

Students Demonstrate in Protest

On Friday, October 23, 1961 a student meeting, attended by over three quarters of the student body, was held in the cafeteria, to protest the transferring of Mr. Allen Austill as Dean of Students. A boycott of classes was also participated in by a great majority of students as further protest against the transfer.

The protest began on Thursday October 20th when word was received that Mr. Austill had been transferred to Central Administration in Albany. Students assembled Thursday evening and the following statement was drawn up and distributed to the academic community Friday morning:

"A university exists for the purpose of educating and bettering its students. There is no man in this university who has done more for its students than Dean Austill. Mr. Austill, however, is no longer a dean.

"This leaves no choice but to ask, and perhaps demand, to know why Dean Austill has been replaced, and what the underlying motives of this college really are.

"There will therefore be a boycott of classes today at State University of New York, Long Island Center to demonstrate that President Lee does not have the confidence of the student body because of:

1 - the unexplained removal of Allen Austill as Dean of Students.

2 - the fact that at no time has President Lee attempted to inform the student body of his educational objectives and methods, or of his reasons for certain abrupt changes in policy.

"A student meeting will be held today at 11:00 A.M. in the courtyard outside of the cafeteria for the purpose of demonstrating student feeling about the above matters".

The student meeting was held at which time it was decided that an invitation would be extended to President Lee to speak to the student body. The President declined the invitation but did issue the following statement to be read at the meeting:

"It is always gratifying to see

the student body actively interested in the affairs of our institution and I am pleased to send you a few remarks concerning the purpose of your meeting this morning.

"It is not unusual for an institution such as ours, as it multiplies its functions, to make changes in the administrative staff. Such changes do not necessarily, of course, reflect on the individuals concerned. The basic educational objectives of this institution will continue to be developed and strengthened in accordance with the leadership of the Board of Trustees of State University of New York.

"We look forward to the contributions that Mr. Austill will continue to make to the State University in his new position. I hope you will join me in giving your support as I have to Mr. Daniel O'Neill who has agreed to take over the duties and responsibilities of the office of the Dean of Students."

The President also said that although now was not an opportune time for him to address the student body he would be willing to meet with the Executive Committee of the student Polity to discuss student feeling.

A petition was circulated saying that "A university exists for the purpose of educating and bettering the students. There is no man in this university who has done more for its students than Dean Austill. Mr. Austill, however, is no longer a dean. We the undersigned, therefore want to know why Dean Austill has been replaced, and what the underlying motives of this college really are." This petition was signed by 423 students and copies were sent to Mr. Hamilton, President of the State University, Mr. Moore, President of the Board of Trustees, Mr. Lee and Mr. Austill.

The Executive Committee met during the week and a series of questions was formulated and sent to President Lee.

A copy of these questions and the reply issued by Mr. Lee appear on the second page of this issue.

Fall Elections

Tuesday, November 21, is election day at Long Island Center. There are three offices to be elected at this time: Freshman class president and Polity Representatives for both the Freshman and Junior classes.

A Freshman class meeting was held on Monday, Nov. 6, to acquaint the new students with Polity and its functions. Recent student issues were explained so it would be possible for the freshmen to decide for themselves just how important is their participation in student government.

Nominations, which were begun at the meeting, will be open until Monday, November 13. All freshmen and any junior in good academic standing is eligible to run for office. In order to qualify for candidacy, a student must obtain nomination form SU7226 from a member of the Election Board, which this year is composed of Ann Meilinger, Steve Heller, and Phyllis Hauben. When the form is completed with the required number of seconds (30-40 for freshman and 20-25 for juniors) it must be returned to a member of the Election Board. Any duplicate signatures will be voided on both seconding petitions. The list of nominated candidates will be posted in the Cafeteria, Student Lounge, Coe Hall, and the Butler Building.

Campaigning, which will be carried on between November 14 and November 20, may not infringe on the personal property of an individual and may not violate College Rules. Each candidate's posters are required to contain a statement of the candidate's qualifications and policies. Posters, two in the Cafeteria and one in the student lounge, must not exceed 48" in its largest dimensions and must be hung at eye level, not higher than six feet off the ground. In order to keep the areas as neat and as clean as possible it is suggested that only masking tape be used to hang the signs. All posters must be removed by 8:30 on November 21.

There will be a second Freshman class meeting held on Monday, November 20, at 10:30 in the gymnasium at which time Freshman candidates will deliver speeches. A Junior class meeting will be held for the same purpose on Thursday, November 16, at 1:30 in Dome 8.

Voting will take place on Tuesday, November 21, from 8:30 to 3:45 in a closed-off area of the Cafeteria. Only the members of the Election Board and one voter at a time will be permitted in the area. Each voter will be required to sign opposite his name on the list of eligible voters. Only members of that class may vote for officers of that class. Voting will be by secret ballot. The tabulation of the votes will take place publicly in the student lounge on Election day at 4:00 P.M.

It is suggested that all new students learn about the workings of

(Continued on page seven)



On Thursday October 19, 1961 Dean Allen Austill received notification that he had been transferred to Central Administration in Albany. On Friday October 20th the Office of the President issued Special Bulletin No. 2 which said the following:

DEAN AUSTILL TRANSFERRED
"Allen Austill, Dean of Students, will be permanently transferred to the State University offices in Albany at the end of October. He will assist in planning activities. Mr. Austill will continue to occupy his residence on campus for the time being until arrangements are made otherwise.

Mr. Daniel O'Neill has agreed to take over the duties and responsibilities of the Office of the Dean of Students."

On Saturday, October 21st, the Long Island Press reported that word had been received from Albany saying that the "action of the president of the Long Island Center in saying that Dean Austill was to be transferred from his present position at the Center to another position in the State University is not authorized in that it is inconsistent with the policies of the

Board of Trustees." It was also said that the policy "provides that college administrative officers are appointed by the president of the State University (Dr. Thomas Hale Hamilton) and at "his pleasure." These policies provide that the appointment by the university president is upon the recommendation of the chief administrative officer of the college concerned. No recommendations regarding the transfer of Dean Austill have been received or approved by President Hamilton. There is no change in the status of Mr. Austill in his position as dean of students at the Long Island Center."

At present all that can be said is that Dean Austill is still in his position as Dean of Students. The transfer has been in effect nullified and the whole matter is now consideration by Albany.

Baroque Group Concert

The Music Committee is presenting its first concert of the season for the students and the faculty. For its opening concert the Committee is presenting the Baroque Ensemble. It will be held on November 17, at 8:30 at a place to be announced. Admission is free.

The ensemble consists of 'cello, oboe, double-bass, and harpsichord. Joan Brockway is a well known cellist, a graduate of Radcliffe, and a member of the faculty of the Mannes College of Music and the Brearley School. She is active mostly as a soloist.

Josef Marx, Oboist, played close to a hundred concerts during the past season both in chamber music and as a soloist in old and contemporary music. He has also played in orchestras under such well known conductors as Toscanini, Metropolis, and Reiner. Mr. Marx was formerly a member of the Metropolitan Opera orchestra and is presently lecturing on Music History at the University of Hartford. Bertram Turetzky, first chair

double-bass of the Hartford Symphony and artistic director of the Hart Chamber Players, has probably had more double-bass music written for him than any other bass player in the history of the instrument. Mr. Turetzky has also appeared in the first performances of many modern works.

Robert Conant has just been appointed curator of the musical instrument collection at Yale University. He is an internationally known harpsichord player and has given solo performances in Europe and America. He is the founder and director of the Baroque Festival at Schraam Lake, New York.

The program will be as follows:

Johann Friedrich Fasch - Canon
Sonata
Jean Philippe Rameau - harpsichord solos
Boismortier - Sonata for 'cello and bass
G. Ph. Telemann - Concerto in

(Continued from page six)



STUDENT RALLY

President's Address to Student Body

On October 24, 1961 the Executive Committee of the Student Polity met and drew up the following eight questions that were sent to President Lee.

"1- What, according to this administration, are the necessary qualifications for a good Dean of Students at this institution?"

"2- To what extent has Dean Austill fulfilled each of these qualifications?"

"3- What were the motives and justifications for Dean Allen Austill's proposed transfer?"

"4- In a newspaper article printed in Newsday, Monday October 23, 1961 it was stated that 'a spokesman for Lee's supporters charged that the faculty members had held secret meetings with students and with Dean Allen Austill and former Dean Leonard K. Olsen to plan carefully the rebellion which erupted last week.' Do you give credence to this statement and if so, what is the specific evidence for this charge?"

"5- On what basis was the statement made by Mr. Miller, the Assistant to the President, that on Friday, October 20, there were 225 students who attended classes and 150 students who attended the meeting held in the cafeteria, when we obtained 426 signatures of students on a petition of which you have a copy?"

"6- The following sentence was contained in the statement issued by you to be read to the student body on Friday, October 20: 'The basic educational objectives for this institution will continue to be developed and strengthened.' Exactly what are the basic educational objectives of this institution and how did the proposed transfer of Dean Allen Austill help to further these objectives?"

"7- Is it a part of the pervading philosophy of education on this campus that seminar style classes are no longer the most desirable form of education and if so, why?"

"8- Do you feel that responsible student action should be welcomed in questions of school policy and philosophies and to what degree should student inquiry and action be limited?"

On Friday October 27th Mr. Lee issued the following statement to be read to the Polity.

First, I wish to express my regret that an out-of-town speaking engagement prevents me from attending this meeting of the student polity. I look forward, however, to direct participation in a series of discussions in which students, faculty and administration can, in the near future, explore such appropriate areas of student interest as the educational methods and objectives of a university curriculum. Arrangements are being made through the faculty committee on student affairs for such meetings. For this occasion tonight, I shall present a few of my thoughts through one of your officers.

Next, I wish to express my pride, as the president of this university center, in the orderly, responsible and decorous manner in which the meeting last Friday was conducted. Although I cannot condone a boycott of classes, I was impressed by the prompt return to your studies which eloquently demonstrated to all who support this institution that our students are serious in their quest for an education.

With this background of confidence and pride in your maturity, I would like to take up the questions you have submitted for discussion. After careful consideration, I have decided to express my thoughts in the form of a single statement rather than commenting upon your questions item by item since many of them are inter-related. I also believe that a statement will offer a better point of departure for subsequent discussions.

The power to establish policy in an institution of higher learning, except in those matters pertaining to subject matter in the classroom, rests entirely with a public body -- the board of trustees. It is

the function of the administration to administer the policies set down by the board of trustees. It is the function of the faculty to conduct the educational programs of the institution within the policies of the board of trustees. No single individual, be he the president, a board member, a dean or a faculty member alone determines policy or the means for the implementation of policy. In no circumstances are students involved in making or implementing the policies of the institution. Naturally, there are areas of policy which directly affect them. These they may quite legitimately discuss with faculty and administration through the appropriate channels, and such exchanges of view frequently have their effect upon policy. I can assure you that practical measures to widen these channels for discussion are now being taken at the Long Island Center.

With respect to the special character of education at our institution -- it can be seen that every university worthy of the name develops its own particular hallmarks which are almost indefinable. These hallmarks emerge from the intellectual experiences of students and faculty in the classroom, and from the development of communities of scholarship. In all universities, these hallmarks change with time and with their larger cultural relevance. In a new university one must be patient because these hallmarks cannot be dictated and time is required for their evolution.

Apart from the tone or spirit of a university, one may consider the more identifiable question of intellectual outlook. In a true university, many points of view of unquestioned validity must exist in a harmony of diversity. It is not for the faculty or the administration to select a point of view -- this decision is for individuals to make, whether faculty or students. One would not expect or hope that a single intellectual position would prevail at Long Island Center, any more than it does in our culture itself. Since we are, in fact, a university, I would judge us to be unanimous in agreeing that many points of view should prevail. Hence, what you can expect from your education here depends upon what you seek from it with active and inquiring minds.

