

# STATESMAN

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STUDENT PUBLICATION OF STATE UNIVERSITY OF N. Y. AT STONY BROOK FEBRUARY 26, 1965

## Essential Courses Offered At S. U. S. B. Summer School

By Bob Puggsley

The State University of New York at Stony Brook is offering an academic Summer Session in 1965 for the first time in its three year history. The six-week program which will run from June 28 to August 6 is open to students from all universities and colleges.

The undergraduate courses will be taught by the University's own instructors. According to Professor Howard A. Scarrow, Acting Director of the Summer Session, students will normally be limited to two courses, or a total of seven credits, at a cost of \$15 per credit.

Professor Scarrow listed some of the courses that students might be particularly interested in, which include language courses, in elementary and intermediate French, German, and Spanish; a special course, called Physics 103, for those who have not done well in Physics 101 or 102; English 101 and 102; and Math 101, 103, and 156 will be offered. A complete list of the courses being offered will be available within the next two weeks.

There will be dormitory and food facilities available during the Summer Session. A full recreational program and other cultural activities will also be offered.

For further information regarding the Summer Session, students should contact Professor Scarrow. His office is in the Humanities Building.

## Computing Workshop Due This Week

Dr. Aaron Finerman, Professor of Engineering and Director of the Computing Center at the State University of New York at Stony Brook, announced that a Computing Workshop will be held on the Stony Brook Campus on February 25-26, 1965.

The workshop will introduce the State University of New York four-year colleges to the computing facilities at Stony Brook, the latest techniques used in certain university administrative processes and the academic services offered by the Computing Center.

In particular, the automated student sectioning and final examination scheduling used at Stony

## S. A. G. A. - Union Controversy Await N. L. R. B. Decision

On Thursday, February 18th, representatives of Independent Local 424 (Teamsters, Warehousemen, Helpers and Production workers), appeared on campus and began distributing union literature. This literature, addressed to the student body, accused Saga Food Service of unfair labor practices. The distribution of the flyers was the first public manifestation of a long standing dispute between Saga and Local 424.

Accusations against Saga by the Union included the illegal discharge of workers, and the violation of union agreements to exclude students from bargain-

ing. The union flyers also accused Saga of "trying to hide behind the University" in its attempts to prevent unionization by claiming to be part of a non-profit institution. The leaflets appealed to the Student Body to support the Union's demands. Saga employees were said to be "among the lowest paid in the nation."

A Saga spokesman, Mr. James Parker, replied to some of the accusations and declined comment on others. Referring to the question of wages Mr. Parker said that prospective employees are told of the existing salary and possibilities of increase and can then "take it or leave it." He further stated that the minimum wage was \$1.25 and rose to \$2.60-2.70 per hour depending on skills.

In response to the "non-profit" accusation, he said that at the present time Saga was not making a profit, a fact which he deplored. Commenting on union-distributed literature he said it did not appeal to the intellect, just the emotions. Concerning his position on unionization, Mr. Parker merely stated that if the union obtained 30 percent of the workers' signatures, then Saga nor any other corporation could not stop their attempt to petition for legality.

A Student demonstration in support of the Union demands was scheduled for 4:30 p.m. on Thursday. To avert a possible disruption of services, Administration officials called a meeting of Student leaders to discuss the situation. A representative of those Students supporting the Union's position was called to the meeting to explain their position. In the course of discussion Dr. Karl D. Hartzell and Dean David C. Tilley affirmed the students' right to demonstrate and further agreed that the student employees had a right to join a union or form their own union. Dean Tilley stated that he favored the immediate establishment of some type of student employee grievance committee to discuss and correct complaints. The Administration agreed to make pub-

lic the relationship between Saga and the University. A press release assuring the Students the right to organize and declaring Saga to be an independent profit-making organization was published late on Thursday afternoon. In view of the position of the Administration, students agreed to cancel the demonstration. Union President Hank Miller said that he was satisfied as to the complete impartiality of the University Administration.

On Thursday, February 19th at 7:30 p.m., Mr. Miller spoke to some of the students employed at Saga. Mr. Miller was assisted by Steve Max, a representative from Students for a Democratic Society, (S.D.C.)

Anthony McCann, a former head-waiter at Saga introduced Mr. Miller and informed students of the attitude of the Administration. He said that the Administration was determined to prevent violence, avoid publicity, ensure the continuation of school and would insist on justice for all employees. Mr. McCann said that the primary aim of the proposed demonstration was to show student sympathy for the workers' right to "vote for or against a union." He added that a group of students felt that the cafeteria workers were being denied their legal rights under the Wagner Act. Mr. Miller said that there would be no initiation fees for employees and that students could decide themselves on what dues to pay.

Brook for several semesters will be discussed. Stony Brook will offer its facilities and expertise in these fields to the colleges, and a mechanism will be explored whereby the colleges can avail themselves of these services to assist in their own administrative processes.

In parallel with some of the above activities, the academic functions of the Computing Center will be discussed. In particular, an introductory sophomore computing course, suitable for use at the colleges, will be described.

Discussion will be sufficiently detailed so that attendees can

Continued on Page 2

## Our New President



Dr. John S. Toll, recently appointed president, will take office on September 1.

## Soviet Scientist Talks at Seminar on Heat Exchange

Dr. S.S. Zabrodskiy, a Soviet Scientist from the Byelorussian S.S.R., of Minsk, and the head of the USSR Institute of Power Engineering has recently completed a one month visit to the United States as a guest of the National Academy of Sciences in accordance with the Agreement on Scientific Exchanges.

On January 27, Dr. Zabrodskiy gave a seminar in the College of Engineering entitled "Heat Exchange Between the Solid and Gaseous Phases in a Pseudoliquid System."

Stony Brook has the honor of being chosen by the National Academy as one of the universities that Dr. Zabrodskiy visited during his stay in the U.S. Among the others were the University of Delaware, Princeton University, Massachusetts Institute of Technology University of Minnesota, University of Michigan, Purdue University, UCLA, California Inst. of Technology, and the University of California at Berkeley.

### INDEX

	Page
Forum Discusses	2
Thoughts on Berkeley	3
Letters to the Editor	4
Comment	5
Review Section	6
Speaking of Basketball	7
Warriors Defeat Hunter	8

## Construction Begins On Fifty-Five Bed Infirmary

Construction will begin in early March on a two story infirmary with a fifty-five bed capacity, to be completed in June 1966. The building will be located directly behind and between North Hall and the now unoccupied "J" dorm.

The infirmary is not a hospital. Although there will be an emergency treatment room, there will not be any facilities for surgery.

The exterior of the building will be constructed of glass, brick and metal in a modern design. Inside, the plans call for twelve four-man wards, two double occupancy rooms, and three isolation rooms. On each floor there will be a large day room, which can be used for study or recreation. Televisions will be provided.

On the ground floor, there will be emergency rooms, nurses' stations, a doctor's office, ten examining and treatment rooms, and a physiotherapy room for the use of those who may need a whirlpool treatment for sore or pulled muscles. There is also an apartment for a nurse in residence.

Also located on this floor will be a small lab and an autoclave room for sterilization.

The eight to ten tennis courts which will be removed to accommodate the infirmary will be relocated. Mr. E.J. Capello, Planning coordinator said, "Unfortunately, we will be without a number of tennis courts for one season. However, twenty-four new courts will be constructed in the area closer to the gym. This is all normal growing pains."

## Burk Is SUSB Record Keeper

Mr. Charles P. Burk, of the University Research department, is an important figure in the accounting and budget control division of the Business Office. His main job is to relieve the directors in the research branch of their paper work, keeping accounts, budgets, contracts, and orderings are some of his responsibilities. He also takes care of the state budget appropriation records.



MR. CHARLES P. BURK

Besides having the responsibility of paper work for the research branch and state budget control, Mr. Burk supplies the public relations office from time to time.

In his many duties, Mr. Burk is assisted by his secretary, Mrs. Schmidt, and two students, Susan Parfery and Margaret Weinman, on a part-time basis.

