

specula



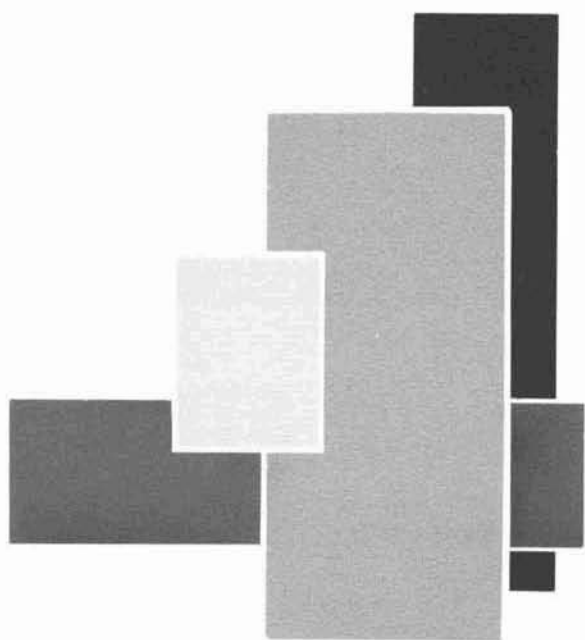














**STATE UNIVERSITY OF NEW**  
**LONG ISLAND CENTER**





Specula  
1962

**YORK**

Oyster Bay,  
New York







# FOREWORD

A significant chapter of our lives is drawing to a close. Each one of us graduating this spring has lived through a unique and memorable experience. Looking back, we find that the greater part of our time has been given to intensive study. Thus it is most appropriate now that we pause to reflect on what we have gained and what we have shared during the past four years.

Each of us might like to dwell on some aspect of this experience which is meaningful to him individually. To some, this experience has provided insight into the ideas and works of great minds. To others it has primarily been the process of delving into the physical nature of the universe. As to yet others, the experience has offered an opportunity to examine society and peoples. But what meaning does this experience have for all of us?

What we have gained is a profound respect for the process of active inquiry and vigorous intellectual exchange, and, we feel, the ability to use that process effectively. However, what has been unique has not merely been this aspect of our education, but rests instead in what we have shared and the feeling that this sharing has generated in our class.

Our education has been a growing, enriching experience, different from that provided by most other institutions. We were fortunate. As Freshmen we were members of a new, small college, free from the usual bonds of tradition and rigid organizational structure. As a consequence of taking common courses at the outset, the potentiality of our class for worthwhile communication was undeniable. In the classroom was acquired, with the directed discussion of the seminar format, both intellectual self-esteem and humility, heightened by the face to face relations "around the table" between members of our small classes. Once stimulated, we pursued the art of effective questioning, which, encouraged by faculty and administration, flourished equally well far beyond the classroom. This unusual opportunity for intellectual exchange between students and notable faculty members in this informal setting, together with being forced to consider how to tolerate or eliminate the problems inherent in the beginnings of a college, necessarily established in us a sense of uniqueness, of privilege, and yet of uncertainty, of respect for learning, of warm affection for those who most willingly shared with us their valuable experience, and of concern for the well-being and growth of this young institution.

This complex combination is our difficult-to-describe feeling toward our college, usually exhibited as a silent, egotistical pride. What we have shared is the never to be repeated experience of the newness, smallness, closeness, and dedication of a truly intellectual community.

Thus, respecting the spirit of active inquiry and communication our class has acquired, we value the community which imparted this spirit to us, and of which it was so vital a part. And we cherish the feeling which characterized our relationship to the college. Because of the very fact that we were a community, it is impossible for us to single out any one individual and thank him for creating such a community. Therefore it is with deep affection and honor that we dedicate our yearbook to each and every individual who participated and aided in the formation of this community.









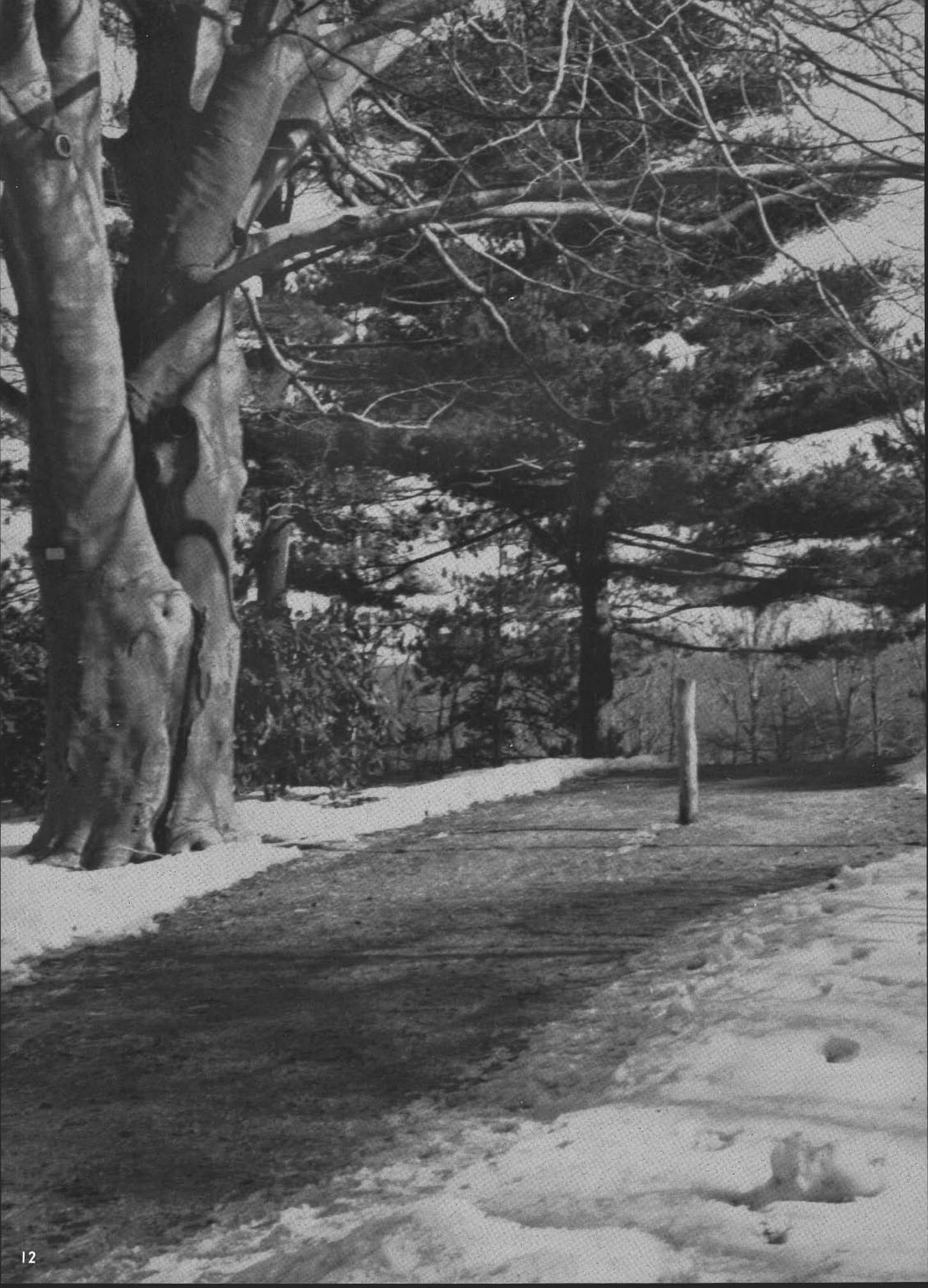




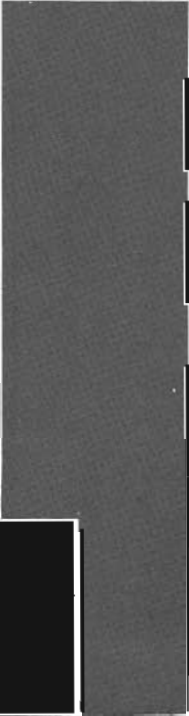
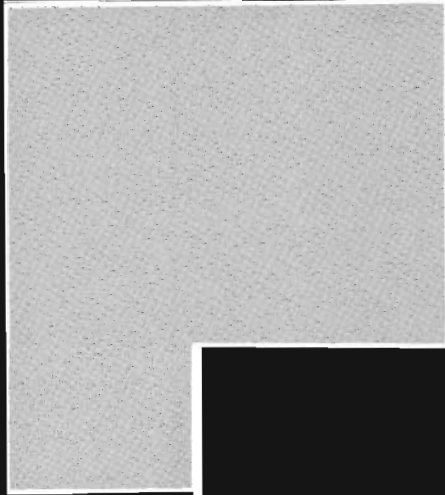
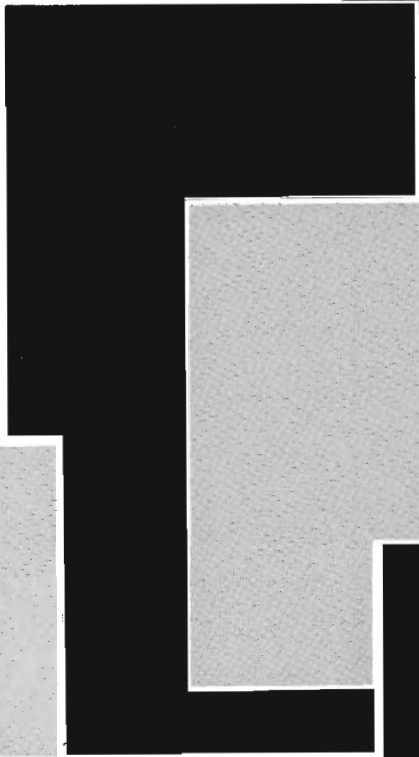









LIBERAL







In 1958 college life and the role of lowerclassmen were new to us, and the role of upperclassmen had as yet been untried by the students then attending the college. Perhaps this relationship between two classes, which must be unique, and occur only once in any college's history, provided the atmosphere that helped shape the attitude of the class of '62 toward the college. The traditional deference generally allotted to upperclassmen, and the equally traditional indifference toward Freshmen, if it existed at all, was immediately supplanted by those bonds which naturally unite any individuals experiencing together the new, unusual challenges involved in being a part of the birth and infancy of a University.

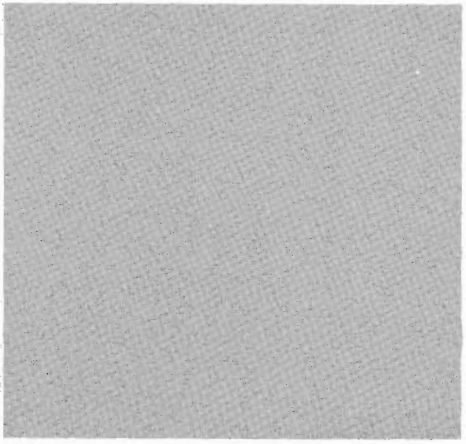
The enthusiasm that now accompanies vacations was paralleled, if not surpassed, by that of the Freshman class in anticipation of the beginning of classes and the chance of actually experiencing this unique opportunity our class was so often told we had. It is probably the first introduction to the academics of college life that makes the strongest impression upon students. Our classes were small and run on a personal basis, and almost exclusively held in that stately mansion now reserved for the more temporal concerns of administration. The class of '62 had not as yet definitely chosen their various opposing camps, known as major fields, and all willingly united in an effort to discover "through inquiry, the meaning of the good."

Having entered with the intention of majoring in a field of science or math, many were surprised to find themselves actively engaged in reading original texts for Social Science I, attempting to trace the development of Western Civilization in terms of the philosophies that predominated during each age. Most of us entered college with a considerable back-log of unquestioned traditional beliefs and attitudes. In the process of studying our civilization many of these beliefs became the topics of animated class discussion. The seminar format called upon students to verbalize their beliefs, requiring a more conscious and objective reflection on traditional values. And on many an occasion, between the last bite of the luncheon sandwich and the start of the afternoon bridge game, the question of Man's free will was ultimately decided.

Humanities I classes lasted for two hours, and our efforts were rewarded, to our surprise, with an English grade at the semester's end. Although tedious at times, especially when weeks were spent analyzing paragraphs, Humanities I, by equipping us with the tools necessary for the analysis of literary forms, enabled us to rapidly increase our sophistication and induced fresh insight into the works of literature. The analysis of the novel, especially probing the depths of Dostoyevsky's *Crime and Punishment*, engaged our complete enthusiasm, and highlighted a progress, which proved quite satisfying. Both Social Science I and Humanities I, which readily lent themselves to the discussion, as opposed to the lecture type of class, developed simultaneously in all of us an eager curiosity, an appreciation for and practice in the use of appropriate questioning. No serious statement or honest question was ever suppressed as impertinent. The habits and attitudes, acquired by this method, within the specific framework of these disciplines, shared by all members of our class, were the avenue through which this communication, inquiry, and exchange were extended into future learning experiences, and to extra-curricular activities as well, giving our class its distinguishing character.

Our attitudes were not restricted to the subject matters which engendered them; thus we moved rapidly from the realm of "idle conjectures" to the realm of "cold hard facts"! Our Brookhaven dynamo started the year's Natural Science I lectures with the homey piece of advice, "If you can't measure it, it just doesn't exist." To those who saw in this statement an escape from the uncertainty implied by the philosophical ties of the Humanities, a rude awakening was soon to come. For it was soon clear that the philosophical and social background of the "objective" scientist often dictated the questions and helped determine the answers about physical phenomena: recall the many . . . many epicycles used to explain the rotation of all the heavenly bodies around US, as unquestioned center of the universe. During this course, through the use of models, one saw how the empirical data of physical science was crystalized into a structure which was to be maintained only so long as it was unrestrictedly capable of explaining new phenomena. Whenever models were presented, not only was the evidence supporting their construction given, but the empirical data unaccounted for by them was also pointed out. Very few emerged from that course saying that they truly knew the way things are. The course that proved to be the scourge of the first class, the challenge of the second class, and dropped for the fourth class, later became the most after-the-fact praised course.

Simultaneously, Math I absorbed our class' attention in the methods of precise and rigorous abstract reasoning. If  $p \rightarrow q$  and both  $p \wedge \sim r$  at the same time that  $r \rightarrow s$ , then which door leads to safety for the trapped explorer . . . so this was logic! Typical of the type of problem involved in the beginnings of a college, it was indeed a rare experience to take Math I under the instruction of a Humanities professor, and many a prospective Math major proved to be a teacher's-aid.



During the first weeks of the first semester, one course was observed to have an over preponderance of blushing students. The non-education majors were first mystified, but quickly learned that the red faces were a function of the bi-weekly Education 10 sessions. The totems and taboos of our society and contrasting societies were brought up for frank discussion, with the Freudian analyzers providing the basic orientation. This course was responsible for an increased maturity of attitude toward subjects which were formerly considered too intimate or personal for open discussion. Needless to say, the number of red faces decreased rapidly as a function of time. This was the first and last instance of such a program in the Freshman year, and we feel that its value was enhanced by its being given so early. We might cite the example of some members of the class of '61 who reacted to the same Education course, when taken in the Senior year, with cries of protest, embarrassment, and extreme indignation.

Since virtually no organized extra-curricular activities existed when we entered the college, we were in the unusual and objective position of evaluating their worth before forming them. This is to be contrasted with the usual situation in which students are immediately absorbed into a large network of pre-existing organizations, without a regard for their actual value or contribution toward the ends of education. The high academic standards, the site of the campus, the core of common courses, the accessibility of interested faculty members, the lack of the extra-curricular all led to the transformation of what was initially merely a group of individuals into a unified academic community, and by the end of the first year, to a fleeting awareness of its existence.

The second year witnessed the beginning of the divergence of academic interests as manifested in more specialized courses designed for each major and related areas. None the less, the overlapping of required courses and the common Humanities II and Social Science II courses continued to provide a unifying sphere of academic interests for all members of the class of '62.

The merging of interest revealed itself in the intimacy of the Coe Hall Coffee Shop, the center of campus activity, in which no face was unfamiliar, and where acoustics were conducive to lively conversation. The three classes mingled, all equally as students, and formed friendships without regard to class. It is regrettable that future classes can never know this special charm of a community so tightly knit, both spatially and intellectually.

With the realization that our college was continually growing and would need a form of student government, an investigation of the possible forms that had begun during our first year, resulted in the formation of the Student Polity at the end of that year. However, the Polity became a working organization in September of 1959. The members of the Executive Committee of the Polity, and the student body, were extremely aware of their role in establishing policy and setting precedent. The history of the Polity's first year indicates that most of its time and legislation were concerned with setting up committees and mechanisms of operation that would ensure its efficient performance and perpetuation. Because of the lack of other student organizations, the Polity found it necessary to create such subcommittees as the Music, Art, Lecture, and Movie committees, which had the responsibility of promoting cultural, educational, and entertaining events for the student body on campus. Due to the absence of even the smallest conventions, what might normally appear as seemingly trivial questions involved animated debates, among which those involving the almighty dollar were particularly prominent. The role assumed by the Executive Committee on many questions, and particularly, its power of the purse, were but one phase of the high degree of student autonomy allowed and encouraged by the faculty and administration.

Periodically, art exhibits were attractively displayed along the stately corridors of Coe Hall and in the Great Hall. A student art contest, since become an annual affair, encouraged creative endeavors and revealed a surprising supply of talent within our small student body. The leader of the Night People, Jean Shepard, spoke to one of our largest student gatherings. One is hard pressed now to define the limits of his discourse, as one was five minutes after the lecture. For those without the four-wheeled wonder or possessed of the hiking spirit, the cultural advantages of New York City and environs were made available by the operation of Curtain & Canvas. The Actors Repertory Theatre brought the theatre to campus on an improvised stage in the gym.

# BIOLOGY

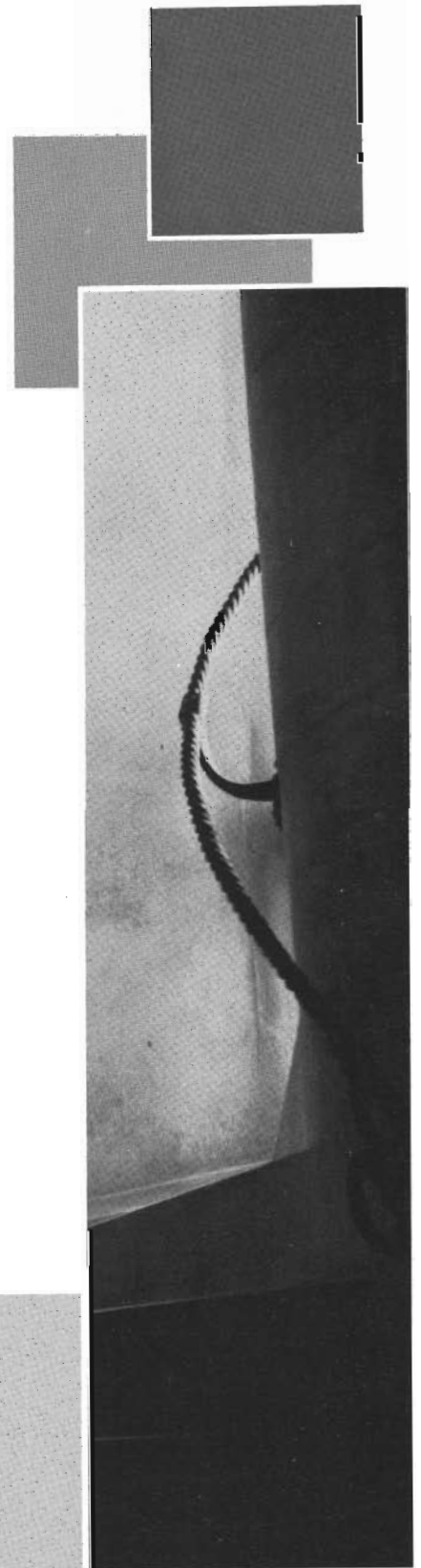
September of 1960 represents, for Biology majors, the date of induction into a two year fraternal organization. The only qualification for admission was the administration's recognition of an individual as a biology major. The conditions for continued membership and eventual status as a senior member or alumnus turned out to require strong physical as well as mentally stable constitutions.

Previous to registration, Biology majors had been virtually indistinguishable from the rest of the college community who were also taking the basic required courses. The first enterprise of a biological nature came in the Sophomore year with the beginning of Natural Science II, the second of the series of general science courses. Initially, the foundations for viewing the cell as a basic unit of life were examined. This was naturally followed by an investigation of the processes of differentiation and development in the organism *in toto*. Finally, the problems involved in the interactions of organisms in populations, the mechanisms of genetics, and evolutionary processes were considered. The course was designed to be general in scope and provided a mere introduction for those who wished to continue in Biology.

The junior year was considered by most Biology majors as a trial by fire, conceived and deviously put into effect by the elders of the tribe, oft times referred to as the faculty of the Biology Department. There is a maxim in some educational circles that "children kept busy with industrious projects cannot get into trouble" and perhaps it was in consideration of the community's welfare that the Department decided to include in the Bio. major's program sixteen scheduled hours of laboratory. (Extra-curricular activity included laboratory exercises that ran for 8 hours at one stretch! One of the students was rumored to be keeping a cot in Lab G).

Cytology, Genetics & Evolution, and Cell Physiology & Experimental Morphogenesis, which would normally be taken in the Sophomore and Junior years, respectively, were taken concurrently. That was one of the "advantages of being in the second graduating class." In Cytology, techniques were developed which proved invaluable for studying the structure of the cell in both Genetics and Cell Physiology.

Genetics and Evolution continued a study of the subject matter that had been started in Natural Science II. In Genetics, study was expanded to include non-Mendelian inheritance, chromosomal structure and mechanisms for genetic change—mutation. Emphasis was placed on population genetics, the chemical structure of the gene, and physiological genetics. Conceptually, it was easy to step from here to the study of Evolution, which centered on the genetic level with reference to such concepts as gene frequency and flow.







Frank C. Erk  
*Biological Sciences*



Albert D. Carlson



James Fowler

Edward E. Gilbert



Howard C. Howland



Sol. Kramer

The constant companion of every Biology major was a little organism belonging to the Phylum: Arthropoda; Class: Insecta . . . you guessed it! Genus: *Drosophila* (or, for the uninitiated, the "fruit fly"). This was only the first of the many organisms with which the student had intimate contact. Let's see . . . there were corn plants, frogs, planaria, yeast, ameba, paramecium, beetles, honey bees, cockroaches, turtles, fish, praying mantids, pigeons and termites—not to mention all the preserved specimens.

A member of the Cell Physiology course could not help but be impressed by the knowledge of Physics and Chemistry that is required in modern Biology. Primarily, the problem involved was to determine the principles which governed the physical-chemical operations of the cell, while the question most often asked by Bernie (Dr. Tunik) was "what do YOU think?"—a question which we can fully appreciate only now. Experimental Morphogenesis provided some of the more frustrating laboratory hours and eventually some of the most satisfying. We delved into the processes of differentiation and development by using prepared slides, making drawings and performing defect experiments. Such experiments often involved regeneration of planaria as well as transplantation and isolation of parts of frog embryos using HAND MADE micro-instruments.

It will never be said that the Biology Department forgets its own, so rather than let us idle unproductive for the summer, it arranged an Ecology Course . . . notice the choice. They wanted the Biology majors to be healthy, so they planned for us to be out-of-doors about 9 hours a day, rain or storm—that 7:00 a.m. dew kept us "cool," while the burnt-out area "just kept us." Still in all, by combining theory with field work, we investigated first hand the intricacies that are involved in the relations between organisms and their environment.

Integrative Mechanisms and Ethology was the required course for the senior year and the Bio major's behavior indicated that spirits ran high with the expectation of graduation and next year's plans. The laboratory animals, however, were not always in a helpful "mood" and many hours were spent asking those flies or roaches to "begin-a-little-behaving." The questions of how all the isolated elements of behavior could be integrated into a functioning, adapted organism was central to the first semester's study. Insofar as the course stressed the importance of a behavioral analysis in an attempt to understand actions of an organism, emphasis was placed on the comparative study of innate behavior from an evolutionary point of view.

"Four Students in Search of a Professor" described the situation prior to Dr. Smolker's Invertebrate Zoology Course. This course provided a basic survey of the invertebrates; a course of importance for any biology major. The vertebrates were surveyed the next semester and the laboratory began to take on that "familiar scent." Evolution of the vertebrates was approached mainly from an adaptational point of view, with homologies of anatomical structures, embryonic development and physiological mechanisms being stressed in particular. Dr. Smolker's Vertebrate Zoology course proved exceedingly profitable insofar as it synthesized prior courses, required direct application of concepts and mechanisms analyzed in other areas, and posed problems hitherto not encountered, but which were pertinent for an understanding of the diverse types of structures exhibited by organisms.

