

STATESMAN

VOL. 9 NO. 25

STUDENT PUBLICATION OF THE STATE UNIVERSITY OF N. Y. AT STONY BROOK

MAY 17, 1966

Faculty Passes Resolutions On Releasing Grades To Draft Board

By BOB PUGSLEY

The faculty of the State University at Stony Brook, meeting in special session on Thursday, May 12, passed the following two resolutions:

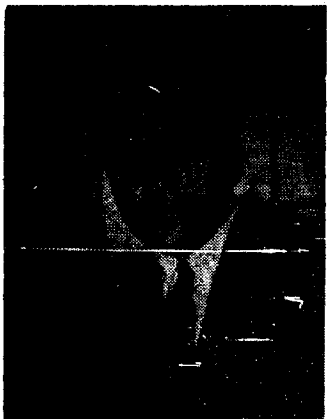
"1) That the Faculty of the State University at Stony Brook hereby affirms its opposition to the dissemination of grades, records, class standing, status, or any other part of a student's confidential record, to any extra-university agency except upon the written request of the student.

2) that the Faculty of SUSB hereby asserts its right to permit or prohibit the dissemination of any ranking or classification of SUSB students at the request of the United States Selective Service System or any agency outside of the academic community."

The first resolution was passed by an overwhelming majority, only one faculty member casting a negative vote. The second was carried by a vote of 42 to 14.

A third resolution, which stated that "the Faculty does not authorize the dissemination of a class ranking to the Selective Service at this time," was defeated, by the closest vote of the afternoon, 22 to 13.

This meeting was the result of preparatory steps taken by interested members of the faculty



DR. HOMER GOLDBERG

which were described in the Statesman last week. Five men formed an ad hoc committee to deal with the issue: Doctors Russell E. Brown, Homer Goldberg, Norman Goodman, Marvin Levine, and Richard A. Mould.

In addition to drafting the formal proposals enumerated above, the committee also prepared a rationale behind the proposals, which was included with the agenda and background information circulated among the faculty in advance of the meeting. These assertions consist of four main points:

"1) We wish to protect the privacy of the individual student's academic record.

2) Using class standing as a determinant of draft classification corrupts the educational process. It encourages students to seek out "safe" and easy courses (even as it influences them to matriculate at schools with low academic standards) while penalizing the student who undertakes a more challenging and rigorous curriculum. Already pursued by too many students, as if they were the end and substance of education instead of fallible and secondary indicators of a limited range of accomplishment, course grades become further overloaded, and more distracting from the real goals of learning, putting a premium on "right answers" and discourag-

ing critical thinking. They are put to a use for which they were not intended, in conflict with their pedagogic and academic functions.

3) The new regulations of the Selective Service system require the University to cooperate in the violation of its own definition of academic good standing, allowing the Selective Service's arbitrary cut-off points to supersede the standards for continuation properly defined by the faculty.

4) The functioning of the University as an administrative arm of Selective Service in a program over which it has no control

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Wilson Fellow Joins History Department

The History Department learned that a Woodrow Wilson Fellowship winner has decided to use his fellowship in this department next year, the first such fellow to enroll at Stony Brook and, as far as is known, the first Woodrow Wilson Fellow to enroll at any campus of the State University. He is coming here to study German History with Professor Werner T. Angress, and chose Stony Brook over Berkley and Harvard.

In addition, as of the moment, seven students who were on the Woodrow Wilson Honorable Mention list have enrolled in the History Dept. Graduate Program for next year. It is expected that several more will decide to come here in the next few weeks. In addition, two winners of New York Regents College Teaching Fellowships have decided to use their Fellowships at Stony Brook, and additional ones are expected to enroll shortly. All of this is out of a total of 20 new graduate students the History Dept. has admitted as of this date.

SENIORS

Are you bright, personable, and in the top quarter of your class? Would you like to work in Garden City for I.B.M.? If so, see Mr. Keene in the Placement Office for details or phone 246-6995.

Demonstration Held Today; Delegation Sent To Albany

A demonstration was held today to protest the overcrowding that will take place next fall and to ask that corrective measures be taken by Albany to overcome the long delay in the building program. Student delegates were sent to Albany to confer with legislators and administrative officials in the State education department. On Saturday a delegation from the Executive Committee attended a meeting at Oneonta College of the Confederated Student Government of the State University of New York (C.S.G.) They reported unanimous support for the position of the Stony Brook delegation.

Ad-Hoc Committee

The protest was planned by members of an Ad-Hoc Committee which met last week. The committee included members of

the E.C., Statesman, Dormitory Judiciary, Literary Society and the S.D.S. Members of the committee held a three hour meeting with President Toll on Thursday, May 12. A list of incoming freshmen was requested so that the Committee could thoroughly inform prospective students and their parents about conditions that will exist at Stony Brook next fall. Dr. Toll declined to make the list available and said that writing to incoming students would not be a "constructive" move to help the overcrowded situation. He expressed optimism about approval for the off-campus housing project. Dr. Toll disagreed with members of the committee that poor planning in Albany was responsible for the delays. He asserted that Albany

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Gasman Petition Presented, Toll is "Very Impressed"

A petition from the student body requesting the University to reappoint Mr. Daniel Gasman of the History Department was presented to President Toll on May 9. The petition, bearing over five hundred signatures, was handed to Dr. Toll by Mr. Ronald Consiglio, a member of an ad hoc student committee which was formed last month to protest the dismissal of Mr. Gasman. In accepting the petition, Dr. Toll said that he was "very impressed" by the number of signatures and also that the petition would be a valuable contribution in reconsidering the reappointment of Mr. Gasman.

An Excellent Teacher

In presenting the petition Mr. Consiglio elaborated on the merits of Mr. Gasman as a teacher. He said that his ability as a teacher was well known and could be attested to by any of his present or former students. Mr. Consiglio also talked about the "intangible contributions" Mr. Gasman had made in the form of interest in, and concern about, student problems. Dr. Toll stated that this information would be "helpful" in the reappraisal of Mr. Gasman's position. Teaching had first priority, Dr. Toll added, on all appointments. He stated that the University sought faculty that were "outstanding in



DR. JOHN TOLL Examines Petition

all respects", but that teaching came first.

Re-examination

In reply to general questions from a Statesman reporter on hand for the presentation, Dr. Toll said that all universities should constantly reexamine their faculty selection and promotion policies. He said he was aware of the recent publicity concerning what has been called the "swing back to teaching" from research, and expressed the belief that Stony Brook would give teaching highest consideration in selections and promotions.

NOTICE

Philip Roth, well-known novelist, will be repeating the Writing Workshop again next semester.

Anyone interested should have the recommendation of an instructor on his work, and should bring a sample of his creative writing to the secretary in Room 271, Humanities Building.

Students may register temporarily for EGL 290 pending Mr. Roth's approval to take the course.

Seniors interested in receiving copies of the STATESMAN next year send your name and address plus \$2.00 to Box 200, South Hall

Statesman Elects Editors for '66-'67

Junior Marilyn Glazer was elected Editor-in Chief of the Statesman for 1966-67. Lois Kotel, this year's Copy editor, will assume the position of Managing editor, while Bob Pugsley will take over the role of News Editor.



Editor-in-Chief Elect
MARILYN GLAZER

Freshman Maddy Lench and sophomore Mel Brown will become Copy and Review editors, respectively, and Rolf Fuessler will continue as Sports Editor. Kenny Sobel was elected photography manager; Danny Kaplan will be Exchange Editor and Marilyn Wishner will be the staff Secretary.

Need a Permanent or Summer Job? Placement Office Offers Some Hints

A number of new summer job opportunities are now available for many students. The Federal Work-Study Program will sponsor about 60 full-time off-campus summer jobs. Since you must demonstrate financial need to qualify for these jobs, it will be necessary for you to submit a copy of your Parents' Confidential Statement. If this is not on file, you may obtain a copy in room 67 in the gymnasium. In this last respect, financial need consists in demonstrating that a lack of summer earnings would place an undue financial strain on the families of students.

Among the jobs available are the following:

1. Various jobs with the City of New York which would hopefully be in some degree related to your academic major. At the present time, it is believed that the students would work 30 hours a week and will be paid according to the following wage scale:

- a. Incoming Freshman and those who have finished Freshman year \$2. an hour.
- b. Students who have completed Sophomore and Junior year \$2.50 an hour.

c. Students between Senior year and Graduate School \$3. an hour.

2. Jobs with the Second Supervisory School District in Patchogue as teaching assistants in Head Start and related programs. (Still Pending)

3. Recreation aids for the Town of Riverhead Recreation Department.

4. Museum Assistants for the Suffolk County Museum and Carriage House.

Other Summer Positions And Opportunities

The Power Designs, Inc. has summer positions open for engineering and science students to work in electronics and solid-state circuitry. This can lead to a full-time position after graduation.

For men residing in central or eastern Suffolk County, the Bury Biscuit division of the Quaker Oats Co. is hiring for their summer replacement program. The salary is \$365 per month for taking the place of their regular salesmen. The time period of the job is from June 13 - September 2. The first four days (June 13-16) are spent in training.

There are also possibilities for work in Children's Day Care Centers sponsored by the New York State Migrant Child Care Program. For information and applications you may write to the New York State Migrant Child Care Program, P.O. Box 87, Homer, New York.

There are also opportunities for counselors at Youth House, Inc. 1221 Spoffard Avenue, Bronx 74,

Space Walk Film Shown by NASA in JN

Mr. H.C. Akins, the Manager of Electrical Distribution at the Mississippi Test Facility, and a representative of NASA and the Apollo Space Program, spoke at a NASA program sponsored by the JS Legislative on May 9.

The first film, "The Four Days of Gemini Four", described the flight, emphasizing Major White's 20 minute walk in space. He was attached to the capsule by a 25 foot lifeline which provided oxygen and communication wires while co-pilot McDivitt took photographs. The goals of the Gemini IV mission were to view the effects of prolonged weightlessness and space flight on man. This included possible deterioration of heart muscle and loss of calcium from bones.

"Peaceful Conquest", the second film, concerned the rendezvous between Gemini VI and VII. Gemini VI, in its fourth orbit, was able to approach within 10 feet of Gemini VII. The two spaceships remained in close proximity for six hours. Gemini VII set an endurance record and made a record number of orbits (206) around the earth.

New York. The salary for these jobs is quite good. The minimum requirements for employment are two years of college preferably in the area of sociology or psychology and some relevant experience working with children.

Interesting and creative summer experience at minimal pay is sponsored by the Board of National Missions of the Presbyterian Church or the Southern Christian Leadership Conference. These programs involve tutoring and voter registration programs in the southern part of the United States. For more information on projects of this kind, please visit room 67 of the gymnasium.

There are also certain summer volunteer opportunities abroad which may be of some interest to students.

This summer there will be an on campus program for low income and underachieving children who have completed the ninth grade. There are a limited number of student positions still available. Those interested may pick up applications in room 67.

Full Time Positions

For Graduating Seniors

The Institute of Muscle Disease, Inc. has openings for chemists and biologists as lab technicians in their biochemistry, metabolism, myocardial metabolism, and physical chemistry departments. There is also a job available at the Long Beach Memorial Hospital for a laboratory technician with experience in Histology.

A Mt. Sinai construction company is interested in a woman who can do some typing, light bookkeeping, and can handle a payroll.

The Federal Government has 2,000 job openings in New York and New Jersey for college graduates in internal revenue, customs, claims, chemistry, and biology. The closing date for filing applications for the Federal Service Entrance Examination (FSEE) is May 17. Application forms for this examination can also be obtained at the Placement Office.

Stony Brook Student is Honored Cadet

Two times in the last month, Civil Air Patrol Cadet Stephen Schoenfeldt, a sophomore physics major, has received high awards from the Air Force.

The two awards he won were the "General Carl A. Spaatz Award", named for an early aviation pioneer, and the "James Burr Reddig Memorial Award". The former award entailed taking a six hour written examination, including aerospace, leadership lab, moral leadership and a physical. Schoenfeldt is the fifteenth to win the award and only

Miscellaneous Positions And Information

Temple Beth-El Religious School of Patchogue would like to contact mature students who are qualified to teach Hebrew language, Torah, Jewish Customs and History, Siddur, and of Jewish Religion related subjects. The number of instruction hours per week and salary is open. See Mr. Keene for specifics.

The Placement Office has recently obtained some materials which can be of significant aid to students. The Occupational Outlook Handbook, published by the U.S. Department of Labor, Bureau of Labor Statistics, is an 855 page volume which discusses the world of work and types of jobs in general. Occupations are broken down into eight broad categories which are further broken down into fairly manageable titles. A total of 700 occupations are discussed. For each occupation, the reader is told the nature of the work involved, where you could be employed, the training and other qualifications needed, advancement possibilities, the future employment outlook for the job, earnings and working conditions and where further information can be obtained.

Should the O.O.H. not be specific enough for the exact job you are considering the Dictionary of Occupational Titles (D.O.T.) can be used as a supplement. It is a two volume set of books published by the U.S. Department of Labor, Bureau of Employment Security, which concerns itself with the description and qualifications of 36,000 jobs and gives an indication of the level of skill required to perform the job effectively.

Both the O.O.H. and the D.O.T. are available for the use of all students. You are invited to drop in and look them over.

Should you know of someone who might be interested in any of these full-time jobs but who might not have received this newsletter, please pass your copy on to them or tell them to see Mr. Keene in room 67 in the gymnasium.

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Legislative Aide Explains Congressional Workings

Senate legislative assistant, William Spring, informally addressed about 75 interested students on the behind-the-scenes workings of Congress last Thursday. Dr. Sanford Lakoff of the Political Science department introduced him.

Mr. Spring, currently employed by Senate liberal Gaylord Nelson of Wisconsin, began as a reporter for the Milwaukee Sentinel, but went to Washington after the newspaper felt that his stories contained too many "off-the-record" quotes.

He began his discussion with a review of Congress, its decline in the late Eisenhower and Kennedy years, and its recent spurt of action under President Johnson. Spring cited the more well-known Congressional achievements — two civil rights bills, aid to secondary education, the Poverty Program, economic development

programs and other twentieth century problems and gave a number of reasons for this action.

"Kennedy's death coupled with the Goldwater campaign of 1964 produced a recognition that a time had come to make some great strides forward", he said. The actions of Congress are not the work of Johnson, although he is a great politician and persuader, Spring argues. "Johnson took a consensus that already existed, and made it his own."

He then went on to discuss the roles of the President and Congress, and explained that originally the Congress was to be the chief body. "In fact," he said, "the idea of a President was almost an afterthought." However, the role of the President has assumed greater and greater importance until now, especially un-

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YAMAHA, KAWASAKI, JAWA, BENELLI, HODAKO, RABBIT, N.S.U., GEMINI and more
at low sales prices

WE HAVE JUST OPENED A BRANCH OFFICE ON
NORTH COUNTRY ROAD, ST. JAMES
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DISCOUNT TO STATE "U" STUDENTS
Expert Mechanics to Service All Makes

SMITHTOWN CYCLE CENTER
330 East Jericho Tpke., Smithtown
Discount for State "U" Students
Expert Mechanics to Service all makes

S.U.S.B. Scientists Make Mark at Brookhaven

by Rhoda Ellison and
Richard Nathan

As a result of the extensive use of Brookhaven by the faculty members at Stony Brook it would be difficult, from the standpoint of time alone, to have interviewed each of them. And therefore the following is just a representative handful of those people at our school who make use of the Brookhaven facilities.

The nature of scientific study necessarily requires communication amongst the researchers. The individual scientist is limited by time and effort and must therefore accept the knowledge already uncovered by others in order to work under a more realistic situation. One of the most profitable exchanges of scientific information is by direct contact with the researcher.

The Department of Biology at State University at Stony Brook is involved with such a method of exchange with Brookhaven National Laboratories. Scientific communication occurs between these two research centers in the form of seminars held at both places. This personal relationship has allowed students of our Ecology course to study the irradiation forest at Brookhaven. At other times, there may be an exchange of physical materials such as plants, seeds, etc.

According to Dr. Frank Erk, Chairman of the Department of Biology at Stony Brook, there have been conversations about cooperative research programs between these departments. In the future, our department hopes to invite certain qualified members of the Brookhaven staff to come as "adjunct" professors who would occasionally teach graduate seminars and perhaps supervise graduate students. Dr. Erk did say, "We do hope to develop much with Brookhaven in the future."

More formal relationships exist between Brookhaven and members of our other science departments. Dr. Oliver A. Schaeffer, chairman of the Earth and Space Science Department, was at Brookhaven 18 years before coming to Stony Brook last fall. Dr. Schaeffer did not cut ties with Brookhaven when he left there, but instead made a bridge of his relations between Stony Brook and Brookhaven. "We now carry on a joint program with Brookhaven. They come here and we go there."

Dr. Schaeffer, in his research on the effect of cosmic rays on meteorites, makes use of Brookhaven's nuclear reactor and accelerator. High energy protons are used to produce the same effects as cosmic rays. Properties of cosmic rays being studied, are their length of time in space, their intensity in space, and if cosmic rays remain constant through time.

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CARNIVAL '66



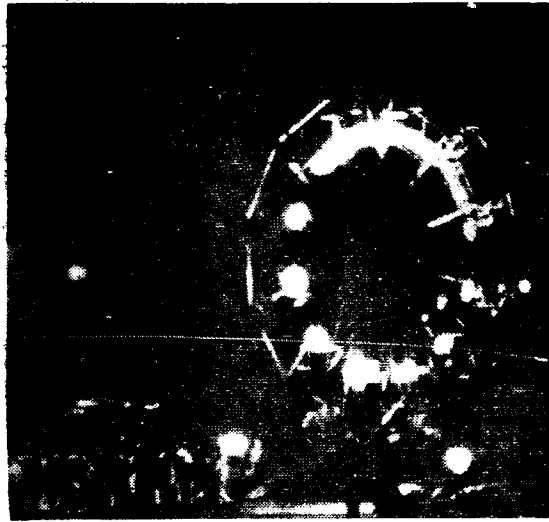
And they wonder why there's a parking problem.



