

Editorial Attacks S. U. Administration

The following is the text of a WCBS Radio Editorial that was presented by Mr. Sam J. Slate, CBS Radio Vice-President and General Manager of WCBS on Feb. 4, 1962. It is printed with the consent of this organization.

Normally, the internal politics of university administration is hardly a topic to get excited about. But when the university is state supported, and when faculty dissension threatens its level of instruction, then the public has a legitimate interest in determining just how its education tax dollar is being spent.

A case in point is the State University of New York at Stony Brook, on Long Island. Stony Brook is a liberal arts and engineering college, a branch of the 52-unit State University system that sprawls across the length and breadth of New York. Stony Brook was planned as a showcase of the state's academic wares. Its campus is spanking new . . . and when completed will have cost something like \$34 million.

But Stony Brook has another face . . . that face somewhat tarnished. Since 1961 its faculty has been torn by dissension. Its last permanent president was fired by the Board of Trustees, and never replaced.

Key administration aides have resigned. Faculty promotions . . . or lack of them . . . appear in some cases to be arbitrary. Typical of campus climate is the charge by one faculty member that another, earning a five-figure salary in a supervisory position, falsified academic credentials. A faculty committee appointed to investigate the charge substantiates it, and then goes on to recommend that the matter be allowed to die a "quiet death." And in an odd switch, the professor bringing the charge . . . he had gone to the press when the university refused to take action . . . is rebuked for not having kept it within the academic family.

Still other examples include a full professor telling WCBS that he earns \$12,000 a year for teaching six hours a week and carrying a "minimal" research load. He says there are others who do even less, and calls the whole thing a "racket."

One official, very high in the State University system, characterizes the Stony Brook situation as the worst he has ever seen, and lays partial blame for it on weakness in the State University's central administration, in Albany.

With the resignation of its last president, the central administration, too, is run on a makeshift basis . . . and the Board of Trustees seems to be increasingly hard put to find a successor with the qualities needed to govern this vast and diverse network of schools and colleges.

What is the public to make of all this? Particularly in light of a move by the Trustees to charge tuition fees throughout the system . . . and Governor Rockefeller's plan to embark on a billion-dollar university expansion program.

What assurance does the taxpayer have that his money will be used wisely?

The Stony Brook story is no longer a purely academic matter, but in the public area. It requires answers, and action. If the citizens of this state are expected to foot the bill for college-level education, then WCBS believes they also have a right to the kind of administrative leadership that guards and promotes education values, rather than wastes them.

STATEMENT FROM DR. HARTZELL

The WCBS radio Editorial about the State University of New York, referred, among other matters, to incidents which took place at Oyster Bay more than a year ago. These incidents have been under review by a Faculty Committee appointed by the Provost of the State University. Its report to the Provost, which was distributed to members of the faculty and is under current consideration, is not a matter for public comment. It is a faculty policy that matters of this sort (personal charges against individuals) are not to be aired publicly. They are dealt with in accordance with academic procedure established by the faculty. Indeed, it was in connection with the very question which has been raised that the faculty of this institution, on May 31, 1962, "resolved that (it) does not condone the use of the public press to seek correction of any condition within the institution. The faculty expects its members to seek resolution of university issues through the appropriate

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Reactions To Editorial

The following questions were posed to various members of the faculty and administration: 1) Do you concur with the statement ".... The matter be allowed to die a "quiet death"" (WCBS editorial) ? 2) What do you think the administration should do?

I have given my views on this matter to the administration and do not believe that a public statement is in order.

William Lister,
Professor of
Mathematics

I am not free to discuss this matter which still awaits a much needed resolution by the faculty. I am sure, however, that the administration will publicly clarify the situation in the interests of us all.

Robert Sternfeld,
Professor of Philosophy

I am not prepared to make a statement on that.

David Fox,
Professor of Physics

I do not concur with the recommendation since it seems to me as to trivialize a matter of some gravity.

Leonard Gardner,
Professor of Education

No comment.

J. Lawrence Murray,
Interim C.A.O., S.U.N.Y.

I do not think that it is appropriate for me to comment because it is a communication directed to the faculty.

Harry Porter,
Provost S.U.N.Y.

No comment.

Karl Hartzell
C.A.O., S.U.S.B.

It is my sense that the administration of the State University of New York and the State University at Stony Brook should—and must—reply to the WCBS editorial, if only to preserve the honor of the University, the faculty, and the student body.

Benjamin Nelson,
Professor of Sociology

No comment.

Edward Fiess,
Associate Professor
of English

I don't know the details of the recommendation. It was not circulated and, therefore, I can not speak to that point.

Sidney Gelber,
Professor of Philosophy

This is a faculty matter, I cannot comment on it.

Arnold Feingold,
Professor of Physics

The following statements were in answer to general questions about the reactions to the WCBS editorial.

In the first place, I am not aware that anyone from WCBS has ever come to Stony Brook to see at first hand whether we

are operating what someone in our midst has characterized as a "racket". The fact that a high State University official has apparently informed a radio station that our situation is "the worst he has ever seen" hardly seems an event calculated to bring improvement to whatever situation he imagines, or to express a constructive concern for the very real problems that confront us here. Finally, I am irate, to say the least, that the facilities of a public medium have again been sought for ends that can only be destructive of the dedicated efforts of the great majority of this university community to build a fine institution at Stony Brook.

Francis Bonner,
Professor of Chemistry

I saw a faculty member who is apparently a full professor is quoted as saying he has a "racket" going because, among other things, his commitment to research is "minimal". I don't know who this is. Whoever he is, he is not worthy to be a member of the faculty of this university or any university. Being a little bit committed to scholarship is like being a little bit pregnant. This man is not a scholar and never will be.

Thomas Pond,
Professor of Physics

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Art Exhibit

During the week of February 4-February 9, Mr. Robert White exhibited in the main lobby of the Residence Hall a collection of sculptures and sketches titled RETROSPECTIVE EXHIBITION, 1942 through 1962.

Mr. White is a member of the Fine Arts Department. He has studied at the Rhode Island School of Design and with such artists as Waldemar Raemisch, John Frazier and Gordon Peers. He has held one-man shows in the Suffolk Museum, Stony Brook, Artists Gallery and Davis Galleries in New York. His work has also been presented in group shows in Rome, Trieste, New York and major cities in the United States.

The exhibit included works as the title denotes done from 1942-1962 and lent to the exhibit by the various owners and the Davis Galleries.

The exhibit appealed to those interested in traditional art as well as in the more modern forms. "White seems to be working through a comparatively traditional approach to more modern art forms" Art Digest

Poet Lowell To Speak



Robert Lowell, one of America's leading poets, will give a reading of his own poetry and talk about contemporary verse at the State University of New York Auditorium. Admission will be free and the public is invited.

This is the first of a series of talks and readings by contemporary writers that will be presented by the Department of English at Stony Brook, during the coming semester.

Mr. Lowell was Consultant in Poetry at the Library of Congress in 1947-48. He has held a Guggenheim fellowship and an Institute of Arts and Letters grant. During these years he also lectured in poetry and creative writing at the State University of Iowa, the Kenyon School of English, and the Salzburg Seminar in American Studies in Austria. At present he teaches at Harvard University. He was also awarded a fellowship by the Ford Foundation to work as a poet-librettist in association with the Metropolitan Opera and the New York City Opera companies. Lowell received the Pulitzer Prize for poetry in 1947 for *Lord Weary's Castle*. He is a member of the famous Lowell family, a great-grandnephew of poet James Russell Lowell and a distant cousin of poet Amy Lowell.

Leading critics and commentators have praised Mr. Lowell's poetry and autobiography most highly.

