

# THE



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Student Publication of State University of N. Y., Long Island Center

Friday, October 20, 1961

# DEAN L. OLSEN LEAVES EXTRA!!! AUSTILL RELEASED

## BULLETIN

**OYSTER BAY, October 18** - Leonard K. Olsen, former Dean of Faculty, has been permanently transferred to the State University offices in New York City. He will assist in planning activities not involving the Long Island Center. The transfer was effective last Monday. Mr. Olsen will continue to occupy his residence on campus until the end of this semester as a matter of convenience to his family.

★★★★★

**ALBANY, OCTOBER 20** - President Thomas H. Hamilton of

State University announced today that Dean Leonard K. Olsen of the Long Island Center will undertake immediately a special assignment in connection with a study of the administrative organization of State University and its component units.

President Hamilton said Dean Olsen's experience with the central administration of State University and in the development of the Long Island institution would enable him to make important contributions to this inquiry.

Dean Olsen's headquarters will be at the New York office of State University, 41 East 42nd Street.

## Liberal Arts Program Approved

The Board of Regents on September 29 approved State University's plan to establish undergraduate programs in liberal arts and sciences at its colleges of education. This action, President Hamilton said, has "set in motion a program of gradual and orderly transition of these colleges, to multi-purpose institutions". Teacher education will continue to be the primary function of these colleges, he pointed out.

The University's plan provides for the colleges of education to begin enrollment of freshman students in liberal arts and science curriculums over a varying schedule of dates, from 1962 to 1965 and for awarding of the A.B. and B.S. degrees to teacher education students beginning in June 1964.

The Colleges of Education at Albany and Plattsburgh will begin enrollment of Freshmen in liberal arts programs in the fall of 1962. The other colleges will follow in this order: 1963-Fredonia and New Paltz, 1964-Geneseo Oneonta, Oswego, and Potsdam; 1965-Brockport and Cortland.

Plans for the introduction of a liberal arts program at the College of Education at Buffalo must await decisions connected with the proposed merger of the University of Buffalo into State University.

Upper division transfer programs in the liberal arts and sciences are already underway at Fredonia and Paltz. Under the schedule, Albany has been authorized to accept upper division transfer students during the current academic year; Geneseo, Oneonta, Oswego, and Potsdam in 1962; and Brockport and Cortland in 1963.

The University's Board of Trustees in drawing the revised Master Plan for the decade 1960-70, recognized the totally different environment in which State University must plan its future. The Trustees strongly recommended gradual transformation of the colleges of education to provide opportunities in the liberal arts and sciences to greater numbers of students. In this recommendation the Trustees were joined by the Regents, the Governor, and the Committee on Higher Education.

President Hamilton said the transition of the colleges of education to multi-purpose institutions would be accomplished in three

At the time of going to press The Statesman learned that Allen Austill, Dean of Students, was notified yesterday by President Lee that he can no longer serve at the Long Island Center and that he must conclude his present affairs by the end of October. Dean Austill was given no explanation for this action.



## Appointed To New Position

Leonard K. Olsen, Dean of Faculty and Chief Administrative Officer of the Long Island Center from February 1957 until January 1961, left the administration of the Long Island Center on Tuesday, October 17th. Olsen is joining the staff of the Central Administration of State University in Albany and will work on a study of the administrative organization of State University and its component units.

Olsen first joined State University in 1935 as Assistant to the Executive Dean for Professional Schools and Four Year Colleges. In 1956 he became Assistant to the President of State University to coordinate efforts for the establishment of the first new State University unit since State University was founded in 1948. Early in the winter of 1957 the Board of Trustees decided it was possible to open the new institution the following September and in February 1957 Leonard Olsen was named Dean of the State Univer-

During the Olsen Administration the institution grew rapidly. In the academic year 1957-58 there were 17 faculty and 148 students and by February 1961 there were 450 students and 60

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## A.B. Education Policy Clarified

On Sept. 14, 1961 the following statement was released by the Assistant to the Academic Deans: Beginning September, 1961 the New York State University, Long Island Center at Oyster Bay will be engaged in the examination of a possible development of a teacher training program in the area of the liberal arts. The Long Island Center has been given a period of one year, by the board of trustees of New York State University, to examine this problem and determine whether such a program should be recommended.

Since we are in the stages of considering such a teachers program, those A.B. students who have registered for the education degree as of September, 1961 will be tuition exempted. However, these students are required to fulfill the necessary departmental requirements for a major in the A.B. program. Courses in education cannot be used to satisfy departmental requirements for a major field.

This notice was sent to all senior A.B. majors since they are the ones who would be directly effected by this policy.

They met with Mr. Vinson on Tuesday, Sept. 19th, at which time he made clear to them that this statement meant that no practice teaching courses would be offered to A.B. students by this university in the academic year of 1961-62.

For these students this policy meant that while they would be able to continue going to this university and could graduate with an A.B. degree in their major, it would be impossible for them to teach without taking additional

courses at some other school after graduation. This would, of course, mean additional time and expense for them.

Later that same day, September 19th, the following statement was issued via Mr. Vinson: "The administration is pleased to announce that a satisfactory clarification has been made by the central offices in Albany in reference to the status of students enrolled in the A.B. program and teacher certification.

Such students will be expected to meet the requirements of their respective fields, as well as the requirements for certification as teachers in these fields. Upon meeting carefully these requirements, such students will receive an A.B. degree and a certification to teach."

This statement in effect completely reversed the policy established on Sept. 14th.

On Sept. 20th, the A.B. majors were told that a mandate had been received from Albany which now made it possible for them to take practice teaching courses this academic year.

In order to understand the events that occurred between Sept. 14th and Sept. 19th, an interview was held with Professor Leonard Gardner. When asked, "What were the obstacles to offering practice teaching courses to A.B. majors?", he replied, "I don't have any idea. I am completely surprised by the statement attributing to the board of trustees a certain action. Did the trustees revoke the action a week later?"

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# New Faculty Head Depts.

With the growth of Long Island Center in mind it is not surprising to find faculty greatly enlarged. Dr. Willis E. Pequegnat has been appointed new head of the Biology Department and Dr. Leslie Gilbert Peck has assumed his position as chairman of the Mathematics Department.

Dr. Peck who has been at Long Island Center for less than a week now. Dr. Peck was awarded his Bachelor of Science in Mathematics and his Ph. D. in Pure Mathematics from New York University. He has been affiliated with the Institute of Advanced Studies and has held an Assistant Professorship with Johns Hopkins University. Dr. Peck worked in Los Alamos in conjunction with Drs. Teller and Fermi. It was after that Dr. Peck joined the Arthur D. Little Research Center where he was Director of Mathematics. In 1960 Dr. Little left the company to spend time on his own research.

Dr. Peck has been with this institution only a short while but promises to soon review the present curriculum and he may modify it. Dr. Peck has stated that he wishes to create a Graduate program for next year. The Chairman is of the opinion that a large number of specialized staff is needed to round out the undergraduate program.

Dr. Pequegnat received all of his degrees in the state of California. He received his Bachelor of Science at the University of California, his Masters Degree from Berkeley and his Ph. D. in Zoology from Los Angeles. He has previously been connected with the National Science Foundation where

he is at present a consultant. Dr. Pequegnat has held professorships at Pomona College, California Institute of Technology, University of California in Santa Barbara, and at the University of Chicago in Illinois.

Dr. Pequegnat is a scuba diver, a biologist interested in that area of the ocean just off the shore. He is an excellent underwater photographer and has had his pictures, which are both in black and white, reprinted in such magazines as National History. The new chairman is very interested in developing a section of biology to Oceanography. He is of the opinion that the Stony Brook site will be most opportune for this. If such a section were created, Long Island Center would be one of the few Universities offering this course. Dr. Pequegnat is also interested in rounding out the department. He would like to see a Geophysical section created and also the areas of Bio-chemistry and Bio-physics extended.

This summer the new Chairman was a representative to the Pacific Science Conference, held in Hawaii. Dr. Pequegnat's deep concern for Marine Science has taken him to such far off countries as Denmark, Germany, France and Italy.

# Progress Report

What's going on at the 400-acre site given the state by Ward Melville, Stony Brook philanthropist? So far eight major buildings have passed from drawing board phase to actual construction.

Five buildings are in finishing stages and will be ready for use by this June. These include two service buildings, including a heating plant, a large dormitory and dining hall and the chemistry and humanities buildings. Not too long after their completion, the library, biology and physics buildings will be ready for occupancy. Bids for the gymnasium and engineering buildings have been let and operations concerning their construction will begin soon. Target date for the completion of the \$25 - \$27 million university is still set for the fall of 1965. Last spring, construction was 5 months ahead of schedule, but the cement strike of the summer delayed it and work is now only up to date.

To fit in with the colonial architecture of Stony Brook, whose reconstructed village is well-known, no building will stand more than 3 stories tall and all will be of red brick with modified columns. The state authorities describe the buildings as "colonial", but most architects consider them to be more modern than colonial.

A great deal of open space is provided with plans for tremendous parking areas, a large football field, two baseball fields, and other sports areas. The buildings are rather far apart at present, and the 400 acres almost seem excessive.

The \$800,000 road project to create a 4-lane highway entrance into the school is also underway. Construction will be completed about April 1. Another similar project, the widening and relocating of Rt. 25A on the Setauket border of the university grounds, has also begun.