Mr. Burk came to the University in 1961, when it was located in Oyster Bay, after thirty-

## Forum Discusses Student Alienation

By JUDY BROWN

The first meeting of the University Forum took place on Thursday Feb. 18, in the Engineering Lounge. The topic of discussion "Is College Killing Creativity?" was broad enough to permit a free and relaxed discussion:

The basic problem facing the members of any university community seemed to be that of alienation. Alienation in colleges was defined as the separation between members of a university community that occurs when there is a lack of a common purpose towards which they can all work creatively. The Berkely riot this past October was a prime example how bad a situation can become when the communication between students, faculty and administration is discontinued.

The basic problems at Berkely are similar to those at S.U.S.B. There appears to be a lack of commitment among the student body which results in boredom; the competitiveness of our society leads to insecurity of the part of

five years of experience in government accounting (interrupted by four years in the Navy in the Pacific theatre of World War II). Presently living in Port Jefferson Station, he graduated with a degree in business administration and accounting from St. Johns University.

Having experienced the growing pains of our rather new university, Mr. Burk regrets the inevitable loss of contact with students as the school doubles and triples its enrollment, but has gotten the impression that there has been a marked improvement in the type of student coming to Stony Brook.

all three groups: the students suffer from anxiety over high grades; the faculty from the "publish or perish syndrome," and the administration members worry about advancement.

Stony Brook is increasing tremendously in size. This creates two problems: (1) the ratio between upperclassmen and freshmen is too large to allow for rapid orientation and assimilation; (2) the problems of student growth are overwhelming the physical make-up of the campus - lack of facilities and an even greater lack of additional faculty. There is a diversity of backgrounds among the students to further complicate the already serious problem of communication.

Several suggestions were made on an abstract level to alleviate the problem: (1) there should be greater involvement with larger ideas (or goals) to get away from pedantry, (2) the point was made that students come to college seeking the answers to all of their problems. It was hoped that a way would be found to inform the students about the facts of life; that the answers are not held by their professors, but that they are, in fact, seeking them just as actively as the students themselves. The ideal would be achieved if all could seek them together.

On the more concrete level: Dave Sundburg expressed hope that Stony Brook's rate of growth would be cut down to facilitate relations between the upperclassmen and freshmen. Mrs. Couey hoped that there would be more communication between the faculty and the students, that the faculty members would take the extra five minutes to discuss a problem.

It is hoped that the University Forum will be a place to which members of our community can come to talk together and work towards phrasing a common goal.

The topic of the next discussion will be an examination of the college curriculum. This should bring out more concrete suggestions for improvement.

A special vote of thanks goes to Dean Tilley, Mrs. Couey, Dr. Leer and members of the Commuter Committee Lynn Petersen, Ann Rabinet and Joe Arth, for their work in making the meeting an actuality. The Saga Food Service provided coffee for all who attended.

## Dept. Data

### Economics

Professor Elyahu Kanofsky was awarded a New York State Fellowship for 1965-66 to pursue research on the Middle East economies at the Middle East Institute of Columbia University. Professor Kanofsky also received a Social Science Research Council grant to travel to Israel this summer in furtherance of his research interest.

Professor Woo Sik Kee has been invited to deliver a paper on "Central City Expenditures and Metropolitan Areas" by the Southern Regional Science Association at their meetings April 23-24, 1965, at the University of Virginia.

### Thermal Sciences

Dr. Robert Long of Johns Hopkins University will deliver a lecture on "Equations of Large Scale Meteorological Phenomena" on Thursday, February 26, at 3:30 in the Faculty Lounge of the Engineering Building, on the third floor.

### Arts and Sciences

Dr. Stanley R. Ross, Acting Dean of the College of Arts and Sciences has been invited by the Conference on Latin American History to serve as Chairman of the Committee for the selection of the next recipient of the Herbert Eugene Bolton Memorial Prize. Bolton Prize is awarded for the most worthy book in English published anywhere (during the year previous to the award) on any aspect of Latin American History.

### Sociology

Dr. Benjamin Nelson, Chairman of the department, has published two articles, "Probabilists, Anti-Probabilists, and the Quest for Certitude in the 16th and 17th Centuries," and "Religion and Development" in "Actes du Xème Congrès International d'Historie des Sciences, and Proceedings of the Sixth World Conference, Society for International Development."

Dr. Kurt Lang published an ar-

ticle in The New Military entitled "Technology and Career Management in the Military Establishment."

### Biology

Dr. Robert F. Acker of the Microbiology Branch office of the Naval Reserve will speak on "Our Programs in Microbiology" on February 26 at 4:30 p.m. in the Biology lecture hall.

## Computing Workshop

Continued from Page 1 evaluate and apply these latest administrative techniques and give serious consideration to introducing a sophomore computing course at their campuses. The Stony Brook computing facilities will be available for these purposes.

## VISTA: A Domestic Peace Corps

Washington, D.C. - VISTA - Volunteers In Service To America - - this month launched a full scale effort to recruit college students for active service in the nationwide war against poverty.

A major part of this administration's anti-poverty program, VISTA is sending its recruiting staff to colleges and universities across the nation. Upon invitation recruiters will tell students of the struggle to eliminate the poverty engulfing one-fifth of the nation's population.

Often described as the Peace Corps at home, VISTA is seeking men and women over 18 who are willing to give a year of their talents and energies to help the poor help themselves. VISTA Volunteers will live and work with the poverty-stricken in migrant laborer camps, Indian reservations, urban slums, rural areas, and institutions for the physically handicapped, mentally ill and mentally retarded.

Current plans call for 5,000

Volunteers to be selected, trained, and assigned to local projects throughout the United States and its Territories during 1965. By January 18, Sargent Shriver Director of the Office of Economic Opportunity, had announced the assignment of 239 VISTA Volunteers to projects in 20 States.

Glenn Ferguson, Director of VISTA, said that all college students are eligible to be Volunteers. A sampling of correspondence at VISTA headquarters shows that many undergraduates think that a year of such practical experience will be a valuable asset when they return to complete studies. Volunteer students may discover a career in nursing, teaching, social work, social welfare or other public programs.

Volunteers will work on a variety of tasks in education, health, counselling and community development. At the request of local groups, they will be teacher aides, tutors, block group leaders, interviewers for welfare

## STONY BROOK PHARMACY

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For further information or a preliminary application write VISTA, Office of Economic Opportunity, Washington, D.C. 20506.

## Humanities III Et Alii

By Marilyn Vilagi

Amid the constant cries of disappointment from the students at this university bemoaning the lack of social life, student apathy, etc. the voice of salvation would cry out "But look at the better education we're getting here and this is what we're here for isn't it?" Some students thought it too great a sacrifice and left; those who remained felt they were getting a special kind of education. They they prided themselves on not being enrolled in an academic machine, not merely assimilating data to be used later on in a professional capacity. They were proud because they were being taught to think.

I was a part of that voice of salvation, as were all of the Class of '65 who managed to stay here. I am very proud of the education I received here but have the distinct feeling that I am getting out just in time. My complaint cannot be catalogued with the others; I feel that no deprivation exists in what the administration and student affairs offer the student, but I do feel that this university has suffered a fall from grace. I don't feel it for myself but for the underclassmen and those yet to be enrolled here.

I have seen the passing of those survey courses Humanities and Social Sciences I and II. They have been replaced by numerous electives which give the incoming freshmen and underclassmen a certain degree of choice. Frankly, in this situation, I think that freedom of choice is a dangerous thing; the risk is too great. Those qualities which give the type of education received here its qualification for being 'liberal' are disappearing, ironically replaced by freedom.

Every change in the kind of courses offered here I feel indicates a change in the larger educational policy. The case in point here is the English Department's decision to eliminate Literary Criticism as a requirement for all English majors.

This might seem like the simmering indignation of an offended English major but I feel that such a change is pertinent to the entire student body in that it does indicate a change in policy which is perhaps not restricted to the English Department.

Literary Criticism has had an interesting history in this university. Originally it was required Humanities III. It was then demoted to the status of a two-semester requirement of the English Department. This past semester it existed as an abbreviated, one-semester version of the latter. Recently the English Department announced that it would no longer be required.