Sorry, Mister, you're not my type.



And that's for cutting in front of me on line.



"Night life" in parking lot.

FOR THE MAN ON THE STREET STONY BROOK TO GO ON T.V.

By ERNEST FREILICH

Nationwide television has come to Stony Brook. The A.B.C. television network is currently filming a documentary about the New York State University system to definitively explain it to the man in the street. The segment about Stony Brook was filmed here on Thursday and Friday, May 5 and 6.

The Stony Brook segment should rank in interest with Buffalo because of the controversy on both campuses. The Buffalo campus was filmed during the student sit-in, while Stony Brook's was visited during the rife of the tripling problem.

The documentary is produced and directed by John Wicklein who has produced news reports for ABC. Before the filming of the documentary he toured the State University system and took notes in order to get a general idea what the university is like and what areas of it to depict. The documentary will include portions filmed at the four University Centers, Buffalo, Harpur, Albany and Stony Brook, as well as Cortland Teachers', Hudson Valley, White Face Mountain Atmospheric Research Center, Fashion Institute of Technology, and the Headquarters of the University at Albany. Also to be included in the program are interviews with University President Gould and Governor Rockefeller.

The documentary will be shown in two parts, each of half hour length. The first section will deal with problems of the University as a whole while the second will deal with, in Director Wicklein's words, "the sum of its (the University's) parts." It is a \$50,000 operation under the News and Public Affairs Department of ABC and the filming should be

finished by late June. The presentation dates of the two week segments is up to the station scheduling but is likely to be some time this summer, probably late June or early July.

The filming on Stony Brook Campus did not include every segment of life which a student experiences here since more uni-

versal facets were filmed at other locations throughout the university system. The aspects of University life covered during the Stony Brook sequence included Computer Assisted instruction in German, the Faculty Senate headed by President Samuel Gould, the construction on campus, the Gasino Mood, the general campus, a folk singing group and the Carnival. Also covered were Dr. Toll at the North Hall Project of the College Plan, and interview with Dr. Toll outside the library, interviews with various students immediately afterwards, and Dr. Kazin's English class.

Philosophy of Documentary

Many students expressed dissatisfaction with the way the folk singing segment was contrived. The fire place was lit behind the singers in North Hall and groups sang at the request of the film makers. This individual segment was explained by the fact that it will not be presented as the actual type of folk singing on

campus, but the song used, "Gonna Build a Mountain" is to be used as a theme for the Documentary. The deviation from reality throughout the rest of the filming is explained when one examines the philosophy of the documentary.

The group's cameraman, Elliot Butler, a documentarian in his own right, explained one philosophy of the documentary. He believes that a documentary should have a story line and should be shot so that the audience believes what it sees — it need not necessarily be true. He referred to Flaherty, the father of the documentary who used actors to portray life, thereby creating a "film realism." Director Wicklein had a less radical viewpoint of the documentary. He believes that the documentary should be presented to enlighten the man on the street as to exactly what the State University is. This should be a subjective report and should be true to the spirit as the doc-

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Editorials:

Letters Against Tripling

At its last meeting, the Executive Committee passed legislation to the effect that letters concerning tripling be sent to various representatives, congressmen and legislators. The letters will suggest two points. The first is a proposal for the improvement of the procedures leading from the authorization of a project to its actual construction. Contracts that would carry a penalty for late completion and bonuses for early completion would greatly serve to improve construction programs. The second point is that a State University emergency fund be established to meet any unforeseen needs which may arise. We feel that the Executive Committee has exercised sound judgment in trying to make sure that we, as well as other universities and colleges throughout the state system, are never faced with another situation such as the one in which we presently find ourselves.

We urge each individual student to inform his parents of the overcrowding that will exist here next year. We suggest that each parent write a letter to his representative in the state legislature at Albany.

There are alternatives to tripling and the overcrowding of other facilities. Temporary structures and prefabricated buildings, although not aesthetically pleasing, are highly functional. They can be used to provide office and classroom space, and serve many other purposes as well. However there is one small problem. Albany will not permit us to build temporary structures, or to have a private contractor build his 'instant' dorms on campus. We feel that letters stressing our overcrowded conditions and the above mentioned alternatives sent to the legislature may in this election year, provide enough grass roots pressure to get the rules changed.

The Executive Committee is writing letters, the Statesman has written and will continue to write. But we are still dependent upon the students here, and your parents, to make this campaign effective. We all complain about tripling — we all must fight it together.

A United Voice

There is an organization in existence called the Confederated Student Government of the State University of New York. At present only six colleges and the University Center at Harpur are represented.

An organization such as this has vast potential for voicing an effective and meaningful student opinion. However it is still young and lacks sufficient membership to help it realize its potential.

By voting to send two representatives to the CSG meeting at Oneonta this weekend, the Executive Committee has taken a wise first step towards membership of this body, and we hope that we will soon become its eighth member.

Many problems with which we are faced here, such as the present overcrowding, are common to the entire State University system. We are all under President Gould, the same Board of Trustees, and subject to the same legislation. A united and effective organization, representative of the entire State University system can be a very powerful force in the future. It is with this in mind that we heartily suggest that Stony Brook join this organization.

Letters to The Editor

All letters to the Editor should be placed in Box 200 South Hall by the Wednesday previous to publication. Letters should be typed and bear the signature of sender.

Parent Support Frats

To the Editor:

I am a parent of a student at Stony Brook.

In my opinion the social life which is available to a student at a University is of great importance. Therefore, I am taking the liberty of writing with respect to the "con" article on the fraternity question, which appeared in the issue of the Statesman for April 26th.

It does not follow that cheating at schools where fraternities exist, is fraternity caused. Not too long ago there were instances of cheating at a Service Academy where fraternities have never existed.

It is argued that:

1. Extracurricular activities consume so much time that participants are not ready for exams, "So they cheat".
2. Members of fraternities participate in extra-curricular activities.
3. Therefore members of fraternities cheat.

If this conclusion is correct, which I deny, there should be no extracurricular activities in a university community and one should learn only in monastic surroundings. I doubt that the graduates of such a university would be adequately prepared to take their places in the outside community.

How do the proponents of such a line of argument explain a John F. Kennedy who tried to make the Harvard football team and was a member of the Harvard swimming team? How do they explain a Mr. Justice White of the United States Supreme Court, who as an all-American back on the University of Colorado football team, was nationally known as "Whizzer White"? These examples are not exceptions. I am sure that for every student who feels the need to cheat because of time spent in extra-curricular activities, there are thousands and thousands of students who are active in extracurricular activities and who nevertheless do not cheat.

To attempt to answer all of the points raised in the article in question would make this letter too lengthy.

I should like to address myself, however, to two further points which appeared in this article.

The retention of a collection of old tests can be a vice and can aid in forecasting only when the faculty is so lacking in imagination that test questions are repeated. I am sure that such a situation does not exist and never will at Stony Brook.

To charge fraternities with fomenting racial and religious discrimination is to completely overlook the pioneering

and successful efforts of these fraternities directed to the elimination of these practices.

Perhaps no further commentary is needed beyond the suggestion that we evaluate the cogency of the following statement which appeared in the April 26th article:

"Almost everywhere that the fraternity system exists, it is in continual trouble with the police over rowdiness, drunkenness, petty thievery, vandalism, senseless destruction of property and the like."

No doubt there are substantial reasons both for and against fraternities. However, I wonder about the strength of a position which is not more convincing than the article in question.

In any case, it seems to me that in all fairness, the individual student should be permitted to make his own choice as to whether or not to join a recognized and consequently a properly supervised fraternity. This is the truly democratic way.

Respectfully submitted,
Arthur L. Nathanson

Advice and Dissent

Box 220 JS
May 3, 1966

To the Editor:

It is unfortunate that Michael Brady found it necessary to go to such lengths to write such nonsense as that elaborated in "A Long Cheer for the Home Team" (Statesman, 5/3). After a few hundred words of introduction (which have nothing at all to do with what he has to say), Mr. Brady disposes of opposition to the Administration's policy in Vietnam by insisting that all such opposition is composed of "knee-jerk liberals" who oppose United States foreign policy as a matter of course. Such being the case, he says, it is only natural that this opposition should be disregarded.

I submit that this is, in Mr. Brady's own phrase, "impressive logic". His premises are, in point of fact, wrong, his conclusion is equally wrong, and the process of reasoning by which he arrives at his conclusion is altogether absurd.

Senators Fulbright and Kennedy are certainly not "knee-jerk liberals". Neither are Morse, or McGovern, or Gruening. Mr. Brady, of course, never heard of ADA (Americans for Democratic Action) — a liberal group, outspokenly anti-communist (a strange combination! exclaims Mr. Brady). Nor has he heard of the Committee for a Sane Nuclear Policy. Nor of the Committee for Nonviolent Action (CNVA). Nor is he aware that the major civil rights groups oppose the Administration policy, though they've made it abundantly clear that they have no use for communism.

Mr. Brady's reasoning is faulty. If he wishes to dismiss protests against Administration policy, he can honestly do so only by logically rebutting the anti-Administration argument. He must show that this specific argument is wrong. He makes not the least attempt to do so.

Mr. Brady is guilty of a very popular — and very bad — habit. He equates Administration with America and one who is anti-Administration with regard to certain policies, with one who is anti-American. To oppose the Administration is to oppose America; but America is always right; therefore, likewise, the Administration is always right. The equating is confused. America, as an ideal, is consonant with free discussion and responsible, intelligent dissent. That which is American is not, of necessity, that which is Administration. The very great majority of those people who oppose the Administration's Vietnam policy do so precisely because they feel that their opposition is in the best American tradition: they do not feel that the Administration policy is a truly American policy.

Thus it is not sufficient for Mr. Brady to protest his true red-blooded 100% Americanism which he flaunts with such obvious (and comfortable) pride. He cannot insist that those who oppose the Administration are wrong because they are un-American. For that, contrary to his assumption, does not clear up the matter. He must tell us what is un-American about non-violent, lawful protest. And he must tell us also what's so American about the Administration's position. Mr. Brady would do better in defending the Administration if he could justify its actions. Ridiculing its opposition does not accomplish this. Nor does it discredit that opposition. It simply shows that Mr. Brady's argument springs from an emotional bias rather than from a careful examination of the issues involved.

Respectfully,
Leonard Robbins

Useful Trees

To the Editor:

I would sincerely like to apologize for my letter "Beautification at Last". (Statesman, April 26). I had no idea that the "painted trees" were to be used for such a worthwhile purpose as a bulletin board.

Respectfully,
Neil Lawer

Perrone Thanked

To the Editor:

Re: "The Facts on the Fugs" by Peter Perrone.

We sincerely thank Mr. Perrone for his letter.

Respectfully,
Bob Gallucci
Neil Lawer
Alan Kroll
Ken Naroff

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Brookhaven

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Collaborating with Dr. Schaeffer at Brookhaven is Dr. Francis T. Bonner, chairman of the Chemistry Department here at SUSB. Together, the object of their work has been to identify extra-terrestrial material in ocean sediments. Their work has sent them on interesting travels to the Western Great Basin, where they tested the naturally occurring chlorine-36 in water; and to the South Pacific where they did work on the nickel content in deep sea ocean cores from the South Pacific. Dr. Bonner has also made use of the Brookhaven reactor as has Dr. Schaeffer.

This nuclear reactor induces beams of very high energy particles which are essential in the study of nuclear reactions, according to Dr. John Alexander, a nuclear chemist at Stony Brook. Dr. Alexander also makes use of this well-used scientific tool. Dr. Alexander is specifically concerned with studying the properties of fragments which arise from nuclear collisions.

Proving the overlapping of modern science, is the study of nuclear physics. Not only are chemists concerned with the nucleus and its particles. Dr. Herbert R. Muether of SUSB's Physics Department, is associated with the nuclear physicists at Brookhaven. Besides making use of the accelerator, Dr. Muether has used other equipment there such as the graphite reactor, the cosmotron, and the high flux reactor. His low energy research involves the structure of liquids and solids as uncovered by the scattering of cold neutrons. His high energy experiments involve the investigation of nuclear structure from a physicist's point of view.

Another faculty member of our Physics Department studying nuclear physics in cooperation with Brookhaven is Dr. D. Fossan. He studies nuclear lifetimes which are manifestations of particle forces. Dr. Fossan explained the difference between his low energy experiments and his high energy experiments. Those of low energy are concerned with the study of the nucleus, the part of the atom about which the electrons orbit. Those of high energy are concerned with the nucleons, a conglomeration of particles composing the nucleus.

Still another member of our Physics Department working in conjunction with Brookhaven is Dr. Henry B. Silsbee. Dr. Silsbee is involved with people from Harvard and Brandeis at Brookhaven. His studies center about a most exciting problem related to the fact that small scale laws of physics are insensitive to clocks running either forward or backward!

These men have presently been involved in a formal relation at Brookhaven; it should be mentioned however that a number of men in Chemistry have held non-paid appointments as research collaborators at Brookhaven.

According to Dr. Francis Bonner, many Brookhaven scientists

Delegation Sent To Albany

Continued from Page 11

had been very generous to Stony Brook and provided all available assistance to help the University develop.

Boycott Called Off

Committee members were convinced that Dr. Toll and the local administration had done everything possible to prevent the overcrowding. However they issued a statement blaming poor planning in Albany as being primarily responsible for the situation. They listed a number of proposals to correct conditions and consulted with various members of the Suffolk County delegation to the legislature. The legislators promised to investigate the complaints and meet with students to inform them of their opinions. A tentative meeting with members of the Suffolk County delegation to the State Legislature was scheduled for Saturday May 21. A decision to call a boycott of classes to protest conditions was cancelled in favor of holding a mass demonstration on Tuesday. A letter writing campaign

Legislative Aide

Continued from Page 2

der a strong President like Johnson, Presidential backing is needed for almost any bill to gain passage through Congress.

Spring traced a bill from the original conception of the idea to the House and Senate floor, showing the "devious path an idea follows before it becomes legislation."

Mr. Spring concluded by telling the students about the Teachers Corps, a bill which he helped to create. The Corps gives bright college graduates the opportunity to teach in slum and other deprived areas under the guidance of the federal government. Interested students should write to the National Teacher Corps, Office of Education, Washington, D.C.

will serve as visiting-professors at Stony Brook. This fall, Dr. Walter Hamilton, an eminent crystallographer, has been appointed as a visiting-professor teaching a graduate course in specialized methods of molecular structure determination. Also, Dr. Max Wolfsberg, a well-known theoretical chemist will join the SUSB Chemistry Department in September on the part time basis. He will teach courses here and conduct research both here and at Brookhaven.

Dr. Bonner strongly emphasized that, "We have been privileged to make use of these important Brookhaven facilities. As we have developed, the proximity and support of Brookhaven has been extremely important."

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combined with visits to the State Legislators was decided to be an effective means of making the public aware of the long delays in construction.

Mass Meeting

On Monday night May 16, a mass meeting of the student polity was held in "G" cafeteria. Delegates to the C.S.G. meeting at Oneonta, Pete Zimmer and Ken Terry, gave a report to the polity. Polity Moderator, Sandy Pearlman outlined the aims of the boycott and spelled out the committee's proposals for overcoming the delay. The proposal included a change in contract procedures to include penalty and incentive clauses and authorization for overtime and week-end work to enable contractors to close the construction gap.

S.B. on T.V.

Continued from Page 3

umentarian sees it. This explains why Mr. Wicklein spent two weeks going around the University before filming. He also feels that the introduction of the camera necessarily "disturbs the natural element and interrupts verisimilitude." In order to restore this true to life quality, the documentarian must contrive situations back to what he feels is the true spirit.

Tempo in Filming

Although the filming at Stony Brook took two 16 hour work days, only a minuscule part of the total footage will make its way into the television presentation. This may be seen if one examines the filming of Professor Karin's class as it discussed Sartre's Nausea. The actual filming of the class took approximately 25 minutes while the actual presentation will only be three minutes in length. The reason for this great amount of cutting is known as "tempo," a film-makers term for increasing the presentability of a panoramic subject.

Despite disagreement over the lack of truthfulness in the documentary, the subject, unknown to the viewing public, should provide material for an interesting pair of programs. At least the programs should eliminate future questions like "Stony Brook? Is it part of L. I. U.?"

Faculty Resolution On Draft

Continued from Page 1

encroaches upon the autonomy of the University's proper relation to governmental agencies, and potentially inhibiting the exercise of its essential critical role."

The goals set forth by the committee in its call for the meeting found expression in a follow-up conclusion:

"For these reasons, we think that wiser alternatives to the present selective Service regulations and procedures should be sought through consultation between representatives of the academic community and the Selective Service system."

In a post-meeting interview with the Statesman, Dr. Toll and members of the committee commented on the significance of the proposals and of the event itself. Dr. Toll stated that at the 2 1/2 hour gathering, held in Engineering Lecture Hall starting at 4 p.m., there was "a long, good discussion which represented many points of view." Dr. Goodman, an Assistant Professor in the Department of Sociology, explained that the ad hoc committee, which assumed the direction of this special meeting was designated for the purpose by Dr. Toll, and that it did so with the knowledge of the Executive Committee of the Faculty and of the Committee on Academic Standing.

Dr. Goldberg, Associate Professor of English, addressed his remarks to the overall import of the meeting, he felt, as did the other members of the committee, that its general function was to "assert the competence and responsibility of the faculty to deliberate such a question." He felt it significant not only that the two resolutions were passed, but that a meeting held in the first place.

Dr. Toll said that the first res-

olution was simply a reaffirmation of present University policy. The second represents a desire on the part of a majority of the faculty not to allow academic policy in this area to be regarded simply as clerical procedure.

