

THE

STATESMAN

Vol. V No. 4

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

Friday, November 17, 1961

Lee's Farewell Message to College Community

I came to the Long Island Center last February, as the first president, full of ideals and high hopes for the institution. Many of the hopes were fulfilled during the short span of nine months that I was president and the ideals were never permitted to waver. The high hopes for the full development of the Long Island Center as a university standing with the finest in the nation, I still harbor in my heart. My fondest farewell wish is that all of you can find it in your hearts to reunite in achieving the ideals of true higher education in a public university. Godspeed.

JOHN F. LEE

ELECTIONS

Campaigning of the fall elections is now in its fifth day. This Monday, November 20, there will be a Freshman Class Meeting at 10:30 in the gymnasium at which time the candidates will present some of their ideas and will be ready to answer any questions that may arise. All members of the college community, not only Freshman, are urged to come. Voting will take place on Tuesday, November 21, from 8:30 to 3:45 in a closed-off area of the cafeteria. Only freshman may vote for their two class officers which are to be

elects: President and Polity Representative.

Tabulations of all votes, which are to be by secret ballot, will take place on Election Day in the student lounge at 4:00 P.M. Eddie Abramson, Jeff Colton, and Marilyn Vilagi are running for Frosh President. Vying for Frosh Polity Representative are Chuck Morris and Jeff Lee. Caryl Sullivan, candidate for Junior Polity Representative, is running unopposed. The following are statements submitted by the candidates:



Edward Abramson

I, Edward Abramson, candidate for Freshman President would like to see the polity form of government changed to keep up with the rapid expansion of our University. I believe that we should not attempt to plan a representative government until we have moved to Stony Brook. I feel that we cannot anticipate the needs of the student body with a split campus until we know at least how the University will be divided. Once we are at Stony Brook we will be able to decide the best system of government.

I am also interested in the college bookstore. I would like to set up a committee to inquire why it is operating at a loss if it charges full list price for textbooks. This committee could also find out what was being done at bookstores in neighboring colleges.

Another suggestion of mine is to have the bookstore buy used texts from the students and re-sell them. This would not only enable the bookstore to make a profit, but it would provide a means of disposing of used texts for students.

A graduate of Bayside High School, I have participated in a variety of student organizations. In addition I was a G.O. Representative and Secretary of the Chemistry Club. Since coming to Long Island Center, I have become a member of the Statesman staff.



Marilyn Vilagi

If elected President of the Freshman Class, I promise to strive for a term marked by a closer union between polity and the Executive Committee as well as

ART EXHIBIT

The Art Exhibit now being displayed in the Library Reading Room, (Great Hall), Coe Hall, is sponsored by the Art Committee of the Student Polity. The Exhibit titled "Landscapes" is being loaned to us by the DeCinque Galleries in Philadelphia. Anyone wishing to purchase a print from the Exhibit should contact Miss Capone, Assistant Dean of Students. Throughout the year the Art Committee will sponsor other exhibits and an Art Contest in the Spring.

union within the Freshman class itself.

A graduate from St. Mary's High School, Manhasset, I have had experience in such an executive position as exemplified by my position as Student Council representative, and President of my school Science Club.

Among the minor, yet imperative, points of my platform I have proposed such improvements as a Booster Club, to stimulate interest in intramural and intercollegiate sports; a system of "mixers" or socials, along with the expansion of the cultural via a larger number of concerts, including jazz and popular music.

If I am elected I will serve each member of the Freshman Class to the best of my ability and present the wants of my class, the Freshman Class, to the Executive Committee of the Polity.



Jeff Colton

To my Fellow Freshmen:

My name is Jeff Colton, and I'm running for Freshman Class President. I feel I'm qualified for this office because I have had considerable experience in the field of student government. While in Martin Van Buren High School in Queens, I was very active in the General Organization as a class representative, a member of the Elections Committee (similar to the Elections Board here), and Chairman of the Selective Board, whose duty it was to eliminate unqualified candidates. In addition, I was instrumental in the formation of a new system which replaced the existing policy of campaign speeches with a system of direct questions and debate.

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Hamilton Appointed Temporary President

On Thursday November 9, 1961 the State University Board of Trustees announced that they had removed John F. Lee from the presidency of Long Island Center and terminated his services, effective immediately. At that same time the Board authorized Dr. Thomas Hale Hamilton, President of State University, to act as administrative head of the Center during the period before selection of a new president.



