



## Pine for Pine



Tree donated by Austin Weaver, a maintenance worker, brutally destroyed by Stony Brook students. See editorial page 6.

## STUDENT ACTIVITIES FEE HAS BECOME VOLUNTARY

Did you think that the \$50.00 Student Activity Fee you pay each year was mandatory? Well, it's not. Students who pay the fee actually do so voluntarily — any student who wishes to do so, may refuse to pay.

The fee has always been voluntary although in the past most students were under the impression that they must pay. According to Dean Tilley, it was originally thought that each local Board of Trustees would be permitted to declare the fee mandatory for the individual campuses. Thus, while the fee might be voluntary at Buffalo, it could be mandatory at Stony Brook.

The most recent regulation by the State Board of Trustees issued November 9, however, eliminates this possibility of local Boards making the fee mandatory.

This regulation is "A State University policy sanctioning student imposed assessments for such student activity and educational programs as the State-operated campuses may wish to conduct."

The Board of Trustees further stipulated that "duly elected student governments" may set the amount of the fee and that no state-wide ceiling will be set. Students who do not elect to pay such assessments may be denied the privileges of these programs.

### What Happens Now?

The big question, of course, is what happens now. Will as many students pay the fee now as have paid in the past? If not, what will happen to student activities? Will we have to give them up entirely?

It certainly won't be an easy situation. For one thing the treasurer will not be able to estimate how much money he will have to budget. This year's budget was estimated last spring to be \$230,000.00, almost all which derives from the \$50.00 fee. Of that, all but \$130,000.00 was allocated last spring according to the budget requests of the various clubs and organizations. Forming the budget for polity funds is a big, difficult job - can it be done without a reasonably accurate estimate in the spring prior to any academic year? Can there be such an estimate if all students do not pay the fee?

Mike Molloy, Polity Treasurer estimates that there will be a serious cut in the budget. As a result, students will have to pay

individually for many of the things they now receive as part of the student activities fee. It is more than likely, for example, that students who do not pay the fee will have to pay for each copy of *The Statesman* and for *Specula*. These students will also have to pay for all concerts and movies. The athletic budget which is now approximately \$50,000, will have to be cut drastically, although it is hoped that this gap will be filled by greater allocations from the state.

Perhaps the most significant change will be a "two class" student body. Since it is impossible to expect the students who do pay the fee to pay the way for those who don't, non-payers will have to be excluded from participating from most if not all student activities. Thus, there will be a "Polity" that is not the entire undergraduate body but is separate from it. Who knows what ramifications this holds for not only individual students, but for the student body and "student power" as a whole?

## THREE MOTIONS PASSED BY E. C. WILL CREATE "EXECUTIVE BRANCH"

A truly executive committee — that's what a series of motions at the November 20 meeting of the E.C. may have finally created.

Generally, the motions, all passed unanimously, say the following:

1. That the four polity officers (Moderator, Treasurer, Recording and Corresponding Secretaries) be delegated the power to recognize all new clubs and classify all clubs into the categories created at the E.C. meeting of October 6, 1967.

2. That a Financial Board be established in each area to coordinate the expenditure and delegation of funds to each member organization. The Board is to consist of one delegate from each member organization of the area; the Treasurer or his delegate will serve as Chairman.

3. The Moderator, with the counsel of the four polity officers shall be empowered to establish such administrative procedures, legislative interpretations, or emergency powers as he deems necessary to carry out the policies of the E.C. These actions

shall be reported in writing to the E.C. of the Polity at the first E.C. meeting after the enactment, subject to the veto of the E.C.

### Moderator Comments

Peter Nack, Polity Moderator, when asked about these motions said, "In the past the E.C. was 12 people with approximately equal executive power; however, the moderator was assigned the executive role without being given

the power to do so. These motions give him that power.

"If these motions are allowed to work — if the 12 members follow the spirit as well as the letter of the motions — will create a small, efficient, executive branch. They will allow the whole committee to operate more efficiently and use its time to attend to more important matters such as Academic Environment or Community organizing."

## IAESTE Opportunities Open

The International Association for the Exchange of Students for Technical Experience (IAESTE) is offering you opportunities to obtain on-the-job training in a foreign country. IAESTE's aims are: (a) to train advanced university students of other nations and (b) to build a foundation for

international understanding and good will among these potential leaders and the host companies and institutions.

Application forms and further information may be obtained in the Placement Office. Deadline for application is December 15!

## Salzburg Elected Senior Rep. Outlines Plans for His Class

Former Student Ombudsman, Ed Salzburg became Senior Class Representative in the elections held Tuesday, November 21, 1967. Mr. Salzburg was officially uncontested but faced the no-vote and a write in campaign for Michael Cohen.

The election was the result of John Gonser's resignation of October 30. Mr. Gonser resigned in part because he felt that his E.C. responsibilities interfered with his goals as a representative of his class. Mr. Salzburg in his statement of policy indicated that he intended to devote a great deal of time to the Senior Class which he feels to be, thus far, the least represented.

The rescheduling of graduation is presently one of his primary efforts. He also plans to speak to the Physical Education Department about making provisions for sufficient courses to be offered this Spring so that seniors who have not completed their requirement will be permitted to do so.

At the Senior Class meeting to be held in the near future Mr.

Salzburg and John Jones, Sr. Class President intend to discuss these and other items of senior interest. Mr. Salzburg feels that although the Senior Class is the graduating class, the attitude should not be as toward absentee citizens and with this in mind he is outlining his plans.

OLATUNJI  
and  
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coming  
NEXT WEEK

# Graduate Schools Warned That Draft Will Cut '68 Enrollment

Reprinted from the Nov. 5 edition of the NEW YORK TIMES.

By Fred Hechinger

The nation's graduate schools have been warned that unless draft regulations are changed, their first-year enrollment in September, 1968, may be limited to women, veterans and men who are either physically disabled or over 25.

The Commission on Federal Relations of the American Council on Education, in a special report, has warned all member institutions that the new situation "will have impact on the supply of teaching and research assistants, faculty assignments, and budgetary allocations."

Graduate school deans, in assessing the prospects, used such terms as "serious" and even "catastrophic."

The council's report pointed out that at the end of the current academic year all deferments are expected to end for students who have completed their undergraduate work, all those completing their first year of graduate study and

those receiving their advanced degrees, except for students in medicine, dentistry, veterinary medicine, osteopathy and optometry.

## Problem Held Ignored

The report said that a number of alternate courses were under active consideration by the executive branch of the government. It added:

"We are not sure, however, that there has been a full realization of the situation in the academic community, the country as a whole, or indeed the Congress at large."

It warned that the decisions reached "will be of tremendous importance not only to graduate and professional schools, but also to the entire nation."

The council, a nongovernmental association, represents most of the nation's colleges and universities. The report was mailed recently to the member colleges.

The report warned that for 12 months beginning next July, "between half and two-thirds of all men inducted by Selective Service will be college graduates or will have pursued their studies beyond the baccalaureate degree."

This, the commission added, will give the armed forces far more older trainees than is generally thought desirable.

Meanwhile, the Council of Graduate Schools and the Association of Graduate Schools, in a joint statement not previously made public, appealed last week to President Johnson to work out a more equitable draft system.

## Discrimination Opposed

The appeal was aimed not at exempting potential graduate students from military service but at preventing certain categories or academic specialties from being exempt while others would be subject to indiscriminate draft.

In their appeal, the spokesmen for graduate education said:

"The Military Selective Service Act of 1967 and the President's Executive Order 11360, ending deferments of graduate students except those in the health sciences and those in certain other, not yet designated disciplines, will have im-

mediate serious consequences for graduate education and will produce an inevitable deterioration of all higher education for an unpredictable number of years."

To minimize those effects, the graduate school leadership submitted to the President the following four points:

"1. We accept and endorse the principle that the national security transcends the interest of any individual or group of individuals and therefore make no plea for general deferment of graduate students.

"2. We believe that all fields of higher education are of equally critical importance to the continued welfare and balanced development of the nation and we therefore strongly recommend against the designation of any disciplines as more important or more critical than any others.

"3. We believe that a system of selective service should be designed to create a minimum of disruption and uncertainty in the lives of those eligible for service and that therefore the selection process should take place at natural times of transition, i.e., at the completion of high school, the completion of the baccalaureate, and the completion of the higher degree.

"4. We believe that draft-eligible men should be inducted on the basis of random selection. The high school seniors at the age of 19 should be notified at the beginning of their senior year of their status with respect to selective service. Draft-eligible individuals who have been deferred to pursue a baccalaureate degree should be notified of their status at the beginning of their senior year. Their induction should occur as soon as possible after graduation. If any individual is not called at the completion of his baccalaureate degree and if he then pursues a full-time higher degree program, he should not again be in jeopardy until the completion of the advanced degree or until he withdraws or is dismissed from graduate school."

## EYE ON THE E. C.

By Ilene Zatal

Whatever happened to logrolling? That reliable "I'll help you if you help me" style of government. Cooperation is not necessarily illegitimate, it is more likely a reflection of mutual respect. And it is strikingly absent from our present student government.

The meetings proceed with the general lack of courtesy I've mentioned before. Except it seems to be more than bad manners, it more and more exemplifies the lack of trust the members seem to hold for each other. Maybe this is because very few of the members really know what they want or what they want to hear. So when something is said that they accept or reject, they just interrupt and say so, because if they didn't they might not remember thinking of it.

Early this year Peter Nack asked for priority lists — items

which the members wanted looked into in the order which they were to be examined. At last weeks meeting these were finally submitted. Yet I wonder if this week those same priorities hold true, and how much time was spent drawing up those lists. It's possible that over the week minds have been changed — but I seriously doubt whether those people whose opinions have been changed know why or what the ramifications of that change may be.