The defeat of the third proposal represented a desire on the part of one faculty not to put the students in jeopardy with their local draft boards.

Summer Job

Continued from Page 2

Regents Scholarship & Scholar Incentive Programs

During the next month students should be receiving re-application forms for the Regents Scholarship and Scholar Incentive Programs. These are mailed directly from Albany to students who have received the awards this year. If these are not received by the first of June the Regents Examination and Scholarship Center should be contacted directly.

Institutionally Administered Federal Aid Programs

A joint application form for the National Defense Student Loan, College Work-Study Program and Educational Opportunity Grants is available in the Financial Aid Office. A booklet, "Financial Aid Programs for Undergraduate Students," is also available which describes policies and application procedures for all of these programs.

The New York Higher Education Assistance Corporation Guaranteed Loan Program will continue to exist with little or no change in policy or application procedure for approximately one more year. Interest on these loans is now being paid by the Federal Government. For the 1967-68 academic year a Federal Guaranteed Loan Program will probably replace NYHEAC.

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REVIEW SECTION

SENIOR CLASS CONCERT SWINGS

DICK GREGORY: FUN AND WIT

Dick Gregory is a rather complicated performer. He addressed the audience as Dick Gregory the man (it was a performance but this changed things little); he talked about human issues; he made us laugh . . . at what, it is hard to say. Gregory has the wit and the perspicuity to take currently controversial happenings on the world scene (e.g. the draft, capital punishment, Vietnamese War, LBJ administration, civil rights) and legitimately criticize them in ways which reduce them to ludicrous idiocy. There was, dichotomously, both comedy and silent tragedy in what he had to say but, at the same time, he gave most of us a brilliant opportunity to laugh at ourselves without the least reservation.

Criticizes LBJ

When attacking the Johnson administration Gregory lashed out at the President as a personality. A good comedian is able to exercise his talents in a way that can make even little innocent things ludicrous. Aside from the constant allusions to the President's first love, barbecued spare ribs, Mr. Gregory came up with a beautifully funny comment that went something like this:....

"I love LBJ because he is so strong... When LBJ got out of the hospital, my friend in London called up all excited, asking, 'Hey man, what kind of president you got over there, showing the scar on his belly to millions of people on T.V.?' Dick bounded back with, 'Well then, baby, you should be awfully glad that he didn't have a hemorrhoid operation.'"

Entertainer and Critic

It takes a good comedian to encompass the role of both social critic and performer, simultaneously. Dick paced the stage in a cool authoritative gait; never really smiling, but radiating a warm internal glow which kept the audience well entertained, if not laughing. He capitalized on racist rhetoric of the South fused with the double standard orientation of the North on racial matters and molded them into genuine humor which, though biting in its insight, made for good entertainment.

It took time to get the feel of what was happening on stage. Dick did not give us a chance to be embittered by the realization that the issues he was talking about were real; we were rather entertained. The humor could only be transient, despite the enjoyable evening. It was all a little

By Mel Brown



DICK GREGORY

conspiracy tailored to fool ourselves into believing that none of us were involved in this fairytale. Most importantly, we were not forced embarrassingly into a situation of self-commitment, or maybe we were. At any rate, Mr. Gregory was great.

He talked about both ordinary-everyday-situations and not-so-ordinary-everyday-situations, all of which made us laugh.

Faculty, Staff Sing In Chorus

An unusual concert of American Choral Music will be presented by the University-Community Chorus, Mark Orton, conductor, on Sunday, May 22, at 8:30 P.M. in the University Playhouse. The concert will feature the vigorous music of colonial and revolutionary America, which is virtually unknown to present-day concert audiences. Pilgrim psalms, early battle songs, the robust hymns of the American heartland, music from the Moravian colonies, by students of Handel and Haydn, spirituals and folksongs will be included on the program.

Highlighting the concert will be informative commentary on the history and background of the music by Mr. Orton, a member of the Fine Arts faculty.

The University - Community Chorus is made up of singers from the faculty and staff of the University as well as from the community at large. Admission to the concert is free of charge.

MONGO SANTAMARIA: RICH LATIN BEAT

Herbert Laws and Bobby Capers began the concert on flutes with a brilliant treatment of "Sarai", a soft jazz number with a flowing Latin beat easing to the surface. Mongo, on bongo drums, and Carmello Garcia, on timbles and drums, stayed in the background accenting the distinctive continuity of the flutes... The group remains rather horizontal on their first number. Mongo followed up with a beautifully arranged "Girl from Ipanema". Here the band came into sharp focus. Bobby and Herbert once again on flutes, delivered a rich sound that increased both in depth and in momentum as the fluent Latin beat evolved. An example of the fine co-ordination of the group was their ability to sustain powerful figures in the song for a good length of time with apparent ease.

With "La Gitana", Mongo and Carmello initially established a fast, gyrating mood that repeatedly folded back upon itself, giving the feeling of stasis or paralysis. Roger Grant, on piano, picked it up and sustained it while Mongo and Carmello frolicked through a whole range of possibilities for rhythmic percussion sound. Bobby, on baritone sax, and Herbert, on tenor sax, pro-

vided a strong and fast moving beat that added unity to the background figure already established. (I don't want to forget to mention Victor Vengas, on bass, who managed to stay in the background throughout the concert.)

Of his favorites, Mongo did an exciting job with "Yeah, Yeah" and "Watermelon Man", both examples of Mongo and Carmello at their very best. The songs were constructed around a beautiful percussion theme. Mongo and Carmello followed each other with excellent precision and skill... accenting each other; phasing in and out of what at times appeared to be mimicking monologue or dialogue between the drums. Carmello, at points, chimed in with some "singing" in the background and "dancing" to the fast moving beat.

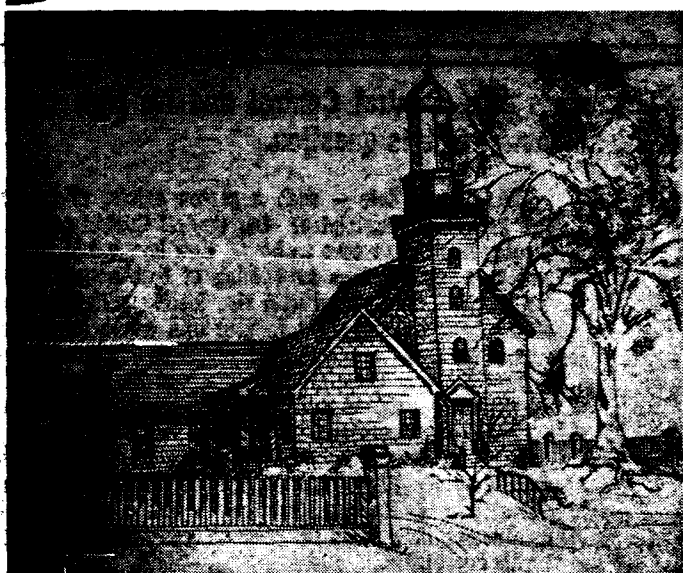
Mongo's music is neither intellectual nor avant gard-ish in approach, but none the less, deeply penetrating in its simplicity. He has the ability to capture and excite his audience by rapidly changing the mood and the tempo many times over in the same song. His "antics" on the drums give the illusion of music without order. However, the unifying force in Mongo's music is the obviously energetic and happy mood it expresses. He thrives on this, and essentially, to be in



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WEEKLY CALENDAR

Tuesday, May 17 — UNIVERSITY-COMMUNITY CHORAL SOCIETY (Rehearsal) — 8:00 P.M. Auditorium, Humanities Building.

Wednesday, May 18 — PHYSICS COLLOQUIUM. Dr. Daniel Kleppner, Harvard University. An Absolute Determination of the Electron-Proton g-Factor Ratio — 4:30 P.M. Lecture Hall, Physics Building. INTERNATIONAL FOLK DANCING — 8:30 P.M. Gymnasium.

Thursday, May 19 — BIOLOGICAL SCIENCES COLLOQUIUM. Dr. Carroll M. Williams, Harvard University. The Juvenile Hormone: Retrospect and Prospect — 4:30 P.M. Auditorium, Biological Sciences Building.

Sunday, May 22 — CONCERT*. The University-Community Choral Society — 8:30 P.M. University Theater, Health and Physical Education Building.

* Admission free.

phase with the form both internally and externally, one must exert a certain amount of energy to the perfectly dancible music.

After intermission the band ended with "Together", one of the most fabulous compositions Mongo had ever done. The song began with a grand, forceful brass sound. While the piano sustained a fixed sometimes hypnotic

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AUTOSPORTS

— Fred Lifshey



Alarm clocks never wake me. I have yet to be on time for my 8:00 class this semester, and since I was thirteen, I haven't awakened before two-o'clock on a weekend. Yet, I found myself up at 7:30 one Saturday morning in June to be ready to watch a live broadcast at 12:00.

Le Mans is traditionally held on the weekend closest to the first day of summer, thereby insuring the maximum amount of light for the 24 hour race on the 8.4 mile circuit. Le Mans is, in fact, so rich in tradition and history it would be impossible to even attempt a summary. Some other time, I promise.

This year's race shapes up as a battle in the prototype class between Ferrari and Ford. Prototype, by the way, is simply a car which is not in regular production. Ferrari is the traditional winner, having literally eclipsed all others since 1959. Ford however, is gaining power. The Ford GT Mark II has a giant engine (7 liters) and a year of race-testing under its hood.

Ferrari's biggest engine is 4 liters. Old Enzo (just in case you want to know his first name), however, is no fool. He figures 4 liters is all he needs to win, and he should know. In Le Mans, of course, it's not only a question of who can go the fastest, but also the longest. Twenty-four hours of high speed racing, through darkness and rain (it always rains at Le Mans) will take the oomph out of all but the best machines. Ferrari sets his cars up with these facts in mind, and you can't argue with a winner.

Or can you Henry, (oh, come on. You know who that is?). Ford is sending its race team, headed by Carroll Shelby, to Le Mans. Shelby is a wise old Texan, rich in race knowledge and should provide Ferrari with a hot debate. Some other Americans also want to get into the argument. Jim Hall (another wise old Texan) is sending Phil Hill (a wise old ex-Le Mans winner from California) and Jo Bonnier (sorry, he's Swedish) in his Chaparral to Le Mans. The Chevy Chaparral, with its famous automatic transmission, has done as well in American races as Enzo has done at Le Mans, and should provide depth to the Ferrari vs. Ford dispute.

In the production classes Ferrari will go virtually unchallenged, with no Ford Cobras being entered this year. The only thing the production Ferraris will have to

Harriers Finish Season 7-4 With Wins Over Hofstra, Poly

— Rolf Fuessler

A string of the usual good performances and a juggled team powered the Harriers to two more victories at the expense of Brooklyn Poly and Hofstra and ended their season with a 7-4 mark. Brooklyn Poly fell easily to the Harriers, 95-50 while Hofstra on their home track put up a wane effort in their 82-58 loss.

In the Brooklyn Poly meet, May 7, Coach Snider juggled the men in certain events to provide those who needed points a chance to get their letters. Brooklyn Poly could not take advantage of this opportunity to score and go ahead and proceeded to fall behind at the start.

Mike Shapiro supplied the outstanding times of the meet by breaking two school records in the 220 and 440 yd. dash. Mike

hit the tape in the 220 in the fast time of 22.1 and 51.5 in the 440.

Ken Eastment and Charlie Faber scored one-two in both the 120 high and 440 low hurdles. Ken won the 120 in 16.7, one second ahead of Charlie, and he clocked a 59.4 in the lows.

The Harriers scored two sweeps during the meet in the half mile and pole vault events. The Stony Brook trio of Dave Riccobono, Bill Hammesfahr and Gerry Savage all finished within four seconds of each other with Dave winning in 2:08.2. Merrill Masin won the pole at 12' with Al Scott placing second at 10'6" and freshman Roland Bishop at 10'.

Hofstra Humbled

On a cold and rainy day last Thursday, the Harriers ventured to Hempstead, home of the Hofstra Pioneers, and proceeded to humble them.

There were two triple winners for Stony Brook in this meet. Distance man, Jack Esposito, outran all opposition in the half, mile and two mile events, thereby edging out Ken Eastment for second place in team point totals. Co-captain Ed Weiss placed first in the broad and triple jumps and the Javelin.

The weight men scored the most points they have scored all year in a meet — seven. 'Jug' Jung-handel took a second in the discus with a 106' heave and a third in the shot; while Dennis Sherman took a second in the shot.

watch out for are the Porsche Carreras, and these, having only 2 liter engines, will probably only appear in their rear view mirrors.

The smaller cars (Healys, Alfas, Alpines, etc.) will be racing for the Index of Performance, a trophy which takes into account the engine size and gas mileage as well as distance covered. It is then multiplied by a fudge factor to give a French car the best chance of winning. Nonetheless, Ferrari has won this in the past few years too.

The smaller cars have more to fear from the Ferraris and Fords than just losing their only chance at a trophy. It is no joke to be passed at 210 m.p.h. at night by a tired driver. But the prototypes won't be concerned with this. They have their own argument between themselves on this Saturday/Sunday drive, and it should prove to be a classic battle.

The Early Bird satellite wasn't working, and the live broadcast from Le Mans never did get off. Almost serves me right for breaking my rule. I've never done it since, and I never will — till this June 18.

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Best School Record Notched By Netmen

— Mike Wernow

The netmen of Stony Brook split their final two dual matches and finished their season with a seven and two record, best in the school's history.

On May 7, they lost to L.I.U., perhaps the strongest team on Long Island, by a score of 8-1. It was a very disappointing match for the team, and the only winner was Ricky Sklar in the sixth singles match. He defeated Chuck Berger in two sets, 6-4, 6-2. Bob Dulman lost his first singles match to Mike Gansell, 6-1, 6-2. Bob Folman was defeated by Fred Salon, 6-0, 6-1, while Bob Epstein lost the only close match to Mark Greenspan winning the first set, 6-4, but losing the next two, 6-4, 6-2. Paul Epstein was beaten by Ray Geller, 6-3, 8-6, and Artie Bregman lost his first match of the year to Harvey Altschul, 6-1, 7-5.

Doubles Shutout

In the doubles matches the story was just about the same with Bob and Paul Epstein losing first doubles, 6-4, 6-0. John Nathanson and Steve Schnell lost second doubles, 6-3, 6-4 and John Bockino, and Elliot Newman lost the final match, 6-2, 6-1.

The final match against N.Y.I.T. was a complete reversal of the L.I.U. match as Stony Brook romped to a 7-2 victory. This victory was accomplished without the third and fifth singles man, Paul Epstein and Artie Bregman, who stayed behind for tests.

Five Singles Victories

In first singles, Bob Dulman was beaten by Mike Dunn for the second time, 6-1, 6-0. All of the other singles matches were won by Stony Brook with only one going to three sets. Bob Folman defeated Roger Kosich, 6-0, 6-2, while Bob Epstein, playing third singles, beat Bruce Nelepinski, 6-3, 3-6, 6-3. Elliot Newman won the fourth singles match defeating Danny Leong, 6-4, 6-2, and Steve Schnell in his first singles match of the season destroyed Lenny Silverman, 6-1, 6-1. In the final singles match John Nathanson beat Aaron Navarro, 6-4, 6-4.

Bob Dulman and Folman lost the first doubles match to Dunn and Leong, 7-5, 6-3, but Stony Brook won the other two matches. Elliot Newman and John Bockino split the first two sets with Nelepinski and Kosech, 6-3, 3-6, but were winning the third set, 2-0, when it was awarded to them. In the third doubles match, Steve Schnell and John Nathanson beat Navarro and Silverman, 6-0, 9-7. This ended the netman's final match and also ended a very successful season.

All that is left this year is the AALIC tournament, which was postponed from May 14 to this coming weekend. In the next issue of this paper, we will announce the winner of the Most Valuable Player on the team and give the results of the tournament.

Mongo

Continued from Page 6
ic head, Mongo and Garcia fabricated a richly expressive mood which, during the extent of their dialogue, contracted and expanded many times over; guided by the "happy sound" which assumed different patterns in Mongo's music but which were, nevertheless, ubiquitous. Marty Shelor added a piercing trumpet sound that outlined the already powerful mood of the song.

Warriors Run Streak To 3

— Stan Kopilow

The Warrior baseball team made it three in a row last week with consecutive wins over N.Y.I.T., 6-5, and Queensborough Community College, 5-4.

It all started against N.Y.I.T. late in the game. It was the last of the eighth, and it had been a long game. We started off on the short end of the stick when the opposition got a run in the top of the first, but in the second we had come back with a run to tie. In the third, they scored another run, but in the fourth, we did the same. The fifth inning saw us score two runs to take the lead, 5-3. In the seventh, we blew the lead and it was a new game.

In the eighth, our pitcher went out for a hitter, who got a scratch hit. But the guy who went in to run for him was picked off and we had to start again. We did. A single to right, a steal, a wild pitch and a walk, and the stage was set. Our cleanup batter was up. Would he come through? He did — a hard smash to left and we had a one run lead. It was all we needed. Our ace reliever came in and faced only three men, striking out two of them.

Sounds Like Mets . . . But

Sound like something out of a story book? It isn't. It's a description of how the Stony Brook Warriors beat the Bears of New York Institute of Technology. It was a win for George "Swede" Nelson — his first. He deserved it. It shouldn't have been close. A lot of poor fielding gave New York some runs it didn't deserve. But we made up for it in dogged determination at bat.

Gary Hamilton was one of the big men with the bat, getting two hits (a double and a triple), scoring two runs and driving in one. Another was Matt Low. He also got two hits, one in the seventh and the game winning blow in the eighth. One more person deserving mention is pitcher Matt Grumo, who came in to set the Bears down in order in the ninth. The big story was the way the team fought back and never gave up. It helps.