Thomas Hamilton

Policy Controversy

If the dispute, or rather the falling-out between the Executive Committee of the Polity and the members of the Chemistry Club and its faculty advisors, Messrs. Goldfarb and Schneider, has achieved anything, it is in pointing out particular weaknesses in recently passed Polity legislation and deficiencies in the Constitution of the Polity.

Events began in March, 1961 when the Executive Committee, in preparing its budget for the following academic year, set aside a definite amount of money for the use of the Chemistry Club. The total amount allotted was \$20.00 to be used by the club for speakers during the present academic year. This was on the condition that the club submit a list of speakers before October 1.

Antagonism resulted originally from the fact that the present officers of the club were not familiar with the budget requirements, and were not notified of this particular requirement until October 10. The Executive Committee did however, extend the date so as to enable all of the clubs to satisfy budget requirements.

Upon submitting their list of speakers, the members of the

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To meet with Executive Committee and Faculty

One of President Hamilton's first actions was to announce that on Monday, November 20, 1961, he would meet with the Executive Committee of the Student Polity at 2:00 p.m. and that at 4:00 p.m. of the same day he would meet with the faculty. In a letter to the faculty of the Long Island Center, Mr. Hamilton said: "There has never been on the part of the central administration or the Board of Trustees any question whatsoever about the mission of the Long Island Center. It is to become a great public university center with all that this implies. The Master Plan recently published by the Trustees and approved by both the Governor and the Regents, leaves no question in this regard. This is a commitment which will not be compromised."

Dr. Hamilton is a native of Marion, Indiana. He received his undergraduate education at DePauw University and obtained his master's and doctor's degrees at the University of Chicago. During World War II, he served as an officer in the Navy.

His teaching career began at Lawrence College, Appleton, Wisconsin, where he taught courses in government and held a deanship. He served later at the University of Chicago, where he lectured in the humanities and administered the academic program of the downtown college. Mr. Hamilton served also at Chatham College, Pittsburgh, where he was Professor of Political Science, chairman of the social sciences and vice president of the college.

He joined the staff of Michigan State University in 1953. In 1954 he became a dean and director of the summer school and in February 1956 he was named vice president of academic affairs.

In August of 1959, Mr. Hamilton became President of the State University of New York.

In a New York Times article, Mr. Hamilton is quoted as saying that he "believes that college students should be liberally educated, not just stuffed with facts, so that they can reason at a high level and use the tool of logic in making wise choices based on a broad background."

Letters to the Editor



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

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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.

"WHO IS THE SLAYER, WHO IS THE VICTIM?" SPEAK" Sophocles

In recent weeks the Long Island Center, via the mass media, has been in the center of the public eye. The image that has been presented to the public, though, has been far from favorable. We have been pictured as an institution torn by irresolvable conflicts; as having a faculty that is not only polarized but one that seeks to support and reinforce this polarization; and, perhaps more important, as an institution whose prime purpose and responsibility of providing the best education for the people of New York State has become secondary, or even forgotten.

The question was raised in the Herald Tribune whether "a new institution so torn by deep and sometimes violent controversies among faculty and administration (can) grow into a healthy, high quality university." The answer to this question will be decided now.

Can we survive? Can we grow into one of the finest universities? Today, tomorrow, next week the answers will be decided upon. These will not be simple yes's or no's decided upon by a handful, but a combined answer decided upon by every member of this academic community. A vote will not be taken by secret ballot, the ayes and nays will not be counted, this will not be necessary because it will be your actions that will either open wide or put a padlock on the doors of this institution. We must sit down and examine honestly whether or not we want a fine university to emerge from the present chaos or if we are content to let the institution emerge a battleground upon which "education" will be replaced by "vengeance" or "retaliation" as the password. It is not to be denied that differences of opinion exist or that they will continue to exist -- yesterday's hurts take more than a day to heal -- but let us put these differences in their proper perspective. If education and creation are to be of prime importance, in the future let us not deny them in the present.

John F. Lee has urged that all find it in their hearts to "unite in achieving the ideals of true higher education in a public university." UNITY. This is the key concept, the master that will unlock the doors, and destroy the barriers that are threatening the very life of this institution. Let us show the public that they can put their confidence in us, that we will become not only a school that will stand with the finest but one that will tower over all others. Let us not forget the experiences of the past months but rather use them as springboards for the future.

