community newspaper reader. When we consider these things, it becomes quite evident that the two papers — student and community — are addressed to two different societies. Now, I ask your consideration. Should we try to use the same content, the same approach, the same appeal, and these same techniques to reach our different societies? As I stated earlier, it seems to me that we need to

ITS SPRING?



The above picture is of Mr. Bart Haigh smiling at the advent of Spring. In celebration of the annual event (Spring, not Mr. Haigh smiling!), the Physical Education Department has planned many sensational activities.

Tennis, Softball and Crew are some of the "outdoor sports." Come down to the Physical Education corner of "C" wing and check the bulletin board for activities.

develop our own content, our own approach, our own appeal, and our own techniques consistent with the objective our students desire from their higher educational experience. Non-journalism majors desiring to work and to assist with the college paper many times find their creative talents restricted or smothered by the standard methods of news reporting that are acceptable to the editor. I would not mean to imply that editorial views and news columns need to be intertwined. To the contrary, the separation of news reporting and editorial views must be maintained. I would feel, however, that the paper should find a method of utilizing and encouraging this creative talent without forcing this non-journalist to learn and adopt journalistic techniques that have application only in the community newspaper environment and are not necessarily pertinent to the campus society.

I am sure your student paper at your particular institution is covering the sporting events, the student activities, the parking situation, the absence regulations, and the cafeteria or the dining room deficiencies. These are important and should get the attention of your paper, but how many of your papers are concerned with the quality of education available and how many of your papers are spotlighting the classes where great learning is being acclaimed? How many are spotlighting research that is taking place by both students and faculty? Is your paper encouraging better lectures and better concerts as extensively as it is encouraging dances and ballgames? What kind of environment are you creating or influencing? I remember an incident where the student paper and a group of students advocated a school holiday after a game and a professor remarked, "Education is the only commodity purchased by the student where the less he gets the happier he is." Fortunately this is

not true of all students, and I think it is not true of more students than we have heretofore assumed.

Your paper can take the lead in creating an environment on your campus where learning is given the highest value. The paper can encourage and create an atmosphere of intellectualism where the student can begin the process of educating himself in a natural and enjoyable way that counteracts the years of association of learning as a distasteful pill to be swallowed, but not to be enjoyed.

The Purpose of the Yearbook — At a meeting of publications advisers I sought the answer to this question, "What is the purpose of the college yearbook?" To my amazement I received no reply. No one seemed to know for what real purpose this expensive publication served the college community. A former yearbook editor on our campus gave me the best answer, I believe. He stated, "Although I haven't really thought about it before, I would say that its purpose is to preserve memories." This is the best answer that I've had so far. How many of these "preserved memories" could you sell on the sidewalk outside of your classroom if it were not financed in part or totally by the student activity fee and if the student organizations didn't go all out to encourage their members to support the book? Not very many! Is it possible that the yearbook, as presently constructed, has almost outlived its purpose?

Continued Next Issue

Political Inquiry

Continued from Page 2

A graduate of Ateneo University of the Philippines. Mr. Alvarez has spoken on Philippines-United States relations for the Consulate General repeatedly, including a recent lecture at Columbia University.

MEMO

TO: MR. HARTZELL

FROM: THE SENIOR CLASS

RE: GRADUATION OF THE CLASS OF 1963

QUES: WHERE IS GRADUATION?

CAN WE HAVE A FACULTY SPEAKER OF OUR OWN CHOICE?