The other side to intellectual diversity is constant reciprocity among points of view. One of the most rewarding places for such exchange is in the building and teaching of the core curriculum that has come to be called "general education." The task of rethinking and improving our core curriculum will be one of our permanent and most important preoccupations. This core of general education, regardless of ultimate specialization, is of vital importance to all students no matter how they intend to make a living after graduation.

As our university becomes larger and more diverse, each student will have a more and more challenging opportunity to establish and develop the interests and capacities unique to him. So that he may make the best choices along the way, a dedicated group of faculty advisers is indispensable. Our recent expansion of the advisory system, and enlargement of its role, is in recognition of this fact.

I shall leave to further discussions with you the development of the ideas presented here, and of many others.

You ask for the reasons why an administrative officer might be transferred. I shall simply ask that you consider the appropriateness of the question and the propriety of an answer. It is my deep conviction that discussions of such questions do not serve the best in-

(Continued on page seven)

No Change in AB Policy

Dean Gelber, in an interview, explained that there had been no policy change regarding the AB Degree, as was suggested in the last issue of the Statesman. He explained that since this college never before offered the AB program, it was necessary to clarify certain procedures before this could be accomplished.

The arrangement of last year, wherein the seniors in the AB program received the BS Degree, without teacher certification, was a temporary arrangement and will not be resorted to in June of 1962.

A further statement of policy in this matter will be released at a later date. It is hoped that it will appear in the next issue of the Statesman.

Graduate Record Exams

The following is an announcement by the Graduate Record Examination National program for graduate school selection of the 1962-63 dates and offerings.

The following dates will apply for the five administrations of the National Program for Graduate School Selection during 1962-63.

Testing Dates: November 17, 1962; January 19, 1963; March 2, 1963; April 27, 1963; July 6, 1963.

Registration Deadlines: November 2, 1962; January 4, 1963; February 15, 1963; April 12, 1963; June 21, 1963.

At each of the above administrations, the following tests will be offered.

THE APTITUDE TEST - - - MORNING SESSION.

THE ADVANCED TESTS - - - AFTERNOON SESSION.

Each candidate may register for either the morning or the afternoon session, or both, as required by the graduate school(s) of his choice. Graduate schools which require or recommend that applicants offer scores on any of the Graduate Record Examinations are asked to advise such applicants concerning the tests (Aptitude Test and/or Advanced Test) to be taken and to indicate when the tests should be taken.

This preliminary announcement is made to assist graduate schools in their planning. Graduate schools which require certain of the Graduate Record Examinations for admission may wish to include some of the information in their next catalog announcements. Others considering use of the examinations may find the information helpful in planning admissions procedures to be used in selecting their next classes.

Inquiries concerning this testing program are invited. They may be addressed to:

The Graduate Record Examinations, Educational Testing Service, 4640 Hollywood Boulevard, Los Angeles 27, California OR

The Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey.

News from Vassar

Thursday, October 12, 1961 -- THE PRESIDENTS, DEANS, TRUSTEES, administrative officers or alumni of over 300 colleges and universities in this country and abroad participated in a colorful academic convocation at Vassar College this afternoon. They assembled to honor the distinguished American college for women which was founded in 1861.

Mrs. Mary I. Bunting, President of Radcliffe College, scientist and Vassar alumna, gave an address on "Education and Evolution" in the Outdoor Theatre before an audience of over 2000. Following a salutation by Vassar's President Sarah Gibson Blanding, Dr. Henry Noble MacCracken, president of the college from 1915 to 1946, introduced Mrs. Bunting who graduated in 1931. Dean of the Faculty Marion Tait, and John Wilkie,

Faculty Spotlight

There are new departments being created in all the former divisions, and new heads for these departments are being gathered from all parts of the country. Dr. Martin E. Travis, Chairman of the Political Science Department and Dr. Richard M. Morse, Chairman of the History Department



Dr. Richard Morse

Dr. Richard Morse, who comes to Long Island Center from the University of Puerto Rico, received his B.A. at Princeton and his M.A. and Ph.D at Columbia University. Dr. Morse is already actively engaged in affairs of the college community. He is the Chairman of the Student Affairs Committee. As spokesman for this group Dr. Morse announced that they plan to hold panel discussions so that students, faculty, and administration will be allowed to experience an open exchange of ideas. These panel discussions will center about university methods and aims.

The new History Chairman is the author of one book and many articles. He has lectured at Columbia College, University of Puerto Rico and at Harvard University. The Chairman said that the Department of History will offer 5 new courses next semester.

1. American History 1850-1961
2. British History 1760-1961
3. The Soviet Union
4. Latin American in the 19th and 20th Centuries
5. Materials and Methods in Teaching History.

Local Concerts

Oyster Bay Concert Association is presenting a series of concerts during the Winter months. On Sunday afternoon, February 25, 1962, the Karlsruh Choral consisting of 16 male voices will present their program and on Thursday evening, March 15 the Buffalo Symphony Orchestra will appear. A third program (probably solo-piano or dual-piano, or similar attraction) will be presented. Membership for adults is \$7.00 and student memberships are \$3.50.

Attention Student Teachers

Donald P. Johnston, Supervisor of Apprentice Teachers, has announced that the following students will do their apprentice teaching in the Spring semester. A copy of this list is on the bulletin board outside room 312 in Coe Hall. If your name does not appear on that list but should, add your name to it. On the other hand, if your name does appear and should not, cross it off that list and leave an explanation for its removal.

- B.A.
- Anderson, Howard
 - Dalley, Eugene
 - Dawson, Francis
 - Haug, Nina
 - Maussner, Muriel
 - O'Carroll, Joseph
 - Roes, Richard
 - Valley, Peter

- B.S.
- Benter, Muriel
 - Blacker, Barbara
 - Eisenlau, George
 - Engelke, Warren
 - Fischer, Madeleine
 - Kozakiewicz, Barbara
 - Lonske, Quinten
 - Nelson, Virginia
 - Niclu, William
 - O'Neil, Kathleen
 - Paldy, Lester
 - Shairrock, Glenn
 - Shodell, Michael
 - Smith, Morton
 - Williamson, Carol



Dr. Martin E. Travis

are two such newcomers to Long Island Center.

Dr. Travis, who comes to us from Columbia University, received his AB, MA, and PhD from Amhurst, Fletcher School of Law and Diplomacy and Stanford University respectively. The Chairman is most interested in International Law and Relations. He has penned many articles about Latin America and has appeared on T.V. panel shows dealing with this subject.

Dr. Travis has taught at such fine Universities as Syracuse, Duke and Stanford. He has taught in Mexico and plans to return to teach there this summer. This previous summer the new Chairman, who is especially interested in the workings of the United Nations, was commissioned to work in our State Department.

The Political Science Department plans to offer a standard course in American Government and to open courses in the following major areas:

1. American Politics
2. Constitutional Law
3. Comparative Government
4. International Relations

It is the department's hope that in the near future students who study Political Science at Long Island Center will go on to Law School.

Gettelman Speaks Here

We must closely examine the Batista regime if we are to really understand the Castro Revolution. This was one of the points made by Mr. Marvin Gettelman, at the panel discussion held by the Council for Political Inquiry.

Mr. Gettelman pointed up the desire for social reform in Cuba, and that it was on this basis that Castro won the support of the Cuban people. He felt that the executions ordered by Castro were the minimum that would satisfy the public, but that Castro could not be totally justified, by any amount of social reform, due to his tyrannical methods.

Mr. Gettelman, an instructor at CCNY visited Cuba during the summer of 1960 to observe Castro's Social Revolution firsthand. Also participating in the discussion were Mr. Travis of the Political Science department and Mr. Morse of the History department. Mr. Parenti acted as panel moderator.

Mr. Gettelman suggested that one dismal aspect of the US Cuban invasion was our support of only the more reactionary elements opposed to Castro.

Mr. Travis suggested that Castro could serve as a bogey man to threaten other Latin American nations into voluntary social reform.

chairman of the board of trustees, also participated.

Eighteen overseas institutions, including Oxford and Cambridge in England, sent representatives (Continued on page seven)

Department Heads

DEPARTMENT CHAIRMEN
Willis E. Pequenat: Chairman and Professor, Department of Biological Sciences. Received Ph.D. degree from the University of California. Background - Director, Marine Laboratory activities, Pomona College, 1940-60; University of Chicago, 1947-48; Consultant to International Conference in Shallow-water Oceanography held in October 1961, at Johns Hopkins, Florida State University and the University of Southern California; presented paper in Biological Oceanography at the Pacific Science Congress in Honolulu in August 1961; Director, Progress and Horizons of Science, for Carnegie Corporation of New York, summers of 1953 and '54. Assignment before coming to State University: Associate Program Director for the Advanced Science Programs and Special Projects in Science Education Section - National Science Foundation, Washington, D.C. Arrived at State University in 1961.

Francis T. Bonner: Chairman and Professor, Department of Chemistry. Received Ph.D. degree from Yale University. Background - Yale University Graduate Assistant, 1942-44; Chemist, S. A. M. Laboratories, Columbia University, 1944-46; Chemist, Clinton Laboratories (now Oak Ridge National Laboratory), 1946-47; Scientist, Brookhaven National Laboratory, 1947-48; Visiting Scientist, Brookhaven, summer of 1951; Assistant Professor of Chemistry, Brooklyn College, 1948-54; Carnegie Visiting Fellow (Intern in General Education), Harvard University, 1954-55. Assignment before coming to State University: Physical Chemist, Arthur D. Little, Inc. Arrived at State University in 1958.

John Newfield: Acting Chairman, Department of Fine Arts and Professor of Drama. Received Ph.D. degree from University of Vienna, Austria. Background - Assistant Technical Director at Vienna State Opera House, then successively Stage Director of Wiener Kammer-spiele, Volkoper, Teatro Reale in Rome, and opera company starring Richard Tauber, touring in Italy and Egypt, 1932-36; Stage Director of the Salzburg Opera Guild, 1936-39; Tour with Salzburg Opera Guild in the USA, 1937-38, in South America, 1938-39; New School for Social Research in New York - Production Manager for Studio Theatre, connected with Erwin Piscator's Dramatic Workshop, 1941-43; Stage Director, New York City Center Opera Company, 1944-45; NBC, International Department, announcer and senior writer, 1945-46; Stage Director, summer theatres in Pennsylvania, Connecticut and New York, 1946-47; Stage Director, Opera Festival of the Havana Cuba Philharmonic Orchestra, 1947; Director of the University of Kansas City University-Community Playhouse and Chairman of the Department for Radio, Public Speaking, and Theatre, 1948-52; Associate Professor and then Professor of Drama and Director of the University Theatre and Opera Workshop at the University of Kansas, 1952-55; Stage Director, Opera Festivals of the Kansas City Philharmonic Orchestra, 1952-55; Director of Opera Workshop and Opera Productions at the Aspen Music Festival and School, 1955-59; Stage Director then Artistic Director of the Greater Denver Opera Association and at the same time Director of the Denver Opera Studio, 1955-57; Artistic Director and Stage Director of Denver Lyric Theatre, 1958-60; Visiting Lecturer and Stage Director of opera production of University of Colorado before coming to State University. Arrived at State University in 1961.