The area is by no means fully developed; the noisy, dusty, wooded appearance of it will tell you that. But, at Stony Brook, "Progress is our most important product!"

tion on how to do something is barely educating at all, at most. The educative process is a method of bringing out the best that is in the person. It is offering students opportunities to explore avenues not previously open to them, and offering students the opportunity to discover resources within themselves. The educative process must be in constant motion. It must never reach a point where there is satisfaction with possessed knowledge nor satisfaction with the mere transmission of this possessed knowledge. Student publications need to be alert to complacency and alert to routine's that hamper intellectual curiosity and in turn act as a drag on the educational institution.

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

Imitation is a Handicap--very often, and maybe without exception, our student newspaper staff tries to imitate the community newspaper, and this imitation may be our biggest handicap. I say this, for the academic community or the

# To The Student Body

from **L.K. Olsen**

I am very pleased with my new assignment to President Hamilton's staff. I shall try to make a significant contribution to the important study of the administrative organization of State University and its component units. My pleasure is mixed with pain, however, at the thought of having to leave this campus.

The Long Island Center already enjoys an enviable reputation. A sign of this is the quality of the student body. In numerous seminars on difficult problems ranging through the sciences, the social sciences and the humanities, the students have impressed an exacting faculty with their intellectual alertness. One of my chief regrets is that I have not had more opportunities to know more of the students better.

The Long Island Center has gone far in developing a program which is much more than a miscellaneous collection of courses. The program is a complex but carefully articulated whole. It is the product of hours and weeks and months of intensive faculty effort. Yet no one considers any part of it incapable of improvement. It is characteristic of the institution that there is a restless and unceasing effort to

find better ways of organizing and communicating what is known.

We are all properly proud of the faculty which is here now. Their excellence is the basis of high hopes for the future. Although they have many points of view, they share a common commitment to serious and continuing intellectual inquiry. They are impatient of the mere appearances of academic success and in their persistent probing for knowledge they infect students and colleagues alike with the love of learning.

During the several years that I was the chief administrative officer I spent many, many hours with members of the faculty and staff in prolonged deliberation on a wide range of problems. I will always remember these sessions with great pleasure. Whatever wisdom was present in the administration of the Long Island Center during its critical beginning years I attribute to the friendly and judicious counsel provided by all of those with whom it was my privilege to work.

I shall watch the continued development of the Long Island Center with profound interest.

Leonard K. Olsen

# Role Of Student Publications

Dean Robert Blackburn  
University of Alabama

The following is a portion of an address by Dean Blackburn at the first annual publications workshop of the Southern Universities Student Government Association, held at Millsaps College, Jackson, Mississippi, October 1960.

It was an item of general interest that was sent to the Editor of the Statesman.

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

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

hear? Our student bodies are changing and our educational process is changing, but are our student publications changing? I'm afraid that we are appealing to students with the same old line and the student, if not rejecting, has at most become disinterested.

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

You have probably heard educators refer to the conditions of apathy that exist in our student bodies today. These same leaders have indicated that most, if not all of this, can be attributed to the student's failure to see and to understand his relationship between himself and what happens on campus. The student publications can easily assist the student in developing an understanding of these relationships.

If you accept the role as an educational agency, then how would you go about this role? Most journalists say that publications are educational and, when you ask how they are educational, you will inevitably get the response, "We inform the public." Well, this is good and it is a role for publications, but unfortunately just informing is not educating. Mere presentation of facts or informa-

# Fall Festival



Newman Club Dance Committee:  
L. to R. Caryl Sullivan, Annette Marchese, Margot Fuhrman, Mike Brush, Pete Monteferrante

"The Fall Festival", the fourth annual dance sponsored by the Newman Club, will be held Saturday, October 28th from 9 pm to 1 am in the gym. Mel Morris and his band will provide the music.

Margot Fuhrman, club president, feels it will be a most enjoyable evening for all who attend and hopes the "more adventurous souls" will wear costumes. Prizes will be awarded for the best costumes.

Tickets may be purchased from ticket committee members: Margaret Weaver, Bob Hill, Mike Brush, Marilyn Vilagi, Chris Vanek, Monica Findels, Bill La Coursi, and club officers: Margot

Institution, whichever you prefer, is not comparable to the community outside the ivy-covered walls. Compare the general level of intellectual interest found on the campus with the general level of intellectual interest found in the average community--consider that all readers of the student publications are dedicated to the pursuit of knowledge, and also consider the average age of the student reader as compared with the average age of the community newspaper reader. When we consider these things, it becomes quite evident that the two papers--student and community--are addressed to two different societies. Now, I ask your consideration. Should we try to use the same content, the same approach, the same appeal, and these same techniques to reach our dif-

Fuhrman, Caryl Sullivan, and Annette Marchese or in the cafeteria during lunch. The price of tickets purchased before the dance is \$2 per couple. Procrastinators can get theirs at the door on the night of the dance for an additional fifty cents.

Refreshments are under the direction of Caryl Sullivan with club members and their dates donating fifteen minutes of their evening to serve them. Monica Findels is in charge of publicity and is responsible for many of the posters decorating the campus. The decoration committee is planning a fall motif.

ferent societies? As I stated earlier, it seems to me that we need to develop our own content, our own approach, our own appeal, and our own techniques consistent with the objective our students desire from their higher educational experience. Non-journalism papers desiring to work and to assist with the college paper many times find their creative talents restricted or smothered by the standard methods of news reporting that are acceptable to the editor. I would not mean to imply that editorial views and news columns need to be intertwined. To the contrary, the separation of news reporting and editorial views must be maintained. I would feel, however, that the paper should find a method of

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# Polity Perspective

by  
Flo Hershberger

## One small Voice

by  
Stephen Heller

I hope there are some who dare to open the pages of this paper after reading the first issue. I believe this one will be better.

By now all of you must have been to Butler Building on your way to Chemistry, Physics or Biology labs and passed the bee hives. At first, they were a novelty when they came last Spring and no doubt the incoming freshmen were also fascinated by them - at first. However, by now the novelty has worn off and the bees are getting settled and the hallways are full of dead bees and there is a terrible smell from the honey that the bees produce. Something should be done about them and it must be done soon.

The plague of flies which now inhabit the domes, Butler, Coe Hall and the cafeteria is another insect problem to be dealt with. All that is needed is some spray and in one night all the domes, Butler, Coe, cafeteria and dormitories could be rid of the horrible pests.

### PARKING LOTS

Another problem around campus is the new "overflow" parking lot "D". Parking lot "D" is an unpaved and treacherous place to park. After the rains of a few weeks ago, the parking lot was MUD and it still isn't much better. The parking lot behind the Men's Dorm is also unpaved and from personal experience, I know that when it rains or snows the lot is impossible to use. When the tearing up of the roads around the campus is over and the repaving begins again (for the nth time) I hope that all the parking lots - B, C, D - and the one in back of the Men's Dorm will be paved. They all need it badly. Before leaving this subject, I would like to say a word of praise for our traffic cop and also compliment the person who thought to put the white and yellow lines in parking lot B and thus prevent possible chaos.

### NEW MATH HEAD

While most put the parking lot as their number one commuting problem, others have quite different commuting problems. One of these people is Dr. Leslie G. Peck, newly appointed chairman of the Mathematics Department. Dr. Peck commutes from Boston (Yes! - Boston, Mass.) Although he has only been here a week or so, Dr. Peck has already begun to work hard at getting the freshmen interested in Math and getting the upper classmen reinterested in Math by holding colloquiums every week. He is also very much interested in starting a Math Club and he would be very pleased to have any interested students get together and come to see him on the matter.

### BOOK STORE PROBLEM

Another matter of concern to all of us is the bookstore. During registration week, the two women in charge of it closed as early as 3:30, although the sign posted on the door said "Open till 5:00 P.M." Between bewildered freshmen and the complete incompetence of the book store, getting books was almost as bad as trying to register for the courses you wanted. Another problem with the Bookstore is the prices they charge. For Math 12, Schwartz's Calculus with Analytic Geometry costs \$9.50, whereas at C.C.N.Y. it costs \$8.35; Gibbon's The Decline and Fall of the Roman Empire costs \$2.95 and I paid \$2.53 at Queens College. I could go on, but I think these two examples suffice to show that the prices are too high and that they should be lowered. As a proposal to help the awful situation of prices and incompetent help, I suggest the Polity take over the

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"The objectives of a learning community are to promote and preserve significant inquiry through the exchange of ideas; to develop the intellectual and moral powers of students; and to prepare graduates to assume a responsible and productive role in society.

With these ends in view, the Student Polity at State University Long Island Center shall be the instrument whereby the student body makes its contributions to these objectives. Through this instrument, subject to the policies of State University, the student body shall assume its proper share of responsibility in promoting the well being of the College Community."

The above is the preamble to our Student Government. It contains within it the aims and aspirations of this organization.

The history of the creation of our student government is an inspiring and exciting story. A story which is well worth relating. It is our hope that by acquainting you with the process whereby the polity was evolved and established you will come to better understand the college and the student government adopted on May 15, 1959.

The following Paragraphs which deal with the history of the founding of the Polity were taken from a letter that was given to all members of the class of '63 upon their arrival at this University.

As most of you know, the College opened for the first time in September, 1957. Early in that year several student committees worked on proposals for a student government but because of the newness of the college and the lack of familiarity with college life, no definite action was taken that first year. During the second year a committee composed of the freshman and sophomore class officers energetically tackled the problem of establishing a student government on the campus. The work of the previous committees was carefully examined. Open meetings and discussion sessions were held throughout the first semester. Such basic questions were asked as: What is government? Do we want and need a student government? What activities can a student government concern itself with? Are the activities of student government means to an end or are they ends in themselves?