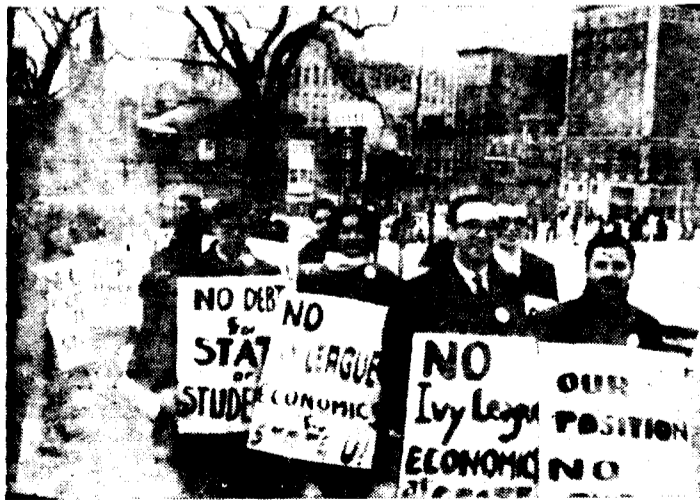
MR. HARTZELL



**WHERE WILL IT BE HELD THIS YEAR MR. HARTZELL?
ISN'T THIS A LOVELY SPOT**

ALBANY REPORT: A PICTORIAL REVIEW

THE DELEGATION ARRIVES AT ALBANY TO BE GREETED BY THE FRIENDLY, SOMEWHAT CURIOUS GLANCES OF BY-PASSERS. THE S. U. BANNER, SHOWN ON THE SIDE OF THE BUS, WAS SOON TO LEAD THE PICKETS ON THE STEPS OF THE CAPITOL.



ABOVE, THE STUDENTS ARE SHOWN PICKETING THE CAPITOL BUILDING. "AROUND THE STEPS OF THE BUILDING." "UP THE STEPS." "LET THE BYPASSERS PASS." "ORDERLY-ORDERLY." THESE WERE THE KEY WORDS FOR THE DAY. OUR SIGNS WERE THE ONLY REALLY ORGANIZED "ORIGINAL SIGNS," AS WAS EVIDENCED BY THE FACT THAT OTHER SCHOOLS BORROWED THEM.

Albany

Continued from Page 10
blymen of the state legislature. The questions arise: What then was the purpose of sending forty-five students to Albany, and what did the protest at Capitol Hill accomplish?

As members of the tuition-free State University of New York, it was the responsibility of our student body to actively protest a policy which is discriminatory, and contrary to the policies of the State University of New York. We had to make the people of the State of New York aware of the fact that four hundred dollars is not 'just a small fee' to us. We had to also stress the fact that once tuition is instituted in the State University it can always be raised. Letter writing was good, but an active protest at Albany was better. With letters, only your senators and assemblymen become aware of the views of the student body. The protest brought the situation out into the open. Representatives from the press were at Capitol Hill interviewing those on the picket lines. Many articles concerning the protest appeared in Albany newspapers that very day. Accompanying these articles were pictures of protesting students.

Due to the prolonged New York City newspaper strike, many residents of New York State were unaware of the fact that the state legislature was reviewing bills concerning tuition charges in the state and municipal colleges. Many people were also unaware of the large number of drop-outs which would result from the charging of tuition.

The main accomplishment of the protest against tuition was that it informed the public of the situation at hand, the seriousness of the situation, and the concern of the student involved in the matter. In this respect the demonstration was a success.

One thing must now be kept in mind. Although the motion to discharge the tuition bills was defeated, the bills themselves have not been passed. Now that the public is more aware of the problem, something more can be done to fight tuition. It will take more letters and more active protests by the students of the State University, by civic organizations, by school organizations, and by the individuals of the State of New York to free our schools of tuition. The Albany protest of March 11 was just the beginning of a long struggle to help keep our State Universities tuition free.

Marilyn Needleman

DON'T FORGET TO ATTEND THE STATESMAN MEETING
Monday April 1st
7:30 p. m.
Room C-06

Tate

Continued from Page 1

Robert Penn Warren, and Cleanth Brooks.

His poetry underwent a metamorphosis from the Southern traditionalism and classicism and Eliot-inspired intricacies and erudition to a more independent style which has been praised by Vivienne Koch as "enduring, vital... original... tragic, sensuous, lyrical, and deeply compassionate."

