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STATESMAN

VOL. VII NO. 11

STUDENT PUBLICATION OF STATE UNIVERSITY OF N. Y. AT STONY BROOK

MAY 19, 1964

Physical Ed. To Be A Requirement

The Faculty, in a closed meeting, May 12, passed a physical education program, that will make phys. ed. a non-credit, one year, required course for sophomores and juniors. This will not be retroactive to present students.

Freshman will not be permitted to take the course. Members of Varsity teams and participants in "carefully supervised intramurals" will be exempt.

Pass or Fail Grade

Only a pass or fail grade will be given and this will have no bearing on the grade point average. Participation will be the only requirement for graduation.

Before the proposal went before the Faculty, it went to the University Curriculum Committee, where it was revised slightly and sent on to the College of Arts and Sciences Curriculum Committee where it was again slightly changed.

The University Curriculum Committee is headed by Dr. Karl D. Hartzell, Administrative Officer, and the College of Arts and Sciences Curriculum Committee is chaired by Dr. Stanley Ross, Dean of the College of Arts and Sciences.

Saranga Elected Editor-in-Chief

On the evening of April 28 the staff of the *Statesman* elected Sandra Saranga as its Editor-in-Chief for the coming year. Others elected to serve as members of the Editorial Board are, Lee Mondschein, Managing Editor; Judy Bernstein, News Editor; Anne Fleischmann, Copy Editor; Marilyn Vilagi, Feature Editor; and Bob Yandon, Sports editor. Tony Mc Cann was elected Review Editor, Jerry Hellman, Photography manager; Marlene Will, Business manager; and Jean Schnell, Exchange manager.

At a later meeting Ronnie Katz was selected as secretary.

Dr. Michael Parenti will be faculty advisor for the coming year.

Gioia and Senyszyn Win Class Awards

Frances Gioia and James Senyszyn received awards as the two leading members of the Junior Class, May 7.

The awards were presented by the Women's Club in recognition of Miss Gioia's and Mrs. Senyszyn's "academic excellence and personal contribution to the welfare of the academic community."

ACTIVE ON CAMPUS

Both students have maintained a grade point average above 3.00 in their two and a half years here and both are or have been active in campus activities.

Miss Gioia, who has just been selected as a Resident Assistant for next year, initiated the Open House at last year's Spring Weekend. She was a member of the *Statesman* staff in 1962 and 1963 and belonged to the Amateur Radio Club in 1963.

SENYSZYN ON FSA

Mr. Senyszyn has been quite active in student government. He is Junior Class President and Chairman of the Polity Judiciary Committee. In addition, he was a member of Curtain and Canvas in 1963 and of the Debate For-

Continued on Page 3

Is Community Comm. Legit? Students and Faculty Meet

BY JUDY CARLSON

The University Committee discussed a "draft proposal" of a Student Code of Conduct with representatives of the Executive Committee of Polity, Tuesday, May 14. This Committee was appointed by Dr. Hartzell as a standing committee of the Faculty. Its function is to recommend to the Administration or to the Faculty policies concerning student government, activities, athletics, conduct, etc.



Faculty and Students meeting to discuss proposed Conduct Code. Clockwise: Dr. Hugh Cleland, Dr. Aaron Finerman, Mr. Leonard Spivak, Miss Phyllis Wilensky, Mr. Edward Wetter, Miss Sandra Saranga, Dr. John Newfield. Not shown Mr. David C. Tilley.

Because Dean Irvine, the chairman of this Committee, is in Russia, Dr. Hugh Cleland is acting chairman. Other members present at the meeting were Dr. John Newfield, Dr. Aaron Finerman, and Dean Tilley. Dr. Singer, also a member of the Committee, was not present. Lenny Spivak, Edward Wetter, and Phyllis Wilensky attended the meeting in order to give student opinions and make any suggestions they felt important about the draft proposal, which was written by the Faculty Committee.

The draft itself consists of three

Adelphi Presents
DON GIOVANNI!
in English
May 21, 22, 23—8:30 p.m.
May 24—3:30 p.m.
\$2.00 — Seats Reserved
Write or Telephone
Garden City, L. I.
Dept. of Music
PI 7-2200

sections: a "fundamental Standard," "Specific Regulations," and "Enforcement." The concept of a "Fundamental Standard" of student conduct is described as being akin to such attributes as "honor, dignity, virtue, manners, sincerity, sympathy, consideration, self-respect, honesty, integrity, respect for the rights of others." This standard is described as "an ideal toward which to strive," however, "when a student violates the spirit of the Fundamental Standard of behavior by conducting himself in an unethical, illegal, or immoral fashion,

... he will be liable to disciplinary action by appropriate University authorities." The first section of "Specific Regulations" is General Rules. There are five which are generally common-sense regulations: sanctions against destruction of property, possession of firearms, intoxicating beverages, or narcotics on campus, and gambling (including lotteries). There is one ambiguous rule

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English Department Sponsors Warren Poetry Reading

Robert Penn Warren will present a Poetry Reading of his own works, May 21, 4:00 p.m., in the Little Theater of the Humanities Building. The reading is sponsored by the State University at Stony Brook Department of English.

Mr. Warren, who is both a novelist and a poet, has received the Pulitzer Prize twice: in 1946, for his novel *All the King's Men*; and in 1958, for *Promises: Poems 1954 to 1956*, which received the National Book Award and the Edna St. Vincent Millay award of the Poetry Society of America.

He entered Vanderbilt University at the age of sixteen to study for a scientific career but under the influence of John Crowe Ransom turned to literature. Having graduated *summa*

cum laude, Warren went to the University of California for his master's degree and to Yale University. In 1928 he went to Oxford as a Rhodes Scholar.

Mr. Warren taught first at Southwestern College, then at Vanderbilt and Louisiana State University. It was here that in addition to his teaching duties, he became one of the founders and editor of *The Southern Review*, a literary magazine.

In 1942, Robert Penn Warren went to the University of Minnesota, where he was Professor of English. He held the Chair of Poetry in the Library of Congress from 1944 to 1945. Until he went to Rome in 1958, he was a professor at Yale University.

Other Publications

In addition to *Promises*, Mr. Warren has published a number

of volumes of verse, among them the long narrative poem, *Brother To Dragons*; the most recent, *You, Emperors, and Others*. In addition to *All the King's Men*, which was made into an Academy Award winning film, Mr. Warren has published several novels, among them *Night Rider*, *At Heaven's Gate*, *World Enough and Time*, *Band of Angels* and *The Cave*.

He is also the author of a volume of short stories, *The Circus In The Attic*. His *Selected Essays* was published by Random House in 1958. In 1956 he wrote *Segregation: The Inner Conflict in the South*, and in 1960, *The Legacy of the Civil War*.

Mr. Warren lives in Connecticut with his wife, Eleanor Clark, and their two children.

Students Meet: Protest Code

The legitimacy of the University Community Committee and next year's dormitory arrangement were discussed at a special meeting of Student Faculty, and Administration representatives May 18.

Representing the Faculty and the University Community Committee was Dr. Cleland of the Department of History, representing the Student Body were Leonard Spivak, Ed Abramson, Roy Kulcsar, and Alice Paster. Dr. Hartzell and Dean Tilley were spokesmen for the administration.

At the beginning of the meeting Mr. Spivak presented a resolution passed by the Executive Committee of Polity. This resolution contained an argument against the legitimacy of the authority of the University Community Committee in certain of the areas of jurisdiction embodied within its mandate. Although they appreciated the concern of the faculty for the welfare of the student body, Mr. Spivak stated that the student body wished to be represented in the mechanism which presented proposals to the administration. Moreover they objected to the fact that such recommendations went directly to the administration. Dr. Cleland presented a statement which included his viewpoint as to the source of the discrepancy.

A proposal was made by the students and accepted by Dr. Hartzell that an advisory committee on University Community Affairs be formulated. The function of this committee would be to discuss the problems "of a non-academic nature relevant to the well-being of the university community and to act as an consulting body to advise the Chief Administrative Officer on such matters. This committee would be the recipient of recommendations from the University Community Committee, the student body and other sources. It would consist of five students (the moderator and the four class representatives) five faculty members and four or five administrators." It was Mr. Spivak's belief that such a committee would constitute a "legitimate University Community Committee."

Regarding the Dormitory problem the Administration made the following statements in response to the argument presented by the student representatives.

1. Careful consideration would be given to the argument.
2. They are well aware of the limited social facilities available at the university.
3. The solution arrived at will be the most practical and most beneficial for all.
4. They will look into the possibility of obtaining additional funds and authorization for personnel.
5. The principle of mixed dormitories is not alien to their thinking.
6. The situation would in any case be temporary and might be revised next February.

The student representatives indicated that they were satisfied the administration is concerned

about the situation and that they are doing all that is in their power to have mixed dorms.

RESOLUTION

Adopted by the Executive Committee of Polity, May 15, 1964.

The Polity system of government is a system which emphasizes the contribution of each individual to the political society. Since its inception, in 1939, it has been the mechanism through which the students of this university assumed their proper share of responsibility for the maintenance and well-being of the university community. We have, in the past, exercised a relative degree of autonomy in such areas as student activities, student organizations, and student disciplinary problems. We have exercised these functions in a conscientious manner, proving that we are indeed capable of assuming, together with the faculty and administration, this proper share of responsibility.

Our system of self-government is rapidly being challenged by some faculty members of this institution. In their attempt to provide for the well-being of the university community as they see it, they have instituted through the faculty by-laws, a University Community Committee. This committee has the responsibility to report and recommend to the faculty or administration on such topics as student activities, student organizations, student disciplinary problems, dormitory problems, etc. It drafts proposals and legislation on such matters. Currently, this committee is in the process of drafting a code of conduct to regulate our lives.

It is our contention that as mature and responsible citizens of this community our rights are being abrogated. No committee has the right to legislate or to draw up legislation for us. No committee has the right to claim to represent the community or to act in its behalf when it eliminates from its voting membership representatives of two-thirds of the community.

SPECIFICALLY: our objectives are as follows:

that the faculty recognize our rights as members of this community to contribute to its well-being.

that a legitimate University Community Committee be established consisting of students, faculty, and administration as voting members in the proper proportions.

The purpose of a university is not confined to the dissemination and assimilation of knowledge. A primary responsibility of an institution of higher learning is to prepare citizens to assume their proper role in a democratic society. This responsibility cannot be carried out when the students of such an institution cannot exercise certain fundamental prerogatives, when they are prevented from exercising fundamental rights of self government.