Alfred Kazin: "Life Studies is the book of an absolutely first-rate talent. In these poems twentieth-century poetry comes back to its great tradition as plain speech; comes back, in Pasternak's phrase, 'to its sister, life.'"

Elizabeth Bishop: "Somehow or other . . . in the middle of our worst century so far, we have produced a magnificent poet."

Louis Simpson: "Robert Lowell (is) the poet who, of all American poets now writing, appears the most clearly and extraordinarily gifted."

New Tuition Policy Announced

The State University Trustees recently announced the establishment of a Uniform Tuition Policy within the State University of New York. The new policy will affect all graduate and under-graduate students attending the State University Center at Stony Brook beginning with the fall semester of 1963. According to the State University Newsletter of January 28, 1963, which contains the complete text of the Trustees' report,

"The University must virtually treble its capacity over the next seven years if it is to meet its share of the total obligation to provide educational opportunity for our qualified young people. In turn, this means that the Trustees must exercise their responsibility to face fully and realistically the massive problems of finance which are inherent in a development of this magnitude. On the other hand to provide thousands of new opportunities for higher learning which, for economic reasons, cannot be realized by our young men and women would defeat the end for which the University was established."

The report goes on to discuss the background of the present tuition policy.

"When the University was established in 1948 the enabling legislation provided that the institutions which were then tuition free by law should remain tuition free when combined into the University, but it further empowered the newly created Board of Trustees to regulate tuition where no contrary provision was established by statute."

Since 1948 however, the character of the University has changed considerably and many problems have arisen regarding tuition inequities as indicated by the situation stated in the report,

"Even on the same campus serious inconsistencies appear. The student at Albany (or New Paltz, Fredonia, Plattsburgh and Stony Brook) who declares himself interested in a career in public school teaching sits, tuition free, in the same classroom as the student who, because his interest is in college teaching, is required to pay an annual tuition of \$325. In fact, this hypothetical situation can occur (and has) in the four-year career of a single student. His professional goals having slightly changed, he finds him-

self either with the necessity of making up back tuition or petitioning the State of New York for a tuition refund. In both instances he will ultimately receive the same degree and will have earned it by taking, with minor exceptions, precisely the same courses.

The inconsistencies which have developed are not only inequitable to students and unresponsive to social change but have become virtually impossible to administer.

The Board believes that any acceptable solution to the tuition and fee problem would have to achieve the following objectives:

(A) It should incorporate a schedule of charges which would be both consistent and equitable;

(b) It should place all charges on a level consistent with the University's commitment to low-cost educational opportunity;

(c) It should contribute meaningfully to the fiscal base necessary to the planned expansion of the University and its equitable improvement; and

(d) It should make provisions for some form of scholarships for those students who, lacking such aid, would be denied educational opportunity on the artificial grounds of economic disability."

The report continues with a discussion of the future financial needs of the University, the importance of increased funds to be supplied through legislative appropriations;

"To emphasize the University's future needs does not imply that the Board of Trustees favors the imposition of tuition as a substitute for legislative appropriations. Increased appropriation sufficient to meet the costs of the University's expanding obligations, must continue to be enacted.

In fact, if the University is to achieve its just measure of quality in this period of rapid expansion, it is extremely unlikely that state tax funds alone can carry the full burden."

The actual figures involved in the implementation of the new policy are then presented in the report and the new schedule is compared to the cost of a college education through public institutions in several other states:

Graduate Instruction — Subsequent Three Years				
Net Taxable Income *	Tuition	Tuition less SIP		Total
		Grant and Scholarship	College Fee	
\$ 0-1800	\$600	\$ 0	\$25	\$ 25
\$1801-7499	\$600	\$200	\$25	\$225
\$7500-plus	\$600	\$300	\$25	\$225

*If more than one dependent child is engaged in full-time college study, the net taxable income of the parents or guardians is divided by the number of such children to compute the taxable income figure to be used for purposes of determining to which income bracket the student is assigned under the Scholar Incentive Program.

Professional Instruction (M.D., D.D.S., LL.B.) — First Year				
Net Taxable Income *	Tuition	Tuition less SIP		Total
		Grant and Scholarship	College Fee	
\$ 0-1800	\$800	\$ 0	\$25	\$ 25
\$1801-7499	\$800	\$500	\$25	\$525
\$7500-plus	\$800	\$600	\$25	\$825

Professional Instruction — Subsequent Three Years				
Net Taxable Income *	Tuition	Tuition less SIP		Total
		Grant and Scholarship	College Fee	
\$ 0-1800	\$800	\$ 0	\$25	\$ 25
\$1801-7499	\$800	\$200	\$25	\$225
\$7500-plus	\$800	\$400	\$25	\$425

A United States Office of Education survey of these costs in ten public universities in the North Atlantic States reveals an average annual charge in 1961-62 of \$326, a figure comparable with the net cost to be met by State University students in the highest income category (\$325) and considerably higher than the net costs to those in the middle (\$225) and lowest (\$25) groups. The ten institutions included in the survey are listed below:

1961-62 Tuition and Fee Costs in Ten Public Universities: North Atlantic Area*	
Connecticut	\$160
Delaware	315
Maine	400
Maryland	291
Massachusetts	304
New Hampshire	402
New Jersey (Rutgers)	475
Pennsylvania State	525
Rhode Island	255
Vermont	416

The United States Office of Education also reports that the national average of tuition and fee costs in 78 public universities was, in 1961-62, \$271. Similarly the average costs in 25 public universities in the Great Lakes and Plain States area was reported as \$277. Both of these figures are considerably higher than the costs to be met by State University students in the lowest and middle income categories and approximately \$30

Colorado	\$262
Florida State	226
Illinois	230
Indiana (Purdue)	240
Iowa State	290
Michigan State	279
Minnesota	273
North Carolina State	315
Ohio State	300
Oklahoma	244
Oregon	270
Virginia	364
Washington	300
Wisconsin	236
Wyoming	252

The Trustees were also concerned with the comparative net schedule would require of State costs which the new tuition University students engaged in professional preparation for the practice of medicine (M.D.), dentistry (D.D.S.) and law (LL.B.). It will be recalled that the new schedule enacted by the Board of Trustees will, beginning in September 1963, result in a net cost to first year professional students \$25 (lowest income group), \$525 (middle income group) and \$625 (highest income group). However, for the subsequent three

years of such study the net costs will be reduced to \$25 (lowest income group), \$225 (middle income group) and \$425 (highest income group). These costs compare favorably with the costs for similar programs in representative public universities across the nation. As reported in American Universities and Colleges,* the following tuition costs for resident students in medicine, law and dentistry were applicable in the academic year 1959-60:

*Published by the American Council on Education (1960)

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Student Union Building

BY DAVE SULLIVAN

Construction of the new Student Union Building will start during the fall of 1963. If the work is not interrupted by heavy snow, it should be completed by the fall of 1964.

The building will be erected several hundred feet north of the mall. A two-story, fifty-two bed infirmary is included in the same building contract. It will be started at the same time.

When completed, the Student Union Building will be the largest structure on the campus. It will contain 168,000 square feet of floor space and will rise three stories.

This space will be divided into four sections. The first section will contain assorted meeting rooms for club activities. These rooms will provide space for sixteen to fifty persons each. Student Government offices, a photographic laboratory with four darkrooms and the offices of the newspaper and yearbook will be located in this part of the building. An assembly room for two hundred people is also planned. A Post Office will be in operation and lockers will be provided for commuting students. A listening room with five record booths will be constructed and a reading room will be provided.

The largest part of this structure will have three floors containing three dining areas. On the first floor a snack bar for five hundred people will be located. A restaurant for two hundred people will occupy the third floor. Four private dining rooms will be available to clubs and groups of students by reservation. This wing will also include the offices for the Student Union, and a large hall for eight hundred persons.