In the light of these and other questions, the student body discussed the various forms of government (rule by one, few, and the many), and sought an answer to the basic question: What form of government will best promote the objectives of the college? The problem of establishing a government was seen to be one of mutual concern to the whole community. The Dean of Students and members of the faculty discussed various aspects of the problem with the class officers and as a result a series of lecture-discussions were led by three members of the faculty on the topic of "Education and Student Government". In addition, student opinions on government were presented in our campus newspaper, The Statesman.

The immediate activities and projects which a government might concern itself with were not the problems the committee sought to answer. The question of particular student activities, budgets, and regulations were not fundamental. Any form of government would be able to successfully solve these problems one way or another. What became most crucial to our discussions was the development of an awareness of the relationship between student government and the ends of the college. To what extent in the words of the Polity Preamble, was it possible to develop a government that would: "...promote and preserve significant inquiries through the exchange of ideas; ... develop the intellectual and moral powers of students; and .. prepare graduates

to assume a responsible and productive role in society."

Taking these considerations into account (with the additional knowledge that the student body will remain relatively small while at Oyster Bay), the class officers began drafting a constitution that proposed a government whereby participation in discussion and legislation would be extended to all students. Although the drafting of a constitution had been a responsibility delegated by the students to the class officers, the whole community had participated actively in the process. Why could not this policy and decision making process not be successful in all major issues concerning student affairs? Was this not the most appropriate form of government for a small academic community? The class officers felt that these questions should be discussed by the entire community and they, therefore, presented to the student body the two forms of government, one representative and one democratic. Both constitutions, the class officers felt, equally represented potential efficient structures. The choice of form would involve basic considerations which the individual student had to make for himself. A Constitutional Convention was held and the principles of both constitutions were presented, compared, and discussed. Following the Convention, a constitutional preference vote was taken and the Polity (democratic) was chosen by the student body as the preferred form of government."

The student body's participation in considering and selecting a student government was an important learning experience. Participation need not be limited to the few when conditions are favorable for it to be extended to all.

Structurally the Polity consists of two parts: the polity, which consists of all full time students attending this university and the Executive Committee which is composed of the following members: The Officers, Moderator, secretary, corresponding secretary, and Treasurer. One elected representative from each class, the president of each class and the Dean of students.

All Executive Committee meetings are open to any member of the Polity.

I think that it is important for each student to realize that one does not have to be a member of the Executive Committee to take an active part in our student government. The following quote is from the constitution of the Student Polity:

"The Polity and/or the executive Committee shall have the power to discuss and legislate policies concerning student affairs subject to the approval of the Dean of Students. Legislation of the polity supersedes legislation of the Executive Committee."

### Conway Recovering

It is reported that Mr. Conway is recovering from a heart attack which he suffered about two weeks ago. He has regained use of the partially paralyzed arm and leg, and will shortly be able to leave the hospital, although he will have to rest at home for many weeks.

Upper classmen will remember Mr. Conway as the ever busy business officer of the college during the first four years of the college's existence. He transferred to Harpur College in Binghamton early this summer, due to ill health. He had had a previous heart attack last spring while he was still here.

Students Interested in part-time employment on or off campus should file an application with Miss McMahon in the Office of the Dean of Students.



WHY? - - - - Stored in the attic above the girls' dormitory are the chairs and tables pictured above. The tables are still covered with the cardboard protection that they had when they arrived at this institution. The chairs too, are wrapped up. Why are these tables sitting up in this attic collecting dust? At last count, earlier this week, there were 73 sealed tables and 112 wrapped chairs. Surely there is some other place on campus that this furniture could be better put to use? Why are they then here? Why?

## Raz, Feingold Receive Grants

A National Science Foundation grant of \$26,600 will help two nuclear physicists at the State University of New York, Long Island Center, to probe the mysteries of the atom's nucleus with the help of high-speed computers.

The grant, awarded for a two-year period beginning May 1, 1961, will support theoretical studies in nuclear structure by Dr. Arnold M. Feingold, Professor of Physics, and Dr. B. James Raz, Associate Professor of Physics, at the Oyster Bay Institution.

"Science still knows very little about the internal structure of the nucleus, which is the 'core' of the atom where most of its energy is concentrated," Dr. Feingold explained. "We know the energies, 'spins' and other properties of nuclear particles, and have some idea of how they react with each other in pairs. But so far we can only guess at their actual interactions in large numbers, in a complex nucleus."

"Our studies will try to test some of the 'models' physicists have suggested for the nucleus - - such as the idea that it contains independent particles travelling in miniature orbits, or that the nucleus is like a drop of liquid, with many small parts packed closely together like water molecules. We simply don't know yet which of these models, or some other, will best explain the experimental facts," he said.

"The mathematics needed to explore these problems is very complex," Dr. Raz pointed out, "so we will use much of our grant for rental and programming of electronic computers."

"Dr. Feingold and I will take complementary approaches," Raz added. "He will test each 'model' of the nucleus against what we know of the forces between pairs of nuclear particles. I will try to see how well each model explains the properties of large, complex nuclei. We hope to involve still other researchers at the Long Island Center in the future."

The Long Island Center, recently named to become the first full university center within State University of New York, will move in 1962 to its new campus at Stony Brook, Long Island, which will include a new and modern physics building. An expanded faculty conducting graduate programs, and continued cooperation with scientists at the Brookhaven National Laboratories, are expected.

Council For Political Inquiry presents

### CUBA'S SOCIAL REVOLUTION

SPEAKER - Marvin Gettleman - CCNY  
DISCUSSANT - Richard Morse - Chairman of History Dept. St. Univ.  
Marvin Travis - Chairman of Political Science Dept. St. Univ.  
MODERATOR - Michael Parenti  
DATE - Thursday, Oct. 26  
TIME - 8:00 p.m.  
PLACE - To be announced



THE

# STATESMAN

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

What is the role of the student in an educational system? Is he a mere formality, a statistic, or is he an individual with all the "uniqueness" within him that is inherent in the word "individual"? If we agree, as we must, that the latter definition of a student is a better one, then we must reask the initial question - what is the role of the student in an educational system, and more specifically, at this institution?

In the introduction to his book, "The Idea of a University" Cardinal Newman is quoted by George N. Shuster as saying that "he (feels) that the intellectual tug of war which (gives) young people opportunities to pit their own wits, one against another, to question asserted facts and to spin out conflicting hypothesis, constituted at least half the challenge" held out to students by education to achieve "a measure of maturity".

This idea is an exciting one; however, intrinsic in the idea is an atmosphere that will encourage the thinking process. The student must question. He must harness the drive towards knowledge and use it to surmount the obstacles put before him on his "road to learning". He must be prepared to face these obstacles and not be diverted or fooled. We must not become a generation of "acceptors". Doubt and cynicism are far better ends than complacency. At least when one doubts, he is employing his power to think and is not fooling himself into thinking that a situation is A-OK.

Once again we say that there must be an atmosphere at an institution that is conducive to questioning - to learning. This atmosphere must be fostered by those who come in contact with the student - his teachers. By the word teachers, it is meant all people whether they be instructors or not. If his teacher is complacent and does not question how will the student question? The area within the student that is sensitive to doubt will never be pricked. If his teacher will not question asserted facts due to fear, then this fear will be passed on to the student. It is only in an atmosphere of freedom that freedom can be born - and thrive. The nutrient of freedom is the right to inquiry and to receive honest answers to these inquiries, not deceit and subversion.

We are then led to ask another question: "How much should a student know about his institution?"

There exist as this University and will exist wherever educated people meet, differences of opinion. How many of these differences should the student be exposed to? All? Some? None at all? We feel that the student has a right to know all the facts that will affect him as a student. As Cardinal Newman said, student participation is a major factor in the educational process. How can a student decide for himself what ideas are good or bad if he is not exposed to an honest and rational presentation of these opinions? It is extremely difficult to understand an issue when one

half of the story is withheld. In this case what other recourse is there than to believe the half that is spoken? This indeed may lead to a false belief and wrong impression but can people complain of misinterpretation if they do nothing to clarify the situation.

Are students merely children that must be protected from the harsh realities that face them? Must the bitter taste be coated with sugar and spice? If this is so, if we cannot be exposed to all sides of a difference, then in all honesty let us not call ourselves an institution of higher learning. For this is making a mockery of the whole concept of education. If we are not being exposed to different ideas then we are being stunted in our educational growth.

The role of the student at this university should be carefully considered. We have two choices: either we can remain complacent and thus discard any hope of becoming educated or we can inquire, we can ask "why". We can stand still or we can leap forward. We can remain children or metamorphose into adults. It is up to both the student to decide what he wants and the "educators" to decide what the student will be allowed to know. The decision is a vital one. Think carefully.

\* \* \*

It was with a mixed feeling of surprise and sorrow that the college community heard that Dean Leonard K. Olsen was leaving Long Island Center. It was he who first gave life to what had been an idea. He gathered educators from various institutions and began a college with slightly more than 100 students.

The announcement drew many comments from the upperclassmen, for Dean Olsen has played an important part in their college education. And although they have had limited personal contact with him, they have always felt that he was the guiding force of this institution.