Our institution is in a state of flux. Changes are occurring rapidly. As they occur let us rise to meet the problems they cause through responsible, mature, and intelligent action. Much can be accomplished through the mutual exchange of ideas and knowledge among all members of our community. Do not deny us our

Reconciliation Attempted

rights. Do not prevent us from exercising our responsibilities. We cannot, will not accept this.

Position paper presented by University Community Committee.

AS you know, the Executive Committee asked the University Community Committee as its first order of business to draw up a revised student Code of Conduct, in consultation with representatives of the students. Incidentally, it is well to keep in mind that there is an existing Code of Conduct and has been for a number of years. The present Code of Conduct is on page 4 of the current student handbook. In effect we are simply, updating and improving a Code already in existence.)

Within the Committee, we thought it might be more effective to discuss the matter among ourselves first and to have a draft as a basis for discussion before conferring with the students. After working out such a draft, we met with the officers of Polity and with reporters from the Statesman. At the beginning of the meeting, we read a copy of the Community's mandate from the Faculty By-Laws. It is as follows:

This committee assists in the establishment and maintenance of an appropriate University community. Specifically, it shall formulate and recommend to the Faculty or to administrative officers policies concerning extracurricular activities, student government, student discipline residences, clubs, publications, athletics and social events. In performing these functions it shall consult with appropriate student representatives.

As it turns out, the officers of Polity interpreted the mandate to mean that the University Community Committee and the Faculty expect to administer such areas as Extra-Curricular Activities, or residences regulations, rather than to recommend Policy in these areas. However, they also seem to feel that the University does not have the right to make policy or at least that it is undesirable that the faculty make policy.

After discussing the recent meeting among ourselves, the Committee feels that University policy should be communicated to the students in the following way stressing two related points.

1. The University does not exist in a vacuum. It is established and supported simply by the people of New York through their State Government. Specifically, the people have vested their authority in a Board of Trustees and a Council. The Trustees delegate some of their authority to the administration and some of the authority to the Faculty. Much of this authority in turn is then delegated to the student body organized as Polity. However it is very clear that the authority of everyone concerned — faculty administration and students — comes from the Trustees.

The committee also draws up



Mr. Fred Hecklinger, New Head of Residence

2. Everyone concerned agrees that it is desirable to delegate as much responsibility to students as possible. This is politically and educationally useful in a democratic society such as ours, and is also administratively important because it frees the administrators and faculty of a great deal of administration.

University policy in these areas — policy formulated and recommended to the University by the University Community Committee — is not aimed at replacing students responsibility but is intended to establish student responsibilities and to define them. It is this policy which is the real source of student rights, just as University policy is also the source of faculty rights and authority. Regardless of what understanding individual members of Polity might have, this has been the situation since the day the University was founded, and this fact is clearly reflected in the Polity Constitution, which indicated that Polity is subject to University Policy. What the University is now doing in the area of re-writing certain policies is not in any way a change in the existing situation.

In short, the officers of Polity and the students generally should realize (1) that they do not exist separately and independently of the University, and (2) at the same time the University desires to strengthen student self-government and student responsibilities generally rather than to destroy them.

SPECIAL POLITY MEETING

100 students attended a special meeting of Polity called by Polity Moderator Leonard Spivak, to adopt a resolution redefining the University Community Committee, May 15, 7:00 p.m.

The resolution was presented to Dr. Karl Hartzell and several other faculty members at a special meeting Monday May 18, 2 p.m. The present situation is a result of the University Community Committee's attempt to a-

dopt a code of conduct for the student body.

The main objection is not to the code of conduct as such, but from where the right of the University Community Committee to draw up this code emanates. According to Mr. Spivak, the question is not one of legal, but moral rights.

In short, the resolution states that the rights of the students of this university to self government are "rapidly being challenged by some faculty members of this institution." A set of three objectives stating the aims of this protest were written into the resolution. After some discussion and changes in the wording of one of the objectives, the resolution was adopted.

If a reasonable agreement can not be reached at Monday's meeting, the possibility of further student action is a good one, and one that cannot be ignored.

CLUB NEWS

Curtain and Canvas

As its final event for this academic year, Curtain and Canvas went to see *PORGY AND BESS* on Friday night, May 15, 1964. They saw William Warfield as Porgy and Veronica Tyler as Bess in this great American Classic by George Gershwin. The performance was done by the Light Opera Company of City Center at City Center.

This is the last event which Curtain and Canvas will sponsor at Stony Brook. Next year its function will be taken over by a Polity sub-committee.

Engineering Society

The Engineering Society plans to end its many, fine activities this year with an excursion for its members. The date and destination are still tentative. The destination will probably be Brookhaven National Laboratories where students can see Science in Action.

Lutheran Students Group

The Lutheran Students Group will have its last meeting on Tuesday May 19 at 7:30 P.M. At this meeting, officers for the 1964-65 academic year will be elected. Members will plan their agenda for next year.

Brubeck at Farmingdale
May 23 — 8:30 p.m.
Allard Field House
Advance Tickets \$2.00
At Door \$7.50
Call MY 4-7800
Ext. 329 for Tickets

Hey Fellas, It's A Raid!

It was 2 A.M., Tuesday, May 5. Small groups of students sat slumped over their books. Suddenly the matron appeared on the balcony and announced to the sleepy few that a large group of raiders were on their way from Farmingdale. The boys present were cautioned to put on their jackets and to be prepared to protect the girls from being carried away. Suffolk County Police were called for reinforcements.

By 2:15 most of the boys had left. A few more girls had strolled down to the cafeteria and comments were heard about chastity belts. Some talk of retaliation, some guffaws. The girl playing the piano did not miss a note. Someone suggested calling forces from B-3.

It was nearly 2:30. A skeptical group awaited the impossible (fantastic) with anticipation. A throng was seen walking from the Hum. building by a scout.

Suddenly, nearly 60 boys in various array burst into the cafeteria. Initial surprise, sudden laughter. Security guards appeared above and were cheered by visitors and inhabitants alike.

The raiders mingled jovially with the students. Their girls had just raided them and they were still wet from shaving cream. Our girls were invited to Farmingdale. They were welcomed to the Carnival. A camera was called for, as the raiders happily handed out addresses and autographs. They returned three times for pictures. By 2:50 the visitors had left. Students started for their rooms. The cafeteria was again silent.

Suddenly, a security guard pushed through the door. He raised a large megaphone to his lips, "OK, you guys who don't belong here, get out. Evacuate this building immediately!"

Dep't News

Economics

On May 15, the Department of Economics took a group of students on a field trip to the Federal Reserve Bank of New York and the Chase Manhattan Bank both in the heart of New York City's financial district. Students were able to see how a central bank carries out some of its most important operations, check clearance, counting of money, issuing of new currency and the like. The visit to the Chase Manhattan Bank, largest bank in the State of New York and second largest in the world afforded students an opportunity to see this new sky scraper banking center in which the head office of the bank is located, with departments ranging from foreign transactions to trust operations.

English

Dr. Edward Fiess will go to France next year as a Fulbright Scholar.

Roth, Kalinsky, Lefkowitz Win Student Art Contest

BY GRACE FUKUHARA

Diane Roth, Karen Kalinsky and Les Lefkowitz were winners of the Annual Student Art Contest sponsored by the Student Art Committee which was held May 3-10.

Polity News

BY MARILYN GLAZER

Retiring Polity Moderator Leonard Spivak has made some suggestions to Policy Committee chairman Bob Harmon concerning action that might be taken to alleviate some cumbersome requirements in relation to both individual class elections as well as Polity balloting.

Lenny has proposed two amendments to the constitution. One concerns majority requirements for class office holders, and the other relates to petitions for voting.

At the present time, a candidate for a class or Polity office must win fifty percent of the votes. Rather than this majority requirement, Lenny proposes a plurality law, thereby eliminating runoff elections between the top two contenders.

The second proposal is about petitions for office. To date, a candidate has to have both a petition signed by twenty-five percent of the student body, and in addition must be approved by a referendum at a Polity Executive committee meeting. This, Lenny feels, is too unwieldy a procedure, and while he does not have any specific proposal in mind, he suggests that some study should be made to find an easier way to approve one's candidacy.

The Polity Policy committee is not a standing committee, and does not have the power to legislate. Any problem that the Executive committee might have concerning a matter of Polity policy may be referred to the Polity committee. A study will be made and recommendations will then be made to the Executive committee.

Diane, a Freshman art major, won first prize of \$45.00 for two of her entries, "Mother and Child", a wood cut and "The Crowd," a casein, casein being a thick, opaque water base similar to oils. Miss Roth showed general competence in all her works, but especially for her "Mother and Child" which was done in a difficult medium. Both works displayed superb artistic ability. Diane was "very happy, a little surprised" upon hearing that she had won.

Kalinsky's Collage

Karen, a sophomore, was the winner of \$30.00 second prize for a collage of cut up magazine paper. Her entry was chosen for showing good texture and color and being sensitive and well-composed.

Les, a junior, winner of an honorable mention of \$25.00 for a set of four photographs. The marble 4" statue of a horse was taken in front of Roslyn High School, 42nd Street at sunset, a friend at the helm of a 50-foot yawl at Newport harbor and the recent jazz concert on campus.

Contest Open to All

The Student Art Contest was open to all the students of the University and each student could submit any number of works. Entrees were accepted from all fields of the visual arts. Mr. Edward Countey helped with the hanging arrangements. Mr. Robert White and Mr. Jacques Guilmain, members of the Fine Arts Department, judged the contest. There were 55 entries which consisted of paintings, drawings, collages, assemblages and sculptures. All pieces were exhibited in the gallery room of the Humanities Building from May 3-10.

It was felt that this contest had improved over last year. It showed youthful vitality and interest on the part of the student. It is hoped that next year there will be more participants and a greater selection of works.

R. A.'s Chosen For Next Year

A new and more up to date list of Resident Assistants and Alternates for 1964-65 has just been released by Mr. I. Andre Edwards, Assistant Dean of Students for Residence halls.

The R.A.'s and Alternates were chosen by a Committee for the Selection of Resident Assistants. Each candidate had two interviews with this committee. Some of the major qualities that the committee used in making its selection were maturity, leadership, ability to set a good example, discretion, personality, responsibility, and a sincere interest in the position. The duties of the R.A.'s will remain about the same as those of this past year. There is a possibility that some additional duties may arise, but these will also carry additional compensation. At present, the R.A.'s get their room charges paid for by the State.

