

INTERVIEW WITH HARTZELL ABOUT WCBS EDITORIAL

On Tuesday, February 26, 1963, an interview was held with Dr. Karl D. Hartzell, Administrative Officer of the State University at Stony Brook, concerning the material presented in the WCBS radio editorial of February 4, 1963. The text of this editorial was printed in *The Statesman* edition of February 12, 1963. The following is the text of that interview.

Question—Is this University, or the State University System, existing under the guidance of officials who condone dishonesty and mask it in secrecy? **Answer**—“No.”

Question—Are the following conditions described by the WCBS editorial indeed in existence?

1. That a faculty member in a supervisory position falsified academic credentials?
2. 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?”

Answer—with regard to point 1—Dr. Hartzell stated that, “The charge has been made and it looks as though there is some truth to it. The individual in question is being given a chance to demonstrate, if he can, that the charges are false, and, until the matter is resolved the less said about it the better.”

With regard to point 2—Dr. Hartzell stated that “this phrase has been taken out of context. The Committee investigated the charges and reported its findings to the appropriate authorities for such action as they deemed justified. Having thus discharged their responsibility, the members of the Committee felt that the disposition of the case was in the proper hands and that no useful purpose could be served by continued public discussion. Accordingly, the inference drawn that this meant a recommendation for a whitewash of the charges is not true. It was consistent with the wishes of the faculty as a whole to put an end to the public discussion of personal matters and personal questions involving individuals.”

Question—If there are conditions that were accurately described, what has been done to correct the situation (s)? **Answer**—“The charges are under investigation by the administration. There has been no administrative retaliation against individuals.”

Question—What is the role and responsibility of the student in this matter? **Answer**—“In matters of this kind I don't think the student has any role and responsibility. This a matter between the Administration and faculty. However, it is important to all of us—students, faculty and administration—that the ethical basis upon which we conduct our lives as members of an academic community be above reproach.”

Question—What is the role and responsibility of the student newspaper in this matter? **Answer**—“The student newspaper has the responsibility to get all the facts on questions which lie within the proper scope of its consideration. This is what we mean by responsible journalism.”

Question—What is the “proper scope of consideration” of the student newspaper? **Answer**—Dr. Hartzell declined to comment on this question.

Question—How will the existing conditions affect the recruitment of good faculty members? **Answer**—Public debate of matters normally handled by established academic procedures inevitably will make more difficult the recruitment of outstanding faculty members.”

Question—How will the existing conditions affect the value of the degree that the student receives? **Answer**—“The value of the degree depends upon how much the person gets out of his education. In the long run—ten, twenty, fifty years, the value of a degree also depends upon the public estimate of the quality of the institution granting it. This quality is the result of the contributions which faculty and alumni make to society—additions to knowledge, social and public services, etc.”

See Editorial on Page 4 for additional comment on Dr. Hartzell's statements—

Tuition Demonstration

Students from the State and City Universities of New York will arrive in Albany on March 11th for a mass demonstration in support of free tuition.

After a march in front of the Capitol building from 3 to 6 p.m., the students will attend a rally to be addressed by prominent supporters of free tuition. Later, while the State Assembly is in its evening session, the students will observe the proceedings.

The students are seeking to restore the guarantee of free tuition to the State Education Law, two years after it was removed by the State Legislature. Last month the State University Board of Trustees announced plans to charge a tuition fee of \$400 a year at heretofore free units of the university. Legislative action could reverse the Board.

Bills to restore free tuition have been introduced in the Assembly by Charles Henderson, Republican of Hornell, and Melville Abrams, Democrat of the Bronx and others.

While City University students are not directly faced by tuition fees, they are concerned about the Board of Trustees' proposal that state aid to the university should be withheld if tuition charges are not imposed.

Student leaders in all units of the State and City Universities have been notified of plans for the March 11th rally. Meanwhile, letterwriting and petition campaigns are being conducted on campus.

American Flag

On February 21, 1963, Mr. E. J. Capello, Architectural Planning Coordinator, announced that two flag poles are to be provided for the campus when the Student Union building is completed. A United States flag and the flag of New York State will both be displayed.

This announcement was precipitated by the circulation of a petition requesting that a United States flag be provided for the campus. The petition was circulated by two Freshmen, William Lehman and James Cox. The text of the petition reads as follows: “We the undersigned students of State University of New York at Stony Brook, hereby request that the flag of the United States be displayed on our campus.” Over 130 students signed this petition, which was displayed on the polity bulletin board.

ROSS APPOINTED ACTING DEAN COLLEGE OF ARTS AND SCIENCES;

FIESS APPOINTED SPECIAL PRESIDENTIAL ASSISTANT



STANLEY ROSS

Dr. Karl B. Hartzell, Administrative Officer of the State University of New York at Stony Brook, announced the appointment of Professor Stanley R. Ross as Acting Dean of Arts and Sciences. The appointment was made by the Board of Trustees of the State University of New York.

“This appointment will greatly facilitate the smooth functioning of the day-by-day administrative operations at the State University at Stony Brook, and will allow further attention to be devoted to the many problems involved in the development of the new campus,” reported Dr. Hartzell.

Dr. Ross, who has been the Chairman of the Department of History at the State University at Stony Brook, has already assumed his new duties. His position in the Department of History will be taken over by Professor Bernard Semmel, who has been designated Deputy Chairman.

Before coming to Stony Brook, Ross was a Professor of History at the University of Nebraska as well as having been a visiting Professor of History in summer sessions at Columbia University and the University of Colorado. His special field of study is Latin American History and he recently served as host and narrated a two-part television program, “Mexico: Portrait of a Revolution”, on the Educational Broad-

casting Corporation's (WNBT — Channel 13) series International Essay. Ross is also the author of “Mexico: Cool Revolution and the Cold War”, in this month's issue of “Current History”. He is best known as the biographer of Francisco I. Madero, the initiator of the Mexican Revolution.

Mr. Edward Fiess has been given the job and title of Special Assistant in the Administration.

Mr. Fiess received his B.A. from Antioch College in 1940. In 1941 he earned his M.A. at Wesleyan University and in 1951, he received his Ph.D. from Yale University.



EDWARD FIESS
Picture Courtesy of Specula.

When asked about his new job, Mr. Fiess said that “his tasks are miscellaneous and (his) duties vary.” He explained his present task, which consists of assembling data on our courses for the first two years, for the guidance of the two year colleges whose graduates may want to transfer to SUNY. Speaking in broader terms, Mrs. Fiess mentioned that his job is to relieve some of the administrative burdens that are connected with the Office of the President.

Besides being active on the administrative level, Mr. Fiess is also on a four man council which works with the Chairman of the English Department. The primary concern of this committee is the establishment of an

Continued on Page 5

Gabban Elected

On Wed. Feb. 27, Mrs. Kelly Gabban was elected legislative Class President. The following is the text of her campaign platform.

Members of the Class of '65

Our university, as well as our student government, is at a critical period in its development. We have now introduced a structure which is over-expanding university and increasing student government can build. This is a grave responsibility which we assume this year and will act positively for students, but at least twenty years from now.

In many of you, the Executive Committee may seem to be moving very slowly, but I must be remembered that they have no large structural framework within which they can function. Every piece of legislation that this group considers must be viewed not only in the present situation, but also as groundwork for Executive Committees of the future. Since according to a ruling of the State University Authority, our student activities fee "must be self-sustained", I feel that we should continue to maintain our administrative functions regarding the expenditure of this "self-sustained" fee. This, however, necessitates our passing to the administration and faculty that we are capable of assuming this responsibility — allowing them that we are mature individuals who desire an active part in the formation and functioning of this university.

I feel certain that all the members of the Class of '65 share this feeling and I hope to have the opportunity of making this known to all the members of the college community.

On a level even more closely related to us, I hope we can promote a greater cohesion and identity within the Class of '65. If we can initiate a program of class activities, (E.I. classes - parties, etc.) We can not only benefit our school but also, in some, do something for our own enjoyment and gratification.

I have observed and worked with the Executive Committee for almost a year. I was Co-Chairman of the Spring Festival at our Freshman year and am now serving as acting chairman of the Athletic Sub-Committee. These two positions have given me considerable knowledge in the areas of organization and finance. I am also a member of the Policy Committee, a position which I find rewarding, which has drafted a number of very necessary and important pieces of legislation this year. As a member of this committee, I have attended many of the Executive Committee meetings and am therefore familiar with its workings and current business.

I would very much like to have your opinions on any of the things I have mentioned and will be happy to answer any questions you may have on my qualifications, my attitude toward student government, and my aims if I am elected. I will be at the Girls Lounge, Tuesday the 26th, between 4:45 and 5:45 p.m. If you have any questions.

Kelly Gabban
Class of '65

Exec. Com. Derailed Legislative Body

By Jack Weisman

The Executive Committee of Faculty became the temporary legislative body for dormitory government, February 7.

Because there is now an officially recognized dormitory government, the Executive Committee was recalled to operate in the capacity of an advisory group to the administration. I will recommend times and procedure in the administration concerning the entire dormitory.

As a result of the Residence Hall reorganization, the dormitory government, which was based on elected hall representatives and a rotating judiciary, was dissolved. New hall representatives were elected for the purpose of forming a new Residence Hall government. This group formed a committee called the Residential Committee on Governmental Structure. This will formulate a government for all dormitory situations and in forming it, will give definite relationships between the administration and the residence, policy and the territories, the judiciary and the territories, and the dormitories themselves. Most important, it will form a system of getting legislative, executive and judicial structures for the dormitories. Operating simultaneously with the Residential Committee on Governmental Structure is Policy's Judiciary Committee which reviews specific cases involving discipline and then makes recommendations to the administration. This will be the highest student reviewing body in the university.