Warriors Edge Queensborough

Then in an abbreviated seven inning game, the Stony Brook Warriors clipped Queensborough Community College, 5-4. The game, a thriller to the last out, was much closer than it should have been. Again Stony Brook fielding was not good, letting crucial men get on base, and once there, advance almost at will. Again, however, Warrior hitting and smart baserunning came through in the clutch.

The winning pitcher, Matt Grumo, relied mainly on his fastball, which is usually very strong. It went smoothly until the sixth inning. Then, he started to get knocked around. By the time the seventh was over, he was lucky to get away with a win.

The game started out with neither side getting a run through the third inning. Both pitchers dominated the hitters. Grumo with his fastball and Dourdonos with his curve. In the fourth, however, Stony Brook broke the ice with two runs, these coming on two walks issued to Mayne and Low coupled with a lot of heads up base running and a timely single by Mike Cohen. In their half of the inning, Queensborough came back with a run, but in the top of the fifth, S. B. got it back. Lets skip quickly to the bottom of the seventh, one of the most exciting half innings this writer has ever seen. Queensborough was down, 5-1. They had started to hit Grumo in the sixth, and they were out to finish him now.

Exciting Finish

Two hot singles and a passed ball quickly put runners on second and third. Two long flies to center provided one more run. An infield hit and an error loaded the bases, and the stage was set for a very pretty piece of heads-up ballplaying. Kashinower, the Queensborough shortstop, belted a tremendous drive to left field. Three men crossed the plate apparently tying the score. Suddenly, there was a lot of activity around third base. The ball was called for and third base stepped on, forcing out Queensborough's Foster who had forgotten to touch third — and Stony Brook walked off the field, the victors by a score of 5-4.

ON THE WATERFRONT:

Varsity Disappointed; J.V. Wins Over Jasper

— Fred Thomsen

This past Saturday, May 7th was a beautiful day to just go out and sit around in the sun. The ideal spot for this would have been Orchard Beach, also the site for the third Annual Metropolitan Inter-collegiate Rowing Championships. The varsity was competing in the Jack Sulger Trophy Race, and the junior oarsmen had a dual meet against Manhattan College, one of the many races held that day.

The J. V.'s race was the second of the day. With a slight headwind and relatively calm waters, the Warriors got off to an even start with the Jaspers. About 200 meters down the course, Manhattan's coxie ran into a little rudder difficulties. His erratic steering, hitting various buoys down the course and switching lanes around the 500 meter mark, cost their shell the race. Adding to their long list of woes was the fact that their oarsmen were splashing at the catch, another costly mistake. Losing those vital seconds necessary to win any race, the Jasper oarsmen found themselves lagging behind a smooth-stroking Warrior shell and eventually finishing a dismal 17 lengths behind. The times in their finish were: Stony Brook 8:15, Manhattan 9:26.

The varsity ran into a little stiffer competition. Towing head to head in the Jack Sulger Trophy race were Fordham, Iona, C.W. Post, St. John's Manhattan and Stony Brook.

Starting later than their scheduled shot, all six shells got off to a fairly even start. Then Post and Fordham started to pull away. The Warriors were able to hang on to third place at this point in the race. For a greater majority of the race, each crew stayed within striking distance. The red-tipped oarsmen from Stony Brook then ran into trouble. As the other crews started their sprints, the Warriors found that they were losing ground. Although the coxie called for more power, the oarsmen were unable to deliver. Consequently, the red-tips found themselves without a sprint, falling off the pace rapidly.

Even with their disappointing finish, the oarsmen still managed to salvage fifth. The winning Post crew was able to hold off

the quick sprinting Fordham Rams and cross the finish line almost a length ahead.

INTRAMURALS:

A-2 Outruns Opposition

In the intramural track meet held last Wednesday, GA-2 outdistanced the nearest opponent by thirty points and possibly with this win rapped up the intramural champion title. Before the track meet A-2 lagged closed behind B-2 in the intramural point totals, but they added 79 more points to only 45 for B-2.

Below are the results of the scoring in the meet:

A-2	79	BB-3	10
B-2	45	JNA-1	10
JND-3	36	JNC-2	9
C-1	30	JNA-2	6
JSD-2	27	IND.	20
JSC-2	26		

Individual results are:

120 hurdles: 1. Ed Frick, 19.4, A-2; 2. Dan McAleese 20.9, JND-3.

100 dash: 1. Al Nigen, 10.9, A-2; 2. Bob Flor, 11.0, C-1.

220 dash: 1. Paul Coller, 25.5, A-2; 2. John Scotidas, 26.5, JSC-2.

440: 1. Bill Azzinaro, 54.1, Ind.; 2. James Lang, 54.6, JND-3.

880 run: 1. Bill Azzinaro, 2:14, Ind.; 2. Jack McCarthy, JSD-2, 2:17.6.

440 Relay: 1. B-2, 50.2; 2. Tie - A-2 and JNC-2, 50.8.

Shot: 1. John Gonser, 39'3 1/2", A-2; 2. Howie Lieberman, 35'11", B-2.

Discus: 1. Bob Flor, 96'5 1/2", C-1, 2. Howie Lieberman, 96'2 1/2", B-2.

Broad Jump: 1. Earl Feldman, 19'9 1/2", JSD-2; 2. Bob Flor, 19'8 1/2", C-1.

High Jump: 1. Bob Mancini, 5'6", B-2; 2. Rick Belvin, 5'4", A-2.

For the upper Statesman who has been relentlessly tested, measured and examined and who now seeks the euphoria of the loaf of bread, the jug of wine and the air, there is the

COUNTRY CORNER

A LOUNGE

(Upstairs open only to University Students)
Main Street East Setauket

"A Country Corner hangover is a bit more elegant"

Spring Sees Tabler Completion

By Rolf Fuessler

At a meeting to discuss the housing situation held last Wednesday, Mr. Fred Hecklinger, Director of Housing, stated, "that some sections of the Tabler complex would not be completed before the start of the Spring semester, 1967."

There is almost no hope for any sections of the Tabler complex being finished in time for the Fall semester. At best, one or two sections might be finished by the middle of November. In any eventuality as soon as a unit is finished, students will move in.

Three Quads

Until units of the Tabler com-

plex are finished, students will be housed in the remaining three quads. The total number of rooms available in these quads are 1500 for a projected resident enrollment of 3870. This involves a total of 870 students being tripled in 1500 rooms, or about 60% tripling. This probably involves, as stated by Mr. Swanson, "tripling for the freshman and sophomore classes."

When the students learned this, we were concerned about the cafeteria spaces and other facilities. Mr. Hecklinger reassured us that each quad would contain approximately the same amount of students as this year since the num-

bers will be spread over three instead of two quads.

During this period of crowding, the R.A.'s originally assigned to Tabler will be assigned to wings of the existing dormitories, having jurisdiction over four or five end rooms on each floor. Plans for the Roth complex have not been working out because a problem arises with the lack of hall-type units.

Tripling in the Roth complex would consist of either one or two extra students placed in a suite depending upon the size of the unit. Whether these students would temporarily reside in the



living rooms or be tripled in the bedrooms was not decided.

Memorandum Sent

The memorandum sent by David Swanson, Assistant Director of Student Housing, informs

the students of a number of other points made at the meeting. It is hoped that the student body will show enough interest in their living conditions next year to read it.



THE STONY BROOK STATESMAN

Vol. 10 No. 25

STUDENT PUBLICATION OF STATE UNIVERSITY OF NEW YORK AT STONY BROOK

Wednesday, May 3, 1967

Petition, Press Used Bill Moyers Addresses Students To Protest Tripling Formerly Advisor To Pres. Johnson

The tripling situation, the source of much past dispute, is the object of a petition now being circulated about the campus. The students responsible for the petition have submitted a summation of these complaints to Governor Rockefeller in order to apply direct pressure to the source of Stony Brook's growth.

The group originally sought a legal ruling against tripling. They found however, that all of the building codes referred to the size of the room, the number of rooms per hall and the number of lavatory facilities per hall with no reference to how many shall be using these facilities or occupying the rooms. There are also no health laws specifically outlawing tripling. The students have been told that the rules are too general to apply but if someone were to inspect the dorms they could probably find ordinances against the existing conditions. At present however they felt it didn't seem as if the conditions would soon be alleviated. Their question is if it takes eight weeks to paint crosswalks, how long can it take to complete a social science building or a dormitory complex.

The boys, Mark Tepper, Ed Salzburg, Richard April, Phil Farber, Jim Ward, Gary Klipp and Lee Rosenstein, then decided to go directly to Governor Rockefeller with their complaints. They drew up a letter protesting the living conditions, stating that under these conditions the educational process cannot be successful, therefore the obligation of the state has not been fulfilled. The motto, "Let each become all he is capable

of being" is surely true. They pointed out, when one is as restricted in room to grow as we are here.

The petition was circulated in the cafeterias of both quads and the commuter cafeteria and the garden apartments with the hopes of obtaining at least 2000 signatures. The boys felt that with this show of support they would have evidence to present that the student body did have some opinion about the situation.

Monday, the letter was released to all of the news media, in-

Continued on Page 14



BILL MOYERS

MARSH, TILLEY QUESTIONED ON LSD USERS AND THE LAW

To find out who bears the responsibility and what exactly should be done if a student, who has been under the influence of LSD, comes to the on-campus health services was the main topic discussed in separate interviews with Dr. George Marsh, the university physician, and with David Tilley, Dean of Students.

Dr. Marsh stated that he would call the hospital immediately and that "the student would be sent as soon as possible because the infirmary cannot handle such cases." He pointed out that people under the spell of LSD might easily become "violent and wild at any moment" and that the use of the drug might result in

"a state of unconsciousness". He then continued that "it was up to the hospital to call the police and I would in turn contact the Dean of Students Office."

The law states that "a medical officer must notify local public authorities when they treat someone who is addicted to drugs." Dr. Marsh's reaction to this is that "a law is a law". "It's an offense if I don't report it. I might lose my license."

In commenting upon the larger issue of LSD and its use, Dr. Marsh feels that "it's like a game of Russian Roulette. You never know what will turn up." Dr. Marsh emphasized the un-

Continued on Page 15

era, former press secretary to President Johnson and present publisher of NEWSDAY, addressed about a hundred students in ABC Lounge of G. The meeting was sponsored by the Foreign Relations Club headed by Dan Noeji and Bob Unterman. Moyers answered questions about domestic and foreign policy, President Johnson, national politics, China, the Sino-Soviet split, Viet Nam and other topics.

Asked about the president's "credibility gap", Moyers said that Johnson's image has been hurt by the contradiction of wanting peace and having to protect our boys in Viet Nam. He noted, however, that circumstances sometimes make lies of dedicated promises such as Wilson's isolationist aims of World War I.

Moyers said that the press is becoming more and more important in communications with the public and called it the "fourth estate of government". Further, he said that Johnson has been hurt by his treating the press as he did in the Senate, where one could be friendly with the press, talk off the record and let the information "leak" out. Moyers stated that there is no such "buddy-buddy" relationship between the press and the White House. When Johnson was making up his \$100 billion budget, he called in many reporters to explain that it would be impossible to hold the budget to that sum. After he finally came out with a figure under \$100 billion and was hailed as a hero, the press felt that they had been "duped" and never completely forgave LBJ.

progression of events which has led us so deeply into Viet Nam. Moyers cited a conference with LBJ, Henry Cabot Lodge and others on November 27, 1963 (5 days after Kennedy's assassination and 4 weeks after Diem's overthrow). At that time the new Vietnamese government was in imminent danger of collapse. It was decided then to send in more economic and military aid (no soldiers, only advisors). Pulling out would have been a blow to other weak nations who depended on the security guaranteed by the United States. The Gulf of Tonkin incident and the attack on the American barracks at Pleiku were viewed as tests of American determination, both of which resulted in bombing and escalation. Infiltration by the North Vietnamese and escalation on both parts followed until the present.

Moyers believes that the North Vietnamese will give up. He hypothesized that they may, however, pull out over a long period of time. At that point the communists in South Viet Nam would probably negotiate in Saigon for a new government. U.S. economic aid would probably be involved, for they won't make the mistake made in Korea, where all aid was refused north of the 38th parallel. Another possible end to the war could come from Russia, the largest military supporter of the Viet Cong. Perhaps they might fear the explosion of WW III and stop Hanoi. Possibly a new U.S. leader will be elected with a mandate to settle the war at any cost.

Continued on Page 5

Fight Begins To Save Old Barn Ad Hoc Committee Suggests Pub

The Ad Hoc Committee to Save the Old Barn, composed of seven Stony Brook students under the leadership of Hal Aaron, a junior communications major, was officially organized the week of April 22nd. The committee has been circulating a petition to save and restore the Dairy Barn Barn, a large old barn no longer being used as such, located behind the new Tabler dormitories.

The committee's purpose, as stated in their petition is "to save this old barn and have it renovated for the use of the students". Several uses the barn might have were suggested by Hal Aaron. "It could be used for dancing or a theatre. If the gym was being used, it could be used for concerts. It could be a supplement to the Student Union and a restaurant or cocktail lounge; if liquor were to be legalized on campus."

Mr. Aaron realizes he has several difficulties with which to contend. Where money for the renovation would come in his chief concern. Mr. Aaron recently said, "The cost of renovating the barn would be much less than that of erecting a new building." He has several ideas, however, for obtaining the mon-

ey if the administration does not want to "give its students something to be proud of NOW — NOT 1967".

Mr. Aaron, calling himself a sentimentalist, described the barn: "It's quite large, very pretty, very rustic, well-situated and easily accessible." When asked if he thought most students would feel this way about the barn, Mr. Aaron said, "We've had a great response to our petition. People have been coming up to me and asking to sign. I don't feel any apathy exists concerning the barn. The students want something they can be proud of."

Dr. Myron Doucette, Assistant to the President in Technical and Scientific Equipment, commenting on the movement, said, "Save the old barn from what? The administration has no plans concerning the barn. It has many problems to deal with as it stands now that I don't think it has considered the barn."

Dr. Doucette agreed the barn would be a nice symbol and is quite rustic. He raised some questions, however: "How is the barn easily accessible?" and "What do you mean by structurally sound?" The barn is lo-

cated on the edge of the campus between Dairy Farm Road and Woods Lane. Dr. Doucette mentioned that both roads are closed to traffic, do not lead all the way to the barn and are privately owned. Calling the barn structurally sound is a bit of an exaggeration. All the windows are out, the silo is in very bad condition and looking up at the roof one can see the sky. The barn might well be renovated for cows and horses but renovation for people would be quite difficult. The exits are not suited for people and any use for concerts or such would not be permitted for it would be a fire hazard. The barn has no utilities, and running water and heating lines to it would call for exorbitant cost.

"The neighboring community the Long Hill development, a well-kept residential area, would certainly have something to say about what would be done with the barn", Dr. Doucette pointed out. As long as the barn doesn't become a fire hazard, it will probably remain as it is due to the administration's concern with other matters and the community's feeling.

"It would be a nice symbol."

"Build-In" - Friday

We're calling it a Happening but it's not really, it's a Build-in, a construction or, as we prefer, an Erection. It's going to happen at the Garden Apartments at Lake Grove starting at 10:00 and going — hopefully 'til dawn or when the people and ideas run out.

Ideas have been contributed by John Wiesenhal, Ron Kenedi, Ernie Freilich, Alan Adler, Art Swaher, Bob Skidmore, Fran Mitchell, John Oxtoby and others.

What's going to happen? Three old cars in the middle of the circular quad are going to be totally annihilated and rebuilt into something — it doesn't matter what, to the tune of between two and four bands playing simultaneously — a light show, a vat of silly putty, a helicopter showering rose petals or confetti or popcorn or anything. And lots of people.

Bring too little building materials, anything you think appropriate and as many people as possible.

This has been advertised on WBAI-FM, at Columbia, Barnard, Hunter, Fairleigh Dickenson, Drew, and Toby-Coburn and starting tonight at Stony Brook.

AM from G parking lot and returning to school at about 9 PM will cost a maximum of \$3.00 per person. Anyone interested in going should contact Keith Simmons 6993 or Randy Volkell 6303 no later than Saturday.