MEN R.A.'S

As of yet, no selection of the Head R.A. for the men has been made. The new R.A.'s selected for the men are R. DeCarli, J. Hellman, G. Mandina, H. Holzman, J. Halasz, E. Abramson, W. Clark, H. Dolgin, R. Grobe G. Krasilovsky, S. Levin, L. Mondshein, F. Weikman, S. Zornetzer, D. Neilson, S. Swanson, and D. Tanke. The alternates are A. Cimaglia, J. Frankel, M. Carsman, F. Mauer, A. Cowie, P. Hertz, P. Levine, A. Rizzino, R. Yandon, A. Meyer, R. Wolman, and P. Rosenbaum. There are four returning male R.A.'s from this year. They are John Franchi, Sam Horowitz, Les Lefkowitz, and George Balunis.

WOMEN R.A.'S

Kathy Richmond has been selected Head of R.A. for the women. The new women R.A.'s for the year 1964-65 are P. Jordan, C. Dow, A. Fleischmann, F. Gioia, J. Kohn, C. McCullough, N. Panakos, M. Needleman, J. Cravero, G. Nussdorf, G. Zynczak, M. Will, D. Sullivan, J. Ja-



Mrs. James Fowler, left, presents awards to James Senyszyn and Fran Gioia.

Class Awards

Continued from Page 1
um in 1963. Also, he was a student representative to the Faculty Student Association in 1963.

\$100 CHECKS

Both students received a certificate of merit and a check for \$100.

Upon receiving the award, Miss Gioia said "I think I am very happy."

At the ceremony and reception, Dr. Hartzell said that intelligence is not related to economic status and we are able to reach people here who formerly did not have these opportunities.

Mrs. James Fowler, this year's President of the Women's Club presented the awards.

cobs, and M. Callahan. The alternates are G. McDonald, L. Sanders, K. Shipley, M. Vilagi, L. Haas, and K. Hodges. There are three women R.A.'s that are returning next year. They are Kathy Fitzwilliam, Kathy Richmond, and Diane Lawrence.

In the last issue of the Statesman, some of the figures on the Fraternity Poll were inaccurate. The correct figures are below. These numbers and percentages refer only to the number of students who voted in the poll, not the entire student body.

	Yes	No	No Opinion
TOTAL:	229	379	75
%	32	56	12
CLASS OF '64	8	52	3
%	12	83	5
CLASS OF '65	41	62	12
%	36	53	11
CLASS OF '66	64	110	27
%	31	55	14
CLASS OF '67	111	150	31
%	38	51	11
Miscellaneous			
(Class not designated)	5	5	2

This poll was taken in order to get an accurate picture of general student feeling on the issue of fraternities. The Executive Committee began discussion on this question last semester, and one "fraternity" has petitioned for official recognition.

The Executive Committee has passed legislation which allows the recognition of organizations with "selective membership." Both organizations like fraternities and honor societies might be allowed under this type of regulation.

The class representatives tried earlier this semester to verbally poll their respective classes about the institution of fraternities, but for various reasons this informal poll was impossible to take with any accuracy. Therefore the decision was made to put the question on the ballot at elections. The outcome of this poll is in no way binding either to the student body or the University, and was only taken to get an idea of student opinion.

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STUDENT AUTONOMY

Students are under the misconception that they have rights. This is, in essence, a sentiment expressed by a prominent faculty member at the last meeting of a subcommittee of the University Community Committee. If students are under this misconception it is due to the former attitude of administration and faculty.

Rights, privileges, and responsibilities which have once been granted to students cannot be arbitrarily negated.

The significance of the student body has been rapidly declining in inverse proportion to the increasing number of faculty committee. Apparently operating under the assumption that students are docile and will accept manipulation, the University Community Committee has undertaken the creation of a Code of Conduct for students, and has on its agenda (among other things), the creation of policies concerning extra-curricular activities and publications.

The writing of such codes is the usurpation of the right of students to set their own standards of behavior and policies. It must be made clear what the jurisdiction of the students is to be and what powers are to be delegated to this portion of our community.

This community consists of administration, faculty and students. A University Community Committee should not consist of two-thirds of that community dealing with the affairs of the vote-less other third. Total lack of regard for the student body must not be allowed to exist. Being invited for consultation is not enough.

As has often been stated, we are in a transitional stage. If we are to ever have rights we must demand them now. If we do not pick up our share of the marbles now we will not be allowed to play the game.

We must not allow Student Autonomy to have an easy and unopposed death.

THE FACULTY WAS NOT THERE

The prefix co- in the word cooperation means that more than one party is working together to attain a goal. In this instance, the goal is a university community and the operation to help achieve this goal was the Open House of May 10th.

The Faculty-Student Tea, a part of the Open House program, called for cooperation. The operations delegated to the students were well executed. Unfortunately, the majority of the Faculty failed to realize the meaning of this little prefix co- and thus failed not only the present student body, but the incoming freshmen as well.

There were many prospective freshmen who wished to speak with a faculty member in their field. THE FACULTY WAS NOT THERE. There were many Stony Brook students who expected to see their professors. THE FACULTY WAS NOT THERE. There were even more disappointed members of the committee who worked on Open House who not only saw few faculty members but did not see more than twenty-two per cent of the reply cards which were sent out to the faculty.

The faculty urges that all possible means be employed to establish a University Community. The students do most of the work; but why must this work be negated by a faculty which is self contradictory, a faculty which encourages this University Community and then, when it is called upon to do its share, fails?

It is about time the entire faculty stopped talking about some hazy ideal and did its share in transforming this ideal into a clear reality. It is about time the faculty directed some of their excess political energy toward student-faculty relations.

Request For Curfew Extension

The women residents are deprived of the most effective facility for all-night studying—the cafeteria. The places available to the women after the 2:30 A. M. curfew have often been proven inadequate. Private rooms, hall lounges, and the women's lounge are unsatisfactory in that they are poorly lit, unstimulating, confining, and much too comfortable for serious work.

Given that night-long preparations for final exams are standard phenomena on campus, the Dormitory officials should realize the inadequacy and allow the women to remain in the cafeteria as late as they wish during the exam weeks. Among the advantages of the latter are: the atmosphere created by students studying en masse, the non-restriction of students of both sexes who wish to work together, and the tradition of free coffee for students staying up late.

All students remaining in the cafeteria up until 2:30 A. M., and the men that remain there afterwards, have shown admirable discipline and serious intent to study. Any disturbers of the peace have been handled by the students themselves. Thus the privilege of using the cafeteria as a place to study has never been abused. (This includes last year when the women were allowed in the cafeteria for as long as they wished).

Allowing the women to stay in the cafeteria past curfew need be little different from the present situation in which the matron on duty must be aware of what girls are in the cafeteria after 12:30. The Dormitory Administration is asked to honor this request of students and permit all night, co-ed studying in the cafeteria during exams.



Not wishing ourselves outdone
In the "Code of Conduct" fun,
We offer for your edification
A FACULTY STANDARDS codification:
1. No risque jokes told in class—
Violating line 13, page 1 draft proposal and also crass.
2. Violating the same line, word "sincerity"
Is pretended interest but lack of celerity
In attending a student function.
3. Also wrong is lack of gumption
In protecting ones peers
(Though right is clear) due to personal fears.
4. Next on the list of faculty responsibility
Is to refrain from claiming student imbecility.
5. Patronizing attitudes are considered unwise—
Both underlings and students this manner despise.
6. Words like "creampuff" and "nit-picking"
Are clearly not nice
Although too poorly attended meetings
They do add some spice.
We would not like to seem unreasonable,
Total adherence we're told is unfeasable;
But it is an ideal toward which we strive—
If, dear faculty, we're not smothered alive.

SENIORS
GRADUATION
INVITATIONS
AVAILABLE
AT DEAN OF
STUDENTS
OFFICE

Letters

OPEN HOUSE

To the Faculty,
I have a problem. Perhaps you can help me find the solution. Ever since I moved out to Stony Brook, and the College on Long Island became a University, I have been hearing voices. These voices have been saying all sorts of strange things to me. They have been telling me about the glories of a "University Community." They have been telling me that the faculty at this school is very concerned about the student body, especially about some magical concept which they called "student-faculty relations" and which was reported to be the cure-all for any problem. They told me that the students should venture out to improve these magical "relations." They said, "We must work together to build a University Community." I listened to the voices and I decided that I would do my share. But how?

One night at a dinner party "to foster better student-faculty relations", the voices suggested that what we needed was a student-faculty tea. "Give the faculty members a chance to meet with the students in a less formal situation than the classroom. Give them a chance to talk to each other about something other than Tribolium, the Zuni culture, or William Butler Yeats. Many of the academic departments were inviting students to departmental teas, the students should reciprocate." We could invite the faculty wives also, to really flood it with that good old "University Community" spirit. I listened to the voices and I de-

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Official student newspaper of State University of New York
at Stony Brook, Stony Brook, L. I., N. Y.

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to the Editor...

THE SWEET AND THE BITTER

To whom it may concern:
THE SWEET

This past week saw the culmination of a tremendous amount of time and effort in our Second Annual Spring Weekend. Almost all would probably agree that these were the most interesting, enjoyable, and most difficult three days that Stony Brook has seen in her short history. Large numbers of students were united for perhaps the first time in the realization of a common goal. (Also, although not for perhaps the first time, in a common? Saturday night stupor.) Thanks, even if they are conventional, go to George, Phyllis, Barbara, Frank, and about a hundred other assorted people. Appreciation is also expressed towards the Faculty and Administration who attended the Carnival and/or the Open House, even if not the Beach Party.

The Bitter

It is unfortunate that of 150 Faculty members who were sent pre-addressed, non-stamp-needing, non-envelope - needing cards requesting whether or not they would attend the Open House Tea. 100 cannot be thanked, as they thought the effort involved in returning the cards was too great. (Or the cause not worthy?) Also among those who cannot be thanked are the Faculty Wives Association for defaulting about serving at the Tea and the offices of Planning Coordination and Public Relations, for not opening up the classes and labs as promised and for not having representatives of the Faculty at each building, also as promised.