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

Student Faculty Relations

To the Editor:

Incidents occurring at the time of the recent student boycott raise certain questions about faculty-student relations. I should like to address myself to these questions:

1) Did some faculty members attempt to influence students on the day of the boycott or on any previous or any subsequent day? The answer quite obviously is yes. Faculty members of all shades of political persuasion did discuss matters with students. In most cases this was in response to persistent inquiries from students. In several cases, especially after the boycott, some faculty members used classroom time to air their views. Thus one professor spent the first half hour of his laboratory class berating his students for participating in the demonstration. Many faculty members, including some strongly partisan ones, consistently refused to discuss the issue with undergraduates.

2) Is it proper for faculty members to discuss University issues with students? Before one hastens to proffer a righteous reply, allow me to suggest that a simply "yes" or "no" answer will not suffice. There are matters which clearly are not in the domain of undergraduates. Students will and do inquire about any number of University affairs about which they may not legitimately expect answers. However, out of courtesy for the students' intellect, feelings and interest, it seems to me that an instructor is obliged to give some explanation as to why a particular issue is the exclusive concern of the administration and faculty, rather than peremptorily demanding that the student mind his own business and not be "impertinent."

The student is, after all, only guilty of displaying concern for issues affecting the college community, and of harboring thoughts that press for answers. We will do little to foster the intellectual growth and the individual dignity of young men and women by meeting all their probes with *ex cathedra* admonitions. The temptation to resort to the husky indignant voice of authority is especially pressing when the questions are not of the kind that the faculty member wants to hear.

Furthermore, it should also be noted that there are matters which are within the legitimate scope of student inquiry and still other matters which may or may not be, depending upon the interpretation given to them. Students have a habit of being concerned about issues that affect their interests even after they are informed that their interests are supposedly not involved. Thus issues pertaining to curriculum, accreditation, the status of degrees, teacher-training programs, tuition, and the sudden impending disappearance of respected faculty members--such things do involve students and some efforts should be made to keep them and oneself informed. This entails listening to their complaints and trying to understand their perceptions. This is part of a democratic process; we must not be annoyed or frightened by it.

3) Do faculty members have the right to resort to coercive actions in order to influence students? Here I believe the answer is a resounding "no". The question is raised only because such incidents did occur during the recent demonstration. Thus during the boycott, one teacher took it upon himself to rip down a student placard reading: "Dean Austill was fired. Why?" thereby engaging in an unfortunate display of direct physical action and ill-temper.

Of a more serious nature: Students who were exercising their legitimate right to cut classes were warned that they had better "show up or else" by some faculty members. In certain classes students who failed to attend were

penalized by having points deducted from their written work, even when such written work was handed in on time via a classmate who attended. In at least two classes all students who failed to attend on the day of the demonstration were given "zeros" for the day's work, even though this was not the instructor's usual way of handling absences.

Such tactics are violations of professional trust. The mark a student receives is supposed to be a measurement of his academic performance and not a weapon to be employed for the benefit of faculty politics or for any other non-academic interests. The classroom is a place of intellectual discourse and not a corral in which strikers are rounded up by self-appointed strike-breakers.

It is an unhappy irony that the few instructors who reported to such unprofessional coercions number among those who have been denouncing 'faculty influence over students.' The gentleman doth protest too much, and the gentleman doth exercise a rather curious double standard of morality.

Unlike recent charges made to the press, the evidence for the above observations is readily available to anyone who makes some elementary inquiries. I touch upon this issue not out of desire to expose anyone but only in the hope that repetitions of such lamentable behavior will be avoided.

And generally it is my urgent plea that we of the faculty impress upon ourselves the fact that students are not children to be 'dealt with' but young people whose thoughts and concerns be given due respect and attention. After all, in both the short and the long run, in both the classroom and in research, these young people are the main reason for our existence.

Michael Parenti
Dept. of Political Science

Condemns Anonymity

DEAR EDITOR,

In a recent column, Mr. Stephen Heller observed certain instances of conflict between the book store and its clientele, and chose to interpret and label these as signs of incompetence in the book store's staff. In an answering letter-to-the-editor, Miss Patricia Mucchiolo cited examples of harmony between the same two factions and concluded from this evidence that there was no lack of competence. While this reply demonstrated the existence of the other point of view, and stated that view, it made no attempt to do anything more than that. That is, it did not try to enter into any analysis of Mr. Heller's position.