There is no better time than the present to attempt to express our gratitude for the many things that Dean Olsen has been responsible for. Many of us would like Dean Olsen to know that we were pleased with the type of education that has been offered here in the past four years. We have come to realize just how beneficial a general background is in developing one's mind and as an end in itself.

One finds it difficult to say good-bye to someone that as much a part of this University as Dean Olsen has been. Since he will be moving from this campus in a short while, we can only hope that his accomplishments and ideals will be regarded with just esteem and carried on.

Our best wishes go with him.

\* \* \*

The news was received with shock tonight that Mr. Allen Austill would no longer serve in his post of Dean of Students. Mr. Austill has been in this position since the school opened its doors in 1957. His door was ever open and all students could be assured of a friendly and sympathetic ear and advice to suit the occasion.

The loss of Dean Austill is the second big blow to the college in a period of a day. The announcement that Leonard K. Olsen, former Dean of Faculty, has been transferred to a position in Central Administration was released earlier in the day.

The college community is at a loss to understand why Dean Austill will no longer be here. Why was there no reason given for the dismissal to Mr. Austill? Why is everything being kept in secret?



## Letters to the Editor

October 16, 1961

To the Editor:

In the past few weeks many questions have arisen in my mind concerning the Long Island Center's approaching major event. There are many problems which have already appeared and will become increasingly important concerning the coming transition from our present campus to the Stony Brook site. I am mentioning some of these problems with the hope that our student body will begin to think as a whole about these various topics.

There is no doubt but that a great dilemma faces us in the form of the proposed splitting of our campus next year. President Lee recently sent a letter to the members of the Executive Committee in which he outlined some of the components of this problem. These factors are: (1) Commuting problems for many students, (2) laboratory facilities for upperclassmen on each campus, (3) a minimization of student transport between the two campuses, (4) the availability of campus housing, and (5), which I consider very important, the desire for maximum unification between our two campuses. All of the above matters and innumerable others will require careful thought before each can be settled with a minimum of dissatisfaction. These are things which we must begin thinking about now - problems which we should have been thinking about for a long time.

This Monday, October 23, at 7:00 in the Student Lounge there will be a meeting to discuss all these points. I would like to see anyone with questions or constructive ideas at that meeting in order that we can all understand to a fuller extent the problems which we are now beginning to confront.

I realize that there is a great deal of opposition on our campus concerning our partial transition. But those students who do oppose the move must realize that certain inconveniences have to be withstood in order that the Long Island Center may continue to expand and improve in the next few years. The growing population of our country demands greater educational opportunities and the Long Island Center is trying to make ready its expanded facilities as soon as possible. If we all really try to help in any way possible, it will make the next couple of years that much easier to cope with.

Sincerely,  
Michael A. Nofi  
Polity Representative  
Class of 1964

To the Student body:

To those of you who signed the petition against the merging of Curtain and Canvas with the State Troupers, I would like to offer my sincere thanks. It is through your support that Curtain and Canvas remains an independent student organization.

It is the purpose of Curtain and Canvas to afford opportunities for students to become better acquainted with and broaden their experience and enjoyment of the plastic arts, drama, and music. But C&C cannot meet its goals unless you take an active part. It is up to you, the students, to offer suggestions, to help plan activities and to attend the events.

Sincerely,  
Grace Fukuhara,  
Sect. C&C

Do you think the safety of the students at State is adequately provided for?

We at State are protected by a Safety Department consisting of one man. Can this one man protect the students twenty-four hours a day? He can't. He can protect us for only a portion of the time. No more can be expected from one man.

Monday evening the 16th we had two outside visitors who openly

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# Reflections

by Judy Shepps

Reflections. Ideas. Thoughts. The capacity to think. The uniqueness of thoughts to each man. He can look at an object and see it in a way that is perfectly rational to him yet, the man next to him can fail completely to comprehend what it was that his neighbor saw in the object. The universal difference of all thoughts. It is the process of education that trains and teaches us to view the universal and to cherish the unique. It is through the medium of free and rational discussion of ideas that this process of education will thrive. Freedom to speak encourages the development of the whole man, for if by chance a man hesitates to speak out of fear, or any other reason, soon he will forget how to think and to create. For all practical purposes he is then intellectually dead.

This week Mr. Jay Williams, Professor of Political Science and Mr. Herbert Streaun, Instructor of Education have contributed their ideas.

## WILLIAMS

I should like to correct an item of fact appearing in your column in your issue of October 6, 1961 regarding my resignation from an office in the present administration of the Long Island Center. I should further like to take up some more general matters which appear, somewhat confusedly, to be connected in your mind and that of other students to the events of last spring.

I resigned as chairman of the Social Science Division and acting chairman of the Department of Political Science because I found I could not work with the present administration. I did not resign, as reported in your pages, in protest over the abolition of Divisions.

There are surely better and worse structures for universities, but the best way or organize THIS university is a matter about which few members of the faculty, I dare say, have inflexible positions. I look forward to the time when the faculty will have a part in the discussion of this and similar questions.

But structures are only instruments for achieving purposes and it is these last, I sense, about which you have become curious, like any good reporter, upon hearing that changes have taken place in the university community.

You are right in thinking we should discuss our purposes, but in my view our discussion will be more productive if we turn from talk about "philosophy" and "method" as well as talk about "mandates", "divisions", "departments," and "colleges." We are not confronted with a choice among philosophies, that is, among various systems or modes of viewing nature, man, society, and knowledge, but rather we face concrete problems. Some of these problems are endemic to the higher learning in our society, and others may arise in attempting to develop a university in the eastern half of Long Island in these years, and at the anticipated speed. It is these concrete problems which should occupy our attention, in those moments when we are not taken up with our job, learning.

We should be very careful in using the words "philosophy" or "method" in talking about the choices which lie before us because of the implication that universities "have" philosophies, and that better universities have better philosophies. To think in this way is an example of that universal undergraduate vice: radical simplification.

A moment's reflection, Miss Shepps, will show the absurdity of this view. All real universities are centers of conflict in ideas, and thus of philosophic disagreement. If a university has an "official" philosophy and this sticks, you may be sure it is not much of a university. An educated individual must, of course, have an educational philosophy. But even with the best philosophy you will confront problems in participating in the development of a university. These problems are knotty and recurrent because of the complexity of the task which a university undertakes. It does not make the situation any easier that relatively few persons in our society understand this task.

In general outline, there is con-

## STREAUN

I am grateful for the opportunity afforded to me by the "Statesman" to state what I consider to be the "Educated Man." I thank the "Statesman" for their request, because inherent in my philosophy of what constitutes a sound educational atmosphere is the existence of a school newspaper on a college campus with both students and instructors communicating with each other.

Actually, my concept of the "Educated Man" is simple; my thoughts on how he gets to be educated may be considered complex.

The "Educated Man", as I see him, is the man or woman who has a thorough understanding of himself as a human being with his strengths, limitations, uniqueness, beauty and ugliness and with this, equally as keen as understanding of human and physical environment with its profoundness, ugliness and beauty.

But, how does the "Educated Man" get educated? Frankly, each day my ideas are slightly altered. However, I'll make a stab.

First and foremost, each classroom's uniqueness must be appreciated by both student and teacher. Who are the human beings that compose it and what are their values, whims and within this type of atmosphere can subject matter be most appropriately introduced, considered and consumed. My biggest gripe with education is that all too often the individuals in the classroom are secondary to the subject matter. To me, an instructor must ask himself before entering every class, "What menu will be most palatable today and what are my students hungry for" if, indeed they are hungry at all? I believe that subject matter should never be decided before a course begins but varied according to the ever changing needs of the students as they move through the semester.

The "Educated Man" should be nurtured similar to the way a good parent participated in his child's growth and development. He ascertains the needs of his child at each stage of the latter's development and without contaminating the child's growth through his own prejudices, rigidities, and preconceived notions, the good parent truly meets the child's maturational needs sensitively. The man or woman becomes educated if his teachers understand that growth differs for each individual, and that each student has his own set of resistances to learning along with his own peculiar motivations. The teacher must offer an emotional and intellectual demonstration of the Educated Man at all times.

Classes must be small and varied opportunities to approach the subject matter in different ways must be offered to different students. Opportunities for students and teacher to evaluate together the progress or lack of progress of the course must be constantly available. Also, I like the idea of interdepartmental seminars where discussions are held on issues that evolve from several disciplines.

In my Education 30 classes we have been sweating through discussions on the resistances involved in learning and in interpersonal relations, in general. Serious attention is being given to the whole concept of "grades". Unfortunately, all too often the edu-

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## Faculty Praises Olsen

Upon hearing the news that Dean Leonard K. Olsen has left the academic community of the Long Island Center the following statements were made:

"He is the most honest and decent human being I've ever had the pleasure of working with, a man preeminent in his moral and intellectual character."

Leonard Gardner

"I shall miss Dean Olsen's influence at the L.I. Center. I have not worked with many administrators who have been as devoted to the concept of a balanced university and the free exchange of ideas as he is."

J. Williams

"Dean Olsen is one of those rare men who has based effective leadership on uncompromising humanistic principles. I have been instructed and rewarded by my association with him. The disappearance of his influence from the direction of this university is a serious public loss."

Wm. G. Lister

"I think all of us owe a real debt of gratitude to Dean Olsen for all that he has done in founding the Institute and in building it up to its present state. I deeply regret his leaving."

Richard Levin

"Dean Olsen is one of the finest men that it has ever been my privilege to know. His contributions to the institution have been of inestimable value. The loss to the institution by Dean Olsen's transfer is very great indeed."