Open House

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decided that I would do my share. But when? My chance to do my share finally came with the onset of Spring Weekend and the traditional Open House, which took place this year on Sunday, May 10. I became chairman of the committee in charge of Open House, and listening to the ever-present voices, I sent out an individual letter to each faculty member, inviting him and his wife to attend the Faculty-Student Tea which was to be held for them, the entering Freshmen and their families, and the Alumni. But something went wrong. They didn't come. They didn't even return the already - addressed reply cards that had been enclosed, or at least 78 percent of them didn't. And so the entering class of 1968 suffered its first typical Stony Brook letdown, as the Freshmen-to-be looked around for the faculty members they had been hoping to meet. They had seen the people who were to be their fellow students, they had seen the buildings, they had seen the books in the Library. Now they wanted to see

All in all, much can be learned about the character and attitudes of all those connected with our institution from their performance at Spring Weekend.

Joel Kleinberg

POLITICS

To the Editor:

I am writing to congratulate you on the way you covered the discussion of the question, "Has Organized Labor Outlived Its Usefulness?" In a broader sense, however, my purpose is to tell you how happy I am with the Statesman's strides toward balanced coverage of the political scene. Balance is so often difficult to attain; the earlier issues of this academic year were almost balanced, but the last couple of numbers have reached the pinnacle.

The responsibility for the earlier imbalance rests, of course, upon the shoulders of David Sullivan, whose column of rightist political views threw the entire structure out of plumb. Everything else dovetailed nicely: a neat juxtaposition of somewhat liberal, rather liberal, and very very liberal opinions, divided nicely between the news and editorial columns. I understand that, in an effort to solve the problem, the editors asked Sullivan to find someone who would present the liberal side. This was a step toward balance, but only a small one, since the liberal side was already being presented. Now that Sullivan is no longer writing, the spectrum of opinion is at last fairly represented.

The most nearly perfect example of this representation is

that element of the ever-mysterious "University Community" which operates as a catalyst on the other elements, the faculty.

What did I do wrong? Or maybe it was nothing that I did, maybe it was those voices that I had been hearing for so long. Maybe the voices were wrong. Maybe the only people who want better student-faculty relations are the poor misguided students who think that it is something that is supposed to be here, think that a "University Community" is a necessary part of a University, think that a University education is more than attending classes and doing homework. Are they and the voices right? Or are they wrong? Only you of the Faculty can answer that question. I wish you would help me out. Help me by silencing the voices if they are wrong and have been misrepresenting you all this time. If this is not the case however, and the voices are right, you can help me by suggesting a means which is acceptable to you for achieving this magical concept.

Thank you.
Yours truly,
Phyllis Wilensky
a misguided student

your story on the labor discussion, under the provocative headline, "The Class Struggle." You devoted over two-thirds of the space to the labor side, but this inspiration pales to insignificance alongside the style of your coverage. John Krawczyk reported Dr. David Berkman's pro-labor views in some detail, and ended with a touching statement of his belief in Dr. Berkman's integrity. Gail Erickson disdained to tell us what Frank Bowes had said in the anti-labor part of the program. Instead, she lambasted the swinish representative of what apparently is now known as "Capital," calling him a "stereotype... frightening." I only wish I could understand the last paragraph, in which Miss Erickson accuses both men of cigarette-smoking and concludes "It can happen only in America." Perhaps this type of balanced coverage can happen only in the Statesman.

W. Scott Andrus

Thanks From Monk

To The Student Body:

I should like to commend the student body on its patience and good manners during the delay of the Monk concert, especially since many of you did not know that this is quite usual for a Monk concert. I hope no one thought this was discourtesy or disdain on Mr. Monk's part, for those of us who have followed Thelonious through the years know that this lateness is not directed at any person or group but must be considered as an inexplicable part of Monk himself. Monk has always been worth waiting for, and anyone who saw his famous swinging right foot knew something extra was going into the music. It was a superior concert. In fact, since the first half of the concert was more formal and consisted of old Monk works and styles, and the second half exhibited Monk at his immediate creative best with new pieces and new interpretations of old pieces, it amounted to two superior Monk concerts.

I was asked by Mrs. Nellie Monk, the Baroness Pannonica de Koenigswater, her daughter, and Raoul Ian Loo, who is in charge of the Belgium exhibition of paintings at the World's Fair, to thank you for your hospitality, and to tell you that they enjoyed their visit to Stony Brook.

You were not only a good looking audience, you were a good audience. Mr. Monk and the band enjoyed playing for you.

Thank you,
Robert Haberman
Admissions Office

Seniors Queried

Senior Question: Aside from the move to Stony Brook, do you think that there have been any significant changes at State since your freshman year? Do you think that there has been any change in educational policy?



Lenny Spivak — The word 'policy' implies that there is a consistent and universally adhered to opinion on a course of study which, when followed, will give to the student certain skills and knowledge. It is my sincere opinion that no such 'policy' is followed here at Stony Brook. The required course of study is determined as much by its convenience for the faculty as by philosophical or educational principles. For what other reason were Social Science I and II removed from the curriculum? The educational value were beyond question, but our devoted faculty would not lower itself to teach a course outside of its limited field.

Speaking of oyster shells (and faculty members who dwell therein) let us consider the problem of consistency.

The absence of a 'policy' is not, however, to be seen as a detrimental factor, for in the field of education, individualism is much to be commended. On the campus it is possible to take a course with one professor with a specific curriculum, while the same course taught by another professor contains an entirely different curriculum. Even within the prescribed course of study, the conduct and specific curriculum of any course is up to the individual discretion of the instructor who teaches it. The student is therefore able to benefit from the individual qualities of his professor, and to absorb his particular 'message'.

The object of an institution of higher learning must not be conformity, especially within the field of education. The student must be exposed to as many different

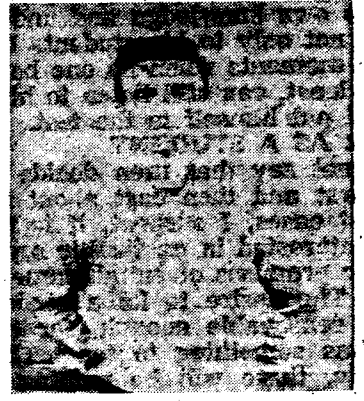
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Valerie Furst—The most obvious change has been a physical one. The campus and faculty have increased in size and the student body has more than doubled itself. As a result of this, most freshman courses have become lecture courses, as opposed to the seminar, discussion groups we enjoyed.

There has also been a change in the type of student entering S.U.N.Y. In Oyster Bay, the students were bound together by intellectual interests to a very great degree (partly due to the fact that most of us were commuters), but here at Stony Brook, the student body has become more of a community concerned with social life as well. Hence, incoming freshmen are not merely pursuing their intellectual goals here, but are also looking for those cultural, social and other aspects of life which the college community can supply.

There has been major change in educational policy which can best be expressed as 'specialization', as opposed to the primarily 'great books' education we received as freshmen.



Bill Mostler—Concerning the action of the Engineering section of this university, of which I am a student, the relationship between professors and students during this previous three year period has not experienced any major changes. It has remained the same.

The ratio of professors to students has been decreasing over the last two years due to the growth of the student body. However, much research concerning all branches of the engineering field has increased greatly due to the equipment caliber and the amount that can now be attained due to the increase in size of this university.



The significant change is the change in educational policy. Previously, the basic philosophy tended to that of the Chicago idea of a set curriculum for everyone at least for the first two years, which enabled the student to get a broader and more coherent view of the different phases of knowledge. The trend now seems to be more specialized and less organized as far as a definite curriculum which is available to all including freshmen, whose ideas and tastes are generally on a less sophisticated level.

—Judy Walk

REVIEW SECTION

Guest

TO BE A TEACHER, TO BE A STUDENT

BY Dr. Michael Parenti

To understand why men become college teachers it is best to understand some of the satisfactions they derive from their calling. Of great importance are the feelings of usefulness, creativity, and responsibility that come when one is engaged in the task of introducing others to new dimensions of thought. A teacher can experience great satisfaction listening to a student debate a question which three weeks earlier the student never knew existed.

That feelings of usefulness and creativity come less frequently than one would want is due to a multiplicity of factors, some of which are beyond the teacher's control. Sometimes classes are too large or too small or too heterogeneous or too apathetic for the kind of exchange the teacher desires. Sometimes, because students have not read and reflected upon their assignments, the teacher is compelled to inform them of what they ought to have known in the first place. Sometimes the nature of the subject matter is itself a severe limitation in that it is uninspiring for both teacher and student. "Then why teach it?" one might ask. Indeed, in many instances this is a legitimate question, but there are times when we must learn what is burdensome in order to proceed. Contrary to the usual apothegm, not all of learning is an "adventure;" some of it is tedious work.

Sometimes the disappointments in the teaching situation are due to the teacher's unwillingness or inability to give a proper theoretical structure and meaning to his course, and to ask himself enough questions concerning the purpose and function of the course. Sometimes the teacher, like any human being, has his blind spots and misses classroom opportunities for exchange and discourse; and sometimes he does not know as much as he wished he did. Often his ignorance is shared by the world in general, and there simply are no answers to what he is trying to understand.

Yet it is not all so terrible. One satisfaction in being a college teacher is that one is forever a student, that is, forever a witness to one's own growth and development. The teacher can have the gratification, in his private study or in lecture or discussion, of organizing his own thinking, broadening and sharpening his own insights, and developing his own knowledge and understanding. His dedication is not only to his students but to his subject and in those moments when no one bothers to listen to him, he, at least, can still listen to himself and teach himself, and put himself to the test.

THE TEACHER AS A STUDENT

In all honesty, I would not say that men decide to become college teachers first and then cast about for a subject to teach. In most cases, I suspect, it is the reverse. We first become interested in particular areas of knowledge and particular promises of enlightenment, and then decide to teach. The desire to be a student (i.e. scholar). And this is reasonable enough, for one cannot teach unless one has something to teach. Unless we research and study, there will be nothing to offer, and nowhere to go. (This is not to be taken as a defense of all academic scholarship. Some of it is pretentious, mindless, worthless and, in a deep sense, dishonest. Nor is the length of a man's publication list a certain measure of the quality of his mind and scholarship.)

There is something further to be said for "the teacher as student" which undergraduates might fail to appreciate. When a teacher enters into the universe of discourse with his scholarly peers and superiors, through intensive private study, writing, research, symposiums, professional gatherings and informal exchanges, he is sometimes forced to a level of performance that goes beyond his present limitations, and in this way he helps himself overcome his limitations. To partake in a discourse with other scholars, through their books and writings or face to face with them, to be a student among students, is an experience at least as important to him as being a teacher among students

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Merton Speaks

By Charles Mindel
and Doris Bondy

On Friday May 13 Dr. Robert Merton gave a lecture in the Humanities Faculty Lounge on "Studies In the Sociology of Science." Approximately 60 students and professors attended the lecture ranging from the to be expected sociology majors to chemistry, psychology, math and Spanish majors. The lecture itself was the epitome of clarity and preciseness. Dr. Merton presented his ideas with "the pride and humility" of a great man (to use his own words in describing great men of science.)