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

These rather outspoken words opened a letter which gave the impression that it would be the direct and frank counter-attack asked for by Mr. Heller's position, as indeed it was. Briefly but thoroughly, it criticized Mr. Heller's methods and conclusions. However, for this reader, at any rate, the entire impact of the criticism was considerably weakened by the phrase which followed the final paragraph: "Name Withheld." This statement of anonymity somehow robbed the letter of all the momentum it had been gathering up to that point. For Mr. Heller, no matter how uninformed you may consider his opinion to be, at least acknowledges it as his opinion. He signs his attack, and that makes it appear at least more honest than any shot from the shadows, although perhaps no more justified or effective. (It may even be less effective, in that as long as an opinion is thus personalized, there is much less danger of its being mistaken for a fact, intentionally or otherwise.)

This is not intended to be a defense of Mr. Heller. It is said only to point out the fact that no matter what your beliefs may be, you must be willing to either admit them to be yours, or to leave them unspoken.

Sincerely,
Anonymous

Who'd He Say

Dear Editor:

The entire telegraph situation alluded to in the last issue of the Statesman, characteristically allows profound speculation into each implication and reference. As Wendell himself indicates in his treatise "On Soul Multiplicity":

"Unable to perfectly propitiate the other side of the mounting perfidy, as it more or less mitigates the rationality which adheres so contemptuously to all that tends to dwindle, I am inclined to apperse, as it were, not only the ascetic constancy pervading the latter, but the totality ..."

Now it goes without saying that effective socialization of this integrated dimensionality, as in Wendell's time, fails to compensate for such oriented "eclecticism" as is peculiarly alliterated today, although advantageous. For only through uncluttering such processes, with the usual meaning of invictives, can the climactic classicism enter into that paramount formulation, convincing or otherwise. In other words, we could no more remove our mediated durability from its context, in an atomistic sense, than a soprano could affect the symphonic stolidism present by referring to the familiar "Alice-Blue-Gown" phenomenon, so dangerous to equilibrium at any level; no more than a mechanic, by the same token, could remove the undershaft while the hydraulic cam is still in cycle, without producing that faint hum so often identified with the cartridge chamber.

But what of the congregation? Could not metaphysical correlation theoretically cancel, without future aspiration, each Aristotelian attempt to fornicate a younger oratorical bureaucracy? It is meaningless, for (and here one is reminded of the Cambridge theory) this is never so cultivated with tangential velocity as when the multitudes eradicate their own functional performance.

Thus, in any final instructional method, we must constantly protract with complete objectivity this left and right contention which consumes the entire prism, corrupting without necessarily bringing protective communion forward. Only then will Wendell's "autonomous sensitivity" synchronize our deeper equity within its own existence, while,

"... all mimsy were the borogroves, and the mome raths outgrabe."

Michael K. Brush

Class Responsibility

To the Editor:

I feel an obligation as a member of the Election Board to comment upon the lack of interest and concern demonstrated by the Junior Class in failing to produce more than one candidate to fill the presently vacant office of Junior Class Polity Representative.

The existence of the vacancy has been publicized in both the Statesman and the numerous copies of the Election Board rules posted and available on campus. Moreover it should have been obvious to the class that their Polity Representative was no longer attending the college.

It appears that the Junior Class does not wish to accept any responsibility for sharing the burden of planning for and participating in worthwhile activities on campus and in doing this is shirking its

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Reflections

by Judy Shepps

This week "Reflections" will digress a bit from the topic of educational philosophy which has been under consideration recently. Today we will instead deal with a question that will be raised whenever people discuss education whether in its theory or in practice—, namely, — the question of what the role is of the student in an educational system. Will he be just a number in the school files or will he play a central role in the workings of the school? Or perhaps neither extreme will be the case— perhaps the student's role should not be "clearly defined" so that he may adapt himself to every different situation and act accordingly, with no rules, written or unwritten, to repress him.

This week Mr. Walter Watson, Associate Professor of Philosophy, has contributed some thoughts on this subject.

I should like to reflect, Miss Shepps, on an interesting problem which has recently been raised in the columns of the Statesman, namely, the role of the student in matters of educational policy and personnel in institutions of higher learning such as this one.

The original universities exhibited a great diversity in this respect. The University of Paris developed as an association of teachers or masters; the term "university" originally meant merely an aggregate or totality of persons, in this case of masters. Such a university of masters naturally enacted its own statutes and the students had no share in its government. The universities of England and Germany tended to follow the patterns of the University of Paris. The University of Bologna, on the other hand, developed as an association of students or scholars. Such a university of scholars naturally enacted its own statutes and the masters had no share in its government. The universities of Italy tended to follow the pattern of the University of Bologna. The universities of France, Spain, and Scotland tended to have mixed constitutions, with the students electing representatives to the ruling body or participating in the election of the rector, or chief administrative officer. The definition of a university as an universal society of both masters and scholars would most properly apply to this last kind of university.