The basement of the building is to be a recreational area with eight automatic bowling alleys and a game room for ping pong and billiards.

The main lounge is 1200 square feet in area. Smaller lounges will be scattered through the building to supplement the main lounge. It connects the two wings just described.

The last wing will contain forty-six hotel rooms for visiting students and faculty. Those dormitories which will contain dining rooms will also have lounges. A resident building for two hundred people is being erected at present. A similar dormitory will follow next year. By late 1964 two residence halls accommodating 3 hundred students will be started.

Professors Take Leave

By Gail Greebel

For the first time since the creation of this university, New York State is providing sabbatical leaves for our professors. A sabbatical leave is one year leave of absence given for research purposes to a teacher in his seventh year of teaching at a university.

Two of State University's English professors, Professor Rogers and Professor Levin are the first instructors at State University to receive this honor. Professor Le-

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Instructional Programs	Tuition			Total	
	New York Residents	Out-of-State	College Fee	New York Residents	Out-of-State
(1) Undergraduate Programs	\$400	\$ 600	\$25	\$425	\$ 625
(2) Graduate Programs	\$600	\$ 600	\$25	\$625	\$ 625
(3) Professional Programs in Medicine, Dentistry and Law	\$800	\$1000	\$25	\$825	\$1025

Undergraduate Instruction				
Net Taxable Income *	Tuition	Tuition less SIP		Total
		Grant and Scholarship	College Fee	
\$ 0-1800	\$400	\$ 0	\$25	\$ 25
\$1801-7499	\$400	\$200	\$25	\$225
\$7500-plus	\$400	\$300	\$25	\$325

Graduate Instruction — First Year				
Net Taxable Income *	Tuition	Tuition less SIP		Total
		Grant and Scholarship	College Fee	
\$ 0-1800	\$800	\$ 0	\$25	\$ 25
\$1801-7499	\$800	\$300	\$25	\$325
\$7500-plus	\$800	\$400	\$25	\$425

Comments on Concert

BY LIZ LENCH

Sonata No. 2, composed by Mr. Isaac Nemiroff of the SUSB Fine Arts Department, was the featured work of a Sonata-Duo concert performed February 6.

Though conservative in composition when compared to other modern music, the Sonata No. 2 led the listener through a distinctly emotional experience in modern sound.

Starting with a single pure tone on the violin, the work quickly becomes a tormented tangle of discordance. A few hesitant bars interrupt, leading to slight snatches of melody on the violin. The piano accompaniment here is a confusion of discordant sounds that range from moaning to flippancy in mood. The passage ends on a single low note.

The next section starts again with a pure tone expressed by the violin and then by the piano. It continues, halting and vague, to a few moving bars phrased on the violin, which seems to bring the piano into a hesitant "conversation" which ends with one sad tone from the violin.

The sadness remains in the violin with a tonal quality of a distinctly classical flavor. The movement speeds up with flurries of sound contrasted on the piano by a number of short runs. With poetic delicacy, an adagio note, played on the violin, ends the phrase.

Violence immediately begins in sharp contrast, with crashing bass rolls on the piano. Tension remains in the music accented by a frenzied, yet melodic, violin.

The opus ends in crashing piano chords followed by a triumphant, single violin note.

The use of a single drawn-out note on the violin to begin and end the movements seems to unify the entire work. Each repeat of single note aids in unification through its recollective force to the previous usage of the idea. Although the Sonata often appears jumbled, and is consistently discordant, it maintains an extremely lyrical feeling which demands an emotional, rather than a structural understanding.

Dallapiccola's "Tartiniana Seconda" which opened the program, and Beethoven's "Sonata No. 9" were both performed by Matthew Raimondi, violinist, and Yehudi Wyner, pianist. Both musicians displayed extreme dexterity and competence and an almost equally extreme lack of inspiration and interest. Although Mr. Wyner acquired a certain degree of fire in the "Sonata No. 9," this critic can't help wondering whether that was due to Mr. Wyner's feeling or Mr. Beethoven's. The violin never seemed to attain any verve; it was producing accurate sound, not beautiful, living music. After listening to Bernard Greenhouse, cellist at the last Fine Arts Department Concert, Mr. Raimondi was a distinct disappointment. Naomi Zaslav accompanied Mr. Raimondi for the Nemiroff opus.

NOTICE

A questionnaire has been sent by the Registrar's Office to all students who appear on the college records as being eligible to graduate in February, June, or August 1963. Any student who plans to graduate in 1963 who has not received this questionnaire should see Mr. Birnbaum in Humanities 134 immediately.

REVIEW

THE COMMUNITY OF SCHOLARS

BY JAY WILLIAMS

Paul Goodman works against the current social science tide: he is a secular moralist. His overriding concern is with the real as against the unreal, the genuine as against the spurious. Men should, Mr. Goodman believes, be doing things which have meaning, for them and for their fellows; they should be praised and blamed for doing well or ill; they should love and hate; create and destroy; in general, they should come directly to and at the world, people, and institutions; otherwise they cease to be people and their living becomes mere appearance, without substance or satisfaction.

Some two years back Mr. Goodman exhibited in *Growing Up Absurd* his evidence for believing a great many of us in the American community were living a largely phony existence, and were, more over, aware of the fact. In that fascinating book Mr. Goodman asserts that the bulk of achieving Americans (and their wives) are enmeshed in a web of pointless actions, pseudo convictions and vestigial emotions in respect to their social and professional achievement, and family and sexual relations. These people do not believe in what they are doing or saying. They are, however, part of "the Organization" of business, government, technology, or learning; and their continued status means submission. Mr. Goodman's thesis there was that it is not easy for the young to grow up satisfactorily in such an oddly contrived world.

Now Mr. Goodman has written another interesting book, *The Community of Scholars*. The community of which Mr. Goodman writes is that made up of inquirers, young and old, who are intent on teaching and learning. The investigator, the artist, or man of professional affairs is working in and with the objective world, therefore he is the most appropriate person to induct the young into this world. The young will go for the real when it is offered them, though they may be diverted by designing or degraded elders.

The teachers and learners in Mr. Goodman's community are united principally by their common intent. Newman's idea that people in different disciplines would learn by shoulder-rubbing what was at the edge of their own deepest concern has gone by the board. Similarly we have dropped J.S. Mill's view that men's capacity to communicate could rest on a knowledge of the fundamental disciplines. Similarly with the dependence for mutual understanding on the best that has been thought and said.

The golden age of this community was in the 12th and 13th centuries. Since then everything (except the students) has been a mess: governing boards are bigoted, irresolute, uninformed and unprincipled; professors are palid and obsessive; administrators are undescrivable.

Mr. Goodman's golden age is unhistorical: Abelard confronted an organization at the hands of Bernard of Clairvaux in his evidence equal to any of the present day. P. Mandonnet in his book on Sign of Bravant explains the length to which the Theology Faculty at Paris (the Technicians of the time) went to arrange for students to come directly to them rather than taking preliminary work in the arts (and sciences).

There is, therefore, no historical reason to think that a community of scholars means a quiet and agreeing faculty. But, naturally it is reasonable to think the faculty should be disagreeing concerning something of importance.

One might, therefore, criticize Mr. Goodman for his entire avoidance of the questions which have been at the very center of the life of the western university: the relations of the fields of knowledge and their appropriate methods and conceivable principles. Mr. Goodman's restraint may be a matter of tactics. We have been told, on the greatest authority, that there are two cultures, of which only one is justifiable. Mr. Goodman, who is neither an operationalist nor a positivist, may think that under these adverse circumstances, such delicate questions should be left alone. Since these questions require a certain background (in the reader) of the history of western thought, it is possible that he is right. Never-the-less, a university audience may be assured that his treatment is truncated.