Dr. Merton in his introduction told us of his studies into the "familiar and strategic fact" that the same scientific discovery is made independently by different scientists at the same time. This phenomenon he calls multiples. The study of multiples is a "strategic research site", a focal point for understanding science as a social institution.

Dr. Merton maintained that "all scientific discoveries are in principle multiples including those which on the surface appear to be singletons." He then presented several points which verify this theory, for instance, discoveries long regarded as singletons have often been re-discoveries of discoveries that were originally unpublished, and also public announcements of a discovery often stopped others from continuing their work—as Dr. Merton flippantly put it "there but for swift diffusion goes a multiple."

Professor Merton next shifted to the main point of his lecture. Under the assumption that all scientific discoveries are in principle multiples; he discusses the social phenomenon that he names the "Matthew Effect." The Matthew effect describes the misallocation of

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Blooming Artists at Stony Brook

Maddy Rogers

Congratulations to the winners of the Art Contest, the other contestants and the Art Committee. The show was on the whole, well executed and in good taste. There were exceptions to this. Jay Rosenberg's junk sculpture was a discordant note as was Richie Meltzer's sculpture.

The winners of the contest were all well deserving. Diane Roth's wood cut entitled "Mother and Child" and her painting "In a Crowd" were both skillfully executed. Karen Kalinsky's collage for which she was awarded second prize, was col-

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CURTAIN AND CANVAS

WOOLF IN THE

WASTELAND

by Anthony Mc Cann

Virginia Woolf wrote, in 1927, that "the mind is full of monstrous, hybrid, unmanageable emotions. That life is infinitely beautiful but disgusting; that science and religion have between them destroyed belief; that all bonds of union seem broken, yet some control must exist — it is in this atmosphere of doubt and conflict that writers have now to create." And it is out of this confusion of attraction and repulsion that Edward Albee has created his magnificent monster, "Who's Afraid of Virginia Woolf."

About thirty students attended the play on Sat. April 30th, thanks to the efforts of our "Curtain and Canvas club."

The world of Martha, George, Honey and Nick, (the four characters) is a frightening one, full of Freudian nightmares. Their lives seem to be a long series of sadistic and masochistic brutalities. Language brutalized in torrents of sexual abuse; love twisted and deformed until it almost disappears in the murk of husband-wife flagellation.

The setting is a small college campus where the pursuit of truth has been prostituted by a disgusting array of power craving "scholars." Here, among the gin and bourbon, Biologist Nick and Historian George are debating the eternal questions and alternately lamenting and praising the species Homo Sapien. George is content in the cycle of history while Nick plans a race of perfect men. The vocabulary of these learned men is unbelievably distorted by common dirty expressions, more suitable to a drunken soldier than an "honorable" professor. And the women are as proefficient in smut as their dextrous husbands. This outpouring of vulgarity is too phony to be effective. I found it successfully repulsive but too unreal to believe. A few "God-damns" are alright but there were just too many of them and Martha spitting them out (Act I) was obviously affected. She sounded like a newly arrived "beatnik" who is determined to show her mastery of the "hip" vocabulary.

Of course, this unreality may have been intended. (The entire play concerns a twisted world within a twisted world and the victims have created a nightmare of death and sterility to escape or purge their meaningless existence.) Perhaps values have been so reversed that there is a great delight in ugliness. Out of the boredom of alcoholic soaked minds, fantastic ugly shapes arise and are used to replace beauty and love. This horrible vacuum may exist, and Albee is exposing the terrible truth: If the reality is not phony... then I am sorry for all of us.

The final scene involves a strange ritual of exorcism. A son who was never born is raised from the dead to haunt his mother and be killed by his father, because she loves him; they both love "our son". But the death of the unborn son creates life in the Biologist's young wife. A woman afraid of birth and of life is exposed before her fear ridden husband who has been struggling with his self-inflicted impotence. The self-inflicted psychological impotence of the man is destroyed with the self-inflicted sterility of the woman. Out of the barren relationship, a clinging together—a new love, and new life? Somewhere, buried in all that shame, there is hope.

The play is stark, it is deep, it is naked. I didn't like it. Perhaps, I didn't like the world it created and I am confusing art with life. A work of art that deals with the dirt of life (or is it dust?) should be appreciated in a purely intellectual way. The laughter must transcend the smutty joke and the mind should rise above the horror. But the play may be up there above it all, while the audience remains laughing on the wrong level, at the wrong joke.

In 1927, Virginia Woolf wrote to a friend; "sometimes I want to cut the whole psychology business altogether; it is so endless, but I get drawn in against my wish." Leaving the Billy Rose Theater, I knew what she meant.

Student Opinion: *The Faery's Taile*

BY MIKE LYPKA

Once there was a young man on a ship in the middle of the vast ocean. But he got tired of that and decided to go to Mars. And so he did. But when he got there he found it all covered over by Nitric Acid. Because that's the way it is on Mars.

The young man said to himself: "I do not get along very swimmingly with Nitric Acid," and so he wished and wished hard that it would go away. And it did. And when it was gone what do you think he saw?

Martians, all over the place! Well what do you expect to find on Mars, oranges? Besides, the young man liked oranges even less than he liked Nitric Acid. They were gooey and slurpy and left his mouth faintly bitter. Echh! Don't you hate oranges? Wouldn't it be nicer if everyone did?

Anyway, here were these Martians, oodles and oodles of them all over the place, as was said before. There were little Martians, intermediate Martians, and big Martians. It was all very confusing to the young man and so he went over to one of the big Martians to see if the big Martian could straighten him out.

"Hello, big Martian," said the young man. "Hello, young man," said the big Martian, "have a watermelon." "Don't mind if I do, thank you," said the young man, for he was very polite. Anyway, a watermelon is easier to grasp than an orange.

The young man looked around and saw a group of little Martians. "Who are they?" he asked. "They are Martian children," said the big Martian. The children were laughing and crying and biting one another and generally groveling in the dirt the way children do. There was one difference however; all the children were running around in circles, except for a few who were running around in squares and a few fancy pants were running around in pentagons. The circles and squares and pentagons were all crudely done and the whole thing looked very stupid to the young man, but he did not want to offend the big Martian, who seemed to be enjoying it, by saying so. "Sometimes", the big Martian said, "I almost wish I were young again." The young man kept a polite silence.

The young man looked around again and spotted a group of medium sized Martians. They all had bony ridges across their foreheads and were evidently being taught how to dance by a group of big Martians. Every once and awhile the big Martians would have a whispered argument, presumably over whose footwork was the best and therefore better qualified to instruct the medium sized Martians. These arguments some times degenerated into fist fights between groups of the Martians; after which the losing faction would either sacrifice one of their fellows by allowing him to be removed from his position as dance instructor or try to coerce the medium sized Martians to sneak up on the other faction and kick them from behind.

All the big Martians, however, were united in their efforts to keep

the medium sized Martians in a tight group. Whenever one of the medium sized Martians would start to drift out of the group one of the big Martians would slyly steer him back into it. In isolated cases a medium sized Martian managed to detach himself and wander far away from the group but the big Martians ignored them, either because they couldn't see that far any more or because they were busy enough keeping the rest penned.

"What is all that?" asked the young man. "That is a college," said the big Martian smiling broadly. "The medium sized Martians are the students and the big Martians are the professors. We send them to college to learn how to dance ostensibly, but actually we try to keep them penned because they sometimes get wild cravings for oranges. If we left them alone they might upset the apple cart, so we try to keep them out of our hair and convince them that watermelons are better. We succeed pretty well too."

That they succeeded very well was indeed the case, for not only were the professors keeping the group tightly penned but they had even trained some of the students to help them, and these persons were gayly making small penned groups within the larger group. As far as the dancing, however, the professors were not to successful. Even the most complex of the dances was in a plain pattern composed of straight lines and somehow lacked solidity. The young man noticed that his big Martian friend was dancing a tap dance in a figure eight pattern, and although it was seemingly simple it had something the dances of the students lacked, despite occasional cries of pride from the students of "Look Ma."

The young man also noticed that like the students the big Martian had a bony ridge across his forehead, though it was more massive and less protruding than the ones of the students. Looking at the students he noticed several pairs were wrestling on the ground and bumping their heads together. These pairs of students were glowing with bright colors and the young man observed that some of the students who were helping the professors keep the students penned were also glowing colorfully. He asked the big Martian for the meaning of the whole affair.

"They are making love," said the big Martian. "You can always tell when a Martian is making love because he gives off colors. You can tell the difference in the sexes easily too. The boys are the ones who are near sighted and tend to look at distant objects primarily. The girls are the ones who keep tripping over their feet."

"Actually they are pretty stupid about love making. One of the best things about it is looking at the colors that are given off. The students are more interested in the wrestling part of it, and many indulge primarily because they think it gives them status. Besides you can see that all of the lovers are rolling around in the dirt. All big Mar-

tians", he said with a trace of haughtiness, "make love on one foot in a dignified manner, unless of course they don't".

"Don't what?" asked the young man. "Make love or make love on one foot in a dignified manner?" "Don't be impertinent!" snapped the big Martian hotly "Do you think you are an orange?" The young man was no longer so sure about that but he wanted to stay in the good graces of the big Martian so he said no sir he was sorry for being rude and he did not mean to be so and heavens no he claimed no genealogical ties with — and here he shuddered a little for effect — oranges.

When the big Martian saw this he relented "I see you meant no wrong young man. And since you are very polite I will let you watch my wife and I make love so you can see how it should be done." Thereupon the big Martian and his wife who had just returned from the beauty parlor where she had had green sprayed on her face to hide the orange lines appearing there, for she was getting old, and anyway, had been married for a long time. — proceeded to make love for the young man, each on one foot. It was a rather difficult proposition, however, since the big Martian kept up his figure eight tap dance while his wife performed her soft shoe in a modified sine wave pattern. Each was forced to pay more attention to dancing than to love making. The young man noticed that the most prevalent color they glowed was green as it was of most of the other couples making love he could see.