Raymond Poggenburg: Acting Chairman, Department of Foreign Languages and Professor of French. Received Ph.D. degree from the University of Wisconsin. Background - Teaching Assistant in French at University of Wisconsin, 1950-55; Instructor and Assistant Professor in French

Language and Literature, Carleton College, 1955-60; Lecturer in French Language and Civilization, Hofstra College, 1960; Project Associate (bibliographical work), University of Wisconsin, 1960-61 (last assignment before coming to State University). Arrived at State University in 1961.

Richard M. Morse: Professor and Chairman, Department of History. Received Ph.D. degree from Columbia University. Background - Lecturer in History, 1949-50, Instructor in History, 1950-54, and Assistant Professor of History, 1954-58, Columbia University; Visiting Professor of Humanities, University of Puerto Rico, 1956-57; Director, Institute of Caribbean Studies, and Associate Professor of History, University of Puerto Rico, 1958-61 (last assignment before coming to State University). Also, Visiting Lecturer in History, Harvard University, 1960. Arrived at State University in 1961.

Leslie G. Peck: Professor and Chairman, Department of Mathematics. Received Ph.D. degree from New York University. Background - Instructor, New York University, 1942-46; Member and Assistant in Mathematics, Institute for Advanced Study, 1946-48; Assistant Professor of Mathematics, Johns Hopkins University, 1948-50; Staff Member, Theoretical Division, Los Alamos Scientific Laboratory, 1950-53; Research Associate of Mathematics, New York University, 1953-54; Director of Mathematics, Arthur D. Little, Inc., 1954-60; Independent Research and Consulting (own business), 1960-61 (before coming to State University). Arrived at State University in 1961.

Martin B. Travis: Professor and Acting Chairman, Department of Political Science. Received Ph.D. degree from the University of Chicago. Background - Assistant Professor of Political Science, Syracuse University, 1948-49; Assistant Professor of Political Science, Duke University, 1949-53; Assistant and Associate Professor of Political Science, Stanford University, 1953-61. Also, Visiting Professor at University of Guadalajara, Mexico, summer, 1959; Visiting Professor, Columbia University, 1956, '57; Visiting Professor, University of Washington, Seattle, summer 1961. Also, Acting Executive Head, Fulbright Coordinator and Foreign Service Coordinator at Stanford University over a period of years, ranging from 1954 to 1961. Arrived at State University in 1961.

Sidney Gelber: Acting Dean of the College of Arts and Sciences and Chairman of the Philosophy Department. Received Ph.D. degree from Columbia University. Background - Instructor in Philosophy, Brooklyn College, 1947-50; Instructor in Philosophy, Columbia College and Graduate Department of Philosophy, 1950-55; Assistant Professor of Philosophy, Columbia College and Graduate Department of Philosophy, 1955-58. Arrived at State University in 1958.

Harry Kalish: Chairman and Professor of Psychology Department. Received Ph.D. degree at State University of Iowa. Background - Research Associate, Experimental investigation of interference in motor learning, 1948-49; Research Assistant, Experimental investigation and analysis of date, 1949-51 (this investigation concerned the role of fear in humans and animals); Personal Counselor, State University of Iowa, 1951-52; Post-doctoral trainee, Veterans Administration Hospital, 1952-53; Visiting Assistant Professor of Psychology, Duke University, 1953-55; Assistant Professor of Psychology, Mental Hygiene Clinic, University of Missouri, 1955-56; Associate Professor of Psychology, Adelphi College, 1956-61 (last assignment before coming to State University). Arrived at State University in 1961.

Benjamin Nelson: Chairman and Professor, Department of Sociol-

One small Voice

by Stephen Heller

Leaves are beginning to fall and autumn is now at her best. We have here at the Coe Estate beauty unsurpassed by any college in the nation. For those newcomers to our school, both student and faculty, I would like to mention there are dozens of paths around campus affording views and scenes which makes it seem unbelievable that you are on populated Long Island. Try to take advantage of nature's wonders soon, and don't be discouraged by the thought of having to walk for miles on end, for there are benches all throughout the woods.

ELECTIONS

Elections are just around the corner and now that everyone has seen Polity in action lately, perhaps you feel, as many do, that its structure should be changed. Mass meetings of over 550 students are impossible and absurd, as can be seen by the big flop of the Polity meeting held last Friday night. Something can be done about this and other problems concerning the student government now that elections are here. There are three officers to be elected. They are Freshman class President and Freshman and Junior class Polity Representatives. By going out and voting on Tuesday, November 21, you, yes each one of you, can have a hand in shaping the policies of your student government. This year the useless idea of registration has been done away with and candidates are required to submit statements of policy, so that (perhaps) someone qualified may be elected. Another regulation is that all posters are to be put at eye level and a statement of policy, not just "Vote For John Doe", is required on each poster. No TV commercials are allowed and all other nonsense which emphasizes voting for a candidate because of good looks, popularity or the like, has been excluded. We are going to have a unique election. It is your duty as citizens of this college community to go to the polls and vote for the candidate who, you feel, will best represent you and your beliefs. Requiring a real platform and policy will make this election, not a popularity contest, but a true election. Judging from the way the community has acted lately in certain matters, I feel that an election based on qualified candidates is very possible. I hope every member of the Freshman class and Junior class will come out and vote.

Barber on Campus

State University wishes to announce that their barber shop is now open to all students, faculty, and other personnel on the campus. Whether you live on or off the campus, you can now utilize the facilities of Pete the Barber. Pete has been a top man in his profession for over twenty years. He has worked in some of the finest shops in New York and for the past five years, Pete has been one of the barbers at the Merchant Marine Academy in Kings Point.

If it's a regular haircut, a trim or one of the latest in crew cuts or flat tops, you will be delightfully satisfied after leaving the chair of Pete the Barber.

The Barber Shop is located in the basement of the Men's Dormitory. It is open from 9 A.M. till 2 P.M. Monday thru Friday. All haircuts are \$1.20.

THE COLLEGE BOOKSTORE IS NOW LOCATED IN DOME 6

(Continued on page seven)

Club News

Chemistry Society

The Chemistry Society, one of the newer groups on campus has become one of the fastest growing student organizations at State University, Long Island Center.

Since its formation during the later part of last year, the Chemistry Society has more than doubled its student membership and continues to attract new members whether they be chemistry majors or not. With the joint cooperation of the members, executive body and faculty advisers, Dr. Goldfarb and Dr. Schneider, the Chemistry Society hopes to provide a well rounded program reflecting the ideals of the Society.

For its initial seminar of the year, the Chemistry Society was honored to have Dr. Bonner, of State University, Long Island Center as its first lecturer. Dr. Bonner's talk was primarily concerned with general concepts in the study of chemistry.

Dr. Miller of Columbia University, led the Chemistry Society's second seminar with a talk on Nuclear Reactions in The Stars. Dr. Miller's discussion began with an explanation of the life cycle of an average star . . . from the star's condition as presently depicted in our own sun, to the formation of the "Red Giant", then to the formation of the "White Dwarf" and finally to the exploding star. The major portion of the discussion dealt with the chemical reactions which prevail during each phase of the star's life.

To enable the entire student body to partake in one of their activities, the Chemistry Society is sponsoring a theatre party. Tickets for the current Broadway hit, The Caretaker, have been made available to the student body and faculty as well.

It is the hope of the Chemistry Society to soon become affiliated with the AMERICAN CHEMICAL SOCIETY. The undergraduate chemical societies located on the campus of many colleges and universities in the United States play significant part in the A.C.S. Independent chemists and educators

concerned with the chemical sciences comprise another part of the A.C.S.

The next chemistry seminar is to be held in dome 9 on November 13 at 5:00 P.M. Dr. Daily of Columbia University will be the guest speaker. His discussion will be on Nuclear Magnetic Resonance Spectroscopy.

Newman Club

The Fall Festival, sponsored by the Newman Club was a great success. Approximately eighty couples attended and enjoyed the Dance. The decorations provided a perfect background and the music was very danceable.

In the first Newman Club meeting after Thanksgiving vacation we will have a guest speaker. A talk will be given to give us a better understanding of sex. All students are invited to attend this meeting. The specific time and place of this meeting will be announced in the near future.

In January we will have a guest speaker who will give us a talk on Communism. This should be of great interest to everyone, and we urge you to watch for further information of this meeting.

State Troupers

The Drama club of State University, "The State Troupers", will have its first meeting Friday, November 10, at 3:30 in the afternoon in Dome 10A. This year holds more promise for all those interested in any aspect of drama including staging, lighting, make-up, acting or even just spectating. This is the club's second year of existence. It is a marvelous chance for all Freshmen as well as "old hands" to get in on the ground floor of a growing organization, which is destined to become very productive as the new Fine Arts department becomes larger. The officers are planning quite an active year which will provide fun for all those with the least bit of talent and some interest in the field of literature and drama.

C. & C. Plans Trip

Curtain and Canvas will sponsor its first trip on Sunday, November 12. The program of the day will consist of a visit to an art museum, supper in New York and then to an off-Broadway show.

The bus, leaving the campus at 3:30, will deposit the students at the Solomon R. Guggenheim Museum where there will be an exhibit, "American Abstract Expressionists and Imagists" with works by de Kooning, Guston, Gottlieb, Hofmann. The students who do not wish to see this exhibit may walk to the Metropolitan Museum of Art to see the paintings bequeathed to the Museum by the late Stephen C. Clark. "Collecting Americana: 1956-1961" - American decorative arts acquired by the American Wing during the

past five years. "Pedlar's Pack" - an exhibition of popular and folk prints from Europe, the Americas and the East. After supper the bus will go to the Circle in the Square where there will be a performance of Balcony, directed by Jose Quintero.

The cost will be \$2.00 per student which will include tickets to the theatre and bus transportation. Anyone who wishes to attend must sign up and pay his \$2.00 in the cafeteria by Thursday.


Curtain and Canvas has tentatively scheduled a trip to see Mazowsze, the Polish Ballet, at the City Center on December 3. Whether C&C sponsors such a trip depends on your response to its first activity.

TO: The Presidents and/or Leaders of all approved Student Organizations

In order to give better coverage to the activities of your organization in the coming year, I would like to suggest that one person be selected from your group who will have the responsibility of submitting notices of general interest to the STATESMAN. This person should watch for notices concerning deadlines for the issues. Such things as dates for coming meetings etc. should NOT be submitted.

Please let me know who will be responsible for your publicity.

Lois Ginsberg
 Editor of Statesman



THE STATESMAN

OFFICIAL STUDENT NEWSPAPER OF
STATE UNIVERSITY OF N.Y., LONG ISLAND CENTER
OYSTER BAY, N.Y.

LOIS GINSBERG Editor-In-Chief
JUDY SHEPPS Associate Editor
PAT GLENN Acting Copy Editor
MARTIN FRANK Business Manager
ALICE PASTER Exchange Manager
MR. JAY WILLIAMS co - Faculty Advisors
MR. RICHARD LEVIN

Muriel Benter, David Buckhout, Linda Dear, Grace Fukuhara, Lynn Geed, Jane Gilbert, Steve Heller, Warren Hlinka, Linda Hurwitz, Rubymoe Loenhardt, Jack Mattice, Cornelia McCormack, Martin Meltz, Gary Murdock, Mike Nofi, Henry Ostman, Ann Saladino, Madeline Weiser, Madeleine Fischer, Rachelle Silverman, Phyllis Hauben, Judith Intrator

All unsigned editorial matter on this page represents the official opinion of the Statesman editorial board. Signed editorial material represents the individual opinions of the authors.

Friday, October 20, 1961 marked a first in the history of the State University-Long Island Center. This was the first time that practically the entire student body was united in a common cause and that such a body affected mature and responsible action.