Otherwise, it can only be said that surely administrators are not as fell a crowd as Mr. Goodman makes them out. That they should be, is implausible. It passes human ingenuity. Nor, surely, can adolescents be as breath-taking as Mr. Goodman says they are. And this for all the causes Mr. Goodman so eloquently described in *Growing Up Absurd*. Given the advanced imperfections of our views of human relations and our social order, it is inconceivable that many 18 and 19 year olds could arrive at the university with a very genuine urge to learn. What most of them want is to climb on some version of the "establishment" wagon and roll along (at \$13,000 per annum for new Ph.D's in Physics in industry. I have been told this was the going price at the recent physics meetings in New York City). Oddly enough, of those who want to so climb, only a few have the talent. One of Mr. Goodman's penetrating observations in *Growing Up Absurd* was his identifications of disaffiliation for moral causes as a ground on which many talented young people arrange to detach themselves from the academic march.

In short, Mr. Goodman's book on higher learning suffers from ignoring many of the truths which he pointed out in *Growing Up Absurd*. There he described an essentially disoriented civilization. One which had not reduced technology and manipulation to the subsidiary positions which they must hold in any successful advanced civilization. These facts he does not sufficiently take into account when he talks about education.

Note: a student critique of this review will appear in the next issue of the Statesman.

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BIOLOGY SEMINARS

Biology Seminars, Room 238, Humanities Building, Thursday, 4:00 p.m. February 14: Dr. John Hopkins, Department of Biology, Harvard University, "RNA Synthesis in Bacteria." February 21: Dr. Vincent G. Allfrey, Rockefeller Institute for Medical Research, "Regulation of Messenger RNA Synthesis in the Nucleus."

Schedule Changes

There will be a change in the Spring Holiday, 1963. Please note dates below:

Spring Holiday will be from April 7th - April 14th.

Classes will continue through April 6th.

Classes will resume April 15th.

I. ADDITIONAL COURSES

The additional courses noted below will be offered Spring semester 1963. These courses are not listed in the Spring 1963 class schedule.

ECO 206—Economics of Industrial and Labor Relations 1:30-2:20 MWTh 237 Hum 3 credit hours

ESG 162—Introduction to Digital Computers

Section 2—1:40-2:55 TF 240 Hum 2 credit hours

EST 371—Compressible Fluid Mechanics

Prerequisite: Thermodynamics II 3 credit hours

Hours to be arranged by Professor Snyder.

EGL 277—Milton

12:15-1:30 TF 307 Hum 3 credit hours

PHY 393—Tutorial in Advanced Topics

Hours to be arranged by Professor Pond. 2 credit hours

PSY 391—Special Topics in Psychological Research and Theory

Hours to be arranged by Professor Lieberman. 3 credit hours

II. DELETED COURSES

The courses noted below will not be offered Spring semester 1963:

EGL 250—English Language

FAM 103, Section 2—University Chorale

HIS 251—Latin America Since 1825

HIS 251—Expansion of Europe from 1415 to 1815

HUM 101, Section 4—Introduction to the Arts

PHY 102, Section 3—General Physics

III. ROOM ASSIGNMENTS AND TIME CHANGES

CHE 236—Physical Chemistry

9:25-10:40 TF 285 Hum

ESG 232—Material Sciences I

10:30-11:20 MWTh 285 Hum

EST 372—Boundary Layers

3:05-4:20 TF 287 Hum

EGL 230—Modern British and American Poetry

1:40-2:55 TF 237 Hum

EGL 239—Methods of Instruction in Literature and Composition

11:30-12:20 TWTh 288 Hum

HIS 224—Modern Mexico

3:30-4:20 MWTh 195 Hum

HUM 101—Introduction to the Arts

Section 6—1:40-2:55 TF 320 Hum

MAT 320—Topology

2:30-3:20 MWTh 285 Hum

PHI 235—Philosophy of Science

11:30-12:20 MWTh 284 Hum

PHY 102—General Physics

1—8:30-9:20 Th 128 Che 9:30-12:20 Th 140 Che

2—1:30-2:20 Th 286 Hum 2:30-5:30 Th 140 Che

4—8:30-9:20 F 196 Hum 9:30-12:20 F 140 Che

6—1:30-2:20 Th 316 Hum 2:30-5:20 Th 140 Che

7—1:30-2:20 F 308 Che 1:40-5:45 F 140 Che

Lectures: All section—8:30-9:20 MW 116 Che

POL 153—Comparative Government

10:30-11:20 MWTh 237 Hum

POL 211—Politics in the Developing Areas

3:30-4:20 MWTh 304 Hum

POL 221—British Parliamentary Democracy

2:30-3:20 MWTh 238 Hum

PSY 151—General Psychology

Section 2—9:30-10:20 MWTh 317 Hum

SAN 205—Social Problems, Conflicts and Movements

12:15-1:30 TF 287 Hum

NEW TUITION

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Public Institution	Medicine	Dentistry	Law
Alabama	\$650	\$600	\$373
California	366	200	151
Illinois	450	171	290
Indiana	430	430	231
Maryland	801	400	244
Michigan	620	620	400
Minnesota	505	390	315
North Carolina	625	625	281
Ohio	660	660	369
Oregon	627	627	270
Texas	360	300	100
Washington	525	300	306

The report concludes with a summary statement regarding the new policy: solely through the use of current tax revenues and routine governmental procedures.

"State University must build physical facilities in the next decade beyond those constructed by other public universities, most of which have been able to bring to this task the investment and work of a century. It is no longer possible to suppose that this significant handicap can be overcome in the time remaining. The Trustees have an inescapable obligation to achieve the objective of this expansion program and they can rightfully expect that sufficient state appropriations will continue to be enacted to meet its major requirements. But they can also rightfully expect students and their

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THE STATESMAN

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ALL UNSIGNED EDITORIAL MATTER REFLECTS THE OPINION OF THE
ENTIRE EDITORIAL BOARD.

THE WCBS EDITORIAL—

WHAT DOES IT MEAN FOR US?

The WCBS editorial asks the question of whether or not an institution that exists under the guidance of officials that condone dishonesty, and mask it in secrecy, can hope to grow into a fine institution. The members of this academic community — students, faculty and administration alike—have the responsibility of determining whether the conditions described by the WCBS editorial are indeed in existence and, if so, what the implications are for this institution. Is it true that "a faculty member in a supervisory position falsified academic credentials?" Is it true that "a faculty committee appointed to investigate the charge (substantiated) it, and then (went) on to recommend that the matter be allowed to die a 'quiet death.'?"

We are aware that there is opposition to the reprinting of this editorial. We must not fall into the trap of confusing the issue involved with the means by which the issue is presented. Therefore, we will not debate the question of whether or not the editorial should be printed, but will confine ourselves to the discussion of what it means to this academic community.

WCBS expressed concern over the implication faculty dissen- sion has for the taxpayer; we feel concern with the implication sanctioned dishonesty has for the student. In such an atmosphere the educational process is thwarted. The student is not sure of what direction his school is headed in, what the degree he receives will represent and what type of men his teachers are.

What direction is the school headed in? How will an event such as this affect the recruitment of good faculty members? How can the student reconcile the classroom standards of honesty and justice with the actual institutional practice? Will this institution, in the future, codify the double standard that the faculty will not be punished for lying or cheating while the student will?

What will the degree he receives represent? Will it reflect pride in what his Alma Mater stands for? Or will it reflect shame? What will the degree represent ten, twenty and thirty years from now? Can a structure of any real merit be built on a base of dishonesty? Is the future quality of this institution being sacrificed for the sake of temporary silence and a favorable public image?

What type of men are his teachers if they sit back and allow such dishonesty to remain concealed? It poses the question of whether these can talk of ideas and ideals in the classroom without being hypocrites.