A few couples had succeeded in matching their dance steps and were glowing primarily orange, through a green hued couple here and there testified to exceptions. A few of the out-of-step couples were also glowing orange in contrast to the green of their fellows — the out-of-step faction was, of course, in the majority among the lovers. Even some couples who were not making love on one foot in a dignified manner, in fact a goodly number of them, were orange. Finally, he noted that almost every last lover who was glowing orange took the time to observe his partner's glow. Even some of the college students — and here it is interesting to note that the professors know the students were making love, as was obvious from the way they took the pains to avoid any pair of lovers.

The young man decided that he had had enough and decided to return to Earth. As he was leaving the deadly oceans of Nitric Acid, which was the real surface of Mars reappeared. In a burst of short lived cynicism brought by his disillusionment he wondered which was more orange, the world of the Martians or the lifeless world of Nitric Acid. But that he thought this was surprising since, after all, he was a young man.

"I now know what is going on", he thought. "Or rather," he added hastily, "I think I know a little of what is going on", for he really had learned something.

When he reached the Earth
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Teacher-Student

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in the classroom. It will, after all, make him a better teacher.

SCHOLARLY INTERESTS

Now students tend to resent a teacher's scholarly interests. Often the complaint, "He's more interested in his work than in us." But they might understand that many men who are dedicated to their own growth will give students more than, for instance, he who is merely a master of classroom methods, or he who bathes his wards in pyrotechnics. There is nothing wrong with methods and pyrotechnics; indeed, such qualities may be quite useful, but they do not suffice. For there is no teacher who can always be "inspiring," "stimulating," "electrifying" (and all those other adjectives that students like), and there are some who are seldom so. But if the undergraduate will make the effort to engage himself, rather than sitting back waiting to be entertained, if he will exercise patience and concentration, he will not usually be put off; he will find that the quality and depth of the teacher's thought and scholarship are what is really rewarding.

Parenthetically, we must remind ourselves not to err in the other direction and assume that every dull teacher is a great scholar or that every exciting one a mere showman. Nor is the teacher ever absolved from the task of communication—a two-way affair and a most difficult undervalued and neglected art. Nor, it might be remembered, do any of my observations pertain to the man who really does not want to teach at all, who would prefer to spend all his time in research or administration or something else. He is not a teacher, regardless of his title.

With years of experience most men, I believe, improve as teachers because (it is hoped) they become better students; if anything, they become less enthralled with the classroom situation, but they bring more to bear on their subject and can offer others more doors to open. They can see with eyes they did not have when they first started. What I am saying is that the roles of scholar and teacher may sometimes be antithetical, but often they are symbiotic and feed on each other's strength. It is no accident that men frequently do their best teaching on those topics that most interest them scholastically—regardless of how interested the students originally were in these same questions.

"JOIN IN THE QUEST"

So to the student one might say: When you find a teacher who loves his subject, you will not need one who loves his pupils, although, to have both qualities in one man is a good thing. When you find a teacher who is battling for his own intellectual and moral enlightenment, then you can forgive him many of his other sins. When you find a teacher who, himself, faces the challenges that his substantial knowledge and his even more substantial ignorance present to him, and when you find the teacher who is searching his own mind, imagination and feelings, then you have found someone who already has given you something. And you know what you must do: "Go all ye blessed children and join in the quest." He will not come courting you, but he will want to have you with him, so that he might speak to you, listen to you, teach you, and even sometimes—learn from you.

Dr. Parenti is a Professor of Political Science at S.U.S.B. He received his B.A. from C.C.N.Y., M. A. from Brown U., and Ph.D. from Yale.

Merton

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credit for scientific contribution—famous scientists get more than their due while lesser known men get little credit. The term "Matthew Effect" is derived from the Book of Matthew where it is written "for who so ever hath shall be given..."

Dr. Merton next discussed the sociological implications of the "Matthew Effect" on science. The "Matthew Effect" is important to the production of multiples which are important for the advancement of science. The "Matthew Effect" acts as a status enhancement for the famous scientist, and status suppression for the un-recognized scientist. Work by famous men will have greater "visibility and

audibility" than work by unknowns. This is functional for science as a system of communication though not necessarily for the individuals involved. With the fantastic increase of science publications (it is increasing exponentially) the "Matthew Effect" makes discoveries known to more people, because people will read what famous scientists say before they will read what lesser known men contribute. This is the most important function of the "Matthew Effect"; it adds to the body of knowledge which increases the communication in science. Science is viewed here as a socially shared body of knowledge.

This is but a very brief summary of the scope of Professor Merton's lecture.

WORLD'S FAIR !!!

Special by Marilyn Vilagi

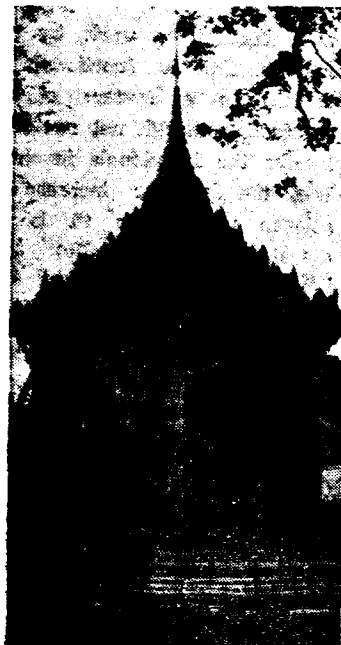


An aerial view of the Unisphere

Depending on what you're looking for, a trip to the 1964 New York World's Fair can be an experience suited to your own particular interests. One can find there a trip around the world, a look at the future or past, a circus, or a genuine education in modern technology.

Before you enter the fair you should decide where you want to go and what you want to see. The fair grounds is divided into five areas: Industrial, International, Federal and State, Transportation, and Lake Amusement. In totum the fair contains 150 pavilions and it has been estimated that "a visitor who wanted to see everything at this fair would have to travel at a brisk pace for 30 days."

I spent only eight hours at the fair trying to see its highlights and saw only a few of these. There are four exhibits that are a 'must' for any visitor: the General Electric, the Ford, the General Motors, and the Bell Telephone. Unfortunately I was only able to see the last two, (and only after waiting at least a half-hour to get in); but it was well worth it. In the General Motors Building, visitors sit in individual contour seats equipped with speakers. You move along a track within the building and are



A Thailand Temple



Nationalist China Exhibit — an ancient palace

given a sampling of the future. It includes working models of future technological devices to be used on the moon, in the desert, under the ice, under the sea, in the jungle, and is climaxed by a preview of the city of the future. Also on exhibit in this hall were the cars of the future.

In the Bell Telephone exhibit, the visitor is also treated to a relaxing ride similar to that of the GM exhibit. I was taken on a tour showing the history of communication from the tom-tom to telstar. The tour is effected by three-dimensional movies with accompanying music and narration. These two exhibits were utterly fantastic.

The exhibits of the areas of Industry and Transportation seemed to be calculatedly amazing. Several of the buildings contained computers from which information could be obtained about such things as economy and transportation. In the International Business Machines Building, a 90 foot high, white egg-shaped theater covered with the letters IBM there were little puppet theaters, vehicles for playlets on such topics as information systems and speed. I saw one in which Sherlock Holmes uses computer logic to solve "The Case of the Elusive Train." Outside the exhibit was the Probability Machine which demonstrated the Law of Averages by dropping thousands of small balls through a maze into 21 pockets.

Each time the pockets contained approximately the same number of balls in the same ratio.

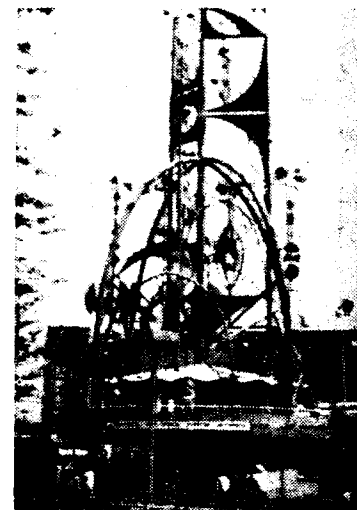
The International area is a colorful maze of people and places. One of the most beautiful buildings there was the Thailand shrine tipped by a tiered, gilded shrine from which tiny golden bells hung, gently tinkling in the breeze. The Republic of China was represented by an opulent red and gold palace, the entrance to which was marked by a free-standing gate, a traditional feature of structures of great importance. Inside there were many rare objects of art, some of which were nearly 3,000 years old. The most striking building

dia which represents the tremendous industrial and social reform it has undergone within the last ten years, and Austria which features its industry and social work in an A-shaped mountain lodge.

Finally, some of the exhibits were strictly commercial. The Japanese succeeded in creating a bargain-basement atmosphere; Moroccan was only a traditional bazaar, featuring only traditional goods; and the Venezuelan had little else but several businessmen on hand to discuss commercial opportunities in Venezuela.

The keynote to the United States exhibit is engraved over the entrance to the pavilion: "America is never accomplished". One of the main features within the gigantic facade of multi-colored glass is the second floor of the building. There, visitors seated in moving grandstands travel through the past. By means of revolutionary film techniques — sliding, rising, and spherical screens, screens that form a tunnel, American history is brought back to life. Also in the pavilion was a computer-run research library.

One the whole, the Fair was extremely exciting and beautiful. Towering over the walks were structures ranging from huts to latest in architectural form. Among the fascinating were the 120 foot Tower of the Four Winds, the translucent roof of the New York Pavilion, the Tower of Light

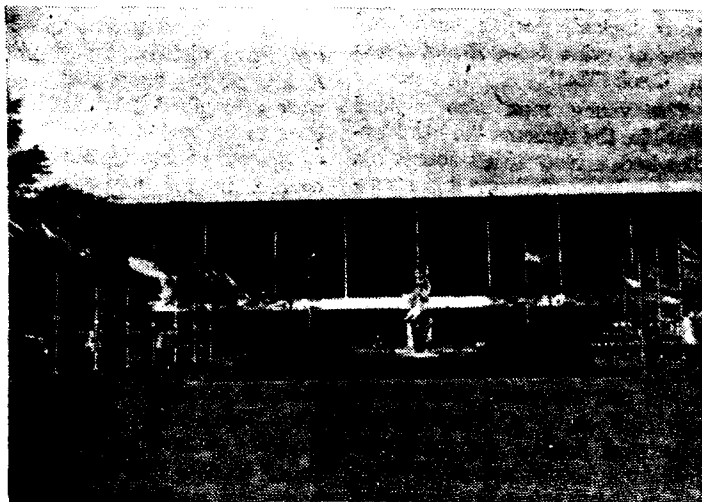


Tower of the Four Winds

with its exterior of 600 aluminum prisms, the Sierra Leone pavilion, a structure consisting of three conic forms floating atop glass walls, and the Demograph, a 45 foot-wide electronic map which keeps an up-to-the-minute count of the population of the nation. Besides the pavilions there were eleven reflecting pools and nine fountains at the Fair. The Lunar fountain, lit from within the blue light, is a central bubble of water by parabolic sprays. The Solar Fountain, rising thirty feet to form a star-burst pattern is lit by gold light.