The event referred to, of course, is the student rally and boycott of classes that was held on Friday as a protest over the transferring of Dean of Students Allen Austill to central administration in Albany. The students proved beyond doubt their maturity and integrity.

The behavior of the student body was also a moving tribute to the men who founded this institution -- to their ideals and practices. For it was under this guidance, and the atmosphere that existed, that the concept of a Polity type government was born and thrived. Mature responsible action does not just "spring up", it is the product of training and background.

What then were these ideals that provided the nutrient for the schools growth? Well, intrinsic in the system was a respect for the integrity of the individual. When this type of a relationship is enjoyed the individual will stand on his own two feet and think for himself. Former Dean of Faculty Leonard K. Olsen expressed this idea in his speech to the class of '62 when he said that "we are concerned with producing men and women who know why they do what they do." People who have been associated with this school from the time of its creation should not have been surprised at the actions of the students at the rally, for what emerged from the rally was a simple request for information. The students wanted to know "why" Dean Austill has been transferred. The very fact that this question of "why" was asked vouches for the success of Mr. Olsen and his administration in achieving their goal of producing men and women with active and inquiring minds who "want to know" not only "why they do what they do" but also why others do what they do.

The motto of the State University System is "Let each become all that he is capable of being." Is this motto being truly honored if we cannot receive answers to these questions of "why?" It is the free and rational discussion of all ideas that the students of Long Island Center are asking for.

Turning to some other areas of concern which have been neglected in the past few weeks, we would like to point out the following things:

- 1) The insects in the cafeteria have gotten out of hand. They are not only annoying, but are also endangering the health of every person who eats a piece of food on which they have previously landed. Certainly something could be done.
- 2) For a student body of over 550, there is only one public phone. It seems to us that someone might look in to the possibility of installing one or two more in the cafeteria.

Letters to the Editor

Letters to the Editor can be left in the Statesman mail box in Butler Building or at the Post Office in Coe Hall. Names will be withheld upon request.

To the Student Body:
I should like to express to you my respect and admiration for the way in which you conducted yourselves at Friday's demonstration and meeting on behalf of Dean Austill. What could easily have been an occasion for unruly and passionate mob actions or for frivolous and immature mass hooky-playing turned out instead to be a rational (but nonetheless spontaneous) display of some of your deepest and most mature convictions. It is not simply that you managed to avoid doing damage to this institution and its reputation; it is rather that you acted in such a way as to make that reputation something real and deserved.

In particular I should like to praise your student meeting. Its impact on me was overwhelming. I had formerly thought that true deliberation could never occur in a group numbering more than a dozen, but on Friday I watched several hundred individuals participating in a genuine deliberative process: there were the initial groping attempts to discover the issues, the gradual emergence of sharper formulations, the intelligent evaluation of alternative actions and their consequences, and the final collective decision on what should be done. The entire process was an achievement of which you may all justly be proud--those of you who conducted the difficult meeting so smoothly, those who contributed opinions and offered arguments so cogently, and those who participated silently but actively in the cumulative development of the final position. The maturity, intelligence, and restraint that you displayed at the meeting--quite apart from any particular statements that were made--were the finest demonstration you could have given of your indebtedness to Dean Austill. You didn't have to speak of your gratitude to him; you exhibited it in your entire manner.

I doubt that any of those faculty members who were fortunate enough to be present at your meeting were unmoved or unimpressed by what they saw and heard. Many of them must have felt pride, as I did, in their association with the institution you represented. We on the faculty frequently speak of learning from our students, but for most of us it is more a hope than a commonplace experience. What I learned from you at Friday's meeting--with respect to the values of the academic and extra-curricular experiences you have had at this institution--will be difficult to forget. I have never witnessed a comparable example of the virtues of the democratic process. In what you did and how you did it you were able to transform an unpleasant situation into a tribute to your institution. I hope and believe that we will continue to be worthy of the example you set.

Sincerely yours,
Merrill Rodin
Assistant Professor
of Philosophy

Dear Editor:
As faculty advisors to the Chemistry Club we have become interested in the relationship between special interest organizations and the student government. This letter is prompted by recent actions of the Executive Committee of Polity which we believe reflect an oppressive assumption of powers by that body over the control of student activities.

The Student Polity at this institution is charged with the serious responsibility of administering the expenditure of the student activity fee. Recently the Chemistry Club requested funds for the purpose of offering its future seminar speakers an honorarium of \$20. This request unanimously denied by the Executive Committee of Polity on the grounds that the speakers had previously agreed to speak to the club and therefore this request was

unjustified. The Committee on Political Inquiry, (another special interest organization) on the other hand, requested and received \$400 for the purpose of paying its speakers. The seminars of both of these organizations are open to the entire academic community. The fact that renowned scientists are willing to accept an invitation to address our student body at their own expense does not negate the obligation of the Chemistry Club to offer them a small honorarium as a token of respect and appreciation.

Of considerably greater importance than this single ill-advised action is the ominous nature of the control that the Executive Committee of Polity is attempting to exercise over student activities. At its meeting of October 30, 1961 the Executive Committee of Polity unanimously approved the following edicts:

No student organization supported by polity funds shall run any activity enabling them to make money without first getting the consent of the Executive Committee.

Any profits made by an organization must go back to the Savings Fund to be used for that organization until the end of the school year, at which time the money is pooled into the savings fund.

No organization shall sponsor an event that is properly under the jurisdiction of another organization.

An assumption underlying these statements of policy appears to be the power of the Executive Committee of Polity to regulate activities of clubs and organizations not involving appropriations from the Student Activity Fund. The second of these edicts essentially restricts the ability of a special interest organization to engage in activities for which no financial support from the Student Activities Fund is deemed appropriate. The third statement is subject to rather ludicrous interpretations. In the Chemistry Club to be prohibited from showing films at its meetings because this activity is under the "proper jurisdiction" of the Committee on Movies?

The academic community should be a place where freedom of inquiry and activity are subject to as few restrictions as possible. The Student Polity of the Long Island Center has considerably more fiscal responsibility than the student governments at most academic institutions. It should not abuse this responsibility by attempting to subordinate and possibly stifle the activities of special interest student groups. Informality and a minimum rather than a maximum of government should be the rule. A final point to bear in mind in this regard is that the Dean of Students, not the Polity is charged with the responsibility of passing on the propriety of all proposed student functions.

Theodore Goldfarb
Robert F. Schneider

Dear Editor:
The Chemistry Club submitted a budget in March of 1961 which requested a total allotment of \$20 for speakers for this academic year. No definite lecture program had been set up by the club, so the Executive Committee granted the \$20 under the condition that the Chemistry Club submit a list of speakers to the Executive Committee before October 1, 1961. Stephen Heller, president of the Chemistry Club, submitted a list of some ten speakers to the Executive Committee this year requesting that the club be granted \$10 for each speaker. This \$10 was to include \$5 for transportation and \$5 for meals.

Since only \$20 was allotted to the club for speakers under its budget, the request would require withdrawal of funds from the Polity Savings Fund, a limited emergency fund which must cover an

entire year of unexpected expenditures. The Executive Committee weighed the matter and decided that it was unnecessary for the Polity to pay for the transportation of faculty members of this university although it was certainly appropriate to grant \$5 payment for those speakers coming from other schools. In regard to meals, the Executive Committee felt that it was advisable to allot the club \$1 per speaker, the price of a meal in the school cafeteria.

The Chemistry Club was evidently not satisfied with the decision of the Executive Committee since a new letter was submitted to the Executive Committee by its president, Stephen Heller, requesting that an honorarium fee of \$20 be granted for each of the speakers on the original list. This honorarium fee was to cover transportation and meals.

Investigation by the Executive Committee disclosed the fact that the aforementioned speakers had already agreed to lecture without charging any fees other than for transportation and meals. Since the Polity Savings Fund is limited and this \$200 request was not covered by the Chemistry Club budget, the Executive Committee denied the request for an honorarium fee of \$20 per speaker.

This request for funds by the Chemistry Club should not be compared to the funds allotted to the Political Inquiry group, as theirs was a regular budgetary request granted last year and taken into consideration in the setting of the Student Activities Fee for this year.

I would like to correct professors T. Goldfarb and R. Schneider in their assumption that the Executive Committee policy legislation of Monday, October 30, was final. The legislation did not go into effect until seven days following its initiation, on Monday, November 6. It was posted on the Polity bulletin board and subject to objection through the proper channels for the interim period of seven days. A proper objection to this legislation would have been recognized by the submission to the Executive Committee of a petition signed by 25% of the Polity members. Since no petition was circulated by the members of the Chemistry Club or any other members of the Polity, it is assumed that there is no objection on the students' part to this policy legislation.

Since it is, after all, Polity funds involved, and the Executive Committee is subject to the Polity, it seems absurd to assume that the Polity can exercise too much control over its own funds.

Carol Williamson
Moderator of Polity

To the Editor:
It has long been the opinion of many students that a student-run store for the sale of used books would be a welcome addition to the campus.

The sale of used books as it is now carried on is haphazard at best. Individuals must post oft-lost notices of sales, and the prices charged by the students for books vary greatly. A used book exchange would solve this.

The store could be operated as a subsidiary of the Student Polity. A fixed price plus percentage could be charged, the percentage being used to pay the students who operate the store. Any excess could be turned over to the Polity. Such a store could conceivably sell other things besides books, such as slide rules, dissecting kits, laboratory coats, and laboratory equipment of all kinds.

A store operating in this manner would fulfill the two functions of creating jobs for students while providing a needed service to the college as a whole.

Yours truly,
Marian Handelman
Class of 1964

Reflections

by Judy Shepps

In past weeks, the topic discussed in this column has been education, or, more specifically, different approaches to a "philosophy of education." Recently this question of "philosophy of education" seems to have become one of prime importance at this University as was illustrated in the Newsday article of Monday, October 23, 1961. Questions have been raised as to what a "philosophy of education" is -- what these words actually mean. How does any "answer" to this question affect the student? What responsibility do those concerned with developing such a philosophy have to the students to explain their philosophy? I feel at this point an attempt must be made to discuss and examine the concept of education at this institution and the philosophy behind it. When a beginning has been made we must then try to relate these concepts to the growth and development of the institution.

John Dewey says that "a philosophy of education, like any theory, has to be stated in words, in symbols. But so far as it is more than verbal it is a plan for conducting education. Like any plan it must be framed with reference to what is to be done and how it is to be done." We can thus state as our basic premise that an educational philosophy is a plan set within a definite frame of reference. This frame should include some concept of what the ends are that the system will "aim for."

There appears to be very little divergence of opinion concerning the aim of an educational system. Dewey interprets the concept of education as the "scientific method by which man studies the world-acquires cumulatively knowledge of meanings and values, these outcomes being data for critical study and intelligent living." Thus the aim in this case would be the acquiring of a cumulative knowledge of meaning and values. Cardinal Newman states that the primary purpose of the university is "to train the mind." Robert Maynard Hutchins says that "if education is rightfully understood, it will be understood as the cultivation of the intellect." Once again the same idea arises -- that the individual and the cultivation of his mind and being should be uppermost in the mind of the educator.

It should be stated at this time that both Dewey's and Hutchins' statements are discussions of what the general aims of education are. That is, these values apply at every level of formal education from the elementary school through the graduate school. They apply to every person whether he is in the process of being "formally" educated or not, for life is a continual educational process. The aim of

the "cultivation of the intellect" is one which Everyman strives for. I will consider these aims within the frame of reference of the undergraduate level.

It is evident then that there is not really an area of disagreement on the question of what the aim should be for an educational system.