Perhaps the climatic event, when the members of the tribe proved their worth (?), was the senior project. At first, all were delighted to have a chance to do some original independent research. But what to do? After this problem was solved, others arose and multiplied: use available, simple and inexpensive equipment; set up the equipment; care for the "little beasts" and "critters"; control all parameters except the one being studied; collect enough data; draw relevant conclusions from it; and present a seminar on your findings. Now, after the mere detail of final exams, you have earned the right to be called a "Biologist."



Watson M. Laetsch



Robert W. Merriam



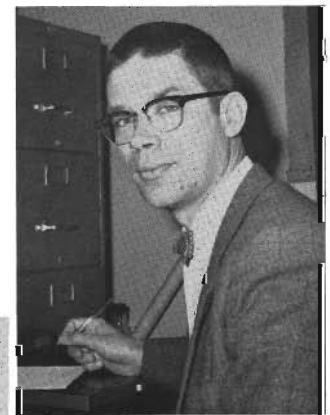
Marvin J. Rosenberg  
*Biological Sciences*



Robert E. Smolker



Bernard D. Tunik



George C. Williams



# CHEMISTRY



Francis T. Bonner



Theodore D. Goldfarb



Barry M. Gordon

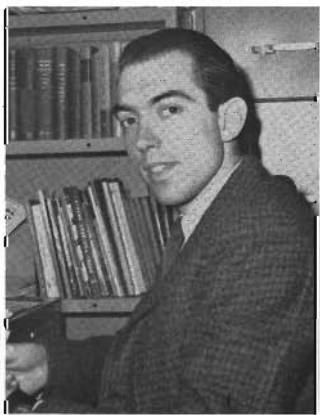




Edward M. Kosower



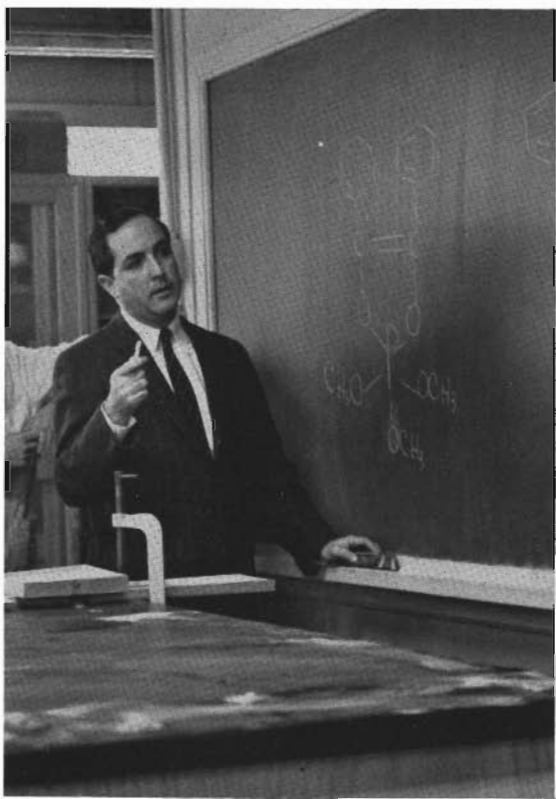
William J. Le Noble



Arthur Ray Lepley



Fausto Ramirez



Robert F.  
Schneider

Sei Sujishi





# EDUCATION

The majority of the members of the class of '62 entered this college with the intent of becoming teachers, if not in fact, at least in name. Since no degree is given in Education, we have given our primary attention to work in our major fields. The actual number of Education courses taken has not been large.

As Freshmen entering college, the possibility of graduating, let alone teaching, was too remote to be of significance. Thus Education 10, given to us as Freshmen, had more of a maturing effect upon us, than it had influence upon us specifically as future teachers. We would not have had it other than it was. However, it did introduce us to the principles of psychology.

As our Senior year approached, we began to be reminded of the proximity of the end of our career as students. "Methods Courses," more often really offering further concentration in the subject matter of a particular major, than methodology in classroom techniques, were an indication at the end of the Junior year of the upcoming "experience" of Practice Teaching.

The Senior year saw everyone alike facing a new, unaccustomed situation, with anxiety, and, even for those who had formerly been sure of a desire to teach, with reservations about teaching as a career. Each of us had to lay aside his casual campus clothes for more formal dress, and to leave the security of being just another face in the college classroom for the conspicuous position at the front of a high school classroom. But to complicate this vast transition in outlook involved in jumping from the role of student to the role of teacher, this transition had to be made daily for eight weeks: courses in the morning followed by teaching in the afternoon, separated by a sandwich hastily digested en route. To ease us into the teaching situation with more awareness, confidence, and grace, weekly meetings of the Practice Teaching Seminar engaged us in direct analysis of the dynamics of the classroom situation that we experienced daily.

I.D.S., in attempting to integrate our four year educational experience, initiated the study of the educational theories of such philosophers as Plato, Aristotle, Isocrates, and Rousseau. The course finally concerned itself with the relation between Education, Philosophy, and Science centering on the points of view revealed by the logical positivism of Russell, Bridgeman's operationalism, Dewey's problematic method, the existentialism of Jaspers, and the "I've read him 5 times, please tell me what he's trying to say" effect of Whitehead. The powerful ideas about knowledge and knowing encountered in I.D.S. have the potential, but now lack the time needed to mature into a consistent and conscious attitude toward the aims and appropriate methods of education.

However, Practice Teaching itself was the focus of interest. All agreed that more teacher preparation courses were unnecessary, and could be surpassed in value by just one week in a classroom, but the actual teaching schedule produced dissatisfaction and suggestions for making it less hectic. There was a continuum of reactions to it. For some it has meant a confirmation of a previously remote, untested desire to teach, to others it has been the enjoyment of an experience they had anticipated with enthusiasm, but to others it has meant certitude that teaching will not be the fulfilling career they thought, or did not think, they would pursue. To each one of us in the class of '62 graduating with a teaching certificate, Practice Teaching was, in a sense, an event anticipatory of leaving college, and being forced to deal with the world outside.



Donald P.  
Johnston  
Education



Herbert Streaan  
Education



Leonard Gardner  
Education

# ENGINEERING

We now take leave of our undergraduate career in Engineering and start on a new one in a field of our own choosing. We come away from this college with some idea of the simplicity of Nature in her own element and the complexity of Nature when taken out of her element and applied to the desires of man. We enter with a noticeable lack of practical knowledge and experience, but with a philosophy of inquiry.

Give us a complex problem involving an engineering application and we will run right back to nature and draw a little picture using differentials, and add up what goes in and what comes out and say they must be equal. For instance, given a complex piece of electronic equipment we will think in terms of ionization potential, energy barrier, work function, quantum theory and other parameters.

The idea of a unified approach to all engineering problems has concerned us in our undergraduate work. We have not learned to be specialists, but rather to apply basic principles to any problem we may attempt to solve. This can be shown by the diversity of the Senior Projects; they range from an investigation into the thickness of boundary layers, instrumentation of shock tubes, black body radiation, to cockroach flight. All this with the same undergraduate studies.

We have worked for the past four years. We were the first class in a brand new School of Engineering, with an essentially new curriculum, and being such, we were, part of the time, guinea pigs, and most of the time, confused. The first year there were approximately forty Freshman Engineering majors and not one Engineering faculty member, the second year it improved a bit; it was 1/22, the third year it was 2/18, and this year it is 8/8. We never knew from one semester to the next what courses we would be taking, or what the course content would be, until we started class. We had part time professors who could only teach after work, professors who gave side lectures on the habits of bees, professors who owned bad watches and were forgetful of class. But each has been a teacher; this is what is important.

Our college career has not involved work alone; we have enjoyed some good times. There are many things we will think about and remember about the past four years: the Saturday classes for three years, the trivial solution to certain Thermodynamics problems, and the day not even an instructor could work out a triple integral. The final in Thermodynamics, and the day an instructor said, with bleary eyes, that he forgot all about class will always evoke interesting memories. How could we forget the lake people and the mountain people and how they made soup, or the Planetary Atmosphere and the mercury still, or the day a professor got hit in the head by a two-by-four! The final in Engineering Analysis was the hardest exam ever taken. We were given courses to fill the "gaps," but we did not have to take Bio or a language. Running the Engineering Measurement experiments at night, chuckling at the story of the rocket going through the Wac's barracks, and finding out with total disappointment that Galileo probably did not drop the two balls from the tower of Pizza were events that we will not allow time to dim.

Looking back, we are naturally compelled to evaluate our experience during our four years in Engineering. We think that we should have had more of a background in differential equations.

Our senior year was the hardest, but most productive. Judging by the caliber of the instructors here now, and those being obtained, the Engineering School should be a leader in education.

The graduates of the School of Engineering will be good engineers.



W. S. Bradfield  
*Thermal Sciences  
and Fluid Mechanics*



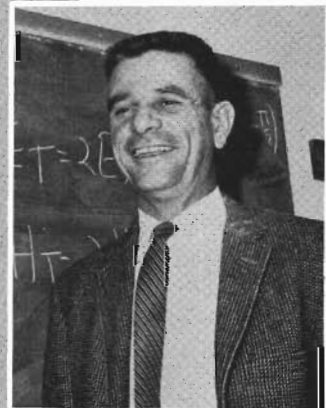
Robert D. Cess  
*Thermal Sciences  
and Fluid Mechanics*



Thomas F. Irvine Jr.  
Dean of the College  
of Engineering



Irving Gerst  
Computational  
Sciences



Salvatore Giordano  
Engineering



Richard W. Glasheen  
Engineering



S. N. Levine





Aaron Finerman  
*Computational Sciences*



William T. Snyder  
*Thermal Sciences and  
Fluid Mechanics*



Edward E. O'Brien  
*Engineering*



Joseph T. Pearson Jr.  
*Thermal Sciences and Fluid Mechanics*

# HUMANITIES

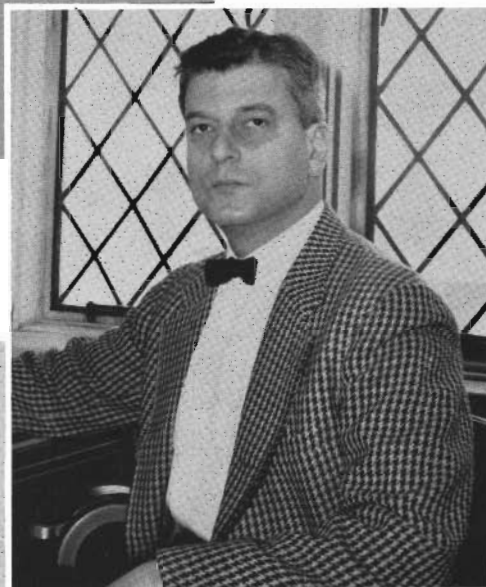
A little over a year ago, it was taboo to say English major. This strange being was not considered to be in the same class of things as the purple cow or the unicorn. It just was not a recognized species at the College of Long Island. But as the child grows to manhood and expands his range of activity, so too, our small college became a university and that strange English major creature dropped the cloak-and-dagger disguise of "non-science major" and stood up to be counted. The count didn't take long nor did it require a mathematician . . . 6, a real, even number.

But where had we been hiding, who was nourishing us, and what does one feed a non-Physics, non-Math., non-Bio., and non-Engineering creature. The secret class had been tenderly handled by appreciative souls who shared with us their dream of a university and their expectations of its coming nativity. We gathered strength in the adventurous search for Moby Dick, having the white likeness of the whale to guide us. We encountered and questioned philosophers and poets, novelists and historians. Our mother tongue was even investigated and practiced in the equatorial heat and seclusion of the airless library stacks. Music and Art bathed them with consonance and dissonance, the primitive and the abstract.

The third year of expectations began, and resolve necessarily began to wane. "Are we doing the wisest thing?" "Will we be recognized in time or are our hopes *de avoir beau?*" Surrounded by contemporary novels, the immortal Shakespeare, the Romantics and involved in evolving a concept of tragedy, we asserted the wisdom of our choice and decided to wait a little longer.

It is rumored that faith works miracles. For the secret society of non-science majors, the miracle rewarding our faith was performed on March 24, 1961; the Long Island Center became a University, in fact, as well as name, with the authorization of the B.A. degree. But as some have said, faith without works is nothing; we had to work even harder now that we were *bona-fide* members of the community.

Some of us gave up our summer to the pursuit of studies. Courses, up to that time unavailable, became reality. English practice teaching and methods were given and three of us marched daily to high school to learn and teach grammar, composition, and literature; three is the subject of the second independent clause in this compound sentence, marched is the verb, daily is . . .



Richard L. Levine  
English

September saw us registering for the first and last time as undergraduate English majors. It also witnessed the birth of the longest titled elective we had ever taken—Dryden, Swift, Pope and Johnson (plus a few that are not mentioned) along with the shortest—Milton. But the work and appreciation was not proportional to the length of title. As a climax to four years of work, a most contemporary course in English literature was offered in our final semester; Chaucer, a writer noted for his familiar way of using Modern English.

As a special reward for their faith and constancy, English majors were allowed to partake in a special no-credit, compulsory, written-oral exam. All rose happily to receive from the hands of an exceptionally wide awake and fresh looking professor, the gaily colored exam booklets and the anticipated exam which was to be written under personally chosen "pen names" . . . numbers 11-16. We will probably forget the number, but the surrounding spectators, buffalos and eagles, will never be forgotten. After 5½ hours of mental exertion, we, too, were ready to join the ranks of those who had climbed walls and the ceiling.

We six were not selfish, we shared ungrudgingly our arts professors with the science majors both to their pleasure and chagrin. We humbly admit our generosity, but we refused to keep a good thing to ourselves. Others may have been *bona-fide* somethings all along, but as Shakespeare noted—what's in a name. We are the same happy English majors that we were when they whisperingly called us the "non-science majors," even though our twelve eyes may be slightly weaker.



Thomas Rogers  
English



Judah Stampfer  
English



Harold Zyskind  
Language and Communication



Sidney Gelber  
Philosophy





Richard Dunlevy  
*English*



Homer B. Goldberg  
*English*



Edward Fiess  
*English*



James Harvey  
*English*



Jack Ludwig  
*English*



Robert Marsh  
*English*



Joseph Pequigney  
*English*



Daniel C. O'Neil  
*Foreign Languages*



Barry J. Rubin  
*Foreign Languages*



Morris Parslow  
*Foreign Languages*



Raymond Poggenburg  
*Foreign Languages*



Donald F. Goodman  
*Philosophy*



Walter Watson  
*Philosophy*



Robert Sternfeld  
*Philosophy*



Merrill G. Rodin  
*Philosophy*



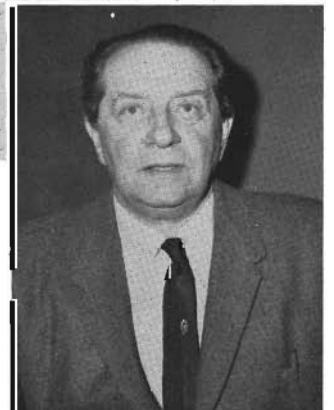
Isaac Nemiroff  
*Music*



Marshall Bialoski  
*Music*



Allan Kaprow  
*Art*



John Newfield  
*Fine Arts*



# MATHEMATICS

September, 1960, saw the previously integrated whole become diversified. Two years of the universal "common core" courses gave way to specialization. Mathematics majors began to recognize each other, associate with each other more regularly, and gradually develop the bonds of shared experiences, disappointments and enthusiasms. Much of the work in Mathematics during the first two years had involved work in logic and elementary calculus. As we learned to add, subtract, multiply and divide in grammar school; so too, we learned to integrate, differentiate, manipulate matrices, attempting to use these with the same facility we had in the former. Mathematics, though sometimes briefly revealing a comprehensive, rigorous, and logical beauty of its own, for the most part dealt with a set of distinct mechanical operations, whose cohesiveness was yet unperceived. Thus our Junior Math courses offered the first real glimpse into the methods and formal structure of Mathematics.

The re-examination of Geometry profoundly affected one's attitude toward axiomatic systems such as Euclid's, previously encountered complacently. The power of an apparently arbitrary set of axioms, definitions, and primitive terms tremendously impressed each of us at the outset. The whole of Euclidean geometry was reduced merely to a special case of Projective Geometry. Yet, it was with deep reluctance that we accepted these new ideas introduced by a new professor with different standards. Euclidean intuition had to be suppressed; complicated terms required deductions from the axioms alone; pictures, formerly a helpful device, were impossible in a system for which the "parallel postulate" does not hold.

Complaints were frequently voiced. Memorization assumed a prominent role. Rebellion characterized the attitude of those unfamiliar with the concept that memorization is the key to understanding, and that memorization implied a grade of "C." The involved theorems of Desargues and Pappas were diligently learned and reproduced, but the discontent became manifest in frequent use of the privilege of unlimited cuts. Regularly scheduled "snow days" dulled the conclusion of the course.

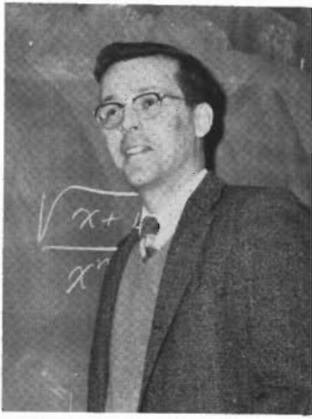
Simultaneously, in Statistics use was made of the calculus, stressing theory, but occasionally using that much neglected mathematical entity, the real number. Though at first blush, Advanced Calculus seemed a rehash of well known material, our egotism quickly vanished as the properties of the rational, irrational, and complex numbers, of continuity, of convergence of a series, and of limits engaged our periodic attention. So many things,



formerly taken for granted, were placed in a startling perspective by being preceded by the words PROVE THAT . . . How do you prove something that is obvious?

Slowly the structure of Mathematics began to emerge and become appreciated. Mr. Kal helpfully assumed the attitude that each question was as new to him as to us. Shared enthusiasm, stimulating insight, and an occasional determined effort to recapture the fine thread of a proof dominated those classes. Euristic devices and glibness were banned, but that nebulous "intuition," as well as fresh air were worshipped.

The Era of the "Takehome" test began, a sensible solution to the problem of testing, and an invaluable learning experience. The second semester also brought Geometric Algebra with another new professor, who saved us the cost of a new book by dittoing his own in installments, but at the price of slavish, feverish note-taking. Shorthand II should have been a prerequisite. Vectors, vector notation, bases, and a formerly inconceivable object,  $n$ -space, became familiar. The unrealized equivalence of geometric and algebraic definitions of a system gradually impressed themselves upon us. Facts and methods introduced by "fiat" or "chosen" because they worked eventually proved more than worth their puzzling origin. A sense of frustration greeted every attempt to acquire an answer without its accompanying slice of sarcasm. Was it the purposeful organization or the excellent performer that made this course so enjoyable?



William D. Barcus Jr.  
*Mathematics*



Morris Bram  
*Mathematics*



William C. Fox  
*Mathematics*



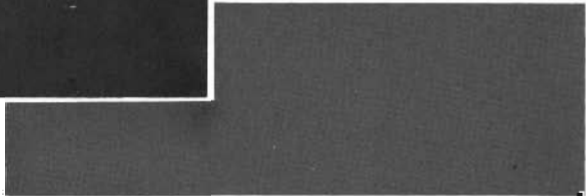
Cyril L. Gape  
*Mathematics*



Robert Kalechofsky  
*Mathematics*



John B. McGrath  
*Mathematics*



There existed, among Math majors, a growing realization of the emergence of their private language, permitting communication, at once incomprehensible to others, yet precisely and concisely meaningful to each other. Orthogonal, 1 to 1 and onto, eschelon form, isometry, etc. were part of our daily vocabulary. The often used prefix "sub" became second nature. Math majors became smugly conscious of their existence as a group.

An unexpected joy, both with respect to its relentless rigor, and high degree of personal involvement and conviction, was found in The Number System, misleadingly labeled a "methods" course. Starting from a set of precisely four axioms, we proceeded to develop, proof by painstaking proof, all the familiar properties of the real numbers. Perception of one's own mathematical sophistication, in the ability to prove that  $1+1=2$ , gave a vast sense of accomplishment. Induction finally became a convincing Mathematical tool. Math invariably outvoted T.V. every Friday night; we gave our wholehearted enthusiasm and devotion to this favorite course, and to Mr. Lister who lent it its force and precision. With amazing clarity finally dawned, during this course, the essence of a Mathematical proof with its unremitting rigor, its conciseness, its use of systematic deduction and induction, and consequently, with every conclusion we could say with unquestionable conviction . . . Q.E.D. A semester of breathing, eating, and even sleeping Mathematics succeeded in sweeping away the purely mechanical, unrelated, superfluous elements and revealed the essential structure and techniques of Mathematics.

Having attained this sophistication, Senior year began with the highly abstract subject matter of Point-Set Topology. Familiar concepts, such as continuity, recurred, but, obscuredly, via a new definition. In an endless parade of definitions, axioms, and theorems the essence of Topology eluded us. Student teaching voraciously consumed time, and the ration for Topology decreased. Consequently, the daily quiz was initiated; we memorized and complained. Attempted problems remained unpolished and intuition proved to be a perverting influence. The concepts of a topology, a metric, regularity, compactness, connectedness, second countability, separability were grumblingly digested, but lacked cohesion and connection. Memorization and daily quizzes forced study, increased tension, and choked enthusiasm. A six hour final provided a taste of the sought after coherence, but too late.

Some Seniors were given a jolt by Algebraic Structures, which was not, as anticipated, a continuation of the previous year's work. Still another new professor introduced rapidly the new concepts of group, integral domain, ring, and field. "Playing around" with various groups proved to be a time consuming pastime. The small class developed a highly specialized vocabulary dominated by the homo, epi, mono, and iso "morphisms." To the surprise of many, the "normal subgroup" did not denote a sociological entity. Gradually agility in the manipulation of the new ideas and operations came, but never soon enough to maintain the pace of at least five new definitions and a similar number of propositions per class. Another course ended with the frustration of having the pieces fit together, too late for some. Are semester courses too short?

Many Senior Math majors, disheartened by a difficult semester, felt indignation and discontent with the lack of faculty concern. Insult was added to injury by the dropping of a Senior Math elective. But perhaps, we, like they, have that aloof temperament, exhibited in our interest in Mathematics, which prevented us from eliciting their concern, either their blame or their praise.

A few of us proceeded to struggle with Algebraic Topology, an area of Math still in the pioneering stage. The course was shrewdly constructed so that the text provided the intuition and the lectures provided the formalistic approach.

However, all twenty of us concluded our mathematical education here with the pseudo-mathematical course, History and Foundations, which would ideally play the role of summarizing and integrating our mathematical education within a historical whole. Yet, like IDS, whose objectives are similar, its practical effectiveness is questionable. We have acquired a delightful collection of mathematical anecdotes, obscure facts, and historically significant proofs. There is nothing so humbling as learning that the problem you could not solve for homework, Gauss knocked off at the age of 12. Perhaps humility is a virtue—but what about inferiority?

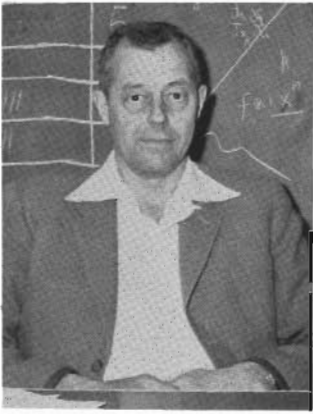
Certainly we have gained much more than our complaining indicates. Each of us has acquired to a varying degree a love and awe for the subject matter and for the men who have introduced it to us. Some of us will have a tendency toward the philosophies of Russell and Whitehead as a result of our mathematical background. But most of us, having early lost any immature shred of over-confidence in our mathematical ability, leave our four years of work with a sense of having looked and briefly seen the infinity of Mathematics, created and fully perceived only by men of genius, before whom what we have accomplished, and can, pales into insignificance.



WILLIAM G. LISTER



Donald G. Malm



Abram V. Martin



Russell Miller



Leslie Peck



Robert Schatten





# PHYSICS

The whole of our education in Physics during the past four years is far from being completely contained in the course material per se. Physics has been an experience for us, an on-going process rather than a subject matter. It has been a way of thinking; the material could only suggest the direction; it was up to us to find our own paths. We had help, but the struggle had to be made by each of us individually. We have been shown a precise method, almost inculcated with the rigorous approach. We have learned to approach a problem properly, to examine it carefully, and to use our most valuable tool, the human mind.

Our freshman year gave us our first glimpse of the future. Many students in the Physics program resented Nat. Sci. 1; they felt that it did not really prepare us for the Physics courses to follow. The criticism centered on the lack of mathematical formulation in the course. Now, in retrospect, it seems that Nat. Sci. 1 offered us a chance to grasp some basic concepts in terminology that were familiar and essential to us, without the burden of a complicated mathematical formulation. The labs, which at first seemed to border on the ridiculous, took on added significance as the course progressed. The primitive equipment, which made our first labs seem like a course in vandalism, again helped us to see the fundamental concepts without unnecessary sophistication.