All teachers are in a way critics. They all have opinions on the way in which their subject matter should be presented to the students. This is especially,

Continued on Page 5

Paul Goodman

The function of administration is to expedite the essential academic business of teaching and learning, e.g., as secretary and janitor; and protectively to represent the academic community in its external relations, e.g., in court or as fund-raiser. When administration becomes the dominant force in the community, however, it is a sign that extra-mural powers are in control — State, Church, or Economy — and the administration is their agent. Notoriously, Image-burnishing and fund-raising disregard or even prevent teaching and learning.

At Berkeley, the students griped that the University of California has become a "factory, disregarding faculty and students," a factory to process professional licenses and apprentices for technological corporations, and to do extra-mural contracted research. The particular bone of contention, the Free Speech ban, seems also to have been extra-murally instigated, by backlash elements, persons like Senator Knowland, etc. The administration certainly acted with panic, under outside pressure and out of touch with its own community.

At present in the United States, students — middle-class youth — are the major exploited class. (Negroes, small farmers, the aged are rather out-caste groups; their labor is not needed and they are not wanted.) The labor of intelligent youth is needed and they are accordingly subjected to tight scheduling, speedup, and other factory methods. Then it is not surprising if they organize their CIO, it is frivolous to tell them to go elsewhere if they don't like the rules, for they have no choice but to go to college, and one factory is like another.

Thur far in the Berkeley revolt, two new factors have emerged: 1) The students want to extend the concept of Academic Freedom from *Lehrfreiheit* (freedom of professors to teach according to their lights) to include *Lernfreiheit* (freedom of students to ask for what they need to be taught, and if necessary to invite teachers, including advocates of causes.) I shall return to this later. 2) The Faculty energized by the students, wants to resume prerogatives that it had given up to the administration, e.g., discipline. This is probably the more important issue; but in my opinion the administration can not agree (and the Regents have so voted) to the Faculty resumption of prerogatives, because this could go very far and entirely unmake the academic-factory; e.g., the Faculty might hire or teach in disregard of Image, Endowments, or Research grants; they might resist huge classes or abolish grading. The question, then, will be whether there are enough professors who are concerned for the academic community to fight it out, rather than pursuing their grants and independent research.

It is useful to recall the important student strike, a few years ago, at New York State University at Oyster Bay (now Stony Brook). Here the State tried to impose a new President, to turn the Liberal Arts school into an engineering institute. The students were angered by disregard of their physical and social needs; the Faculty was indignant at the attempt to fragment the divisional system into departments that could be administratively subjugated. Backed by the Faculty, very many students struck and the new President had to go.

Generally speaking, student efforts to get an education befitting free men rather than slaves can succeed only with strong Faculty backing, for the students are transient, they do not definitely know what they want, they do not know the score behind the scenes and thus they can be abused by administrative double-talk. On the other hand, giv-

en the supine history of American faculties in our sectarian and trustee-ridden colleges, and given the present extra-mural careerism of the important professors, the students must lead if there is to be any change.

The extension of Academic Freedom to the claim to Freedom-to-Learn implies a revolutionary change in the status of American college-going. Up to now, American collegians have been regarded, and have regarded themselves, as late-adolescents; but the claim to *Lernfreiheit* means that they are young adults who are capable of knowing what they ought to get.

This is, of course, the (non-English) European and Latin tradition. It goes with early sexual maturity, with economic independence (often in bohemian poverty), and with active involvement in politics. Classically, in Europe, it has also involved drawn-out education, many moratoria, much changing of schools and career plans, and "being a student" as itself a kind of profession of young adults, especially of the upper class.

Some of these changes are evident in this country. Whatever parents and administrators may say about extended sexual tutelage and *in loco parentis*, the young are practicing earlier sexual maturity without apologies. The past ten years have witnessed a remarkable resurgence of youthful political engagement. And since the selective service, it becomes far-fetched to deny the eighteen-year-old vote. It is hard to see how the university can welcome recruiters for Peace Corps or Army and disallow CORE or SNCC. (Incidentally, since the Supreme Court's "abatement" decision the illegal activity has turned out to be legal after all!) Administration itself has dealt a mortal blow to the notion of late-adolescence by its persistent attempts to abolish the fraternity system, which was a bulwark of Youth House and Social Life ideology (leading, for instance, to trivial student governments). I do not think the aim of Administration has been to treat the students as young adults; rather, the abolition of fraternities seems to be an attempt to tighten control, increase academic performance, and to gouge rent (since dormitories are built with Federal funds). Nevertheless, the effect of abolition must be student maturation, demands to live off-campus or to liberalize dormitory rules, to lower rents and improve food, and to be represented by a government that is not otiose.

On the other hand, there are strong American influences to prevent student maturation and independence. First, the frantic career-drive, spurred by the anxiety of middle-class parents, leading to conformism, and willingness to submit to scheduled mis-education, credits, and grading, in order to get a diploma quick. Secondly, the students are not financially independent; tuition is exceedingly high, so that it is impossible to opt for independent poverty; scholarships and loans put the student under administration control. Probably most important, the universal compulsory school-going without alternative choices, is infantile. In 1900, only 6 per cent graduated from high school. We thus have conflict: the direct and evident need for the students as a working class of the economy would tend to make the students more mature; but the conditions of their collegiate exploitation tend to make them insecure and immature.

The evolution of both Faculty and Student organizations in the United States has been different from the communities of scholars in Europe. We do not have community guilds but rather national unions. The Faculty unions — e.g., The American Association of University Professors or the Teachers Union — were first formed as defensive leagues; my guess is that they will now begin to take the offensive. I can conceive of

them declining to take graduate students from Ole Miss; or defending the principles of the original Mobilization for Youth, as a committee of the American Sociological Association has done; or attacking the entrenched Boards of Education with new ideas for the public schools. On the other hand, the Student unions — e.g., the Student Peace Union, the Students for a Democratic Society — started largely for extra-mural political reasons; but my guess is that they will now, as at Berkeley, look to improve the academic community. In this the National Students Association could be a leader. Hopefully, as I have said, the student activity will revive the dormant community of the faculty.

In my opinion, the chief political action of students would, at present, be intra-mural — humanizing and making cultural the academic community — for the colleges and universities have become so tightly interlocked with the dominant tightly interlocked system of society that any intra-mural improvement will be a profound shock to the system. Also, in these matters the students can really know what they are talking about.

What is the role of a student government? In our contemporary conditions, it is interesting to hark back to the "Nations," the powerful student government of medieval universities.

The medieval student government was a band to bargain collectively on rent with the townspeople, on food prices with the tavern-keepers. Our present governments could bargain this way with both the town and the administration, the bookstores, the Co-op.

In medieval conditions, the Nations bargained with the Faculty on tuition. With us this is wholly an administrative matter. One thinks of the students of City College in New York going to Albany on the tuition fight. A related issue is class size and immature section men. The tuition moans, but the student gets less and less for his money. A few years ago there was a strike on this issue (I think successful) at Rochester.

A purpose of the Nations was to regulate morals and keep the peace, in order to prevent outside sanctions; and if need be to get the Faculty to rescue students in trouble with the secular arm. They were also a conjuration, a sworn league for mutual aid in sickness and other troubles, a kind of lodge.

Besides these medieval functions, our modern-situation requires some new student government powers. In the frantic expansion, there is a vast amount of building. On visits to eighty colleges around the country, however, I have seen scarcely a single new dormitory that shows any thought (or concern) for the student users. And there are fancy facades but lousy food. The students certainly ought to have an advisory role from the beginning in any plans for new physical plant. (The Faculty, let me say, should have more than an advisory role, instead of being routinely consulted and disregarded.) Further, in the present lockstep grading and scheduling, students should have a say in rules of Moratoria and Transfer, so that they can shape their educations to their own current powers and concerns, and not be short-changed on "credits." Ultimately, Faculty must and will control what it teaches, but the students must come to their studies voluntarily, when they are ready; they cannot be force-fed.

I submit that all these matters could be better dealt with by concerted self-interest than by paternalistic administrators and guidance counselors. Further, I think that professors would be delighted to be teaching mature young persons who can take care of themselves. The GI-bill without shell-shock.