A. Martin

"During the time that Dean Olsen was the chief administrative officer of this institution he provided administrative and intellectual leadership of the highest caliber. His personal devotion to educational programs of high quality, and his tireless efforts to make them possible, deserves the praise and appreciation of the entire university community. It has been a unique privilege to serve on the faculty during this exciting period in the early development of the university."

Frank Erk

"The quality of our institution, as presently constituted, is due solely to the efforts of Dean Olsen. I know of no other person that could have achieved so much in so little time. For the good of the L.I.C. I hope that this quality can be maintained."

Robert Sternfeld

"The transfer of Dean Olsen represents a great educational and personal loss to Long Island Center. We have been exceedingly fortunate in having his leadership and guidance in the formative years of the institution."

Howard C. Howland

"An important reason in my decision to come to SUNY LIC was the splendid, first rate, impression made upon me by Professor Lister and Dean Olsen. I cannot help regretting that a man of Olsen's stature should leave our campus."

William C. Fox

defied the rules of our campus. Who was here to stop them? No one: Was it really necessary for patrol cars to come from the local police station? Our Safety Officer was not here at the time. It was after his tour of duty ended.

Other college campuses have full time campus police protection for their students. Why don't we at State?

Any student interested in their own protection please see me. We can form an effective Safety Committee by working along with our Safety Officer who is willing to guide us in our efforts.

Lynn Geed

## Olsen's Welcoming Speech To Class Of '62

It is a great pleasure for us to welcome you to this College. You have been carefully selected from among the much larger number of those who expressed interest in coming here. Many of you are scholarship winners. All of you acquitted yourselves well in the high schools from which you came. Your past records give great promise for future accomplishment. We look forward to our work with you with keen anticipation.

You are the freshman class of 1958. We are the faculty of the College which you in your discriminating judgment have chosen for this critical period of your lives. But you are not all alike and neither are we. You come from 88 different high schools; you come from upstate, from N.Y. City, from Long Island and some of you from elsewhere in the U.S. You differ from each other in many ways. As we come to know you better we shall become familiar with the special characteristics that identify each of you.

In similar fashion, although we are all members of the faculty of this College, we too differ from one another. We come from many universities and many different parts of the country. Our primary interests may be in biology, literature, physics, history, mathematics, or in some other field. You will gradually become aware of our differences. We shall all, before long, come to know one another as individuals.

But it is not to this end that we are assembled here. It is not the purpose of this association that we should simply acquire a tolerant appreciation of one another's differences. It is a remarkable fact that this process of apprehending ourselves as many distinct individuals will be coincident with another process in which these differences tend to disappear and become irrelevant. This second process is that whereby we all become absorbed in a common investigation into the nature of things.

In this we are like the many members of a single audience in a theatre. There, if the drama is a powerful one, the members of the audience, despite their countless differences, in some strange and wonderful way become one with each other and with the action on the stage. Their passions are the same. All are moved to tears if the situation is tearful, and to laughter, if the situation is laughable.

As even actors and audience become one in the object of the drama so here you and we will become one in our mutual search for knowledge. The theatre has a setting and the drama has a unity. You will first become familiar with the physical aspects of this College in its remarkably beautiful setting. It will take longer for you to grasp the intellectual whole which is the essence of this enterprise.

I should like now to begin with you that process which will lead to this grasp. In the beginning you should be aware of certain basic assumptions which characterize this College. We hold with firm conviction that the graduate from this institution must be thoroughly trained in his field of specialization. We believe that that training should be such as to make the student readily able to adapt himself to changes in his field and his world. We are concerned with producing men and women who know why they do what they do.

Secondly, we hold equally firmly that, whatever a student's field of concentration, he ought to be an educated man. He ought to be familiar with and able to understand man's accomplishments in science, in social institutions, and in the arts. We believe, furthermore, that not only are the processes whereby one acquires a special competence and the processes whereby one acquires a broad competence not in contradiction but that each flourishes best in the

presence of the other.

Whatever the field in which you elect to concentrate you will spend some time in each of the three major areas of knowledge: the sciences, the social sciences and the humanities. Some of you may wonder about this. Why should one who wants to study physics waste time elsewhere? The answer is complex, but we must begin the answer now.

In the humanities you will study literature, music and philosophy. Your ability to appreciate the works of man will enrich your whole lives. In the social sciences you will examine those factors which were critical in the development of contemporary society. You will examine social institutions, their causes and tendencies. Such knowledge is indispensable to you as adults, as members of social groups and as citizens in a state. In the sciences you will investigate the natural world. You will seek the truth concerning the animate and the inanimate.

But the characterizations which I have just given you are wholly inadequate. The Humanities are not just courses that give you information about Shakespeare and some symphonies, nor the Social Sciences courses about the Middle Ages and the Aarapesh Indians in New Guinea. Nor do the sciences merely give you the latest data about atoms and animals. Each of them may do these things, but more importantly they provide you with skills which you will carry with you always.

If you are a physicist you will be a better physicist if you are aware of these several skills and employ them. Your work in science will provide you with the language, the basic concepts and the methods whereby you may understand and conduct investigations into the nature of things. You will need to know a great deal about what men have discovered and how they demonstrate the truth of their statements.

No scientist works in total isolation. You must understand and function effectively in the institutions which make your work possible. You must know what your predecessors and contemporaries have done so that your own work will intelligently build on theirs. The beginning of any investigation requires the formulation of the problem which will mark the limits of the inquiry. All the skills are required for this.

Scientific knowledge and inquiry must be continuous or they atrophy. The scientist, for his own sake, and for others, must communicate his knowledge. He must prepare a document, a series of statements reporting his investigation. In the construction of that document he is an artist, good or bad. If he is artful he will subject his document to a humanistic critical analysis in which he may discover defects in his argument, in the relation of his inferences to his observations and his assumptions. The discovery of these defects may force him to return again to his laboratory. Then new observations will lead to reformulated statements. And by means of this mutual interaction he probes deeper and deeper into the nature of things.

Knowledge is not knowledge unless it is formulated and organized. Isolated knowledge is not knowledge. The parts of knowledge are related as the parts of an organism. The liver of a steer which you see in the meat market is not strictly a liver. To be a liver it must be in the animal and performing its peculiar function. To be understood it must be seen both in its distinction from and in its relation to the other parts of the steer. So the parts of knowledge must be seen as parts of an organic whole. The power of the mind to see wholes, with parts of an organic whole. The power of the mind to see wholes, with parts

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# Call To Arms

by  
Arthur Robbins

With the current Cold War situation being what it is, and President Kennedy's policies being what they are, I found the "Nation's" article, "Does the Draft Law Play Favorites?" both timely and informative. Written by David L. Holmes, Jr., a teacher of English at Carnegie Tech, it appeared in the September 23 issue.

The basis of the problem seems to lie in the fact that the Armed Forces are faced with "an ever-increasing manpower supply," for which there is no immediate use. Hence, the task becomes one of finding ways of decreasing the number of males between the ages of 18 and 26 who are eligible for the draft. Mr. Holmes estimates the manpower pool to be at six and one half million, only one half million of which enter the service of their country each year. Of this source, 400,000 enlist annually, leaving the Selective Service the burden of choosing 100,000 able bodied Americans. The result is a long list of exemptions which have "been done under the banner of 'the national good,' but actually (have) been dominated by considerations of expediency and tariff....When examined, almost all are found to be unjustifiable."

The 4-F rate has risen from 35.8 per cent at the peak of World War II, until today, one out of every two men is rejected. Athletes with "trick" knees, weak ankles and back injuries have been rejected, among them outstanding college and professional players, including Mickey Mantle of the New York Yankees. Mental standards have also been raised, so that all youths with mental aptitude in the lower quarter of the national average are rejected. Some 30 percent of draft registrants fall into this category. Those who have made the best combat soldiers are being denied entrance into the cold war, the burden being left upon those "fortunate" enough to have a higher intelligence quotient.

In 1956, a Presidential directive exempted virtually all fathers and fathers to be from the draft, stipulating that the local boards are to exhaust their pool of childless men between 19 and 26. The reason given for this action was that the government didn't want to upset

family life. More important, however, is that it lowered the number of eligible men and saved the government considerable expense and trouble, which inducting married males would have entailed. "If some have chosen to marry before that age (18) and to have children, the government should not reward them with a draft exemption and penalize those who have remained single or childless. The policy jeopardizes the lives and careers of males who have been unable to marry for economic reasons or, once married, to have children for physical ones....The ruling may be expedient, but in a democratic society it is unjustifiable."

Formerly, any registrant who was deferred prior to his 26th birthday could be drafted up to the age of thirty-five. However, at the same time that the fatherhood deferment was instituted in 1956, the "26 or out" clause was put into effect, whereby any individual who managed to reach his 26th birthday, regardless of how many deferments he received, becomes the least eligible for call by local boards.

The possibilities for draft exemption under the above mentioned provision are limited only by the individual's shrewdness and financial resources. The directive does not stipulate that the registrant complete his studies after his 26th birthday or remain in the draft-exempt profession he chose. "Through this ruling, the wealthy or academically benefited are enabled to escape the draft entirely, while the less fortunate take their places." Deferments may also be obtained; in hardship cases; when the registrant is involved in an industry deemed vital to the national welfare; if the registrant be a member of the clergy or the teaching profession, a government employee, a farmer, or a member of a subversive organization. "Thus the burden of the Cold War draft falls on the single or childless married man who has been unable for financial or personal reasons to qualify for one of the many deferments available."