The second year dawned, and the honeymoon was over. Our mathematical training was rapidly catching up with our progress in Physics. Thus we went back to some of the basic laws for more precise mathematical analyses. This year and the next contained many diversified courses in Physics. After Physics 20 came E&M Mechanics, Statistical Mechanics, and Thermodynamics. The labs followed the pat-



tern set by the course material. Again we returned to fundamental ideas for greater precision and a closer inspection of our primary assumptions. Our outlook was not quite clear at all times with respect to the correlation of material, but we forged ahead.

Our senior year began, and we were looking for a unifying principle. We took Quantum Mechanics, Mathematical Physics, and Senior Laboratory. These courses seemed to correlate, often in highly complex terms, many of the "loose ends" of previous courses. They welded together the subject matters as functions of the logical conclusion of our rigorous inquiry.

Many of us will go on to graduate school; however, no matter what field any one of us might enter, we shall always be benefited by the process of careful analysis that we have learned in our Physics program.



Naudor Balazs



Robert De Zafra



Arnold M. Feingold



Leonard Eisenbud



David Fox



Peter B. Kahn



Edward D. Lambe



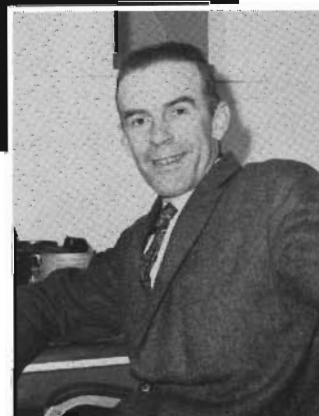
Richard A.  
Mould



James B. Raz



Clifford E. Swartz



Herbert Muether



# SOCIAL SCIENCE

With the granting of the AB degree in March, 1961, there ended a long period of anxiety for those of us who had specialized in the Social Sciences hoping that the degree would be granted. Reassurance from several professors and Dean Austill helped to brighten our outlook while we waited for news from Albany, and the optimism of Mr. Kristein and Mr. Gardiner made the situation seem less depressing. There were happy sighs of relief and smiling faces when our college became a University. Some dreams do come true and we will be graduating in June, 1962, as Social Science majors.

The expansion of Long Island Center into a University marked the beginning of our specialization into different departments. These include History, Sociology-Anthropology, Economics, Political Science and Psychology. The all-encompassing quality of the general Social Sciences courses in our first two years lent itself easily to this departmentalization, with the astute aid of our advisors.

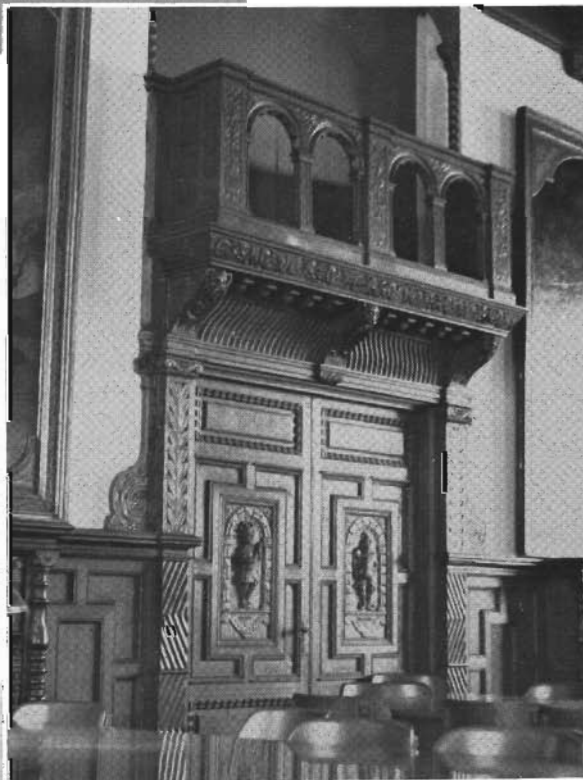
All was proceeding smoothly until the beginning of the fall semester 1961. At that time the administration "found" a technicality which prohibited Social Science majors from practice teaching and taking the methods course. This meant that we would not attain teacher certification. However, our feelings of frustration and disappointment passed quickly, since the probing efforts of a few sympathetic persons rapidly rectified the situation.

An even greater crisis arose when the administration claimed that the credit requirements, as stated in the catalogue, applied to the class of '62. Since we had been told by our advisors that the credit requirements of the class of '61 would apply to us, the administration's new policy caused havoc. Subsequently the policy changed, enabling us to graduate.

With this final success, our senior year has been an intensive study in the previously mentioned fields. Social Science majors will leave with fond recollections of Mr. Prouty's "crucial" Puritanism, Mr. Kristein's problematical economic road, and the political inquiry of Mr. Williams.

We will continue to be amazed at the scope and insight of our marathon speaker, Mr. Nelson, and at Mr. Morse's deep emulation of Latin American culture which was previously unappreciated. Mr. Gasman's unrepachable knowledge, Mr. Semmel's courses, which were filled with interesting and enjoyable books, the Narodniki efforts of Mr. Wildman, Mr. Meyersohn's lively classes, and Mr. Kalish's 5x8's will long be remembered by those fortunate enough to have enjoyed them.

It has been a long hard unpaved road, but we have traveled it. The past four years have been exciting, anxious, frustrating, yet stimulating ones, filled with joys and sorrows. The doors to the disciplines have been opened for us and by us. We have learned a great deal; we have also learned how much more there is to learn. Throughout the difficulties, we think we have acquired a well-rounded education with an understanding and an appreciation for many disciplines.





Daniel Gasman  
*History*



Marvin N. Kristein  
*Economics*



Harry I. Kalish  
*Psychology*



Rolf Meyersohn  
*Sociology-  
Anthropology*



Richard A. Morse  
*History*



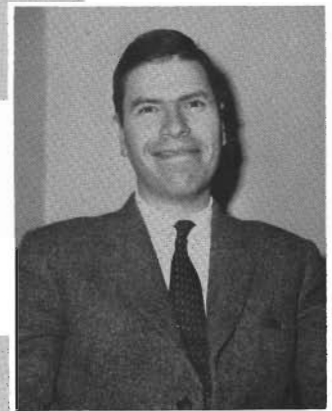
Benjamin Nelson  
*Sociology-Anthropology*



Michael Parenti  
*Political Science*



Roger W. Prouty  
*History*



Bernard Semmel  
*History*



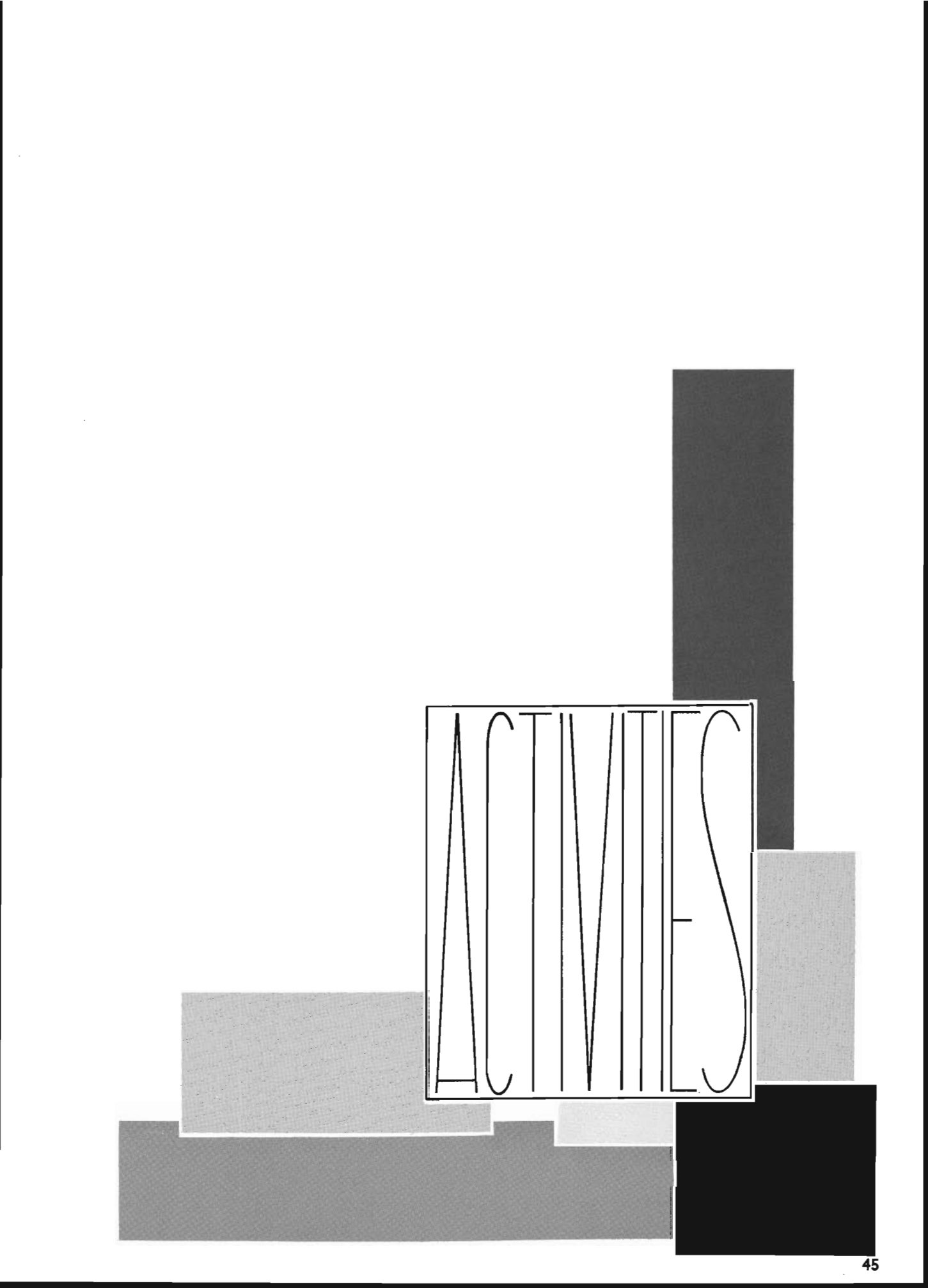
Martin B. Travis, *Political Science*



Allan K. Wildman  
*History*



Jay C. Williams Jr.  
*Political Science*



ACTIVITIES



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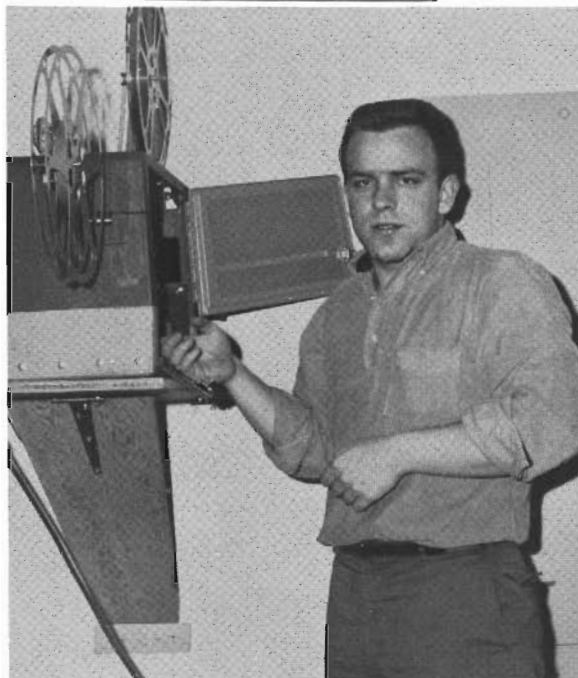


Amy Aronson  
Coordinator



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Linda Dear, Judy Slehta



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Fred Schubert

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# MUSIC





**THE**



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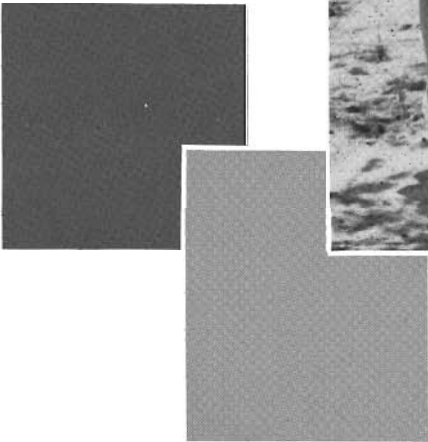


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Back—S. Horowitz, M. Benter, H. Ostman, A. Whelan, P. Pollack.





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CHAMBER  
SINGERS**



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*Left to Right*

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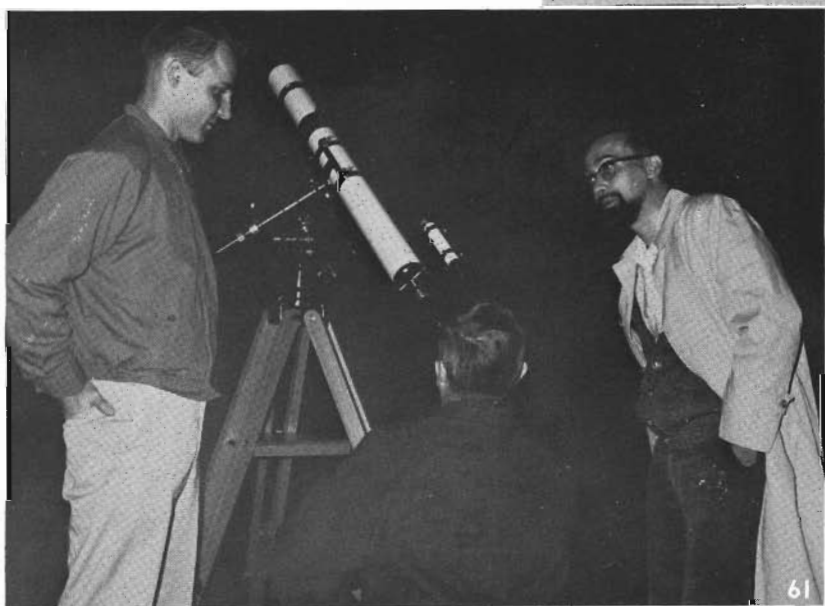
*Second Row—S. Heller, B. Campion, E. Kadel.*

*Third Row—J. Kurshenbaum, M. Cruty.*

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Left to Right—W. Helinka, B. Campion, J. Barr, B. Kropac.





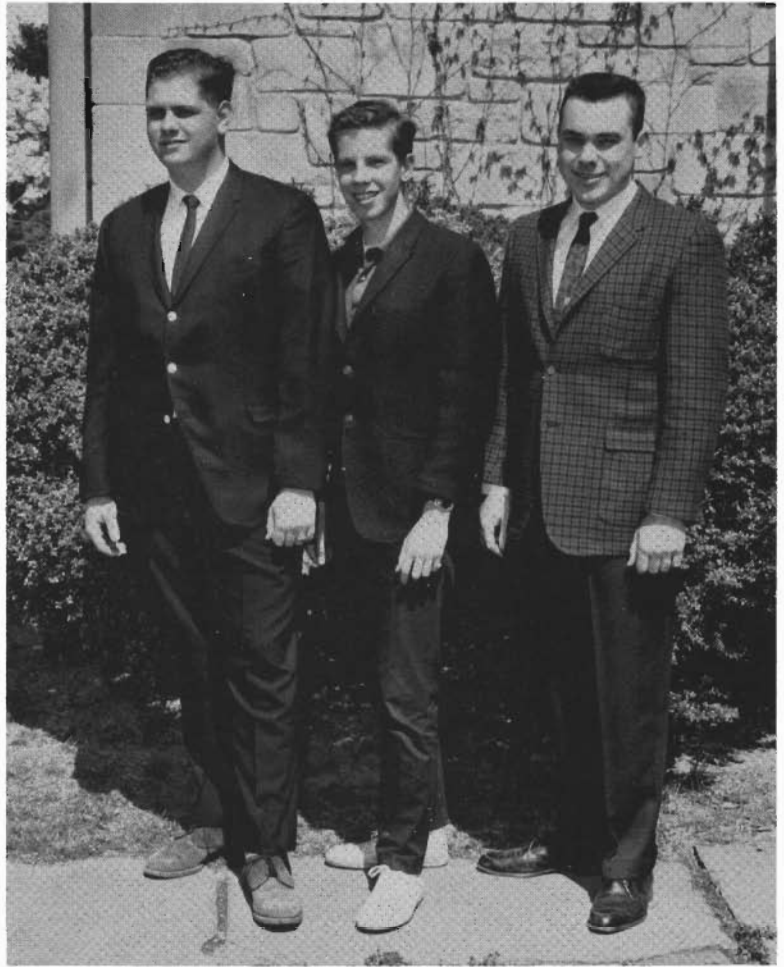
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Back—M. Goldstein.*



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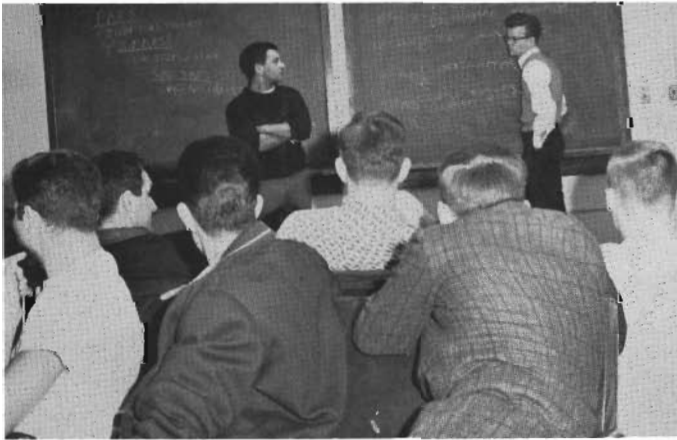
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Fall Dorm. Board—Left to Right: Glenn Simmons, Bob Becker, John Francii, Howie Snyder, Chuck Morris.



# WOMEN'S DORMITORY



Dorm. Board: *Left to Right—Front Row:* Linda Bliden, Lana Shearer, Flo Hershberger. *Back Row:* Kathy O'Neill, Linda Dear, Phyllis Hauben, Judy Shepps.





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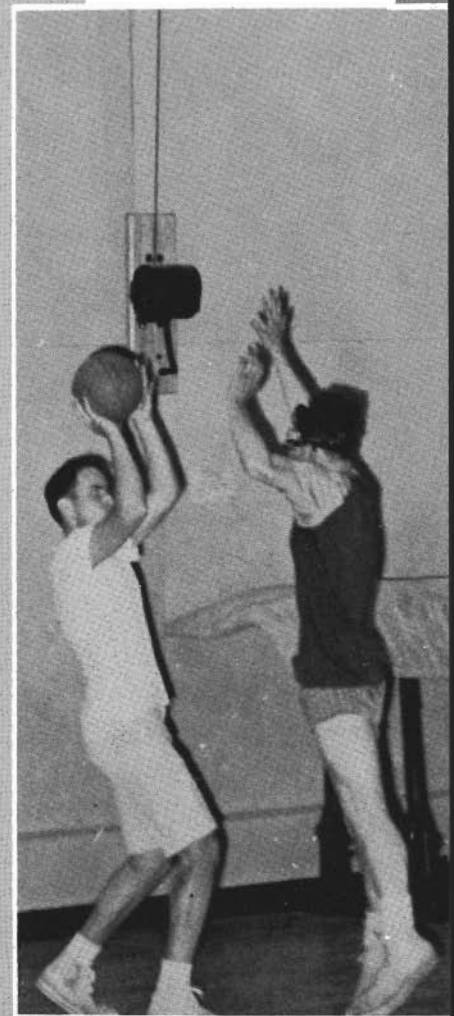
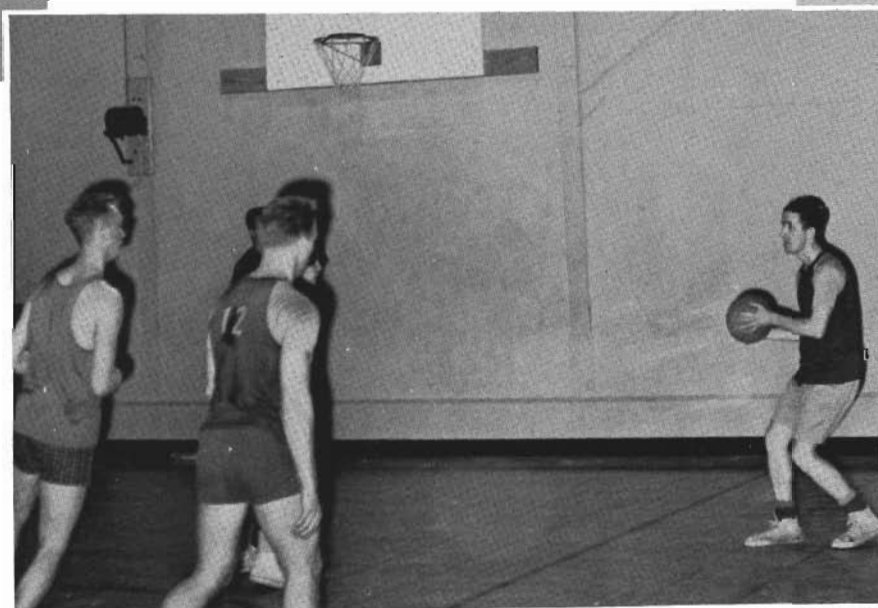


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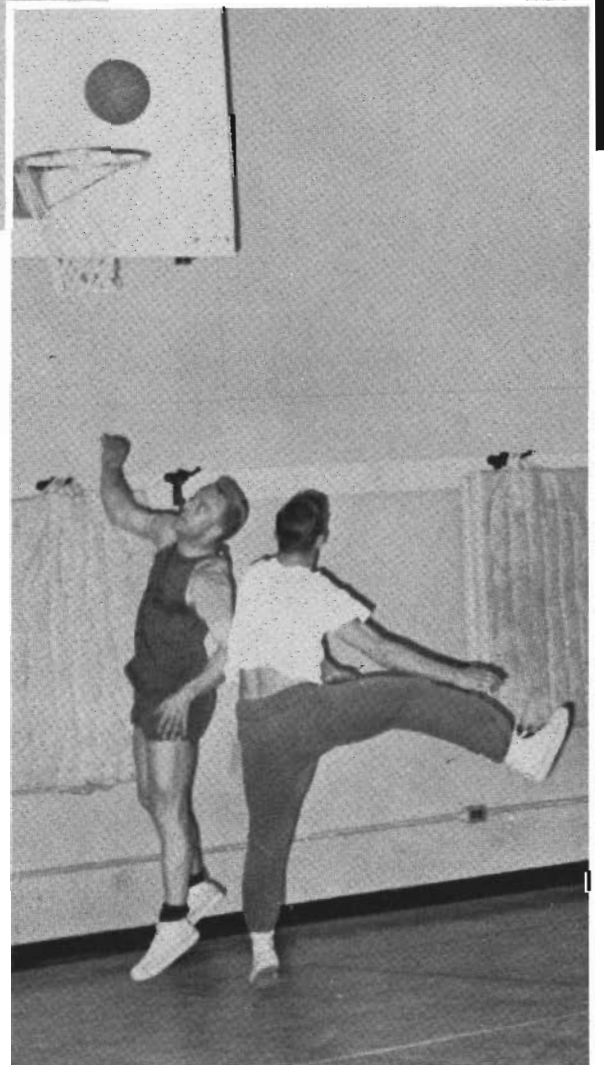




Left to Right—Bottom Row: B. Lacey, T. Hilferty, J. Barry. Middle Row: B. Snizek, Mouzakes, J. Stanko. Top Row: W. Hlinka, E. Wetter, E. Beuel



# BALL





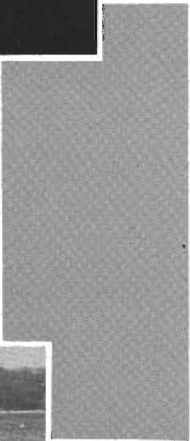
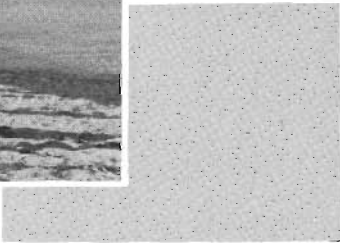
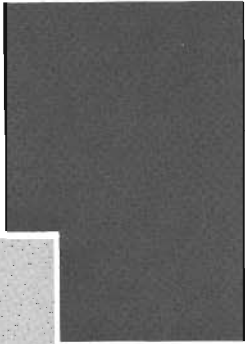
# CREW



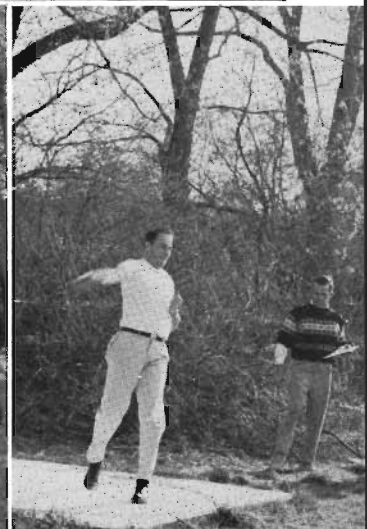
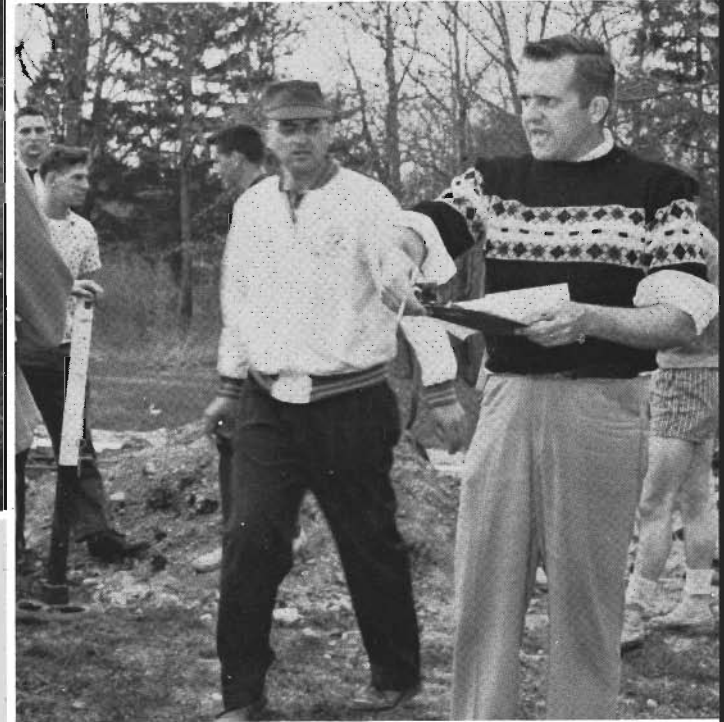
*Left to Right*  
*First Row:* C. Baron, B. Stepleman, B. LaCourse, J. Kelly.  
*Second Row:* B. Pettingill, G. Simmons, B. Marguiles, T. Hajjar.  
*Third Row:* T. Castoldi, M. Davidson.