A magna cum laude graduate of Vanderbilt University and the recipient of two Guggenheim Fellowships, Mr. Tate has also received such enviable honors as Fellowships in American Letters of the Library of Congress, the Indiana School of Letters, and the National Institute of Arts and Letters. Prior to his membership in the latter group he received from it a one-thousand dollar award for service to American letters. In addition he was made a senator-at-large for Phi Beta Kappa in 1952 and in the same year visited Paris as one of the seven American representatives at the International Exposition of the Arts (Congress for Cultural Freedom) and then Venice as a member of the American delegation to the UNESCO Conference on the Arts.

Isabella Gardner, Mrs. Allen Tate, is a poet who has been associated in the past with Poetry Magazine, and has published poems in America's literary magazines. In 1951 she published a book of poetry, Birthdays from the Ocean, and The Looking Glass in 1961.

STUDENT SPOTLITE

By Paul Levine

Leading the commuting students in this school is "Kelly" Callahan. Her real name is Mary but she probably won't respond if you call her that. Kelly was just recently re-elected president of the sophomore class.

Kelly's experience makes her the best possible choice for the position. In student government in her high school she made a name for herself. In her sophomore year at Walt Whitman High School in South Huntington she was treasurer of the class. In her senior year she was elected vice-president. Not only was Kelly active in student government but she was inducted into the National Honor Society. She has also earned a Regents scholarship and was the recipient of the high school's PTA scholarship.

In her first year at Oyster Bay, Kelly was active in many phases of school life. She was co-chairman of the school's most successful spring formal thus far. She took an active interest in the crew "team". As was fitting in May of last year she was elected president of the class of 1965. This year with the move to Stony Brook, Kelly has taken on even more responsibility. She is

on the Policy Committee of Polity, the Orientation Committee and is chairman of the Athletic sub committee. She has been spending much time on school activities and has done a good job in each area.

Now as sophomore class president her responsibilities will be even greater. The first activity, the sophomores are going to sponsor is a dance in late April. Kelly is looking forward to a good year and is going to try and unify her class. She is in favor of more class spirited student body. An important thing which she would like to see is a joint committee of faculty, students and administration which would help make things more harmonious and create a collegiate atmosphere. She thinks more planning with foresight is necessary.

Kelly is an English major who has aspirations to enter the publishing industry or teach upon graduation. She now has several part time jobs as a secretary, and helps her father as a bookkeeper.

* * *

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SPORTSCOPE

by Henry Ostman

It is good to hear of the turnout which Mr. Haigh is having for his interclass bowling, maybe more activities of this type will quiet the nerves of the mad-alarmer in the dorms. This is one type of solution which has not been looked into yet.

The crew might be on the water as this is written, this is the season when calloused hands are in fashion among college men. In case you are wondering, that water is cold, although I'd guess that at the end of a race cold is the least of your problems.

Crew is one of the most taxing sports, yet coincidentally generally participants are the least well prepared of most varsity sports. This fact generally manifests itself when the race is over, not that he really does anything about it.

Speaking of crew, the boat house is being held up by legal technicalities, which when settled will allow actual construction to begin. This will eliminate the need for storing the shells in Oyster Bay. Too bad that old gym can't be moved out here, it would make an excellent boat house, in fact, if the move could rapidly be accomplished, it could even be used for temporary gymnasium facilities. Besides, the University needs a waterfront facility if we are to have a decent watersports program. Besides, it would provide the Biology Dept. with a place to tie up their boat.

Continued on Page 15

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Varsity-Faculty Basketball Game

By KEN DIAMOND

The basketball season had been over for more than a week but hoop fans of Stony Brook were to have one more exciting evening watching basketball.

It was the Varsity-Faculty encounter which occurred on March 25 at the Port Jefferson Gym. The Varsity took on a talented (and out of shape) group of Faculty members led by the one and only Dean "the shot" Tilley.