Few of the members consider each other when making decisions, fewer than that consult with each other. No one seems to think that there is any reason to inquire, until an issue is being debated, as to the feelings of the rest of the committee. So on Monday night at 10:45 weeks and months of past debate are

Continued on Page 3

## Head RA Group Meets To Consolidate Views

The head R.A.'s, having recognized their position in the hierarchy of Stony Brook began, this year, a council to advise the Administration on student affairs.

During the summer, several head R.A.'s realized the lack of communication among themselves. They saw the need for a cohesive unit able to present a consistent view on the many issues with which they would be confronted.

The R.A.'s realized that there are areas of Student Activity which require closer contact than the Administration is able to offer. Wishing to contribute to these areas, they formulated the Stony Brook Head Resident Assistant Council.

In a letter to Dr. Toll, they suggested that "due to our

unique position in the structure of our growing University we can offer significant and realistic opinions, advice and improvements pertinent to student affairs."

The council meets once a month to discuss the activities of each quad. In that way they see the possibility of improving communications within the University.

Working through Mr. Hecklinger, they see the opportunity of dealing with such topics as R.A. selection — an item of importance to both students and Administration. They do not necessarily plan to restrict these opinions to only when they are asked for them but to contribute freely to all dialogues concerning the University Community.



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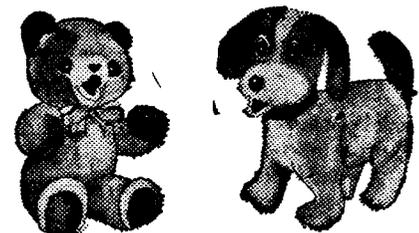
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## STATESMAN CALENDAR

### WEDNESDAY, NOVEMBER 29

2:30 Colloquium: Prof. Herbert Kranzer (Adelphi) — "A Singular Perturbation Problem for Weiner-Hopf Integral Equations" Engineering faculty lounge

4:30 Colloquium: Prof. Arnold Honig — "Proton Spin Relaxations in Solid HD and Application to Polarized Proton Targets" Physics lecture hall

8:30 IQET — Rehearsal AV room (gym) SSA-135

8:30 Newman Association — "Religious Issues" Biology lecture hall

8:30 Pre-Med, Pre-Dental Society — Lecture

### THURSDAY, NOVEMBER 30

1:30 Colloquium: Prof. C. Shull — "Internal Magnetization in Ferromagnetic Transitional Elements" Engineering faculty lounge

4:00 Colloquium: Prof. Arthur Collins (CCNY) — "Perception and Knowledge" To be announced

4:00 Undergraduate Physics Society Colloquium: Prof. Fazlollah M. Reza — "Optimal Channel of Communication" Physics 217

8:30 IQET — Rehearsal Engineering faculty lounge

8:30 Poetry Reading — Robert Hazel and Grace Schulman AV room Chemistry lecture hall

### FRIDAY, DECEMBER 1

3:30 Seminar: Dr. Vito D. Agosta — "Heat and Mass Transfer to a Burning Droplet" Engineering faculty lounge

4:30 Colloquium: Prof. E. J. Mysels (R. J. Reynolds Tobacco) — "Is a Surface Really Skin-Deep?" Chemistry lecture hall

7, 9, 11 COCA: "War of the Worlds" Short Experimental Films Physics Chemistry

7:30 International Club — Film (Junglee) Engineering 108

8:30 JSO — Israeli Dancing Ammann College

### SATURDAY, DECEMBER 2

2:00 Swimming: SE vs. Adelphi Pool

6:00 Soccer Team — victory party Faculty Dining Room

7, 9, 11 COCA: "War of the Worlds" Short Experimental Films Physics Chemistry

8:30 Concert: Afro-Jazz (Ola-Tunji, Charles Lloyd quartet) Gym

### SUNDAY, DECEMBER 3

8:00 International Club — film Physics lecture hall

8:30 Folk Dance Club Women's gym

Specula Meeting Specula office

### MONDAY, DECEMBER 4

7:30 Executive Committee Polity office

7:30 WUSB — Board Meeting AV Room

8:30 Lecture: Eric Kahler — "Disintegration of the Ants" Humanities lecture hall

### TUESDAY, DECEMBER 5

4:00 Lecture: Richard Roth Cardosa lounge

8:30 IQET — Rehearsal AV Room

8:30 Sing-Along Chorus Humanities lecture hall

# Jesuit University Head Blasts Alumni Criticism of Dialogue

Reprinted from *The Chronicle of Higher Education*.

A three-day Christian-Marxist dialogue, sponsored by the University of Santa Clara, a Jesuit institution, drew sharp protests last month from some area residents and alumni.

Pamphlets protesting the conference were distributed by an organization called Catholics for Truth About Communism. At the conference, Marxist theoretician Herbert Aptheker said a "theoretical affinity" exists between the ideas of Marxists and those of liberal Christian theologians and Pope Paul VI.

Santa Clara's president, the Very Rev. Patrick A. Donohue, S.J., replied to critics of the conference with a statement in the student newspaper. Following are excerpts from the statement:

"If ever we sought dramatic evidence to validate George Bernard Shaw's cynical assertion that a Catholic university is an impossibility, we would have to look no further than the ranks of those who once attended Santa Clara. Not all, of course, nor even most, but it is undeniable that a goodly cross-section of our

alumni and friends think and demand that the university be a controlled experiment utterly divorced from the world of reality."

#### 'Antiseptically Pure of Ideas'

"Thus, each time that the university proposes a program which involves ideas or positions different from or hostile to other ideas and positions, the vocal minority raises an elephantine hue. Antiseptically pure of ideas themselves, they cannot distinguish between dialogue and espousal.

"The university is not a planet spun off from the world. It is part of the world and its formal work is preparation for the world. It would be false to itself and to its clients if it failed to ready its graduates for a non-sanitized existence....

"For myself, Birchism and its multiple variants are more destructive of human freedom than the crudest form of Marxism. The great American totalitarianism is economic rather than philosophical. It turns off support when the academic institution refuses to 'knuckle under.'

"How is it that men and women who have no reliable credentials for curricula planning, suddenly interpose themselves in the intellectual area where ideas are measured, not by personal income, but by validity? Have they so little confidence in the world of American academe that they really think that a talk by an accomplished Marxist can convert to communism an American sophomore or senior? If this were so, the American proposition must indeed be vulnerable. I am quite certain it is not."

#### 'Irrationalists, Inhumanists'

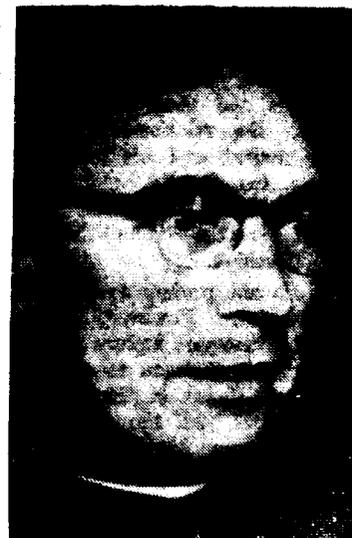
"Call them what you wish, 'Minute Men' or other 'Big Brother' types, it is high time that the forces of irrationalism and 'know - what's - better - for - you' movements are exposed for what they are — irrationalists, inhumanists. They seek a world that never was and never could be. They want it neat, packaged, and above all, sanitized. But the world is not that way. It is cluttered, pluralistic, and disease-ridden — medically, socially, and politically. When the university points this out, it is not recommending acceptance; it is urging solution and cure.

"My generation — the generation of the 'old grad' — is out of tune with today's undergraduate. Products of the '20's, '30's and '40's, they read the times as though everything stopped when World War II ended in 1945. Today's collegian regards World War II as something somewhat closer than the War of Jenkin's Ear. But it does not relate to today's undergraduate.

"The essence to today's academic scene, whether you are discussing faculty or students, is the fact that neither administra-

tion nor trustees stand in 'loco parentis.' Paternalism is blessedly dead. Differently, but in a sense, identically, faculty and students want adult participation in the life and planning of the institution....

"The Catholic university has to



Rev. Patrick A. Donahue

grow up. So do Catholic alumni and friends of the university. The formal work of the institution is not to prepare monks and nuns, but citizens of the world, and the world is made up of a vast spectrum of ideas ranging from Mao to Robert Welch.

"The university tries to propose the world as it actually is along with a concomitant critical, educated appraisal. It is not a 'crash program' to produce a Republican, Democrat, or Socialist....

"We sincerely think, therefore, that in bringing to campus speakers of various backgrounds and allegiances, we are being true to ourselves as a university. We are opposed to no men and we are afraid of no ideas. We are confident that our faculty and our students are of such a caliber that neither one nor the other will be exposed to undue peril.

"We need the support of alumni and friends. We will, however, never buy it by 'knuckling under' nor compromise the integrity proper to the life of the intellect."

## F. S. A. Bookstore Committee Role Outlined

The F.S.A. Bookstore Subcommittee has commenced its activities for this academic year. Created by the F.S.A. in the Spring of 1966, the Bookstore Subcommittee is charged with helping to "determine ways to improve the Bookstore's performance and to oversee its operations so that it more effectively serves the University Community".

The Subcommittee has student, faculty, staff and Administrative representation:

Mr. George Fenton, Undergraduate representative (James College, C105, Extension 6380)

Mr. James Juliano, Undergraduate representative (Langmuir College, A307, Extension 6314)

Mr. William Walther, Graduate representative (Dept. of Biological Sciences, Extension 5028)

Dr. Charles Hoffmann, Chairman, Faculty representative (Dept. of Economics, SSB 320 Extension 5074)

Mr. Jurgen Krause, Personnel Office representative (Infirmary, 131, Extension 5140)

Mr. Merton Reichler, Administrative representative (Library 260, Extension 6004)

Mrs. Dorothy Keresey, Bookstore Manager, non-voting ex officio member.