The extent of student power at the University of Bologna may be gathered from some of its statutes. A professor requiring leave of absence even for a single day was compelled to obtain it from the

students, and if he proposed to leave town he was required to deposit a sum of money by way of security for his return. He was obliged, under penalty of fines, to begin his lecture when the bells of St. Peter's began to ring for mass, and to conclude it within one minute after the bell began to ring for tierce. In his lectures, he was forbidden to postpone a difficulty to the end of the hour, and, to prevent that familiar practice of spending a disproportionate amount of time on the earlier portions of a book, he was required to cover specified portions of a work by specified dates.

The professors were rescued from this ignominious servitude by the interest of the towns in the universities, for the towns found it worth their while to raid each other's universities by offering the state funds. The backbone of student power was broken when the student corporations ceased to pay the professors their salaries. Elsewhere also student power declined, and the election of the rector by the students in the Scottish universities is now only a ceremonial vestige of what was once a genuine power.

The German universities of the 19th century worked out an interesting adjustment of student and faculty autonomy in terms of the concept of academic freedom. The academic freedom of the professor was the freedom to teach what he chose without interference from anyone (Lehrfreiheit); the academic freedom of the student was the freedom to study what he chose and as he chose without interference from anyone (Lern-

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Resident Head Resigns



Mrs. Marion Ray

Mrs. Marion Ray, came to State University in September, 1960. Since that time, she has been Resident Head of the Women's Dormitory and a clerk in the College Bookstore.

On November 6, 1961, Mrs. Ray resigned from her position, "because of conflict between administrative policies of the bookstore and University students in which she did not wish to become further involved."

Mrs. Ray denied various statements published in the press on Sunday, November 12, 1961 which stated that she had resigned her position as housemother because she had no control over dormitory students.

Before coming to Long Island Center, Mrs. Ray held the position of head resident of UCPA. She has no plans for the immediate future but is living with her daughter in Bayville at the present time.

The Balcony

Last Sunday C&C sponsored a trip to N.Y.C. to see Jean Genet's, *The Balcony*, at the Circle in the Square. Mr. Benjamin Nelson has written a paper on this play and has agreed to give a discourse followed by discussion on Tuesday evening, Nov. 28, at 6:00 P.M. in the Student Lounge.

The lecture is open to all students and faculty. Everyone is urged to read the play and paper before attending the lecture. Copies of Mr. Nelson's paper may be obtained from C&C members.



More Space Needed

Yes, Virginia, the Polity, the Yearbook and the Statesman do have offices. They are probably the largest offices on the entire campus and are well located away from the other buildings so that vociferous disagreement at editorial board and secret executive committee meetings will not disturb any classes, or professors who happen to be contemplating the good, the true and the beautiful.

Why then, you ask, am I writing this article? Well, it happens that these offices are sharing space with the oil burner in the basement of the annex, the small brick structure which faces the B parking lot. Last semester, these offices were located on the ground

After speaking with several upper-classmen and attending several Executive Committee meetings, I have come to the conclusion that, at this time, no freshman can present a change of government in his platform. Although a freshman can read the constitution as many times as he feels necessary, he has not been able to see the results of the constitution in action. Since I refuse to present a platform with such trivial matters as accessories in the cafeteria, (based on the fact that any student may attend an Executive meeting and present this idea without being an actual member of the committee) I must refrain from presenting my new ideas until I gain the necessary knowledge and experience needed.



Chuck Morris

I can say at this time that I plan to represent you as freshmen, most vigorously, and not to represent myself as an individual as has been done in the past.

As a member of our school dormitory board and as a member of my high school student government, I feel I have the necessary qualifications.

In conclusion, if I am given the opportunity to represent you in our student government, I hope to justify this confidence by not only representing you as an individual, but also representing the entire freshman class, the class of 65.

NOTICE

Baroque Group Concert
TONIGHT
8:30 P.M. Great Hall
Admission Free



Jeff Lee

As far as qualifications and previous experience is concerned in high school I was co-founder of the Chess Club and an active participant in a political discussion group ... I have gained administrative experience in the Scouts, progressing to Eagle Scout; I was active until last June. Perhaps my prime qualification is a willingness to devote all the time and energy needed to properly execute this office.