We do not mean to condone the means by which this matter has come to public attention. We agree with Dean Hartzell's statement that personal charges against individuals are "not to be aired publicly (and that they should be) dealt with in accordance with academic procedure established by the faculty." Yet, we cannot ignore the fact that this issue has been made public to the vast WCBS audience. The question is—why at this point did it become public? Is there anything wrong with the procedure for redress within the university? Is it a part of "academic procedure" that substantiated charges be allowed to die a "quiet death?"

Finally, we should like to raise the question of whether the implications of such an issue are secondary to the reputation of the institution. The real problem is to determine whether it is of any value to have a spotless surface reputation if underneath there is falsity. What is the value of our public image if it does not reflect what really exists? Who are we trying to fool by painting a wrong picture? Is it possible that anyone could believe that if we but hope hard enough the imagined surface will become the under-neath? Or that by ignoring the underneath it will disappear? If we make public reputation our primary goal we may forsake the reality of the problem we face.

There is another facet to this question—what are the determi- nants of a "good" reputation for the student body? Part of our perception of reputation is the respect for the honesty and integrity of the faculty and administration. If this respect is unwarranted we must surely protest their making a mockery of our education.

If we refuse to criticize openly, if we allow this matter to pass unnoticed, we are giving our stamp of approval to procedures which are, at best, questionable. If we are to function as serious members of the academic community we must guard against that which destroys our own pride and the pride we have in the values that this institution has and should stand for.

Administration On Rocky Tech.

Copy of Telegram sent January 8, 1963
The Honorable Nelson D. Rockefeller
Governor of the State of N.Y.
Albany, New York
Sir:

Reports in the press indicate you will ask the Legislature for authority to establish an Institute of Science and Technology as part of the plan for public higher education in the State of New York. We share your aspirations to develop educational and research resources which will provide trained personnel to meet the needs of the economy, the national defense, and the public welfare. We are concerned that the type of program ultimately adopted be designed for the most effective achievement of these goals.

The evolution of higher education has shown a steady trend away from special purpose institutions toward a university organization in which all major areas of scholarship are pursued with equal vigor. The interdisciplinary collaboration which is characteristic of large-scale research today is thereby greatly facilitated. The value of this type of structure was emphasized in the Heald Report, and comprehensively implemented in the State University Master Plan of 1960, particularly in connection with the plans for the development of science and technology at Stony Brook.

We respectfully urge that this vital question of a specialized institute be submitted to a study commission which includes in addition to representatives of industry and the public, scientists, engineers, humanists, and social scientists of the highest reputation and experience. The Chairmen of all the departments here, who unanimously support these remarks, are joining us in the preparation of a summary statement of our considered views which we hope will assist at the appropriate time in the examination of the problem of providing high level scientific and technical training within the structure of a university.

Respectfully yours,
Karl D. Hartzell
Administrative Officer and
Acting Dean of Arts and
Sciences
Thomas F. Irvine, Jr.
Dean of Engineering
State University of New
York at Stony Brook

* * *

Professors

Continued from Page 2

vin has also received a Fellowship from the American Council of Learned Societies which will supplement the funds that he will receive from the State. He will be doing research on Elizabethan drama, possibly in San Marino, California.

ON TUITION

The announcement of the levying of tuition on education majors aroused unquestionable originality in the minds of State University students throughout the State. They burned effigies, held parades and left lights on in Dormitories day and night. There have been letters upon letters printed in the Editor columns of every local newspaper.

Why hasn't the Student Body of this school responded? Doesn't the situation strike close enough to home? Since a great deal of the Students are in the Education program, the tuition must foretell inconveniences for many.

Perhaps the students feel that this "rallying" is to no avail; i.e., that the Board of Trustees of the State of New York will not be influenced by a few fires or parades. Perhaps they are right. There might still be some organ of communication between the Administration in Albany and the student. This organ could be in the form of influence of the voter (parent) on the legislators of New York State and in turn on the Administration of the State University and the Board of Trustees. In other words a magnitude of well-placed letters could at least bring about an awareness of the situation in those responsible, however, so decide for yourself how much of a burden tuition really is and if there is a principle involved worth upholding.

The following editorial would have appeared in the New York Times on Friday January 11, 1963, had there been no newspaper strike. It is printed as an item of general concern to the members of the State University at Stony Brook with the consent of the New York Times.

THE GOVERNOR'S SCIENCE CENTER

Governor Rockefeller's proposal to build a first-rate Center of Science and Technology as part of the New York State University system opens as many questions as it answers. Nobody can dispute the fact that high-quality institutions for the training of space-age scientists and engineers are needed. A new institute of technology, comparable with the best in the country, might attract the kind of industrial research establishments that have tended to cluster around the great technological universities elsewhere.

However, a crash program to build such an institute must not detract from the urgency to create a first-rate all-around state university system. The institutional quality of the present system's units is still far below the best of the private colleges and below the standards and achievements of the colleges which make up the City University of New York.

The incipient graduate center at Stony Brook, which is after all to be directed in large measure toward science and technology, is still floundering without firm leadership. The state university as a whole is in search of a new president, a search made doubly difficult because its powers are so ill-defined and its physical headquarters so remote from the life of an academic campus. It should not be forgotten that Hawaii easily persuaded the outgoing president that the academic grass in that new state is greener than in New York.

The point to be kept in mind is that, although a spectacular new science-oriented institution may be politically more attractive and therefore easier to finance, the task of giving New York a state university system of true excellence requires that a less flashy all-around structure be built up and carried through.

POLITY CORNER

BY JUDY WALK

It has been recommended that the administration proceed with all possible speed to fulfill the following recommendations.

1. The luggage room at the basement of C wing be cleared out and converted to an active recreation room.

2. The administration instigate adequate methods of publicizing the current means of compensating damages in the dorm. To be more specific, a) every floor is responsible for the damage done on that floor, unless the culprit is found, b) damage is to be paid for within a week, c) removal of furniture be stopped by random floor checks of the resident heads and the fines resulting when furniture is found in the room be used to establish a polity fund to buy or repair equipment such as phonographs etc.

3. Maintenance of the dorms over vacations and weekends is inadequate, this situation should cease immediately.

4. The administration make public the disciplinary action it has taken against students (what is referred to here is campus action mainly).

5. Building curfew replace dorm curfew in all normally coeducational areas.

Signed:

Dave Buckhout
Lenny Spivak
Pete Zimmer
Bob Harmon
Kelly Callahan
Judy Walk
Alex Censor
Policy Committee

Debate Forum

The steering committee of the Debate Forum has slated a first meeting for 7:30 p.m., February 14, in the apartment. The committee has programmed a faculty-student discussion of rhetoric, followed by the election of officers.

Students interested in intellectual discussion and the art of debate are invited to join. Members will choose topics for discussion currently before the steering committee: the future of the State University system in light of the Heald report, University supervision of morals, Malthusian principles' application to human populations, a free — world economic community, one plus one equals two, the Diefendorf controversy, the American Law Institute's recommendations for penal law, including "...sexual relations, normal or abnormal, mutually and freely contracted between non-minors should be solely their own concern," and a College Man paralleling Whyte's Organization Man. New ideas and suggestions are encouraged.

The Forum is anxious to establish its research files and would welcome student contributions of old issues of such periodicals as: The Nation, The New Republic, National Review, Fortune, Time, Newsweek, Business World, and Labor Law Journal. Students with these magazines should contact Donald White in room C-116, or Gail Erickson in F-119.

The Debate Forum has recently established its office in room C-013. Its faculty advisor is Mr. Reichler of the Political Science Department.