Last year the Subcommittee played a role in: extension of the Bookstore's discount policy, improvement of check-cashing

## Committee Formed To Preserve Free Speech

Growing concern over the absence of free speech on this campus has prompted the formation of an Ad Hoc Committee to Preserve Freedom of Speech. On November 22, a letter was presented to Dr. Karl Hartzell stating the aims of this group.

On Monday, November 20, Stuart Dattner came before the E.C. to request that the group be given Ad Hoc Status. He cited the 876 signatures on the following petition as evidence of the need for such a committee.

"We the undersigned are concerned that freedom of speech might be abridged on this campus. We consider that freedom of speech includes what is known as recruitment by a group or agency. Freedom of speech means only the right to speak,

services, release of additional space for the Bookstore, freeing of certain Bookstore manpower and financial resources and upgrading of other services. This academic year the Subcommittee will continue its efforts to make the Bookstore a more effective unit as it prepares to move into new quarters in the Campus Center next year.

All members of the University Community are urged to let the Subcommittee know about shortcomings in service and suggestions for improvement. Contact or write to one of the Committee members listed above to transmit complaints and suggestions so that the Subcommittee can carry out its responsibilities more effectively.

it does not compel anyone to listen:

"We therefore condemn any attempt to physically hinder any visitor, speaker or recruiter, regardless of his view, on this campus."

The E.C. decided to give the group their desired status because it then offers a second voice in the fervor surrounding recruitment. It was stated, however, that this was not necessarily to be construed as the opinion of the E.C.

The immediate consideration is that of a faculty-student referendum proposed by the Committee.

## Eye on E. C.

Continued from Page 2 brought up as points of information. There really isn't anything wrong with satisfying ones curiosity before a meeting, with finding out how the vote runs, and why. Before the meeting is the time to sway minds. At 10:30 people want out.

A group (or committee) should be more than an aggregate of individuals. And this group is not. What's missing is a sense of common purpose from which might come the communication necessary for successful group behavior. Hopefully, this group.

Mount College presents a theatre party: GONE WITH THE WIND on February 17, 1968, Matinee Tickets \$2.50. Train Tickets — \$1.65 roundtrip (optional). Contact Karen — 7418 or Mrs. Regan — 7049.

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# What's The University To You?

(PART I)

By Stuart Eber

Glance through the headlines in the last issue of *The Statesman*. "Con Com' Hearings End/ 'Communicat'n Needed"; "Students Sponsor A New Dimension in Education"; "Recruitment On Campus". These are issues prevalent on many college campuses, and Stony Brook in particular. To find satisfactory answers to problems of student government and communication, hiring and firing of professors, and recruitment on campus, we must first try to define the relationship between the student and his fellow students, his faculty, and his administration. In other words, what is the Student-University relationship?

I do not profess to have the answer(s). However, I have read a two-part lecture given by George A. Pierson to a convention of Deans of Students and counselors. At the very least, Mr. Pierson has presented us with guidelines within which to decide what we expect the Student/University relationship to be. He says there are four general classifications of this relationship: Apprentice, Loco Parentis, Contractual and the Citizen-Democratic Community.

In the first classification "A student is essentially an apprentice learning to become a scholar

or professional worker." Most of us go to college to learn enough about a specific field to receive a degree in it. The faculty is the faculty because they have gone through this same process and have been deemed worthy by their predecessors and mentors to impart this knowledge to others. The Administration oversees this operation to make sure there are rooms, classrooms and professors for its students.

The drawback to this relationship is that as apprentices in a University we would be subject to a condescending high school atmosphere. We would be attending Stony Brook in order to sell our wares to other centers of learning, the government, or private industry.

As apprentices, we would not be able to "claim the rights, privileges, or immunities of the scholar or professional worker until (we have) completed a prescribed program and (have) been graduated or certified. When an institution of higher learning graduates a student, it certifies as to the quality of that student's character, as well as his education. A University must therefore be concerned with a student's conduct both on and off campus." Thus the entire experience of finding yourself through trial and error is severely limited by the threat of formal University sanctions.

In the case of Loco Parentis our relationship to Stony Brook is not "comparable to the relationship between a developing adolescent and a wise and thoughtful parent." President Toll may be an extremely kind man, but he is not my father. Dr. Hudson may be genuinely interested in my well-being, but he too is not my father. Parents love you, good or bad. They don't have to give you degrees or decide whether or not to let the police in your house because they think you're smoking pot.

Just as your father would not be well enough versed in Anthropology to give a course in it, so too, the Dean of Students Office (even in conjunction with Psych Services) isn't well enough versed in you to say what you need and what you want, as an individual and as a student. Dean Tilley should be in the Gym to help us, not to supervise us. In addition, the Loco Parentis approach does not concern itself with the Student-Student relationship. Above all, this approach to the problem gives the faculty and Administration an authoritarian appearance. This would create unusual tension on a campus like Stony Brook, which is inhabited largely by sons and daughters of permissive, Jewish, middle-class parents.

The contractual relationship as-

## Demonstration In The Rain

by Freda Forman

It was a cold Tuesday night in New York City. A stinging November wind whistled through the crowds, but made little impact on the people who lined the sidewalks around the New York Hilton.

"What do we want?"

"Peace!"

"When do we want it?"

"Now!!"

The cries resounded through the city streets, but no one could say whether they were heard behind the brightly lit windows of the Hilton. The crowd's frustration was evident. A human wave surged against the barricades, only to be thrust back by

blue-coated policemen on horseback. Frequently, the more determined demonstrators trickled through the police lines, only to be seized and hauled away.

The anger and frustration grew more intense as the crowds began to disperse. Restless people drifted into smaller groups and the cries for peace became more fervent. But by now, chanting slogans was not enough. They had called for "peace, now" on April 15, and they had sworn "hell, no, we won't go" on October 21. They were tired of shouting and getting no reply.

Storms of angry people swarmed into the streets, bringing the traffic to a halt. Barricades were useless now, but the police were still there. Some swung mercilessly at the demonstrators with nightsticks, while others, on horseback, galloped into the screaming crowds. Cries of pain mingled with the shouts for peace.

The chaos persisted for several long, cold hours. Newspapers the next day estimated the crowds at three or four thousand, calling the demonstration "massive" and "spectacular." In reality, it was a grave and ominous occurrence. There are certain to be future demonstrations and what will these be like? If November 14 was a symptom, then the disease is growing more serious. If we continue to ignore it, we may find it can no longer be cured.

serts that "The institution agree to provide certain educational and related services and toward a certain degree, diploma or certificate upon completion of a specified amount of work. The student agrees to undertake a program, complete the work specified, and comply with certain rules and regulations known to both parties in advance." This is the epitome of efficiency. The faculty and Administration pass you through the assembly line and are not concerned with your "conduct outside of the contract." In this impersonal world, the University should be the last place to promote such coldness.

Stony Brook should not be an  
Continued on Page 12

## A MESSAGE TO THE UNIVERSITY COMMUNITY

Next week another series of anti-war, anti-draft demonstrations will take place. On Monday, December 4, a group of young men will return their draft cards, joining over 1300 across the country who have already thus signified their opposition to an undemocratic draft that helps to perpetuate an unjust war. On Tuesday, December 5, there will be a sit-down and picket line in front of the Whitehall Street Induction Center in New York City to try to impede the operations of the Center.

These demonstrations represent a new direction for the anti-war movement, a shift towards greater militancy. However opposed to the war we are, we have had to ask ourselves whether we are justified in carrying our opposition this far — to the point, in this instance, of supporting draft resisters, who defy Federal law, and of supporting an attempt to disrupt the workings of the Selective Service system.

We believe we are justified in so doing. The war is an intolerable wrong. The government is intransigent. No change in policy is even hinted at. Though the past efforts of the anti-war movement may have succeeded in putting some rein on the government's implementation of that policy, the war still goes on, with increasing, not diminishing, force, while the government tries to crush opposition by intimidation and by disseminating ever grosser and more dangerous untruths.

It is clear that the anti-war movement's response to the government's intransigence must be an equal, a larger, intransigence. That is why it has had no choice but to move "from dissent to resistance," and why we in particular as part of the academic community feel we must make the same move. It cannot be left to the students and the pacifists to bear the whole burden of militant opposition to the war, if for no other reason than that the government and the press can too easily

discredit them and perhaps render the whole movement impotent. If we are to follow out the logic of our own consciences and understanding, our own past acts and statements against the war — and if we are not to deprive the anti-war effort of the weight of our respectability — we must consider new methods and be prepared to act in unaccustomed ways.

Such militance is not easy or comfortable for most of us. Scruples, fear, self-consciousness, feelings of futility, inertia — many have had, or will have, to overcome one or more of these inner obstacles to acting as this moment in the anti-war struggle demands. But because our commitment against the war finally prevails over all our doubts, because we recognize resistance against the draft as a growth-point of the anti-war movement, we have decided to support, and in many cases to join, the Tuesday demonstration at Whitehall Street and urge others to do so as well.

For several, participation in the sit-down or picket line will mean canceling their classes, a difficult decision arrived at after much self-questioning, but ultimately sanctioned by their belief that they are acting conscientiously toward all their students by trying to stop this war. Some others will be present at Whitehall Street on Tuesday in spirit, but choose to express their responsibility to their students by holding their scheduled classes. We are nonetheless at one in our opposition to the war and in our recognition that university teachers and administrators have a special obligation to lend the support of their established position to those in the forefront of the anti-war movement.