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**EDITORIAL:**

# A Hail and A Hope

We look upon Dr. John Tool's recent appointment to the presidency of this University with both awe and reserve. At long last Stony Brook will go down in Newsday history as having filled its now infamous gap.

We have not had a president for four years, but the lack of one is far better than settling for a mere figurehead now. This University needs a president who will clearly define the power structure within the Administration. Thus far, an undefined hierarchy has permitted undue power to go to individuals whose primary interests should be devoted to academic matters.

It is evident that we need a president who will be FOR STONY BROOK and not for the aggrandizement of the State of New York. We enter a plea for the retardation of our great march towards 1970.

Resident students may have to be tripled next year, the snack bar cannot accommodate many more, no new academic buildings will open next year and the student union will not be completed. But we continue to accept larger and larger freshman classes. We have no right to promise and not deliver; we have no right to sacrifice the present for the intangible future.

Lastly, but really primarily, we need a president with the energy and originality to consider Stony Brook a special and individual entity. The worn out and rapidly discarded solutions of older universities will not suit an institution with the opportunity to learn through hind sight.

We welcome Dr. Toll, but not to a plush job in a wood-paneled office. We need a President. We sincerely hope we have found one.

# In Support of Justice

The recent dispute between the Saga Food Service and Independent Local 424 of the Teamsters' Union is now in the process of being resolved through arbitration.

We support the cafeteria workers' moral and legal right to organize. Cafeteria workers are poorly paid and the students are paid less than the State minimum. The legal right to organize was firmly established under the New Deal. Easy access to a cheap supply of student labor should not be a device to deny any worker the right to organize for his own protection.

Dean Tilley is taking steps to assist the student workers in setting up some kind of grievance machinery. Such action is absolutely necessary and deserves the support of the student body. We urge the student workers to cooperate with the Dean and also urge them to assist their fellow "regular" workers in their attempt to organize.

The "work for board" plan is obviously a great convenience for students, but it is an even greater convenience for Saga. We question the justice of a system that makes available student employees to work for less than the minimum wage. Such a system invites the exploitation of the local labor force. Furthermore the students were not consulted before this system was set in operation. As the main "benefactors" from this operation, students should have been consulted in advance. We hope the solution of the present dispute includes provision for a thorough investigation of the entire "work for board" plan.

The far-sighted attitude of the Administration in refusing to prohibit the proposed demonstration and in encouraging the student employees to organize in their own interests is indicative of a progressive institution. By providing this kind of leadership the Administration is displaying confidence in the maturity of the student body. We feel this confidence was justified and will continue to be justified by a responsible student body, concerned with the principle of "justice for all."

# The Snack Bar

For the past two and one half years, people have been complaining about the lack of any facilities where students could gather to ease the burdens of academic life. Recently, a group of students stopped complaining and started acting. As a result of their initiative and hard work, we now have such a place. It is not a student Union complete with dozens of ways to alleviate boredom. It is just a fixed up basement area with a few food machines and undersized pooltables, a juke box and tables with red and white checked tablecloths. But we gratefully thank Edward Itkin and his industrious committee for a job well done.

# Letters to the Editor

## Union Appeal

OPEN LETTER TO THE STUDENTS AT N.Y. STATE UNIVERSITY, STONY BROOK, L.I.

Some of you work in the campus cafeterias run by the Saga Food Service. Most of the rest of you eat there. Saga is a multi-million dollar corporation with cafeterias on over 100 campuses in the U.S. They are in business to make profits and they make them.

In response to requests last December by workers in the cafeterias on this campus, Local 424 agreed to a union organizing campaign to gain job security, a living wage, and dignity on the job for the full-time workers.

Saga retaliated and fired workers for union activity, including Bill Howell, the head cook.

Local 424 scheduled a picket line to protest this and notified the university to that effect. Then Suffolk County Labor Commission Lou Tempera intervened attempting to get the parties together. He called a meeting in his office Feb. 8 of Saga, the union and two observers from the university administration — Dean Irvine and Business Administrator Kosstrin.

At this meeting Local 424 presented its demand — re-instatement of the fired workers — and agreed to hold off action for about a week while Saga's attorney consulted his clients. At this meeting Saga's attorney also said the student workers who work for meals were not to be involved. The union agreed that it was not involving them.

However, Saga acted dishonestly. On Feb. 11 a conference at the National Labor Relation Board was held on the union's petition for an NLRB election for union recognition. At this meeting Saga's attorney reversed himself and insisted that student workers were a part of the bargaining unit. This meant the union — which had collected commitment cards only from full-time employees — did not have enough cards to qualify for an election.

In addition Saga claimed exemption from NLRB provisions requiring an election on the fantastic grounds that Saga's cafeteria operation is part of the university, a non-profit institution.

Thus, Saga Foods, a multi-million dollar profit-making company is trying to hide behind the university to deny simple justice to its workers.

The Saga Corporation itself has involved the students and the university in this dispute. Local 424 has no choice but either to abandon the workers, or to take the issue to the students by asking the student workers to join, support, participate in, and vote for the union; and by asking support from the entire student body.

We believe Saga has made a mistake from its own anti-union point of view in involving the

students and the University. We know that students are often the best friends of the exploited and the best fighters for justice. We know they have been in the forefront of the fight against racial injustice, and in defense of free speech. We know that many students helped to organize the CIO in the historic struggles of the 1930's.

Cafeteria workers employed by Saga food corporation on over 100 campuses are among the lowest-paid workers in the nation. We urge the students to support these workers and to take advantage of this opportunity to participate in the war on poverty where it exists right under your noses. This is your chance to practice democracy in real life. It will be an experience that will enhance your education and enrich your lives.

The student workers who join the union will elect their own representatives and will participate with full rights in the union, in formulating demands, and in contract negotiations. Since they are part-time workers, we don't expect them to pay full dues, and will allow them to decide among themselves what their dues rate should be.

There will be no initiation fee for full-time or student workers.

At this point Local 424's demands are:

- \* Re-instatement of the workers fired for union activity: Bogert, Breslin, Novey, Lacey and Howell.

- \* A secret ballot election on union recognition held by an impartial body (such as the NLRB, the Suffolk County Labor Commission, etc.).

We are asking for support and sympathy from the entire student body.

Hank Miller  
President, Local 424

## S.B. Conferences

To the Editor:

Recently a good deal of criticism has been heard on campus

about student apathy and lack of interest in important issues. But now an idea, rather than a criticism, has been suggested which I think deserves consideration. The idea is that Stony Brook sponsor a one or two day conference. Perhaps I can best explain by citing the University of Vermont's 'Vermont Conference', which illustrates this idea very well. The topic they chose was the Civil Rights Movement. Prominent speakers included national Civil Rights leaders and other experts in fields related to civil rights. Over a period of two days there were debates as well as small questions and answer sessions, small seminar groups, and several films. Needless to say, the conference was very successful. I feel that we could have a similar program. Besides "stimulating interest in important issues", it might be very interesting. The possible topics are numerous and varied. But, before any plan can be put into action, we must know if people are interested in such a project. If you have any ideas WHATSOEVER, which might help in getting this plan into action (whether it be topics, plans, ideas for speakers, or if you just want to voice your interest in attending such a conference) please call 5330, 6600, or drop a line to box 333E or 190G.

Chippi Schwartz

## Home for the Holiday?

To the Editor:

This is to call the attention of the student body to a certain lack of foresight on the part of the Administration of S.U.N.Y. Stony Brook, in scheduling Spring Vacation from April 11 to the 18. This not only conflicts with the Easter holidays, but the Jewish holiday of Passover as well.

This situation could be remedied by making Spring Vacation one week later, and yet including the extra day for Good Friday. By doing this, the Christian students would be able to spend the

Continued on Page 5

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# You Pays Your Money

But little more than two weeks old, the snack bar located in G basement is already becoming a hub of social activity at SUSB. According to Dean of Students David C. Tilley, the snack bar answers the great need of students, faculty, and staff to meet informally. The lure of such pastimes as pool and dancing, with a catalyst like food, is just the necessary combination, he feels.