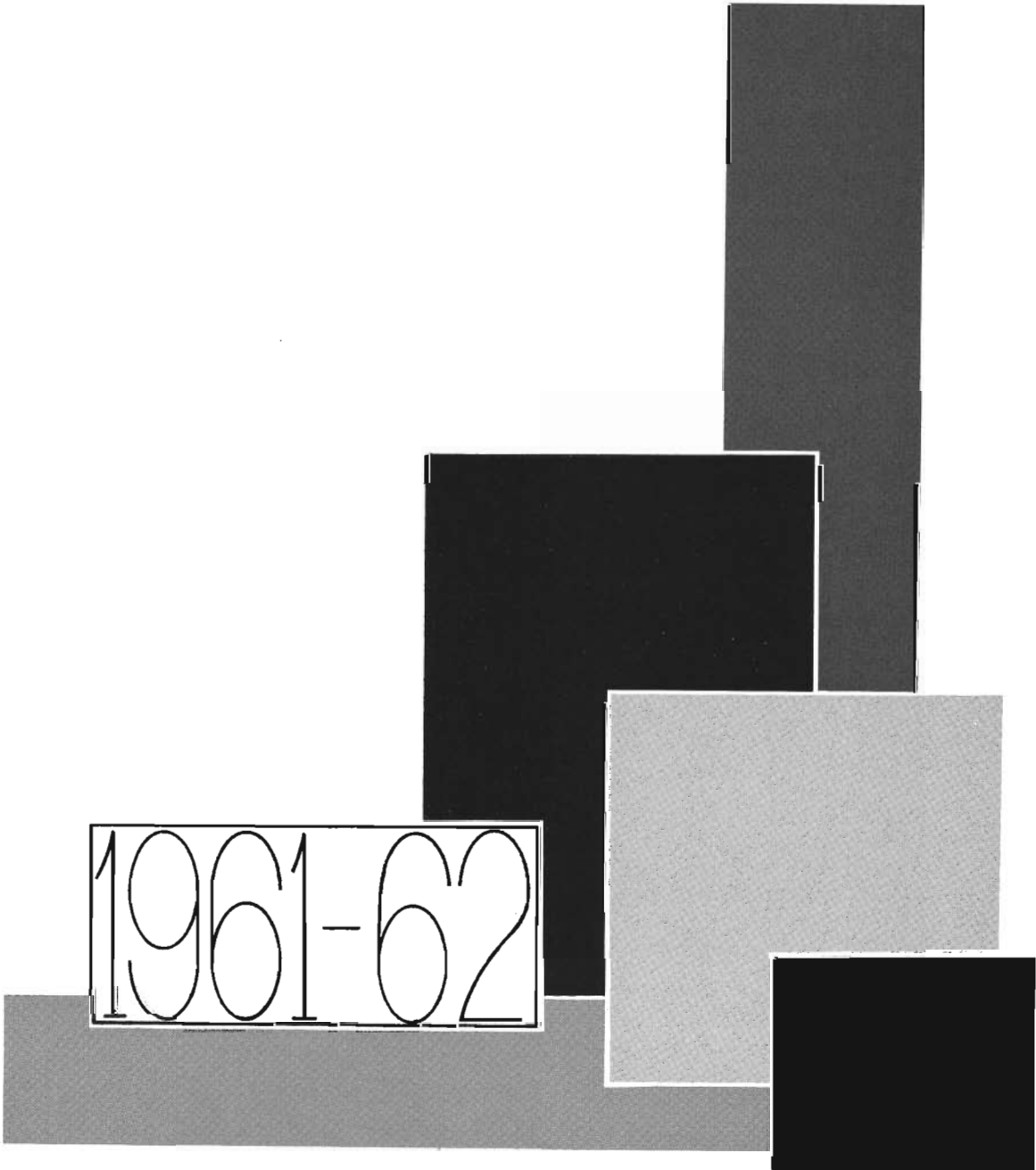






# SOPHOMORE CHALLENGE





1961-62

The image features a series of overlapping geometric shapes in various shades of gray and black. A central white rectangular box contains the text '1961-62' in a stylized, outlined font. The shapes behind it include a large black rectangle, a tall dark gray vertical bar, a medium gray rectangle, and a small black square at the bottom right. The overall composition is minimalist and modern.



September, 1962, being the start of the fifth year of operation for the college, was expected to usher in a routine year, devoid of the "firsts" that had occurred prior to the completion of the first full cycle. With the graduation of the first class in June, we upperclassmen experienced a sense of time passing and of change, previously unknown in the static relationship between the first classes, isolated from the world in our gorgeous Planting Fields. But during the summer the staid curtain surrounding the inner sanctum of the academic community was ruffled publicly by the resignation of several division heads, heralded loudly in the press. Rumors began to circulate about discontent and unexpected changes in the administration and faculty. Thus it was with mixed feelings that the student body prepared to register.

Registration day, postponed by a hurricane, held many surprises. The first shock on arrival was the sight of the athletic field filled with what looked like an entourage of space vehicles, glaring white in the sun, recently alighted from a neighboring planet. The overturned earth, bearing no resemblance to the green turf of the athletic field, attested to the arrival of the domes and a new era of classroom life. Unfortunately, too, the time had come in the life of the college when it had outgrown the familiar decor of the Great Hall as an assembling place, and registration took place in the impersonal, characterless gym. It was upsetting, although inevitable, we supposed, that the Elizabethan give way to the modern.





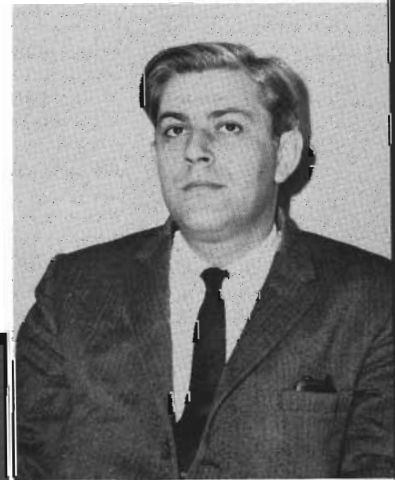


John F. Lee



Thomas F. Irvine

Registration itself brought to light a series of changes. Welcoming addresses to the approximately 575 registering students were delivered by President Lee, seen for the first time by the many who had not attended graduation, by Mr. Gelber, newly appointed acting Dean of the college of Arts and Sciences, and by Dean Irvine of the Engineering School. Conspicuous by their absence were Dean Austill, whose warm greeting had seemed to be a permanent part of the procedure, and Dean Olsen. The semi-annual ordeal was being supervised by Mr. Vinson, who had been transferred from the Library to the administrative post of assistant to the Academic Deans. The process deteriorated from a well-polished beginning to a bottleneck. With the pre-registration schedules having been totally discarded the confused upperclassmen accepted the situation until it was soon apparent that required courses, particularly for Seniors, were in dire conflict. Especially confused were the Liberal Arts majors, who, having first received the distressing news that, although they could graduate, no teaching certificates could be granted, were then informed that teacher certification was possible. Amidst this turmoil a faculty disagreement over this matter came to the surface, without the students being aware of the details. One would almost think that it was the first registration held at the college.




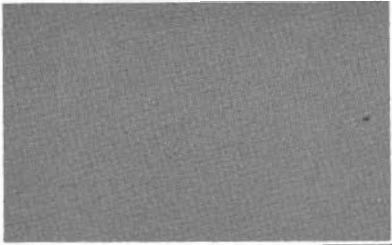
Sidney Gelber

Louis Vinson




Arnold M. Feingold





We upperclassmen were caught up in the bustle of returning, settling back into the dorm, or moving into a new apartment, or just commuting, as well as greeting friends, buying books, appraising the new Freshmen, and discussing the many changes already visible. The year was anticipated with enthusiasm, although a few regrets and reservations lurked in the background.

As in other years an attempt was made to orient the Freshmen; a brief meeting with student leaders was followed by a reception by President Lee at the White House. But, as later became apparent, the incoming class was permitted to absorb little knowledge of student activities and even less of an impression of the character of the student body. The usual tours, luncheons, and square dance were held, but the orientation program was all too brief to give the Freshmen a glimpse of what the college was about.



The academic year was immediately launched with the start of classes. This year the intimate atmosphere of fireplaces, carved woodwork, seminar tables, and elegant bay windows gave way to stark white semi-circular rooms, with one window and a door, and furnished with conventional individual desks. Even topologists tired of the campus' version of a triangulable space! After six months intelligent students and brilliant faculty members were often embarrassed by striding confidently into the wrong one of the semi-circle of domes, or were hesitant about their choice. The stately corridors of Coe Hall were replaced by a sea of mud, and an occasional plank. Pioneering again! "Mind over matter," we are told, yet how could this outdoor wasteland ever be as conducive to good conversation as the familiar corridors of Coe Hall, through which everyone passed. The glaring sun or cold winds dispersed us in all directions.





Even Coe Hall during its conversion into an administration building had its considerable beauty dimmed. The lovely corridor leading to the Great Hall with its many windows on the patio, vaulted ceiling, and chandeliers had been converted into a makeshift office. The Great Hall itself, once the Coe's ballroom and the scene of registration, student meetings, lectures, concerts, dances, listening hours, and chorus practice had its humming activity subdued to the whisper of a reading room. All of the former second floor classrooms were now administrative and faculty offices. Worst of all, thinking that few of us would congregate there in Coe Hall, the powers that be installed a small plaque outside of the Coffee Shop, designating that accustomed meeting place a faculty lounge. Each of these innovations we were forced to accept as the inevitable price of growth and progress, but we did so grudgingly. But now we had a flag.

Classes were in full swing. It took weeks for the scheduled conflicts to be eliminated, but with these slight inconveniences behind us, we approached studying with fresh minds, the usual autumnal enthusiasm, and good intentions. High heels and jackets and ties suddenly became popular with the Seniors as they discarded their casual attire as the price for status as part time high school teachers. The Juniors were becoming more deeply involved in their majors; the Sophomores displaying their new maturity were determined to do better; the Freshmen were experiencing the usual jolt.

The standard courses for each major were again offered, and, as evidence of expansion, many new and varied electives were offered, particularly in the Social Sciences and Humanities. Strangely, the Seniors had little opportunity to elect them since those in the liberal arts were cramming their schedule with courses from one area in order to fulfill the new major requirements, and those in the sciences and math either had to take required courses or had no electives available in their major field. We were second generation guinea pigs, whose schedule of mainly required courses was a function of our being second. Many of us, after three years of struggling, were content to get away with the least amount of effort. However, let underclassmen at this institution stand advised that the fourth year is not a breeze. For most Seniors, it required a last and conscientious effort. There were also occasional satisfactions, and the end was in sight.



At last!

There was again, as in previous years, practically a doubling of Social Science, Humanities, and Math and Science over the summer, and the re-organization of the faculty into departments, many new faculty members had been assembled to head departments and fill staffs. We wondered whether a two member department with an important sounding title was worth the effort. But such are the foibles of academic life and the sophistication with which we had been unfamiliar. Everything could be justified by the growth of our college.

The classes themselves were filled, at least for upperclassmen, with familiar faces, and were conducted as often by new as by old faculty members. There was a predictable distribution of courses, from exciting and challenging to tedious and hardly worthwhile, with a similar rating for instructors. However, in almost every class we upperclassmen noticed a change. As any student of Education 30 or 40 is expertly aware, many factors influence the conduct and atmosphere of a class, seating arrangements included. The new beige plastic desks were new and even had book racks, but they were not as comfortable as the straight chairs and roomy seminar tables. Most discouraging was the necessity of directing one's remarks to the back of a fellow student's head, instead of facing him across the table. The relationship that unified a class, including the instructor, when sitting around the tables was missed in the domes. Some faculty members gave the impression that they preferred the authority and flattered ego that standing at the front of the classroom gave. There seemed to be a campaign afoot, planned or unanticipated, we knew not, to emphasize the role of the professor, his lectures, and his comments, and to decrease the hitherto important role of student discussion. Perhaps the incoming Freshmen, although we strongly doubt it, still wanted to be protected like immature, impressionable children, whose decisions had to be made for them, but after having been encouraged to think for ourselves, exchange reasoned opinions, and make responsible decisions, any sign of a drift toward treating us as dependent, submissive intellectual-incompetents was bound to be met with resentment, if not hostility. The fact that we had been patiently treated like responsible adults, occasionally undeservedly, had more than made up for the inconveniences of being involved in the start of a college. Unfortunately, few Freshmen could comprehend our disrespectful attitude or our grumbling.

It was observable that the summer had produced many changes in the administrative structure and personnel. We students were pleasantly surprised to see Rosemarie Capone of the first graduating class filling the position of Assistant to the Dean of Students and working with student activities. No one could have had a more thorough familiarity with their work. Mr. Frank Conway, Senior Financial Secretary since 1957, had vacated his position in the Business Office and has been replaced by Mr. Charles Cooper. Mr. David Tilley, Director of Admissions, had his staff enlarged by the addition of Mr. Thomas Post and Mr. Robert Birnbaum. In preparation for the giant step in the expansion of the college, the addition of graduate students, plans for graduate courses in several areas were being prepared by Mr. Arnold Feingold, newly appointed Dean of the Graduate School. Thus, together with the recent appointment of Mr. Vinson, and Mr. Miller, who had been appointed assistant to the President last year, we had a number of new administrators. All the earmarks of growth and expansion were visible. There were also signs of tension; rumors flew furiously about dissension in the ranks of faculty and administration. The names of President Lee, Dean Olsen, Dean Austill, and certain of the faculty cropped up, but none of us knew the source or extent of the problem. The atmosphere was tense with these rumors of faculty disagreement and a background of vague student dissatisfaction.





Alfred Miller



Charles K. Cooper



Robert Birnbaum



Thomas Post



David C. Tilley



Leonard K. Olsen



Allen Austill

On Thursday, October 19, news reached the campus of the transfer of Dean Leonard Olsen, Dean of the Faculty, to a position with the Central Administration of the State University in New York City. We were saddened by this news, for, although Dean Olsen had not occupied the spotlight nor had considerable direct contact with students, we had been aware of his direction of and dedication to this new college, which he had largely been responsible for putting into operation. It was surprising that the expansion of the college would not have made his presence all the more valuable.

Then, the rumor of a completely unexpected event was confirmed, and we students were stunned. Dean Austill had been released as Dean of Students by President Lee and had been transferred to the administrative offices in Albany. To us it was inconceivable that the man who had been so enthusiastically devoted to the students, always warm and friendly, and willing to listen to problems and dispense advice could either have been judged inadequate or transferred for no apparent reason in mid-semester. Student leaders decided on a course of action, drawing up a leaflet and signs requesting students to boycott classes as a means of ascertaining why Dean Austill had been fired.

Friday, October 20, witnessed a spectacular first for the college. Motivated by respect and admiration for the man, and by a desire to know the educational philosophy and policy that required his dismissal, the vast majority of the student body boycotted classes. Looking back, we cannot help but be proud of the orderly deliberate fashion in which our demonstration took place; we wanted reasons and discussion. Having decided at a mass meeting to request President Lee to address us, the news that he had declined impelled us to authorize the Executive Committee to make our position and queries known to the administration. Complicating the situation, word was received from the Board of Trustees in Albany stating that the firing of Dean Austill had been unauthorized and was being investigated. A rift was apparent, but its source was carefully concealed. We students, believing this to be an intellectual disagreement, wanted a clarification and discussion of educational philosophy and policy. But, apart from several meetings with the Executive Committee and a number of elegantly evasive statements, no discussions between the student body and administration were held, and we were chastised as impertinent for daring to ask why? A festering sore had been slashed open.







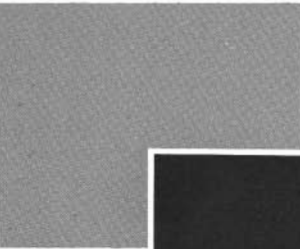
President Thomas H. Hamilton

Newspapers carried headlines about violent faculty dissension, supposedly along the University of Chicago vs President Lee, liberal vs specialization lines. For the third time in its brief history the college was pelted with unfavorable publicity. The effect this time was devastating; a bitter battle was on, mud was being slung, and half-truths were being presented to the public as facts. We students were shocked, disappointed, and disillusioned by the revelation of petty politicking, untruthfulness, evasiveness, bitterness, and self-seeking motivations within the academic community, previously esteemed as beyond reproach. Human nature has a way of encroaching even upon the near divine.

Within two weeks President Lee was removed from office by Albany for a concisely vague reason, Dean Austill remained as Dean of Students, Thomas Hamilton, President of the State University of New York, was appointed temporary President, and Harry W. Porter, Provost of the State University, was made acting Dean. Yet, the real reason why the disagreement between factions of faculty and administration had to result in the dismissal of one man or the other was still unknown to the student body. The damage done to the reputation of the institution and to the morale of its students and faculty by this appalling spectacle was irreparable. We incessantly discussed the events of these weeks, their impact on the future of this institution, and the educational philosophies of liberal vs special somehow involved in the dispute. The total experience of these first two months confirmed the regrets that something unique and valuable had died in the efforts to expand this college. Perhaps we are merely expressing a psychological conservatism and resistance to change, yet, can we all be so incompetent as to be incapable of rationally evaluating our experiences.



Harry W. Porter

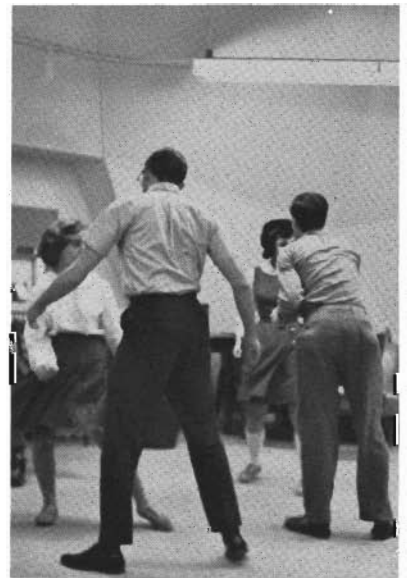
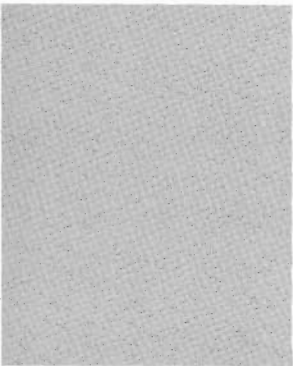


Slowly, emotions cooled and college life fell into a pattern. Activities such as the Baroque Ensemble concert were sponsored by the Music Committee, and the first of the year's many art exhibits graced the walls of the Great Hall. Curtain & Canvas continued to draw the support and enthusiasm of the student body with its visits to museums, concerts, the ballet, and the theatre. The intellectual Council for Political Inquiry launched its lectures with one on Cuba, which was supplemented by comments by new faculty members familiar with the subject. Much interest was aroused by "Reflections," a new STATESMAN feature on educational philosophy to which many members of the faculty contributed.

The social life on campus was given a boost by the Newman Club's annual Fall Dance. The religious club socials, following their meetings, were becoming notorious for their cultivation of the twist. Sports drew the usual enthusiasts for flag football, tennis, volleyball, and basketball. Even as late as December the crew was churning the frigid waters of Oyster Bay.

The Executive Committee busily fulfilled its obligations as representative of the student body during the recent controversy, with the full confidence of the students. The Polity had reached another milestone with the deliberative meeting, complete with a quorum, on a Friday night during the protest. The Executive Committee was also becoming involved in, and fostering an awareness of, the problems facing student activities with the upcoming move to Stony Brook. A minor controversy of its own engulfed the committee when the Chem Club desired to use Polity allocated funds for the entertainment of guest speakers, and club members, beyond the minimum legislated. The persistent struggle became the running battle of the year, complete with coverage by the STATESMAN.

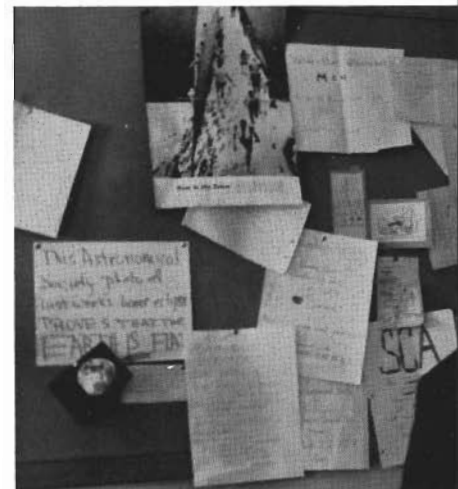
The Freshman elections to the Executive Committee approached, but the enthusiasm that greeted the class meeting and elections was astoundingly low. We upperclassmen were surprised at the lack of usual Freshmen interest and support, especially in view of the role they must play in the move to Stony Brook. Perhaps they had been bewildered by recent events.





The dome patch burst forth into living color with the appearance of yellow, red, and blue tops. Like children playing with blocks we learned to differentiate by color: yellow for classrooms, red for faculty offices, and blue for the bookstore and student lounge. Recently moved from Coe Hall where it had caused long lines of students to snake through the narrow corridor, the bookstore became a shop in the round. The student lounge, furnished with chairs, couches, and vending machines, was occasionally used for meetings, but it was invariably too dirty to attract patronage by upperclassmen. Eventually it became strictly a "Freshman Lounge." As an inducement to exercise, even in the cold weather, the mailroom facilities remained at Coe Hall, and dorm students trudged up there daily for a possible handout from Mac. The cafeteria, with its constant bustle, became the center of between and after-class activity. Its walls were pock-marked with posters, and its bulletin boards were crammed with information. However, communication was slow and bad, especially for those who did not frequent the cafeteria. That outdoor bulletin board would have helped. It began to be noticeable that the cafeteria was witnessing a new phenomenon, a division of the house according to class. But we began to recognize Freshmen and socialize with them, and some of them even joined the "we."

Occasional complaints about bookstore prices and practices were reinforced by a few constantly agitating students, and the issue was covered by the STATESMAN. The only perceptible result was the resignation of Mrs. Ray from the bookstore and from her position as Resident Head of the Girls' Dorm. This later position was then filled by Ro Capone. Earlier Mr. Parenti had replaced Mr. Rodin as head of the Men's Dorm. Many students lived in houses and apartments in near-by Bayville. Hilltop became the mecca for the gang and Joe's was selected as the place to meet for afternoon and evening recreation. The Pine still fed many hungry dorm students regularly.