We are at one also in our belief that earnest work against the war is not limited to joining demonstrations, however militant. Anti-draft activity can only be successful if combined with concrete efforts to educate and organize larger and larger numbers of people

against the war. In this sense, we regard next week's activity as the prelude to a more serious attempt by anti-war students and faculty to bring the Vietnam question and related issues home to this campus and the surrounding community.

K. Abrams (Egl)	H. Jacobson (Ger-Slav)
R. Ackerman (Egl)	S. Koch (Egl)
E. Albaum (Egl)	J.W. Lango (Phil)
H. Allentuch (Rom Lan)	G. Lord (Egl)
Z. Austen (Egl)	R. Miller (Egl)
G. Bachelis (Math)	R. Misheloff (Egl)
D.W. Benfield (Phil)	C. Moos (Bio)
C. Blum (Rom Lan)	J. Moos (Dean of Students Office)
R. Boime (Art)	B. Mould (Physics)
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F. Brown (Rom Lan)	S. Obrebski (Bio)
R. Brown (Ger-Slav)	J. Pequigney (Egl)
A. Carton (Ed)	F. Peters (Ed)
C. Charbonneau (Egl)	S. Petrey (Rom Lan)
A. Ciniglio (Egl)	N. Polsky (Soc)
R. Creed (Egl)	G. Quasha (Egl)
H. d'Alarco (Math)	J. Raskin (Egl)
A. Edelson (Math)	J. Rosenthal (His)
J. Egleson (Egl)	A. Ross (Psy)
A. Ehrenfeld (Rom Lan)	S. Sears (Egl)
E. Engelson (Rom Lan)	J. Seif (Math)
H. Farberman (Soc)	P. Shaw (Egl)
S. Feshbach (Egl)	E. Stephen (Phys Ed)
L. Gardner (Ed)	R. Solo (Chem)
S. Gendin (Phil)	W.E.G. Taylor (ESS)
T. Goldfarb (Chem)	G. Thomas (Elec Sci)
T. Gorelick (Art)	A. Tobias (Egl)
E. Goode (Soc)	J. Williams (Ed)
D. Goodman (Phil)	A. Wishnia (Chem)
J. Hagen (Chem)	M. Zweig (Eco)
J. Harvey (Egl)	
H. Iventosch (Rom Lan)	

# A "Free University" at Stony Brook

— by Sandra Silberstein

Many Stony Brook students have been distressed with the news that four of "our" professors will not be rehired next year. We've been faced with this problem before as has every campus in America. In Stony Brook upperclassmen might remember Professors Gassman and Parenti. We yelled, we protested, we asserted that "student power" we all treasure, and nothing was done. Those men are not here today! Concerned students began to realize that with all the protesting in the world for the reinstatement of Messrs. Brogan, Feshbach, Goodman, and Solo the results had to be the same as always. We would lose them, but the reasons for tossing them were not good enough. These reasons had to be challenged in a way that could not be ignored. But they had to be challenged in a way that did not necessarily alienate those members of the faculty and administration that were sympathetic to our cause.

We did not want to picket and boycott in vain. In fact, how could these men ever return, with pressure, to departments that had made it clear they were not welcome there? We did not want to destroy an institution. We wanted to save it. Further, we did not merely want to challenge a publish or perish system that certainly is not valid for everyone. We wanted to keep these four professors here. All four men seemed to have one thing in common: students who believe in them. The question was how to keep them here to teach us. The solution was suddenly so simple and at the same time almost brilliant. Perhaps there was no place for these men in their departments; but there was a place for them with us, the students: students who don't think of Stony Brook as a place for vocational training; students who don't want to spend a transitory four years at a place which grants them that marketable piece of paper, a diploma. The solution was simple. If the university refused to hire these men, why don't we!

If the student body uses its own funds to hire four faculty members, we will, in effect, be setting up a university within a university; our own "Free University." And far beyond these four men the possibilities of this endeavor are enormous.

Whatever form learning takes in this Free University, it can be valuable, not only to the stu-

dents involved in it, but to the larger university as a whole. It is not uncommon for a free university seminar to be eventually incorporated into the formal university system. In fact, we hope that some of what we accomplish next year can serve to suggest courses of study for Stony Brook. However, a student initiated "Free University" with non-credit granting seminars or courses, taken in a student's "spare time," can have far more flexibility than the formal university. The seminars the students may wish to initiate, the courses the teachers might wish to teach, may well have no place in a university's degree granting curriculum, as it exists today. The desired courses may be interdisciplinary or simply unclassifiable, too revolutionary in some sense or the topics too recent, to be normally found in a Stony Brook catalogue.

We who believe that the Free University system can and must work at Stony Brook, also believe that we have a chance to prove that those members of the University Community who "care," can find a new meaning for the words "student" and "teacher," and that a working relationship between student, teacher and "knowledge" can be found. A "Free University" can be a place where creativity in the exploration of knowledge need not be hampered by a quest for marks and the justification for granting credit.

# We Must Resist

By Spencer Black

"It isn't nice to block the doorway,  
It isn't nice to go to jail.  
There are nicer ways to do it,  
But the nice ways always fail.  
It isn't nice, it isn't nice,  
You told us once, you told us twice,  
But if that's freedom's price,  
We don't mind."

The liberals of America tapped

their toes and sang along as waves of sit-ins, illegal marches and rallies, and freedom rides for civil rights, swept the nation. These are the liberals who were involved in the illegal sit-down strikes of the 30's. These liberals, today, decry the movement of the peace forces in this country from dissent to resistance.

Civil disobedience is the refusal of a segment of the population to obey certain laws on the grounds that a higher law exists which contradicts specific acts of laws of the land. As Herbert Kelman points out "civil disobedience is based on moral repulsion rather than mere dislike of a policy. The line between these two cannot be sharply drawn, and must remain, in part, a matter of subjective choice." This is a basic American tradition and is well within the American democratic framework.

Second, the question of legitimacy arises. The Warsaw Ghetto insurrection is justified on the grounds that the authorities (the Nazis) were illegitimate. Today, American youths question the right of the financial elite, and their governmental agents, the Administration, to wage a war against American ideals, international law and all standards of humanity. The American youth is conscripted to fight in a war upon which he cannot vote, and which his parents voted against in 1964.

This nation executed Germans for refusing to back their dissent with resistance. Today, the liberals who wage this war label those who follow these judgments at Nuremberg irresponsible, traitors or anarchists.

Furthermore, who is to represent the victims of American aggression; the burnt baby in a concentration camp (relocation center), the sergeant crippled for life, the dead conscript? We all must take the moral responsibility to represent those who cannot represent themselves.

Resistance to the war machine is not only an alternative, it is a must. This means burning draft cards, refusing induction, disrupting the conclaves of the elite, i.e. the Hilton demonstration, blocking induction centers, etc. The crimes are so heinous that not only silence, but mere dissent is a moral sin. We must resist those who have killed 15,000 G.I.'s and maimed another 100,000; killed 250,000 Vietnamese, imprisoned 1,000,000 and dislocated 4,000,000. We must resist those who run this country and this war.

Those who run this country do not want to see their war challenged at the most basic level and by the most basic force, the people. They will be ruthless in their suppression of the resisters. We will not be intimidated. We will not be discouraged. We will fight on, for to do otherwise would be cowardly and hypocritical.

So buddy, what are you doing with your draft card next week? It isn't nice to burn it, you know.

# An Emphasis On The Individual

By Steven Schoenfeld

In the past few weeks, this campus has seen much discussion on the topic of "universities." The theme of these discussions has been, more often than not, "what's wrong with this University?" A fundamental aspect of the problem that is often given the attention that it deserves is that of the role that the University should play in the life of the individual student.

Too often we hear people telling us that the University does not concern itself with the "real" problems facing students; that no effort is made by the school to tell students "where it's at" or "the meaning of life." However, when one realizes that these questions deal essentially with the individual and his relation to the world, one wonders whether the University can give such answers, and if it can, whether it should give such answers to the students. This is not to say that the University should hamper the students in their search for a relationship with this society. The student must be free to find his own answers to the above questions, and the resources of the school and the faculty should be at his disposal.

The traditional role of the University has been to train people for positions requiring advanced education. This remains one of the primary goals of a college education, and this fact should not be brushed aside by those who cry about "academic fac-

tories." The important question to ask is: Are the universities doing a good job of training people? Are the colleges of today in fact "turning out" people who require advanced education?

The crying need in today's world is for people who can think. The need is for individuals who can function in rapidly changing social and technical environments. It does not take much reflection to come to the conclusion that today's colleges are not producing such people.

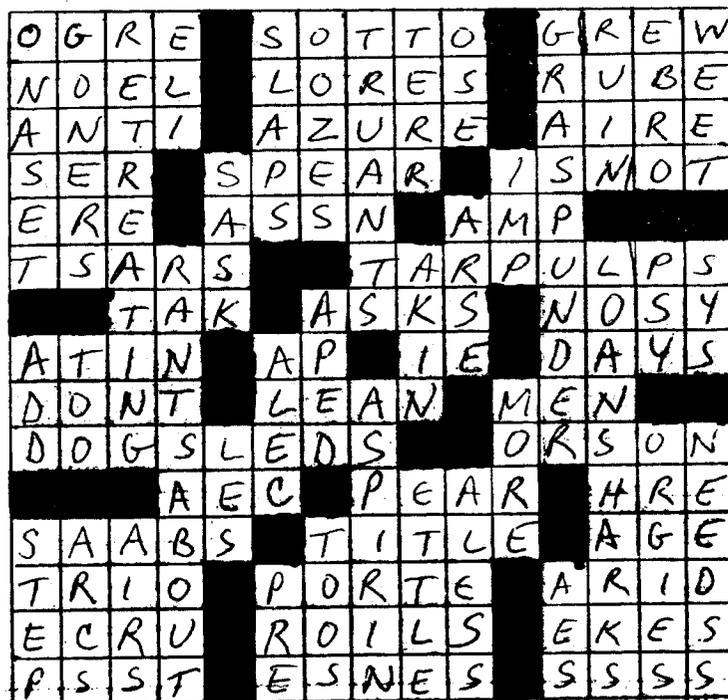
Ask yourself what you will be trained for (other than teaching) when you graduate from Stony Brook. You will probably come to the conclusion that you will have to go to graduate or professional school before you can do anything.