Nearly all of the Executive Committee's recommendations have been accepted and adopted by the administration. Among these are, the new building curfew which makes the main lobby and the cafeteria co-ed until 2:30 a.m., the maintenance of the territories over weekends and vacations, the firing of students for the removal of furniture from public areas and the charging of damage done on individual floors at the students involved or to the students on that floor.

The executive Committee will continue to operate until the Residential Committee on Governmental Structure formulates a dormitory constitution which meets with the approval of both Faculty and the administration.

Mrs. "B"

On February 17 Mrs. Vera Berman was put in duty by security in the Girl's Hallroom from 11:00 to 1:00 a.m. She will see that there is tighter supervision of the girls with curfew regulations and signing-in procedure strictly enforced.

Mrs. "B" as she is called, says that it is her duty to see that "The girls are in the Girl's Dorms and that the boys are in the Boy's Dorms". She also checks the images at 2:30 a.m., checks to see that the hall doors are locked, patrols the floors once or twice during the evening, listens for fire-alarms, and is here to be of service to the girls in case of an emergency. As Mrs. "B" says, "It's nice to know there is someone around."

Mrs. Berman lives in a split-level home in Miller Place with her husband and three boys.

CCNY Alumni Attack Tuition

The executive secretary of the City College Alumni Association, in a statement, attacked the January 22 action of the State University Board of Trustees in imposing a tuition fee on students at the university and charged that state officials "have been misled or else they are less than candid." Copies of the statement have been sent to every member of the New York State Legislature.

The official Dr. Seymour S. Weisman, charged that under the new fee schedule the state will realize a net additional income of less than \$5,000,000 not \$15,000,000 as announced by spokesmen for the State University Trustees and the Rockefeller Administration. Weisman added that this was "an insignificant sum when contrasted with the annual State University operating budget of \$120,000,000 and the capital expansion program of \$700,000,000 espoused by Governor Rockefeller."

The alumni spokesman declared that the action of the governor and the trustees is "even more absurd" because it was taken at a time when there was a surplus of \$20 million in the state treasury and \$10 million in the State University's fund for 1962.

Dr. Weisman also attacked the provision to institute a "means test" for students from families with a net taxable income of \$1000 or less as "degrading." He said no such test could guarantee "equity."

Dr. Weisman made these additional points:

- Free higher education for the best qualified students is the most effective means of mobilizing America's brain power.
- Free higher education offers Negro and Puerto Rican families a means of achieving a better life for their children.
- Under the State University's fee schedule a family of four with a gross income of more than \$80 a week before deductions for federal and state income taxes, social security will be forced to pay tuition fees.
- Since the current fee schedule will bring in insignificant revenue, tuition fees can be expected to "double or even triple within the next five years."

Dr. Weisman pledged that the City College Alumni Association, acting for 70,000 alumni, would "wage an unremitting educational campaign" to see that mandatory free tuition provisions are restored to the State Education Law. It was the removal of this mandate by the Legislature in 1961 that gave power to the State University Trustees to impose fees and paved the way for their January 22 action in setting up a fee schedule. Under the 1961 action the Board of Higher Education has similar power to impose fees at the City University but so far has not done so. While the city colleges are not directly affected by the State trustees action, it is feared that the state action has set the stage for a similar policy at the City University, particularly since Governor Rockefeller in his budgetary message implied a threat to take into account the refusal of the City University to impose fees when considering the amount of state aid for the city colleges.

Public higher education in the State of New York received a

critical blow when the Board of Trustees of the State University voted on January 22 to impose tuition at both the University which have been tuition free since 1917.

The alumni of City College are concerned that pressure will now be brought on the Board of Higher Education to require similar fees on the City University of New York. The Trustees of the State University have raised the question of whether state aid to the City University should now be reduced. Clearly implied is a threat to force the imposition of fees in the city colleges.

The Alumni Association of City College is pledged to fight any attempt to institute such fees. We are pledged to fight to restore secondary free tuition to the State Education Law, both for the City University and the State University, a provision that was removed in 1961 when the State Legislature gave to the board of trustees of both institutions the power to levy fees.

Thus far, the Board of Higher Education unlike the Board of Trustees of the State University, has retained its firm commitment to the concept of free higher education. We applaud its members for that. But tuition policy is far too important to be vested in appointed trustees, rather than in the citizenry, through its elected representatives.

We are against any form of tuition fee. We oppose it because it restricts equal educational opportunity at a time when such opportunity should be broadened. We are opposed to it regardless of provisions made to excuse students in the very lowest income brackets through a "means test." No matter how carefully devised, such tests can never guarantee equity. More important, they are degrading — to the student and to his family. The charity scholar concept is a thing of the past. It is a century out of date in the United States.

Free higher education for the best qualified students is more urgently needed now than ever before. It is the most effective means of mobilizing America's brain power. Moreover, it is a symbol of the democratic ideal of equal opportunity, at a time when democracy is being threatened all over the world.

In the City of New York and other urban areas in the State, free higher education offers the Negro and Puerto Rican groups a means of achieving a better life for their children. The action of the State University Trustees and the ensuing threat it has created for the City University is a serious blow to the concept that higher educational opportunity be available to all on the basis of academic merit alone — that it should be independent of race, creed or ability to pay tuition.

The action of the State University Trustees has been justified on the ground that tuition fees would bring in badly needed revenue for educational operation and expansion. This argument fails of its own weight.

State officials are quoted in the press as estimating that the new schedule of fees will bring in \$24,000,000. Either these officials have been misled or else they are less than candid.

Under the new fee schedule, 35,000 students are subject to tuition fees who were not pay-

ing tuition before. A minimum of \$400 would be excluded from paying any tuition because their families have net taxable incomes of less than \$1000 annually. The remaining 24,000 would provide a gross tuition income of \$10,000,000 which, in turn, would be offset by total through various State Education Incentive Programs which is increased by the State. When the remaining sum of \$2,000,000 is further reduced by administrative costs the net amount is for the state with probably be less than \$500,000. Moreover, even when the tuition revenue from students in the two-year community colleges and others who have paid tuition fees in the past is added, the total income from tuition is less than \$10,000,000 annually — a figure that is at complete variance with the \$24,000,000 estimate released by the state officials.

Five million dollars is an insignificant sum when contrasted with the annual State University operating budget of \$120,000,000, and the capital expansion program of \$700,000,000 espoused by Governor Rockefeller for the State University.

The returns seem even more meager when weighed against the financial crisis tuition fees would create for the thousands of youngsters from families with modest incomes. Under the "means test" established by the State University Trustees a student from a family of four will be excused from tuition fees only if the gross weekly family income from all sources is less than \$84, before federal and state income taxes and social security is deducted.

What makes the action of Governor Rockefeller and the State University Trustees even more absurd is the fact that tuition fees are being imposed at a time when there is an unused surplus of more than \$1,000,000 in Scholar Incentive funds.

Instead of inflicting a tuition fee on students and thereby restricting educational opportunity, it would be wiser to use the surplus to expand the free tuition principle. The unused Scholar Incentive funds are sufficient to extend free tuition to cover every single matriculated undergraduate in the State University, including the students at the two-year community colleges!

On the other hand, if the Governor and the State University officials are indeed aware of the meager income resulting from the fee schedule they have instituted, then it must be presumed that their purpose is a devious one of using the present fee structure as a first step. If this is so, we can reasonably expect tuition fees to double or even triple within the next five years.

The present threat to free higher education was precipitated two years ago when the Legislature, at Governor Rockefeller's insistence, removed the free tuition mandate from the State Education Law. The Alumni Association of City College, representing 70,000 alumni of the College, has pledged itself to wage an unremitting educational campaign to see that the free tuition mandate is restored. We hope that every one who is concerned by the current attempt to turn the educational clock back an entire century will join with us to help make the State of New York a forerunner of educational progress.

Political Inquiry Prog.

By Judith Bernstein

Mr. Allen Kaprow, of the Department of Fine Arts and Mr. Barry Rubin of the Department of Foreign Languages spoke on "Politics in the Arts", a program sponsored by the Council for Political Inquiry, February 12.

Speaking first, Mr. Kaprow presented an extremely interesting, but somewhat confusing historical background of the topic, concentrating particularly on France and the Western Hemisphere. Mr. Kaprow said that art reflects and is produced in conjunction with acts of state. Historical differences in art and politics have appeared since the French Revolution, when, because of the decline of the Church, artists had to depend on the government for patronage. This, he said, has developed two types of artists: one, who wishes to become involved in worldly affairs and the other, who wishes to keep himself and his art apart from outside influences. One of Mr. Kaprow's major points was, that when artists become useless to their government, they are forced to leave. He cited as examples of this theory, such incidents as the jailing of Daumier during the 1830's because of his political pictures and the condemnation by the French government of Manet's painting of the execution of Maximilian. In speaking of the influence of a nation's ethnic heritage upon its art, Mr. Kaprow digressed from the topic, but presented a fascinating discussion of this aspect of contemporary Mexico. Connecting Mexican art with the rise in nationalism after the revolution, he spoke of the enormous part the Indian culture played in developing a national art. Turning to the United States, Mr. Kaprow said that art here received its first governmental boosts during the Depression, but that most of these aids and many of the works produced were destroyed during the McCarthy era. American art, however, came into its own from 1946 to 1951. Now, Mr. Kaprow continued, the Kennedy administration has expressed an enormous interest in art and artists. This presents a dilemma, because artists have so often been encouraged and then abandoned by their governments, that they do not know how much faith

they should place in the Kennedys. Mr. Kaprow, himself, has been called upon to work for the federal government and is not sure how he should react. He concluded his discussion by saying,

"Either we are in a new era, comparable to something now past, or this is the biggest hoodwink that has been pulled on the arts."