Miss Rosemarie Capone

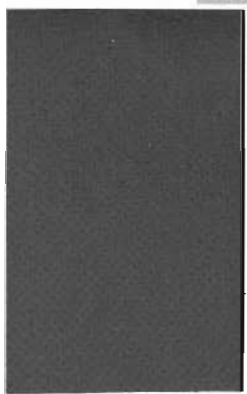
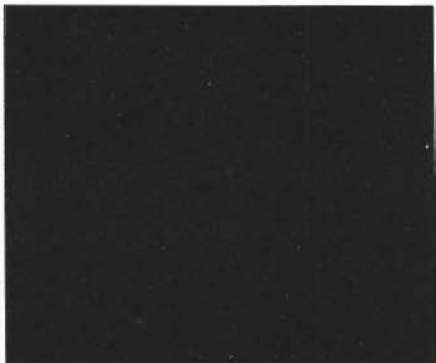


As the cold weather made the domes either stifling or freezing, the holiday season approached, but spirits rose little. The religious clubs once again cooperated to present the Yuletide Ball, 3rd Annual, held in Coe Hall, the only place for Yule atmosphere. However, the Christmas party was held in the gym. We were frankly disappointed in the lack of ingenuity displayed by the Christmas pranksters. Had this enjoyable diversion disappeared too?

Christmas vacation was greeted with customary delight and unheeded resolutions about catching up with studies. It was followed by that dirth of activities that usually precedes exams. Our normally industrious student body engaged in the time honored, unavoidable effort of cramming. January exams stumbled upon us, or vice versa. Many of us were surprised at the fact that in some courses different sections of the same course were being given different tests and had, in some cases, covered different material. Had cooperation even left the area of course material preparation. Jolted, relieved, frustrated, and hoping we went home for a mid-winter break.








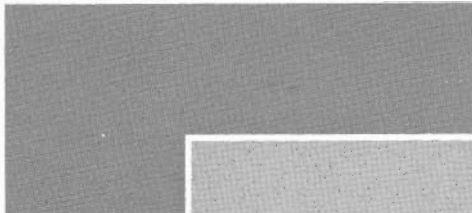
The second semester began with registration for those who had to change sections or majors, and for upperclassmen with one semester courses. And grades were released. For some upperclassmen graduation had to be postponed and the five year plan invoked. The Freshmen produced the greatest surprise when word spread that nearly half the class was on probation. Perhaps their claims earlier in the year about upperclassmen being super-serious bookworms were a portent of their academic future. We had learned the hard way that it takes more than fun and socializing or a good memory to stay above water at this institution. Even the summer had not changed that. Their first lesson had been offered.

The Executive Committee, too, fell victim to probation and special winter elections had to be held for the Frosh and Sophs. It was a great disappointment to many, especially the Seniors, to witness the lack of interest displayed by the Freshmen. The response was meagre and the Election Board with its ad hoc decisions was partially responsible for electing a candidate who well reflected the interest of his class.

An even more serious problem was the inability of the Junior class to cough up any leaders willing to take the responsibility for running student organizations and activities. Were the organizations destined to graduate with the Senior class? The prospects of the immense problems offered by the big move and a split campus situation required willing capable leaders to face them. Considering the total situation, it is not remarkable that the Seniors openly confessed that they would be happy to miss the fall.

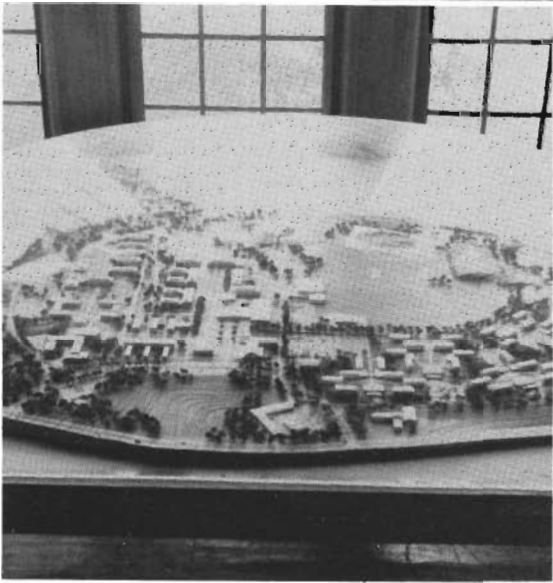
More consideration and attention was given to the "move" by the Executive Committee and the student body when the announcement was made that tentative plans called for a split campus with commuting Biology majors and part of the incoming Freshmen at this campus. Pleasant prospect! Photographic excursions to Stony Brook revealed a muddy field of skeletons and half enclosed buildings, but progress. The model in Coe Hall looked charming, but it would take years.

Announcement was also made that Graduate courses in Physics, Chemistry, Thermal Sciences and Fluid Mechanics would be offered at Stony Brook in the Fall. The STATESMAN carried many announcements of grants and awards to the faculty in Chem, Bio, Physics, and the Social Sciences, and of the accomplishments and works in Music and Literature. Mr. Weltsch, the Librarian, had an expanded staff to prepare for the moving of the Library's many volumes. News was also released about the start of a computational center with digital and analog computers and plans for computer courses for faculty and students. Eventually computers would be made available to students as well as faculty. What a boon to the empirical scientist!

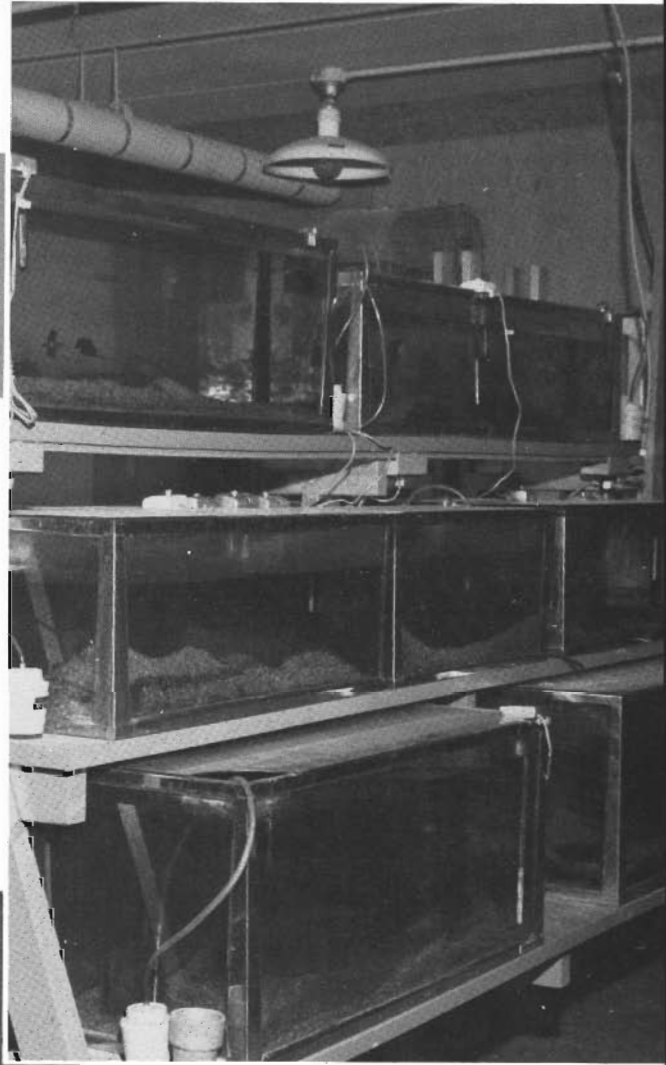




Ruben E. Weltsch



Stony Brook 19—

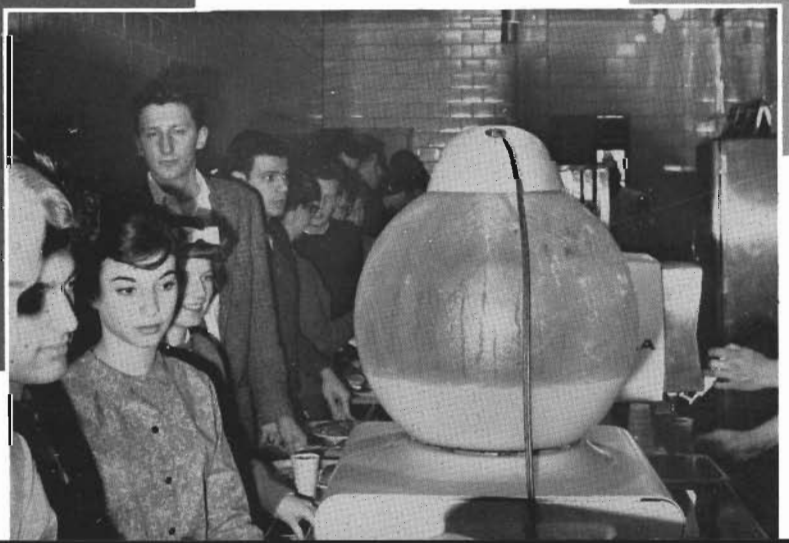


The Seniors were also becoming involved in plans for the future, sending applications to graduate schools or high schools for faculty positions. The results were awaited with interest and concern by others as well as the students themselves. What kind of an impression did this institution and its students make on the world? The multipaged, carbon-copied placement folder was being typed by the more ambitious.

A variety of activities were being offered. The Music Committee presented a concert by a pianist and cellist, whose selections were taken from Beethoven, Stravinsky, and Ravel, and who were well received by the student body. Their follow-up was a slightly less accomplished group of folk singers, featuring an "alumnus" of the Senior Class. C&C sponsored an excursion to see Ibsen's *Ghosts* and brought three quite way out one act plays to campus, performed by a theatre group in the gym. The performance failed to equal previous standards of quality or attendance. The active Council, the prestige organization, presented a lecture by a member of the controversial Civil Liberties Union, which was well attended and involved entertaining exchanges between students, faculty, and speaker. A series of offbeat movies were aired by the Movie Committee in the lecture dome, whose warmer and smaller interior replaced the extremely bad acoustics of the cafeteria.

The inexperienced basketball team was trying hard, and had their valiant efforts unrewarded. The crew were biding their time and hoping that they would be permitted to purchase their barge. A few surprised upperclassmen on their way to inspect it found that they could not afford the time to visit Hoboken, which Mr. Von Mechow, Director of Athletics, revealed to be its mooring place. Fencing was becoming a popular pastime. Student-Faculty volleyball games and socials at the Pine became a favorite winter sport.

Dorm life continued to center around the dorm lounges and, for those who preferred mixed company, the cafeteria. Mrs. Grace, in addition to checking the girls in and out, was the official go-between for some of the budding romances, to which attempts to get messages into the dorm sometimes presented a problem.





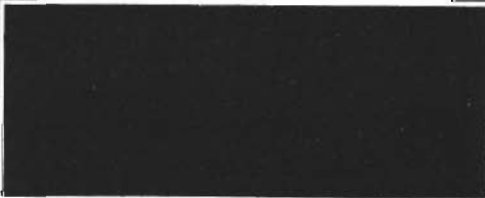
A large audience listens to a guest lecturer obtained by the Council.



Mrs. Grace is prepared to check her girls in and out.



Henry A. Von Mechow  
Director of Physical  
Education



Spurred on by the dorm students, who were most adversely affected, we saw our growing complaints about Slater's food crystallize into a campaign via a petition, circulated by a food committee. Slater Food Service was forced to listen to the outcry and attempts were made to improve the the quality of the food, the variety offered, and the service, and to lengthen breakfast hours. With inspectors on the prowl, and the food committee vigilant, conditions improved for a while. Was the food questionnaire responsible for the pizza?

Concern for food was equalled by concern for legal tender and Mr. Ginsburg of the Business Office was bombarded with questions and protests about late scholarship checks from penniless students. Complaints were also voiced about Nurse Jean Varricchio's move to new quarters in the White House, occasioning long walks and longer waits. Our safety, however, was being diligently cared for by the safety officer. But we had to pay a dollar per ticket and up to be safe! Pity the poor unfortunates stuck in Parking Lot D.

The approach of Spring was marked by the announcement of the resignation of Mrs. Claire Shepard, Registrar of the college for the last four years, who had sympathetically listened to our pleas for section changes and had gotten out our urgent transcripts. Another unexpected change. The student community was saddened by the news of Dean Austill's leave of absence, effective in March. He was to serve as a Ford Foundation Consultant on education, with former Dean Olsen, in preparation for the establishment of a university in Jordan. We recognized both the opportunity this presented and the situation he was leaving, but, although his presence had been felt less in recent months, he would be deeply missed. The Seniors were badly disappointed that this man with whom they had worked so closely and who had meant so much to their education and activities would not be present for their graduation.



Mr. Milton Ginsburg



Miss Jean Varricchio



The White House





No parking here!



Mrs. Sheppard



Dean Austill



J.S.O. prepares the atmosphere for the Sadie Hawkins Dance.



The onset of Spring is honored by appreciative students.

The results of some original research are prominently posted for the benefit of the community.

This Astronomical Society photo of last week's lunar eclipse PROVES THAT THE EARTH IS FLAT



THE SHADOW CAST BY THE EARTH ON THE MOON DURING THE LUNAR ECLIPSE IS ALWAYS A CURVED LINE. THIS IS PROOF THAT THE EARTH IS ROUND.

NEWSPAPER COMMUNITY BREAKFAST  
SUN. APRIL 9.45 MISS-

Although not a leap year, J.S.O. gave frustrated females a chance with its third annual Sadie Hawkins Dance. Even they needed prodding and a big sales promotion. The student art contest also received little support, but the postponed deadline eventually yielded a number of contestants. The Radio Club was instituted and began its bi-monthly trips to the Executive Committee meetings for equipment money. The Astronomical Society, Physical Society, and Chem Club had vigorous scientific support. The Yearbook had a constitution, and the staff set up shop in the lounge of the girls' dorm. Two busy photographers began systematically roving the campus, and the Seniors tried to verbalize what education at this college had been like. The Council drew a huge crowd for its lecture by a Communist, including many zealous citizens, worried that we naive students might succumb to the wiles of the clever man. Without their aid, we managed by astute questions and comments to undo this ineffective spokesman whose overt appeals to students were most obvious. Unwittingly the Newman Club became involved in a controversy with the local Birch Society representative, who dragged the group and the college into the press again.

Spring vacation approached and we patiently awaited the arrival of Spring itself. Its first herald was the start of regular Saturday crew races for which the crew had long been practicing. Tennis also began to attract enthusiasts. Sudden unexpected warm weather made Spring fever take hold like an epidemic. The dorm girls sunned themselves on the lawns, and the picnic table and courtyard wall became favorite haunts, complete with stereo. The campus came alive; the dogwoods, fruit trees, and azaleas all burst forth at the same time in a riot of color.

Seniors became aware of the nearness of graduation and leaving the college. With unpredictable lack of enthusiasm, the Senior dance drew three couples, but extremely vocal friendship was at an all time high, as such significant items as "the way things are" were discussed. The Coe Hall Coffee Shop had again become a coffee shop. Graduate school acceptances, fellowships, and assistantships began to pour in, as did offers for teaching positions. Princeton, Brandeis, Brown, Michigan, Maryland and others will see our graduates next year as will many Long Island school districts. With typical deliberation, the problem of a class gift was attacked, resulting in three suggestions, an art object, charity, and a scholarship fund. After vehement discussion and a ballot, the latter won by three votes, and with approximately \$150 to its credit. From a tiny acorn a mighty oak . . .

Elections occupied considerable attention, engendered enthusiasm, and revealed a wide range of attitudes among the candidates. Many were discontented with the Polity and the small Executive Committee; some wanted representatives instead of individuals who exercise their individual judgements; few were justified in basing their opinions solely on this unusual year's performance. The less spirited meetings were a reflection of student interest, and many forgot the capable leadership provided by the Executive Committee during the events of the Fall. The election resulted in an upset for Moderator, with many inexperienced members being elected, including three officers. Some of the new members watched the approval of the budget, which involved few cries of "what is the value of that activity?" or "that costs too much." Athletics was not even challenged. Next year should prove quite interesting.





Russian Class absorbs Russian and then some.

It was quite a musical Spring. The college Chamber Singers, formerly the Chorus, performed for May Open House, along with the Recorder Group. Mr. Nemiroff's composition was performed at the college for the first time. The Madrigal Society, the rival Chorus, filled the coffee shop with their harmonies. The annual excursion to Stratford was made by C & C, where *Henry IV* was the offering. We were intrigued at the prospect of having a "happening" on campus. "Science and Society" was the topic of the last of the Council's lectures, involving Mr. Eisenbud and Mr. Nelson. It drew an interested, talkative crowd, and provided a good review for I.D.S.

Changes continued to be made. A new assistant to the President, Mr. E. J. Cappello, was assigned the task of coordinating the move to Stony Brook, and would occupy Dean Austill's office. But the familiar face at the desk outside had left; Flip (Miss McMahon) would no longer be there for favors or information.

The last few days of classes, including several held outdoors, were necessarily busy with overdue papers, catching up, and preparing for finals. Just before the end, the faculty had a meeting, and apparently few of the hostilities had died, for, as recently brought to light in a newspaper article, the bitterness and lack of cooperation were overwhelming; the crisis in the Math department offers a prime example. News filtered down to us about changes in course requirements for Liberal Arts majors, about eventual elimination of unlimited cuts and of smoking in class, and other changes for the following year. We avidly discussed the meaning of the changes and the philosophies behind them. Cognizant of the possibilities of the new trend, the Seniors agreed that they had had a good education.

Finals lasted nearly two weeks, through heat in the gym and the domes. For most the last exam meant a temporary relief from the pressure and then a new pioneering effort at Stony Brook in the Fall, but for the Seniors it meant the end. The Spring Formal came off well with the usual and beautiful fountains, pools, gardens, and gaily decorated rooms of Coe Hall. It was principally due to the generous Sophomores who spurred on the unambitious Freshmen. On Saturday Center Island Beach was the scene of the Senior picnic, but not everyone attended.

Graduation occurred on Sunday; it was a brief, impersonal ceremony performed for the benefit of parents, relatives and friends. It failed to rain, as long expected. The crowd assembled on the lawn saw 68 Seniors graduate, 12 receiving the degree of Bachelor of Arts; 8, the Bachelor of Engineering Science; and 48, the Bachelor of Science. The second class graduated, the year ended, and perhaps something else as well . . . Seniors had the feeling that the college they attended would no longer be there to be pointed at and could never be revisited. It had changed its name, or moved away, or been destroyed, or something.

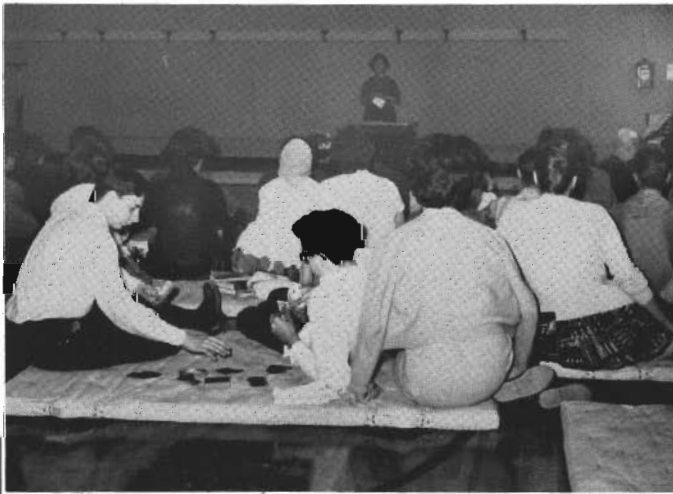


The Madrigal Society performs under the direction of Mr. Erk.



Mr. Bialoski rehearses the Chamber Singers in the annex.





Interested students hear the candidates speak.

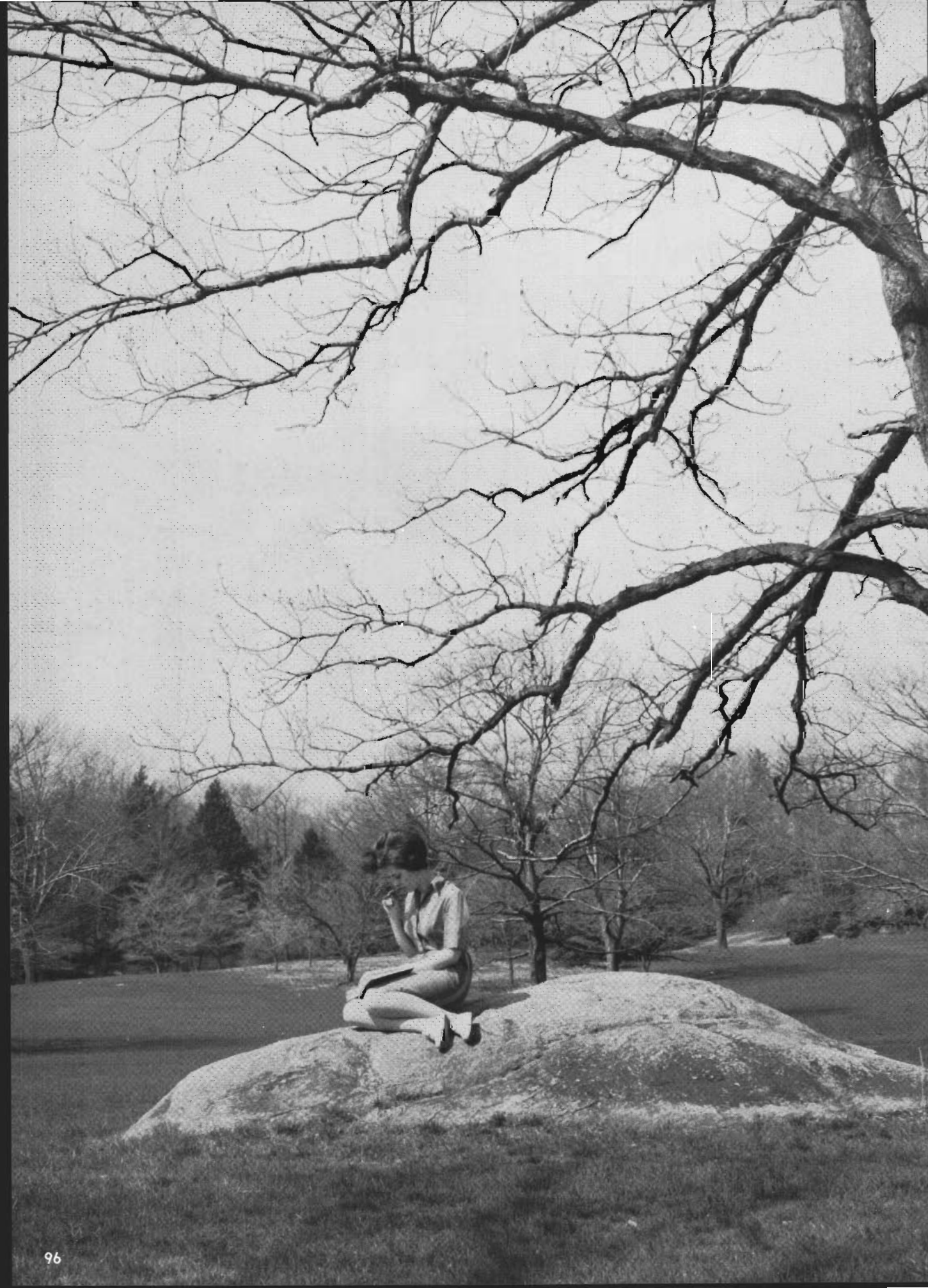


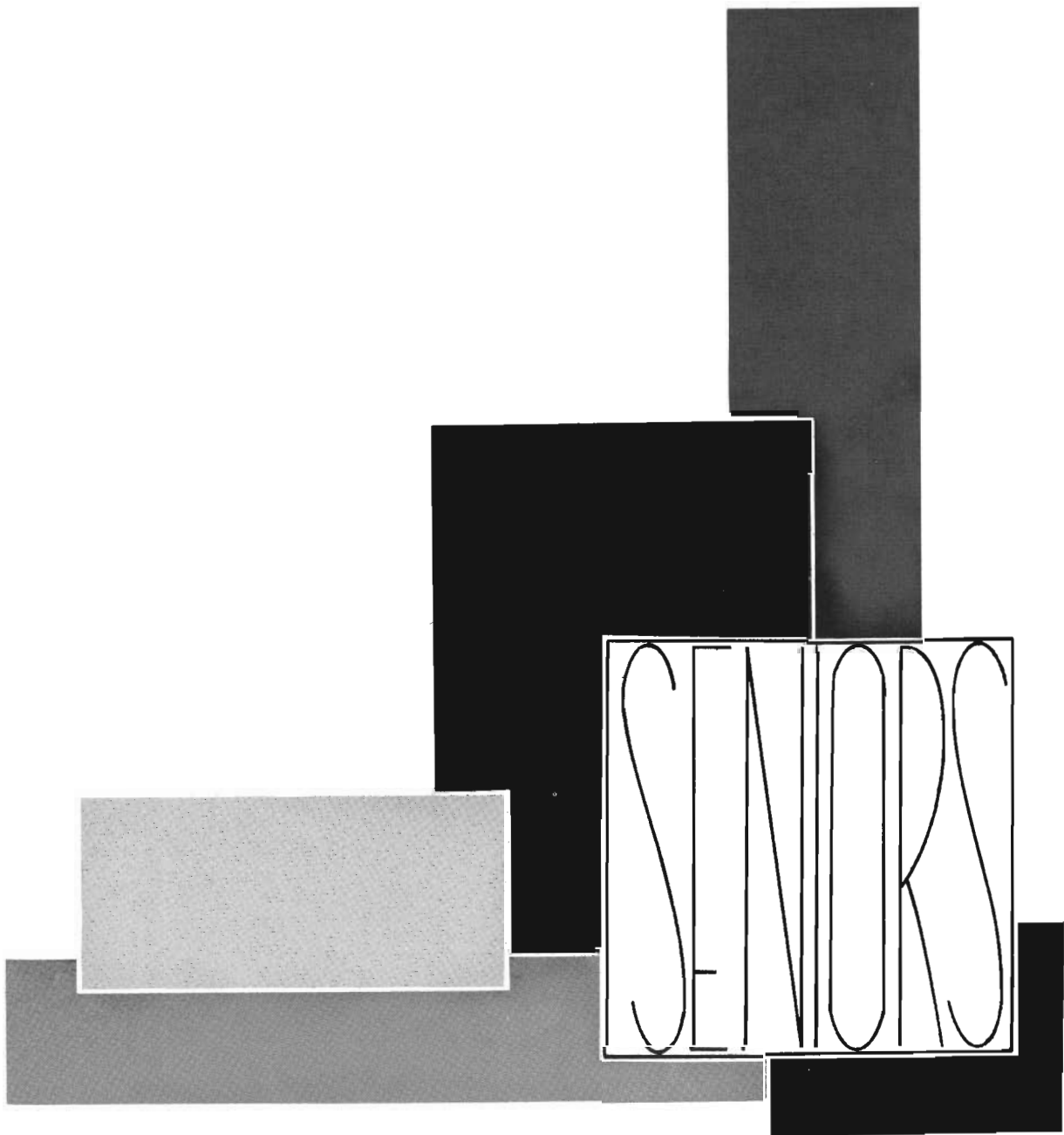
"Flip"—Miss McMahon



Mr. Eisenbud presents some ideas about "Science and Society"