The alternative to this kind of "education" will probably not be easy to find. When it is found, however, it must have an emphasis on the individual. It must enable the individual to be able to relate in his own way to both his technical and his social environment, and it should not hamper the individual in his search for this relationship. Neither should it be a time of seemingly pointless effort; the student should have a feeling of accomplishment after each semester (regardless of his "cum."). The time to make a critical evaluation of the goals of education and the execution of those goals is now.



Photo by Ken Yasukawa

Tim Scannevin, the toastmaster, at the recent Awards Banquet held on James College D3. The dinner opened with a cocktail hour and a buffet on the hall. Later, those still in the mood for eating were invited into the dining room where flickering candles atop assorted wine bottles provided the atmosphere for a multi-course dinner prepared by chefs Vinnie Di Mattina and Suzanne Kaufman. The dinner was followed by an Awards presentation, an informal concert and a mood.



# The Educational Dilemma

The educational system in our society is pursuing a course which we consider to be bankrupt. American students are being intellectually castrated by the university. Professionalism is now predominant in higher education. Where men are oriented scientifically as in professional spheres, men as individuals become disassociated and lost within the infinite possibilities of their specialties. As this occurs, the need for social awareness and social responsibility shifts from the individual to the group or bureaucratic structure to which the individual attaches himself. The transfer of social responsibility to the group has made the individual socially insensitive to issues outside the arbitrary dictates of his profession. Individual thought becomes drastically limited in this setting.

Ideas for a free university and an experimental college are being developed and refined by students and faculty. Ellen McCauley, with the help of several other students and faculty members, has been working on a proposal for a new academic program (see article by Sandy Silberstein on page 5). The students working on the free university and the experimental college, are taking on a massive job and deserve the attention and support of every student on this campus. For the first time in the history of Stony Brook, students on their own initiative are attempting to directly affect the form and substance of undergraduate education.

The implication and necessity of the construction of a free university is to overcome the inertia of the existing bureaucratic structure within the university. As has been proposed, the weakness of the experimental college creates certain dissatisfactions which have led to the idea of a free university. These weaknesses are the following: 1) for the first year only fifty students can enroll in the experimental college. 2) the student participating in the experimental college must give up a whole semester; 3) as a prerequisite for enrolling in the experimental college the student must have a clear picture of what he wants to study; 4) the college

can only involve faculty already at Stony Brook; and finally 5) there have been no allocations of funds to the experimental college, hence its future is very dim.

The free university is aimed at overcoming these deficiencies by 1) broadening the number of students in the program; 2) not requiring that students have a program of study formulated as a condition for enrollment; 3) not compelling students to give up a semester but to participate in the free university as an addition to their present studies. The financial backing of the student body would be symbolic of student support for the idea of the free university, and where these monies are joined with funds from possible grants and foundations they will provide the opportunity to hire faculty whether or not they are working at Stony Brook. As a result of its breadth the free university will serve an excellent integrative function within the total Stony Brook community.

Education on some level should be action-oriented, and this action should be the duty of the individual. As the university exists, education inhibits the student's consciousness of his social responsibilities. This latter point was eloquently developed in an article some weeks ago by a sensitive and concerned member of our faculty. The university as it exists is not cultivating the individual as an innovative and creative whole. Students are not "groomed" to think and synthesize independently. The scientifically oriented specialties, while systematically broadening our understanding of social and psychological reality, take any active role to sensitize man and institutions to what ought to be as an absolute taboo.

A successful experimental college and successful free university could jointly a successful free university could jointly needed to divert the university from its present course of bankruptcy. However, without the support of the total student body the efforts of neither the student leaders nor concerned faculty members will be of any consequence.

## LETTERS TO THE EDITOR

All letters to the editor must reach Box 200 Gray College no later than 5:00 P.M. the Saturday before the Wednesday issue. Names will be withheld on request but all letters must bear the author's signature. Letters should be limited to 300 words and be typed, double-spaced.

### Questions On The Free University

To the Editor:

There was considerable discussion on campus with reference to the proposal for a Free University which was so loosely described in your issue of November 15.

I gather that a proposal has been made to divert \$60,000 from Polity funds to pay the salaries of four members of the faculty who may shortly leave the campus. In none of the discussions were their names mentioned.

I should like to point out that this is an improper suggestion. Polity funds are, in my opinion, to be used for the benefit of the entire student body and not for a militant minority. I personally object rather strenuously to the use of my money for such a purpose.

If the people involved wish to raise money privately, for this purpose, I certainly have no objection. It is their privilege, and I am a strong supporter of Voltaire's often paraphrased statement. However, as I have been pointing out for many years, every right carries with it a corresponding responsibility.

Besides this aspect of the question, there is an obvious problem of logistics involved. Where will these people teach, and what credit will be accorded those students studying under them? Further, the sum involved seems out of all reason. It works out to \$15,000 for each of the four people involved. What are their present salaries? My wife, after 27 years of teaching and a reputation for unusual effectiveness, is earning less than that.

Since the Student Activity Fee at Stony Brook is higher than at many eminent private colleges — I have paid the bills for two sons at Hamilton and M.I.T. in recent years — let it at least be used for legitimate purposes. The concert by Ravi Shankar is an example and I wish to publicly thank both the Student Activities Board and the International Club for the opportunity to hear this performance.

Hugo Pfay

### Poco A Poco

To the Editor:  
Mr. Leonard Mell  
THE STATESMAN  
Mr. Mell:

It will not be otherwise in this life. Each of us will become all he is capable of being. No more.

No less.

That concluded:  
Your enthusiasm is obvious.  
Your desire apparent.  
Your inexperience clear.  
Poco a poco.  
Avoid cacoethes loquendi.  
When you've organized a committee of mutual plait, pop one pertinent question:  
Which is the dominant purpose of a university?  
John Henry Newman, called Cardinal Newman, had one idea.  
Dr. Nathan Pusey, head man at Harvard, has another.  
Methinks I have a third.  
Methinks politely; meknows more rightly.  
Remember: minimize the yardage of the wordage, simplify. Suerte.

Yours,  
Charles A. Dun Leavay

### S. D. S. Accused Of Being Undemocratic

To the Editor:  
To the members of S.D.S. and their cohorts:

I accuse you, I ACCUSE YOU of threatening and intimidating fellow students. I ACCUSE YOU of trying to inhibit another human being's freedom to speak. I ACCUSE YOU of trying to limit another human being's freedom of movement and association. I ACCUSE YOU of abject cowardice and subversion of freedom in trying to deny the freedoms of expression which you so readily invoke yourselves. I ACCUSE YOU of trying to decide for us who and what organization can interview us. I ACCUSE YOU of dishonesty by trying to distort and suppress facts which are inconsistent with your views. I ACCUSE YOU of pomposity in setting yourselves up as having a corner on the market of sensitivity and truth.

I ACCUSE YOU OF HYPOCRISY.

Audun P. Olsen

### Dynamic Duo Plus One Reply

To the Editor:

We, the Dynamic Duo, in painting the wall of the Van de Graaff Accelerator, were not expecting our effort to be regarded as a great work of art. Its purpose was to emphasize something which seems to have become the general tone of this University. By this we mean the total impersonality that is manifested by the blank walls of the new buildings. Rather than attempting to

Continued on Page 7

## WANTON DESTRUCTION

Concern has been continually expressed by many Stony Brook Students about the appearance of our campus. Evidence of someone's aesthetic sense is displayed in the wanton destruction of a tree on the library mall. It is to be hoped that no one else will take it upon himself to improve our environment in such a negative manner.

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7329



Managing Editor  
Mel Brown  
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The STATESMAN is published every week of the school year. All articles, comments, opinions, letters to the editor, etc., should be submitted to Box 200, Gray College by Friday, 5:00 p.m. Information may be obtained by calling 246-6787 any evening between 7:00-9:00 p.m.

# Recruitment Is A Necessity

By Bruce Meyer

I am writing this in response to your editorial, *Education Not Recruitment*, that appeared in *The Statesman* on November 8. In it you unfortunately made certain remarks about on-campus recruitment for jobs, which were, to a large extent, false. After reading your editorial I was greatly upset about your view that recruiting has nothing at all to do with education. You said it is purely advertising for the company involved and thus should be regulated. This is utter nonsense. Representatives of companies come to colleges not to advertise but to recruit seniors and graduate students. That is their sole purpose in coming. Furthermore you spoke of free speech. Are you allowing companies such as Dow Chemical free speech? Likewise, C.I.A. personnel are here for one purpose, to recruit students for jobs. They are not going to impose their policies, good or bad, upon us. I feel that any company or organization, regardless of their external commitments, should be allowed to appear at Stony Brook.

You also said that invitations to campus recruiters should originate from the students themselves. This is preposterous. Do you actually think one student's letter to a company such as I.B.M. will move them one iota? The only way to get recruiters on campus is to have the college send out invitations. In fact this is done in practically all the colleges in the nation.