WEEKLY CALENDAR

Wednesday, May 3		
7:30 P.M.	Executive Committee	JS Conf. Room
8:00 P.M.	JSO-Hillel Election Meeting	G Cafeteria
8:30 P.M.	Lecture: The Mattachine Society G North College	G North Lounge
8:30 P.M.	Lecture and Discussion Young Democrats Club	JN Lounge
8:30 P.M.	Open Forum with Candidates for Polity offices; Election Board of Polity	JS Lounge
Thursday, May 4		
1:30 P.M.	Colloquium: "Splat Cooling", Dr. R. H. Willens, Bell Telephone Laboratories	Engineering Faculty Lounge
8:30 P.M.	Poetry Reading by Allen Ginsberg; Student Literary Society	Women's Gym
8:30 P.M.	"Look Homeward Angel" New Campus Theatre Group	University Theatre
Friday, May 5		
2:00 P.M.	Seminar, Computer Society	Bio Lecture
7-10 P.M.	Carnival '67	Library Mall
9:00 P.M.	Spring Formal	Villa Pace
10:00 P.M.	Carnival Moonlight Mood; Student Activity Board	H Quad area
10:00 P.M.	"Look Homeward Angel" New Campus Theatre Group	University Theatre
Saturday, May 6		
10-12 Noon	Carnival Parade	Route thru Three Village Area
12-6 P.M.	Carnival '67	Library Mall
Sunday, May 7		
10:00 A.M.	G North College Outdoor Game Events (weather permitting)	Campus
2:00 P.M.	"Look Homeward Angel" New Campus Theatre Group	University Theatre
8:30 P.M.	University Choral Society Presentation; Music Department	University Theatre
Monday, May 8		
8:30 P.M.	Lecture on Vietnam by Senator Wayne Morse of Oregon	Gymnasium
Tuesday, May 9		
9 A.M. - 6 P.M.	Election of Officers to Polity Executive Committee	Gym Lobby
8:00 P.M.	Lecture by Prof. Allan Kaprow prelude to "Interruption" a Happening scheduled for May 10 & 11 Creative Arts Society & SAB	Women's Gym
8:00 P.M.	Poetry Reading; Student Literary Society; Prof. M. L. Rosenthal	Hum Lecture
8:30 P.M.	Film: "The Fly" JS College	JS Lounge
8:30 P.M.	Teach-in on Draft, Executive Committee	H Cafeteria
8:30 P.M.	Lecture and Election of Biological Society Officers	Bio Lecture
Schedule of Candidates Speeches for Polity Executive Committee		
Sunday, May 7		
7:30 P.M.	Speeches by candidates for the office of: Moderator, Treasurer, Recording Secretary and Corresponding Secretary	G Cafeteria
9:30 P.M.	Speeches by candidates for Sophomore President and Representative	G Cafeteria
9:30 P.M.	Speeches for candidates for Junior President and Representative	H Cafeteria
9:30 P.M.	Speeches by candidates for Senior President and Representative	JS Lounge
Schedule for Voting		
Tuesday, May 9		
9:00 A.M. - 6:00 P.M.	Voting by Class of '69 and '70	G Lobby
Wednesday, May 10		
9:00 A.M. - 6:00 P.M.	Voting by Class of '67 and '68	G Lobby

NEWS ANALYSIS: GINSBERG TO SPEAK

By Wayne C. Blodgett

Anyone who has never seen the famous photograph of Allen Ginsberg wearing a star spangled top hat has missed one of life's more subtle pleasures. But Ginsberg's message goes far beyond his visual impact (bushy beard, balding head, etc.). He is a master poet of the first order. To the world at large Allen Ginsberg is perhaps America's most admired living underground poet.



Ginsberg comes to Stony Brook U. on Thursday, May 4, in the Women's Gym, to read excerpts from his works. He will also discuss his campaigns for civil rights, against the war in Viet Nam and his efforts to have the use of marijuana legalized. Of LSD and marijuana, Ginsberg says he rarely uses them but believes that "if I want to take them, I should have the right to." He is deeply committed to the idea that the individual should be free to choose and experiment in forming a style of life. He believes that prohibiting LSD and marijuana smells of totalitarianism: "We are becoming a police state, no different from East Europe."

Ginsberg recently decided to allow Random House to publish a volume of his essays, marking the first time a highly respected publishing house will issue his works. Has success spoiled Allen Ginsberg, humble writer of verses? Come to the poetry reading and find out.

Young Democrats Sponsor Trip To Albany For Voting

Next Tuesday, May 9, the Young Democratic Club at Stony Brook is sponsoring a one-day bus trip to Albany, to participate in a rally to lower the voting age to 19, at the New York State Constitutional Convention.

This State-wide rally, being supported by many varied organizations, is a non-partisan project. The bus, leaving at 8

NCTG To Present "Look Homew'd Angel"

The New Campus Theatre Group will present "Look Homeward, Angel", Thursday at 8:30, Friday at 10:30, and Sunday at 2:30 this weekend. The play is directed by Mrs. Linda Herr, a professional actress, and as-

stant director Richard Keobele, a senior drama major. The lighting director is Matt Kotowski, and the set director is Neil Akins.

The play takes place in the boarding house of Mrs. Eliza Gant (Barbara Rosenbaum). Mrs. Gant, by buying up vast amounts of property in their small North Carolina town at the expense of her family's well-being, has made her home "hell in a very small place" for her husband and sons. Her over-awareness of "the value of property" has already driven her once strong husband (Richard Masur) to drink, but it is not yet too late for her son, Eugene, (Barry Harrow) to save himself, and Ben (Richard Lurye), the oldest of the Gant brothers, sees this. Although Ben knows he will never get away he tries to make Eugene see that it is not too late for him. When Gene meets Laura James (Janet Realmuto), and their romance develops, there is just too much in the pressure cooker for it not to explode.

Senator Morse

Discusses Viet Nam

An outspoken opponent of the Johnson Administration's handling of the Vietnam War, Senator Wayne Morse, (D-Oregon) will speak at Stony Brook May 8, at 8:30 PM in the men's gym.

Senator Morse has been called the "most outspoken American official to criticize President Johnson's handling of the Vietnam dilemma". He sees the United States headed toward a disastrous war with Red China and Russia. The Senator also feels that the United States has done much to destroy the United Nations through disrespect during the Vietnam conflict.

Elected in 1944 when he was Dean of the University of Oregon Law School, Senator Morse has been active in the Senate ever since. He commands more pages on the Congressional Record than anyone else. In 1954 he became a Democrat.

Also featured in the cast are Hazel Bruckman, Ann Corrigan, Ellen Herz, Carl Hubert, Mona Jacobson, Bob Kleinman, Alan Klotz, Andi Lindeman, Peter Mancino, Richard Nathan, Susan Turner, Steve Zahler and Jeanie Zemsky.

Dr. Palmer Awarded Walcott Medal

The Charles Doolittle Walcott Medal of the National Academy of Sciences has been awarded to Dr. Allison R. Palmer in recognition of his eminence as a specialist in Cambrian geology and paleontology. Dr. Palmer became Professor of Paleontology at the State University of New York at Stony Brook in September 1966 after 16 years as a Cambrian paleontologist with the U.S. Geological Survey.

The medal, given not more often than once every five years, was presented to Dr. Palmer this week during the Academy's 104th Annual Meeting in Washington D.C.

Dr. Walcott, in honor of whom the medal was established in 1928 was director of the Geological Survey from 1894 to 1907, and Secretary of the Smithsonian Institution from 1907 until his death in 1927. He was, in addition, President of the National Academy of Sciences from 1917 to 1923.

To broaden his knowledge of the subject, Dr. Palmer has, since 1961, studied the Cambrian System under local specialists in Australia, the Soviet Union, and Western Europe. In addition to his Cambrian studies he received, in 1959, the Superior Performance Award of the U.S. Geological Survey, for his spectacular discovery of silicified insects in the Mojave Desert in Nevada. Because these mummified fossils were preserved in full dimension, hitherto unknown anatomical details — even of the insects' internal organs — were revealed. Equally exciting from the scientific viewpoint was the new light shed on the physical environment of a period 20 to 25 million years ago.

Dr. Palmer received his B.S. degree from The Pennsylvania State University in 1946 and his Ph.D. degree from the University of Minnesota in 1950.

Previous recipients of the Walcott Medal are David White, USA, 1934; A.H. Westergaard, Sweden, 1939; Alexander G. Vologdin, USSR, 1947; Franco Rasetti, USA, 1952; Pierre Hupe, France, 1957; and Armin Alexander Opik, Australia, 1962.

Carnival Weekend

Thursday, May 4
8:30 P.M. — New Campus Theatre Group presents: LOOK HOMEWARD ANGEL. SUSB students free, other students — 50¢; general public—\$1.

Friday, May 5
7:00 P.M. — 10:00 P.M.—CARNIVAL.
9:00 P.M.—Spring Formal at the Villa Pace and the crowning of the Carnival Queen.

10:00 P.M. — 2:00 A.M.—Moonlight Mood in the center of H Quad.

10:30 P.M.—NCTG LOOK HOMEWARD ANGEL.

Saturday, May 6
10:00 A.M. — 12—Carnival Parade. \$35 1st prize for the best decorated car.

12:00 — 6:00 P.M.—CARNIVAL.
8:30 P.M. — SAB presents MOBY GRAPE and MARVIN GAYE: 57¢; SUSB students free; general public \$2.50.

Sunday, May 7
2:30 P.M. — NCTG LOOK HOMEWARD ANGEL.

University Forum Discusses Pass-Fail System

and said that only grades in the major field should be of major concern to students.

by Judith Wederholt
From its announced topic of academic freedom, the University Forum, which met Thursday afternoon in DEF lounge of G, moved on to consideration of the proposed pass-fail system, the importance of grades, especially in relation to graduate schools, and the recently initiated teacher evaluation survey. Neil Belinsky moderated the discussion in which faculty members including Mr. Wennberg, Mr. Goodman, Mr. Williams and Dean Fowler participated with about fifteen students.

Neil Belinsky initiated the discussion by proposing that academic freedom is the freedom to pursue any academic topic within the confines of the values and goals of the university system. Discussion of whether students have the right to protest goals set down by the administration led to the question of whether or not the present marking system promotes the goal of teaching the students to think. In response to this, Mr. Wennberg referred to his experience at Bryn Mawr, where, he said, freedom of speech and thought are encouraged, but there is still a marking system. (Several students criticized teachers who penalize pupils for echoing the teacher's viewpoints.)

Mr. Goodman agreed that there are always a certain number of faculty members who want "sponges" not thinking students. This he termed inevitable, but stressed that in relation to academic freedom, the important point is "What resources are available to the students to oppose this?" Mr. Wennberg suggested that any student who feels he has been misgraded should request that another member of his teacher's department, preferably one of higher rank, evaluate his paper. Mr. Goodman objected that many students are hesitant to do this, fearing reprisals.

Related to this discussion was the topic of teacher-evaluation. Mr. Williams was of the opinion that teacher evaluation could easily become "an act of revenge. You grade us, by God, we're going to grade you." Mr. Wennberg, who worked with Michael Peretz on the survey, insisted that only bad teachers or those interested only in research need fear the survey. Mr. Wennberg also felt that a question should have been included concerning "teachers who cut more classes than the students." Mr. Williams asserted that students can, privately and personally, know all the information compiled in the survey, and that they can, and do, share this information among themselves.

On the subject of arbitrary grading, Dean Fowler termed freedom from set rules in grading a part of academic freedom. Mr. Goodman emphasized the importance graduate schools place on letters of recommendation as opposed to high cums,

The pass-fail system was advocated here, to take emphasis off grades, and place it on course material. Mr. Wennberg objected that such a system at a new school like Stony Brook would make it difficult for graduate schools and industry to evaluate a Stony Brook B.A.

and said that only grades in the major field should be of major concern to students.

G-N SPONSORS MATACHINE MEMBER FOR DISCUSSION

By Ernie Freilich

As part of the College Plan social and educational lecture series, G-North College Speakers Committee headed by Associate Master Shakespeare has invited a representative from The Matachine Society — The National Society for male homosexuals — to speak on campus, Wednesday May 3 at 8:30 in ABC lounge G-Dorm.

In addition to the confessed homosexual there will be a Unitarian minister, Dr. Gordon Templeton of the Psychological Services and Mr. Ned Polsky of the Sociology Department on tonight's panel discussion. There will be no one opposing homosexuality on the panel as no one of this orientation was readily available on Campus. This is a departure from the regular format of Matachine Society lectures wherein there is usually a debate between the Society's representative — uniformly a well informed and articulate person — and a speaker hostile to homosexuality. It is hoped that this latter viewpoint will be supplied during the question and answer period wherein the audience participates.

There is some question as to

Chorus To Present Spring Concert

The forty-voice University Chorus will present its Annual Spring Concert on Sunday evening, May 7th, at 8:30 PM in the University Theater. The Mozart *MISSA BREVIS IN F MAJOR*, the Brahms *LIEBESLIEDER WÄLZER* and highlights from *LA VIE PARISIENNE*, by Jacques Offenbach will make up the program. The concert will be conducted by Mr. Mark Orton, university choral director, and will feature student soloists and Miss Barbara Book, accompanist.

The Mozart work, written when the composer was only eighteen years of age, is nevertheless his sixth mass and a mature composition. The Credo, the central movement of the mass, is built around a theme which Mozart used later in his much-loved "Jupiter" Symphony. Soloists in

policy of the school as a possible cause of the problem. Mr. Nack said that he felt SUSB was accepting "grind" students who were not actually of a higher I.Q. than those of 4 years ago but who had worked much harder in high school to attain good averages. Mr. Draigh stated that not only had the S.A.T. and similar test scores steadily risen with each class in the past few years but that recently admitted students had listed numerous extracurricular activities on their application forms, and that he could not understand the resultant apathy of these students once they had entered the school. One reason given for the apathy was that with all the work that courses in this school entail, there is no time remaining for activities.

whether such hostile viewpoint will be available as it seems that the national collegiate, and, indeed, the national public trend is toward open favoring of the homosexual position. This may account for Mr. Shakespeare's difficulty in finding an anti-homosexual speaker for the panel. This national trend is evinced by the recently formed Student Homophile League of Columbia University as was reported in the April 27 issue of the *Columbia Spectator*. It is to be hoped that the Matachine Society Speaker will speak about this growing national trend and what it means to the practicing homosexual.

Sam Shakespeare arrived at the idea of having a speaker of this sort after seeing a nationally televised program on which a representative of the Matachine Society appeared. Mr. Shakespeare presented the idea to the other Masters of G-North College who were in favor of such a speaker because as Sam put it, "We have had speakers on campus lecturing on such controversial topics as sex, drugs and politics, but thus far we have had no one deal with the topic of homosexuality." The speaker is being presented by both G-North and G-South Colleges.

The Mozart Mass will be: Miss Susan Miller, soprano; Miss Christine Long, contralto; Mr. Raymond Becht, tenor; and Mr. John Ciarelli, baritone.

The light-hearted "Love-Song Waltzes" of Johannes Brahms are among his most popular choral works. They are settings of Russian, Polish and Hungarian folk poetry which emphasize, at times with tongue-in-cheek, the joy and rapture of love. The Offenbach work contains some of his most popular melodies, some of which have been used in contemporary productions of the composer's operetta's, such as the Metropolitan opera's version of *LA PERICHOLE* and the Broadway show *CAN-CAN*.

Admission to the concert is free of charge.

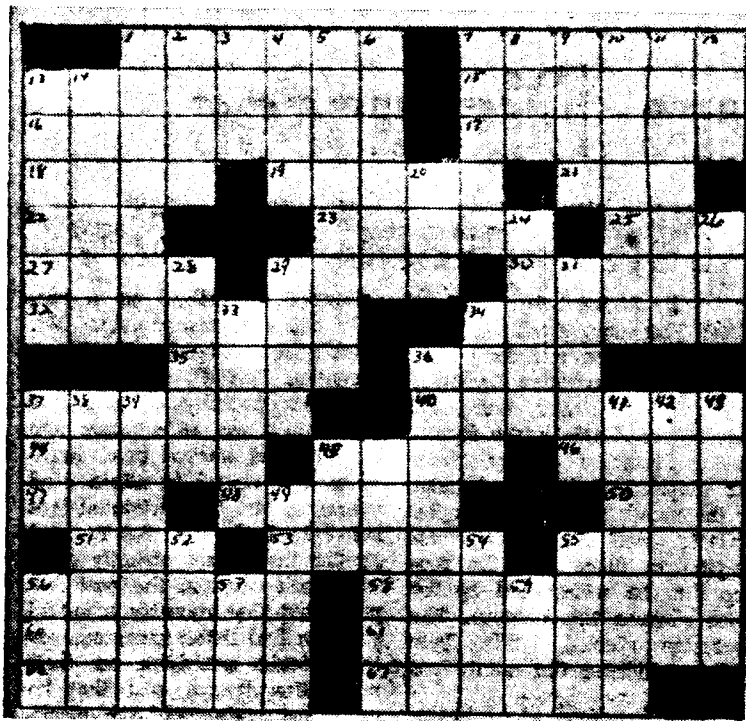
From this point the meeting turned to a general discussion of the university's attitude toward the student. When asked what was the actual purpose of the university in its present form, Dr. Davison said "now the university is a place for graduate work and research." The general consensus of opinion of those present was that the university was sacrificing its student body in order to build a reputation for itself. As one girl said, "This is the only school which measures the quality of its engineering department by the number of students it flunks out".

The next phase of the discussion concerned use of drugs. Reasons for drug use ranged from one student's opinion that drugs are "almost the only interesting thing going on here", to Mr. De Francesco's opinion that the use of drugs is a "barometer of the meaningfulness of the educational system". To explain this statement Mr. De Francesco gave his views on education, advocating a "free university" which would have no formalized classes or exams but which would enable the student to learn by motivation at his own pace through informal discussions with faculty and independent study. (A further explication of Mr. De Francesco's views is on page 11) Dr. Davison countered this by advocating a gradual and less radical change. Both agreed that the faculty and its numerous obscure and ill-functioning committees were the principle impediment to change. Among changes already submitted to faculty committees are the institution of a pass-fail grading system and the granting of a degree of Liberal Arts without requiring a major in a specific field.

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The End of the Concert Hall

In the new arts, there are special moments when failure to fully realize a plan is less crucial than the liberating possibilities the plan reveals. Such was the case late in February when North Hall invited the composer and percussionist, Max Neuhaus, to set into motion a work entitled "Public Supply". For it, the voices and sounds of a segment of normal campus life were to be fed into telephone and radio circuits, mixed together in various ways, heard at the same time over loudspeakers here and there, while also being recorded on tape for future listening. Those making the sounds, or hearing them, were uninformed of what was taking place . . . But the result was incomplete. Because of technical troubles only a portion of the sounds were audible.

Although "Public Supply" has worked elsewhere under different circumstances (and the sound was astonishing), I shall not propose that we should be tolerant, therefore, of Mr. Neuhaus's difficulties here. It would be merely patronizing. Nor shall I say that it failed on purpose, as a kind of philosophical hoax, intended to instruct us in the ways of the world. The plan just didn't come off as well as it might have, and that's the simple truth.