ED ITKIN, Chairman of the Snack Bar Committee.

He went on to say that the student union, to be completed in 1967, will include a snack bar plus such additional recreational facilities as bowling, billiards, and ping pong. The current snack bar will continue operation. The Dean added that the residence hall snack bar will provide service above and beyond that of the student union. It will be open at all times.

Ed Itkin, chairman of the snack bar committee, agreeing with Dean Tilley, is optimistic about the outcome of the project. However, this optimism may be stifled by the inconspicuousness of some snack bar patrons. According to Itkin, the snack bar facilities can be the

solution to the proverbial local complaint of no social life on campus.

Frequent violations of the yet-to-be-written Snack Bar Conduct Code include non-use of waste receptacles, molesting of food dispensers and occasional regurgitation. Neither has the juke box escaped unscathed.

Itkin's concern for the image of the snack bar is understandable. He and his committee have worked too many long, hard, yea, strenuous hours in its inception, organization, and realization to see it degraded by a few people. As Dean Tilley once said, "I am delighted..."

Without Itkin's direction, the snack bar committee's work would still be on the drawing boards.

## Humanities

Continued from Page 3

yet not exclusively true of the English teacher. The student sitting in a classroom hears a catalogue of facts meaningfully related by his teacher but how often is the student aware of the method of his mentor's madness? Indeed there are many methods which implicitly carry the critical criteria of the instructor. I feel that some criteria are more valid than others and I have experienced a wide variety in this University's English department. Some I honestly feel are quite invalid though my point here is not to prate against individual approaches to literature. Rather I am concerned with, and very much in favor of that which enabled me to confidently discern between, and evaluate certain practices within my chosen field. Literary Criticism has provided this special tool which I feel is worth more than all the information of varying and contradicting opinions I have received in all of my courses put together. It has given me a sense of criteria that I might certainly utilize in handling my subject matter. Soon I will be out of school and teaching others what I'm now learning. I will not be able to rely on someone else to provide an answer or an interpretation. I'll have to think for myself and direct my students.

The analogy of the Cave from the Republic is apropos here. Too often a student sees only shadows, the objects of his vision and concentration are distorted by the medium. Unless he knows the way in which the medium functions, the truth of the original object will be irrevocably distorted.

## THE SPIANS UNITED

By Lolly Heckhauser

Another extracurricular activity has been added to the Stony Brook campus. Organized by Elaine Cress, it is the New Campus Theater Group. The membership includes sixty undergraduates who are representative of many major fields and social circles.

The New Campus Theater Group's first venture was a production of "Dark of the Moon." Commenting upon their first major production, Elaine Cress said, "I was very pleased with it, both from the technical and acting viewpoints, because despite the disorganization we were undergoing the production had a lot of merit. Most of all, what really made it was the unbelievable enthusiasm of every student involved and the faith Dean Herr had in us."

Elaine started this group in order to combat apathy. For students who are tied down most of their waking hours with studying, this furnishes an outlet for their imaginative abilities. "A theater group is one of the wonderful vehicles which manages to combine fun and a worldly learning, learning to cooperate with others and to accept responsibilities."

The theater group, which now has sixty members, will be recruiting new members soon. They hope to expand to about one hundred members. As of now, it is indefinite whether time allows another production this semester, but this new

## Faculty Spotlight

By Richard Nathan

Dr. Max Dresden is a comparatively new and quite dynamic addition to the physics department at Stony Brook. Dr. Dresden grew up in Holland where he attended the University of Amsterdam. He came to the United States on April 1, 1939, and attended the University of Michigan, where he received his Ph.D. He has been on the faculty of the University of Kansas, Johns Hopkins University, Northwestern University, the University of Iowa, the University of Colorado, and the University of Seattle.

Among Dr. Dresden's fields of research are: statistical mechanics, abstract field theory, S matrix theory, super-conductivity, symmetries and groups, and fundamental particle theory. He is presently writing a book on symmetries and groups. Dr. Dresden has turned out 22 Ph.D. students and rates this as one of his accomplishments.

Dr. Dresden came to Stony Brook in September and is somewhat pleased with its "magnificent location. Its strength is equally dominant for its artistic proximity as well as for its scientific facilities."

Dr. Dresden is under the impression that the students at Stony Brook should work harder. "Some of them still think college is some kind of an amateur game, which it definitely is not. The student must remember that he has a long way to go and a hell of a lot of work to do."

Dr. Dresden feels that the greatest sense of accomplishment lies in the act of mastering anything.

Asked what he thought of S.U.S.B. Dr. Dresden replied "Stony Brook has made none of the mistakes of the past but it's presently making its own mistakes. We're like an extremely bright and promising freshman. We have no real guarantee of the future—we can turn out 'sloppy' or we can fulfill our potential."

Dr. Dresden would like the students at Stony Brook to make higher demands of the faculty. "They should make greater use of their prerogative to speak with their professors and to ask rational questions."

In conclusion, Dr. Dresden said, "Education should be a vital experience—the opposite of dull."

group promises to be active. Elaine, thrilled with the success of the first production said, "The whole bunch of us are excited that we're making history. For the first time we've all felt the pioneer spirit that most people don't understand you've got to have here, and it must be made by the students, no one else."

# Comment

By Bob Yandon

The techniques of *reductio ad absurdum* is applied all too frequently to the problems of a university. If "blank" word is considered obscene, the cry goes up: what if I consider "spit" or "hey" obscene. Will I not be able to demand the arrest and trial of someone who says, or publicly displays these words? If "proper manner of behavior" is referred to in a code of conduct, the cry arises: to me, proper behavior of a student is found in the completely unfettered play of males and females, therefore I cannot be convicted of improper behavior for attempting to achieve this state unabashedly. Some were rather humorous. When the phrase "a meaningful code" was mentioned, a student suggested that a page of the dictionary be used as a code, since it is doubtlessly meaningful.

Fortunately, those who understand the pitfalls and ultimate futility of this method use it with humor, but unfortunately, untutored minds grasp the simple and beautiful relativity expressed, and attack the institution with it. The first error of this is oversimplification of the philosophy they are trying to express, and the second is the attempt to cram the diverse aspects of most problems into one generalization that is easily remembered.

As it is done by the student, it is done by the university, it is done by the nation. Among, for example, the civil rights supporters, the Catholic ideologists, and students defending the choice of their course of study, and those opposing the preceding, the trading of cliches occurs continuously. There are examples, hilarious and tragic si-

multaneously: The absolute "... we are legally free, therefore cast off all bonds, everyone's bonds," is answered with "... no one is completely free; these walls are keeping a certain freedom from us and there is inequality because we are of different heights." The proposition "... we are absolutely right, therefore everyone slightly inimical is slightly wrong," is answered with "... there is an unconscious that determines your every action and word, therefore you cannot know that what you say is true or right." The idea "... science is peripheral to philosophy," is answered with "... philosophy is mired in its own metaphysics, therefore it cannot generalize about other studies," and so on.

There are few single propositions that cannot be reduced to absurdity by clever users of the art. If the "reductio" method is valid, single propositions that are intended to be serious ("codes" for example) must be avoided. If it is not valid, it will still exist even though it is an error and still must be taken into consideration—especially in a university situation where the users of *reductio* are many. The answer may still be to avoid single, simple, and blatant propositions. Given mottos, figure-heads and preambles, the body of policy of a university should, by its very magnitude, be able to reduce *reductio* to absurdity. And by what method shall the unchallengeable proposition be approached? Perhaps by a certain magnitude of study and less bickering. And what should we do about the policy in the meantime? Perhaps by surreptitious violation of, and much bold laughter about, policy.

## Soupy Soupy

By Bill Spragg

It's happened! Maybe he was the last one, but he's gone now. You know what I mean, you who were down in the lounge the Wednesday that began this semester.

Yes, Soupy Sales sang a straight song telling how he wanted to make us all laugh. First Crazy Guggenheim and now Soupy. They had to tell us they're human beings. They had to. They couldn't take it.

Well, the Three Stooges and Laurel and Hardy managed without that sloppy stuff and I respect them more than ever now. I guess it says something about the breed of man we raise nowadays.