The inequities of such a draft policy become obvious when one

realizes that the small percentage taken are risking and often losing their lives in such hotspots as Korea or potentially hot Berlin. Many have lost economic and career opportunities and have had their lives utterly disrupted. Most have suffered a loss of earnings during their service of at least \$4,000.

"Democracy, which implies equal obligations as well as equal rights, has been openly flouted by the Pentagon and Selective Service without objection."

A partial solution lies in the passage of the "Cold War G.I. Bill," which Congress has had before it for six years. Its aims would be similar to those of the World War II and Korean G.I. Bill's. But this partial solution tends to ratify great injustices. The only real solution lies in revising the entire system by reverting to the lottery method, employed in the first peace time draft in 1940 or else abolishing the draft completely. This could feasibly be accomplished by passing such bills as the "Cold War G.I. Bill," plus providing other fringe benefits and a higher pay which would entice registrants to enlist and thus maintain the "necessary" quota.

"The cause is urgent. Revision of the draft law is long overdue. . . For if military service is an obligation of citizenship, then millions of American males are today being rewarded for ignoring their duty."

## The Snob

by  
George May, Class of '61

The snob, as we know him, is an inferior person with a superiority complex who considers himself above his surroundings and looks without respect on those whom he feels are below his class. He exists in every nook and corner of human society. In college he is the intellectual snob; in the social world, the Park Avenue snob and in business, the financial snob.

The snob is inferior to his fellowmen for, by his superior airs, he lacks many of the qualities of life that they possess. He lacks friendship and companionship because his only friends must be his equals and his self inflated ego has made an equal inconceivable. He is without understanding of human nature because he will not lower himself to consider it. Indeed, he lacks the ability to share his joys and sorrows, his achievements and the achievements of his contemporaries.

The intellectual snob ignores his fellowmen because he rejects ideals contrary to his own. He believes it impossible that his associates could impart anything worthy of interest or understanding. The Park Avenue snob avoids the less successful people from the other side of town lest his untainted culture and respectability be questioned or reduced. The financial snob lives in the New York Times of the Wall Street Journal, blundering and falling because no advice from an inferior could possibly supplement his vast knowledge and experience in the business world. And then we have the snobbish patron of the arts who believes Grandma Moses could use a few painting lessons and reduces Helen Hayes to the level of a giddy high school freshman in her first walk on part.

The snob, with all his airs, false accomplishments, condescending glances and detracting remarks in conversation, must be the loneliest of men until that day when he learns to use his talents with the superiority of humility.

Written during Freshman year

## Newman Club

There will be a Bishop's Mass on Sunday, October 22nd at St. Agnes Cathedral in Rockville Centre. It will be followed by a Communion Breakfast at Hofstra. All those interested in attending should contact Margot Fuhrman of the Newman Club. It is hoped that State will send a goodly number of representatives.

# Requiem

by  
Judy Shepps

His hand stretched out across the cluttered room to reach out to life. All he grasped was air. He groped about and his hands came to rest on an old soiled object on the floor. He picked it up. It was an old artist's smock, dirty and covered with cracked paint. He looked at it and threw it back on the floor amidst all the memories. He averted his head and wept. His body was wracked with coughs and sobs. He lowered his hand to pull the shabby cover up over his body. He shivered and then was quiet. His body ached with longing for life. He wanted to get up and run out the door and walk in the midst of crowds. But all he could do was be still. He was a prisoner to his bed, a man without a purpose, a corpse with life still within. All around him was waste. His life was in that room. No one save he had been inside that room. He smiled and chuckled softly to himself as his eyes came to rest on the dust covered picture of the girl. Fond memories came to mind. Love, discovered in the quiet of a meadow; life discovered there also. He sighed, yes all things do pass. Man is mortal. A cough went thru his body. A salty taste came to his mouth. Red liquid spurted thru his lips. His eyes became glazed, the lights dimmer. "No", he cried, 'I am not mortal'! He forced himself to open wide his unwilling eyes. Somehow he became obsessed with the idea that death could not come to him if he was wide awake. He propped himself up and felt better. It was getting to be night out. The street lights came on and he shielded his eyes to avoid the glare that the thin shades merely muted. He thought of God, of Heaven and Hell and dismissed them with the same casualness that he had always thought of such things. His eyes swept around the room and fell on an old clock, a coo-coo stood halfway in and halfway out of the clock. He remembered when it had been broken. There had been a wild party going on at his friend Bill's

house. Everyone was drunk and excited. He bet five dollars that if the bird was perched midway it would coo-coo continuously. He lost and here was the clock. They had given it to him when they loaded him in a cab with six other fellows to be dropped off at home to sober up. Here was the clock - it had become a part of him. It's ticks were loud and clear. Once the neighbors had complained that it sounded like a time bomb. Let them complain - he had sneered! He saw the painting in the corner. The Reds and Blues stood out and lit up the dismal corner. It was almost finished - just as was everything else in the room. He felt that he must finish that picture before he died. Yet he knew he wouldn't. A dying man accepts what others merely realize. He was feeling weaker. He stared up at the ceiling. The big crack seemed more apparent. A rat scurried across the room, stopping imperceptively to view the lump of flesh sharing the room with him. The guitar in the corner was propped up. It seemed ready for its owner to come up and play it - - until one noticed that the instrument had no strings. A suit of wrinkled clothes was hung neatly in the closet. A pair of shined shoes were arranged beside it. He felt a strong urge to get up and go out of the room. He felt better and sat up in bed. His face went white as the blood rushed from his head. He got up and steadied himself for the walk to the closet. He put his clothes on slowly and turned to go out the door. He felt faint. It became very important for him to reach the door and to step outside it. The clock ticked loudly. He stumbled and crept towards the door. The smock was in his way. He could not get past it. He was too weak to move it or to change his course. He lied down with his face on the smock. He choked and rolled over so that the light of the coming dawn threw a shadow on his smooth, unshaven face. All was quiet in the room.

## Student Publications

(Continued from page two)

utilizing and encouraging this creative talent without forcing this non-journalist to learn and adopt journalistic techniques that have application only in the community newspaper environment and are not necessarily pertinent to the campus society.

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

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

## S.C.A.

The Student Christian Association will hold its first meeting of the year on Friday, October 20th at 6:30. It is hoped that the Student Lounge will be available for this meeting. All those interested are invited to attend.

## Coming Up

Monday - October 23, 1961  
5:00 P.M. - Undergraduate Chemistry Seminar "Nuclear Reactions in the Stars" Dr. J.M. Miller, Columbia University Dome 8  
Tuesday - October 24, 1961  
2:45 P.M. - Chemistry Club Meeting Dome 10B

## One small Voice

(Continued from page three)

bookstore, hire students to sell the books and one new person to keep the accounts. This would add to the number of jobs available for students, decrease the problems of buying books and lower the cost of books, making prices comparable with those at other publicly owned institutions. I am sure that with students in the bookstore, there will be more goodwill created than is present now, and a larger business for the bookstore. I suggest that anyone interested in my idea, see a member of Polity and start the ball rolling.

If anyone wishes to comment, pro or con, on any of my articles (and I sincerely hope there will be some) I would suggest sending a letter to the Editor.

# Requiem

Written on the death of a Squirrel on October 16, 1961

A squirrel is dead  
He lies there on that  
example of man's progress  
Quivering out the last traces of life in what was once  
One of God's creatures of the forest.

I cannot deny it; my hand  
Was on the wheel.  
He scampered across-  
There was a sound-  
And then. . .

But what is this concern?  
Many such creations  
Has God made.  
Natural selection decrees-  
This life is but one out of many gone.

A simple, dumb,  
Insignificant, unimportant  
Squirrel.  
There is no reason for regret.

And yet I feel as though  
Some part,  
Some human, delicate, part,  
Has frozen inside of me-  
Lost forever.



Reflections

WILLIAMS

(Continued from page five)

ing men in our society as to the purpose and workings of a university. A university is a community devoted to fundamental inquiry. Because of this it is taken up with teaching and learning, and learning in all senses of "discovery". Universities are distinguishable from research institutes not only through their teaching function, but through their breadth. Universities are, indeed, peopled by men who are asking and answering fundamental questions stimulated by the example and thought of their colleagues, and encouraged (and in a few fields helped) by their students. Ideally, universities are the intellectual and moral centers of a civilization. Undergraduate education is an integral part of the university's task both because it must educate those who are going into the professions, and also because it must educate the citizen who is to be a demanding and critical audience for products of the higher culture, and an influence in public affairs.

There are probably few members of the larger intellectual community who would challenge the general tenor of the preceding paragraph. No one will argue that universities should be defined as places where older adolescents come to pick up, or confirm, as many of the manners and habits of the middle classes as possible, to discover a mate, and to establish the foundations of a business career. Nor will anyone argue that is a CENTRAL function of a university to aid in the transformation of scientific knowledge into technical skills and information useful to industry, agriculture, medicine, or the military. Even less will anyone argue that it is a central, or even perhaps defensible, part of the university's function to train subsidiary technicians in these and other fields. Finally, no one argues that the undergraduate should not become aware of the principle questions of at least our own epoch and the resources which the various fundamental disciplines offer for solving these questions.

But we all know that though members of the larger intellectual community will not advance such arguments, at least in public, most universities function as if they were directed by these retrograde principles. The causes of this astonishing cultural phenomenon are an interesting subject of speculation. And counteracting these causes may be said to be, Miss Shepps, the GENERIC problem facing those interested in the development of a true public university in the State of New York. Let us examine some of these causes.