Obviously the next facet to turn to is the question raised in Dewey's definition of educational philosophy -- "what is to be done." What is the most effective means for achieving these ends? It is here that we see a wide divergence of opinions. Dewey said that "the history of educational theory is marked by opposition between the idea that education is development from within and that it is formation from without; that it is based upon natural endowment and that education is a process of overcoming natural inclination and substituting in its place habits acquired under external pressure." This is one point of view. Others have said that this difference could be more properly expressed as a conflict between the idea of General Education, expressed in a program of liberal arts, and Specialization and Vocationalism as being the best means for achieving the "educational aims." Others have said that there exists within our universities a conflict between teaching and research. If one examines these divergent ideas it can be seen that there is agreement on the aim of the educational system -- the cultivation of the intellect -- but the difference arises over how to achieve this cultivation and when this end should be reached. The time difference is important -- shall a target date be set as the end of four years of college or at the end

of graduate school? Perhaps there is disagreement also over the fundamental question of what the "cultivation of the intellect" really means.

I am sure that there are many other ideas as to what the best way is to achieve these aims. Perhaps it will be found that there are also different ideas as to what these "ends" really should be. However, as was stated in the initial installment of this series, this column is dedicated to the spirit of inquiry. That is, to free and rational discussion of questions of general interest to the academic community -- of which we all are a part. It is therefore hoped that people will use this column to foster the communication of ideas. It is to be remembered that the only way that ideas can be tested and evaluated is through expression and rational discussion. In an academic community this most vital aspect of the learning process cannot be ignored.

This week Mr. Joseph Pequency has contributed his ideas concerning education.

I do not wish fully to join in on the dialogue concerning "philosophies of education" in progress in this column. Even the clarification of terms would require more space than perhaps I am given, more, certainly, than I intend to use. And briefly to consider a topic of such complexity, magnitude, and diffuseness is to risk the delivery of nothing more than a batch of clichés or a series of empty generalizations. I wish at most to offer reflections on some of the issues pertaining to undergraduate curriculum and instruction that I believe to be of current and lively interest to the students of this institution.

Programs of study, of course, can never be perfect or final. They inevitably vary not only from culture to culture, but from generation to generation, from school to school, and from department to department. They are at best tentative and temporary solutions to certain problems, while the problems themselves are various, rarely agreed upon, and resist definition. Hence one notes the multiplication through history of elaborate pedagogical plans, each with its own set of premises, methods, and goals.

However, any healthy center of learning established in this country at this time must develop as part of a vast and untidy but recognizable American tradition of higher education, and it is neither possible nor desirable for the center to isolate itself from this context. Most members of the faculty will come here having been trained by, with experience gained in, conventional American universities. Students will always transfer to and from this center, and the transfer should permit a continuity in rather than cause a wrenching of their course of studies. Graduate and professional schools set up conditions of admission based upon standard curricula, and our graduates must not be handicapped in their efforts to enter such schools. Both practical and theoretical considerations indicate, not that we stifle originality, but that we also respect the established forms and structures of the national community of colleges, and that we preserve its best elements at the same time that we preserve the prerogative to alter and experiment.

Two apparently opposite courses to be avoided, I suggest, are the adoption of a unique, an abnormal curriculum, and the sheer imitation of the programs of another institution. That these are not contradictory courses is indicated by the history of this center, which in the past has tended to follow both.

One temptation, especially strong if a majority of the faculty have a background of educational and teaching experience gained in a single institution, is to transplant, intact and with a minimum of alteration, the ready-made pedagogical system of that institution. It is easier to copy than to

(Continued on page seven)

Polity Perspective

by Flo Hershberger

I think the events of the past two weeks sufficiently demonstrate the importance of the student government. Both the Polity and the Executive Committee should be congratulated on the decorous manner in which they handled themselves.

The meeting held on Friday, October 20th, which was attended by over 400 students, demonstrated how well and how constructive a polity form of government can function if the student body is interested enough. Even though no actual legislation was passed at this meeting, there was a good deal of critical discussion which led to the action taken by the Executive Committee in our behalf.

Never before in the history of our school have I seen an action which more clearly expressed the nature and the strength of the bonds that bind the students at this University together to form a community.

I think it is especially important, at this time, for the Freshman class to reflect on the importance of their student government and to consider what type of individual they want representing them, since they will soon be in a position to elect two members of their class to the Executive Committee.

On October 23rd, the following legislation was passed by a unanimous vote in the Executive Committee.

"That a record be kept of the way each member of the Executive Committee votes on motions made at the meeting."

I feel that this legislation is a good step in the right direction. It is important, if the student body is going to be able to vote responsibly for an Executive Committee member, that there be some basis upon which the students can make a decision. This system of recording votes now offers the student one basis by which they may judge. An examination of the way members vote and their reasons for voting in such a manner is perhaps one of the best methods of evaluation that is available to the student body. Students, if they do not understand the reasons or the rationale behind any legislation, should feel free to go to any member of the Executive Committee and discuss the question.

There is now a Polity Bulletin Board in the cafeteria. All of the minutes of the Executive Committee meetings will be posted there. Every student should feel a responsibility to read these minutes.

Recently a serious problem has arisen with respect to the legality of a campus organization making profit. This problem was brought to the attention of the Executive Committee when the chemistry club on its own, without consulting either the Dean of Students, the polity or the student affairs committee, sold tickets to a play. They made a dollar profit on each ticket sold.

The Executive Committee passed the following legislation concerning profit.

POLICIES GOVERNING PROFIT MAKING EVENTS

"No student organization sponsored by student polity funds shall run any activity enabling them to make money without first getting the consent of the Executive Committee. The organization must prepare a statement of how the money is to be made and how any profit will be put to use. Any profits made by an organization must go back to the savings fund to be used for that organization until the end of the school year, at which time the money is pooled into the savings fund. Any social activity sponsored for profit-making purposes must be open to the entire student body. No organization can be appropriated money for an event held for profit-making purposes. No organization shall sponsor any

event which is properly under the jurisdiction of another organization."

In general, profit making events should not be considered desirable, for an event held solely for the purpose of making profit does not in most cases further the objectives of this institution. It should be the exception rather than the rule that a club would have to raise money on its own.

I think every student at this University realizes how valuable a commodity time has become. One of the most functional purposes of our student government is that it relieves organizations of the burden of having to finance all of their own events. In my opinion, if an organization had to assume this burden it would be a heavy drain on the energy and time of each of its members. Time and energy which they could be putting to better use.

Inherent in the legislation is the responsibility that the Executive Committee feels that it must take, that is the responsibility for the nature of the events that organizations have. That control is necessary, I think is apparent, where this control comes from is a matter of discussion. I feel that when it is at all possible the students should have the right to self government, thus I believe that the Executive Committee is the proper body for judging on the propriety of such issues. That the Dean of Students has the right to decide on the appropriateness is of course justifiable but it is very important that the student government has had the first opportunity to regulate student affairs.

Since all organizations are supported by student money it is essential that the students via the E.C. have a say as to the nature of events that organizations hold.

I feel that there is one point in the legislation on profit that needs clarification. That is the last point which states that: "No organization shall sponsor any event which is properly under the jurisdiction of another organization." Since students have already paid money to have events of this nature on campus it would be a misuse of student money to have them pay twice. Thus for a club to show a movie and charge a fee would be inappropriate since the students have already paid to have movies shown. If a club feels that there is a certain movie which the student body would like to see and they know how to obtain this movie, then it would be in the best interests of the students for the club to make this fact known to the movie committee. In this way all students will have the opportunity to see the movie free of charge.

Travel Abroad

Tour Rome, Athens, Troy, Paris; appear in the palladium, before the Queen of England; be applauded by the entire world, nay, the entire universe.

We, the chorus and our leader, promise all loose tenors and basses this and more. Since we are slightly short of male members we are willing to make a few concessions. If you agree to join and attend meetings, we promise you a date every week-end, the use of our leader's credit cards, and many other dividends.*

If you are interested, and we believe you must be, come to rehearsals as soon as possible. We meet on Mondays, Wednesdays, and Fridays at 1:30 in the Coe Annex. When you come, speak to Mr. Bialosky about the terms.

*You must realize this is a typical campaign speech.

Letters to the Editor

To the Editor:

After having read the "One Small Voice" column in this year's first issue of the Statesman and finding Mr. Heller's ideas somewhat original, if often uninformed, I was curious to see what the second such column would contain. However, I was totally unprepared for the unwarranted attack upon two very pleasant and helpful ladies.

In all my dealings with the bookstore I have been treated in a more courteous and even cordial manner. Never have I noticed a lack of "good will" except in those cases where the obnoxious behaviour of students would have made them unwelcome almost anywhere. Neither have I found the "complete incompetence" Mr. Heller has alluded to. If he had looked carefully at the signs on the door of the bookstore, he would have noticed as I did that they had been scribbled upon and otherwise tampered with. In spite of the obscenities, it was possible to see that the original time of closing was in fact, 3:30. Miss Gilmartin and Mrs. Ray were kind enough to keep the bookstore open late several times as a favor to harried students.

If Mr. Heller has an intelligent, practicable plan to reduce the cost of books then by all means let him elaborate, but he can do so without criticizing two people who more than adequately fulfill their duties.

Sincerely,
Patricia Muccioio

To The Editor of
The Statesman:

I would like to make a suggestion to Mr. Stephen Heller, the columnist of "One Small Voice". It is that he change his column title to "One Small Mind"

For it can only be one small mind that could level the charge of "complete incompetence" because the bookstore hours of operation were different from those posted. I wonder Mr. Heller, if you asked the ladies in the bookstore the reason for the discrepancy before you called them incompetent.

It can only be a smaller mind that would suggest the Polity take over the bookstore. I would suggest to the L. I. C. version of a big brain truster, that he should look into the actual ownership and management of the bookstore before he makes the proposal that he did in his column. How in the world can a group of students, who at best could only work part time do a better job than the business manager and his staff. If Mr. Heller would ask an executive committee member or read the Polity Constitution he would probably discover to his great astonishment what the function of the Polity is and what its duties are.

In short Mr. Heller, I would suggest that you allow your ideas to remain where they originate, in one small mind.

(Name withheld)

LEARNING vs. FUN

(Ed. Note) The following is an item of general interest received by the Editorial Board of the STATESMAN:

Recently we have increased our efforts at the University of Minnesota to modify the climate of opinion prevailing among students participating in the extra-curricular activities with respect to the fundamental purpose of education - - the full intellectual, social, and personal development of students. For some time the campus has been deeply divided between the classroom and extra-curricular activities; many students seemingly believe in the segregation of learning and its confinement to the classroom, but we believe that such a segregation is both undesirable and unnecessary. Learning of importance can take place in the extra-curriculum without destroying the "fun" character of activities. And in the University, many programs have been organized on the guiding principle that the campus can be integrated, at least in certain instances, in a total learning experience.

I shall argue my case in three parts: the facts regarding the divided campus, the identified causes, and the remedies suggested for bridging the divided campus and thus unifying students' efforts to learn.

Howard Mumford Jones recently echoed the following picture of student life in America today:

... The more I study American under-graduate life, the more I find a common national philosophy running through it. All these student activities engage the attention of your members, getting into the right fraternity, competing for a place in the college paper, the Greek groups, the student council, the varsity squad, student dances, dormitories, and love affairs. What is all this but a miniature of life outside the campus?

... The American campus is an echo, not a criticism of American society.