Among The Authors

Associate Professor Marvin Kristein, Acting Chairman of the Economics Department, has published a review article of the Economics of Real Property by R. Turvey in the Kentucky Law Journal, Volume 49, No. 4.

Professor Frank R. Peters, Department of Education, has published a paper entitled "Are Psychology and Education Behind the Times?" in the Winter 1962 issue of The School Review, published by the University of Chicago.

Rolf Meyersohn, Assistant Professor of Sociology-Anthropology, has written the chapter, "Changing Work and Leisure Routines" in the book, Work and Leisure, edited by Erwin O. Smigel and recently published by the College and University Press, New Haven, for the Society for the Study of Social Problems.

Earlier this academic year Mr. Meyersohn read a paper entitled "Applying a Basic Discovery in the Recording of Behavior" at the annual meeting of the American Sociological Association in Washington, D.C. He presented two papers at the Fifth World Congress of Sociology, also in Washington, D.C. He presented two papers at the Fifth World Congress of Sociology, also in Washington; one was entitled "The Problem of Diversity in Television", the other "Leisure and Time: Patterns among Suburban Women".

Herbert S. Streat, an Instructor in Education, is presenting a paper, "The Contribution of Paradigmatic Psychotherapy to Contemporary Psychoanalysis", at the 1963 Annual Scientific Conference on Psychoanalysis, on February 16.

Claire Nicolas, wife of Robert W. White - a member of the Department of Fine Arts faculty, has written a first novel titled "Death of the Orange Trees". It will be published by Harper and Row on February 13. A copy of the book may be found in the library.

Construction Plans

Construction at Stony Brook is proceeding on schedule. Currently in progress are: a 200 bed dormitory, a 400 bed dormitory, the library, the gymnasium and the biology, engineering and physics buildings.

The smaller of the two dorms is slated for completion next September. There is some possibility, however, that the dorm won't be ready until October or November, in which case the men will have to triple up with a bunk bed provided for each room. The girls will retain double rooms. Since the administration doesn't plan to use the 400 bed dorm until the following school year the 200 bed dorm is being given priority. According to Cyril Asaton, a construction worker employed by Foster Newman Contracting Corp., there is an excellent chance that the smaller dorm will be completed by next September.

The smaller dormitory is currently in the structural stage of construction. The contractor is taking precautions to ensure that freshly poured concrete doesn't freeze. If it should freeze the building would be condemned. As a result, the concrete is being heated and protected by canvas curtains until fully set.

According to E. Capello, resident architect, the library, physics and biology buildings will definitely be ready by the beginning of next term and there's a good possibility that the engineering building and the gym will open shortly thereafter.

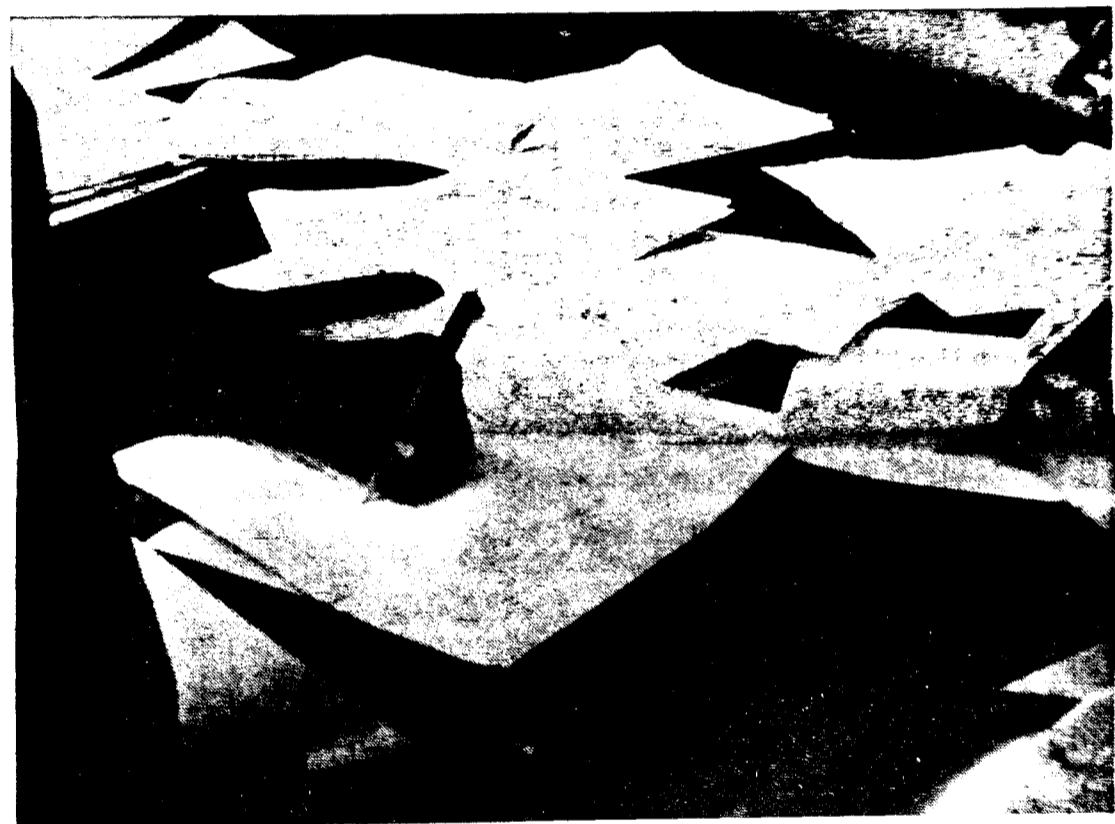
Construction soon to begin will provide the University center (student union) and the infirmary. These should be completed late in 1964.

Present plans set the date of completion of the University at 1970. There will be approximately 50 buildings with dormitory facilities for two thirds of the ten thousand students. Of the 50 buildings planned, 12 should be in use during the 1963-64 school year. There will be 2 dormitories, 7 academic buildings and 3 service buildings.



EXTRACURRICULAR ACTIVITIES

Photo Courtesy of Specula



BUT I DON'T WANT THE FIVE-YEAR PLAN !

Photo Courtesy of Specula

HARTZELL

Continued from Page 1

faculty bodies and/or administrative authorities."

The editorial referred to the incident of one faculty member bringing charges against another as "typical of campus climate." In contrast to the assertion in the editorial, any objective view of conditions on the campus at the present time would regard such incidents as exceptional.