Mr. Rubin's talk concerned the Soviet Union and was based upon three months of travel there. Two summers ago he was hired as a "guide demonstrator" to work as a part of a United States Government sponsored exhibit called "Plastics U.S.A.", which was being displayed in the U.S.S.R. He was assigned to the "Plastics in Art" part of the exhibit and was required to answer questions about it. The display was shown in Kiev, Moscow and the capital of the Georgian Republic. The official art of the Soviet Union, Mr. Rubin stated, is called "Soviet Realism". Being utilitarian, it serves two purposes, the primary one is instruction and the secondary, pleasure. He said further, that it is a "Madison Avenue" type art, in that it is an official organ of the government. The people of the Soviet Union, Mr. Rubin said, have been deprived of abstract art. Because the government frowns on non-representational art as "Western decadence", Soviet painters of non-realism have had to go underground. He told the audience that the Soviet people are extremely interested in all the products of the Western culture. Their reactions to the pieces assembled (most of which were non-representational) ranged from condemnation to an interest in reproducing the displayed works. This was heightened by the fact that it is not too safe for the people of the U.S.S.R. to express a keen interest in Western art.

The highlight of Mr. Rubin's lecture was a showing of slides taken of some Soviet abstract paintings which he had been shown while in the Soviet Union. Mr. Rubin was not permitted to give the name of the artist. Although his talk was a fascinating account of his experiences and travels in the Soviet Union, Mr. Rubin often departed from the evening's topic.

Review of Lowell

By Betty Egan

On February 14, 1963 at 5 p.m. streams of people could be observed entering the Humanities Lecture Hall. There was standing room only for the English Department presentation of Robert Lowell, a foremost American poet, giving a reading of his poetry. The audience became silent with expectation as the plain, quiet-seeming, man rose to read his poems. Their anticipation was gratified by a thrilling hour and one half of poetry.

Mr. Lowell presented his poems chronologically. He read poems from five divisions. The first three poems were about Boston. The next were translations. Then he read "Skunk Hour," an autobiographical work. This was followed by two poems about South America. Finally, his reading closed with some of his most re-

cent poems, ending with "Fall, 1961".

Mr. Lowell read his poems in almost disinterested manner. He interjected little of his own feeling as if to leave the audience room to find their own emotions concerning each work. He very deliberately ended each reading abruptly, leaving the startled audience to realize that the poem had ended. Before each poem was read, Mr. Lowell presented a short background of the poem. He spoke of location, history and meaning. Sprinkled throughout were dashes of humor which heightened the audience's interest and added to overall enjoyment of the lecture.

As a result of Mr. Lowell's ability to introduce and read his poems and because of the poems themselves, the afternoon proved to be very successful. The audience left the hall amidst murmurs of approval.

SU Library

The Library of State University of New York at Stony Brook has been designated an official depository for U.S. Government publications. This means that the library will receive up to one thousand publications monthly. The government publications cover topics from operating a retail store to repairing a Diesel engine. The University library will be one of the 600 depositories in the U.S.

In a letter to Dr. Ruben Weltsch, Librarian at Stony Brook, Carper W. Buckley, Superintendent of Documents, said, "I welcome your library as a depository and hope that the publications you will select will prove of value to your patrons." Congressman Otis G. Pike, who originally designated the University library a federal depository also sent a congratulatory letter.

At the present time the University library collections include more than 60,000 catalogued volumes, 1,000 long-playing phonograph records and a microfilm collection of over 2,500 reels. The library subscribes to over 1,500 periodicals and is expanding its book collection at the rate of 1,500 additions per month. The rate will be increased in September 1963 when the library moves into its new building.

BEAUX-ARTS QUARTET MARCH 10

The third program in this year's series of artist recitals being sponsored by the Fine Arts Dept. of SUSB will take place on Sunday evening, March 10, at 8:30 p.m. and will feature the Beaux-Arts String Quartet of New York City. Music by Juan Arriaga, a recently "rediscovered" Spanish composer of the 18th century, and Mozart will be played. In addition the group will offer a performance of "Two Movements for String Quartet and Piano" by Marshall Bialosky, a member of the Fine Arts Dept. of SUSB.

The Beaux-Arts String Quartet, formed several years ago at the summer school of Pierre Monteaux in Hancock, Maine, has rapidly risen to a position of eminence in the world of chamber music. Based in New York City, the group has performed extensively over station WBAI as well as in extended concert series at the Carnegie Recital Hall. They are currently returning from a European tour to complete a cycle of Mozart and Haydn performances in New York. Their recent appearance on television in Recital Hall was an outstanding success.

The musicians of the Beaux-Arts quartet are Gerald Tarack, first violin, Alan Martin, second violin, George Mester, viola, and Bruce Rogers, cello.

Reviewing their work in the Nation magazine, the American composer and critic, Lester Trimble, wrote, "the Beaux-Arts String Quartet... has acquired a unanimity of musical impulse, an ensemble balance and a refinement of sound that run exactly contrary to the present standards of catch-as-catch-can bravura playing and rampant performer egoism. They are as comfortable in old as in new music because they are cultivated and intelligent, and because they put music, not special executive mannerisms, in the foreground."

On The Concert of February 17

By Dorothy W. Robinson and Vampire

Once upon a time, last Sunday evening, we were discussing the review of the previous concert and decided that it was of no value. This statement alone makes our review more valuable...

After a melodramatic interval of tuning and simpering, the cellist blithely smiled at the pianist and tucked her handkerchief good-night;

then, taking a deep healthful breath, she attacked (executed) the opening phrase of Bach's "Sonata No. 2 in D Major" with great vigor. The piece began with a long, pure groan, the musical notation of which we have not yet discovered.

The sound of the cello (which was competently played) seemed to become more important than the melodic line, as if her tone were separate from the music — her tone lacked the nuance; the delicacy of touch which is necessary for pieces of this harmonic simplicity was not evident, and the phrasing was executed with a more or less 'sawing' effect, though technically it was very good.

There was a want of flow and tonal color in the way she set her hair...

By the impositions of her emotions on each movement before it began, she 'strait-jacketed' the extremes of the musical feeling. The emotions Zilboorg knew were there consequentially were not communicated (in the Andante it fell apart almost completely; there the listener could not help but notice the clear tones, because they rarely varied — a lack of overt sensitivity.)

Dallapiccola's "Chaconne, Intermezzo, and Adagio (for Solo Cello)" presented an extremely primordial picture in that the low, dissonant sounds suggested heavy forests, swampy mire inhabited by the most prehistoric of creatures. One of my images was that of a dinosaur pulling his feet out of a tar pit (the Vampire comments, it reminds him of home.)

The intermission was performed with a great absence of finesse from the beginning, although the audience was the best we have seen at S.U. A great deal of organic continuity was lost as the applause too rapidly modulated to G minor, and then stopped abruptly in the middle of a breathless cadenza in the fourth row. Then a momentary silence and a lone, single, drawn-out, pure tone of a baritone voice saying, "Did you understand it?" After that the entire chord structure fell apart.

The "Sonata" by Debussy began the far superior section of the concert. In Debussy, the pianist's musical talent really showed itself. It was the most emotional of the four pieces and both musicians were at their communicative best. However, describing the performance is a basically false act, because it was music.

If it were words, then to relate it, words would suffice. If you have not heard the concert, description, other than academic technical statements, is pointless. If the concert was attended, then the description is at best half true.

What is the point of a review, why state, "There was if it cannot be heard? A review is only of value if it makes a contribution; stating that the music began with a single drawn-out tone is not greatly elucidating.

The ability to verbalize does not enhance music. Do reviewers ever think of giving a reason...?

The Britten "Sonata in C Major, Opus 65" was fantastic, here the noticeable lack of phrasing and finesse was gone. Zilboorg, the music, the cello, her emotions, were all congruous. And now Catherine Speh, the pianist, became much more than merely chords for the cello; she emerged as a musician.

All the movements were beautifully executed, and especially the Marcia, in which the pianist and cellist played as one; the feathery delicacy of passages on the piano overwhelmingly combined with the cello. This seemed to be so because the Britten was closest to the method and type of performance the musicians had consistently given. This is particularly true of the cellist who, though limited, was excellent.

The concert was music, if a tape can be obtained, it is of value — is there a difference between a sound, and a sound which is a note? — Is there anyone here with type 'O' blood?

The rationales for this article follow:

1. Instead of saying what was, we have attempted to find a reason. At least dialogues can come from this.
2. Doing it was fun, not 'job'.
3. The article is an attempt at being something on its own.

Wright Here March 8th

Dr. Quincy Wright, Fullbright Professor of International Politics will speak on "Technology and International Relations", in a program sponsored by the Department of Political Science and the Council for Political Inquiry, Friday, March 8, 4:00 p.m. in the Men's Lounge.

According to Dr. Martin B. Travis, Acting Chairman of the Department of Political Science, Dr. Wright will probably speak with special reference to Soviet-United States relations, concentrating on the impact of thermonuclear weapons on international policy and world economies.