The availability of on-campus recruiters is a necessity — not, as you put it, a service. The only way that students majoring in a scientific field (such as myself) can be hired quickly and efficiently is by having recruiters invited to the campus for student interviews. I do not

think it was fair of you to express such a selfish and personal opinion.

Lastly, I would like to agree with you on one point. Students certainly do not have the right to physically block their fellow students from interviews or the like. The demonstrators are not expressing their views, but impressing them. I would like to repeat what a fellow student said: "If any student attempts to block the access of another student to a room or building, the former should not be forced aside as he will become extremely pugnacious. His name should be taken and reported directly to the Dean of Students Office. He will be suspended immediately."

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## Comment

# Apathy In Hawkland

by Stuart Damer

I support the war in Vietnam. I personally feel that the bombing of the North should be intensified and extended, if necessary, so as to guarantee victory as soon as possible. Does this classify me as a "Hawk?"

I'm against war. I'm against bloodshed and violence. I quickly sicken at the thought that "my time" will be here in less than two years and that people will be shooting real bullets at me. Does this also classify me as a "Hawk?"

No, I'm not schizophrenic, and my ideals are not conflicting; they're just realistic and human, at the same time. A world of peace has been man's dream since the dawn of history. Nobody wants war — but war often has to be. Nobody wants blood spilled — but something as wonderful as freedom must have some price. Nobody wants to fight — but imagine if our fathers, grandfathers, and even our great-grandfathers hadn't. What would our country be like today if we hadn't stood up against the Confederates or the Nazis? What will our country be like tomorrow if we don't stand up against the Communists?

So even though I'm against war, I can't understand the marches on Washington, picketing draft boards, etc. I can, however, agree with them so far as everyone has a right to voice his opinion. I'd like to stress the word voice. When demonstrations for peace and brotherhood turn to violence for effectiveness, I find it impossible to accept them. Maybe it's true that Johnson wouldn't pull out of Vietnam even if a majority of the citizens were to support such a move; there are two types of Presidents: one who does what he thinks the majority of the people want, and one who, having been entrusted with power by the majority, governs as he sees fit. Johnson might fall into the latter category. If you think his determination of what actions are fit for the circumstances is wrong, then don't vote or show support for him in '68. If the majority of the people are on your side, then somebody will be el-

ected who represents your opinions. There is still enough room left for means other than violent demonstrations to accomplish whatever you want done in this country.

One more thing I'd like to mention — a small percentage of Stony Brook students managed to prevent the appearance of the C.I.A. on this campus last week. I fully certify their right to demonstrate and picket, but I strongly resent their threats of interference with people who had decided to speak with a C.I.A. representative. When are people like this finally going to realize that if the C.I.A. was allowed to come, but was picketed, and literature factually denouncing the C.I.A. distributed, they would have accomplished a lot more than they did by threats of violence. By their actings, the S.D.S. supporters, lost faith and whatever admiration they had from the student body.

The "C.I.A. Incident" is a perfect example of how violence and threats of violence hurt, not help, demonstrations against the war, civil rights, etc. Even if there weren't any more wars, this would still be far from a peaceful world until demonstrators realize that the way to gain sympathy and support is through reason and the people, not through violence. The people still rule this country, you know.

P.S. While writing this letter I came to a definite conclusion. Although a clear majority of the students would support an appearance by the C.I.A. and similar organizations on this campus, a minority managed to keep them away. How can this be??

Apathy. Plain and simple apathy on the part of the students who see nothing wrong with recruitment policy on campus. We lost the battle for our right to speak with a C.I.A. official simply because we didn't fight for it. What group stood up to the S.D.S. to present the majority's desire for the C.I.A. to come? None — simply because there is no such group on campus. What organization is showing films and distributing literature as to why we are in Vietnam and why we have to stay there? None — again, because there is none on this campus. If you agree with me and would like to have your opinion influence what goes on in this school, and if you would like to present the other side of many political and military issues to the students here on campus, perhaps there should be such a group. Well, I've managed to shake my apathy and would like to form such a group. Let's temporarily call it the U.F.F. — United For Freedom — freedom from imposition of ideas, standards, and personal tastes simply by presentation of the other side of issues that are now only presented one sidedly on this campus. An organizational meeting will be held on Monday night, 7:30 P.M., in the lounge in James College on December 4. Let's see some support! If you'd like to come but can't make it, give me a call at 246-5384 and I'll keep you informed of what develops.

## Letters

Continued from Page 6

involve the student in his studies by making the buildings more inviting and pleasant, the Administration has erected buildings whose facades can only serve to further alienate the student and create an even greater dichotomy between the students' lives and their academic careers.

Mr. Levy and Mr. Donnelly suggest that matters of improving the visual stimuli of the campus are "best controlled by aesthetically trained professionals." We agree. In our letter we said that "if the Administration persists in their present course" we would continue to emphasize the need for "aesthetically trained professionals" by painting on the buildings. We agree that trained professionals should be brought in, but it is quite clear that until sufficient aggravation can cause some action there will be no improvement in the conditions at Stony Brook. We also continue to maintain that the "unadorned excellence" of the new buildings can only serve to widen the chasm between the student and his academic pursuits.

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# Interview Reveals "Littlechap's" Actor

By Susan Katz

Jackie Warner is as great a person off stage as he is an actor on stage. Throughout the rapidity of changing and getting ready to leave after Saturday night's performance, he expressed all that he felt about certain facets of the theatre. As he removed his white mask and changed his clothes he tried to give me a little insight into the inside — his, as a person and a performer.

My first question was answered frankly and with a true feeling for what he said. "Do you find that his performance is enabling you to more fully express your creativity on the stage?" "Element of surprise," he said, "is very important" and Stop

the World enables him to change a concept in the show if he wishes. And he did so wish. On Saturday afternoon's performance the play started off by showing all the members of the cast and as the show progressed the members were again introduced in their proper roles. Mr. Warner wasn't too happy with the beginning and with the evening's performance, for only the chorus was seen. His wife and children were initially introduced in their respective roles thus giving the audience the full impact of each character. The change in order was from that of a Greek play where all the characters were brought before the audience in the beginning of each performance to a more modern play where introduction



at different stages brings surprise.

The interview then progressed to his enjoyment in playing a unique role such as Littlechap, since he must be constantly aware and conscious of his role when performing the pantomimes. As a professional performer and

a true actor he remarked that each time he performs there's a new audience and fresh laughter and this is where enjoyment comes from. This is a great role for an actor; if one enjoys acting and the continual victory of a stage production, enjoyment is a definite result (hint to any aspirants).

show biz is all about! He emphasized his thought by using Jack Palance as a symbol where the latter "uses sweetness to cover awfulness." He expounded along this concept by doing a few impressions of what he meant.

### Urges Involvement

We then went on to talk about audiences in general and the difference between the college students and the typical Broadway audience. In doing a pantomime an actor becomes very involved and the audience usually becomes just as involved as the actor. If a role becomes mechanical and the gesticulations are established, the audience still may enjoy the performance, but the same degree of involvement is missing. Can the theatre bring about deeper communication between actor and audience through techniques as pantomime? This is where the difference between the two groups of the theatre-goers mentioned above come in; a role is performed through characterization.

It is the artist's technique and talents plus the audience's imagination which can make a play of this kind a success. The average theatre audience does not like to use its imagination. They do not like to think; their enjoyment comes from sitting back and being performed to (which I am not criticizing as being dull). But for a play like this to be a success a little more effort on the audience's part is needed and is gotten from a thinking audience.

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# Statesman Interview:

## Sitar Master Declares Independence of Raga

by Susan Katz

"It's endless," said Ravi Shankar in referring to Indian music, "we don't have to be influenced by anything alien." And there is no need. Within the last year and a half there has been a fusion between eastern and western music and the force of the fusion is from east to west. According to Mr. Shankar, western music takes ideas from Indian ragas. "We don't feel we need Western music."

Although Ravi Shankar has visited America during the last eleven years, it's taken a long time to popularize the sitar. Within the last year and a half there has been an "explosion with the very young people" who, take the music much more seriously now. Mr. Shankar has started a school in Los Angeles in order to help everyone realize the seriousness of this music. Two thousand years of tradition provides the foundation for Mr. Shankar's work.

### Raga Influences Harrison

Indian classical music has become popular because the pop musicians of the western world took an interest in the sitar, and from it the music.

Mr. Shankar readily admits that the popularity of the sitar was especially a result of the avid interest expressed by George Harrison. The excitement of the sitar spread from Harrison to other musicians and to us. Mr. Shankar frankly stated that if the "heroes" become interested, the excitement and the interest spreads and increases and then — POW, we're all enveloped.

When asked what he thought about the connection between drugs and his music, he said that we are "not to mix it up with drugs and the other psychedelic things." That is all he cared to mention on a subject which is definitely linked with his popularity and a newly acquired appreciation of Indian music which is shared by thousands.

### Years of Practice

In learning the sitar, many years of study and practice are involved. Ten to fifteen years are needed in order to achieve a standard of improvisation through the mastering of techniques and basic concepts; this insures that everything falls into a pattern where the results bring about constant change. To exemplify the number of years needed, it might be of some interest to know that George Harrison, after playing the sitar for a little over a year, has gotten to sit properly and hold the sitar correctly.

In the profound relationship between the tabla and the sitar, Mr. Shankar describes it as a dialogue in which the tabla attempts to copy rhythmically the sitar. "I ask a question and he answers on the tabla."

### Raga True To India

In India, there is a certain amount of reverence expressed for the classical music Ravi Shankar plays. He compares it to Bach of the western world, however, there are no known composers of Indian music. Classical ragas evolved from experimentation and improvisation, true to the tradition and future of Indian music.