Years ago Woodrow Wilson wrote in a similar vein, characterizing the out-of-class life of students as essentially devoid of intellectual depth:

... Life at college ... is one thing, the work of the college another, entirely separate and distinct. The life is the field that is left free for athletics not only, but also for every other amusement and diversion. Studies are no part of that life, and there is competition. Study is the work which interrupts the life, introduces an embarrassing and inconsistent element into it. The faculty has no part in the life; it organizes the interruption, the interference.

Santayana described Harvard at the beginning of the present century in similar words:

... The young had their own ways, which on principle were to be fostered and respected; and one of their instincts was to associate only with those of their own age and calibre. The young were simply young, and the old simply old, as among peasants. Teachers and pupils seemed animals of different species, useful and well-disposed towards each other, like a cow and a milkmaid; periodic contributions could pass between them, but not conversation.

The appraisals of the extra-curricular life of students span more than a half-century. And as we read Henry D. Sheldon's *STUDENT LIFE AND CUSTOMS*, we conclude that for the entire span of eight centuries, students in Western culture have been anti-intellectual in their out-of-class affairs. We are, it is clear, dealing with an established collegiate way of living and not with a mere postwar aberration soon to be replaced by more serious and rational activities on the part of undergraduates. Thus we should converge our divided attention upon the conclusions of many observers that the out-of-class life and activities of students are so different in kind from the role ex-

pected of students in classrooms that the extra-curriculum has been and essentially is non-intellectual if not anti-intellectual.

The fact of a divided campus thus is really not at issue; but the causes of the division are said to be many and, in some cases, they are contradictory. We shall review several causes and suggest others. In the first place, that great American educator, Andrew Dickson White, president of Cornell, telling of his own experiences in a small New York college in 1849 - - a college which boasted of its Christian influence upon youth - - described the relationships between students and professors outside the classroom in terms of such incidents as these:

... It was my privilege to behold a professor, an excellent clergyman, seeking to quell hideous riot in a student's room, buried under a heap of carpets, mattresses, counterpanes, and blankets; to see another clerical professor forced to retire through the panel of a door under a shower of lexicons, boots, and brushes, and to see even the president himself, on one occasion, obliged to leave his lecture-room by ladder from a window, and, on another, leapt at bay by a shower of beer-bottles.

One favorite occupation was rolling cannon-balls along the corridors at midnight, with frightful din and much damage: a tutor, having one night been successful in catching and confiscating two of these, pounced from his door the next night upon a third, but this having been heated nearly to redness and launched from a shovel, the result was that he wore bandages upon his hands for many days.

White goes on to speculate as to the causes of this riotous, anti-intellectual, frontier-like behavior of students. He says that for one there were no other outlets for the spirits of these youths, no recreational program, "and, though the college was situated on the shore of one of the most beautiful lakes in the world, no boating." Elsewhere, White attributed part of the violent expression of animal spirits of the students to the fact that boredom and resentment boiled up in explosions because all students were forced to enroll in the one standard classical curriculum, and there was no outlet for other types of aptitudes and interests.

Another suggested cause for the division of the campus was identified by Professor Coulter in his history of the University of Georgia. He said that student life reflected the riotous, drunken, anticivilized behavior of the American frontier of which the college was a part. But in Sheldon's work describing the out-of-class life of student from the twelfth to the twentieth century, we find, even in such centers of civilization as Oxford and Paris, that riotous, anti-intellectual life of students was characteristic of that day, even as in the frontier colleges of early Colonial America. One is almost forced to conclude that other causes were present, at least on some campuses. For example, perhaps some of the riotous behavior was associated with students' revolts against the restrictions of family life, weakened if not cast off entirely when the student left home for college. We may also ask whether perhaps student life is a revolt not only against college authority but also against restrictions of adult society itself. Certainly, the riotous incidents so characteristic of previous student generations would suggest that we search for some such general cause in students' lives today.

Other explanations of the division of the campus into classroom and activities have been suggested by educators. Howard Mumford Jones suggested that our concept

of education as adjustment is essentially at fault. In these caustic words he describes the operation of this concept:

... this is a sacred cause - - so sacred that we have invented a weird and unique hierarchy of secular priests to see that the student forever "adjusts". There is on the face of the civilized globe no other group like it. We have deans, tutors, counselors, vocational guides, counselors on marriage, alumni advisers, medical men, and psychiatrists. We have orientation week, campus week, the reading period, religious retreats, and summer camps. I am not prepared to argue down the validity of any one of these inventions taken singly; all I am prepared to say is that, taken as a whole, they beget the idea that higher education is an intellectual exercise. Higher education becomes adjustment.

... Today we do not cut the leading strings, we merely lengthen them. It is not true that an American lad cannot make a significant mistake as a young collegian, but it is true to say that an entire battery of adjusters is happily at work to see that his mistakes shall never, never harm him.

American college life is, or has become, a wan attempt to prolong adolescence as far as it can be stretched.

In his role as diagnostician of the supposed decline of scholarship and the campus intellectual life, I do not take Mr. Jones as seriously as I do Harold Taylor, who in his book *ON EDUCATION AND FREEDOM* ascribes the cause of the division of the campus to two conditions: "What is wrong with a great deal of higher education for men and for women in America is that it is simply boring, and irrelevant to the use and enjoyment of life." And Taylor severely indicts higher education because of its impersonality and "almost complete lack of opportunity for the students to learn through personal relationships to identify themselves with the values and attitudes of their teachers, which, on the whole, are the values of the thoughtful scholar and the liberal thinker."

It may very well be that all of these and many other conditions operate to divide the campus, but one may entertain reservations about some of these suggested universal causes of students' behavior and misbehavior. For example, we find, on the one hand, that a variety of curriculums are now available for the varied interests of students, and it is clear that some measure of free election of this array of subjects should produce interest in studies if restriction of opportunities continued to operate as a cause. Moreover, the variety of recreational programs available to students today should indeed have drained away some of their animal spirits from heated cannon balls and other such expressions of frustration. Nevertheless, we witnessed recently in California a mass outlet of animal spirits in unintellectual ways on the very campus which has enjoyed one of the most highly organized student government programs in America and which possesses extensive recreational facilities. I, for one, hold more confidence in Taylor's suggestion that impersonal relationships of teacher and students often cause limited interest in classroom activities and thus lead students to seek stimulating experiences in their extra-curricular activities.

I shall review later a number of our own activities which are constructed upon a similar hypothesis.

Let me appraise still another causal condition observed in the divided campus. Sometimes students think of the classroom as

the professors' university and the extra-curriculum as the students' preserve in which they do, or at least should in democratic allocation of justice to students, exercise autonomous control of their own affairs. Now, I sympathize with the desire of students to possess an area of autonomy where they are reigning sovereigns. Our universities are educational institutions and we need to encourage students to participate in managing their own learning everywhere in the institution. This is the fundamental basis of the established practice and policy of consultation of our university, and this policy can apply to information about classroom matters as well as the extra-curricular activities. But I think there is a serious inconsistency in advocating, on the one hand, a policy of absolute student management of their own life outside the classroom, and at the same time asking for the privilege, or right, as you may say, of absolute faculty management with respect to the curriculum. At least, one cannot argue this way with any degree of convincing logic. And for this reason I would set aside my sympathy for this point of view and argue that the search for an area of student autonomy offers no unifying force for our divided campus.

With the exception of Taylor's analysis, our hasty appraisal of identified causes of our divided campus has perhaps not been productive of suggestions for remedies. Nevertheless, many have been advocated and some have served as guidelines in programs of reform. Before beginning a discussion of remedies, let me dispose at once of one remedy for the division in learning. Perhaps the most widely advocated and practical way of bridging the gap may actually widen and formalize the psychological structure of the campus. It is one so often advocated: "Get your studies first and then go into activities." Rather than unifying the campus, such an admonition would seem to reinforce the students' belief that a divided campus is the established order, one part of it dedicated to work and the other segment reserved for fun. Moreover, such a remedy introduces another concept which assigns formalized rules to be played in each segregated part of life - - the doctrine of alternation of roles.

Such a doctrinaire concept surely gives comfort and support to the bored student scarcely able to survive a class exercise in intellectual thought. Perhaps he is often able to survive boredom by the anticipated certainty that the distasteful exercise will soon cease its torment and stress at the close of fifty minutes and then he will be free to revert to the natural enjoyment of living. Such a hypothesis is at best a superficial diversion from the basic difficulty of unifying learning.

Before reviewing and evaluating other remedies for the divided campus, let me deal with a forceful argument against any attempts to unify the campus through integration of learning. From my point of prejudice, the most telling argument against an attempted transposition of intellectual emphasis from the classroom to the extra-curriculum (one way of achieving integration) is the contention that the extra-curriculum is fun and should be relaxingly different and voluntary in character. This argument rests on an assumption that there should be reserved some hours during each day or week when the student is free from the anxieties, worries, and tensions of his intellectual exercises and free to be himself in a relaxed mood.

As I say, this argument has some merit, both with respect to the need for relaxation from tensions of the classroom and also

with respect to the more dominant role of the student in managing his college life. Let me say with regard to the first point that I do not believe that we should make the extra-curriculum series and completely stripped of all sheer relaxation. There are times, I think, when even some professors like to immerse themselves in an intellectual vacuum. The concept of alternation from tension to relaxation has some psychological support and is one of the arguments for recreational programs and facilities in a university.

Nevertheless, I do not think it necessary to fall back on the principle of complete bipolarity in organizing one's life. And, moreover, one can argue, it seems to me, for some degree of transposition and at the same time avoid extreme bipolarity in one's alternation from work to play. I am arguing for some measure of unity in the student's learning to the extent that he learns on all occasions, but not with the same degree of intensity and certainly not with any absolute exclusion of either fun or work at any time during his day. It is rather a matter of "more or less" rather than "all or none" when one thinks of how to live, as Arnold Bennett advocated in his little essay *HOW TO LIVE ON 24 HOURS A DAY*.

I turn now to an exploration of some advocated remedies which are open to experimentation by student organizations. I shall mention three proposed remedies and then outline our own.

I turn first to Taylor because he seems to be searching for means of revitalizing learning through active participation in classroom procedures and indeed in all academic policy planning and making. And he is also searching at Sarah Lawrence for ways of making learning contagious and exciting, a very difficult task to do in the case of uninterested students. Taylor believes that such revitalization will bridge the gap between the curricular and the extra-curricular, and he contends that when students are asked to help in the construction of their own education, "they accept the responsibility with enthusiasm and with fruitful results for the curriculum itself." He says:

"It has been our experience at Sarah Lawrence College that the involvement of the student in the entire life of the College is the key to improvement in the quality of individual education ... The fact is that students behave as responsible members of their community if they are given the responsibility for doing so."

And he further contends that the best way of influencing students to commit themselves to a serious concern for their intellectual development is to set them to work in a series of guided learning experiences.

Now Taylor is not talking about a *laissez faire* type of educational institution in which students are permitted to do what they want to do without faculty or administrative guidance. He believes that students will do what is expected of them, provided that what is expected proves to be interesting and fruitful in its consequences and that

... they will become the kind of thinking person whose role in life we are teaching them to play... If it is expected that they will develop the collegiate habits and the philistinism of the late adolescent in college, they will do so. If it is expected that they will talk about the ideas of Proust, Aristotle, Marx, Planck, Faulkner, Adam Smith, Picasso, Kierkegaard, or T.S. Elliot, the young people will begin to do so by the sheer contingency of their minds

(Continued on page eight)

Sports Notices

Crew

On Saturday, December 2, the crew will hold intermural races. Two crews have already been chosen and if interest is shown there will be more including a race for the girls. If you are interested show up at 8:30 am.