Dr. Wright has been prominent in the field of political science since 1922, when he wrote the first of four books which have become classics in the field. In this book, "Control of American Foreign Policy", Dr. Wright took a Constitutional approach to the subject. The other three books in the set were "Mandates in the League of Nations, written in 1928, "A Study of War", 1942 and "A Study of International Relations", 1955.

REVISED MOVIE SCHEDULE	
March 8, 1963—	"MISTER ROBERTS"
	"STALAG 17"
March 16, 1963—	1st ANNUAL HODGE-PODGE
March 22, 1963—	"GRAND CANYON"
	"TWO WOMEN"
April 19, 1963—	"CAINE MUTINY"
April 26, 1963—	"A RAISIN IN THE SUN"



OFFICIAL STUDENT NEWSPAPER OF STATE
UNIVERSITY OF NEW YORK AT STONY BROOK,
STONY BROOK, L. I., N. Y.

JUDY SHEPPS Editor-in-Chief
DAVID BUCKHOUT Photography Manager
LIZ LENCH News Editor
HENRY OSTMAN Sports Editor
MARTIN FRANK Business Manager
ALICE PASTER Exchange Manager
MR. RICHARD LEVIN FACULTY ADVISOR
JUDY ABRAHAM, ED ABRAMSON, LOUISE BOWEN, MIKE CHIUSANO,
KEN DIAMOND, ANN FLEISHMAN, GRACE FUKAHARA, JERRY HELL-
MAN, GREG GIER, FRAN GIOIA, GAIL GREEBEL, JUDY INTRATOR,
LAURA JONES, RONNIE KATZ, JACKIE KLEITER, GEORGE KRASILOV-
SKY, DIANE LAWRENCE, PAUL LEVINE, DORCAS MC MANN, LEE
MONDSHEIN, BARBARA RIFEL, DOTTY ROBINSON, SANDY SARANGA,
JUDY SCHNEIDER, LEONARD SPIVAK, SUSAN SROKA, DAVID SULLIVAN,
PETER VALLELEY, JUDY WALK, MARLENE WILL, JUDY ZANKY.
ALL UNSIGNED EDITORIAL MATTER REFLECTS THE OPINION OF THE
ENTIRE EDITORIAL BOARD.

THE WCBS EDITORIAL; ITS IMPLICATIONS—PART II

The presentation in *The Statesman* edition of February 12th of the WCBS editorial and the accompanying discussion which appeared on the editorial page represented a quest on the part of the Editorial Board to learn more about the events and occurrences within our institution. We feel that we have a responsibility to this academic community to continue to make available for individual consideration those subject matters that affect our academic existence. It was in this light that an interview was held with Dr. Karl Hartzell, Administrative Officer of this institution. A copy of this interview appears on the front page. It is hoped that this material will provide some answers to questions that have had occasion to plague both faculty and students. However, as is often the case, the answers to questions have raised questions of their own.

Dr. Hartzell's statement substantiated two of WCBS's charges; namely that (1) a faculty member here has, to all appearances, falsified academic credentials and that (2) a faculty committee appointed to investigate the charges substantiated them and then went on to recommend that the matter be allowed to "die a quiet death." The questions that arise in the light of these facts are the following:

- (1) Is this instance of a faculty member falsifying academic credentials (at least to all appearances), an isolated one at this institution?
- (2) Has there been any administrative procedure established so that if a matter such as this should come up again, it will not take over a year to be resolved?
- (3) What exactly is the nature and function of the "Committee" that "investigated the charges" and who were the "appropriate authorities" that they reported their findings to?

With regard to Dr. Hartzell's statement that "the charges are under investigation by the administration" it is not clear:

- (1) Which administration is doing the investigating. Is it the Stony Brook administration? Is it the Albany administration?
- (2) Why the "administration" needs to do any further investigation if a "committee" had already investigated the charges and reported its findings to the appropriate authorities.

There is a further question that is raised in our minds; namely **Will whatever action the "appropriate authorities" take become university knowledge? And if so When?** As Dr. Hartzell stated, "it is important to all of us—students, faculty and adminis-

ON LAST ISSUE'S EDITORIAL

Dear Editor,

I would like to express my thanks to you for finally putting out a newspaper of which our school can be proud. The *Statesman* issue of February 12, 1963 was well worth reading. It was noteworthy for the excellent book and music reviews, the general information about the building schedule and our financial future, and finally for the excellent coverage of our school's internal problems and how they relate to the surrounding community. We, as students, are or should be, vitally interested in any matter concerning this institution. At a time like this, when newspapers are not available, it is especially important that issues directly bearing on our educational future should be publicly aired. But even when communication is running to capacity, it is still the job, the responsibility, of the school newspaper to delve into any facet of the educational process, whether it be controversial or not. No other organ is equipped to present the undistorted facts of the case. It is a tribute to the administration and to you, as editor, that so-called "sacred" issues have been allowed to be pursued where other schools might have feared to tread.

Sincerely yours,
Amy Aronson

* * *

To the Editor:

I would like to congratulate and compliment you on your ex-

tration—that the ethical basis upon which we conduct our lives as members of an academic community be above reproach."

In closing, we would like to say that the statement has been made that there are only a few people who care what the ethical basis of this institution are. We find it very hard to believe from our contact with the faculty, students and administration that indeed this is the case. We hope that the administration will justify this confidence by continuing to answer openly and honestly the questions placed before them.

ON ELECTIONS . . .

Polity elections are not for another few months, but it is worthwhile at this time to review the election procedure for possible improvement. The election for Moderator is held at the same time as all the other elections and the losing candidate is "out of luck" as far as an Executive Committee position. We would like to suggest at this time that it might be profitable to consider the idea of having the election for Moderator separate and previous to the other elections. This suggestion is based on the evidence of previous elections where the Moderator position has attracted people of high executive capabilities. This procedure would allow the defeated candidate or candidates to run for another position and thus avoid the waste of ability. We would also like to suggest that the Executive Committee sponsor a series of panel discussions by candidates for the Moderatorship, of vital campus issues. This would give the rest of Polity a chance to see their candidates in action—not just on a poster or by means of a statement—and to vote with awareness in the next election.

cellent editorial in the February 12 issue of the *Statesman*. A sincere vote of thanks goes to you and your staff for the reprinting of the controversial WCBS Radio Editorial, when faced with opposition from many quadrants.

It is only natural to agree, that problems of the students, faculty and administration should be settled by their respective groups, for in these groups the members have a close proximity to the problem which will facilitate an adequate solution. However, when the problem reaches a magnitude which no longer affects just the group concerned, but rather can have a direct affect on the lives and ideals of an entire community, then it is necessary for the other members of the community to become directly involved. We as students in a University cannot complacently sit by and watch our cultural values and social order torn from under us. It is the interest of every member of the College Community, as well as, the public, when a key value is affected or the social order is believed to be at stake. The problem brought to light in the last issue of our paper is of this order.

The concern of the student does not center around the fact that the incident occurred in the first place, though one could say, "Why did it happen at all", the concern rather is with the fact that after the incident was discovered, it was thought better to let it die a "quiet death" and in the process rebuke a member of the faculty for making the matter public.

We, as students in this University have placed our faith and trust in the credible dealings of the faculty and administration. Will this faith be lost? Will this trust be broken? These questions, at the moment, remain to be answered.

George V. Barber

* * *

Dear Editors,

This letter is just to express our appreciation for your editorial of February 12, 1963, as regarding the WCBS editorial.

We, as interested citizens of our college community, feel that it is beneficial to us to be aware of those situations which directly affect the reputation of our school and its student body.

We are grateful for the controversial WCBS editorial, which you reprinted, and for your own editorial which raised questions in our own minds concerning the situation.

We feel that the *Statesman* Editorial Staff has successfully served its purpose of informing the reader of certain issues and raising questions about them, leaving him to form his own opinions.

Thank you again,
Three Interested Students

* * *

To the Editor of *The Statesman*:

I wish to commend you and your staff for the reprinting of the WCBS radio editorial in your last issue. I realize that there are a goodly number of people who say that situations of this kind do not belong in the realm of student interest, but I feel differently. The very nature of a university demands that we take an interest in all phases of the university. Charles Homer Haskins in his essay *The Rise of Universities* says that the university is an association of masters and scholars for the purpose of learning. It is necessary for the students to concern themselves with everything which relates to their education including the nature of the courses and of the men who teach them. The student must be satisfied that he will be judged only by the quality of his academic performance to be evaluated in a fair manner by the instructor. If students are led to believe that personality can have a critical effect upon their grades, the whole structure of the university will be altered and altered for the worse. This implies that the moral fiber of an instructor is of importance as well as his professional training. In other words, I feel that the students have a valid right, if not duty, to inquire into the honesty of the instructors. If a man will lie on his own credentials, will he not also possibly lie about a student's performance in a course if he feels so moved?

It is the duty of the administering bodies of the university to do their part in preserving the integrity of the university. It is also the duty of the students and faculty alike to question as well if they have reason to believe that this is not being done.

Once again, let me thank the editor of *The Statesman* for bringing this matter to the open attention of the university community.

Richard H. Blumhagen

Letters cont. on page 5

LETTERS — CONTINUED

News commentators have again managed to distort the facts of a relatively innocent occurrence, and in doing so, have also succeeded in destroying the reputation of State U. at Stony Brook. After reading the text of the WCBS Radio Editorial, any outsider would begin to wonder how State U. has managed to survive thus far! Its faculty is corrupted and stagnant, and there is no central administration to check the onrushing disaster!! Things aren't really THAT bad, are they?