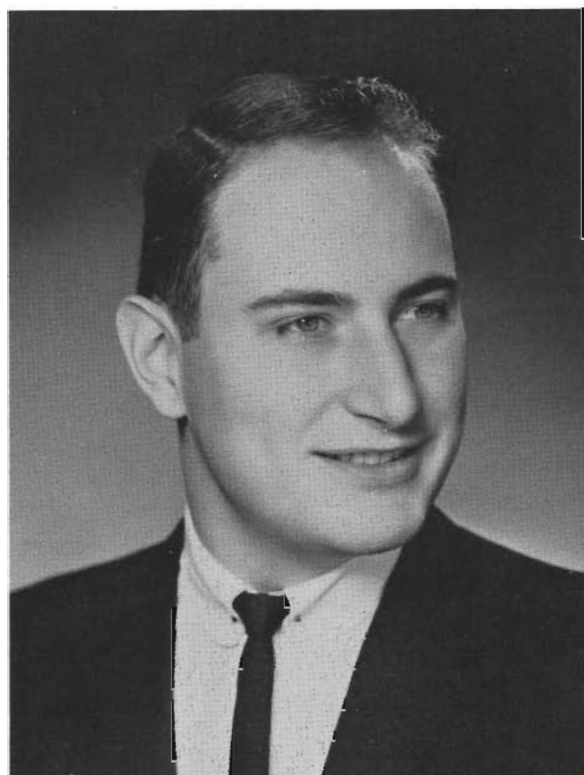








MURIEL BENTER  
B.S. MATHEMATICS



EDWARD G. BEUEL  
B.S. ENGINEERING

BARBARA BLACKER  
B.S. MATHEMATICS

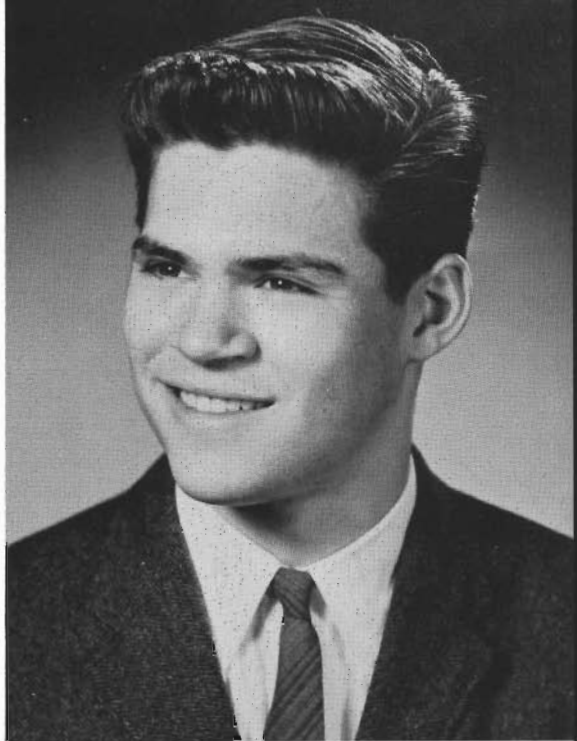


JOHN J. CHAPTER  
B.S. ENGINEERING



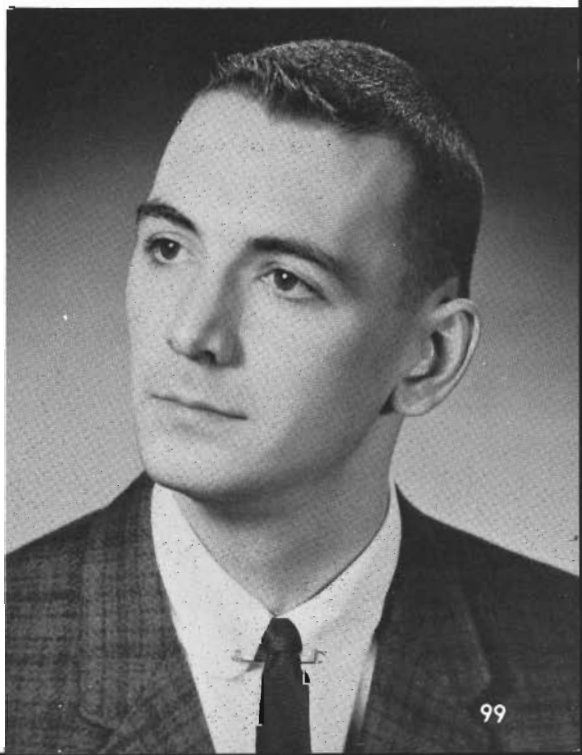
DENNIS P. COLEMAN  
B.S. ENGINEERING

JOHN J. DONADY  
B.S. BIOLOGY



MICHAEL DAVIDSON  
B.S. MATHEMATICS

GEORGE W. EISENLAU  
B.S. MATHEMATICS





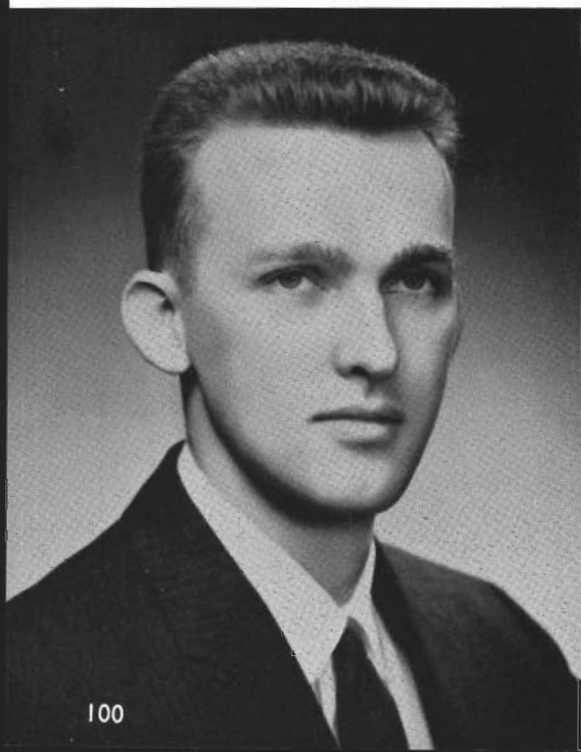
MARION A. EISENSTEIN  
B.S. MATHEMATICS



WARREN ENGELKE  
B.S. CHEMISTRY

MARY A. FEDOROFF  
B.S. BIOLOGY

EDWARD FARNWORTH  
B.S. BIOLOGY







MADELEINE FISCHER  
B.S. BIOLOGY

PATRICIA M. GLENN  
B.S. MATHEMATICS



LOIS GINSBERG  
B.S. MATHEMATICS

GEORGE GURNEY  
B.S. PHYSICAL SCIENCE





PHILIP T. HARSHA  
B.S. ENGINEERING

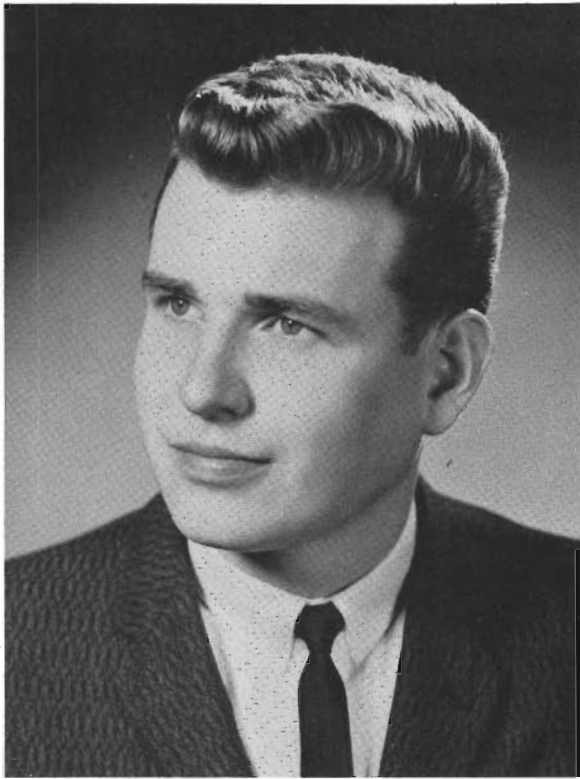


NINA R. HAUG  
B.A. ENGLISH

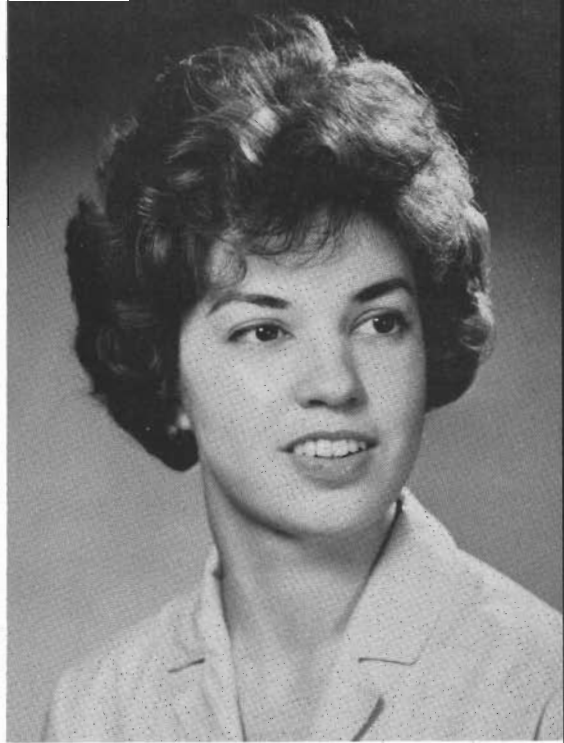
HERBERT JAMISON  
B.S. MATHEMATICS

FLORENCE A. HERSHBERGER  
B.S. BIOLOGY





ROBERT JEDLICKA  
B.S. ENGINEERING



JOY JOHNSON  
B.S. MATHEMATICS

ELSIE TREMEL KARL  
B.S. BIOLOGY



ALAN KATZ  
B.S. PHYSICS





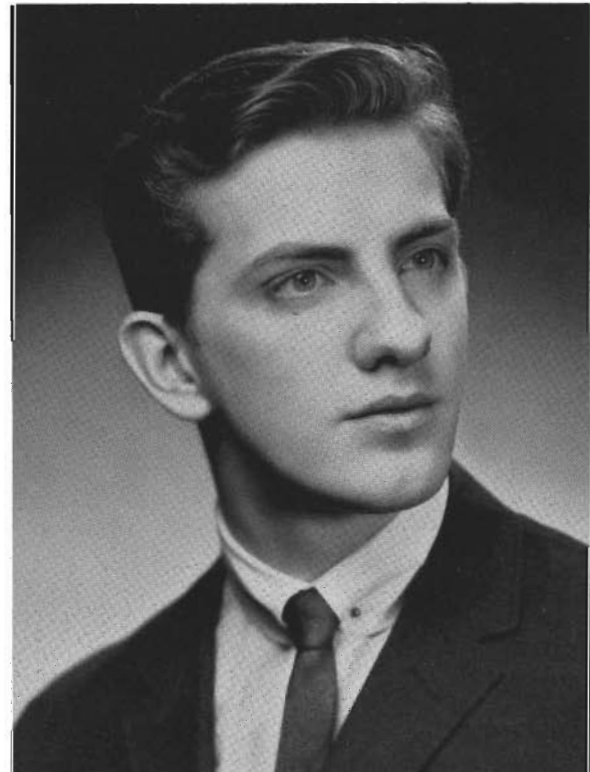
EUGENE KEEGAN  
B.A. HISTORY

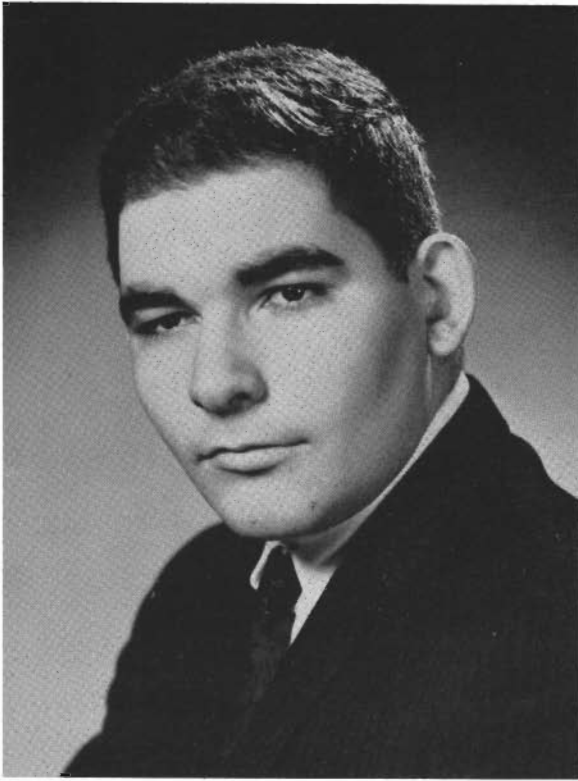


JAMES J. KELLY  
B.S. PHYSICAL SCIENCE

ERIC KNUFFKE  
B.S. BIOLOGY

BRIAN J. KIEFER  
B.S. PHYSICAL SCIENCE





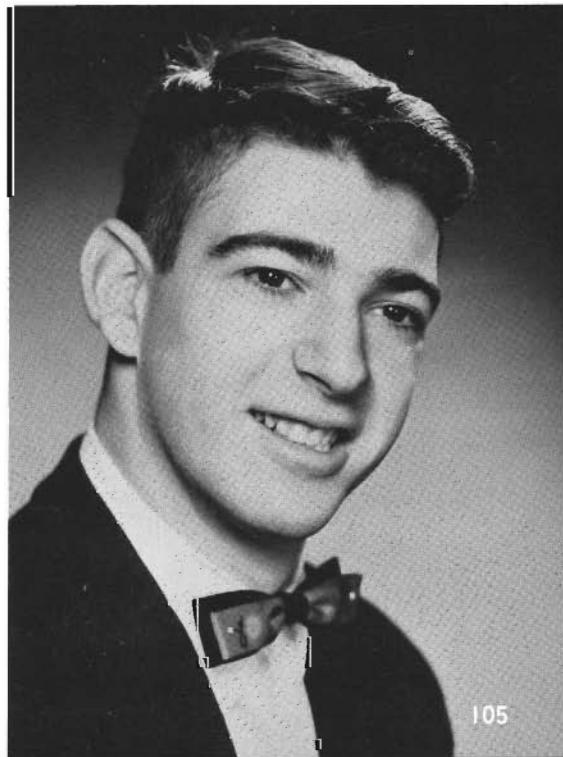
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B.A. HISTORY

CAROL KUNCZE  
B.A. HISTORY



BARBARA KOZAKIEWICZ  
B.S. MATHEMATICS

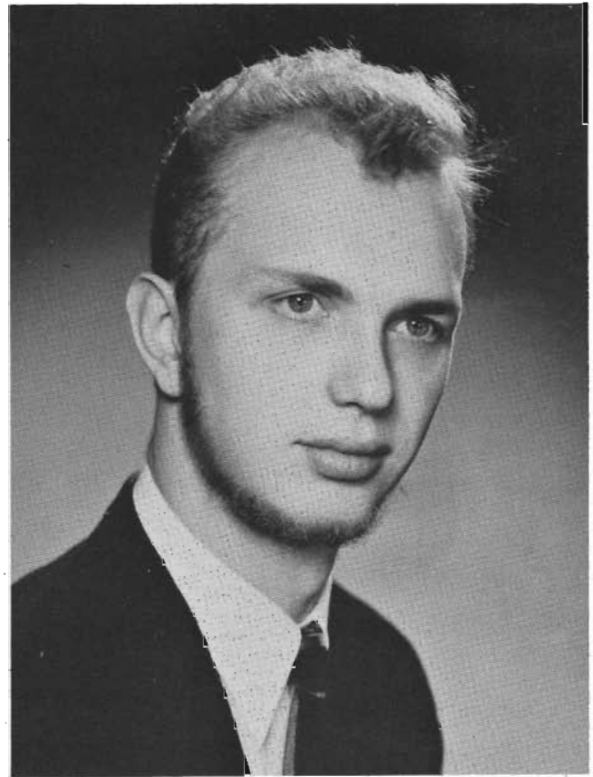
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B.S. PHYSICS







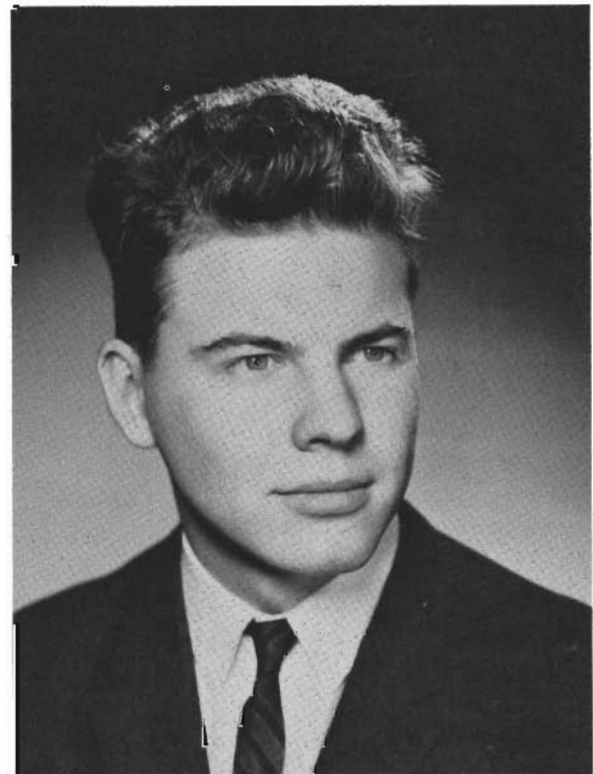
GERARD LEVINE  
B.A. HISTORY



HENRY S. LIERS  
B.S. PHYSICS

KENNETH LOTTER  
B.S. MATHEMATICS

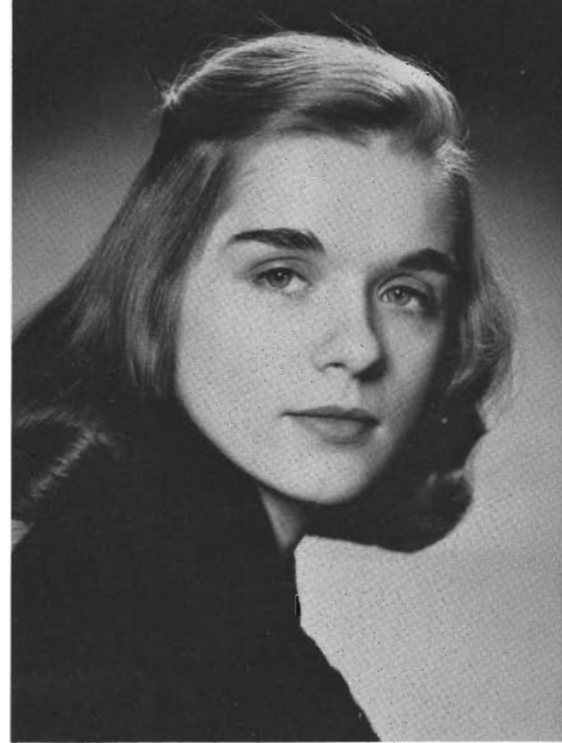
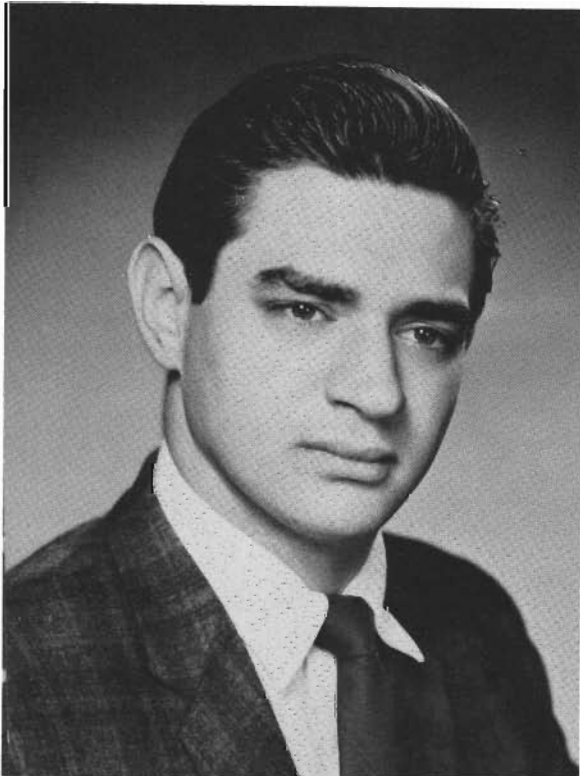
QUINTEN T. LONSKE  
B.S. PHYSICAL SCIENCE