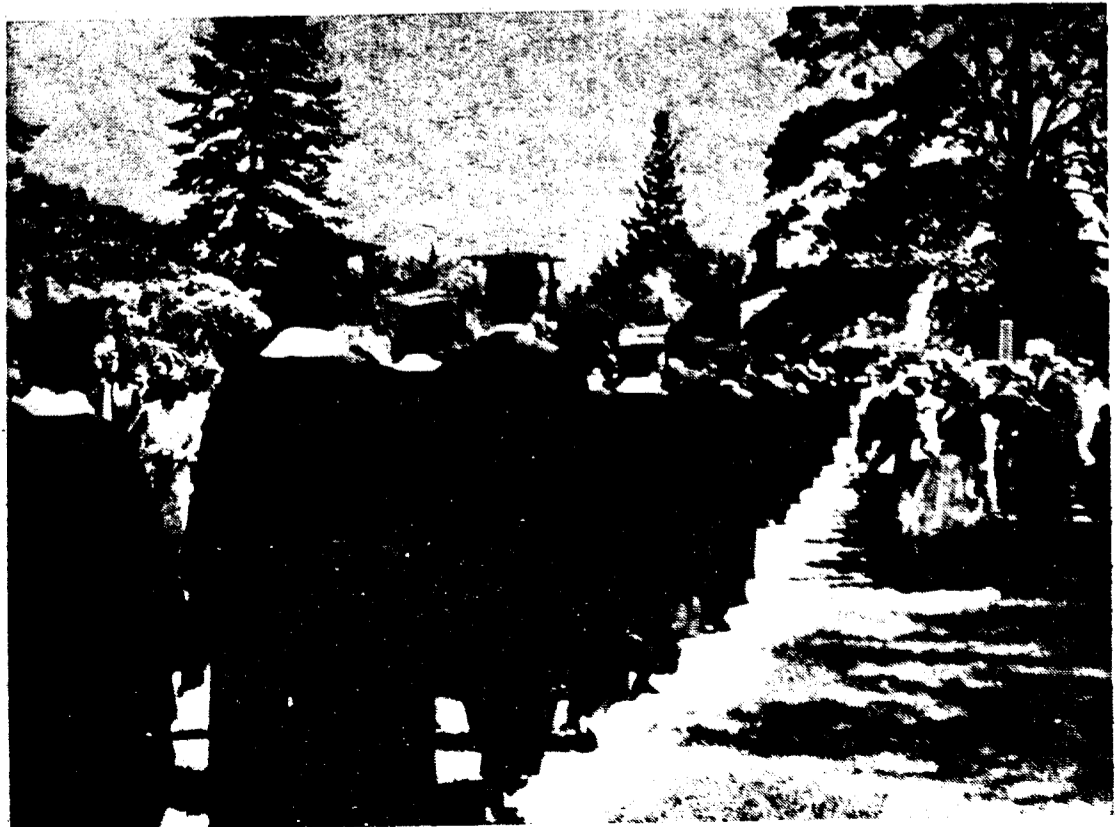
This is a growing institution. It is expanding in many ways—both physically and academically. A giant new campus and physical plant is springing up around us and a steadily increasing student body will be coming to our doors. A distinguished faculty to meet this growing demand is being recruited, and an outstanding appointment will be announced shortly. Although the institution has been without a president for some time, the faculty has successfully established a new government under its own bylaws and a continuous and developing administrative structure has existed since the start of the 1962-63 academic year. These circumstances complementing the progressive and sound development of the instructional program should provide the basis of confidence in the present state of the university and optimism regarding its future development.

New Tuition

Continued from Page 3

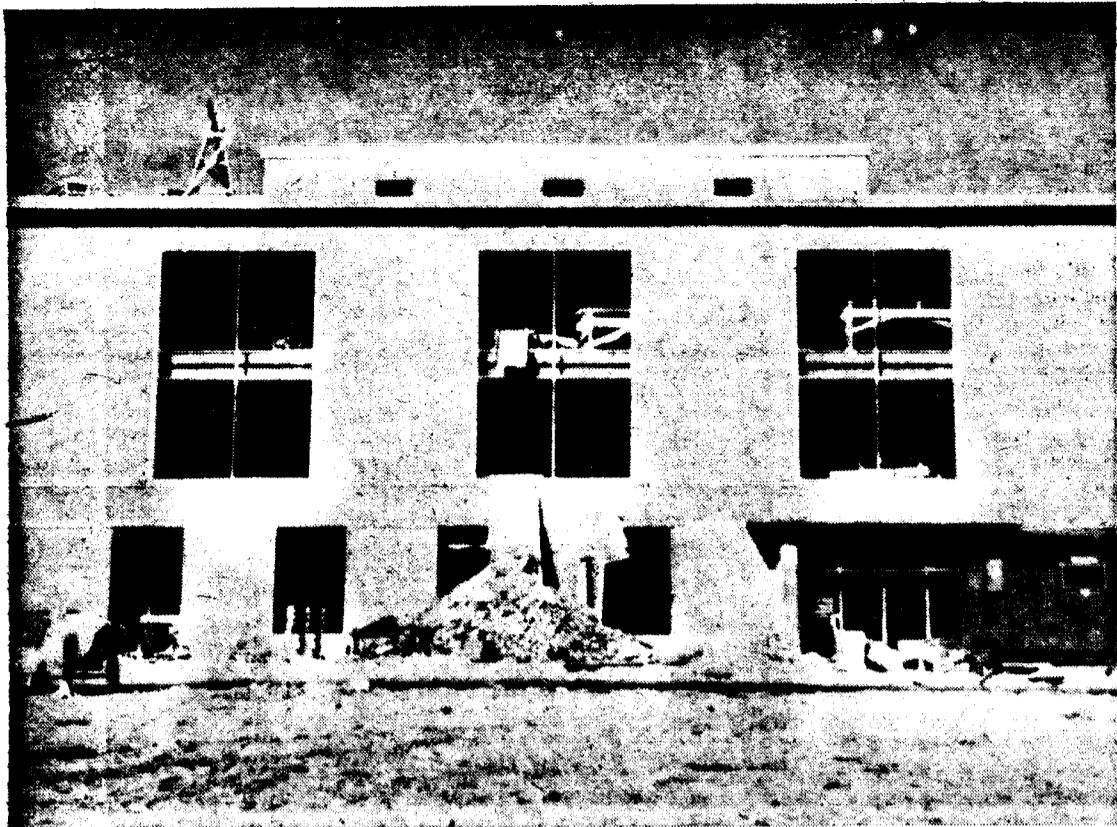
families, especially with the aid of the State's Scholar Incentive Program, to carry a small share of the burden. In this expectation the Board does not align itself with those who hold that the benefits of higher education are entirely personal and individual and that, therefore, the individual should pay the full costs.

This is simply untrue. Society benefits too; if anything a great deal more. And yet, in the State of New York, society is now paying virtually the entire bill and, under the Trustees' proposal, will continue to pay the preponderant share. It is not too much to expect the individual student to contribute in a modest way, so long as the resultant costs do not deny the very opportunity which State University was created to provide."



ONLY 110 MORE DAYS, SENIORS ! !

Photo Courtesy of Specula



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HAVE YOU JOINED THE S.U. CHORUS YET? THEY'RE PRACTICING

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SPORTSCOPE

by Henry Ostman

One problem which has a profound effect on the conduct of State's Varsity athletics, and which is not the responsibility of the participants, is that of financing. This is a problem which is going to have ramifications in the years to come.

At present the Varsity and Intermural Athletic program is under the control of a professional Director, who is also the Professor of Physical Education. Yet the Director does not have the freedom in his expenditures of allocated funds which is had by the Treasurers of any other recognized Student organization. He cannot substitute the purchase of a replacement of a torn athletic uniform with funds allocated for a set of spark plugs for the motor on the coach's boat, until he gets approval for the substitution by a responsible officer of polity.

You say that the polity has an athletic sub-committee expressly to assist him, but as of the writing of this article, that committee has not had an official meeting.

The effect of this financial stranglehold is not only to stifle easy solution of everyday problems which arise, but it also inhibits planning. Contracts for next year's basketball games have to be signed now, yet the coach does not know if he will have funds to meet his commitments until the polity approves its budget for next year, in April. Failure to meet these commitments would hurt our institutional image as well as making it more difficult to schedule meets in the future.

If my recollection serves me, the only full polity meeting, where the members overruled the action of the Executive Committee, was over athletic financing. Yet this Committee still has not put Athletic Financing on a par in terms of the freedom which it gives to all other student organizations.

What is really needed is some method by which the Coach could estimate and plan on funds, based on the size of the student body, and not on the whims of the Executive Committee. I would NOT advocate total removal of the Executive Committee's control, just a system by which Athletic funds would be guaranteed one year in advance. This would enable us to be reasonably sure of some stability in the athletic program.

Thanks go to Mr. Von Mechow for letting me go along with the team to F. D. U. at Madison.

On Sports

BY PAUL LEVINE

Now that the first semesters has ended we can see that the athletics department here has been highly successful. This second semester should bring equally gratifying results.