Any Freshman who has a question about one of the above statements please see me about it.

Letters to the Editor

(Continued from page two)

responsibility to produce its share of informed experienced leaders capable of facing up to the multitude of problems that next year's move to Stony Brook will entail.

Perhaps indifference and inactivity can get you through 1962-1963, at least you're giving it a try.

Ann Mellinger
Election Board Member

Statesman Criticized

Dear Editor,

I wish to comment on the November 7th issue of the Statesman. I wish to thank the editorial board for their wise decision in placing Learning vs. Fun in that issue. It certainly was of "general interest" — to the printer and to the type-setter. I have heard students comment that this past issue took almost as much time to read as does the Sunday Times. I do understand that the essay might very well be interesting but it belongs in a literary magazine rather than in a NEWSpaper. It is incomprehensible to me why the readers of the Statesman must be punished with articles too long to finish and concerning topics too old hat to bother. Upon this I will allow you to "reflect".

Although I am not considering myself an expert on literary form I would like to point out that the story about Dean Austill (although it was surprisingly short) was most misleading. It did not become clear until the last paragraph that Dean Austill had not been transferred.

In closing it seems to me that the editorial board was so enamored with their last 8 page sensational issue that they have scraped the bottom of the barrel to produce this trash — no pun intended. The copy that is being used for filler is worthless, unless the board can explain to me the purpose and meaning of Do You Know (page 8) and the necessity of Every Citizen's Duty (page 7). With all this wasted space the Board failed to include their most important column, the one that lists all up-and-coming events. If you can afford such extravagance, surely you can afford a few inches for announcements of meetings. The newspaper, for some, is their only contact with their club.

Thank you for your kind attention.

Shelly Silverman
(One not ashamed to sign my name.)

Ed. Note: I appreciate Miss Silverman's comments and will "reflect" on them. I would like to explain, however, that the Editorial Board of the Statesman is encouraging literary contributions to the newspaper as at the present time there is no literary magazine on campus. We hope to arouse enough interest in the Fine Arts so that a literary publication will be started. Such a plan is presently under way, and upon its approval we will delete many of the so-called "unnecessary" articles. We will reserve the right, however, to publish those things which we feel are timely and of general interest.

ELECTIONS

A university is a living, changing organism. As Freshman Polity Representative, I would try to bring about the following changes:

1. The present enrollment is about 600; 800 freshmen are expected to enroll next year. Coupled with a possibly split campus, this would make polity meetings unruly if not impossible. Thus some new form of government must be put into effect next September. This should not be done sooner because (1) it would be an awkward interruption of the academic and business year, and (2) it is impossible to complete the necessary research, formulation, and ratification of a new government in less time.

2. The Executive Committee has passed legislation forbidding one club from sponsoring an activity which comes under the jurisdiction of some other club; however, it proposed no means for settling any such dispute. Thus a Student activity Co-ordinating Authority, to which a club could appeal, should be set up. This Authority should be carried over through next year to co-ordinate split-campus activities.

3. With most academic life centering around the dome, few students have occasion to go to Coe Hall. Thus newspapers and magazines should be placed not only in Coe Hall but also in the Student Lounge, where they would be more easily accessible.



As far as qualifications and previous experience is concerned in high school I was co-founder of the Chess Club and an active participant in a political discussion group ... I have gained administrative experience in the Scouts, progressing to Eagle Scout; I was active until last June. Perhaps my prime qualification is a willingness to devote all the time and energy needed to properly execute this office.

Any Freshman who has a question about one of the above statements please see me about it.

Coming Up

Friday November 17
3:30 p.m. - Drama Club-Dome 8
8:30 p.m. - Baroque Ensemble-Coe Hall

Monday, November 20
10:30 a.m. - Freshman Class Meeting-Gym
8:00 p.m. - Sigma Xi Lecture: "The Pigeon and the Spectrum: A Study in Stimulus Generalization". Speaker: Dr. Harry L. Kalish Dome 8.

Tuesday, November 21
3:30 p.m. - English Seminar: "Prologue in Heaven: A Theory of Language as Motive". Speaker: Kenneth Burke, author, critic, lecturer. Faculty lounge, Coe Hall.

Monday, November 27
5:00 p.m. - Seminar: "Radioactive Clocks". Speaker: Dr. G. Friedlander, Brookhaven National Laboratories, Dome 9.