It seemed as though no matter where you looked the Unisphere was in sight. Located near the center of the Fair at the Fountain of the Continents, the Unisphere, a 940,000 pound, computer-planned structure, is the latest replica of the earth man has ever made, and shows the world as it would appear 6,000 miles in space.

Although exhausting, a trip to the Fair is fun. And being an experienced visitor, I feel I can make certain recommendations concerning it. Be sure you know what's at the fair and where you want to go before you go. Make sure you don't miss the 'big four' — the GE, GM, Ford, and Bell exhibits. Make sure you try the Monorail, Swiss Sky Ride or the Belgian ride for an overall look at the Fair. Make sure you have an umbrella handy if you want to take any closeup pictures of the fountains. And buy some stock in computers as soon as possible.



The New York State Pavillion

in this area was the Jordan structure covered with gold mosaic and blue glass and encased by stained glass windows and bas-reliefs. Inside, under the soft interplay cool lights, were ancient objects of art, the controversial "Before you go..." mural, and portions of the Dead Sea Scrolls. The foregoing exhibits, were different from the others I saw in that all their displays were centered about their history, culture and art. Other exhibits tended to emphasize the present in terms of economy, industry, and technology. Among these were: Berlin which strikingly dealt with its present and future as a free-world outpost; In-



Photograph by Aeroach

The perfect end to a perfect day!

SPRING WEEKEND IMPRESSIONS

Playboy Club Dance

It wasn't Coney Island...

But what the heck, It's Home!

WIND OR ENTHUSIASM?

FRAT ON CAMPUS ALL WET



P. Levine, R. Barr, and R. Fauske add the finishing touches to the Spring Week-end Clean-up Campaign under the supervision of R. Grobe and M. Minor.



Male students storm kissing booth — girl runs in terror



T. Hilferly — Victim of Polity's feelings about fraternities.

THE LONELY LONG - DISTANCE RUNNER

HEY FELLAS NOT YET !!



Gordie Priestman at the track Saturday morning



J. BURDICK becomes human sacrifice

And At The Ticket Booth ...



Well on Plan B you can have 2 pink and 1 blue, and on Plan A ...

But Where Do They Buy Their Books?



Bookstore has a run on SUSB sweatshirts

"So Where's the Football Stadium?" they asked

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— Going and Coming —



Dr. Hartzell was on hand to welcome visitors to Open House



Visitors toured campus on walks, delicately fringed with dirt



And over here behind the bars, is where we keep the students on probation

CLASSES CLASH

The Inter-class Track Meet was held May 11-13 and for the second time the Sophomores won. Scores were: Sophomores, 57; Freshmen, 63½; Senior-Grads 28½, and Juniors, 19. High pointer was Freshman Bob Flor with 25¼, followed by Mancini, 21 ¼ and Senior-Grad. Angelo Giumanini, 20. Hlinka, Levine and Bethker had 12½, 10 ¼ and 9 respectively. The planning and officiating was handled by Mr. Von Mechow and Mr. Doski.

First place winners are below.

NAME	EVENT	DIST. OR TIME
Mancini	100 yards	10:05
Mancini	220 yards	23.2
Mancini	440 yards	58.3
Giumanini	880 yards	2:20
Levine	Mile	4:46
Soph.	440-R	43
Mancini	High Jump	5'9"
Epserson	Pole Vault	8'6"
Flor	Discus	104' 5½"
Hlinka	Javelin	157'
Giumanini	Hop, Skip & Jump	42' 6½"
Bethker	Shot	37' 11"
Flor	Broad Jump	19' 3½"

Seniors Queried

Continued from Page 5
viewpoints as is possible, must be able to weigh the relative validity of different opinions, and must develop a hierarchy of values. The absence of an overall codified, educational policy contributes vastly to these purposes. Let us hope that at this institution these fundamental principles of individuality will not be lost. Let us hope, moreover, that the faculty and administration which are even now encroaching upon student freedom and individuality will realize the importance of these factors and the harmful effects of their suppression.

Art Contest

Continued from Page 6
orful and well organized. The third prize went to Lester Lefkowitz for photography. I didn't find these photographs as satisfactory as some of the other works in the show. Although, they were done with a certain amount of professionalism they lacked vitality and it was the subject more than the skill of the artist which made them effective.

One of the more outstanding works displayed was the "Unfinished Portrait" by Harris Fischer. The painting as well as the sketches submitted by Mr. Fischer indicate great ability and sensitivity.

The greatest criticism of the show which I keenly felt was the shallowness of the works. The technical skill was there in many cases but somehow understanding of the subject was lacking.

On the whole, the show was a rewarding experience because it revealed an aspect of the student body too rarely displayed.

A YEAR OF SPORTS

Varsity sports took a major step into Stony Brook this year as five varsity team participated in more than twenty competitions.

FALL

SOCCKER—Fall 1963 saw the first intercollegiate soccer season for the University. The team was trained on a cramped field by Coach John Ramsley, and despite a bad start, collected a 3-3 record. Next year should be interesting.

CROSS-COUNTRY—The loneliness of long-distance runners, especially runners of State U., was experienced last fall. In its first year as a varsity sport, the squad won a meet, lost another and placed fourth in the AALIC championships at Van Cortlandt park. Coach Joe Doski trained the team on the Stony Brook Boys' School cross-

country course.

WINTER

BASKETBALL—In its fourth season, State's popular varsity team chalked up a 6-7 record—The best so far. The basketball games also boasted the largest attendance of all sports events. This may have been due to the cheerleaders, but it's certain that everyone enjoyed Coach Dan Farrell's hard-working team. Tinney may grow an inch and O'Connor may stay in one piece in 64-65—

SPRING

TRACK AND FIELD—This year a small squad competed in five meets, the indoor championship and plans to partici-

pate in the AALIC outdoor championship on May 16. The record so far—two wins, three losses and a second place (where there were only three contestants). The first records on the new track have been set by Stony Brook men.

CREW—Plagued with many and oft-publicized troubles, crew, coached by B. Elson Decker, squeezed into two meets with the varsity losing one and taking a second in another and the JV ending with a perfect record—1-0.

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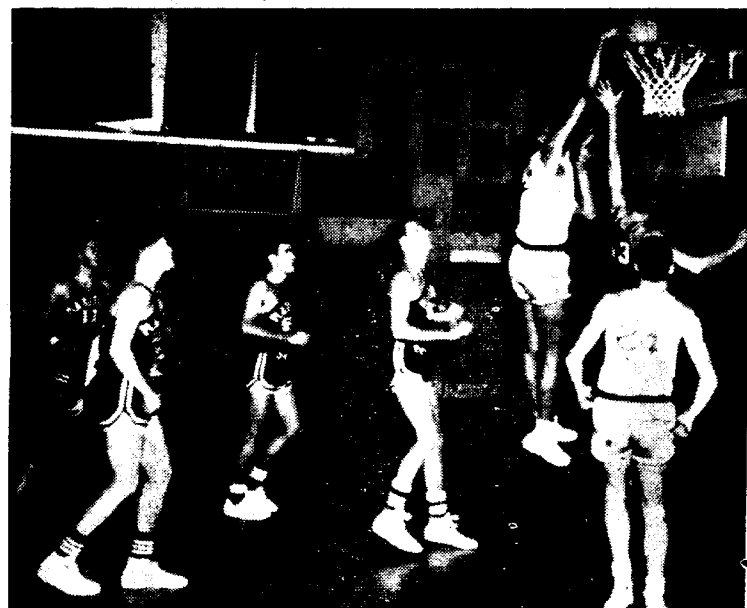
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CREW MEETS POST, ST. PETERS

BY NORMAN RAPINO

In the second annual running of the North Shore Regatta, the Stony Brook varsity eight-oared crew placed second, beating C. W. Post College, while succumbing to St. Peters of New Jersey. The race was run under a strong wind, and over choppy water at the Orchid Beach Olympic 2,000 meter race course, out of the New York Athletic Club.

A small crowd of loyal Stony Brook supporters was on hand to watch the Regatta, and the J.V. race preceding it.

St. Peter's started out at a 43 stroke per minute beat and stayed high for a good part of the first quarter mile, before dropping to about 35. Stony Brook started out high, also, and soon settled to a steady, powerful 35. Post got off to a good start, but seemed to be outmatched from the beginning. St. Peters opened a small lead over SUSB, who in turn opened a lead over Post. At the close of the race, each crew upped its stroke, but for Stony Brook, there just wasn't enough room. St. Peters won with Stony Brook in second place, closing fast, and Post third. Cox Richard Meltzer called an excellent race, and the rest of the boat put out their best effort. The rest of the positions were as follows: Stroke: Captain, Tom Castoldi, 7: Richard Stuczynski 6: Fred Maurer 5: Joseph Arth 4: Maynard Priestman 3: Ronald Kellner 2: Sam Swanson, and Bow, Pete Esperson.

In the Junior varsity race,

the Stony Brook J.V., raced against Adelphi Suffolk University's varsity. The Stony Brook crew raced in their gig, a 350 pound version of the 250 lb Adelphi shell, and thus they had a 100 lb. handicap from the start. S.B., getting off to a good racing start, stayed with Adelphi for the first 200 hundred yards, and then began to pull away, opening up a 3/4 length lead. Adelphi almost caught up, but cox Bert Nelson called for a power twenty, and Stony Brook was out in front to stay. Rowing at 34 to Adelphi's 32, the Stony Brook crew finished pulling away. The positions were as follows: Cox — Bert Nelson, Stroke — Norman Rapino, 7 — Doug Heath, 6— Dave Weinberg, 5—Bob Crowder, 4—John Drakla, 3—Mike Glasser, 2—John Eckhart, and Bow—Gerald Pollack. Missing were Lance Long, out with an injury, and Gene Firestein. The Varsity time was 8:55.00, and the J.V. time was 9:03.05.