Maybe Soupy will cry for us sometime soon. That will make me laugh, but I'd rather not.

## LETTERS

Continued from Page 4

entire day of Easter Sunday with their families and the Jewish students would be able to be home during their holiday, and observe the special dietary laws of Passover.

By the way, what provisions, if any, are being made for special food service during the Passover holidays if the days of the vacation remain as they now are?

Respectfully yours,  
 Laura Augenstein Kathy Tynan  
 Gail Hochhauser Gail Asher  
 Helene Singer April Starke  
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# REVIEW SECTION

## Dark of the Moon

By Barbara Van Philp

"Dark of the Moon" the first production of the New Campus Theatre Group, was presented in the Playhouse on February 11, 12. We view with extreme pleasure the opening of a new medium for student activity. The difficulties in starting such a group must have been staggering and we commend their efforts as well as their excellent results.

The story of the play itself left much to be desired. It concerns a witch-boy, John, (Norman Golden) who falls in love with Barbara Allen (Pamela Sack) and is given permission to become human provided he marries her and she remains true to him for one full year (which is a lot to ask of any woman.) After Barbara gives birth to John's witch-child, she is persuaded to break her marriage vows with an old beau, Marvin Hudgens (Ray Harper) on the church floor during a revival meeting. Barbara dies, John becomes a witch again, the Smokey Mountain people start taking singing lessons, and everyone lives happily ever after.

The opening ballet, executed by Bob Axel and Carla Ingram, was beautifully choreographed and performed, and set the perfect opening note for the play. Carla and Carol Mayfield working together on the choreography, deserve the highest praise for the excellent job they, both did. Carols' direction of the square-dancing was one of the few saving points for that scene. The characters from John's witch world were the most believable. The makeup and costumes of Conjur Man and Conjur Woman would have been wasted on anyone other than Hal Holman and Elaine Cress — both frighteningly good in their respective roles. Mr. Holman in the way he shows and carries himself, reminds this reviewer of Zero Mostel. The outstanding acting ability of Miss Cress is no surprise to any of us who remember her hilarious characterization of the typical lege freshman which she performed in the sophomore skits last semester.

Carol Mayfield and Joan Matigue, both slender and light, were perfect witches. Their light-as-air prancing on stage and their excellent body control made them wickedly credible as spirits from another world.

Several characters stood out among the mountain people. Barbara Allen's parents, Barbara Backer and Neil Akins were wonderful. Their voices were perfectly suited to the character and the song, and their overall believable mountain people. Mr. Akins deserved the several laugh-provoking lines he had, since he handled all the others so well. Barbara's brother Floyd,

(Bob Folman) was the Tom Sawyer of the play. His off-key singing was funny, his character-attitude was believable, and his overall effect was that of crude charming innocence. Mr. and Mrs. Summey were another laugh provoking couple, though not for the same reasons. Larry Cohen's Jewish intonation was hysterically out of character for Mr. Summey, but no one seemed to mind because it was so funny. His acting was not the best, possibly because he did not understand or believe in the type of man he was playing. Mrs. Summey (Sharon Reiter) was extremely well cast. Her appearance and voice made her perfect to share the play's mother image with Barbara Backer. Their daughter Edna (Judy Lieberman) was effectively serious in her quarrel with Barbara Allen and laughingly penitent during the revival meeting. Her beau, and partner in crime, was played by Bob Leitman, who managed to be wonderfully insulted by the accusation of sin hurled against him. His confession, though funny enough, would have been even more effective had he managed to keep his own facial expressions under control.

Ray Harper did an adequate job. He was physically suited in the role of a county bully and his desire for Barbara Allen came across very well.

Among the supporting roles, one character cannot be praised enough by this reviewer. His name was Preacher Haggler, played by John Dunner, and he perfectly suited the part. His handling of the difficult mountain dialect was among the best seen all evening, and his obvious comfort with an understanding of the character made him as believable as the Conjur Couple. His preaching during the revival meeting was one of the few places where the audience laughed at the character and the situation, and not at the actor's portrayal of that character. Thank you, John Dunner, for a marvelous performance.

Most of the other mountain people were so obviously ill-suited to their characters that the audience felt their discomfort. Judi Rutberg as Mrs. Bergen and Marija Vaivads as Miss Metcalf were the best of these few miscast and unsuccessful characters.

There is almost too much to say about the two students in the starring roles. Norm Golden did a wonderful job. He managed to set aside the normal male inhibitions on stage (which in their general absence, made for much of the play's success.) His anger, fear and tenderness all came across well in his voice, facial expression and gesture. His best

scene was the last; changing from a scared loving human to a brave emotionless witch was difficult within the space of two minutes. Mr. Golden made it work. His last minute personality change made the story seem all the more sorrowful, since it offered a poignant contrast to the gentle husband John had tried to be. He gave us a complete and genuine characterization.

The female lead, Pamela Sack, portrayed Barbara Allen well. Miss Sack's only vocal number in the first act demonstrated her surprisingly adequate voice. She seems to be an off an on actress, though, contrasting the genuine tears of the after-birth scene against her boredom with her lines in the wood-chopping episode. Her eyes often drifted to the audience, and her expression occasionally gave away the actress behind the character. Her facial expressions during the revival meeting and later on in conversation with the witches were wonderfully appropriate, different as the scenes were. She obviously took her part quite seriously, judging from the careful speech and well rehearsed movement of each line. Barbara Allen was there, to be sure; a bit of a saint but mostly sinner with a body that couldn't live up to the strength and responsibility of her desperate need for independence.

It was all these wonderful and remarkable people that made the evening so enjoyable. Almost nothing they did seemed wrong, even to the group singing that resembled the chants of a panty raid. The play was meant and accepted as sheer entertainment and its rare profundities, such as "Humans never understand never really find each other..." were lost amid all else it had to offer. Mr. John Herr, Assistant Dean of Students and director of "Dark of the Moon" has shown us a side of himself that many never knew existed; that of an excellent theatre man whose years of stage experience can be seen or at least hinted at from this one minor production. The Fine Arts Department would do well to recognize the talent at their disposal... Congratulations, Dean Herr, The effort you've put forth to further Thespian activity on our campus is applauded by all students and faculty, regardless, of whether or not they share your interest.

We hope that the New Campus Theatre Group will present many more comparable performances. How can you stop, kids, when those future productions are already "sold-out?"

## Makanowitzky - Lee Superb

By Bob Levine

On Thursday, February 18, Paul Makanowitzky (who has been called the finest violinist in the world) and his fine accompanist Noel Lee graced our Playhouse with an excellent concert.

The program opened with Bach's lovely Sonata in A maj-

### CANIN AND TRIO IN CONCERT

By Paul Kamen

With the new semester came the return of the New York String Trio, on Feb. 15. With them, as guest artist, was Mattin Canin, noted pianist and a member of our Fine Arts Department. The program included works by Boccherini, Taneyev, and Faure.

Since most listeners are unfamiliar with even Boccherini's greatest but yet neglected works, one feels that he is "discovering" the composer upon each listening experience.

The audience at the recent concert was treated to such a discovery when it heard Boccherini's Trio in E Flat Major. The work was performed with the skill that marks the playing of the trio. Since Boccherini composed sixty trios, let us hope that this vast reservoir will be drawn upon again in future concerts. The performance of the second work on the program was a rare event. It marked the first known American performance of the Trio in D by a Russian composer and contemporary of Tchaikowsky, Sergey Taneyev. The work itself had some interest at times. I particularly enjoyed the adagio. Most of it, however, sounded like limitations of other Russian composers, without their lyric melodicism, and it therefore sounded like a compendium of melody fragments. What appeal there was in the work however, was brought out by the trio in a fine performance.