## "Stop The World": Simplicity Aligned To Beauty

— by Ilene Sondike

The "Stop the World, I Want To Get Off" production brought the genius of Anthony Newley and Leslie Bricusse to Stony Brook on November 18. I arrived at the Gymnasium anxious to see the initiative of Stony Brook students put into a play, or what can be done if one wants to do it. I saw the circus world which man calls life, nakedly presented without scenery in the manner that Quinton Raines designed. Anthony Newley states the reason for this:

*"We could imagine your faces when — after a wonderful overture full of promise — the rag rises on a set full of wooden bleachers. Oh, no, we're going to be honest right from the start. What you see when you come is what you're gonna get for the rest of the evening. If, at any time, it should appear beautiful, it's because you, yourself, make it so."*

Now that I know what my job is, I must sit back and relax while using the power of my

imagination. The story is a simple one which depicts the seven ages of man; from birth to death. The audience becomes deeply involved with Littlechapp, for every man in his own right is a "Littlechapp"; insignificant as compared to the immensity of life, yet desiring to be otherwise. Through the use of pantomime, Jackie Warner begins his journey through life. The audience travels with Littlechapp on this path which has no end, for life is a cycle. One experiences his first encounter with the post-

natal environment, school, the opposite sex, factory work and travel. The artistry in the hand motions of Warner, for example, when boy meets girl, delighted the audience.

Warner's delicacy lies in his hands and gesticulations. His voice is fair, thus not the dominant aspect of his performance. His delivery of Newley's witticisms and puns is marvelous. June Compton, who portrays Evie, is also most versatile, which is called for by the nature

## RAVI WEAVES BEAUTIFUL MUSIC

Friday night, November 17, Ravi Shankar, accompanied by Alla Rakha on Tabla and by Kamala Chakravarty on Tamboura, appeared in an SAB International Club-sponsored concert. It was a most unusual concert. The purpose, according to Mr. Shankar, was twofold. In addition to attempting to provide an entertaining evening for all, he was also trying to provide a clear picture of the structure and intent of Indian music.

The system of music, Raga

Sangeet, is one which, being so different from western music can be quite irritating and possibly boring. The beauty of the compositions does not depend on a harmonic structure that we are acquainted with. As a matter of fact, there is no harmonic structure to speak of. Therefore, variation of rhythm and melodic movement are the ways by which musical beauty is achieved.

The rhythm was provided by Alla Rakha, playing the drums known as tabla and banya. His performance was outstanding. He showed a complete mastery of the intricate, and at times quite accelerated rhythms of the Raga. Also contributing to his virtuosity was the wide range of effects he was able to achieve using the banya. What could have been merely rhythm was made beautiful by Mr. Rakha by his intuitive ability for hearing what style the mood of the composition called for. As Mr. Shankar stated, almost 95% of the music was improvised. The creative play of the Tabla greatly enhanced the effect of Ravi Shankar's melodic, but sometimes confusing improvisation.

Ravi Shankar is "master of the Sitar," and through his playing Friday night, it is easy to see how he got that appellation. The sitar is a most difficult instrument to play, due to its complex nature. Various factors contribute to its complexity, a major factor being there are two ways to play a scale - vertically down the frets on one string, and laterally across the strings on one fret.

It is almost incidental that Shankar has complete command of the instrument technically. What made his performance more enjoyable and almost incredible, was his ability to make the sound issue forth more roughly or more smoothly; more heavily or with more frailty, as the mood he desired to convey dictated. Thus capturing perfectly a certain subtlety of mood, he was able to accomplish the most difficult objective of the raga; the merging of music and player, and creation of a compound identity between the two, which regulated the mood of the improvisation once the initial motif had been presented.

The consummation of technique was most evident in the final raga, where Shankar and Rakha worked as a perfectly coordinated duo. Shankar would state a melodic figure and his partner would answer on the Tabla, including in his phrasing the suggestion for the next figure. It is a technique which is the mark of true professionals, and that is a title that Ravi Shankar and Alla Rakha richly deserve.

of her roles. Her accents change well according to the change in characters and she is superb as the "Glorious Russian" and as the "typically English" wife of Littlechapp. The Greek-like chorus is precise in movement and adds

Continued on Page 10

# Soprano Carries Intimate Charm

By Joel Elias Block

On Tuesday, November 21, Yoshiko Ito graced the recital stage in the University Theater at the first concert of the Young Artist Series. The poor attendance may have been, for the better, for this was a recital of intimacy and close communication between the singer and the audience.

Miss Ito gave us an interestingly varied program. She began by singing four charming arias by Vivaldi and followed these with a song cycle by Poulenc. After intermission, her program consisted of four songs by Webern and a short song cycle by Mahler.

Miss Ito, by nature, has a beautiful lyric coloratura voice, with an especially beautiful and free upper register. Unfortunately,

her vocal technique is one of too much breathiness, which causes the voice to lose its natural richness. Hence, one can detect small breaks in the bridge tones. If she could sing with more vitality, and remove the breathy approach, hers would be a first rate voice.

At any rate, Miss Ito showed a great understanding of art songs and song cycles. Her

Poulenc was excellent and she brought these songs over solely by the beauty of her vocal interpretation rather than by visual delineation. The Mahler songs were done beautifully (it is very hard for a Mahler composition to come out badly — the music speaks for itself!). Although Miss Ito did not color her voice enough, and her vocal shadings were unimpressive (again due to the faulty technique), she showed great sensitivity to the music. The fourth of the five songs, "Ich bin der Welt abhanden gekommen," was done with unusual artistry. The Vivaldi came off with all the requisite verve, especially "La Pastorella sul

primo albero," a pastoral song of great gaiety.

Miss Ito further showed her excellence as a recitalist by her wonderful command of languages (she sang fluently in Italian, French and German) and charming personality, which served well in creating a good rapport with the audience. She was well received, and in fact was called back for two encores by the appreciative audience. On the whole, she provided an auspicious beginning for the Young Artist Series. She is definitely an artist to keep our eyes on in the future.

Richard Kapp at the piano was a most sympathetic accompanist throughout the program.

## Stop The World

Continued from Page 9

much dimension to the quality of the performance. They represent various things: machines, parliament and children.

I believe that the audience, as myself, found the music most memorable. This could be easily seen as the Stony Brook crooners walked out of the gymnasium-turned-theater, singing "What Kind of Fool Am I," "Once In A Lifetime," and "Gonna Build A Mountain." If none of your favorites are among those mentioned, I must have missed you in the act.

## "Black Comedy": Color It Clever

By Gene Scudlitz

If you can remain awake through the monotony of White Lies, a treat is in store for you in the form of Black Comedy, the second of two plays written by Peter Shaffer and performed at the Ethel Barrymore Theatre. The play literally begins with a bang, because of a John Philip Sousa march which precedes the initiation of any dialogue. The audience is captivated by the quick and clever lines which permeate the darkness; Black Comedy remains in the dark for the first five minutes of the performance. The idea of using this lighting effect was taken from one of the most celebrated scenes of the Chinese Classical theatre, in which two swordsmen fight a duel in a completely darkened room. The scene however, is performed with the stage fully lit. Thus, at first we just hear the dialogue, after which we see Jennifer Tilston and Jordan Christopher grasping around furniture and people.

Miss Tilston is good in her role as Christopher's "fiancee." How-

ever, she is upstaged by the dynamic Geraldine Page, who plays Christopher's mistress-lover Clea. Christopher is surprisingly good, and one is glad that he has forsaken his rock and roll band to try his hand at acting. The neighbors sustain the humor, particularly Donald Madden who plays an effeminate perfectionist from whom Christopher and Tilston steal some furniture, in order to impress Miss Tilston's father, Martyn Green.

It would be useless to reiterate the plot, which is a light one, and only secondary to the effect of lighting and scenery in the play. The scenery is in fact simple, consisting of a split level two room apartment. Most of the

action takes place in Christopher's living room, which now has Donald Madden's (Harold Gorringer) prize possessions in furniture and decorator's dreams, such as a priceless Buddha. The floor is an artist's pallet, and modern sculpture, baby blocks and the "Mona Lisa" add to the character of the apartment. Predominate however, is the idea of no light, and the way in which this is used to create a black comedy, causing the bungling, feeling actions of the cast. Lastly, credit must be given to the director John Dexter, without whom Black Comedy might not at all come off, because precision in directing was called for, and in this effort Dexter succeeded.

## Notice

A Scottish Country Dancing Group (for beginners) has been begun on campus for students and other interested members of the University Community.

The group meets on Monday evenings, 8:30 - 9:45, in the Audio-Visual Room (Room 170), Gymnasium Building. Sneakers or soft shoes should be worn.

Contact Mrs. Sian Frick at 6750 for further information.

\* \* \*

On Saturday, December 9 and Saturday, December 16, the Columbia University School of Law will sponsor its sixth annual Pre-Law Conference for undergraduate upper-classmen.

The Conference will be held in the School of Law on the northeast corner of 116th Street and Amsterdam Avenue. Parking facilities will be available on College Walk across from the Law School. Since the Conference will not convene until 10:30 A.M., students arriving between 9:30 and 10:15 are welcome to tour the School and Library with law students as guides. If any student wishes to attend the Conference, he should write to Box 2, Columbia University Law School, New York, New York 10027.

\* \* \*

Dr. Erich Kahler will be a guest of the Department of English the week of December 4. He will give three public lectures on Monday, Wednesday, and Thursday evenings at 8:30 P.M., the first in the Humanities Auditorium and the other two

in the Humanities Lounge, on the subject of "The Disintegration of the Arts." In addition, he will be available to meet with faculty and students as they wish; the Humanities Lounge will be open from 10:00 A.M. to 2:00 P.M. Please make arrangements through Jim Harrison.