Under the leadership of Mr. Haigh, our recreational activities will continue to develop. Starting February 9, and every Saturday thereafter, there will be an organized ice skating program which will meet from two to four o'clock at Commack Arena. The admission charge is one dollar and it is possible to rent skates for seventy five cents. If anybody needs transportation they should contact Mr. Haigh and he will work something out. The bowling program is still continuing at Port Jefferson Bowl Saturday morning from ten to twelve o'clock. Our students will receive a reduced rate of thirty five cents per game and instruction will be provided by Mr. Haigh. Mr. Haigh's dance program has been slightly changed this semester. From now on every Monday night there will be three dance session groups. The first session from 7 to 8 is square dancing. From 8 to 9 there is social dancing. In this social dancing every week a different dance will be concentrated upon. From 9 to 10 there is folk dancing. Also on February 16 there will be a square dance sponsored by Mr. Haigh. There are also plans for outings and archery this spring. If anybody has any suggestions feel free to contact Mr. Haigh in C-021 and he will be willing to discuss them with you.

On the intramural sport level there is also an everwidening panorama. The basketball program is still continuing at Port Jefferson High School. It has also been widened to include girl's basketball. Once the basketball

season is over a program of coed volleyball and badminton will replace it. The gymnastics program under the guidance of Mr. Decker has been very successful and put on an exhibition at the Smithtown Elementary School. There is also an intramural program which meets at Port Jefferson Bowl. There is also a possibility that the best intramural team will compete in an inter-collegiate tournament. The tennis program which was supposed to commence last fall is finally getting under way. There will be instruction provided by Mr. Haigh and Mr. Decker and a student faculty tournament will also be conducted. It there is enough interest there is also the possibility that the sport may become varsity. There is now a sign up sheet for the faculty student tournament on the door of the athletics office. An intramural softball league will also be organized also along the same lines as the football and basketball leagues. There will also be a senior faculty softball game which is one of the few traditional events at Stony Brook.

We still have one varsity basketball game left but we still have our most successful basketball season in our history. The crew team has just recently resumed its practicing indoors, but once it is a little warmer they will be out on Port Jefferson Harbor. There will be two shells competing; a varsity and a j.v. Our first meet is against St. Johns on March 30th. Mr. Decker is looking forward to a very successful season. For the last few years there has been an intramural track program, from which several members have competed in intercollegiate competition. This track program will begin in three or four weeks under the direction of Mr. Doski who coached the cross-country team. There will also be an inter-class track meet which has always been very popular.



Jack Mattice making a foul shot.

SPORTS SPOTLIGHT

JACK MATTICE

BY GEORGE KRASILOVSKY

Presently, our State University Varsity Basketball Team is enjoying its most successful season since its creation in 1958. One of the main reasons for this success is Captain Jack Mattice, and his leadership qualities and ball-playing abilities.

Jack is from upstate New York and came to State University in 1959. He lived in the Oyster Bay dorms and at times he wishes the old atmosphere of peace and serenity still prevailed.

This year he is a member of the Constitutional Committee and the Advisory Judicial Board. Although he is graduating this term, he would like to see some basic form of polity with which the school can grow.

For the period of 1958-1962, Jack holds the highest scoring honors in the history of the school with a 14.2 points per game average. Last year, Jack led the team with 16.1 points a game and at the rate he is going this year he will top last year's figure. Presently he is leading the team in scoring with a sound 17 points a game, with two games remaining. He is also leading the team

in foul shooting percentage (85 per cent).

A sad point in our schedule is our 67-59 loss to Queens. Jack was sidelined for this game after an operation on his back. Had he been in the lineup he could have given the team that needed boost to spark them to victory. In the next game against Madison, Jack was back in action and lead the team to victory by scoring a game high of 25 points.

According to Jack, the team has had a tough schedule and is really proving itself. It is a young team, with plenty of balance in both the front and back courts.

Jack is a Biology Education major and hopes to teach on the secondary level on Long Island. He has been practicing at Smithtown High School and enjoys his work very much.

We wish Jack Mattice the best of luck and success in the future and hope someday he can pass on his great sports abilities to others.

On a rather unpleasant Saturday afternoon, the combined Varsity and Junior Varsity teams boarded a bus which would take them to meet their opposite numbers from Madison College of Farleigh Dickinson University. The day was to provide the Varsity with its fourth win of the season, something which the coach has told me before the season began was what he was hoping for, but which he did not expect after only seven of the games were played.

Madison resembles us, last year. It is located on the grounds of an old Estate, with beautiful buildings and gardens. Most of the students commute, and I suppose that that, coupled with the bad weather kept the spectators away in droves. Since there was no space on the bus for our Cheerleaders, and no separate spectator bus from State, all of Stony Brook's cheering came from the coaches and the players themselves. FDU's cheerleaders tried hard, but I think that we were more effective.

The long bus ride took its toll, especially on the JV, on the Varsity even Gene Tinnie said he was stiff and had trouble getting started. This probably accounted for our being behind at the half, 22 to 24. But the Varsity went on to win, 61 to 49. A burst of speed immediately at the beginning of the second half put us ahead and kept us there.

The JV 2 points off at half, fell another 11 to lose 60 to 73. This just goes to show, that you can't just jump off a bus and play good basketball. I think some time to loosen up, and to eat would have helped. Next time.

The basketball court is located in what was the indoor tennis court just off the living room of a private home. The indoor pool,

which everyone wanted to try, unfortunately without success, even had a fireplace at one end, an indoor garden at the other. Yes, there are advantages which accrue only to the rich.

A victorious team, although a weary one made its exit from the bus early Sunday morning, nearly ten hours after it started. But the day was not over yet, the game had to be replayed over Hamburgers, pancakes, coffee and soda at the Hilltop. This time JV won too...

BY HANK OSTMAN

* * *

The Varsity Basketball team traveled to Harpur over the inter-session break and came back with an 88-73 loss. The team left by bus Saturday morning, stayed in a motel overnight and returned Sunday evening.

The Junior Varsity didn't make the trip. Coach Farrell has said that "the team acted like perfect gentlemen throughout the trip." The squad shot 43 percent from the floor, a percentage that would win many a game but Harpur shot a fantastic 55% in having a terrifically hot night. Stony Brook had its high point total of the year in scoring 73. State was behind by 14 at half time but just about held Harpur even for the second half. The team played good ball but it just seemed to be Harpur's night.

* * *

VON MECHOW APPOINTED

Assistant Professor Henry von Mechow, Director of Athletics, has been appointed to the Executive Committee of the Suffolk Zone, New York State Association of Health, Physical Education and Recreation.

The Varsity was again led by 6' 10" center Gene Tinnie who scored 19 points. Bob O'Connor came back after missing three games with a fractured ankle and tallied seven points.

The loss to Harpur evened the Varsity's record for the season at 4 and 4.

The leading scorers for the club have been Senior Jack Mattice (16.9 per game) Soph Gene Tinnie, and Freshmen Gary Mitinas and Bob O'Connor. Leading the team in rebounds are Mitinas (12 per game and Tinnie (11 per game.) Mattice has the lead in free throw shooting (83 percent) while Tinnie is leading in field goal percentage.

Freshmen guards Bob Vignato, Bob Mancini and Paul Hertz have comprised a strong trio.

Good luck to Jack Mattice who is Varsity captain and is graduating this year.

The box score of the Harpur game was:

	G	F	P
Tinnie	8	3	19
Mitinas	4	3	11
Mattice	4	2	10
Hertz	2	5	9
O'Connor	3	1	7
Vignato	3	0	6
Baron	2	0	4
Becker	2	0	4
Mancini	0	3	3

BY KENNETH DIAMOND

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