The two crews already chosen consist of: Sam Horowitz, bow; Pete Zimmer; John Franchi; Roger Bill Steiglitz; Ken Campbell Ken Lotter.; Tony Haug, Captain;

and Glenn Simmons, cox, in the first boat. In the second boat are:

Carl Baron, bow; Marty Rigburg; Doug Kern; Ron Cummings; Tom Castoldi; Mike Davidson; Warren Engelke, captain; Bill Pettingill, stroke; and Bill La Course, cox.

Basketball

NOTICE: Will all men interested in intramural basketball sign up in the gymnasium.

Reflections

(Continued from page five)

create programs, and to perpetuate the perfect scheme of Alma Mater than to rethink problems of curriculum. During a course of uncritical perpetuation the system will almost surely decline, since a program of study is not a mechanical arrangement of parts, but depends for its effectiveness on the vital participation of inquiring minds. The spirit animating a great educational experiment will die as the inventiveness and imagination of its authors are replaced, in their successors, by complacency, rigidity, and militant defense of a party line. The creative ideas of one generation can become the dogma of the next, and the dynamic teaching methods of the one can degenerate into the stereotyped practice of the other. To suggest that pedagogical dogmatism can be extended to include the furnishings of a room, and may give rise to the protests of teachers and students that the proper discharge of their several functions depends on their postures at a table, would seem an example of satiric exaggeration were it not for the sad witness of recent local incidents. More valuable to a school than its final programs, perhaps, is the continuing process of criticism and discussion of which they are the product. The study programs are constantly to be subject to vigilance, reexamination, and redesign by an alert and creative faculty, that itself represents a wide variety of educational positions and backgrounds and is continuously engaged in debates concerning standards and policies.

One might be wary of the importation and imposition of an alien curriculum -- alien not only to the school, but also to the American tradition of higher learning. I have mentioned some practical disadvantages of such a departure. If teachers are expected to follow a set manner of instruction, or to accept a set pattern of courses, they will feel that intolerable restrictions have been placed upon them, their functions too severely limited, while many of their most valuable contributions will be excluded. They must have the freedom not only to design courses, but also to use whatever teaching methods they judge best and find most congenial; ideally they will alter those methods to suit different classes and different materials, and each will use the full range of techniques that his personality permits. Socrates himself did not exclusively employ the method associated with his name. And as for students, they too often become indoctrinated and intoxicated by a peculiar program, coming to feel that to be different is to be better, and acquiring an illusory sense of superiority, superiority based not on personal qualifications and accomplishments, but magically acquired through their having been subjected to a "superior" system.

While the undergraduate degree programs should be flexible enough to be responsive to the varied needs, abilities, and interests of students and instructors, the programs of most colleges contain three principal parts, each of which has a distinct value and proper function, and the elimination of any one of which can be regarded as a serious loss. The three parts are an area of concentration, departmental electives, and general ed-

ucation. The latter term, though in currency here and elsewhere, has the disadvantage of seeming to link general studies with those education courses which have for their object the professional training of secondary school teachers. If eighteen hours are required for teacher certification, this burden itself cannot fall significantly to cut into the minimal essential elements of the undergraduate curriculum.

The subject matter of general education (or general studies) belongs, in its totality, to no specific department. The courses deal with problems or a set of works that transcends the areas into which knowledge is conventionally compartmentalized. The instructor's relationship to his materials -- usually the central and seminal utterances from a variety of fields -- is somewhat different from that in other courses. The philosopher may philosophize, but he may also analyze poetry; the historian may teach history, but also theology. Although the teacher can be expected to speak more authoritatively in some parts of the course than in others, at no point can he take the role of amateur or dilettante; a member of a department, he brings a trained and disciplined mind to bear upon the chosen texts; it is only because he has mastery over some areas of knowledge, understands what mastery is, that he can be expected to discover the modes of analysis and conceptual tools appropriate to each component of the course. And his aim is to aid the student toward understanding that is exact and complete as the student's mind and maturity allow. General education is interdisciplinary; it is not undisciplined.

Humanities and Social Science examine classic works of art, the pivotal moments and movements of history, the most profound and influential ideas. Such subject matter -- brought into courses variously organized, selected according to different possible principles -- is of value in itself, and needs no justification in terms of utility. These courses provide the undergraduate with a chance to confront, with increasing awareness and precision, issues of broad, basic, and permanent concern, and with a common core of studies, with an arena of thought and discussion in which scholars from all fields can meet and communicate.

General education though interdisciplinary is not anti-disciplinary, and hopefully will stimulate the pursuit of knowledge in depth that is the aim of departmental programs. A field is chosen, one's "major," and a number of courses are concentrated in it; although these courses usually will have interrelated contents, this concentration will accomplish more than a survey of various aspects of a subject; the student also gains familiarity with the techniques, vocabulary, and standard equipment proper to the field, and the ability to produce papers or perform other tasks with at least the beginning of competence.

I prefer the term concentration to specialization, not because the latter term implies contempt, but, quite the contrary, because I would avoid so crude an exaggeration as to suggest that two or three years partially devoted to study in a field would be sufficient for becoming a specialist. The "narrow specialist," further-

more, has been the object recently of too many glib attacks, as though to be an expert, to command a competence and field of knowledge, is a mark of dishonor, and as though departmental areas--mathematics or philosophy, literature or chemistry, history or physics -- confine and delimit thought and creativity. These attacks are a form of anti-intellectualism, and are too often made by those without achievement or proficiency in any discipline. I have observed that the minds that are most truly expert are usually also those that are most capacious. Perhaps the doctorate marks the real beginning of specialization, but in his area of concentration the student can acquire knowledge, skills, and sophistication of a high order, a particularized intellectual development and an intellectual identity.

The electives in a degree program, whether free or controlled, serve a variety of functions, from enabling the student to exercise interests and satisfy curiosity in a number of directions, to supplying knowledge that is pertinent or even essential to one's major subject. But these electives do more; when one studies with an instructor skilled in the procedures as well as expert in the knowledge of a discipline other than one's own, and participates in classes with students majoring in that discipline, one absorbs by direct apprehension and imitation -- "we learn," says Aristotle -- "by imitation" -- the skills as well as the knowledge of this new field, comes into a kind of rudimentary possession of its procedures, and one's own proficiencies are extended and enriched.

As a result of inadequacies in the high schools, part of the college curriculum must also be devoted to skills fundamental to every discipline -- to training in writing and to the study of foreign languages. And although it would be desirable to include several courses in composition, more languages, more courses in one's area of concentration and in general education, and more electives, the curriculum is limited by the level of student preparation for college, and to a four-year span. Whenever something of value is introduced, something else of value is displaced. Hence the degree programs must represent a series of compromises, a series of choices, not only for the individual student, but for the faculty in planning those programs. The faculty, with awareness of the needs of the students and with a sense of the finite possibilities, will strive to make the best judgments within its collective power, and then only provisionally, since it will recognize the right of somewhat altered faculties, in future years, to make other choices, other judgments.

Finally, the problem of integrating the various elements of the curriculum has aroused, I believe, some discussion, and I will touch upon this problem chiefly by raising questions. "What exactly is meant by integration in this case? What are the elements to be integrated? Must integration take place within a formal four-year program? Is it the business of a single course to integrate the subject matter of all other courses? Who is qualified to perform the task of integrating such varied and extensive knowledge? Is integration now possible? Is it perhaps the responsibility of each individual who chooses to make the attempt to integrate what he can of what he knows, and then only during a long and arduous process? Can an undergraduate do more than begin to understand the diverse and complex matter which might later possibly be subsumed under an integral form? Does integration grow out of mastery of many fields, or is it properly a preconceived scheme in accordance with which the faculty selects subject matter for the curriculum? To what extent is integration achieved at the expense of exclusion and oversimplification? To what extent does integration involve a particular interpretation and evaluation of experience? Whereas seeking unity in diversity and a principle of order

Every Citizen's Duty

by Arthur Robbins

Government and citizen have both failed miserably in the job of saving America, Civil Defense. Now is the time to prepare. Civil Defense is everybody's business. Apathy spells death.

To begin with, scientists alone are not equipped to handle experiments on radioactive fallout. Their numbers are limited as well as is their time. It is up to every citizen to become a scientist. Provided with his own lead container of radioactive stuff, each citizen could perform radioactive experiments on himself and the rest of his family, by exposing various parts of the body for various lengths of time and determining the effect. Family units are essential. The experiments would be most useful on those just reaching puberty, where exposure could determine the effect on the potency of the individual and effects on his progeny. A diligent father would thus be able to determine the effects on the second generation of children and perform an invaluable service to science and mankind. Cooperation between families would permit reproductive experiments, the results of which could be passed on to the entire community.

Air raid drills have been highly ineffective. The government has been negligent. The only way to determine the effects of, let us say, a five megaton bomb is to drop one. By dropping a bomb, we would not only have a mass laboratory for radioactive experiments, but we would also be able to determine the effect on family relations. For instance, if a father is killed it will give sociologists a chance to see how a mother would assume the father's role. It would also provide opportunity

for clinics, whereby the "father-mother" to be (father, if it be a male and mother if it be a female) will be aided in adjusting to his or her new role. If both parents are killed we can observe its effect on orphans. We can determine the number of orphanages which would be necessary. The statistics obtained would be invaluable.

Bombs should be dropped on cities of secondary import. We can thus determine the effects of mass migration from city to suburb and prepare the citizens of out-lying regions. This preparation would not only include a shelter for each home, with its own swimming pool and gymnasium, but a family militia which would be able to fend off the hordes of city dwellers seeking refuge in the suburbs. This could be done most effectively by distributing small arms and rifles on a community basis, with community wide organization and training.

Weather reports are out of date. Fallout reports should be given every hour on the hour, along with the temperature and precipitation. Suitable protective wardrobe should be suggested each day, depending on the intensification of the fall out. Those foods which have been sufficiently contaminated should be posted in lists in a special section of the daily newspaper devoted to radioactivity.

I have not begun to explore the possibilities of an energetic, intelligently conceived Civil Defense program. It would bring new spirit and vitality to the American way of thinking, reduce unemployment, stabilize the economy and save America for the world. March on America!!! Fight!!!

in a multiplicity of phenomena is a natural tendency of the intellect, and has prompted the greatest achievements of the greatest geniuses, the profounder unity and principles of order -- to be patiently sought, and painfully earned perhaps by only a few -- can hardly, I suspect, be the gift of a particular course or program of studies.

Vassar News

(Continued from page two)

as did 21 American colleges founded in the 18th Century. Vassar, the first fully-endowed liberal arts college for women, opened with 350 students and a faculty of 30. It now has 170 full-time teachers and an enrollment of 1500, with 22 foreign countries represented. The day's program included a luncheon for delegates and other guests, and a reception following the ceremony.

The State University of New York, Long Island Center, was represented by John Francis Lee, President.

Presidents Address

(Continued from page two)

terests of any academic community and its members, and I am sure you will see the correctness of this position after thoughtful reflection. I can assure you, however, that decisions or changes in personnel are arrived at only after most serious and comprehensive discussion.

In response to your question about seminar-type classes, I should like to say that there is no policy dictating how a professor is to conduct his class. Whether a class is conducted as a seminar around a table or not depends largely on the preferences of the individual teacher, the number of students and the type of course which, for example, may necessitate the frequent use of a blackboard. For instance, courses in mathematics, the sciences and engineering often require extensive use of blackboards. It occurs to me that an early group of Greek philosophers taught their students while walking, therefore, earning for themselves the name of peripatetics. From a practical standpoint, it would seem that seminar

tables could be used only classrooms reserved exclusively for courses not requiring extensive use of a blackboard to avoid the impossible situation of having to move furniture between classes. The administration will do everything possible to work out some arrangements to accommodate those professors who express a wish to use tables in their classes.