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## THROWING THE BALL

with fred thomsen

A disgruntled student sent this letter to the paper following Sunday's intramural football championship game. I would say he has a legitimate gripe, and a noteworthy solution although I don't agree with it.

To the Editor:

Last Sunday, a football game was played between the hall team champions, B-3 of G-S dorm, and the independent team champions, the Zoo. Bitter cold and a driving wind provided anything but ideal playing conditions and, as a result, neither team scored a point. Both teams played extremely well. In order to determine the winner of the game, Coach Snider decided to give each team four downs and see which team would gain most yards.

I feel this is rather ridiculous since it amounts to determining the intramural football championship by adding the yards gained by each team in four downs and making the team with the larger sum the winner. Since B-3 gained more yardage in their four downs, they were made the winning team. They "won" 0-0.

Although I am not on the Zoo team, nor a member of the organization that the Zoo represents, I feel this "win" should not determine the football championship as it did not prove which team is better. If both teams will agree, perhaps a second game would be in order; this game to be played to a real finish so that a real victory could determine the intramural football championship team.

Although the author is probably a conscientious sports fan, the likelihood of the game being played again is slim. The intramural department runs on a tight schedule and any rematch will probably have to be initiated by the respective teams. However, future championship games should not be decided on total yardage but rather by the usual sudden-death rules. In this way, the fan and the participants will not feel that the entire season has been wasted because of a convenient rule.

## Pat Rackets Swat Rams In Opener

By Bob Dulman

On December 1, Stony Brook's squash team will open its second season in varsity competition when it opposes Fordham University at the New York Athletic Club. Last year's squad got by the Rams and it looks like a repeat for this season.

The team has achieved membership in the National Collegiate

Squash Association and will be allowed to send players to the Nationals. In addition, the team hopes to become a member of the Metropolitan Conference which includes Adelphi, Seton Hall, Wagner, Fordham and Stevens. Last year the team was 5-2 against Metropolitan Conference teams, which adds hope to the possibility of a conference title.

The schedule this season is tougher with the addition of Trinity College, Franklin and Marshall. The squad must also take on West Point, Wesleyan, and M.I.T.

At the start of practice in late October, Coach Snider had high hopes for a very successful season as he expected seven returning lettermen. However, due to other commitments, three of the lettermen were unable to come out for the team. Nevertheless, the racketmen have returning co-captains Bob Wittmer and Bob Folman, as well as Joe Van Denburg and Bob Dulman.

The team will be bolstered by newcomers Steve Chow, Kenny Glassberg and Mel Polkow. Rounding out the squad are Rick Belvin, Paul Friedman, Bob Stahl, Bob Epstein and Dave Licht.

The team will not have the extra depth and experience that was expected at the start of practice. The progress of the new members and last year's holdover should provide a winning season; there will be an improvement over last year's respectable record of 5-6.

## Eye - Opener

Albany (AP) — The State University has decided to use its own funds, about \$1,200,000 a year, to finance the cost of intercollegiate athletics, university officials reported yesterday. As part of an athletic policy adopted by its Board of Trustees earlier this month, the university also will maintain a strict ban on state-paid athletic scholarships.

The long-standing practice within the university has been to support intercollegiate athletic competition through self-imposed student assessments. In its new policy, approved at a meeting November 9, the board stated that the university endorses intercollegiate athletic activities "that contribute to its fundamental objectives of offering all students the best possible educational and living experiences." However, the statement continued: "The university intends that neither its fiscal structure nor student personnel policies shall be distorted to accommodate such programs. No agency of the university shall provide or honor student subsidies based primarily on a student's athletic ability."

# Pats Wind Up Prince(ly) Season

By Phil Chin

The Stony Brook Patriots were playing the final game of the season against St. Peter's College. The Pats were winning and leading by a comfortable 4-0 margin when suddenly the dark storm clouds, which hovered above, emptied all of their contents, seemingly, on the soccer field. Yet the Patriots played even harder. Most of those on the field were members of the Patriot bench but they weren't in the game to nurse the lead the first-stringers had earned, these men wanted more and they were fighting to make that lead more comfortable. It was typical of the team that has developed under the leadership of Coach John Ramsey.

The Patriots won that game 4-1. They had won their match against the highly touted Adelphi squad, 1-0, in overtime. In fact, this Patriot team has been doing the same thing all season long, winning. The Pats compiled an 8-1-2 won - lost - tied record. The Stony Brook Patriots is probably the best four-year college soccer team on the island (Hofstra is the closest with a 6-1-1 record, their only loss, though, was to Adelphi. The Pats tied Hofstra, 0-0.) The Pats' record is the best record of any

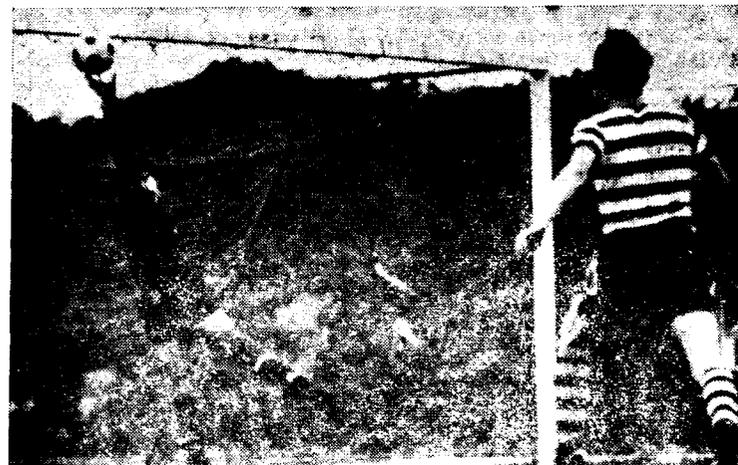


Photo by Phil Chin

athletic team that has ever participated in intercollegiate sports for Stony Brook.

The players responsible for this tremendous season are quite conveniently listed on the team roster which is very accurate and complete. One would see names such as Berk, Blaha, Esposito, Frick, Gonzalez, Gould, Friedheim, M. Green, B. Molloy, M. Molloy, Prince, Van Denberg, Ziegler, and about ten other athletes who did something to help make Stony Brook a "name" in the intercollegiate sports scene.

Along with the 8-1-2 won - lost statistic another statistic should prove of interest. Goalie Harry Prince allowed the opposition four goals in eleven games with 7 shutouts to his credit. As for the Patriot offense, eight different Patriots combined for 23 goals. The Patriot defense allow-

ed only a total of seven goals and gave only four penalty shots to the opposition.

All in all, Stony Brook has finally enjoyed the heroics of a strong, winning, soccer team.

## University

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factory. Learning is more than going to classes and reading books. It's also dealing with professors, Administrators and fellow students as human beings with a wide variety of outlooks. This, to me, is the purpose of the College Plan. It can also be done through less structured channels, on your own initiative. But under a contractual arrangement, any meaningful informal contact with professors would be almost impossible.

NOTE: "Quotes within the article are from Mr. Pierson's lecture."

## B-3 Ties Zoo For Championship?

By Stuart Eber

Who is the Stony Brook Intramural Football Champion? Is it B-3 of Washington Irving? Is it the Zoo? Only Coach Snider and Rebel know for sure. We were all supposed to know on Sunday, November 19, but then strange events occurred.

B-3 was there as a result of their fine defense, which held their opponents scoreless throughout the playoffs. A-2 of Asa Gray, B-3 of Benjamin Cardozo and D-2 of Irving Langmuir fell by the wayside as B-3 tried to retain its intramural football laurels.

Their opponents in last year's championship game, the Zoo, were anxious for revenge. The Zoo won the Independent League title by whitewashing the Spartans, 7-0. And so the stage was set for the big game, the return match.

At the end of the first half neither team had scored. As the time was running out in the second half, the possibility of a scoreless tie became increasingly evident. When regulation time had finally been exhausted, the two powerhouses had held each other scoreless. In pro football, there is a "sudden death" playoff in case of a tie in a championship game. The first team to score wins. But this is not the case at Stony Brook. Each team is given a set of downs. If neither team scores, the team which advances the ball the farthest is declared the winner.

On the basis of this rule, B-3 was awarded the championship. For posterity, the final score was 1-0.

Roode, Kathy Slavin, Carol Rubin and Nancy Sobel.

The girls work hard to devise new cheers and perfect old ones every Tuesday and Thursday night. Last year's cheerleaders took third place in a cheering competition and this year's cheerleaders will also enter into competition.



The Greek Has Cut One After 2½ Years. Photo by Phil Chin

## Cheerleaders: The Chosen Few

By Diane Di Giovanni

Cheering for this year's Patriot basketball teams will be ten Varsity and nine Junior Varsity cheerleaders. These girls will be sharing their enthusiasm and vitality with the crowd.

This year's cheerleaders were chosen after five cheering clinics conducted by last year's cheerleaders and Miss Beesley. Out of the one hundred girls who attended the first clinic, 18 tried out for Varsity and 18 tried out for Junior Varsity. The girls were judged by Miss Wehrly, Miss Hall, Miss Rickley, Mr.

Brown and Miss Beesley, on the basis of overall appearance, poise, voice control, jumps, coordination with the group, emotions in cheering and acrobatics.

The Varsity cheerleaders are led by co-captains Pat Gilbert and Amy Drutman. Rounding out the Varsity are: Peggy Cuciti, Jane Finan, Vicki Principe, Midy Dobbs, Gloria Gilbert, Joyce Boccafola, Pat Kirkley and Becca Weidman.

The Junior Varsity squad consists of Judy Lefkowitz, Cindy Mark, Zina Shwachich, Peggy Ciski, Susan Mandel, Marilyn