But what was implied by the event—clearly enough in spite of the difficulties—was a shift in the major questions to be asked of the arts. It is no longer primary to wonder if this or that work is good. It is not of great importance to argue for the introduction of new sounds and relationships into the concert Hall, of new sights in the gallery, of new movements into the dance, or of gutter-talk and rambling gibberish into poems. The arts, like nations and cultures, are increasingly mixing with one another, and fusing into fresh, as yet unnamed, identities. At their most radical, the fusions are in turn fusing with life. The big questions are now: "How can we by-pass concert halls, galleries, museums, stages, poetry books and all the traditional cultural settings, without simply adopting another old tradition of anti-art?" and "How do we experience this new stuff we've never quite confronted before?" The ground the avant-garde walks on presently is unstable in the extreme, frightening for some, marvelously exciting for others. Whatever the new arts become, and however we may name them, the signs are that they may not be clearly different from business, philosophy, religion, cooking, war, making love, or running an audio-test on some sound-generating equipment. What then is the role of the professional? Is everyone a "pro"? What happens to the function of an audience? What happens to "culture"?

A sense of the new preoccupations, and of their underlying uncertainties, can be gotten from the following selection of questions and answers which were traded the night of "Public Supply", between Max Neuhaus, myself and a number of students.

— Allan Kaprow

Max Neuhaus:

The piece itself is just sort of a general framework. The only real set of qualifications I put on the piece when I made it was that the sounds had to be received by telephone lines and had to be broadcast by a radio station; and that these sounds would be either mixed, or mosed and altered — by me — and broadcast out again. When I came here a week ago to sort of look over what I could do, I didn't even have in mind definitely doing this piece, but a number of possibilities. And as I saw what kind of radio station was here, what kind of telephone setup was here, I decided to do this piece, and within a week we had organized enough of it to do it. Although we did have a few engineering difficulties, it's sort of something I expected in doing this kind of a piece.

Student:

What is the explanation of the phone hookup in the cafeteria?

M.N.:

In the cafeteria, we were trying to pick up the room sounds. That was one of the technical problems we had in making a connection between the cafeteria and the radio station. It was much easier to connect between individual phones which were most of the conversations you heard — individual phones in dormitory rooms. Its purpose there was just to pick up the general room sounds of what was going on in the cafeteria and to broadcast it back out into the cafeteria.

S:

Now, Mr. Kaprow, you knew what was happening and you knew why the lecture interference (Kaprow's regular lecture was included in "Public Supply" - ed.) was there? Did you in any way adjust your lecture?

M.N.:

No, I didn't. I gave the lecture in a straightforward way. But I was rather disappointed that what I expected did not happen, namely that my voice would be entered in on the entire circuit, would come back to me on a seven second delay, in addition to all the other information being poured into that circuit, so that I expected not to be heard except possibly by the pickup on the other end. In other words, my sound was to return as marvelous noise. As it turned out, for technical reasons, I seemed to dominate the entire tape. This is the thing that disappointed me.

S:

Why is this called music?

M.N.:

I don't really insist that it be called music. I am a musician. I began as a musician and as a composer. People attach the word music to what I do because of those reasons, I suppose. I have no affection for the word.

S:

Has this music just the purpose of a novel entertainment or some other purpose?

M.N.:

I guess I don't know what you mean by "novel entertainment".

S:

It is something unusual, something not to go back to?

M.N.:

I think that is an individual decision. I think I would listen to the tape several times in my life. But the main part of the piece goes on when it is being made, and the main importance of the piece to me is the process of getting made itself. The tape, the product of it and whatever is left is not so important to me. So, in other words, I guess I'm saying it's not a thing

that you cherish and listen to over and over again, but a thing that you do — very often.

S:

Could Mr. Neuhaus please explain the aesthetics behind electronic music?

M.N.:

Nothing.

S:

Are there any basic objectives behind this form of art?

M.N.:

I have a personal objective. I'm not saying anything. I don't think I can define the piece in terms of objectives, however.

S:

The question is this: by calling this tape a piece the general implication is that it's an artistic piece. Also, the general implication is, when you call something a piece, a performance, some artistic work has gone into it. I want to know if you feel that the tape we just heard had artistic values and deserves the name or the implication of being "performed"?

M.N.:

Well, I don't want to define art for you or even for myself, especially not for myself. I use the word piece, I guess, just because it is very necessary. What it boils down to is I think you may be upset about using certain words in connection with something different from what you are used to; and you don't think this is the same thing or the same value; and that is perfectly all right with me.

S:

Would you name this kind of music?

M.N.:

I don't know. Perhaps I don't want to attach a word to it.

S:

I think the public should give a

Continued on Page 5

PILED HIGH AND DEEP

Across

1. Disclose
7. Lamprey tissue.
13. What Cleveland and Buffalo have in common.
15. Fifth century Pope.
16. Phone off hook.
17. One big.
18. Corn, for. one.
19. Emended.
21. Debating society (abbr.).
22. Arbiter (sl.).
23. Loans.
25. Comb flax.
27. English manorial court.
29. Invited.
30. Plume (comb. form).
32. Survived.
34. Direst.
35. Lean.
36. Card game.
34. Baylors or watches.
40. Rodent lure.
44. — Doone.
45. Love (Sp.).
46. Survivor.
42. Book of the Bible (abbr.).

48. Automation.

50. Sine (poet.).
51. Printing units.
53. Serb coin.
55. Sons of —.
56. — as a doornail.
58. Making afraid.
60. Skin again.
61. Preservings.
62. Announcer.
63. Attrite.

Down

1. Spanked.
2. Withheld.
3. Moray, for one.
4. Opera part.
5. Nice woman.
6. Sowed.
7. 6'9", 318 lb. Oiler.
8. Electric
9. Bank service.
10. Gratis.
11. Eelers and others.
12. Shirt type.
13. Small protuberance.
14. Imitate humans.

Continued on Page 5

THE GRIPES OF WRATH

There's No Business Like Snow Business

Bob Passikoff

The time of year has arrived when the student body can correctly observe some of the more interesting campus creatures in their natural habitat, those students who are running for school offices. These strange creatures can be distinguished by their furrowed brows, deep in thought, low voices, campaign secrets, you know, and ink stained fingers, from painting posters, I suppose.

But, the most striking life function to watch for is the game that these creatures play among themselves and with the rest of the student body. The name of the game is "Campus Politics." (Oh yes, a word of warning. Observe the actions of certain candidates only if you are quick witted, strong of mind and strong of stomach!)

To play the game, each student candidate begins the game with ten golden statements of policy which represent various Principles, Virtues and Ideals. The object of the game is for each of the candidates to vie with his opponents to see who can discard the most Principles, Virtues and Ideals in order to gain "voter popularity."

Whenever a candidate discards a statement of policy, usually during a speech or debate with his opponent present, he draws a "Constituent" or "Supporter" card. This card tells the would-be "leader of men" how many constituents and supporters he has just betrayed by discarding that particular Principle, Virtue or Ideal.

The player who betrays the most supporters and has the fewest Principles, Virtues and Ideals left at the end of the game wins. . . . by being elected by a landslide to the position of class officer.

Student Opinion

The Repugant Right

By Mitchel Cohen

It was with great amusement that I read Michael Nash's obvious satire on the positions taken by the Hysterical Left. By wording his arguments in such a way as to pretend to criticize the New Left, in much the same manner as Marc Antony did in criticizing Brutus in Shakespeare's *Julius Caesar*, Mr. Nash has succeeded in refuting his own arguments.

It is no mere half truth that the United States has every right invading Vietnam, and that we "are there at the express invitation of the South Vietnamese people, while the Communist Viet Cong in South Vietnam are not." After all, what right has the Viet Cong to be in South Vietnam, even though 80% of its forces are composed of the South Vietnamese people (From Senator Edward M. Kennedy's speech in a debate against Senator Tower of Texas).

"The North Vietnamese have flatly refused every peace overture we have made, not to mention U Thant's proposal." It is a shame that the American government has proposed the same things each time. For instance, President Johnson sent Ho Chi Minh a letter giving the American argument. We refused to stop bombings for any length of time unless Hanoi withdrew all her troops from South Vietnam. Before the President received Ho Chi Minh's response, less than a week later, we resumed bombings.

As to the fact that North Vietnam rushed thousands of tons of supplies into the battle areas, let us examine what the U.S. was doing at this time. (January, 1966). Our buildup was much more rapid than that of North Vietnam. 14,000 men arrived during the pause, 6,000 from January 18-28, 1966. On January 27 we launched Operation Masher, according to the New York Times, the largest amphibious operation by the United States since the 1950 Inchon landing in Korea. And according to Senator Harke: "Until our Operation Masher, there had been a remarkable absence of clashes with North Vietnamese regulars."

As for the Secretary General's proposals, we shall now see who refused the peace offerings. Let's take a look at the record:

"The State Department confirmed today a report that a year ago the U.S. rejected an offer by North Vietnam to have representatives of the two Nations meet in Rangoon, Burma, to discuss terms for ending hostilities in Vietnam." (New York Times, 11/16/65).

President Johnson stated, however: "As I have said in every part of the Union, I am ready to go anywhere at any time and meet with anyone whenever there is promise of progress toward an honorable peace." (N.Y. TIMES, 3/26/65).

FEBRUARY 24, 1965: "Mr. Thant disclosed at a news conference February 24 that he had made 'concrete' proposals and suggestions to the U.S. and to other powers principally involved in the Vietnam question." (N.Y. TIMES, 3/9/65).

FEBRUARY 25, 1965: "The Communist Government of North Vietnam has notified the Secretary General U Thant that it is receptive to his suggestion for informal negotiations on the Vietnam situation." (N.Y. TIMES, 2/26/65).

FEBRUARY 24, 1965: The White House said. "The President has not authorized anyone to participate in negotiations. He has no meaningful proposals before him." (N.Y. TIMES, 2/25/65).

The sincerity of the President's supposed initiative in the U.N. is questionable. It does not even meet the three points suggested by Secretary General U Thant: stop the bombings, scale down

the war, agree to negotiations with the NLF.

No North Vietnamese bombs, with or without napalm, are falling on the United States. Yet the U.S. has now begun bombing residential areas (Hanoi) as well as military objectives. The U.S. can afford to take the first step.

If the U.S. really wants peace, and is serious about an honorable settlement of the war in Vietnam, the President can show this clearly by his actions, and the response will be the applause of an anxious and war-weary world.

"Thus, the whining platitudes of the New Left arguments of American 'atrocities' are as empty as their Gentle Thursday balloons." What a fantastic statement! Could it be that Mr. Nash is also anti-balloon?

As to the fact that Howard A. Rusk could not find a single napalmed Vietnamese child, perhaps Mr. Nash can let us know how a team of 3 doctors and a layman are in Vietnam picking the most desperate cases of napalming, to be transported to the U.S. during the summer. Maybe Dr. Howard A. Rusk was afraid to venture outside his hut in Vietnam for fear of being hit by an American bomb or an American bullet. Goodbye to the Repugnant Right's most repugnant argument.

As to the fact that Mr. Nash does not know what the New Left is smoking, I would not expect him to. It is called a Peace-pipe. Why don't you try it Mr. Nash? It might save your life.

Moyers

Continued from Page 1

About China, Moyers said that the U.S. is willing to recognize the Red Chinese, but they won't reciprocate. The administration has approved passports for people wanting to go to China, but they are not admitted.

Viet Nam, Moyers believes, is the last thing preventing a complete Sino-Soviet split. He said that the USSR is afraid of China's ICBM capacity, and that many Russian missiles are aimed not at us, but at China.

In general, U.S. policy, according to Moyers, has three purposes: to promote order, to promote the orderly growth of nations (technical and economic aid, the Peace Corps, etc.), and to prevent a third world war. In answering the question why should the U.S. act as a worldwide policeman and why should there be a "Pax Americana", Moyers suggested that it was in our self-interest that there be as little friction in the world as possible. All coups interrupt the democratic process. Moyers implied that the most important word in our foreign policy should be "de-escalate". He applauded the recent withholding of further shipments of arms to India and Pakistan as well as the efforts of the Punta del Este conference to scale down tension.

Giving his impressions of the 1968 Republican presidential convention, Moyers said that Rockefeller would be the best candidate. He has kept out of the Viet Nam debate and would receive a major portion of the negro vote. He said he couldn't consider Nixon because Nixon is a "loser". Romney, he believes, would be defeated by Johnson. If the Viet Nam issue was brought up, Johnson would "wrap himself in the flag" and tear Romney apart. Further, he quoted an opinion he heard about Romney: "Deep down, he's shallow."

Concert

Continued from Page 4

new art form a chance, and be able to hear it. But sometimes it can get beyond the point; it becomes an insult, the aesthetic appreciation or the intellect can become more or less hurt. You can't say that this is aesthetically pleasing. Mr. Neuhaus is laughing under his breath. And, also, I feel that you can't really say that it has significance. I could see that if you took people's conversations and you also played in the background or interwound, let's say, the noise of the circus, there would be a point in the piece. There would be significance, but like this, there was nothing; there was no point at all. The noise of the circus would have been more pleasing. But here there is no structure, it is missing the point; it is not basically aesthetically pleasing to hear.

M.N.: I'm sorry. I didn't mean to insult you.
S: You mentioned before that you had some personal objectives. Would you like to bare your soul...
M.N.: No.

Puzzle

Continued from Page 4

20. Compass point.
24. Curling; for one.
26. Small child.
28. City of Italy.
29. Units of physics.
31. Marriage.
33. Bug again.
34. — Basin.
36. Distant.
37. Biblical priest.
38. Succumb in tennis.
39. I'm my own —.
41. Masticate again.
42. Ill.
43. Plug parts.
45. Fourth caliph.
49. Stranger.
52. Rear.
54. Nevada city.
55. City near North East, Penna.
56. Art (Lat.).
57. Exist.
59. Plus.

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EDITORIALS:

The Statesman Supports...

To the perennial issue of communication, this year's election campaign has added another companion issue — representation. These are the passwords that are contained in one form or another in each of the candidates' platforms. The usual glamour issues are present. But one ingredient that is lacking is people running who are qualified for the office. The people who should be running are not and the people who shouldn't are. As a result, there are many new and unknown faces appearing on the political horizon.

The *Statesman* is dedicated to good representative government at Stony Brook. This can only be accomplished through imagination, initiative and discussion and a desire for change.

The Moderator in his position as head of student government and representative of the university must command the respect of all elements of campus, whether they be faculty, student or administrative. And, more importantly, he must command the respect and following of all the different elements within the student community. Only then can the students become an effective body in their fight to gain the respect of the university community and gain their rightful "place in the sun" instead of the mud. Both Mr. Nack and Mr. Itken, we feel, are good candidates, but we feel that Mr. Nack will be better able to give the student body the type of leadership that they need. We believe that Mr. Nack has the influence to unite the activist elements on campus who are now working at odds towards the same goals.

It is a shame that the second most powerful position in the school, the Treasurer can interest only one candidate. Yet, while there is only one candidate, we feel strongly that he, Mr. Molloy, is well qualified for the position. He has displayed his competence in budgetary matters while working on the Athletic Sub-committee. While there is a no-vote in uncontested races, we feel that a strong yes vote should be indicated for Mr. Molloy.

Mr. Hirschenbaum has had the job of Recording Secretary for this year's EC; however, we strongly side with and support Miss Lieberman over Mr. Hirschenbaum for the office of Corresponding Secretary. Mr. Hirschenbaum has shown the Editorial Board no initiative and imagination in his year in government. Miss Lieberman shows a fresh approach to university problems which indicates an insight and philosophy which government sorely lacks, that of community government and activities. A Corresponding Secretary must contribute more than correspondence, he or she must contribute ideas and discussion as well as an aggressive freshness dedicated to a well formed university community.

We feel that the present governmental structure must be changed in order to bring about the creation of an effective student governing body. Mr. Rose believes that student government must be changed gradually. Candidates have tried to change government gradually for four years. The *Statesman* does not want to see a gradual change and this is the reason why we are supporting Mr. Cohen, who we believe will be a contributor and initiator towards an immediate restructuring of student government, rather than a listener.

Both candidates for Senior Class President have had extensive experi-

ence in the judicial structure of the school. However, we believe that Mr. Jones has shown more insight and has been more responsive to the liberal elements in the school than his opponent, Mr. Atlas. Mr. Jones' ideas are entirely student oriented, as he says in his statement, "this is our university." Mr. Jones has shown that he can get students involved in student government.

The *Statesman* feels that, while the candidates for Senior Class Representative may not be the best representatives of their class, Mr. Gonsler will better serve the needs of the senior class and the student body. Mr. Gonsler has shown a mature responsibility in the non-governmental positions he has held.

Our choice for Junior Class President is a last-minute candidate. Mr. Jeknovarian, who indicates a more responsible attitude towards the office. While both candidates have had no prior experience in government, Mr. Jeknovarian indicates more of an interest in learning and contributing to government and to his class.

Unopposed as candidate for Junior Class Representative, Mr. Papazian, is not the image of a "student leader," however, he presents a fresh and unorthodox approach to government with his sincerity and openness.

It is always a difficult decision to choose between an experienced incumbent who has shown a close-minded and ineffectual leadership, and an untried candidate, even if he seems to be more open-minded and more interested in serving the needs of the student body, rather than his own political ends. The *Statesman* has decided to support Mr. Adams for Sophomore Class President over the incumbent, Mr. Sussman. Mr. Sussman has been too involved in petty politics in the past year to be a capable leader; while Mr. Adams has shown a desire to change and reform those structures which he felt warranted change. Mr. Adams may seem brash at times, but brash leadership is far better than no leadership at all.

In the office of Sophomore Class Representative, the student body is faced with the unique problem of having to choose between two excellent candidates, Mr. Gold and Mr. Balsam. No other class office gives the student body this choice. However, the board feels that we must continue our support of Mr. Gold. Mr. Gold's efforts have been hampered for the past two months by an irresponsible and unresponsive EC. We hope that next year's EC will be more responsive to his theories on student representation. We recognize in Mr. Balsam an up and coming influence in student government and hope he will continue his efforts on the part of his class.