My impression, and those of some of my fellow students, is that this editorial has combined hearsay with past happenings to produce a sensationally shocking story which would startle the most conservative of readers! The thorn that sticks in most of the students' sides, is the fact that there has been no evidence of substantial proof that academic credentials have been falsified, nor that professors are earning huge salaries for a minimum of "brain labor". Until such time as the administration presents authoritative proof on the matter, I feel that the claims made in the editorial should be retracted, or shelved.

Gail Greebel

* * *

February 27, 1963

Should the students have a voice in the affairs of faculty and administration on the SUSB campus? — Yes, when the actions of these groups can have a detrimental effect on the student.

Since there seems to be a definite lack of structure and defined role for students, faculty, and administration, student activity may reach over into areas generally considered "none of their business." However, the student is not wholly to blame; he must bear his share of the responsibility, yes, but he is only one-third of the functioning mass of the university.

Accusations of irresponsibility can justifiably be thrown on either side of the fence — student or faculty — administration — for the printing of certain Statesman articles and editorials. The accusations are worthless; action along the lines of a clearer definition of relationships on this campus is necessary to attain the harmony we all desire.

Kelly Callahan

* * *

DIRTY SHEETS

To the Editor:

The laundry fee is mandatory and costs the student about \$25.00 a year. Yet, bundles of linen are soiled in handling from the laundry to our school. Often up to two bundles (containing 16 to 20 sheets apiece) are ruined enough as to be unacceptable. Although, the same amount of laundry is returned that is originally received, the unacceptable linen, along with accidents such as barber and tablecloths, obviously create a shortage. Accidents from handling are fairly irregular, but sometimes ten to twenty students are unable to receive clean linen. This is aside from the fact that students who do receive linen feel the sheets are becoming increasingly ill-fitting.

I was told by a student who works in the linen room that the laundry truck is very dirty. Whatever the cause of soiled linen, the situation is frustrating and annoying and could be easily

rectified. In the meantime, I am tired of washing my own towels and sheets, and suggest the University defray the expenses.

Sincerely,
Diane Peters

* * *

RADIO CLUB

To the Students and Faculty of State U.:

A little more than a year ago the Amateur Radio Club was given Polity recognition. The remainder of the school year, at Oyster Bay and during the summer, was spent in obtaining and assembling equipment.

All things went smoothly until arriving at Stony Brook. Since then we have tried unsuccessfully to get our antenna erected. Without an antenna the Radio Club cannot function in any worthwhile manner. The Radio Club has come upon a brick wall in the form of a disorganized administration. Each time we met the specifications, ridiculous and otherwise, someone would find some way to postpone it. But the person who did the postponing would tell us it's not his fault. The Dean of Students referred us to the Resident Architect, the Resident Architect referred us to the Business Officer, ad infinitum.

In November of last year we decide no one on campus could give us satisfaction with our problem or any problem. So we wrote to Governor Rockefeller with the minute hope that he might take an interest. A while later we received this response:

December 20, 1962

Messrs. Martin Rigberg and Stephen Director
Amateur Radio Club
State University of New York
at Stony Brook.
Stony Brook, L.I., New York

Dear Mr. Rigberg — Mr. Director: Some time ago, Governor Rockefeller brought to our attention your letter relating to the difficulties your amateur radio club has experienced at Stony Brook and asked us to make an inquiry and reply.

Since then we have asked the administration of State University at Stony Brook to resolve this matter as promptly as possible and we have been informed that discussions which will lead to arrangements for the erection of the required antenna have been initiated.

We appreciate the problem you have had and expect that the solution is now being reached.

Sincerely,
J. Lawrence Murray

However one can see by looking outside that our antenna is still not up. From this experience this school and its administration are analogous to one of the basic laws of thermodynamics; that is that all systems tend to run down into a disorganized state.

Sincerely yours,
Martin Rigberg,
Pres. Radio Club
Stephen Director,
Vice-President

* * *

The following is a copy of the letter sent to the Dormitory Administration:

To: Resident Hall Administration
From: Ex-members of the Undergraduate community of E-Wing
Subject: Exodus of the Undergraduates of E-Wing.

In as much as we have been lead to believe that your desires have been instrumental in instigating our much lamented displacement, we believe that the following statement, concerning our position on this matter, while of little utility, is more consistent with our self-image as socially mature individuals, than would be the less acceptable forms of protest which our emotions may have originally dictated when we received final word of our impending eviction.

We believe that no real interests were advanced by this arbitrary act, and that it is inconsistent with the alleged goal of the Residence Hall administration of "making the Residence Hall a place the students like to live in."

Unlike many other portions of the Residence Hall, the E-Wing graduate-under graduate complex was a functionally integrated social subculture oriented toward both the educational and social needs of all its inhabitants: it represented the operation of an honor system in its truest and finest sense; it maintained sufficient quiet without having codified quiet hours. This is in sharp contrast to other parts of the Residence Hall (notably the portion into which we have been displaced) which have codified quiet hours but not quiet. There were no constant lectures as to the need to respect property; yet the only significant damage in the wing was done by a non-resident of E-Wing; during that same period the remainder of the Residence Hall incurred somewhat over \$800 in damage E-Wing permitted the existence of outlets for non-directed enthusiasm, but it did not arbitrarily relegate its existence to outside the range of "semi-fictional" quiet hours. When these outlets for enthusiasm presented a real conflict with the need to study, E-Wing, by mutual and spontaneous consent, subdued or postponed them. The residents of E-Wing did not suffer from the arbitrary and capricious manipulation of delegated powers, by individuals who find it necessary to elicit social response from their contemporaries in such a manner.

While the preceding was true and significant, it merely is a description of the source of our incentive to remain in E-Wing; it becomes dwarfed by the real issue, which is that the burden of proof of desirability for the initiation of a change must, in a non-tyrannical system, rest with the initiator, when there is objection. It should have been sufficient for us to say that we found E-Wing a desirable place to reside, and wait for a demonstration to the contrary, or a demonstration that it was in the real interest of the community as a whole, for us to be evicted.

Such demonstration was attempted only after repeated requests on our part; and then, only reluctantly, incompletely, superficially, inadequately, and with the attitude that it was being done as a generosity, not a duty. To summarize: all we received in justification of this action were innuendos of pressure from above (or below, as the case may be), or, alternatively, accusations of specific infractions by E-Wing as a group, (never accompanied by identification of the accuser), half-apologetically made, and immediately withdrawn, as being "not the real issue" (which was never concisely identified). Even more absurd, was the suggestion (also later withdrawn) that our existence created resentment in the nebulous "masses". Since when has catering to the lowest

common demoninator (if there really is one!) been a trait to be cultivated in an attempt to improve an institution? It should be further noted that the graduate members of E-Wing were not desirous of unnecessary eviction of the undergraduate members, and some were actively opposed to the notion of our eviction.

We have for the most part, credited the administration with sufficient insight and intelligence to identify the above "justifications" as insufficient and irresponsible rationalizations. We believe that the real motivations rested in the fact that E-Wing Undergraduates had acquired a certain amount of "charisma," either by their residence therein or by their attitude toward it. A further motivation rested in the fact that they represented a deviation from the administrative label of "graduate wing," for E-Wing. Expounding on the violation of label motivation, this represents a perverted sense of tidiness, plus a bureaucratic tendency to condemn, a priori, any square pegs in round holes, even when they manifest a more efficient operation. More significant, on the topic of "charisma", we believe the need induced by insecurity on the part of the instigators, was to destroy the status of others in order to attempt to increase their own. It is pointed out here for the benefit of any such individuals that exist, that not all of our ascribed, or real, status was a function of our geographical location, and will not, in any event, be destroyed by petty machina-

tions on an impersonal level. It is, perhaps, significant that the individuals to whom we ascribe this motivation consistently avoided approaching any of us with any type of complaints on a personal basis.

In conclusion, we believe that, to the extent that you have supported or instigated the action, for any of the above alleged or real motivations, or failed to identify them in your informants, you have failed in your duty as an administrator and cannot be depended upon to assert a constructive influence in the further development of the Residence Hall.

In view of the subsequent action taken, it appears obvious that this letter is not intended to be a petition for reversal of decision; but as a record of our views on this matter, as a criticism offered in a constructive, nonvindictive spirit. We sincerely hope that it will accomplish some good.

If you were not involved, at any level, with the decision to have us evicted, please disregard the above commentary, deliver it to anyone you know to whom it is applicable, and accept our apologies for any inconvenience it may have caused.

Sincerely, the ex-undergraduate members of E-Wing, Bergman, Joel; Buckhout, David; Castoldi, Thomas; Censor, Alexander, Chairman, Committee on Relocation, Factor, Harvey; Gol in, Dennis; Mattice, Jack; Segall, Paul; cc: I. Andre Edwards; David C. Tilley.

POLITY CORNER

by Judy Walk

Since the last issue, the rough draft of recommendations which was presented in a more finished version to the administration yielded several beneficial results thanks to the initiative of the moderator of the E.C.

1. TV cables have been supplied which will soon be hooked up and facilitate the TV viewing of our otherwise passive student body.

2. The luggage room will be cleared within a few days and two pingpong tables will be set up.

3. Cleaning equipment such as mops and brooms will be made available for those who wish to preserve some degree of neatness in their rooms. This will be done on an experimental basis. As soon as you, happy souls that you are, start abusing this consideration of the administration you will again be allowed to wallow in your own muck.