The highlight of the program was the Piano quartet in C minor by Gabriel Faure. Assisting the trio was Martin Canin. I was unfortunately unable to attend a solo recital given on campus a number of weeks ago by Mr. Canin, but all the glowing reports were confirmed by his performance with the trio. Mr. Canin's playing was forthright and precise and at no time did he dominate the ensemble, a practice many pianists are prone to adopt while playing chamber music. All four musicians formed a perfect blend of taste and good music. The third movement in particular was a moment of transcendent beauty. The fourth movement brought the work to a majestic close although the Trio seemed to have some trouble towards the end. However, this did little harm to a fine performance of a great work. A special bravo to Mr. Canin along with the hope that he will soon be heard from again.

or for violin and piano. The duo played it more magnificently than I have ever heard it. Aside from the technical perfection which was present throughout the concert, it was played with a warmth and understanding so often absent in performances of Bach's work.

The C minor sonata by Beethoven which followed, was, in my opinion, one of the two high points of the evening. The tricky and difficult passages of this work seemed most elementary to the great violinist, and the beautiful second movement was played with such genuine emotion that the audience was greatly affected. The exciting finale was performed so brilliantly that I doubt whether I shall ever enjoy it played by another violinist again.

After the brief intermission a duet by Stravinsky written in 1932 was given about as fine a performance as one is apt to bear. The intricate little atonal passages which Stravinsky is famous for were executed with apparant ease by the duo. Whether the work was enjoyed is up to the tastes of the individual listener.

Last on the program was the A minor sonata No. 1, op. 105 by Mr. Makanowitzky played the tense, exciting passages as skillfully as he did the slow, pathos-filled sections, and the overall effect was truly stunning.

Urged back for an encore Messrs. Makanowitzky and Lee played a short modern piece. At its start, whispered guesses as to the identity of the composer broke out in the audience, but they were soon hushed by the overwhelming beauty of the piece. It was a sensitive, sometimes melodic, sometimes atonal work, and the only disappointment in the Playhouse was at its brevity. I felt that I could have listened to it for many times its actual duration. I later discovered that the composer was Prof. John Lessard of our own Fine Arts Department, who humbly thanked all who guessed, and told all who asked, the identity of the obviously highly gifted composer.

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# Bowling Team Undefeated; Ties Final Two

Mike Chiusano

The SUSB Varsity Bowlers have tied their last two matches to give them an overall record of two wins, three ties, and no losses.

SB's keglers went into Farmingdale minus two of their top men junior Norm Golden and freshman Jeff Sykes. Coach Bob Snider brought in veteran Bill LaCourse to fill out the squad to a bare minimum of five men. Right now Bill LaCourse is the only alternate the team has. In the first game, veterans Rick Sawee and Bill LaCourse did well but were unable to overcome both a poor showing by the rest of the team as well as an almost unbelievable finish by Farmingdale.

However, in the second game, and due in part to the 'psyching' of Coach Snider, the varsity came back to win. With the team looking good the third game should have been an easy win.

Again, a poor end-game by S.B. and a strong finish by Farmingdale gave the Aggies the point for the last game.

The last match against Adelphi-Suffolk was another tie. In the first game Adelphi faltered and S.B. beat them by the wide margin of 856 to 768. The squad's 88 pin advantage should have provided encouragement for the second game but the team fell down to lose 845 to 862. Norm Golden kept the loss down to 17 pins with a high for the day of 207. In the third game Adelphi was unable to get enough pins to win the match and the result was a tie. The large number of ties the team has gotten have been a source of frustration to the squad. On March 5, the school hosts the annual conference tournament at Port Jeff. It is hoped that a large turnout of rooters will be present to give the team some badly needed support.

# SPEAKING OF

# BASKETBALL

By Stan Brownstein

As another college basketball season comes to a close the NCAA must choose teams to play in its annual post-season tournament. UCLA, Davidson, Michigan, and Duke are probable participants, each having nearly clinched their respective league titles. Michigan, however, had to come from behind to tie and then beat in double overtime a powerful Indiana team that was also vying for the Big Ten crown. Providence, still undefeated as of now and St. Joseph's are two other teams that will almost certainly play in the tournament. The Ivy League title, however, is still in doubt. Cornell is currently the leader with Princeton directly behind. Princeton was edged out by Cornell in their first meeting. The deciding game will probably be when Bill Bradley and the Princeton Tigers take on Cornell for the second time. As great a ballplayer as Bill Bradley is, Cornell has a rugged and offensively good team. They will be all out to capture the Ivy title and spoil a possible finale to the basketball career of Bill Bradley.

STEVE NISENSEN

In my opinion, one of the fifteen best ballplayers in the U.S. is right here on Long Island. His name is Steve Nisenon of Hofstra. I have seen him play twice. Each time I become more impressed. His outside jump shot is unstoppable, yet try to play him close and he will show his prowess as a driver. As for passing, though not in the class of Oscar Robertson, he averages six to seven assisting a game. Aren't these the attributes of a pro-ballplayer? If he should decide to turn pro, however, his light 6'1" frame will have to be enlarged and his slow methodic pace will have to be quickened. I, for one, think he can do it.

THE CELTICS

They just keep rolling along. I guess this is as good a phrase as any to describe the Boston Celtics. They are well on their way to another Eastern Division Auerbach, coach sVL . . . .ts . . . . Championship. Whatever Red Auerbach, coach of The Celtics, possesses - - perhaps a magic word or nuclear formula - - he combines the experience of his veterans with youth and rookie talent to once again give the Celtics a mastery over the NBA. By the way, was it this year or next that old age was suppose to catch up with the Celtics?.

ALL-EAST

Finally, how does this shape up for an All-East five? Bill Bradley, Princeton; Dave Bing, Syracuse. Guards: Steve Nisenon, Hofstra; John Austin, Boston College; Center: Mike Tilliman, Army.

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# ANNOUNCEMENTS

Friday, March 5 - -At the Port Jefferson lanes, the AALIC Bowling Championships. Stony Brook and Queens, Hofstra, Post, Adelphi and Kings Point will compete. 2nd Semester - - the water courses, lifesaving, diving, and water safety will admit other than students.

February 27 - - Next family swim.

## Championships To Be Held Here

The Suffolk Athletic Association Basketball Championships will be held in the Stony Brook gymnasium beginning Friday, March 5. The 14 leagues of the Association will be represented by the first and second place teams of each league.

No gym facilities will be available on these days: March 5, 6, 9, 10, 12, and 13. Other facilities in the building will be in operation.

The admission price for students will be one dollar.

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# JUDO CLUB HOLDS

# FIRST SHIAI

The Stony Brook Judo Club, coached by Mr. Richard Dunlavy, held its first competitive Shiai on Monday, against a club from Grumman Aircraft.

In the first round, five Stony Brook players were matched with the five Grumman players by weight and rank, and after each contest both players were seated and play went on to the next two players. Robert Gallucci, Neal Lawer and Carl Sadowsky won their matches by respective scores of 1-0, 1-0 and 1/2-0. Howard Dolgin tied his opponent 1/2-1/2 and Howard Posner was defeated 1/2-1. In a judo contest, one point is given for a throw by which one's opponent lands cleanly on his back, 1/2 point is given for a sloppy throw or take down; one point is given for holding the opponent down

for 30 seconds, 1/2 for holding him down for 20 seconds. Playing time was divided into three one-minute periods.

The method of play in the second round differed from that of the first, in that after winning a contest, the player continued until he was finally defeated. In this round, Stony Brook did not fare as well as in the first, as a Grumman player defeated five Stony Brook players before he was finally stopped by Carl Sadowsky, who then went on to win his three contests.

Although this Shiai was informal, Coach Dunlavy feels that it is an important breakthrough in Judo becoming an intercollegiate sport at Stony Brook. Preparations are now under way for a contest between Stony Brook and West Point, to be held later in the Spring.



# Crew Trains

The crew team began practice on February 10, with an initial turnout of nineteen, twelve of whom are experienced crewmen. Since then, ten more have joined. The team is training in the gym and uses the rowing machine in the exercise room. Training on the water is to begin around March 15, depending upon weather and the placing of a float on Conscience Bay. The team will be rowing from Dr. Douchette's property.