JOHN LUSSI  
B.S. ENGINEERING

WILLIAM MARGULIES  
B.S. MATHEMATICS



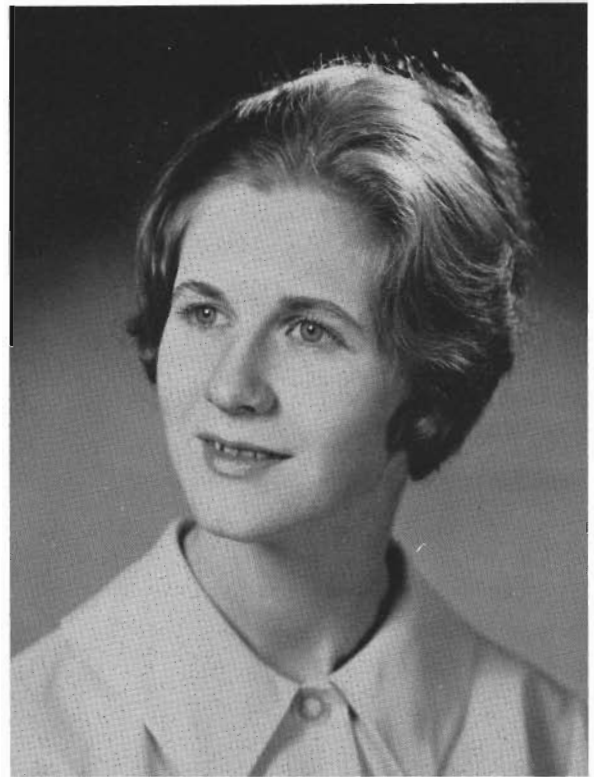
MARY ELLEN MARAIA  
B.A. HISTORY

BURTON W. MARKS  
B.S. PHYSICS





MURIEL MAUSSNER  
B.A. ENGLISH

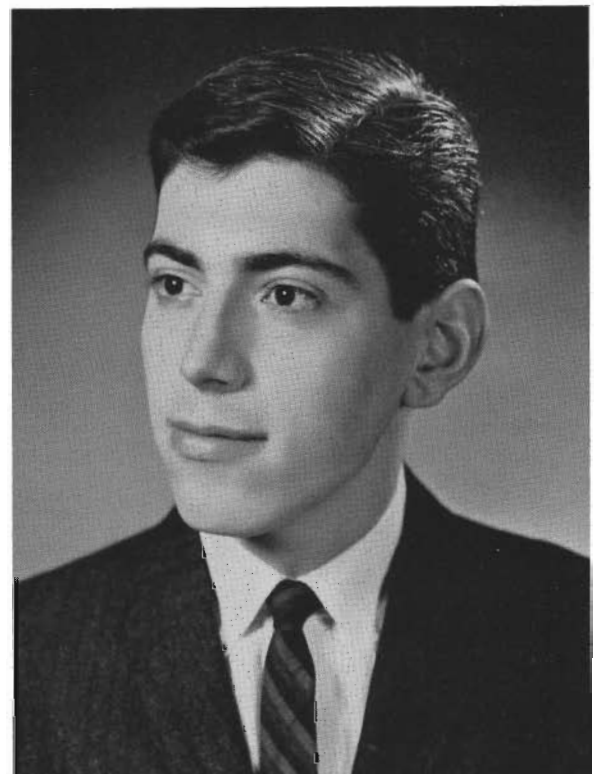


CORNELIA McCORMACK  
B.S. MATHEMATICS

ANN L. MEILINGER  
B.S. MATHEMATICS



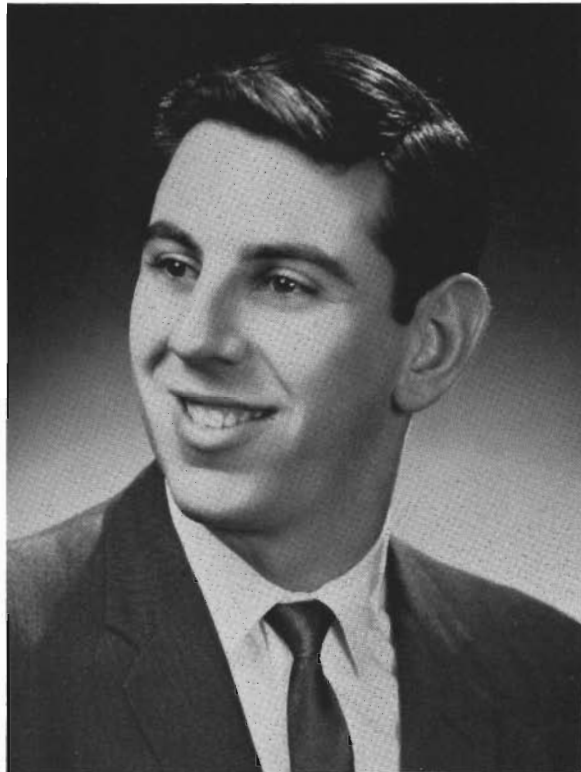
ALBERT MESSINA  
B.A. ENGLISH





CAROL A. METZ  
B.A. HISTORY

MELVYN MORRIS  
B.S. BIOLOGY



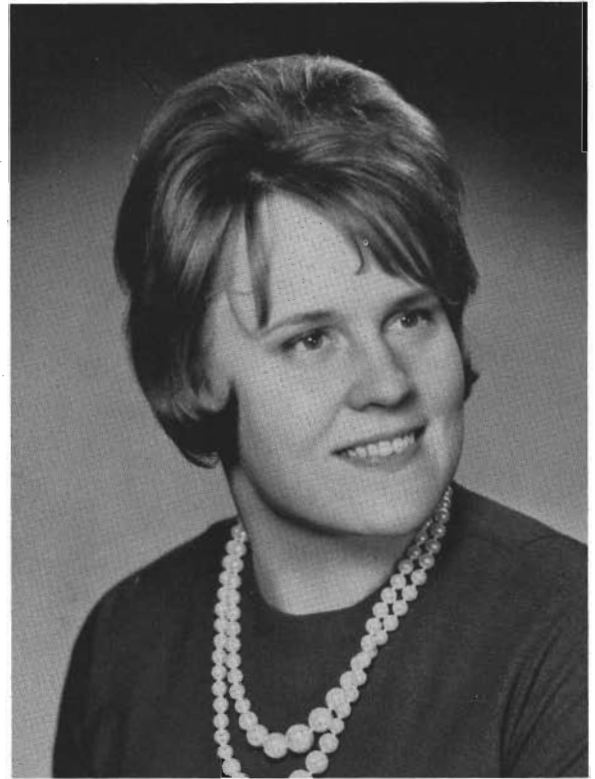
MARYANN MILLS  
B.A. ENGLISH

ELEANOR MOSKOWITZ  
B.A. ENGLISH





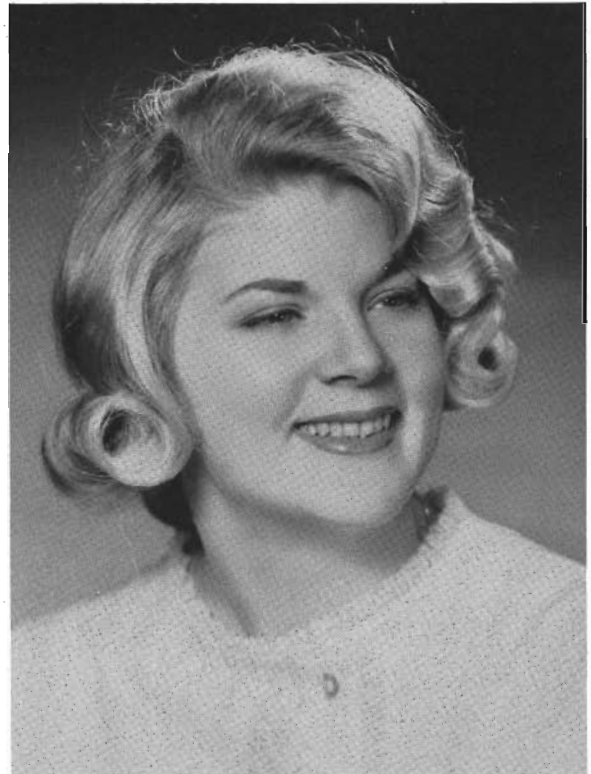
JOHN A. NAGLE  
B.A. PHILOSOPHY



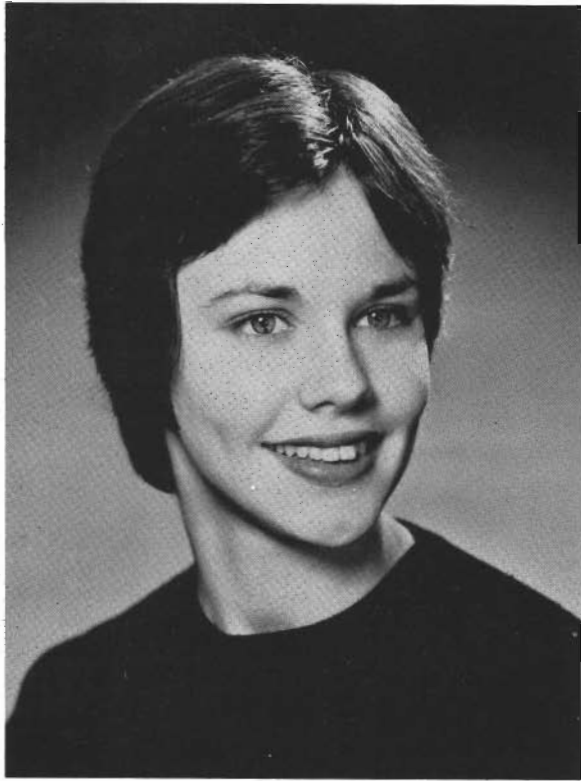
VIRGINIA A. NELSON  
B.S. PHYSICAL SCIENCE

KATHLEEN O'NEILL  
B.S. MATHEMATICS

CAROL A. OKVIST  
B.S. BIOLOGY

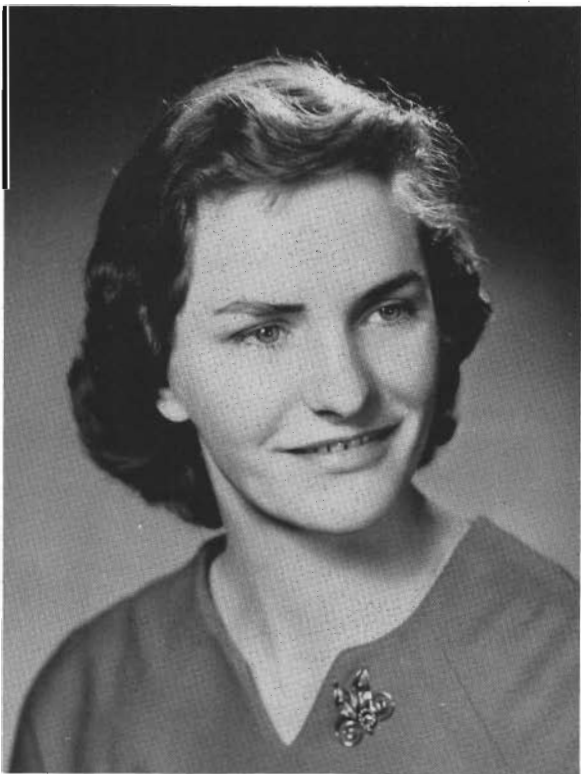






JUDITH GORDON PALDY  
B.S. BIOLOGY

JUDITH PATCHELL  
B.A. HISTORY



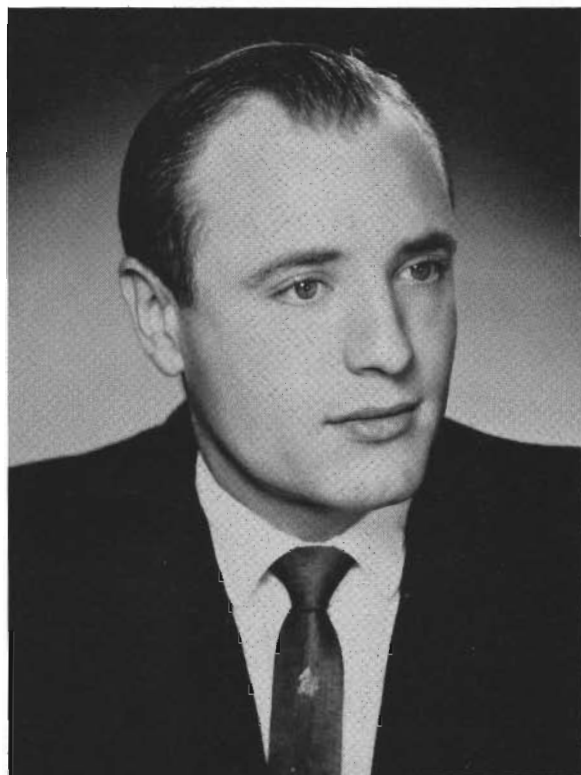
LESTER G. PALDY  
B.S. PHYSICAL SCIENCE

LARRY PAUL  
B.S. PHYSICS





RICHARD PAV  
B.S. PHYSICAL SCIENCE



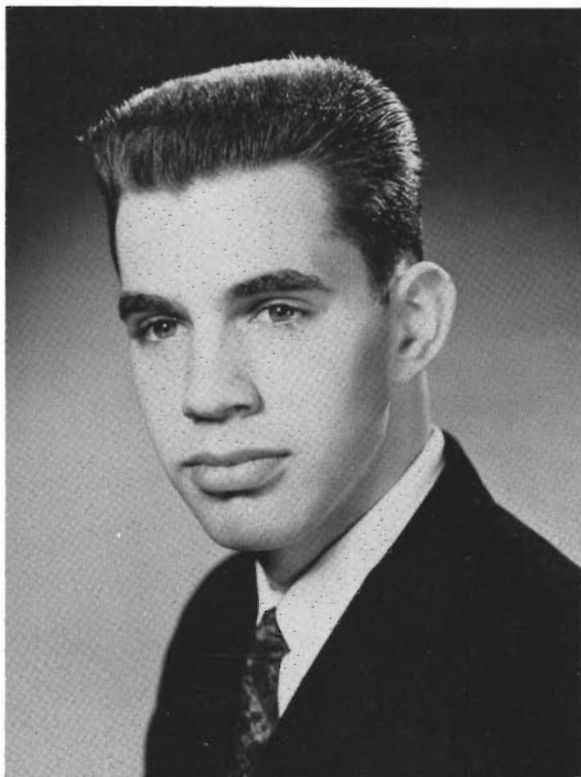
RICHARD POUPARD  
B.S. ENGINEERING SCIENCE

MARSHA DAVIS PRINCE  
B.S. BIOLOGY



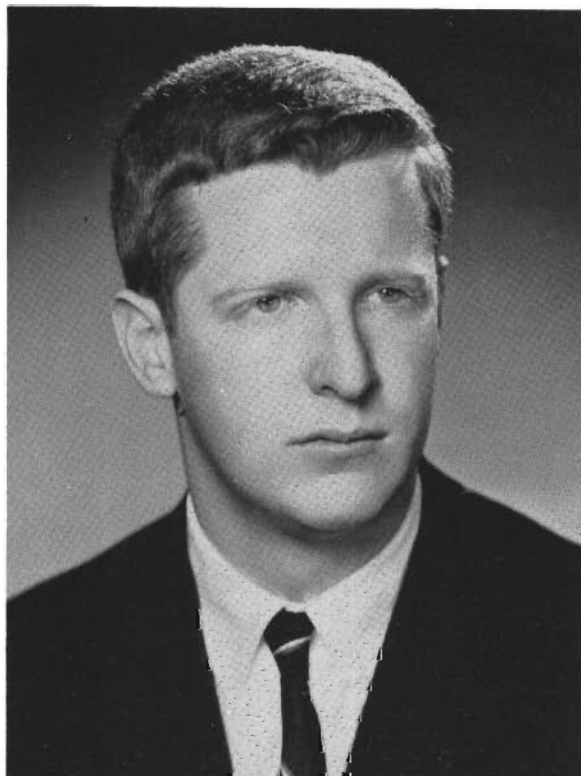
LORRAINE M. REICH  
B.A. SOCIOLOGY





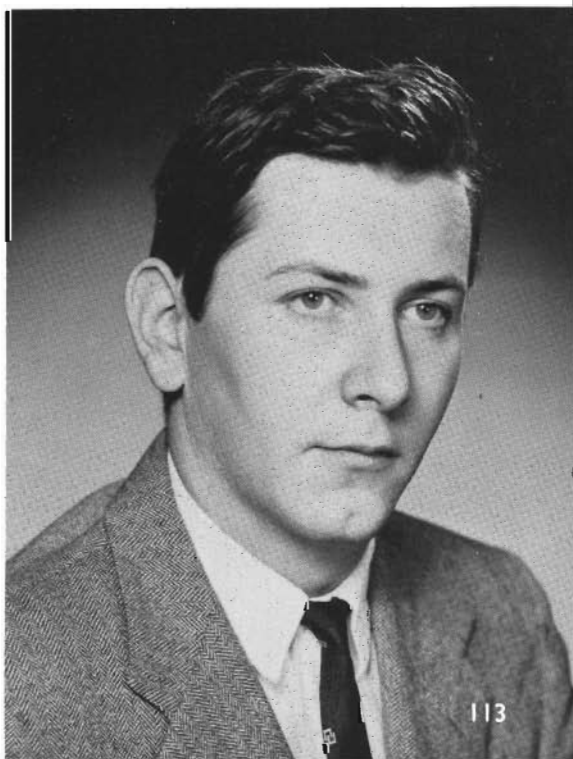
MELVIN L. REICH  
B.S. PHYSICAL SCIENCE

MARVIN ROSENBERG  
B.S. PHYSICS



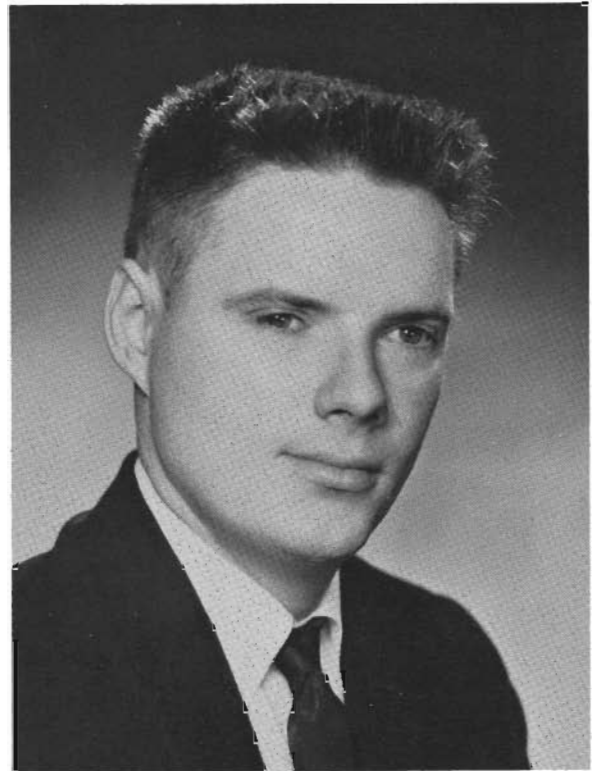
ALAN K. ROECKLEIN  
B.S. PHYSICAL SCIENCE

MARTIN SAMOILOFF  
B.S. BIOLOGY





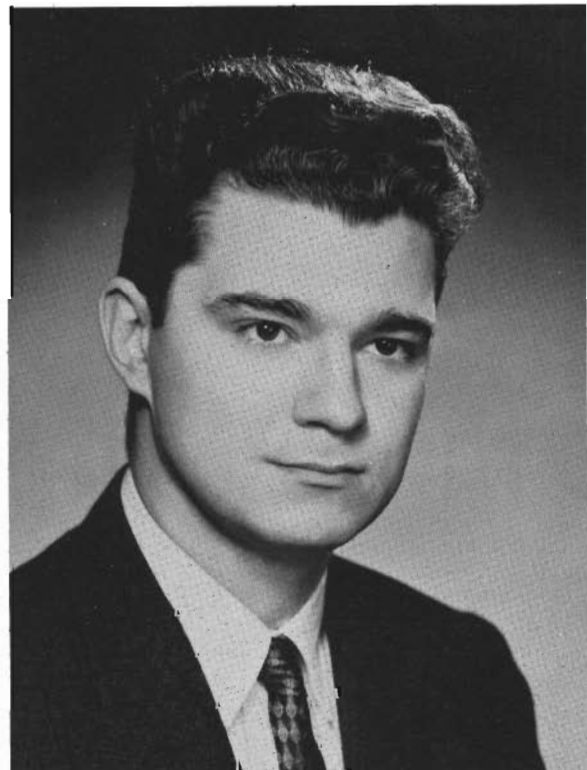
FREDRIC SCHUBERT  
B.S. CHEMISTRY

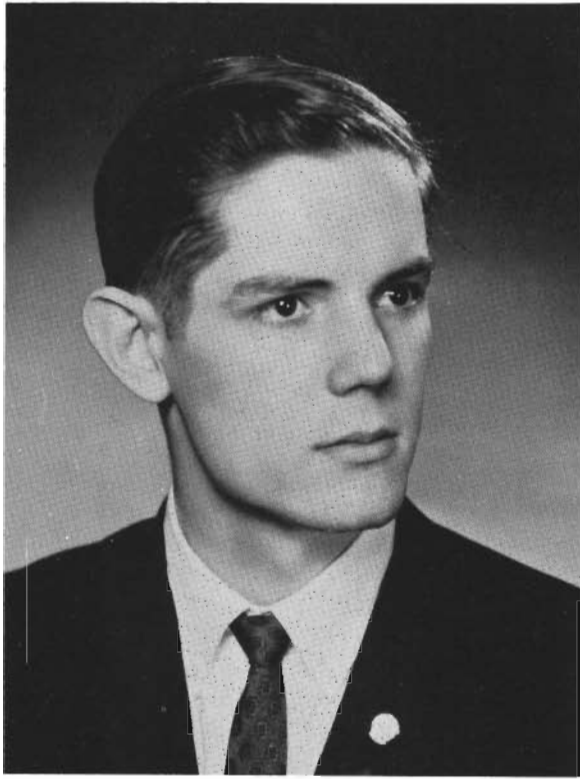


GERALD E. SEAMAN  
B.S. ENGINEERING

WALTER A. SEVIAN  
B.S. ENGINEERING

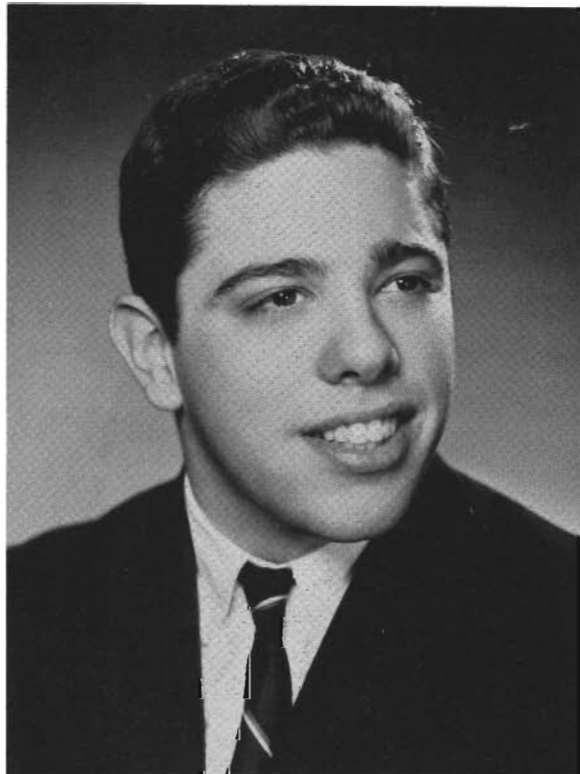
SIDNEY SECULAR  
B.A. HISTORY





GLENN SHARROCK  
B.S. BIOLOGY

MICHAEL J. SHODELL  
B.S. MATHEMATICS



LANA L. SHEARER  
B.S. BIOLOGY

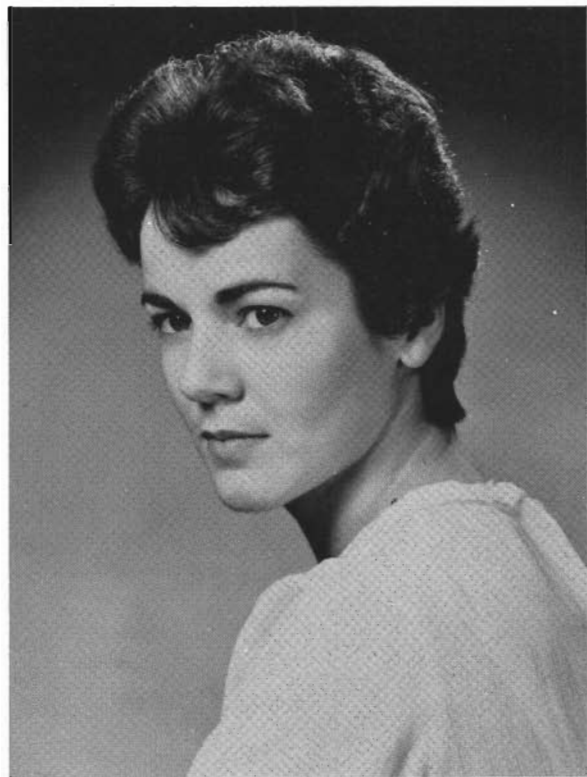
ROBERT SILVERSTONE  
B.S. MATHEMATICS







ROBERT E. SKORPIL  
B.S. ENGINEERING



JUDITH MILES SMITH  
B.A. ENGLISH

MORTON F. SMITH  
B.S. PHYSICAL SCIENCE



JUDITH P. STOUT  
B.S. MATHEMATICS



JUDITH P. STOUT  
B.S. MATHEMATICS

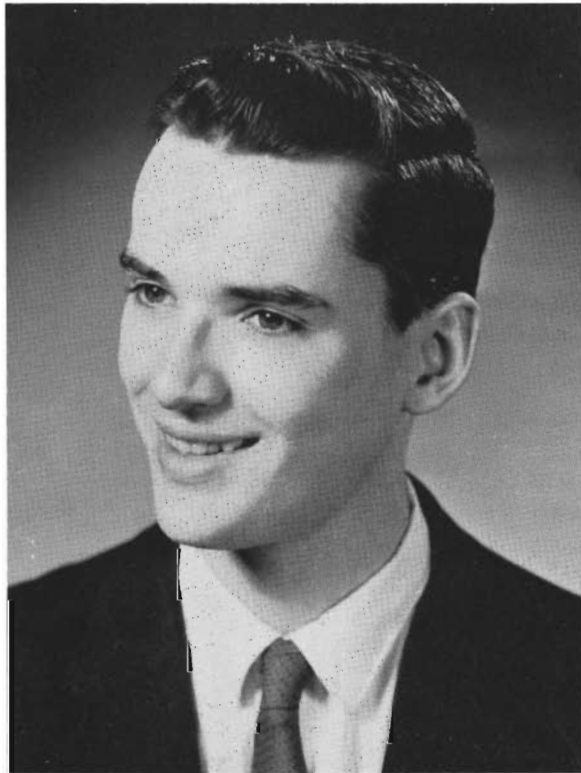


JANET FISHMAN TUCKER  
B.S. BIOLOGY

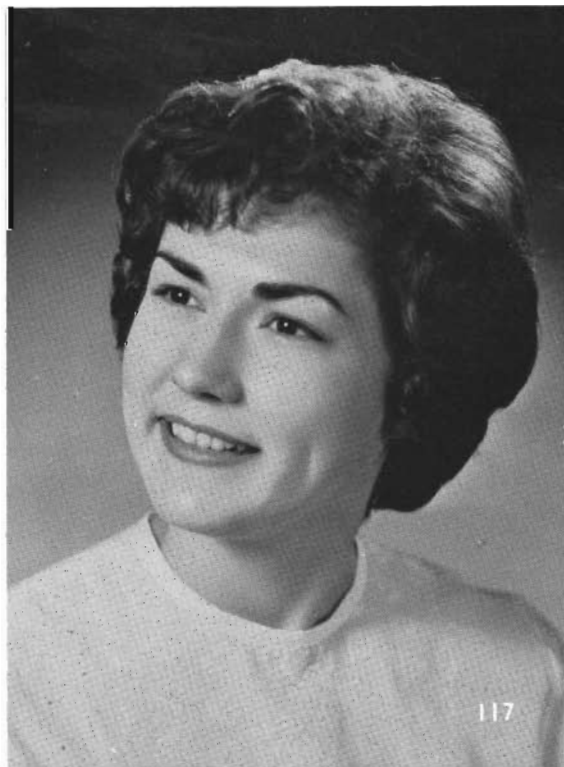


SHELDON WEINBERG  
B.S. BIOLOGY

ARTHUR M. WHELAN  
B.S. MATHEMATICS



CAROL WILLIAMSON  
B.S. MATHEMATICS



# ACTIVITIES

## MURIEL BENTER

STATESMAN 1, 2, 3, 4; SPECULA 4; Chorus 3, 4; Student Christian Association 1, 2, 3, 4.