The normal building curfew has been extended to a building curfew which will permit students to remain together until 2:30 in the following areas: the cafeteria (preferably for studying) and the main lobby (for socializing.)

The executive committee is seriously concerned with the fire hazard in the building. The hazard I refer to is the group of students who derive some very warped pleasure in setting off the fire alarms. We now have, thanks to their proficiency, no adequate means of protecting ourselves against fire. The executive committee will support the administration in whatever measures it finds necessary to stop this. "Whatever" meaning expulsion from the university if necessary.

FIESS

Continued from Page 1

English Graduate School for the 1964-65 academic year. The required courses and credits are now being formulated, with hopes of enlargement every year.

When asked to comment on the caliber of the students, Mr. Fiess replied, "The caliber of the entering freshmen has improved each year." In answer to a question concerning the development of the English Majors, he answered, "Our present English program has existed for only a short while, however it has gained momentum at a rapid pace.

Mr. Fiess, being a member of the neighboring community, is greatly concerned with the opinion the public has of the university. He believes, "the public is not fully aware of the high quality of the job we (as an institution) are doing here. For this the newspapers may be themselves partly to blame. There are several indications of the worth of the faculty which are statistical in nature. We have a higher proportion of Ph.D's on the faculty than any other college in the metropolitan area, except for the City Colleges. Likewise, there are easily available data on research grants and fellowships awarded to members of the faculty. The problem is to get this kind of material before the newspapers."

For the past two Commencement Exercises, Mr. Fiess has been the Marshal. He believes that "this university is old enough now to consider more carefully the giving of prizes and awards, to show appreciation of outstanding student achievement."

Mr. Fiess comments, "I disclaim any interest in the 50 mile hike. However, I give my full moral support to any faculty group, preferably one headed by Professor Von Mechow, to undertake any such venture."

Student Spotlight

By Diane Peters

One of our campus leaders is a young man with strong ideas on art, science, and student politics. Peter Zimmer, Polity Representative of the Class of 1964, is a Physics major whose interests range from crew and classical music, to that of desiring to see students actively engaged in all aspects of college life.

Pete considered going to college as a matter of course; his expectations of university life were prefigured by his home: his father is an associate professor of science at Fredonia College. Like many students here, Pete thinks his high school studies (at Fredonia High, about 600 miles from here in Western New York State) lacked incentive: were either boring or too easy. Pete feels his high school government was without spirit or direction, partially because a clique controlled student politics. Thus, he is annoyed when students, who have not taken the effort to look into the structure of our campus government, complain that it is run by cliques.

Pete says there is no comparison between high school and college. He finds his studies difficult and intriguing ("I have never come across anything that has quite the combination of rigor and intellectual stimulation that Physics provides."), and he is one of a small number of students who are attempting to lay the foundations of a strong student government at Stony Brook. Pete's academic interests are not limited to subject matter presented in courses; he is also concerned with the broader implications of science. Scientists, Pete feels, are often more suited to talk of the future than those in the Humanities and Social Sciences. Because social forces cannot be separated from technological change, the investigator must have a knowledge of both in order to make intelligent decisions for the good of the society. Pete does not view his involvement with music and art as unusual, and dislikes the idea that scientists are not considered as being interested in culture.

Student government is usually faced with a contradiction: to function well, and, thus, gain the support of the students, the government must obtain concrete objectives; but inept planning and lack of expert advice creates discouragement, little is accomplished, and faculty and administration accuse the students of being unable to handle their own government. Pete feels that problems internal to our campus government stem from the factors stated above: specifically, that there are not enough qualified students in government (or interested in running for office) to handle the real problems that arise; and lack of communication among the faculty, student body, and administration impairs co-operation which would result in more effective action. Pete has considered establishing seminars and joint committees which would allow informed students to talk with informed faculty and administration.

Pete sees the main problem, of government in general, as that of demonstrating to the student body the value of student participation. He is convinced that political involvement has worth and has this to say as to why stu-

dent government is important and why it should concern the student community. First, faculty and administrative decisions affect the students and they have a legitimate say in what controls their lives. Second, faculty and administration are not "omniscient, omnipotent, and all-loving" and cannot be aware of all student desires. Students can bring to notice unsatisfactory conditions and instigate changes which would not otherwise be acted on. For instance, the suggestion that the curfew be extended to 2:30 a.m. in the Cafeteria and main lobby originated from within the student government, and was later approved by the administration.

Without organized pressure or, at least, students who take the initiative, the potential of young people to mature — through making decisions and, thereby, learning to control their lives — is not realized during the college years. Two examples of what individual and group pressure can achieve are the reversal of the decision that languages be semester courses, and the assumption of dormitory government by the Executive Committee. The faculty did not apparently consider the students in deciding the change in languages. Through the combined efforts of Pete, Judy Shepps, and Charlie Mindel, the ruling was reversed saving many of us from three credit D's and F's. Until the Executive Committee took charge, there was no functioning dormitory government. That campus government has now a major part in determining regulations allows for the possibility that measures originating from students can go into effect.

The Executive Committee should, Pete feels, expand its role to become a significant force in all areas of student life, such as curriculum, living conditions, the bookstore, health office, and all areas that are of legitimate student concern. In the past, the Committee has allotted funds to organizations and coordinated cultural activities. It has recently taken responsibility for judicial action (this involves student disciplinary problems excepting morals and, perhaps, academic cheating).

Pete finds his work in student government difficult and at times, depressing. Nevertheless, he is optimistic about the possibility of change if students will make the effort. He feels the chance that students have at our school, to make Stony Brook into the kind of university they want it to be, is too great to be disregarded. The lack of traditions allows for creativity; if a system evolves from the present student government, it will set a pattern of attitudes for many years to come.

Awards Granted

The Department of Health, Education, and Welfare has announced that upon the recommendation of the National Advisory Council (Mental Health), the Surgeon General has approved the Public Health Service Grant for a project, "Coalition formation in small groups", which will be under the direction of Dr. Bernhardt Lieberman, Assistant Professor of Psychology. The total grant amounts to \$4,185 and will be effective during the period February 1, 1963, through January 31, 1964.

REVIEW OF COMMUNITY OF SCHOLARS

By Sandy Kahl

In the last issue of *The Statesman*, Professor J. Williams reviewed Paul Goodman's book, *The Community of Scholars*. In this work, Mr. Goodman points out that the modern universities no longer are a community within themselves, concerned only with the growth of their students' knowledge and the maturation of their minds. There is no longer a distinct difference between the views held within a university and those held without. Thus, there is no conflict. This is because the main aim of a university today is to live in harmony with society rather than to question and evaluate it.

Mr. Goodman's opinion is that this is the fault of the administration, as Professor Williams pointed out in his review. These people are more interested in co-ordinating the activities of the institution with those of outside groups than in allowing the college community to come in conflict with them. To cause this co-ordination, they must be able to control the faculty and student body. This is accomplished by weakening the community rather than actively suppressing it. By appointing only those members of the faculty who agree with the administrative policies to authoritative positions, they manage to gain control of the faculty. The students are weakened by the threat of marks and expulsion for radical activities and because of the lack of close student-faculty relationships.

The lack of this type of relationship is one of Mr. Goodman's main objections to the modern type of administrative control. But he does not blame the entire situation on the administration. The faculty itself is many times afraid to come in close communication with their students. This may be because of "the embarrassment of older-younger relationships" within our society or because they feel envious of the young and do not wish to come in contact with them. On the other hand, because of such things as grading and departmentalism, the professor's opportunities to communicate with his students are slim even if he desires it. Mr. Goodman feels that the effort should be made by the professor to put these things in their proper places in order to make available to the student all that he possibly can.

The student must share some of the blame for this lack of communication also. I agree with Mr. Williams that "it is inconceivable that many 18 and 19 year olds arrive at the univer-

SPORTSCOPE

by Henry Ostman

Athletics at Stony Brook are organized in a somewhat unusual pattern, one which exhibits certain virtues which should be brought into the open.

The essential difference is that the Athletic Director, while a faculty member, does not have his activities financed through ordinary faculty channels. All inter-collegiate sports, and increasingly, the inter-mural ones, are financed by the Student Body. Responsibility thus lies with the Executive Committee of the Polity, and not through the channels of State University.

While we can say that this places a heavy burden of responsibility on the Officers of Polity, the acceptance of this responsibility is quite educational. The most apparent aspect of this responsibility is the fiscal one. There are also implied, policy considerations, hitherto, strictly a department of faculty.

Another advantage is of removing much of the Athletic program from faculty pressures. The usual pressures for expansion, with the resulting attempts to prove needs by unwarranted extensions of existing programs can be forgotten. Primary pressures for changes in the operation can come from those involved, not from some higher authority, who has some specific goals which he wishes to adhere to, regardless of the consequences.

* * *

In view of the number of poor grade reports, a new method of determining eligibility should be a topic of consideration. I don't know if there is any correlation between this participation in Athletics and other student activities, yet I do have suspicions, that there is one. If this is the case, why must any positive action be delayed until the damage is done, isn't it possible for a system to be instituted which will eliminate a student from active participation as soon as his work is subnormal in more than one area? This must consider normal needs for diversion from active studies, as well as the value, to the person, of the activity itself.

sity with a very genuine urge to learn" and that many come merely with the view of specializing in order to pursue a profitable career after graduation. But, shouldn't it be the aim of a university to instill within these students a curiosity which will lead to a genuine urge for knowledge? As it is today, and as Mr. Goodman shows in his book, this cannot be accomplished because the administration is more interested in solving financial problems, dealing with the board of trustees, and preventing the school from coming into any sort of conflict with the outside world.