The *Statesman* feels that the student body must elect an imaginative and student-minded EC. We urge and demand that the student body vote and take an active part in this political campaign. Each year there are complaints that the EC does not represent the predominant student opinion. This is the fault of those apathetic students who do not vote or care. If the students wish to have a truly representative government then they must elect the candidates of their choice by significant majorities.

LETTERS TO THE EDITOR

All letters to the editor must reach Box 200 South Hall no later than 5:00 P.M. the Saturday before the Wednesday issue. Names will be withheld on request but all letters must bear the author's signature. Letters should be limited to 300 words and be typed, double-spaced.

Why Football?

To the Editor:

A number of our student leaders, including David Sussman, have argued that instituting intercollegiate football at Stony Brook would stimulate and enhance that much-needed "school spirit". This argument is easy to accept because it sounds appealing, but it is necessary that we examine what this cliché, school spirit, has come to mean in so many universities.

The type of spirit which intercollegiate football often demands is an excessive and loud pride in one's educational institution because of its athletic accomplishments (or athletic attempts). This kind of "school spirit", I believe, is a type of collective conceit, a rather immature egotism which should be left in high school; for some it becomes chauvinism on a small scale. There is often (although not always) an anti-intellectual atmosphere at schools where football is important. This is because that tremendous and awesome spirit which is required to support a football team frequently tends to overshadow the more important aspects of college: the liberal academic atmosphere in which students and faculty communicate as social equals, the scientific research programs, the fine arts activities and the organizations for social betterment.

I believe that a Stony Brook student should be intellectually mature enough to express his pride in our university through these constructive pursuits; a scholar should not find it necessary to exhibit his enthusiasm by shouting trite and hackneyed cheers on a football field. There are many other universities where those desiring such forms of pride can find satisfaction. I would not like to see Stony Brook become one of them. I see no advantage in copying the aims and methods of these other schools; I would much rather see ours become a unique institution guided by a quiet, constructive spirit, and not by the loud belaboring of a boisterous crowd.

Mark Kapner

SUPPORT

To the Editor:

There will be a collection by the "Committee of Responsibility" to bring war-injured South Vietnamese children to America for medical treatment.

Among others I signed this petition, since I was promised that it would be completely non-political. Now I would like to encourage my friends to make a contribution and to assure them that I have not changed to the hysterical left.

Hans J. Kugler

SOC 239 Redeemed

To the Editor:

It was extremely amusing and very enlightening to read the letter of April 26 written by a "Group of Angry Students" enrolled in Soc. 239. First of all, I fail to see their rationale for complaining of the professor's absences (which aside from those due to illness, were grossly exaggerated), when at least one third of the students taking the course are absent for any given class. This certainly does not show a burning desire "to take full advantage of their learning opportunities".

Second, and most important, I fail to understand how these students can claim that the professor's replacement was "apathetic, hostile and arrogant" when only three students out of a class of forty were present at any of the three sessions supposedly alluded to. Also, the replacement proved extremely interesting and willing to answer questions about the topics being discussed. After one class, he remained fifteen minutes overtime explaining a misunderstood point. If this shows arrogance, or hostility, then I must have a faulty conception of these characteristics.

I suggest that hereafter, this "group of angry students" confine their complaining to the few classes they do attend, and to the many areas where complaints would be valid.

One informed student.

A Farewell

I would like to thank the *Statesman* for giving me this opportunity to make public my resignation from WUSB and to make a few brief statements. My reasons for leaving the station are multi-fold and too complicated to discuss in this brief message. My main purpose, rather, is to express my gratitude to WUSB. Although at present I am not on good terms with the station, through the use of their facilities I've been able to facilitate an innumerable number of acquaintances and derive the pleasure of many gratifying experiences.

As a result of my two year affiliation with WUSB, I've been given the opportunity to establish several close relationships with people who would, to this day, still be strangers to me had I not had the opportunity to initially make their acquaintance by having been placed on \$20 kc, on their radios.

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Senior and Junior Class Candidates

MODERATOR



Ed Itkin

The time for action has come. Today, tomorrow and next year we will be faced with the greatest challenge ever to be faced by the student body here at Stony Brook. The university is at that decisive period between infancy and adulthood wherein the change from the make-shift to the permanent will occur. The students here NOW, NOT 1980, must see to it that the administration and the faculty adopt into their policies the realization that this university exists, above all, for its students.

Next year we must have a dynamic, active student government. It must represent students and report to them. It must generate interest and participation. It must be prepared to confront any administrator, fight any policy and refuse to tolerate any situation which is not in the best interests of the students. NOW AND 1980.

We must create an executive branch to handle the administrative functions of the Polity.

The committee system must be re-evaluated and revitalized. Committees must be appointed with the understanding that if they do not function they will be replaced.

We must institute better ways in which to communicate within the student body so that participation in government can become an integral of the lives of all students, not just the elected few.

We are a pioneering, young university. Therefore we must experiment and innovate now while we are still young, for before too long we will be just another staid old university, with a high paid faculty and good students, sedentary in its ways.

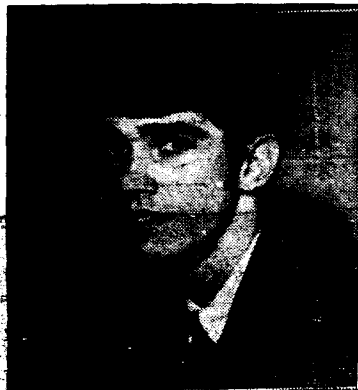
Next year this campus must come alive with student involvement in all areas of university life. I offer my full devotion toward that end, I ask for your support and I urge you all to participate in setting the standards of student life here at Stony Brook, NOW, NOT 1980.

David Lance

Changes must be made in the system controlling all phases of life at Stony Brook in order to accommodate the increasing

needs and desires of all students. Power, which now filters downward from administration and even student leaders, must reverse direction. This means placing faith in the general consensus which, as a large group of conscientious, responsible people, has a dynamic force and validity capable of doing almost anything.

The abundance of opportunity is such that any serious person can find satisfaction in attending this university one way or another. In actuality, very few structural changes are necessary to realize one's personal goals, but what is necessary is that each student begin to understand the implications of his life at Stony Brook. We are here four years, more or less, to prepare our minds for something else, something beyond the physical confines of our school and into a world which will be recreated



by our thinking, our attitude and our actions. This means that we are responsible for the "then", a time when things will not be the same, one which will hopefully be better, freer with more understanding and more compassion. The time to work that out is now, when we have as little at stake, with so much to win, and almost nothing to lose. It is possible to invent any kind of government we want. It must function in accordance with the popular opinion, and the burden of responsibility must lie with everyone who seeks a better way to live.

I am asking that in order to be the legitimate spokesman of the Student Polity, I be elected by a majority of the entire student body, and to retain their faith I will act strictly according to their recommendation as I welcome advice, assistance and criticism.

Peter Nack...

In any government there are two structures, the first is the formal structure, set forth in documents such as charters and constitutions; the second is that informal structure, dynamic, sometimes explicit, sometimes not, that makes up the daily workings of the government. Though a sound formal structure is important, it is the informal one which is closest to the issues, which determines the worth and success of that government. The first structure makes for sound government; the second is what makes sound leader-



Joe Van Denberg

Three traits are essential for a good student government leader: 1) leadership experience; 2) a positive program and philosophy; and 3) a personality and interest in school activities which will enable him to effectively carry out his job for the students.

If elected Moderator, I will draw upon the experience I've had with other people while living abroad for seven years in India, Brazil, England and Canada; having been Freshman and Sophomore class President at San Jose City College, Calif.; and pilot training in the US Marine Corps.



My general philosophy, Moderator will be to provide an atmosphere for learning by student awareness and participation in as many facets of the University as possible. In doing this I plan to meaningfully carry on the many fine programs initiated this past year and to get a student voice in the following ideas: 1) a more mature and intellectual treatment of the drug problem; 2) a training program for student government to also include the election of one or more students per hall to attend EC meetings and report back to the hall; 3) a mature handling of EC meetings to facilitate meaningful accomplishments; 4) an increased responsibility and purposeful role for the Judiciary and Legislatures; 5) a public relations office for students to co-ordinate and centralize equipment for making on and off-campus publicity. 6) a party system to encourage more participation, cultivate better candidates and inform voters who is running in advance which will eliminate confusion in signing petitions.

I welcome the opportunity to discuss these and other problems with any interested students and believe that if elected I can justify the faith the student body has entrusted to me.

I will establish a communications system for commuters, especially regarding school closings, and I am strongly in favor of the College Plan, however its supporting funds should come from a source other than the student's activity fee.

Since coming to SUSB as a Junior, I've participated in two Varsity sports, been a member of the Commuter Board and the Varsity Club, been involved in the present student movement and have been appointed to the

President's Committee to evaluate and recommend changes to the entire university community.

In the coming elections I ask you to be responsibly aware and above all to VOTE.

TREASURER

Michael Molloy

Let me begin by saying that I have no solutions to the basic problems facing the university, such as overcrowding and the grading system. The Executive Committee has tried, unsuccessfully, to deal with these problems and it would be presumptuous of me to claim to have solutions when three Executive Committees in my time have failed to find them. This does not mean, however, that I am not interested or will completely ignore them. I am merely saying as yet I see no immediate solution but will, if elected, work with next year's members to find them.

The issues I propose to devote my efforts to are: 1) The College Plan - Do the students consider the plan worth a portion of their budget? If so, what can be an effective commuter role? - I propose a separate Commuter Col-



lege. 2) Quad representation to an Executive Committee established under a new constitution, rather than two members from each class. 3) EC newsletter to keep students informed and interested in their own elected government.

RECORDING SEC.



Barry Cohen

That our present student government is inadequate to meet the needs of a large university is a simple fact. This fact was recognized by the people who wrote our present constitution, over five years ago at Oyster Bay when our school was considerably smaller than it is now. They intended the government to

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Polity Candidates

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be modified upon moving to Stony Brook by means of a constitutional convention. This convention failed to make any changes. Last year the Executive Committee voted unanimously with the concurrence of the Dean of Students that the present constitution was inadequate to meet the needs of the increased student Polity. This year a new constitution was proposed but failed to draw a sufficient number of votes to pass. This does not mean that the constitution does not have to be changed, or that the students don't want it changed. The recent student movement has pointed out the principal inadequacy in our student government: The lack of an Executive branch of government to deal with student grievances and work with the administration. At present our Executive Committee is acting as both executive and legislature. I feel, however, that the executive branch of government should be separate from the legislature; the people responsible for dealing with the administration and student opinion should not be bogged down with tedious legislation concerning student activities. Assuming that the structure of our EC shall remain our legislative body under a more appropriate name, we need an executive branch that is structured to facilitate communication between the students and the administration. This could best be accomplished by a Board comprised of members elected on the basis of residential units and the commuter population as a whole. Many students believe that this is the most responsible and convenient form of representation. This Executive Board would become an information agency, and clearing house for student complaints against student government as well as the administration. I would also favor creating an independent Commuter Board and increasing the power of our present Residence Board. Most of the details of this proposal have been worked out and I would be glad to explain them to anyone interested.

As Recording Secretary of Polity, I would be concerned with two main functions other than taking minutes. First, I would work with the administration, faculty, and the other members of the EC on the important problems that now face us, such as grading, curriculum, draft regulations and future housing plans. Second, I would try to institute, with your approval, the constitutional improvements I have described. It is important that you approve the change in amendment procedure so that future changes in government may be attained more easily.

Lonny Rose

The position of Recording Secretary is not merely one of writing minutes, taking attendance and calling the role. He is one of the few people who must represent the Polity, not simply a part of it. The Secre-



tary must fulfill his basic duties and obligations with an understanding of not what he personally desires, but the desires of the students. He must represent these views on the Executive Committee to the best of his ability. I feel that I can represent these views capably and hope that the leadership of the EC will be acknowledged as both the product and implementation of these views.

With the cooperation of the Corresponding Secretary, I propose that a short form of the minutes be distributed to the students periodically, listing the achievements of the EC in areas prominent in student thought. This short edition of the minutes will enable the students to come into direct contact with the actions of the EC. I also propose a wider distribution of meeting announcements in order to produce a greater audience at EC meetings, for it is through these audiences that the EC can get a fast, firsthand poll of student desires. I feel that more straw polls are needed on key issues, but I also feel that an outlet to student grievances and desires should be established with the implementation of suggestion boxes placed in key positions in the cafeterias. Through this I feel that the student Polity can express their views in a direct way to their representatives on the EC.

I feel that the Polity should have a greater voice in affairs that concern them directly at the university, such as student housing, naming of the dorms and academic buildings and university planning. Through my efforts and through your expression of polity in conjunction with the experience I have received on the sub-committees I have served on and through my position on Polity Judiciary I feel that I can approximate the desires of the Polity concerning these matters. Note that this is the key point in the Polity elections. Elect the people that you want to represent your views on next year's Executive Committee.

CORRESPONDING SECRETARY

Larry Hirshenbaum

This year I have served on the Executive Committee as the Recording Secretary and I think I have fulfilled my obligation totally. I am now standing for election as Corresponding Secretary

so that I can continue to serve and represent the student body. I hope you will reiterate my contention by electing me.

I have no broad sweeping programs or innovations to bring forth but I do offer you two more realistic propositions. First, I feel that the student government next year must continue with the programs instituted this year. Second, I feel that I can offer knowledge, discretion and most of all experience, all of which are necessary to serve the student body adequately.

Under the topic of continuing present programs I am not advocating the status quo but am merely proposing that the existing efforts to improve the university for the student be expanded from the present base. Included under this topic are the efforts of the grading and curriculum group, the teacher evaluation survey and the area studies program. Other possible fields that are now in the very



rudimentary stages, such as the reevaluation of the athletic program, club reorganization and relations with the Dean of Students Office and the Administration in general must be planned out and brought to fruition. My second proposition of experience is, I feel, self-evident. I have served this year, I think I've done the job I was elected for, and I hope this warrants my reelection, this time as Corresponding Secretary.

Stanley Kopilow

Student power is a much used, yet much maligned phrase. Student Power is the student body of a Washington university striking until a liberal professor is reinstated. Student Power is thousands of C.C.N.Y. students riding busses to Albany and picketing the governor's office until a bill to institute tuition is voted down. Student Power is not Stony Brook students stringing their own lights so that they won't break a leg walking to night classes.



There are many things that are wrong with this university. There are too many students,

packed into too little space. There is virtually no reflection of student desires in the curriculum. This is just to name two of the major points of conflict. To generalize, there is a distinct gap between the administration's policy and the student body's desires. The administration refuses to acknowledge the fact that this university was and is being built for the students — both now and 1980. Only when the administration realizes this, and begins to discuss problems with student leaders, will our troubles begin to end. The goal of next year's leadership must be to strive for this recognition.

Stony Brook will someday be the "gem of the State University system". It must not, however, stomp all over the present student body to achieve this. A timetable cannot be the excuse for student suffering. The present administration — both here and in Albany — has shown by its actions that it will listen only when we yell. The student body must unite behind its leaders and use the power it has to improve the deplorable conditions that exist on the campus. That will be Student Power.

I believe that Student Power can be a meaningful phrase. This is why I am a candidate for the Office of Corresponding Secretary.



Carole Lieberman

Just for one moment let's forget polity elections, SAGA food and tripling, and stand back to gain perspective. Let's ask ourselves, "Just what is this all about?" We tend to forget far-reaching goals and become involved in day-to-day trivia. Aren't we becoming educated not only for our self-satisfaction, but ultimately to improve society?

Stony Brook is a representative society — the roles we each fulfill here are indicative of the roles we will assume in the future! The apathy we are wallowing in here is indicative of the apathy we will content ourselves with in the future!

Let's solve both problems simultaneously by becoming involved and excited in working to improve humanity NOW! My idea is to coordinate projects such as the Urban Corps, Peace Corps, Vista, volunteer work in hospitals and scientific research for museums and laboratories with the academic program at Stony Brook. For example, a summer with Vista could be preceded and followed by related sociology courses, in conjunction with psychology courses students could work as volunteers at men-

tal institutions or science majors could participate in research projects at Brookhaven while enrolled in courses concerning the theory behind their experimentation. As Corresponding Secretary I would be in the ideal position to initiate such liaisons between society and Stony Brook's "academia".

Another key concept to this office is the role of communication between the polity and its politicians. Perhaps our school isn't abounding in academic and social traditions — but it is suffocating in its traditions of student leadership. The same people constitute the Executive Committee as the SAB as the EC subcommittees, etc. Through their continual interaction a point is reached where the student leaders support an idea just because it is "theirs" — not because it is toward the betterment of the entire student body. A committee of only twelve students is inherently limited as to the degree of fair representation which may occur. Therefore, we must insure that our opinions are heard and that policy decisions are not born, raised and killed within the confines of EC meetings! Toward this goal I propose a weekly "Student Government Newsbulletin" informing students of new policy suggestions that are being considered and of the progress of legislation already agreed upon and awaiting action. I also propose a weekly WUSB program which will literally give all students a "voice" in student government.

We no longer can be apathetic! The future of man in society rests upon us — prosaic, but true! And how we prepare ourselves for this responsibility depends upon how we grow and think as individuals in these crucial years as college students!

Class Offices

SENIOR PRES.



Ronald Atlas

Seniors, because of their past experience, can unite in a movement for better conditions at Stony Brook. To do this we can try to regain a concept which has been lost here; the concept of class identity. At one time Seniors were given special privileges, including a special dormitory. Now the distinction of having survived three years of college is almost gone, and with it the natural role of leadership by Seniors. This seems wrong. When united, the Senior Class

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Junior, Senior Class Candidates

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led the way to the virtual elimination of curfews on this campus. If reunited, we as Seniors could restore this type of progressive change. Perhaps this could be in academic as well as in social areas. For instance, perhaps Seniors could elect courses in which they would receive a grade of only pass or fail. This might lead the way to a new concept in education here.