This game took on special meaning because it marks the last basketball appearance of Jack Mattice, as a college student at Stony Brook. Jack, a senior this year, will go into the field of coaching next year. At half time, Jack was presented with a basketball that was signed by all his teammates. It was their way of showing their appreciation of his performance on and off the playing court. The students at the game (and there were many) showed their appreciation of the four years that Jack helped the Varsity, by giving him a standing ovation at the ceremonies.

The game started off calmly enough with the faculty trying to score and the Varsity scoring and scoring. The Varsity's starting line up consisted of five season-long stalwarts, Mattice, Gene "6'10" Tinnie, Bob O'Connor, Paul Hertz and Bob Manini. Both teams substituted freely in the first half (some faculty members barely made it to the bench) with the Varsity taking a commanding lead by mid-game mark. A tired bunch of men (fa-

C. W. Post vs. Stony Brook State University, Thursday 5:30-8:00 P. M. At The Glen Cove Bowling Alleys.

C. W. Post elected to have a three point scoring system. That is, team with highest score for each of three games receives one point. On this basis, Post won 2-1. However, on the basis we score our home dual matches, one point for each of three strings, plus one point for highest total wood, this would have been 2-2 tie. Since Stony Brook had highest total wood this tie would have been broken and had this been a home match, we'd be 3-2 winners. Both of our colleges are members of Athletic Association of Long Island Colleges, and it is hoped that some set scoring system can be worked out for all home-and-home matches.

Our bowling team did far better than they did in beating Suffolk Community College in two matches.

STONY BROOK

BOB ONDRICEK (Jr.)	222	180	199
JAY KIRSHENBAUM (Sr.)	174	214	183
GERRY GOLDSTEIN (Sr.)	146	159	157
NORM GOLDEN (Fr.)	169	177	140
JACK GARHART (Fr.)	200	163	143

Totals 911 893 822
Total: 2626

C. W. POST

WARREN STACKLER	194	193	166
SPENCER SLIPKO	125	176	149
DAVE WEISSMAN	187	204	184
JOE WILSON	182	166	196
DON LUDWIN	161	162	170

Totals 849 901 865
Total: 2615

ulty members of course) walked slowly off the court before the hand of their loyal followers.

The second half started as if we were going to have another first half all over again. Then it happened. Before all those fans it happened. Yes Dean Tilley was kidnapped in broad daylight, though it was night-time outside by his students and taken away. But to show that crime doesn't pay, while taking Mr. Tilley away the criminals skidded and fell down

with Dean Tilley falling on top of one. But they did let him go eventually.

Everybody at the game seemed to have a wonderful time with the faculty closing strongly aided by the hot shooting of the Varsity (they just didn't seem to know where their basket was) to narrow the final score to 69-67.

This game was a highly successful way to end an already successful basketball season.

Dance Contests

RESULTS OF MONDAY NIGHT DANCE CONTESTS—3-11-63

DANCE	JUDGES	ORDER OF FINISH
Twist	Judy Neuman, Marlene Zorn, and Mr. Haigh	1. Tony Hilferty and Sue Morris.
		2. Marty Horowitz and Barbara Foster.
Cha-cha	Jay Rosenberg, Marlene Zorn, and Mr. Haigh	3. Mike Borelli and Marcia Kaufman.
		1. Marty Meltz and Marcia Kaufman.
		2. Mike Borelli and Barbara Foster
		3. Tony Hilferty and Nina Pecker.
		4. Bob Cohn and Grace Fukuhara.

SPORTSCOPE

Continued from Page 14

The annual inter-class track meet will again be held this spring. Now is the time to start practicing for your event.

Anybody who wants a job as a lifeguard this summer might be interested in the Red Cross Water Safety Instructors' Course. It will be given this spring locally at the Northport Veteran's Hospital Pool. Get in contact with the RED CROSS, 90 High St., Huntington, telephone No. in phone book, soon.

The tennis courts should be ready soon, although the nets might leave something to desire.

* * *

Crew Schedule Revisions

Thursday, April 11—St. John's at Pelham.
Saturday, April 13—Drexel at Port Jefferson.

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