How can education obtain its objectives if this is the case? It is a problem which the faculty and students must solve. By coming into closer communication with each other, they may be able to find some common ground on which they can perform the function which they were originally intended for — the transmission of knowledge.

Campus Interviews

The following companies and organizations plan to interview graduating seniors interested in placement on the given dates:

Tuesday, March 5 — National Aeronautics & Space Administration, Goddard Space Flight Center, Greenbelt, Maryland.

Wednesday, March 6 — Brookhaven National Laboratories, Upton, New York.

Thursday, March 7 — Underwriters Laboratories, National Board of Fire Underwriters, New York, New York.

Monday, March 11 — Allied Chemical Corporation, New York, New York.

Monday, March 18 — Sperry Gyroscope Company, Great Neck, New York.

Friday, March 22 — Civil Service Commission of the State of New York Albany, New York.



Arthur Lepley, Assistant Professor of Chemistry is shown above in the rehearsals for the Carriage House Players production of "Carousel." This production will be presented at the Setauket School, March 15, 16, 22 and 23rd at 8:30. Tickets may be purchased in Sauer's Market.



Tinnie Takes Jump Shot!

SPORTS SPOTLIGHT

GENE TINNIE
By Paul Levine

When we consider that this college has had only two years of Varsity Basketball competition, we haven't done too badly. One thing which accounts for this is 6'9" Gene Tinnie. Gene's contribution has helped to make this season what it was.

Gene, although a sophomore, has only been with State since September. Previously he was a student at Suffolk County Community, where in addition to averaging 10 points a game during Suffolk's first season, he was president of his class. His basketball experiences at Suffolk were his first. Aside from this, Gene managed an impressive academic record at Suffolk, twice making the Dean's List and never dropping below B-.

Gene is impressive on a basketball court and his record proves it. He averaged 12 points a game, playing in all ten games, being the only player to achieve this latter distinction. His best games were against Ft. Schuyler, which we won, and against Harpur and Queens. I think that Queens was his best game, where two of our starters were out with injuries, and where he filled in by scoring 21 points. He looks forward to a better season next year, since most of our players are returning.

Gene is a commuter, living in Port Jefferson. He majors in Biology, and hopes to go to dental school upon graduation.

COUNTRY CORNER RESTAURANT and LOUNGE

"A Country Corner Hangover Is A Bit More Elegant"

Country Corner Combo Jazz on Sundays

Sit-Ins Invited

East Setauket, N. Y.

JUNIOR VARSITY

	Games	FGA	FGM	FG Pct.	FTA	FTM	FT Pct.	PF	Points	Aver.
Mancini	2	45	15	.333	32	20	.625	9	50	25
Hertz	3	26	12	.462	20	12	.600	5	36	12
Priestman	5	38	11	.289	28	8	.286	14	32	6.4
Diamond	4	33	9	.273	11	6	.545	12	24	6.0
Levin	4	42	8	.190	21	5	.238	8	21	5.3
Baron	1		8			2		4	18	18
Laruffa	3	15	5	.333	8	3	.375	8	17	5.7
Hilferty	5	27	3	.111	15	7	.467	9	17	3.4
Rizzo	3	12	3	.250	6	0	.000	5	6	2.0
Bartko	2	1	0	.000	4	2	.500	0	2	1.0
Mondshien	1	0	0	.000	0	0	.000	1	0	0
Becht	1	0	0	.000	0	0	.000	0	0	0

VARSITY

	Games	FGA	FGM	FG Pct.	FTA	FTM	FT Pct.	Rebounds	Rebound Av.	TP	PPG
Mattice	9	24	135	.46	70	56	.800	55	6.1	148	16.5
Tinnie	10	21	87	.483	81	33	.408	103	10.3	117	11.7
O'Connor	7	23	72	.333	37	24	.649	50	7.1	72	10.3
Mitinas	8	31	74	.24	24	15	.625	93	11.7	63	7.8
Tebbe	7	10	54	.13	17	12	.708	34	4.9	38	5.4
Cignato	8	14	44	.12	27	21	.524	40	5.0	35	4.4
Hertz	4	10	21	.428	16	11	.688	14	3.5	31	7.8
Baron	5	4	20	.400	11	7	.638	13	2.6	23	4.6
Betker	8	5	12	.582	12	2	.167	15	1.9	16	2.0
LaRuffa	2	2	5	.400	4	1	.250	6	3.0	5	2.5
Hlinka	7	1	6	.333	0	0	.000	2	.3	4	.6
Pease	5	2	6	.333	3	1	.333	8	1.6	4	.8
Snizek	6	1	6	.167	3	2	.667	5	.8	4	.7
Priestman	2	2	1	.500	0	0	.000	1	.5	2	1.0
Watson	1	0	2	.500	0	0	.000	0	0	2	2.0
Levin	2	0	0	.000	0	0	.000	0	0	0	0.0
Diamond	1	0	1	.000	0	0	.000	0	0	0	0.0
Totals	10	176	594	.343	333	197	.595	461	46.1	605	60.5

Final Basketball Record

SB	Varsity	Points
SB 61	Brooklyn Poly	55
SB 57	Fort Schuyler	49
SB 44	Webb	56
SB 72	L. I. Aggies	68
SB 57	Kings Point	86
SB 59	Queens	67
SB 61	Farleigh Dick.	49
SB 73	Harpur	88
SB 60	Newark Eng.	71
SB 61	New Paltz	78
JUNIOR VARSITY		
SB 44	Brooklyn Poly	38
SB 57	Fort Schuyler	77
SB 44	Kings Point	90
SB 24	Queens	82
SB 60	Farleigh Dick.	73

THREE VILLAGE FLOWER SHOPPE

GREETING CARDS - GIFTS

MAIN ST., SETAUKET

941-4720 4721

DENTON'S PHOTO STUDIO

FOR PHOTOGRAPHS
FAST FILM DEVELOPING
CAMERA SUPPLIES

EAST SETAUKET 941-4686

MARTIN'S CAMERA CENTER

A Complete Line of Photo Supplies & Services

MARTIN J. MERTA

751-1950 MAIN ST., STONY BROOK, L. I., N. Y.

HEYWOOD'S MUSIC SHOPPE

SETAUKET VILLAGE MART, EAST SETAUKET

941-4499

Large Sheet Music Department
PROFESSIONAL AND STUDENT

Top Band Instruments -- Sales, Rentals, Repairs

Musical Supplies and Accessories For All Instruments
Musical Literature and Collections of Great Composers

OPEN 9 TO 9 MON. THRU. FRI. — 9 TO 6 SAT.

PETE'S

BARBER SHOP

NOW FEATURING

- MEN'S FINE HAIRCUTS
- LADIES' TRIM AND HAIRCUTTING
- DRY CLEANING
- SHIRTS LAUNDERED

Mattice Leads Season

By KENNETH DIAMOND

The Varsity Basketball team, paced by Captain Mattice, completed its most successful season with the New Paltz game.

The team started off fast with victories over Brooklyn Poly and Fort Schuyler. This equaled last year's victory total. Following a loss to a tough Webb squad, the Varsity bounced back to defeat Farmingdale in a game in which Bob O'Connor was hurt causing him to miss the next three games. After being trounced on Kings Point's home court, the varsity came back, with O'Connor and Mattice, to play what I believe was its finest game of the year, even though it was defeated. The Varsity then defeated the Madison Branch of Fairleigh Dickenson, 61-49, and now needed only one more victory for a .500 season. But the team lost its remaining three games, being hampered in its final two games by the absence from its lineup of two of its starters, Gary Mitinas and Bob Viganto.

State U. played a good game against New Paltz, a strong squad that is tournament bound. In this encounter, Stony Brook was led by Mattice, who scored thirteen points. He was followed in scoring by O'Connor (12), Mancine (12) and Tinnie (8). Our team used many different defenses in an effort to stop New Paltz, but they were poised enough to handle all situations. This loss brought the Varsity's record to 4 and 6 and ended State's most successful season ever.

The Junior Varsity won its first game in its history in defeating Brooklyn Poly in its opener, 44-38. The team then went on to lose its remaining four games but it was very close in two of these.

Everyone is invited to the Varsity-Faculty Basketball game scheduled for March 5 at the Port Jefferson Gym.

The final statistics for the season of both Varsity and J. V. Teams are on the inside two columns of this page.

Varsity Bowling Results

STONY BROOK VS. SUFFOLK COMMUNITY			
SUFFOLK COMMUNITY:	1	2	3
PHIL GOLDBERG	159	169	151
TOM WINES	193	138	164
MICK GRAZIANO	169	140	125
RON BREIT	147	185	165
TOM CROSS	182	139	132
Totals	850	780	737
STONY BROOK STATE:			
JAY KIRSCHENBAUM	118		148
MIKE LEVY	122	283	173
NORM GOLDEN	182	139	
JACK GARHART	212	174	185
RON ZABORA		180	155
BOB ONDRICIK	145	156	152
Totals	779	832	813

SETAUKET TAKE OUT

PIZZAS —:— DINNERS —:— HEROES

TAKE OUT —:— EAT HERE

25-A, East Setauket 941-4840

CAPRICE

"FOR HIM AND HER," INC.