We have all heard of the 'mass society' and the kind of disorientation it brings with it. This analysis can be carried over to the university in our society. Many universities have been UNDATED by high school students who have carried unimpaired their tribal ceremonies and folklore into the halls of higher learning. (The reader may recall the period at this institution when students were worried about the absence of team rituals.) The professor is engulfed by adolescents who are apparently absorbed in alien, and possibly irrational, activities. Under these conditions the professor begins to wonder WHY HE IS THERE. This is followed by a deep yearning to be ELSEWHERE. Some flee physically, others spiritually; they like to meet students in faceless groups of fifty or more, or they take to mumbling to their students (as Veblen did). In response, students conclude that progressors are difficult, incomprehensible and undesirable; they are thus encouraged to discount learning, except for its practical consequences, even more than they have before.

I hope it is clear, Miss Shepps, that recognition of the problem just outlined does not spring from any philosophic predilections on the writer's part. An existentialist or a pragmatist would agree with me that our university must confront these harsh facts.

Another explanation of the common failure of universities to be true universities might be sought in the spirit which as heretofore been very characteristic of our society, the spirit of the active and the useful. (I say "heretofore" because I am not at all sure that apart from the cold war there would not be more interest in philosophy than in engineering, among the better undergraduates in this country.) This spirit encourages the technical and the professional (and sometimes the menial) to move out of their appropriate place. Their appropriate place is 'subsidiary' to the liberal arts and sciences, that is, the fundamental disciplines. I am aware that the problem of the organization of the fields of knowledge is a difficult and heatedly debated one. But I remind you that even the most rabid pragmatist would not justify encasing a physics or a chemistry department in an engineering school or a sociology or economics department in a school of business or public administration. Physics should be challenged by certain engineering problems but surely it should not be limited by questions of this calibre as such an arrangement tends to do. If an economist is thinking about ONLY those problems which business and industry recognize, he will be a bad economist. Similarly, we have no difficulty in recognizing the psychologists on Madison Avenue as not our leaders in this field.

Until the second world war the centers of infection, so to speak, for the aggressive promotion of the immediately useful were industry and the associations representing industry and agriculture (and for this purpose many state legislatures are simply associations representing agriculture and rural communities). Industry and its cognate associations and men of a congenial mentality were constantly pressing for the advancement of the more useful learning. The confused proliferation of this learning is observable in almost all state universities. It is symbolic of the poverty of this approach to the sciences, even for the area of the immediately useful, that it was a physicist from Italy who put the first atomic pile together. Since the second world war government has become an added source of temptation to magnify attention to the technical. Only a clear image of what a balanced intellectual community is like allows a university to avoid becoming a congeries of departments and schools willing to take on any "research" task which someone will pay for.

Another influence which works from time to time in western civilization to make an intellectual community difficult to achieve is the conviction of one group or another that there is only one source or reliable knowledge and that is the source which it has mastered. There are in every university a few, fortunately very few, who regard their own laboratory science in this way. In the thirteenth century it was the theologians (technicians of salvation) who found the arts and sciences tedious.

But when such factors as these have been given their due we must still confess that the thing which makes real universities so difficult to achieve is the intrinsic difficulty of getting human beings to be part of an intellectual community. A community requires by definition common procedures, laws and ideas; the capacity to consult, deliberate and compromise. A real university is a republic of learning, too, in the sense that it is an open market place of ideas. But all of these qualities make great demands on human character and ingenuity. To compound difficulties, students and faculty will not behave as if they are in a true university if the atmosphere is not that of a true university. But the primary business of students and faculty is learning is learning and research, not establishing the right spirit.

I have, Miss Shepps, taken so long on some of the causes of problems generic to universities that I am self-conscious about proceeding to the problems spe-

cial to Stony Brook. I shall leave these to others. I do not see any philosophic dispute about what a university is, but it is tremendously difficult to set one up. It is like popular government, easy to defining, hard to establish.

Sincerely,

Jay Williams

Professor of Political Science

Reflections

STREAN

(Continued from page five)

cational system engenders a set-up where the grade becomes the motive for learning because there is insufficient internal and independent desire for knowledge, learning and growth and a lack of external stimulation in the classroom environment. Very sad!

Fundamental to a sound educational milieu, in my opinion, is a solid human relationship between student and teacher, student and student. This is achieved through the very difficult process of really getting to know each other. I believe, therefore, in all types of faculty student get-togethers—conferences, lunches, recreation, coffee-breaks, meetings, clubs, lectures, newspapers etc.

Finally, I believe that the Educated Man's classroom must have an atmosphere that permits disagreement and debate between student and student and student and teacher. For both stand to be corrected and both have a right to modify views. That's why I'll appreciate the opportunity of sounding off a year from now again so that I can disagree with myself a bit.

Herbert Streaan  
Instructor of Education

Olsen's Speech

(Continued from page five)

in coherent and ordered relationship is a power to which the sciences, the humanities, and the social sciences each makes an essential contribution.

Though the universe is one and knowledge is one, none of us can know perfectly, which would be to know everything. It is, therefore, desirable, and appropriate, that we concentrate our learning in some part, employing meanwhile those skills whereby that part functions appropriately in a living whole.

By means of this sketch I hope I have given you at least some distant image of the unity of our common enterprise. If we had more time, and if I were much more skillful, you and I should have become one in our understanding of that which is itself one. But this is rather a project for our whole four years. So I look forward to pursuing with you that inquiry which is the life of this college.

Who's trying to get out from under all those tombstones hanging around the walls?

Baroque Group Concert

The Music Committee is getting underway by presenting its first concert on November 17, 1961. The concert will be given by the Baroque Ensemble which consists of cello, oboe, double-bass, and harpsichord played respectively by Joan Brockway, Josef Marx, Betram Turetzky, and Richard Conant.

The program will be as follows: Johann Friedrich Frasc - Canon Sonata; Jean Philipp Rameau - harpsichord solos; Bosmortier - Concerto in A minor; Intermission, J.S. Bach - Sinfonia to Church Cantata #76; Francois Couperin - Pieces de Viol; Handel-Trio sonata in F-Major; Announcements of the other concerts, planned by the Committee, will appear in the Statesman later this year.

★★★★

Impressions

by Edward Abramson

by Barbara Englert

Calm yourself! You can't flunk yet; it's only orientation. Or so I hoped as I entered the gym on September 18, the first day of freshman orientation.

Once inside the gym, an unidentified member of the staff suggested that we sit down and take a test. My sole reaction to the mass of mathematical analogies in front of me was one of shock. Later I realized that my neighbors had different exams and therefore the test was only experimental and the results couldn't be held against me. After the papers were collected, President Lee, and Deans Irvine and Gelber, welcomed us, and told us about various facets of Long Island Center. From the gym, we proceeded to the cafeteria where we were subjected to a college luncheon. The food, although it didn't look too healthful or nutritious, was absolutely inedible.

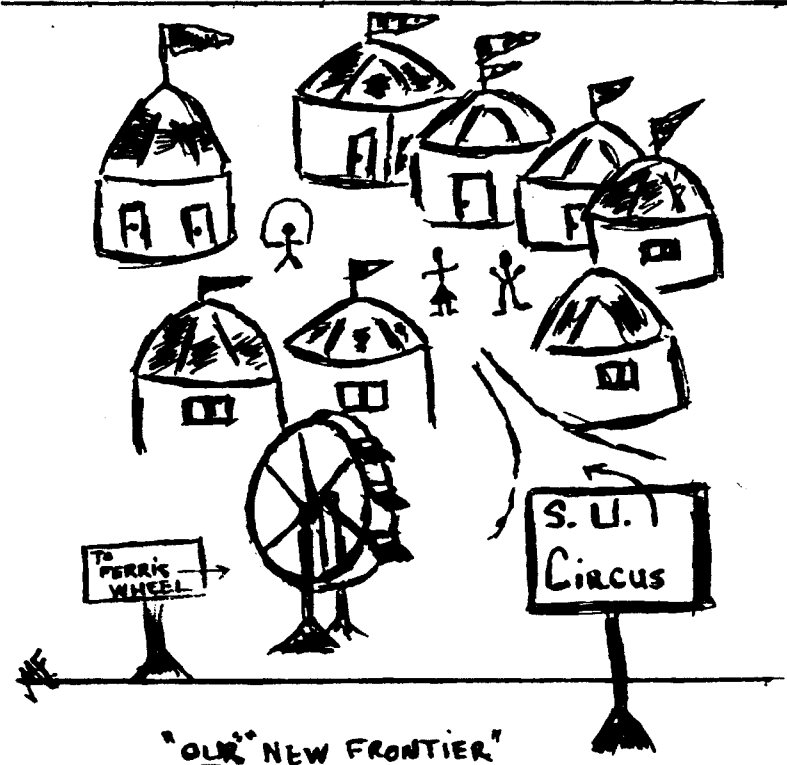
In the afternoon we experienced the joys of waiting on line to register. Once we finally got the numerous forms, the problem was to fill them out. Not too many of us accomplished this complex task without making at least on mistake. Then back on line to hand in the somewhat messy forms.

On Tuesday, we assembled in the gym to be informed about various activities and facilities. This was very good as far as it went, but I think it could have been expanded. Many of the freshmen, myself included, were somewhat bewildered about the various extra-curricular activities. If a representative from each organization had given a short talk on the objectives and requirements of their respective club or team, we might have had a clearer picture of the various activities than the one provided by the numerous notices on the bulletin board.