Tom Castoldi Saves Anonymous Catcher Work

Faery's Tale

Continued from Page 7

he obtained a large crate of oranges and proceeded to eat them one by one. Some were very bitter but he did not let that stop him. After he had eaten a few he laughed a little at the Martians and himself — goodnatured

laughter of course. His tolerance for oranges grew and grew until he found each one sweet in its own odd way.

He is still eating today and if he from weariness or senility or whatever, will ever tire of them before the angels carry him off to that great big orange in the sky, I can't say. One would hope, not, wouldn't one, I hope? "

If the Varsity had had more time together on the water, it seems that they would have won the North Shore Cup. Somewhere, there was an unavoidable delay in the construction of the float, and they started out late. The future looks bright, however, because all of the varsity and J. V. will return, with the exception of Captain and Stroke Tom Castoldi. The boathouse should be ready, and fall and spring workouts will help toward a more successful varsity season.

Finally, the crew squad wishes to express a sincere thank you to Dr. Doucette for his generosity in allowing them to use his property as a base for workouts. Without his cooperation, crew, this year, could not have existed.

U. Community Comm.

Continued from Page 1

headed "Conduct in the Community," which states that "students are as responsible to the laws and general customs of decent conduct governing the communities which they visit as they are to the University." The next section refers to academic dishonesty and falsification of University records. The third section refers to Residence Policies and Regulations, which states that all Policies, Rules and Regulations of Residence Hall life shall be obeyed, and that permission to form these policies are capable of being both delegated and recinded by the Office of the Dean of Students. Also, any changes in this Code of Conduct will be made by a majority vote of the University Committee and approval of the Administration, with no mention of student authorities. The statements on "Enforcement" include that any case "concerning the violations of the Fundamental Standard, General Rules, or Academic Regulations shall be tried by a Disciplinary Committee, consisting of three Faculty members appointed by the Dean of the College of Arts and Sciences, one by the Dean of Engineering and two members of the student body, appointed by the Moderator of Polity. "Penalties shall be within the complete jurisdiction of the Committee and may range from admonitions or warnings to suspension or expulsion." Decisions may, however, be appealed to the Chief Administrative Officer. Disciplinary cases may be referred to the Committee by any Faculty member, administrative officer, or may originate with the Committee itself.

At the meeting some specific points which were ambiguous as they were worded in the present draft were discussed and clarified, such as the nebulous position of any student judiciary or government. It was clarified that the Committee itself intended, even though it was not stated, that powers such as the Disciplinary Committee were meant to be the higher echelons in a hierarchy of structures.

The main point of contention held by Mr. Spivak, representing the student body, was the ethical question of the creation of a "University Community Committee" which includes only one half of the University "Community" (no student representation) whose function is to recommend policy concerning the other half of the "Community." He stated that even if this Committee was able to draw up the best possible Code of Conduct, it was defeating the entire purpose of a "University Community" by doing so without giving the student body a representative, voting participation in the proceedings. It was brought out that this Committee did not fully inquire about and understand the present state of student government and judicial systems before drawing up their code. (They did not clearly understand that we have a Dormitory Judiciary and have plans for a Polity Judiciary.) It was only after the Code was drafted that representatives of Polity were invited to a meeting to "give opinions" on what the Committee was deciding.

Since this Committee was set up by Dr. Hartzell as a standing committee of the Faculty with a specific mandate, answerable to the Administration or to the Faculty, they themselves have no power to change their status (as a Faculty Committee.)

Therefore the Committee designated that Mr. Spivak should establish a Committee to make concrete criticisms, proposals, or additions to the present Draft Code, or to draw up an alternate draft and submit these to Dr. Cleland on Tuesday, May 19. He was also encouraged to set down systematically the objections and thoughts on the general responsibilities that this Committee should include. These objections could only be taken to the Chief Administrative Officer, to try and refute the statement of one member of the University "Community" Committee, that "Students have no rights."

Soft-ball Winds Up

BY EAGLE-EYE AND STUDEBAKER

Neil "Koufax" Lawer pitched his second shutout of the year as C-O annihilated C-1 South Hall, 5-0. The game was marked by dazzling fielding on the part of the C-O infield with such outstanding players as Rich Stehr, "Galloping" Bob Galluci, Jimmy Waechter, Marty "Guts" Saperstein, Mike "Studebaker" Nash, Paul "Twinkletoes" Simon, Paul "Butler" Kamen, and Rich "Grabber" Gruber.

The game, scoreless through seven innings, broke in the eighth when Neil Lawer scored the first run. Paul Kamen, with a ferocious swing, walloped the ball half way to the mound, and with amazing speed, dashed to first base! Two more equally far-reaching shots left Golub safe at second, Porter at third and two runs tallied. A sacrifice by Galloping Bob and a home run by Rich Stehr accounted for the other three runs. C-O put down the opposition on, two, three in the bottom of the eighth and emerged victorious.

Although only six fly balls were hit by the "Mets," the C-O outfield collared them all with professional ease. Fabulous plays were turned in by Dennis "Gay" Gai, Elliott "Shades" Golub, Marty "Eagle-eye" Dorio, Gary "Slugger" Crimi, and Al "Powerhouse" Porter.

Les "Early-bird" Lofkowitz turned up at 4 o'clock, as usual, for the action photos.

LEAGUE ONE

- | | |
|----------|-----|
| 1. South | C-3 |
| 2. G | A-2 |
| 3. G | B-3 |

LEAGUE TWO

- | | |
|---------------|-----|
| 1. Off Campus | |
| 2. South | A-2 |
| 3. G | B-3 |

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SPORTS TALK

By Bob Yandon

I feel fortunate to have been elected Sports Editor for 1964-65 and anticipate an enjoyable year as a member of the STATESMAN staff.

The Sports scene will be presented with two emphases—the sport and the sportsman. All events will be covered as completely as possible. Varsity sports will receive priority, but no sports organization will be slighted. If each team were to choose a newspaper correspondent, coverage would be more technically accurate and complete. More photographs will be used, hopefully, one for each article.

The column devoted to the sports personalities on campus will have a clever journalistic title such as STATESMAN SPORTSMAN and will uncover the hidden talents of many a latent athlete who only needs a promise of popularity as an impetus to begin arduous training.

Another column of the sports section, namely this one, will contain observations or arguments for the purpose of stating opinions, creating issues or lambasting administration, whatever seems to be appropriate at the time. These will be as reasonable and inductive as limited research facilities can make them, and hopefully will be only the beginning of healthy controversy. Some examples of a subject to toss around: Compulsory Physical Education—a question more complicated than meets the eye; Athletic Letters—definitely yes seems the obvious answer but now to award them? To everyone that steps into a uniform?

Finally the section will contain, from time to time, interesting sports sidelights not necessarily concerned with the SUBS sports picture, but of interest to most students. For example, who realizes that the 1963 Italian women's champion of the 400 meter dash works modestly with her husband (an athlete in his own right) in his Chem lab. She only steps out occasionally to foot-race some Stony Brook athletes. Armida Giunapini—We salute you. And the new African Safari Society that Mike "Teddy" Lipka heads as Bwana plans a "sporting" expedition to Africa — Polity sanctioned and financed.

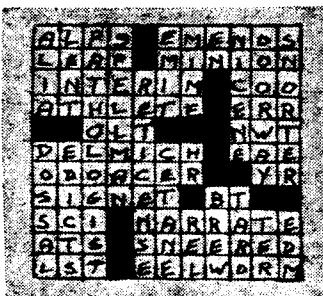
Until next term—be a sport unless otherwise oriented.

ONE MORE TIME... Crew strong— even at Oyster Bay— prestige sport— could challenge some strong schools at one time I hear—maybe crews and shells age and slow down as do men. Sure something happened—but one musn't be harsh — probably a good reason— Oh yes the Empire State; New York it's called —tends to be a bit bureaucratic—put the shells in the gym or something and carry them to the bay. "Good exercise—now when I was a boy—oh come now, sports aren't important—This Stony Brook place certainly has some high-falutin' ideas—wha'd you say your name was—mine's Moore."



LEVINE FINISHES

Last Issue's X-word answers



Trackmen Sweep N.Y. Tech

The Stony Brook track team climaxed its season with its last two meets held on its new hometrack.

The May 1st meet pitted the Stony Brook trackmen against their old cross country rival, Nassau Community College. Nassau's trackmen turned out to be in excellent shape and out scored Stony Brook by 35 points. Stony Brook did manage to chalk up five firsts — Bether, shot; Hlinka (we missed

you last issue Warren) javelin; Levine, two mile run; Mancini, high jump and Weiss, triple jump.

The May 9th meet with N.Y. I.T. was a completely different story. Stony Brook placed first in every event and swept the first three places in the 100, 200, discus and Javelin Mancini starred with a remarkable four first places.

The result of the last meet are below:

1 Mile Run —				1. Alston, T.	S	19' 11 1/2"
1. Levine, J.	S	4:53.0		2. McCaughey, M.	NY	19' 10"
2. Bedell, A.	NY	5:40.0		3. Barber, K.	NY	19' 5"
100 Yd. Dash —				Javelin —		
1. Mancini, B.	S	10.1		1. Hlinka, W.	S	168' 7"
2. Alston, T.	S	10.3		2. Betker, E.	S	127'
3. Yandon, B.	S			3. Fasullo, M.	S	117' 10"
220 Yd. Dash —				Hop, Step, Jump —		
1. Mancini, B.	S	22.5		1. Alston, T.	S	40' 1 1/2"
2. Yandon, B.	S	23.5		2. Moretta	NY	
3. Bedell, A.	NY	24.2		3. Barber, K.	NY	
440 Yd. Dash —				Shot Put —		
1. Mancini, B.	S	52.3		1. Betker, E.	S	38' 5 1/2"
2. Saarman, J.	S			2. Wolfermac	NY	36' 6 1/2"
3. Minor, K.	S			3. Fasullo, M.	S	30' 5 1/2"
880 Yd. Dash —				Discus —		
1. Saarman, J.	S	2:12.8		1. Betker, E.	S	89' 1"
2. Shanley, B.	S			2. Fasullo, M.	S	87' 2 1/2"
2 Mile Run —						
1. Levine, J.	S	11:01				
880 Relay —						
1. Stony Brook		1:45				
Saarman, Minor						
Shanley, Yandon						
High Jump —						
1. Mancini, B.	S	5' 6"				
2. Alston, T.	S	5' 0"				
3. McCaughey, M.	NY	5' 0"				
Broad Jump —						

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