Mr. Decker said, concerning the new members, "They are making a good effort. It is quite possible that some will be on the Varsity boat." Concerning

the returning members, he said, "Most who rowed last year are back, and are providing good leadership and encouragement. Two who cannot row this spring, and who will be sorely missed, are Norm Rapino, stroke of last year's undefeated JV boat, and Sam Swanson, number two of last years varsity. He has been forced to give up crew because of his numerous student government activities and hopes to return in his Senior year." Concerning the obstacles to successful training he said, "The biggest possible hindrance to training right now is the lack of rowing machines. There is only one now."

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# SPORTS TALK

The basketball game of February 19 against Southampton witnessed a great deal of unsportsmanlike — sadistic — behavior. The game teetered upon the edge of a free-for-all for three quarters of its length. It featured, for the sadists, in the crowd Marvin Lewis of Southampton and his followers: gut-punching and eyerouging their way through the contest. Apparently the sadists were out in force, because the cat-calls only urged the barbarians on, clamoring for (more) Stony Brook injuries. Some in the bleachers reacted to this sick behavior with justified annoyance, but many were unaware of the sincere hate of some of the cat-callers.

At the risk of being called un-objective I must report that the Stony Brook players controlled themselves remarkably well under the circumstances — better than most athletes would — and did not respond to the call of the arena. They instead played basketball, as smoothly as any team could on a plowed field with a bunch of farmers swinging shovels at their heads.

At the risk of being accused of cliché — I report that there was no point victory for Stony Brook, but there was a rather nervy, painful triumph.

The officials mustn't be left out. They may be old army sergeants that somehow connect violence with manhood and expect a halfway decent ballplayer to get away with all the dirty work he can, and understanding this, one can understand their behavior, but of course that is not the point. Must these men be (re)hired when they allow this type of game to occur? I may be naive. Maybe the coaches do not mind this. Maybe the players expect, or welcome it. It is obvious that most of the crowd loves it. I don't. The violence and the enjoyment of it may be necessary sublimation but it is not sport.

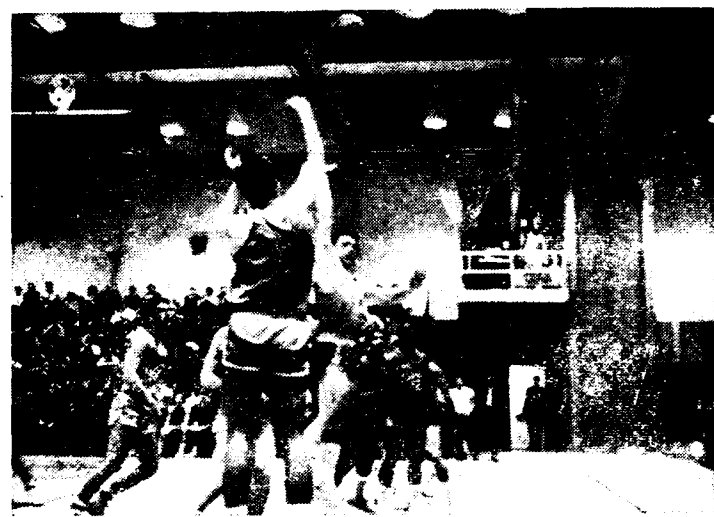
Rather than hacking out my old theme for paragraphs, I will state it in one sentence: there should be, in the players mind, a concentration on performance i.e., controlled technique, and not on winning.

# Warriors Defeat Hunter 70-64

By Larry Hirschenbaum

In a closely contested encounter at Hunter College the Stony Brook five won by a score of 70-64 last Saturday night. Bob O'Connor led the Warriors with 17 points and 11 rebounds. Bob "Spider" Accardi had 15 points and turned in a steady defensive performance that kept the Warriors in the game and finally put them ahead.

After ten minutes of the game Stony Brook led by eight points but Hunter came on strong led by the outside shooting Donnie Abrams and Bob Johnson to lead at half time by two points; 34-32. Hunter's resurgence was helped by the fact that the Warriors threw the ball away 15 times and also that they didn't work their offensive patterns. Gene Tinnie was the leading Warrior scorer with seven markers in the first half. The opening ten minutes of the second half both teams traded baskets for a while and then Hunter pulled to an eight point lead. Then Coach Brown put his hoopsters into a 2-2-1 zone defense that effectively stopped Hunter's outside shooting. O'Connor and Accardi dominated the offensive with 13 and 11 points respectively in the second half. Also significant was the fact that Tinnie, O'Connor and Larry Hirschenbaum picked off 19 rebounds to give Stony Brook possession of the ball in the second half. But, without a doubt the most decisive factor of the game was the Warrior mark-



manship: 48.2% from the floor and 67% from the foul line.

This victory upped the Warriors record to 5-8 after they dropped a rough and tumble decision to Southampton College the night before, 59-52.

Coach Herb Brown started a surprising lineup of 5 six footers against Southampton's jumping giants. Right from the start Southampton was disconcerted as Paul Hertz jumped center against 6'6" Marv Lewis. Lewis, confused by this strategy, tapped the ball to the Warriors. With complete knowledge of Southampton's usually high-scoring offense the Stony Brook five held the Colonials to 19 points in the first half. Roland Stansbury and Marv Lewis their two big scorers were held to six and five points respectively. At half time the Warriors took a two points

lead into the locker room with them.

But, Southampton came back in the second half as Rick Auerbach, who scored 11 points, along with Ronnie Buchinski, who picked up 11 of their last 25 points in the last 12 minutes of the game, led the resurgence. The valiant efforts of Bob O'Connor (16) and Bob Accardi (13) were spent in vain. Also, Gene Tinnie had 10 points and numerous key rebounds.

A statistic that may interest Warrior rooters: For the sixth time Cliff Hoffman refereed a Stony Brook game and for the sixth time the opposition took more foul shots than the Warriors. Also, the Stony Brook cagers have lost five of these six games and four of the five losses by less than 10 points.

## Men's Spring Intramurals

Single elimination tournaments in squash singles, handball singles and handball doubles will begin on Monday, March 8 as part of the men's intramural program. Deadlines for entries will be 5:00 p.m. Friday, March 5 and players may sign up for play in the physical education office, the men's equipment room, or apartment A, Dorm G.

Faculty and graduate students will be in separate tournaments from the undergraduate students. Intramural points will be awarded toward the 1964-65 championship as previously announced. Dormitory teams may earn up to 20 participation points in each tournament.

Drawings will be made immediately after the closing time for entries and pairings will be posted in the men's locker room along with deadlines for completing the first round matches.

Further information may be obtained by contacting Coach Snider in the Physical Education Department.

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## INTRAMURAL BASKETBALL

The Commuters, E-2, and the Physics Department remain as the only undefeated teams in the four basketball leagues as play goes into the final weeks of competition before the final tournament. While these teams have virtually clinched their

positions in the playoffs there are still rugged contests for the remaining five spots. (The first two teams in each league earn positions in the tournament.)

The standings of the basketball leagues are as follows:

### Team Record

A summary of this season's record follows:

- December 4 Queens 67, SUSB 62.
- December 5 RPI 88, SUSB 84.
- December 8 SUSB 80, Webb 36.
- December 11 SUSB 84, Danbury 71.
- December 12 Pace 95, SUSB 77.
- December 18 Potsdam 53, SUSB 46.
- January 8 SUSB 67, Ft. Schuyler 53.
- January 9 Kings Point 82, SUSB 61.
- January 30 Brooklyn College 74, SUSB 67.
- February 2 SUSB 60, Harpur 59.
- February 13 Newark Rutgers 68, SUSB 60.
- February 19 Southampton 59, SUSB 52.
- February 20 SUSB 70, Hunter 64.
- February 24 SUSB 2, Adelphi-Suffolk ?
- February 26 SUSB ?, Madison FDU ?

### LEAGUE A

Commuters	6-0
A-3	5-1
B-2	4-3
C-1	2-5
SHA-3	1-4
F-1	0-5

### LEAGUE B

Phys. D	4-0
SHC-3	3-1
B-3	3-2
B-1	2-4
E-0	0-5

### LEAGUE C

SHA-2	5-1
F-2	5-1
A-2	2-3
G-1	1-3
SHC-1	0-5

### LEAGUE D

E-2	4-0
F-3	3-2
A-1	3-2
C-2	1-3
SHC-2	1-5

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