Reflections

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freelink). Of course, if the student wanted a degree he would have to pass an examination given by the professors. An adulterated form of freedom of study was imported to this country by President Elliot of Harvard, where it became known as the elective system.

If we wish to see the nadir of student participation in the control of higher education we have only to look at the situation in the United States today. You were told by President Lee in the last issue of the Statesman that "in no circumstances are students involved in making or implementing the policies" of an institution of higher learning. Neither do students have the freedom of study characteristic of the German universities; once a field of specialization is selected, most of the courses are required, and within a course attendance is required, and there are daily or weekly assignments and frequent examinations, so virtually no freedom of study remains. In these circumstances it is not surprising that the problem discussed in the last Statesman by Dean Williamson of the University of Minnesota should arise, namely, that study is viewed as an organized interference with life.

Of course, there are exceptions. Antioch College, for example, has not only a powerful Community Government headed by a full-time, salaried Community Manager elected from the student body, but also an Administrative Council composed of representatives from faculty, students, and administration which makes basic decisions on policy, budget, and personnel. Antioch thus continues the venerable tradition of mixed constitutions which began with the Universities of Orleans, Salamanca, and St. Andrews. Again, in the last Statesman Harold Taylor is quoted as saying, "It has been our experience at Sarah Lawrence College that the involvement of the student in the entire life of the College is the key to improvement in the quality of individual education." Dean Williamson of Minnesota goes so far as to say that "Our universities are educational institutions and we need to encourage students to participate in managing their own learning everywhere in the institution. This is the fundamental basis of the established practice and policy of consultation of our university." His examples of a two-day freshman camp and a residential counseling program do not seem to go far toward this end, however. In more specialized institutions, such as the California Institute of Technology, the curriculum is less likely to seem an alien imposition, since the student sees the institution as inducting him directly into his chosen profession with maximum speed and a minimum of extraneous interference.

That there is a community of masters and a community of scholars is easy to see; whether there can be any genuine community of masters and scholars is a more difficult question. And what structure of rule is appropriate to such a community? Should we favor the rule of the faculty, or the rule of the students, or the mixed constitution?

Perhaps some light can be shed on these matters by comparing the university in its educational aspect with other kinds of association. The one that immediately suggests itself is the state. We all believe that the people should be sovereign and that governments should be responsible to the people. Should a university be like this? Can we apply the principal of democracy to student-faculty relationships? Aren't universities undemocratic? Aren't they training-grounds for authoritarianism, even fascism? Or is a university different from a state? Why do we think that a government should be responsible to the citizens? Clearly because the end of the state is the kind of life it makes possible for its citizens, and the citizens themselves are the best judge of what this end is and whether the government is attaining it. But the university aims to educate its students, and the end of education is that the student come to possess knowledge or arts that he does not yet possess, but that the faculty presumably does possess, so that it is the faculty which knows the end and can judge whether it is being attained.

Perhaps then a university is more like a business, since the management of a business knows the end and directs the employees so that the end can be attained. Is the relation of faculty to students like that of management to labor? Should we apply sound business principles to the university, just as some would apply business principles to government, or democratic principles to business? Clearly the student is not just a contributor to a product produced by a university, like a worker in a factory, but in a sense he himself is that product, for it is for the sake of the students that their education is undertaken.

But then a university would seem to be like a family, for parents rule their children for the sake of the children. But this is insulting to everybody; college students are not children. A university does take over some parental functions, but only in a subordinate way. A family is based on an emotional relationship, on love, but the university presupposes the moral development of the student and concentrates on his mind. The relations of students and faculty are primarily intellectual rather than emotional.

From what has been said it is clear that the historical trend away from student control in institutions of higher education is a defensible one, since the knowledge needed to direct the process is presumably possessed by the faculty and not by the students. The student is not like the citizen of the state, but, on the other hand, neither is he like an employee or a child. A university in its educational aspects is an intellectual community, a community of argument, and if it is ruled by the faculty it is only because the faculty is presumed wiser than the students. The student is entitled to participate in this community as fully as he is able, and the arguments and criticisms and proposals of the students should be either accepted or refuted by the faculty. This at least is an indispensable basis for the existence of a university of both faculty and students, a basis for

treating even such problems as the one I have been discussing. When the conditions of argument and discussion between faculty and students with respect to educational questions do not prevail, or when arguments are unheeded, then it is time for student strikes and boycotts. The policy of the Statesman, as expressed in the last two editorials, that the students are entitled to understand the principles determining the educational activities of the university, is, if what has been said is correct, a sound one, and the Statesman is to be commended for the extent to which it has served as a vehicle for responsible discussion of these matters.