CLOTHING AND GIFTS OF PARTICULAR DISTINCTION

MAIN STREET
EAST SETAUKET, L. I.

LILIAN HARTON STEARN VERA GAWANSKY
DON ADAMS

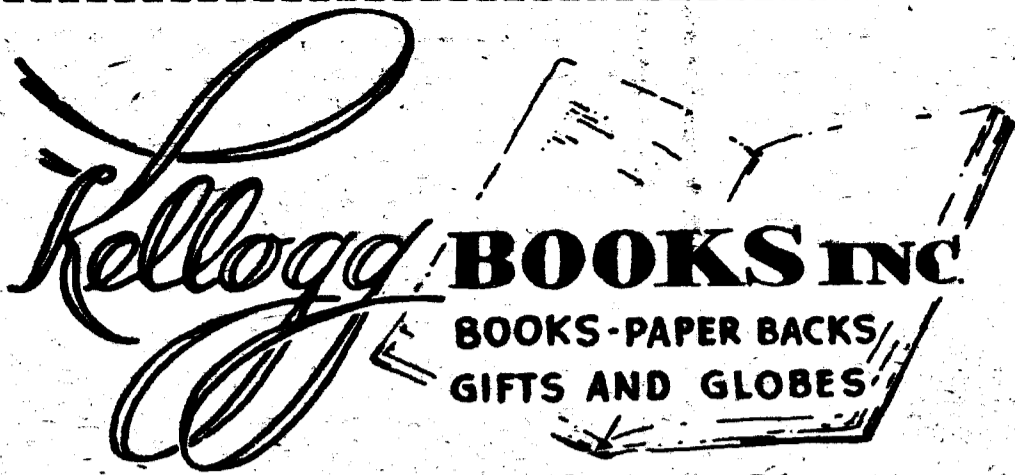
941-4425

WOODFIELD'S

FOR
QUALITY
MEN'S WEAR

PORT JEFFERSON HR 3-0681

EAST SETAUKET 941-4811



**BOOKS - PAPER BACKS
GIFTS AND GLOBES**

University Shopping Sq., No. Country Rd.
Stony Brook, L. I., N. Y. Tel. 751-1370

CARDS 'N THINGS

EAST SETAUKET



- STUDIO & GREETING CARDS
- PARTY GOODS
- GIFTS GALORE
- SCHOOL SUPPLIES

The DUTCH TREAT

EAST SETAUKET
SHORT ORDER AND
HOT MEALS
941-9683

TAKE - OUT SANDWICHES

COFFEE — SALADS — HOT SOUPS

SHOP AT THE

VILLAGE DELICATESSEN

STONY BROOK CENTER

8:00 A. M. — 8:00 P. M.

EDGAR W. DAVIS, Prop.

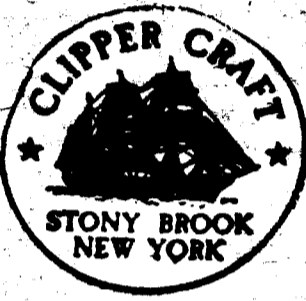
Finest Domestic and Imported Yarns
Free Instruction

North Country Wool Shop

BETWEEN STONY BROOK AND SETAUKET
ON NORTH COUNTRY ROAD

941-4242

—Martha G. Olson



EARLY AMERICAN GIFTS
• WOOD HANDCRAFTS
• COLORED GLASS
• FORGED COPPER

For Your Convenience
• Use Our Layaway Plan
• Shop Thursday and Friday
Evenings Until 8:30
• Gift Wrapping—Mailing

CLIPPER CRAFT
GIFT SHOP
MAIN ST., STONY BROOK
(Near Carriage Museum)

Village Chemists

OF SETAUKET, INC.
941-4800
PROMPT FREE DELIVERY

3 VILLAGE CLEANERS

TEL. 941-4775
SAME DAY SERVICE
No Extra Charge
48 Hr. Service On Shirts
SETAUKET SHOPPING
MART
E. Setauket, N. Y.

TE-JA'S INTERNATIONAL GIFTS LTD

751-0444

GREETING CARDS
STATIONERY

GIFTS FOR ALL OCCASIONS

FREE GIFT WRAPPING
AND
MAILING SERVICE

Unusual Jewelry in All Price Ranges

HELP! HELP!

WANTED

TRAINED OR NOVICE
FOR EXPANDING
FACILITIES AT THE
STATION HOUSE
RESTAURANT

STONY BROOK STATION
APPLY IN PERSON — SEE MR. TICANO

Special Orders 751-1904

Route 25A - At Wood's Corner - Stony Brook-Setauket

FIEDLER & SONS, Inc.

RADIO — TELEVISION — HI-FI

SALES — SERVICE

RECORDS

XH1-4511

EAST SETAUKET, N. Y.

The CORNER BOOKSTORE

PAPERBACKS IN ALL FIELDS

PRINTS — CHESS SETS

751-1628

STATESMAN EXTRA !!

EXECUTIVE COMMITTEE AUTHORIZES AD HOC COMMITTEE FOR FREE EDUCATION

DEMONSTRATION AGAINST TUITION TO BE HELD IN ALBANY MONDAY MARCH 11th

On Monday March 4, 1963 the Executive Committee of Polity Passed the following

motion;

"Moved that the Executive Committee authorize the Ad Hoc Committee for Free Education to sponsor a letter writing campaign between Wednesday and Friday (of this week) and allot \$35.00 for stamps and give this Committee power to charter a bus on condition that a petition is signed by one third of the student body in support of sending this bus."

In accord with this motion, tables will be set up in the Dormitory Lobby and the Lobby of the Humanities Building to provide the student body with stationary, envelopes, stamps and pens, and the names and addresses of various officials to write letters of protest against the change of tuition in the State Universities. These tables will be set up beginning 9:00 A.M. Wednesday March 6th. A petition in support of sending a busload of students (45) to Albany Monday March 11th will also be circulated at this time.

A Statesman Reporter interviewed Jim Senyszyn, Chairman of the Ad Hoc Committee, who stated that "The motto of the State University of New York is 'Let Each Become All That He is Capable of Being.' This motto is not being honored if the State charges tuition and thus makes it prohibitive for many to attend college." William Thomsen, also a member of the Committee stated that "This is an opportunity for the State University at Stony Brook student body to actively participate in influencing State policy. We cannot stand apathetically, by while the state legislature insists on a policy detrimental to the principals of free education." Diane Peters, a third member of the Committee said- "It would seem apparant from this legislation that a financial entrance test has been substituted for the State University entrance test, and that instead of final exams determining whether a student remains in school, the students financial status has become the criteria." Judy Shepps, a fourth member of this Committee said-

"The student body has the moral responsibility to rise to the protection of those ideals which they believe in. I strongly urge that students who feel that the charging of tuition in the State Universities is an injustice, exhibit this feeling by joining in on the letter writing campaign and showing their support of the sending of a bus to Albany by signing the petition."

David C. Tilley, Dean of Students, stated that- "The purpose, or at least a major purpose, of a University education is to develop responsible citizens. It is a good sign that students are utilizing this responsibility and are taking their school seriously in exercising through democratic processes their concern over this issue."

A GOVERNMENT INCENTIVE IS NOT ENOUGH

Charging of tuition will make it impossible for a good portion of students here and potential students to attend college. A poll at Albany State showed that tuition would cost 46% of the student's family income out of college. In order to qualify for the maximum award of \$300 and the regular stipend, the family must have a net taxable income of \$1,000 or less. This plan provides at most \$300 toward the \$400 tuition. Assistance to families with \$1,301 to \$7,499 is \$200 maximum; to families above \$7500 the assistance is \$100 per annum. Example: a non-resident education major who under the present program does not pay tuition, room and board is still obligated to 1) obtain transportation which either necessitates the purchase of an automobile and insurance or the investment of approximately (per week) \$5 in a car pool; 2) pay \$5 to \$100 for books each semester; 3) pay the semester university fee of \$25 and the yearly activities fee of about \$100; 4) pay for his own meals when necessary; 5) has little earning potential, thus time spent by the student in the family income bracket of \$1,000 - some expenses alone represent over half of his family's income.

"If we sacrifice one student, one potential scientific brain, because of a student's inability to pay this tuition, it will be a great loss." --Brooklyn Daily. This tuition stifles the potential latent abilities of students who are late in developing and can not win scholarships on the basis of the High School performance and cannot afford higher education.

The State University should be a system whereby students who cannot afford private colleges have the opportunity of higher education. Relying this system rely for its effectiveness on scholarships and incentive plans, defeats the purpose for which the State University was founded. 111 years ago the Vorwill Land Grant established the first State University based on the principle that higher education be available to all qualified students.

"Those who argue for 'just a small fee' close their eyes to the inevitable; once tuition has been imposed then tuition can be raised, and raised, and raised." --Long Island Press.

"Under the new fee schedule 35,000 students are subject to tuition fees who were not paying fees before." It has been estimated that this tuition plan will net the state \$5,000,000.00 which is an insignificant sum when compared with the annual state university operating budget of \$150,000,000.00 and building plan of \$700,000,000.00 promised by Governor Rockefeller. The tuition raised is also insignificant in light of the difficulty it presents to the individual's pursuit of education.

"If we do not fight for free tuition it will be forever on our conscience that we did not preserve this inheritance of higher learning that has been handed down for so many years to us." ("The Student Democrat")

-- THIS IS YOUR RIGHT --

YOUR FUTURE IS AT STAKE: PROTECT IT!