## EDWARD G. BEUEL

Basketball 3, 4; Track 3, 4; Intramurals 1, 2; Athletic Subcommittee 4.

## BARBARA BLACKER

J.S.O. 1; Meteorological Society 2.

## VIVIAN MEKSIN CAHN

Dean's List 3; Election Board 2; SPECULA 3; Chorus 2, 3; Council for Political Inquiry 3; Assistant in Biology 2; Assistant in Chemistry 3.

## JOHN J. CHAPTER

Dean's List 2, 3; Assistant in Engineering.

## DENNIS P. COLEMAN

STATESMAN 1; SPECULA 4; Newman Club 1, 2; Meteorological Society 2; Crew 1, 2.

## MICHAEL DAVIDSON

Dean's List 2; Orientation Board 2; Executive Committee Parliamentarian 4; STATESMAN 1, 2, 3, Sports Editor 2; Dorm Board 1, 2; Council for Political Inquiry 3, 4, President 4; Meteorological Society 2, 3, 4; Crew 1, 2, 3, 4, Intramurals 2; Assistant in Kitchen 1, 3; Assistant in Library 3; Assistant in Physical Ed. 4.

## JOHN J. DONADY

Election Board 2; SPECULA 3; Ring Committee 3; Cross-Country 2, 3; Intramurals 1, Assistant in Physical Education 2, 3.

## MARION A. EISENSTEIN

STATESMAN 3; Dorm Board 2, 3; Council for Political Inquiry 3; Women's Crew 2, 4.

## WARREN ENGELKE

Dorm Board 4; Crew 1, 2, 3, 4, Captain 4.

## EDWARD FARNWORTH

Orientation Board 3; Class President 2; Polity Representative 4; Newman Club 2, 3; Art Committee 2; Christmas Entertainment 1, 2; Track 4; Intramurals 2, 3, 4; Assistant in Biology 2, 3, 4.

## MARY A. FEDOROFF

STATESMAN 1, 2; SPECULA, Junior Editor 3, Layout Editor 4; Newman Club 2; Ring Committee 3.

## MADELINE FISCHER

Dean's List 2, 3; Orientation Board 2; STATESMAN 3, 4; SPECULA 4; Council for Political Inquiry 3, 4; Lecture Committee 1, 2; Assistant in Biology 3, 4.

## LOIS GINSBERG

Dean's List 3; Class Treasurer 4; Election Board 3; STATESMAN 1, 2, 3, 4, Editor-in-Chief 4; Instrumental Group 2, 3, 4; J.S.O. 1; Assistant in Math 3.



VIVIAN MEKSIN CAHN  
B.S. BIOLOGY

CHARLOTTE WRIGHT  
B.A. ENGLISH



PATRICIA M. GLENN

Corresponding Secretary of Polity 4; Dorm Board 1; STATESMAN 1, 2, 4, Copy Editor 1, 4; SPECULA 3, 4, Editor-in-Chief 4; Assistant in Library 3; Assistant in Math 3, 4; Women's Crew 2; Orientation Board 4.

PHILLIP T. HARSHA

Student Christian Association 2, 3, 4; Assistant in Engineering 3, 4.

NINA R. HAUG

Dean's List 3.

FLORENCE HERSHBERGER

Orientation Board 2; Dorm Board 1, 2, 3, 4, President 2, 3, 4; STATESMAN 4, Copy Editor 4; SPECULA 4; Women's Crew 2; Assistant in Biology 3, 4.

HERBERT JAMISON

STATESMAN 4; Crew 1; Basketball 1, 2, 3; Track 1, 2, 3; Intramurals 4.

ROBERT JEDLIKA

Chorus 4.

ALAN KATZ

J.S.O. 1, 2; Bridge Club 1, 2, 3, 4; Intramurals 1, 2.

EUGENE KEEGAN

Newman Club 1, 2, 3, 4; Christmas Entertainment 1, 2; Intramurals 1, 2, 3, 4.

JAMES J. KELLY

Orientation Board 2; Chorus 1, 2; Newman Club 1; Council for Political Inquiry 3, 4; Crew 2, 3, 4; Intramurals 1, 2, 3, 4; Assistant in Physics 4.

BRAIN J. KIEFER

Dean's List 3; Chorus 1, 2, 3, 4; Madrigal Group 4; Student Christian Association 3, 4, Treasurer 4; Curtain & Canvas 4; Physical Society 3.

ERIC KNUFFKE

Chorus 2, 3; Dorm Board 4; Lecture Committee 2; Crew 2, 3; Basketball 3, 4; Track 3; Intramurals 2, 3, 4.

HOWARD KOGAN

J.S.O. 1, 2.

BARBARA KOZAKIEWICZ

SPECULA 3; Newman Club 2.

LANCE LESSLER

Chorus 3, 4; J.S.O. 2, 3, 4; Curtain & Canvas 4; Crew 2; Wrestling 1.

GERARD LEVINE

J.S.O. 1, 2.

HENRY S. LIERS

Dean's List 2, 3; Class President 2, 4, Class Treasurer 1; Executive Committee 1, 2, 4; Election Board 3; Christmas Entertainment 1, 2; Council for Political Inquiry 3, 4; Meteorological Society 2, 3; Chess

Club 2; Art Committee 2; Ring Committee 3; Cross-Country 2; Basketball 1, 2, 3; Intramurals 1, 2, 3, 4; Assistant in Physics 4; Orientation Board 4.

QUINTEN T. LONSKIE

Council for Political Inquiry 3, 4; Assistant in Physics 3.

KENNETH LOTTER

Dorm Board 4; Crew 1, 2, 4; Cross-Country 2; Basketball 1, 2; Intramurals 1, 2; Assistant in Laboratory 3; Assistant in Library 3, 4.

JOHN LUSSI

Research Foundation Engineering 4; Track 3; Intramurals 1, 2, 3.

MARY ELLEN MARAIA

SPECULA 4; Newman Club 1, 2, 3, 4; Music Committee 2; Christmas Entertainment 1, 2.

WILLIAM MARGULIES

Dorm Board 3; Physical Society 3; Math Club 2; Chess Club 2, 3; Crew 2, 3, 4; Intramurals 2, 3.

BURTON W. MARKS

Dean's List 2, 3; Orientation Board 2; Election Board 2; STATESMAN 1, 2, 3; Chorus 1, 2, 3; Instrumental Group 3, 4; Madrigal Group 4; J.S.O. 1, 2, 3, 4; Curtain & Canvas 4; Crew 1, 2; Intramurals 3, 4; Assistant in Chemistry 4.

CORNELIA McCORMACK

Dean's List 2, 3; Assistant in Engineering 4; Treasurer of Polity 2, 4; Corresponding Secretary of Polity 3; Music Committee 2; SPECULA 3; Orientation Board 4; STATESMAN 1, 2; Newman Club 1, 2.

ANN L. MEILINGER

Dean's List 3; Corresponding Secretary of Polity 2; Recording Secretary of Polity 3; Election Board Chairman 4; STATESMAN 1, 2; SPECULA 3, 4, Copy Editor 4; Newman Club 1, 2; Music Committee 2; Ring Committee 3; Assistant to Registrar 2, 4.

ALBERT MESSINA

SPECULA 4; Newman Club 1.

MARY ANN MILLS

Chorus 1, 2, 3; Newman Club 1, 2, 3, 4; Curtain & Canvas 3; SPECULA 4.

MELVYN MORRIS

Dorm Board 3; SPECULA 4; State Trouper 1, 2; J.S.O. 3; Christmas Entertainment 2; Recorder Group 4; Crew 2, 3; Intramurals 3; Assistant in Biology 2, 3.

ELEANOR MOSKOWITZ

Chorus 1, 2; J.S.O. 1; State Troupers 1, 3, Secretary 3; Council for Political Inquiry 4; Bridge Club 1, 2, 3, 4.

JOHN A. NAGLE

Chorus 1, 4; Student Christian Association 2; Intramurals 3.

VIRGINIA A. NELSON

SPECULA 3, 4; Chorus 1, 2, 3; Student Christian Association 1, 2, 3, 4; State Troupers 2; Ring Committee 3; Assistant in Kitchen.

CAROL A. OKVIST

Student Christian Association 1, 2, 3, 4, Secretary 3, 4; Movie Committee 2; Assistant in Biology 3.

KATHLEEN A. O'NEILL

Dorm Board 2, 4; STATESMAN 1, 2; SPECULA 4; Chorus 1, 2; Newman Club 1, 2; Women's Crew.

JUDITH GORDON PALDY

Dean's List 2, 3; Council for Political Inquiry 4.

LESTER G. PALDY

Dean's List 2, 3; STATESMAN 1; Assistant in Physics 2, 3, 4.

JUDITH PATCHELL

STATESMAN 1, 2; SPECULA 3, 4; Newman Club 1, 2, 3; Christmas Entertainment 1, 2.

RICHARD PAV

Physical Society 3; Assistant in Laboratory 2, 4.

RICHARD POUPARD

SPECULA 4; Astronomical Society 3.

MELVIN L. REICH

Orientation Board 3; Treasurer of Polity 3; Dorm Board 1, 2, 3; STATESMAN 2; J.S.O. 1, 2, 3, President 1; Christmas Entertainment 1, 2; Crew 3; Intramurals 1, 2, 3.

ALAN K. ROECKLEIN

Dean's List 2, 3; Assistant in Library 1; Assistant in Physics 2, 3; Basketball 1, 2, 3; Council for Political Inquiry 3, 4, Pres. 3.

MARVIN ROSENBERG

Orientation Board 3; Dorm Board 1; J.S.O. 1, 2; Basketball 1, 2, 3, 4; Intramurals 1, 2, 3, 4.

MARTIN SAMOILOFF

Meteorological Society 1, 2, 3; Wrestling 1.

FREDRIC SCHUBERT

Class President 3; Class Vice-President 2; SPECULA 4; Christmas Entertainment 2; Council for Political Inquiry 3, 4; President Chess Club 1; Movie Committee 4; Intramurals 1, 2; Assistant in Chemistry 3, 4.

SIDNEY SECULAR

J.S.O. 1; Intramurals 1, 2, 3.

WALTER A. SEVIAN

Dean's List 2, 3; Chorus 2, 4; Assistant in Engineering 4.

GLENN SHARROCK

Dean's List 1; Orientation Board 2; Chorus 3; Madrigal Group 4; Student Christian Association 1, 2, 3, 4; Curtain & Canvas 2, 3; Basketball 3, 4; Intramurals 3, 4; Intramurals 3, 4; Assistant in Biology 3.

LANA L. SHEARER

Orientation Board 2; Dorm Board 1, 2, 4; SPECULA 4; Chorus 1, 2, 3; Madrigal Group 4; Student Christian Association 1.

MICHAEL J. SHODELL

Dean's List 3; Orientation Board 4, Polity Representative 4; STATESMAN 1, 2; SPECULA 4; Chess Club 1, 2; Bridge Club 1, 2; Intramurals 1, 2.

ROBERT SILVERSTONE

Dorm Board 3; Instrumental Group 1; J.S.O. 1, 2; Assistant in Kitchen 1; Assistant in Library 2, 4.

ROBERT E. SKORPIL

Intramurals 1, 2; Assistant in Engineering 3

JUDITH MILES SMILTH

Dean's List 2, 3; SPECULA 4.

MORTON FREDERICK SMITH, JR.

Dean's List 2, 3; Council for Political Inquiry 3; Assistant in Library 1; Assistant in Physics 2.

JUDITY P. STOUT

Dean's List 2, 3; Dorm Board 1, 2; Chorus 1, 2, 3; Madrigal Group 4; Recorder Group 3, 4; Assistant in Math 3, 4; SPECULA 3, 4, Business Manager 4.

JANET FISHMAN TUCKER

STATESMAN 1, 2; J.S.O. 1, 2, Vice-President 2.

SHELDON WEINBERG

Dorm Board 2, 3, 4; SPECULA 4; Chorus 2; Christmas Entertainment 2; Ring Committee 4; Crew 2, 3; Intramurals 3; Assistant in Biology 2, 3, 4.

ARTHUR M. WHELAN

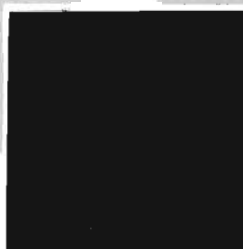
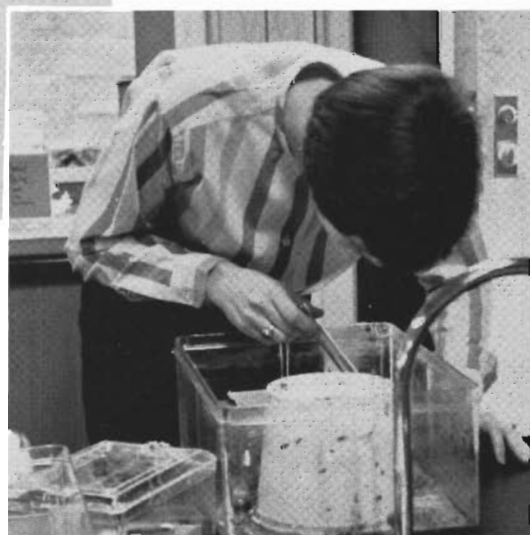
Dean's List 3; Orientation Board Chairman 2; STATESMAN 1, 4, News Editor 1; Chorus 1, 2, 3, 4; Madrigal Group 4; Newman Club 1, 4.

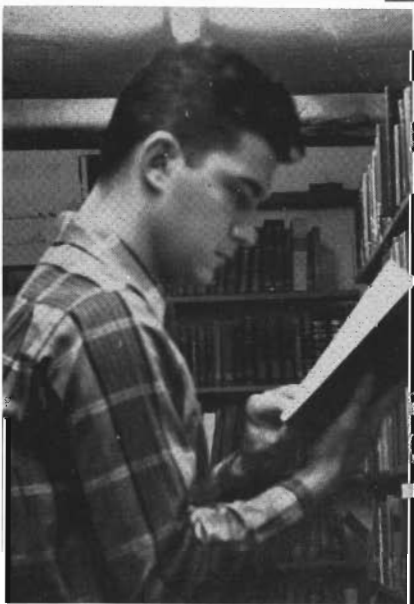
CAROL WILLIAMSON

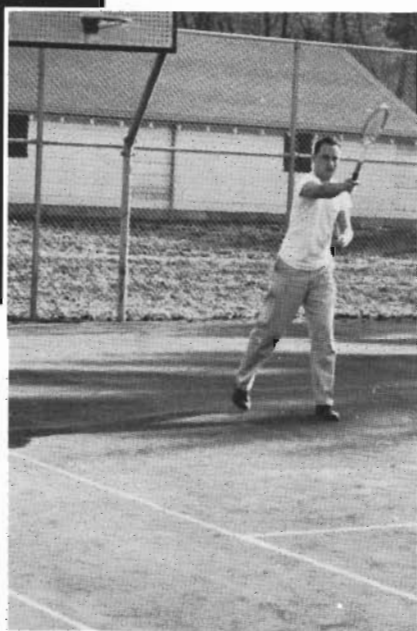
Orientation Board 4; Polity Representative 2, 3; Polity Moderator 4; Dorm Board 3; Chorus 1, 2; Instrumental Group 2; Madrigal Group 4; Cultural Committee Coordinator 2, 3.







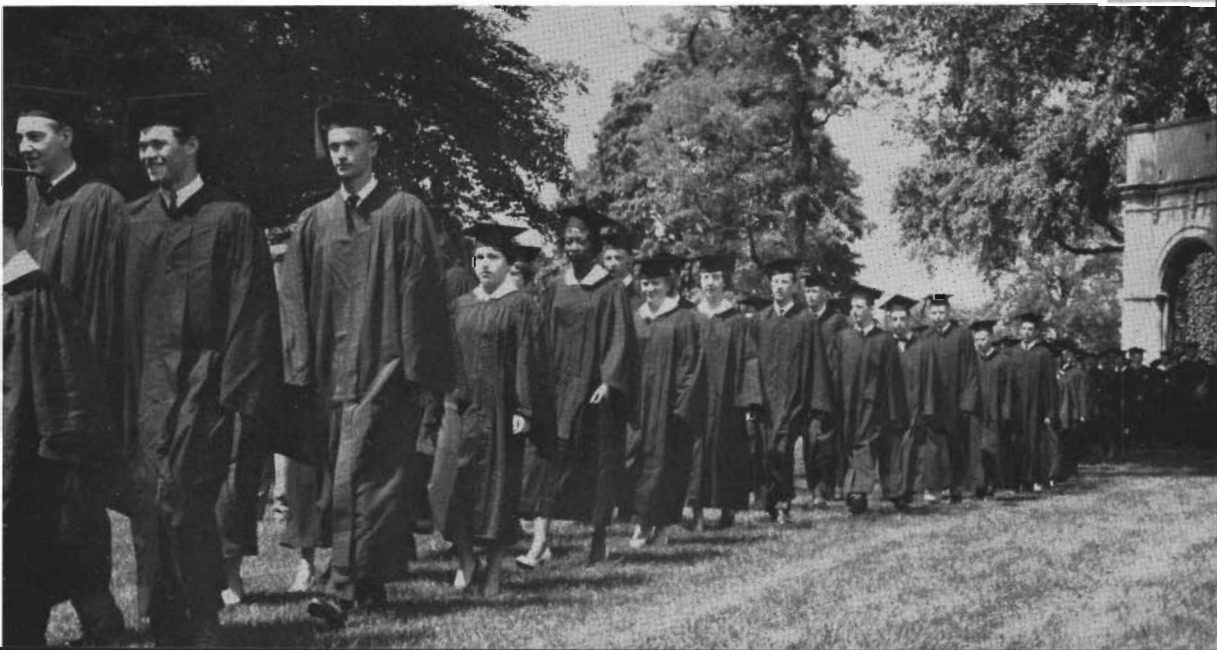






ГРКНДКН--ОЗ  
ЗО--КЦДТГ



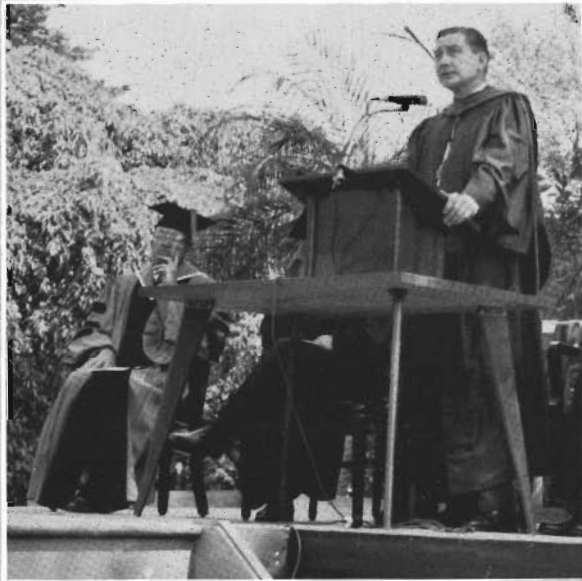




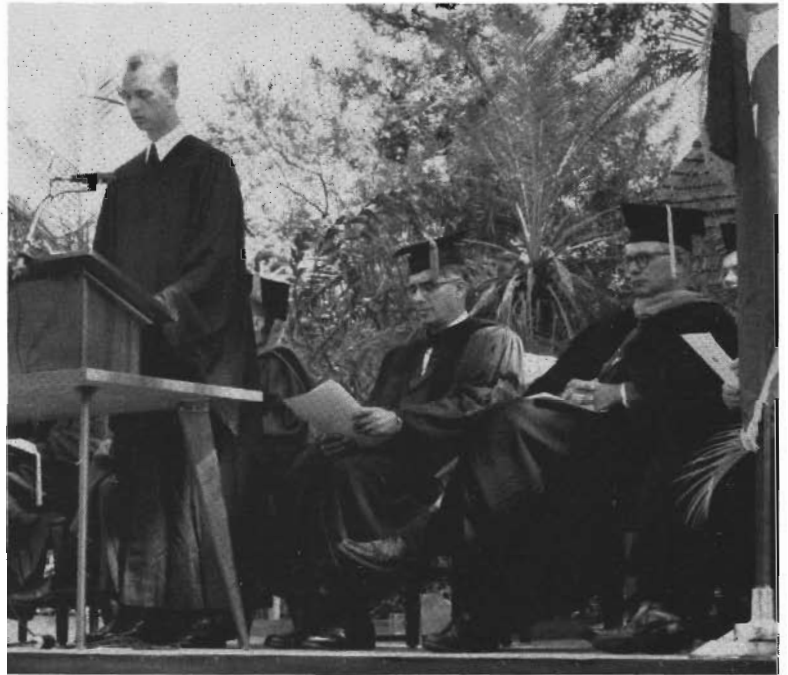
Chorus sings "Now is the Gentle Season" and "Magnum Mysterium."



Dr. Harry W. Porter presiding.



Address by Dr. Thomas H. Hamilton.

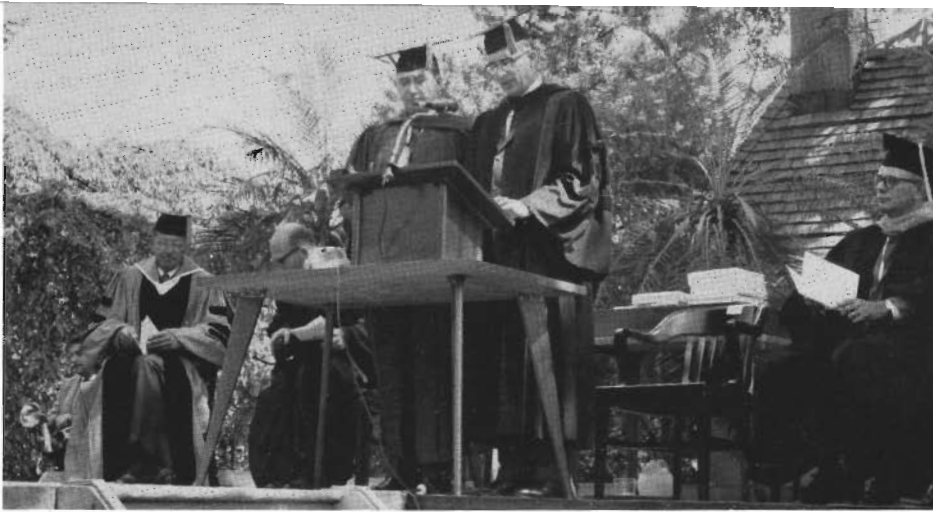


Hank Liers presents class gift.



Honorable William J. S. Sullivan presents Ward Melville Valedictory Award.





Dr. Porter presents B.A. and B.S. candidates and Dean Irvine presents B.E.S. candidates.



Sadly the candidates for the B.S. degree rise to receive them.



Maddy receives her degree after receiving valedictory award.



With degrees in hand, the former students prepare to leave . . . "Dear old State University College of New York at Oyster Bay . . . temporarily."