In closing, I should like to state that in my opinion the faculty and administration of the Long Island Center are dedicated to expanding the channels of communication and cooperation between the student body and the faculty and administration to the end that your total experience provides a rich fulfillment of what you expect of this institution.

Dept. Heads

(Continued from page three)

ogy-Anthropology. Received Ph.D. degree from Columbia University. Background - Instructor of History, C.C.N.Y., 1935-42; Instructor of History, Brooklyn College, 1943 summer; Instructor in Contemporary Civilization, Queens College, 1944 summer; Assistant Professor of Social Science, University of Chicago, 1945-48; Assistant and Associate Professor of Social Science, University of Minnesota, 1948-52; Visiting Associate Professor of History-Contemporary Civilization, Columbia University, 1952-53; Associate Professor and Co-chairman of Social Science and Humanities, University of Minnesota, 1953-56; Professor and Chairman, Department of Sociology, Hofstra College, 1956-59; Associate in University Faculty Seminars, Columbia University, 1944-59. Arrived at State University in 1959.

Fall Election

(Continued from page one)

Polity by attending any of the open Executive Committee meetings which are usually held on Monday evenings. All prospective officers must attend at least two of these meetings and have a good knowledge of the Constitution of the Student Polity.



FRESHMAN CLASS MEETING, NOV. 6th
WHERE WERE YOU?

ATTENTION
Senior Class Meeting
12:30 P.M. Dome 8
Tues. Nov. 7
Purpose: Dedication of yearbook

Do You Know?

The late Sir Henry Pellatt was a pioneer in New World bigness — a man of baronial moods and an ardent Royalist, who spent \$3,000,000 to build a castle in the heart of the City of Toronto to entertain Royalty that never came.

Sir Henry's castle — Casa Loma — is now one of the stellar tourist attractions of the great Canadian city which is the gateway to the vast vacationland of Ontario Province.

When he traveled, he usually leased either a private car or even a private train from the Canadian National Railways.

Sir Henry Pellatt has been described as a man who would never order a hamburger sandwich when in a hurry—he'd probably buy the restaurant. He acted like a Diamond Jim Brady with a billion dollars to spend.

Consequently, when he wanted a modest place to lay his head, he took a convenient hilltop which he happened to own in Toronto, sent to Scotland for a small army of stone masons, and kept them at work a year on the garden wall alone. Sir Henry's Casa Loma had turrets 300 feet above the street level, which is as high as a thirty story skyscraper.

All his bathtubs had golden faucets; his kitchen was big enough to prepare sufficient food at one time to feed a regiment; the library could accommodate 100,000 books — and from the basement, a tunnel, wide enough to drive a car through, went under the street 600 feet to the stables where every horse had a Span-

ish-mahogany stall with bronze fittings.

Sir Henry didn't forget to have a swimming pool built in his castle along with a bowling alley, billiard rooms, a two-hundred foot rifle range and a secret staircase from the library to the room above.

Sir Henry Pellatt lived during the reign of five British monarchs, three of whom honored him. He was knighted by King Edward VII. As the Commanding Officer of the Queen's Own Rifles, Sir Henry took his entire Regiment at his own expense to England to celebrate Queen Victoria's Diamond Jubilee.

Baroque Concert

(Continued from page one)

A minor intermission
J.S. Bach — Sinfonia to Church Cantata #76

Francois Couperin — Pieces de Viol

G.F. Handel — Trio Sonata in F-Major

The Music Committee has already made arrangements for two other concerts this school year. On January 5, there will be a performance by a piano — cello duo with Lorin Bersohn and Zaida Bernard and on April 12, there will be a concert given by the Carnegie String Quartet. If arrangements can be made there may be a fourth one given in May.

Learning vs. Fun

with those already working in these areas.

In another insightful remark, he sums up his own concept of education as a special kind of human relations in

...the kind of community life which will give to students the sense that learning is an informal and personal affair, that scholarship depends on the easy exchange of ideas and opinions, and that education is not something ad-

ministered in lumps but something which grows in the warmth of a friendly community.

And in expressing this philosophy and scheme of education, Taylor recalls for me the fascinating story of how President Lowell of Harvard changed prevailing student mores to one of respect for intellectual activities through discarding the concept and practice of the gentleman's mark C. Lowell contended that "it is the ambition of every earnest teacher so to stimulate his pupils that they will discuss outside the classroom the problems he has presented to them," and he succeeded largely in making Harvard College the home of both the gentleman and the scholar. Keppel summarized Lowell's point of view in these words: "While C remained the gentleman's mark, Harvard would remain the home of the gentleman or the scholar, not of the gentleman and the scholar." When Lowell became president in 1909, he began to improve scholarship through statistical proof that students with a gentleman's mark C in the college did not subsequently become scholars when they enrolled in the professional schools of law and medicine. In later years, the house plan aided students to make of intellectual activity a casual, informal matter of relationship among themselves and with their instructors. In such an instance, as Taylor contended, the intellectual and social climate of the institution has freed the student from the concept of segregated learning and from the many other inhibitions which may compel him to play the role of passive learner in a classroom and active anti-intellectualist elsewhere. The prevailing climate of opinion has thus made intellectual growth and practice the accepted thing, and Taylor reminds us that students, for the most part, do the things that they are expected to do, provided the things they are expected to do are both interesting and profitable to them.

A second remedy proposed by Jones is one that I shall not discuss exhaustively. In effect he proposes a return to the intellectual emphasis and to a diminution if not elimination of childish extra-curricular activities. In reading his diatribe on the decline of learning in American higher education, I was reminded of comments made by President Guy Stanton Ford about such proposals made repeatedly in all educational institutions. Speaking at a Cap and Gown Day, he had this to say:

...Now university presidents and deans of graduate schools taken singly and by themselves are quite cheerful companions and often give unconscious indications that they might have once qualified for membership in the Optimists Club. Taken together in a discussion on the decline of scholarship and its eclipse by extracurricular activities, they are a lugubrious lot who ought to be lined up against a wailing wall in an appropriate garb of sack cloth and ashes. They are apparently firmly convinced that there were once good old days of undivided student devotion to bigger and better books, play without competition and classrooms filled by inspiring teachers and

eager rows of passive valedictorians and salutatorians. Those good old days, this golden age by some stretch of imagination or lapse of memory is fixed in time about the years when the speaker was in college.

A third proposed remedy is one with which we are currently experimenting in the University of Minnesota. Here we are attempting to transpose to the extra-curriculum some of the content, teaching methods, learning methods, and intellectual emphases of the classroom, with modifications appropriate to the voluntary and informal features of the extra-curriculum and in view also of the age and psychology of under-graduates.

It may well be that many extra-curricular activities are childish and shallow even though they may be fun and enjoyable. However, there are many professional clubs on this campus that conduct programs with high intellectual and technical content. And, in addition, we have experimented recently with a new type of freshman camp in which educational content is interpreted to the student in the kind of experiences he will be expected to enjoy and learn here at the University. In this experiment we built upon Taylor's concept of the climate of opinion, and we indoctrinated students with the belief that intellectual activity is the accepted thing at Minnesota. In this new type of camp, Freshman have an intellectual experience of an exhilarating sort which could be found in few other universities in this country. For two days, free from distraction, they concentrate upon discussions of intellectual content—upon the very aims of higher education itself, using Whitehead's AIMS OF EDUCATION as background reading. With selected faculty and upper-classmen, they experience at first hand the concept that learning can be fun and that segregation is not only unnecessary but is not so much fun as is unity of learning experiences. We expect to experiment further with this kind of camp using the peculiar, social psychology of a camp to demonstrate that it is possible to transpose from the classroom many, many things to the extra-classroom life and to establish a climate of opinion and new mores which embrace unity of learning. We hope that the demonstration that this camp has clearly made will stimulate all student organizations to build intellectual content and emphases into many of their activities. We hope particularly to distract some students from their fixation on the formula that a professor must always lead in intellectual exercises in both the curriculum and the extra-curriculum. We hope to encourage groups to organize experiments in which students themselves play the role of the intellectual leaders so as to experience a rich variety of ways of achieving intellectual maturity.

A second illustration of desirable transposition is to be found in our residential counseling pro-

gram. For several years, working with student leaders, we have sought to raise the intellectual level of discussions and learning experiences in residences, fraternities, dormitories, and sororities, employing as "teachers" our many housemothers and graduate resident counselors. We at least partially reorganized the residence as a teaching aid rather than as an interruption of and interference with the intellectual life of students. We have also sought to raise the level of cultural understanding and appreciation of fine arts and music. The unusually widespread favorable responses of students have encouraged us to believe that in a large urban university, residence halls can be organized as effective places of educational development; they need not be restricted in their usefulness to shelter and food services.

There are many, many students not influenced by these auxiliary educational programs, and there are many activities that presently contribute little to intellectual maturing of students, and indeed some may contribute negatively. How to reach these students and how to influence these activities remain unsolved problems for student leaders and staff members who carry responsibility for the extra-curriculum. But I believe there is no reason to conclude, beforehand, that these unsolved problems cannot be solved through patient and imaginative thinking which in itself will provide a further opportunity for intellectual maturing of students. Let me repeat, such an experimental approach to the problem of uniting the divided campus may in itself prove to be a highly profitable exercise in intellectual maturity.

Our experiences indicate that many thoughtful students soon identify and respond to serious efforts to educate themselves through extra-curricular activities. They seem to find exhilarating experiences in examining the proposition that students' lives should be "an immersion in a total environment of learning, where the companionship of the scholar, the athlete, the wit and the artist are sought naturally and eagerly at various times and according to various needs." And as long as students, in any numbers, respond in these ways, we shall continue to work with them in unifying the campus through the totality of learning experiences.

The preceding article was taken from the November 1957 issue of THE JOURNAL OF HIGHER EDUCATION.

E. G. Williamson
Dean of Students
University of Minnesota



Need an extra light?
Our electrical odds-and-ends counter will help you rig an extra study light — quickly inexpensively
NOBMAN'S

Country Corner
Restaurant and Lounge
"A Country Corner hangover is a bit more elegant"
SETAUKET NEW YORK
WA 2 - 9749

Feld's Stationery
SCHOOL SUPPLIES
GAMES & TOYS
GREETING CARDS
10% Discount with Ad
21 E. Main St., Oyster Bay

CANDIES FOUNTAIN SERVICE
HOT LUNCHEONS SANDWICHES
- NEW -
OYSTER BAY SWEET SHOP
124 South St., Oyster Bay
WA. 2 - 9799
Home Made Ice Cream

SEE **Pete THE Barber**
Mon - Fri 9:00 - 2:00
FLAT-TOP - CREW-CUT
SPECIALIST

THE CLAUDIA SHOP
THE LATEST FASHIONS IN
Sportswear & Lingerie
28 GLEN STREET GLEN COVE

Pine Hollow Bowl
275 PINE HOLLOW RD.
OYSTER BAY, NEW YORK
WA 2 - 5032

Tel: OYster Bay 6-2173
Jacques Chalikian
Diamonds - Jewelry - Watches
Clocks - Silverware
Specialists in fine Watch and Clock
Repairs for over 3 Generations
25 E. MAIN ST., OYSTER BAY

HEMPSTEAD BANK
BANK SERVICES YOU ENJOY USING
Oyster Bay Branch

College Bookstore
DOLLS
JEWELRY
DISCONTINUED BOOKS
DICTIONARIES
ON SALE!!

YOUR CAFETERIA OPERATED BY
SLATER
Food Service Management
GEORGE MANIATAKIS, Mgr.