Walter Watson

Policy Controversy

(Continued from page one)

Chemistry Club also requested the amount of \$10.00 per speaker, or a total of \$120.00 from the Polity. Not having this amount budgeted to the club, the Polity refused to honor the request in full. A second request by the Chemistry Club, this time for the amount of \$20.00 per speaker, was also refused by the Executive Committee.

The Chemistry Club then proceeded to arrange a Theatre-party as a fund-raising affair. On checking with Miss Capone, the group was told that there was a ruling by the school on fund-raising, this being that no profit-making organization may exist on this campus, but that the ruling was not applicable in this case. She did point out, however, that the club was supposed to have applied to the Dean of Students for permission to conduct an off-campus activity, in accordance with the rules set forth by the Student Affairs Committee, and had not done so.

Miss Williamson, Moderator of the Polity, told officers of the club that the affair should not be held if an admission was being charged, this being a violation of Polity rules.

Because of the expenditure of money by the Chemistry Club prior to these developments, which occurred within the very week of the affair, the club proceeded to 'disperse' the tickets, maneuvering around the objection raised by Polity, by asking that a donation be made.

On October 30, 1961 the Executive Committee held a meeting at which time it passed the following legislation, which the Chemistry Club felt was instituted only because of their Theatre-party.

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

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

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

The Chemistry Club, taking this action as an attack on the 'freedom' of individual groups, reacted

with an attack on the 'edicts' of the Polity. Specific objections raised and recommendations made by individual members of the club were: With regard to a.) What criteria were there for giving or refusing permission to a group which asked permission to hold a fund-raising affair? with regard to b.) Why not allow the individual clubs to have a separate and limited fund, created from proceeds from fund-raising activities, which would be under the control of Polity but only for the use of the individual organization?, and with regard to c.) What does the statement mean?

The Chemistry Club, acting under the assumption that the Executive Committee was antagonistic toward it, then sent a letter to the student affairs committee, and a copy to the Polity, asking that the committee act on the 'dictatorial' policies of the Executive Committee of Polity.

Mr. Morse, Chairman of the Student Affairs Committee, on being questioned about the committee's decision with regard to possible action on the complaint of the Chemistry Club, said that settlement of the matter would be left to the Polity and the Chemistry Club. The S.A. Committee asked that they re-establish communication, and settle their outstanding differences between themselves.

Dean Austill added that the Student Affairs Committee did not deem it necessary to act on the complaint of the Chemistry Club, and would not take action unless requested by the entire student body.

The Executive Committee of Polity, in light of the controversy decided at the meeting it held on Monday, November 13, to institute measures to clarify the legislation passed on October 30.

Elections

(Continued from page one)

I have formulated a five point platform. First, we should replace the obsolete policy type of government with a more direct representative form. Second, a Freshman Orientation Dance should be held during the early weeks of the Fall semester beginning next year, so that Freshmen may become adjusted to the social aspect of college life. My third point is that our Freshman Class should sponsor more activities for the whole school, such as a carnival with games and concessions operated by the school's clubs and organizations, and a picnic and field day, with games and novel-

NOTICE

The Student Health Office is now located in the front wing of Mrs. Coe's summer cottage.

All students should pick up their Health Insurance Policies from this Office immediately.

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ty races. The fourth is an effort on my part to charter buses for the students interested in going to our away-from-home games. An effort to have a team of scholars from our school on the CBS College Bowl comprises my fifth point.

But, more significant than any particular effort is my objective that, if elected, I will be your representative. If you have any questions to be answered, or ideas you want fulfilled, I'll be glad to hear from you. If chosen, I'll do what you want.

NOTICE

Thanksgiving Recess begins after the last class on Wednesday, November 22nd. Students are expected to attend all classes on Wednesday. Classes will resume on Monday, November 27th.

Happy Thanksgiving

ATTENTION

The Editorial Board cannot determine at this time whether there is a lack of cooperation or a lack of interest in the publicizing of the sports events that take place at this college. Consequently, no sports news appears in this issue. Anybody interested in working on the sports staff - please see the Editor.

FRESHMEN

CLASS MEETING
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NOVEMBER 20
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GYM

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