After much priceless knowledge had been imparted to us, we split up into small groups to talk about our individual programs. I found this part of the orientation useless since my program had already been decided the day before. Apparently many other freshmen felt the same way because no one had any serious problems. Later we were again treated to luncheon "on the house," which was followed by a tour of the campus and an enjoyable reception at President Lee's house.

On Saturday evening the orientation program was concluded with a "get-acquainted" dance. Aside from the lack of student participation, the only trouble was the absence of lights. Had the lights been provided earlier in the evening, everyone would have had a more enjoyable evening.

★★★★



# Sports Notices

## Flag Football

Flag football has returned this year and is still one of the school's most popular activities. Games are being held on the athletic field next to President Lee's house. Tom Boyuka's "6" is the hottest team at present with two straight victories against top competition. The first game, held on October 6, was exciting for the participants and spectators alike.

Results: Oct. 6 - Boyuka 24, Rosenberg 18; Oct. 10 - Lesler 24, Marks 18; Oct. 13 - Boyuka 36, Lesler 0.

Standings:  
 Boyuka 2 0  
 Lesler 1 1  
 Marks 0 1  
 Rosenberg 0 1

Today's game pits the first place Boyuka team against the Mark's squad.

## Women's Crew

Watch out boys! The girls are taking to the water. Last Wednesday, October 11, 13 girls, out of the 20 who signed up, came to the first meeting of the women's intramural crew team. Under the guidance of varsity crew members, Warren Engleke and Ken Lotter, the girls carried the shell out to shallow water and were taught how to manipulate the oars and the seats.

The girls seemed to enjoy the sport tremendously and are looking forward to future outings. They are planning to leave from the gym on Tuesday and Wednesday afternoons. Times are posted on the bulletin boards in the gym and cafeteria.

## Weightlifting

The Weight Lifting Room will be open and supervised on Monday, Wednesday, and Friday afternoons. Times will be posted on the bulletin board.

## Appointed New Position

(Continued from page one)

members of the faculty. Although virtually all students have come to the Long Island Center from Nassau, Queens or Suffolk, because of severe limitations on dormitory facilities, Olsen drew from leading colleges and universities all over the nation. Members of the faculty have come from such places as Columbia, Chicago, Yale, University of California, Harvard, Princeton, Michigan, and John Hopkins.

In the winter of 1958 the Board of Trustees initiated the first of many changes that was to gradually transform the College on Long Island from an institution preparing secondary school teachers in science and mathematics to a full-fledged University. The Trustees approved programs in pure science and mathematics and authorized the institution to develop a program in engineering. During 1958 and 1959 Dean Olsen and senior members of the faculty worked on developing an engineering program. Olsen visited leading engineering schools in the country to discuss engineering education, and a variety of consultants were used to prepare a program in engineering that would meet the needs of the citizens of New York and be appropriate to the rigorous intellectual character of the Long Island Center. In the

## Cross Country

State U. is the host school for the Long Island Athletic Association Cross Country championship. It will be held on this campus on November 18. Although we don't have any team, at the moment, any interested students should see Mr. Von Mechow. These students may run separately and a freshman team might be formed. Sign up in the gym.

## Social Dancing

Those interested in Folk, Square or Social Dancing should sign up in the gym or cafeteria.

Those interested in the Week's Athletic Schedules may find them posted on the school bulletin boards in Coe Hall, the cafeteria, and the gym. The gym will be open on Monday and Friday nights from 6:30 to 8:30, and on Wednesday nights, after fencing club.

## Fencing

Beginning fencing will be taught in the gym on Wednesday nights at 6:30 under the guidance of Miss Masucci. A good group, some 14-15 students who attended the first meeting, exhibited a lot of enthusiasm and interest. Any new students or faculty members are welcome to attend. Additional equipment would be appreciated.

## Tennis

A student-faculty tennis tournament is scheduled to begin next week. Thus far, 15 students and 5 faculty members have signed up. Those persons interested in tennis instruction should check the bulletin board in the gym.

statement: Governor Rockefeller, Honored Guests, Fellow Citizens:

I address you as citizens because we are gathered here to initiate an enterprise in which the state again seeks to discharge its highest responsibility. By ancient tradition the first concern of a state is the education of its citizens.

As citizens in a democratic state we are deeply committed to the fundamental principle of equality. But what does equality mean in education?—that all must be educated equally?—I don't think so.

We believe in economic equality, but we do not think that means that everyone should have the same amount of property. We do believe that everyone should have an equal opportunity to acquire property. The wealth of individual men may then vary according to variations in their contributions to the general economic welfare.

So also we believe in social equality. By this we do not believe that everyone must have the same education. But we do believe that everyone must have equal opportunity to develop his intellectual potentialities to their utmost.

The welfare of the state is best served when the abilities of its citizens are best developed. The freedom of the individual is best preserved when he is permitted and encouraged to maximize his several abilities.

We look forward here to an institution in which the young people of this state will find an opportunity to develop their various abilities. We look forward to an institution in which they may pursue all of the intellectual virtues and examine all the fundamental areas of knowledge, and thus serve both themselves and the state.

Since the beginning of the institution Dean Olsen and his family have lived in the white farm house at the rear of the campus. Because so much of his work in his new position will be in New York City he will probably continue to live in the farm house until the end of the first semester.

## Liberal Arts

(Continued from page one)

stages:

Stage 1: An increased emphasis on the liberal arts in the education of teachers, which will be acknowledged by the awarding of the A.B. and B.S. degrees to teacher education graduates, starting in 1964.

Stage 2: Establishment of upper division programs in liberal arts and sciences for students transferring from liberal arts programs in the community colleges and the

agricultural institutes. This stage will not necessarily coincide with the first stage, nor will it start simultaneously at all the colleges of education.

Stage 3: Accomplishment of the objective of converting the colleges of education into multi-purpose institutions. This stage will not involve alterations of a major nature in the present purpose of the colleges. Programs in teacher education will continue to receive primary emphasis.

The decision to move ahead with the enrollment of freshman in liberal arts programs at Plattsburgh was based on the fact that the potential enrollment for a community college in that area is too small to warrant the establishment of such an institution. Community colleges already established are not readily accessible to students in the Plattsburgh area.

The other college which will enroll freshmen in liberal arts programs in the fall of 1962, Albany, is already authorized to grant the A.B. and B.S. degrees to students in appropriate teacher education programs.

## A.B. Education

(Continued from page one)

In answer to the question: "Was there anything illegal about offering the program?" he said, "I assume that we had all of the necessary authority for these programs as a result of the mandate for the B.A. degree. I cannot imagine what additional action was required". Mr. Gardner was asked what he thought was the nature of the mandate which was finally received, allowing us to offer teacher training to A.B. majors. He replied that he didn't know.

## Crew Incident

Last time I went to crew practice I had to wait a while down by the boathouse until the freshmen crew came down. Word was that all the freshmen had abandoned crew. After a few minutes had past, the most unexpected thing happened. Nine carloads of boys, that is, thirty-three freshmen, came running down for practice. Wait a minute—just a darn minute. I dreamed that.

After everyone was there coach told us to get going. So the coxswains bellowed "Lay hold", and we proceeded, or rather we teetered, down the ramps. One thinks to himself as he walks over those contraptions, "Boy, I can't wait until we start using those new floating docks at Commander Oil." But once we do get those docks (the answer to our hopes), we'll probably complain

because all our fun will be lost.

The shell was lowered into the water and we headed from the docks to the open bay. Last week it wasn't Mr. Bobgard in the launch at our stern who did the coaching, but rather Mr. Al Long. He's coached for a number of schools including St. John's and Navy.

Once we got into the bay the crew was rowing together "all the way." Coach Long said that we looked better last week than we have since the crew was formed. The freshmen crew rowed well also and are making tremendous strides toward becoming a good crew. (It's too bad that we don't have enough shells for thirty-three oarsmen.)

Did anyone see Orval, the boy with the busted ribs. By the way he's not out for crew any more. He became discouraged with crew the first day he came down to practice. Well, that's the way it is. Some like to be out there on the water playing around for a couple of hours and others don't. Want to know why his ribs are broken?

Last Tuesday the varsity boat had one empty seat. Someone made a mistake and said, "Why - that's a seat for Orval. Hey, Orv - come on - jump in!" So he climbed in the shell being very careful that he didn't touch the bottom since it is only three-sixteenths of an inch thick.

That day was like any other day that we've rowed, for everyone except Orval. I know because I was right behind him the shell. At first he had a little trouble handling the oar and then his troubles seemed to be compounded. He'd catch a crab (i.e. his oar would get into the most distressing positions) and start fighting his oar to get it back to where he could row. Then he'd catch another one and he would lay back to let the oar handle go over his head and just then I'd go forward with my oar handle and slam him in the back - unintentionally. All Long could say was, "Thata boy, Orv., you're doing fine."

After a while he learned to keep the oar out of the water so it would behave better for him. Then he'd go back and forth with his seat pretending that he was rowing. The sad part is coming. Poor Orv couldn't row with the rest of the team even when he kept his oar out of the water. When I was going forward he'd be going backward. As I passed my oar handle through his back I'd say "Orv, ya gotta move up." He knew it and so did his ribs. Then I'd say again, "Orv, now move!" And my oar handle would hit him again.

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