You may ask how we can possibly regain our identity. After all, we cannot be united in a common living area as before. The answer is that perhaps we can find a special privilege for Seniors which will in some way distinguish them. Also we can try to overcome the communication barrier which now exists between student government, the administration and the student body. This can be done by getting together each month at a class news conference meeting. These could be held at different places on campus and would facilitate a direct exchange of ideas on different subjects. In that way I could find out what you wanted done and also let you know what was occurring around the campus. Sensitivity to your desires is my best way of representing you. Similarly awareness, support and action is your best way of safeguarding your interests.

Let me conclude by stating that if elected Senior Class President I will try to see that our last year at Stony Brook will be as rewarding, pleasurable and progressive as possible.

I am a candidate for Senior Class President for neither personal gratification or prestige, for there is none of that at Stony Brook. I have no shocking revelations to make, I leave that to Ramparts Magazine. I am not a reform candidate trying to oust the machine, for there is no established party, only individuals that run our government. My platform does not include statements or pleas for student power. I think the late "student power" movement made its point. The administration and the faculty are moving in the direction of meaningful dialogue with the students. I think that the movement succeeded in being the principia for this renewed concern with student welfare.



John Jones

I have but one reason for seeking office, it is my final year at this university. It is the year that I would like to see and will

strive to see students involved in student affairs. This is the year that I would like to see faculty members asked to serve on student committees — on curriculum, on the draft, on the marking system etc. I am not advocating independence over the dependence that we are now faced with. I am advocating interdependence. This university does not belong to "them," whom ever "them" is. This is our university — it is only possible when we have collected together the necessary students, faculty and staff. And it is not a university until those three groups work together. My platform is simply this, to make the student carry his share of the load, to involve or reinvolve the students in student concerns.

It is my single promise to work with any group or groups who want to reform, create or revitalize any aspect of student life.

SENIOR REP.



John Gonser

It should be obvious that there are several vital issues which are facing the entire student body as well as the Senior Class. Rather than reiterate these crises and issues, I have in the space here allotted to explain why I feel I am qualified and capable to deal with them. The advantage, which I believe is the most important that I have to offer, is that I recognize many different sides of the issues due to my previous experience. I have participated in various roles; athletics, government, student needs and administration. I have; been a member of two Varsity sports, chaired a dormitory legislature, been one of the so-called "student leaders" who signed the original petition to Dr. Toll and attended his convened student meetings, and served in the RA capacity, respectively. From this I have learned that most problems do not have quick simple solutions, yet, by hard work and cooperation on all sides, answers can be found. The main word to be emphasized here is cooperation. Student government should be forceful, yet individuals of the government will never settle anything with antagonistic or belligerent attitudes. Nothing is wrong with moderation, and quite often it produces better results sooner. Maturity and realism along with some idealism is needed on next year's Executive Committee. This is what I feel I represent.



David Todaro

The student government at Stony Brook is dying, but it is not yet dead. I feel that it can be revived either by a total re-vamping of the governmental structure, i.e. a new constitution, or by clearing away the accumulated sediment of the past eight years on the present governmental structure. The present governmental system is a basically sound one, however, the recent governments have drifted further away from their original purpose, which was to promote and protect student rights and privileges. This has been quite clearly shown by the fact that the recent student protest leaders found it necessary to act outside of the framework of the government, and instead to act as a group of interested students trying to protect student interests. This trend in the government can be stopped by the election of persons with both the initiative and the ability to serve their function as protectors of student rights.

The recent student protest showed that the administration, particularly Dr. Toll, will listen and act on student problems. It should not, however, be necessary to threaten to boycott classes and hold mass meetings every time the students are being neglected, this is rather the primary function of the EC, the elected representatives of the students. This is why it is essential to elect students who can perceive and correct inequities and insufficiencies at this university.

As the representative of the Senior Class I will endeavor to correct all such situations, those involving seniors in particular and the student body in general. I will accomplish this by introducing legislation concerning these vital matters to the EC and by liberal and personal use of the ombudsmen who have been provided by the administration for this purpose, since even the administration realizes the failure of the government to play its role in the university community. I will also continue to remind the other members of the EC that this, and nothing else, is their job!

JUNIOR PRES.

Mitchel Cohen

There is no sense beating around the bush. There are many problems that must be solved. I am running for Junior Class President, and my opinions on these issues are demanded by the students. So here they are:

1. Narcotics

It has been estimated that 1/3 of the student body uses marijuana and LSD. I do not

believe that the police should be called in these cases. Once this occurs, these students become marked as criminals for life. The establishment of a kind of Narcotics Anonymous might prove beneficial. Also, the setting up of an organization such as Synanon, which explores the motives behind the dope addicts and "pot-heads", and brings them to light, should attempt to answer the



question "Why?" and eliminate the motives. Instead, police are brought in and lives are being destroyed because of "lack of funds". This is no excuse.

2. Contraceptives

I favor a study of the proposals to sell at low-cost, contraceptive devices to both sexes, on campus. These are necessary for the health and safety of our students. I believe that this should take place out of convenience for the students, and as an unprecedented step towards the liberalization of the laws of our land. It is time that the university took some initiative on this matter.

3. Grading

I favor the pass-fail system of grading in all courses. In this fashion class-rank will be totally eliminated, the extreme competition in many courses will be lightened, the student will have more time to spend in the subject in which he is most interested, and the graduate schools will be forced to give qualifying exams instead of merely looking at often misleading indexes.

4. SAB

I favor student referendum and opinion on all policy issues, especially the determination of the SAB concert funds. Since Stony Brook has a captive audience, I believe that everyone should decide by whom they will be entertained.

5. Boathouse

I support a boathouse for the members of crew. If the university desires good teams, it must supply the best facilities.

These are some of the problems that deserve the immediate attention of the Executive Committee and Dr. Toll. Other problems are parking, commuters, parietal hours, wet campus, college plan and the beautification program. Space does not allow me to comment on them here, but if anyone is interested in my opinions, I shall be glad to discuss them. I urge the students to support my proposals by electing me, Mitchel Cohen, Junior Class President.

Allen Jeknovarian

With the entrance of our class into Stony Brook, we represented the hope of abolishing the apathy which had come to be an integral part of the school. We offered this hope because of our sheer number and size. Yet we seemed to lose our spirit and momentum, probably because we couldn't get out of the mud. The only hope that remains now, is that, as the school gets larger, the apathy should disappear. I don't think that we can wait that long.

Just a few months ago when we had that mass student meeting, most of the apathy seemed to disappear. WHY? The reason may be that it was the first time that we, as students, decided what was to happen to us. It was a means for us to express ourselves. Why couldn't we follow this example? "How?" you ask? By establishing a student Senate. There is so much discontent with our present form of student government that a constitutional convention was called and a new constitution was offered. It was defeated by the student body (with the realization that a vote not cast was a no vote) because it still offered centralization of power in the committee system, even though it was less than the present structure. Maybe the only path open to us is not by trying to effect change within the system, but instead setting up a new system. That form would be the Senate yet, formation of a Senate for the school would entail much time and opposition. My proposal is to set up a Junior Class Senate which is within the realm of my power of office. If, with this Senate, we were able to show the preferability of the Senate over the present institution, I think this, more than any other means, would show the path our government should take. By servicing the school in this way, the Junior class could once again, carry the hope that they brought with them in the fall of '65.



Also, I propose to send out questionnaires to the Junior class to find out their views on the major issues of the day, within and without the school. The first set of questionnaires would encompass a wide range of both; and the outcome would be published in the Statesman. I would then pass the same questionnaires out again, offering the opportunity to those who feel that the Junior Class should not be represented by certain views. The object of the consensus would be to present to myself and to the Senators, the views of our class - THE CLASS OF '69.

JUNIOR REP.



Chuck Kaplan

The most important thing that can be done this year to insure a better working student government is to arouse a general student interest and participation in our government. This was obviously displayed in the recent student uprising against the bureaucratic fumbling of our administration. There is no reason why that same enthusiastic attitude taken by so many students, could not be carried over to the other issues of student concern. All that really need be done is that the student leaders

make a conscientious effort to reach the students. For example, all students should receive the minutes of the Executive Committee meetings, and not just those who ask for them. The meetings should be well advertized several days in advance, and they should be in G and H cafeterias alternately, where as many students as possible can attend. This is my sole reason for running for this office — to do all I can to conceive of to instill a genuine concern in the Junior student body. The result that would follow would necessarily have to be for the betterment of the Junior Class.

As far as the "issues" such as a football club, liquor on campus, parietal hours, etc., I consider my views not anywhere nearly as significant as those of the rest of our class. The job of a representative is to reflect the views of those whom he represents, regardless of his personal tastes. That is why, as representative, I would do all possible to secure student referendums, (or at least obtain a consensus of Junior's opinions before casting a vote) on all issues of significant controversy.



David Sussman

member this when voting, because the decision you make you must stand by. I do hope you will give me the support I ask for. Thank you.

As a member of the Executive Committee, I have had first hand experience with the problems facing Student Government. The two biggest problems are communications and lack of student involvement. This year's EC has NOT tried to communicate with the campus. This, along with campus conditions of academic pressures, tripling of the Freshman Class, evening and Saturday classes, and the constant construction have not helped the situation. The fact is that the school is just a large study hall; and not a university where its

The situation at hand calls for something to be desired. We have an Executive Committee. It functions as the legislative body. It is all powerful and anything that it enacts is the law. Where is a check on this? There is no provision for an executive branch. My plan is simple. Create an executive composed of representatives from the colleges the classes and the commuters. This body would act as a check on the EC. It would serve as an information bureau where students could go with questions about this school, its government and the government's workings. It would have a complaint department and a suggestion box. It would decide who goes to President Toll with grievances. There is a need for communication between administration, government, faculty and students. This agency would tie up all the loose ends.

The Sophomore Class of next year must get together. We will be spread throughout the campus next year with the opening of the Roth and Tabler dorms (hopefully). I suggest that meetings be set up that will accomplish something. This year meetings were sparse, more or less unpublicized and consequently attendance was poor. Meetings would be arranged similar to hall meetings, taking place in the lounges of the dorms and designed to hear proposals, complaints and get opinions on the topics of importance to the class of 1970. I hope to have more success with these meetings than this year.

This is a growing campus and it is growing fast! More students mean more voices, more frustrations, more anxieties. We need an outlet. We have basketball for the winter. What about the fall when the thought of the new year and all the headaches and tensions that it brings comes to mind. We need football. It is not of the utmost importance but then again, what is college without a football team that you can go out and really root for?

Finally, one person cannot run a class of 1100 single-handedly. While most of you are unaware of the fact, the class of 1970 has bylaws up for proposal. They are not official but I endorse them and feel that they are needed. They propose a council that will assist the president of the class in making decisions, help him in the ideas for functions and aid in the overall smooth running of the Sophomores. They are important and needed.

These ideas are just dreams now. However, they can become reality with your support. No officer can accomplish anything without the backing of the people who put him into office. Re-

Sophomore Class

SOPHOMORE PRES.



Peter Adams

Whatever form of government will work best at Stony Brook is what we should use. By now, I think the principle of dorm representation is generally accepted, at least by Freshman. It seems inevitable that we abandon the "class" system for some sort of dorm representation. We should retain the four Polity officers and elect two representatives from the Commuters and each of the four quads. This body will be small enough to efficiently handle the normal business of student government, and yet it will be large enough so that no one member will be overburdened with work. A system with two legislatures would be impractical because of the tremendous amount of time that would be needed for agreement between the two bodies.

Many of the powers of the Executive Committee should be delegated to subcommittees with a member of the EC as chairman of each subcommittee. By letting subcommittees do most of the paperwork, the EC will be free to make policy and deal with university problems. At the same time, we will get more students involved in their own government.

A student government newsletter, to replace the Freshman

newsletter, the "Sensor", should be created so that all students can be properly informed of the functioning of their government.

I believe that eventually the "College Plan" will be successful everywhere. However, it is unrealistic to try to force the commuters to fit into a residential college plan. The consensus among the commuters seems to be that since they are not residents, and have their own unique problems, they should have their own College suited for their needs.

Presently petitions are going around campus which are "for" and "against" the formation of a football club. I don't believe that there are forty football players on campus who would be willing or able to practice at least two hours a day, six days a week. We were unable to field a wrestling team this year. We have a sixteen man baseball team, a seventeen man track team, a five man cross-country team, and a twelve man swimming team. We will not have a field safe enough to practice on for two years. Coaches Ramsey, Snider and Von Mechow all have said that a football club at this time would be unfeasible. I cannot advocate spending \$15,000 for a club whose survival is highly questionable.

I believe that I can accomplish the goals that I have stated. I have worked effectively with the other members of student government in the past. I believe that I can work with them in the future.

Paul Feldman

The question that arises for the coming year is: Where does the class of 1970 stand in relation to the rest of the school and what is the matter with this school?



We have all seen, during the recent mass protest, what a unified student body can do. The reason for this unity and strength was that every student was made aware of the issues and was able to make himself heard. If these lines of communication are kept open, then the student government becomes a true representative of the student body and can more effectively work for student goals throughout the school year.

It is my aim to improve communication between the student and his representative. A simple newsletter published by Polity informing students of the current issues is not enough because it merely tells the student what is going on and does not give him a chance to voice his opinion. What is needed, besides a newsletter, is a chance for every student to come to an office set up by a representative and speak to him about what he thinks student government should entail. With this opportunity for strong student participation in government, we are capable of making Stony Brook into a better environment for the student, NOW!

Billy Gold



SOPHOMORE REP.

By Peter Balsam

The basic problem of student government at Stony Brook is not one of a new constitution, but one of the lack of communication between the students and their leaders. It is true that the present constitution leaves much to be desired but the majority of alternatives seem to create chaos out of havoc rather than



students can grow in all directions, can become mature by the time they leave. Is this what we wanted when we came here?

As a measure to correct these problems I propose a bicameral system, made up of a senate (1 man from each dorm) and the present EC structure. This will allow greater representation, more communication, and a "controlled test" for a senate system. Details of this proposal are written and will be posted throughout the school.

To bring the EC back to the student body and thus give the students a chance for involvement I have made two proposals. I suggest Bi-monthly EC press conferences (per Statesman editorial) and a Watchdog Committee to initiate impeachment procedures against any member who is not fulfilling his obligations.

In this statement, I addressed myself to general concepts. Specific platform points will be posted. I frankly admit, that if student apathy remains the same there is no government that can communicate and no representative that can represent. We need new spirit and a new wholesome attitude. With this we can tackle the problems of university-wide significance. Without it we can go nowhere.

During my campaign for Freshman Representative, my concept of dorm representation was considered radical and impractical. Now this idea has caught on and appears in the policy statements of several other candidates. Primarily, dorm representation means direct responsible representation for the students — students who have rejected the present leadership during the recent student movement.

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"The Rock Whence We Were Hewn"

By John DeFrancesco
Assistant to the
Dean of Students

It seems that hardly a day passes without someone, somewhere calling our attention to something about the past, present or future of higher education. This fact might well be the cause of what seems to be an increasing awareness of the peculiar potency of higher education. On the other hand, this fact might be explained by the suggestion that as a democratic society approaches maturity its moral obligation to educate its members becomes more apparent. If this be true then surely the moral necessity to inform the society becomes more acute.

It could also be noted as true, that as agencies of society the in-

strument of higher education and government are not without relation to each other. As often as not higher education as an instrument of society, predates and influences the societal instrument of government. Considering that fact, it seems odd that we have only recently realized the importance and necessity of examining this most essential of society's instruments.

In any event, there exists today a critical need to examine the agency of higher education and to determine what it is and what it is doing; how it does what it does, to what end and with what effects. As a result, there are those who have, at last, begun the deliberate and systematic study of the societal instrument of higher education

in much the same way as political science has undertaken the examination of the societal instrument of government. This serious inquiry into the origins, natures, functions and effects of the institution of higher education, in the last ten years particularly, has begun to yield information of a most revealing and exciting kind. And it is a bit of information, some old and some only recently available which will surround the opinions which are contained in this article.

IN THE BEGINNING

Higher learning, no doubt, began with the realization that it was a possibility. As an instrument of the reflective mind, higher education received some significant formulation in the Academy and the Lyceum. It was not until the Middle Ages, however, that higher education became institutionalized. Expressing the needs of the medieval mind, institutionalized higher learning took form in the device of the University and in that form became the prototype of today's institutions of higher education.

In the 12th and 13th centuries, Bologna, Padua and Paris had become to their many foreign and native students what Berkley, Lauderdale and Lake Grove have become to today's scholars in waiting. The principle difference between these analogues is the genius of the medieval student in organizing his peers into what was probably the first university (the analogy goes further only with the extensive use of the imagination). The University was organized primarily as a means of protecting the individual student from the exploitation of local merchants and the caprice of other people from "the town".

Easily and frequently abused, students found that by collecting themselves into groups or "nations" and these nations into "Universities" they could give meaning to threat. In this way students could and did threaten the town with the possibility of moving the entire "University" to another town. (Which location was really threatened is a moot point). Such wholesale departures by students in fact did take place. The fact that the "University" had no physical facilities made this alternative as viable as the people of the town made it attractive.

At this point it seems reasonable for informational purposes, and practical for reasons of objectivity to quote extensively from *The Rise of Universities*, a simply delightful little book by Charles Homer Haskins.

"Victorious over the townsmen, the students turned on their other enemies, the professors. Here the threat was collective boycott, and as the masters lived at first wholly from the fees of their pupils, this threat was equally effective. The professor was put under bond to live up to a minute set of regulations which guaranteed his

students the worth of the money paid by each. We read in the earliest statutes (1317) that a professor might not be absent without leave, even a single day, and if he desired to leave town he had to make a deposit to assure his return. If he failed to secure an audience of five for a regular lecture, he was fined as if absent — a poor lecture indeed which could not receive five hearers! He must begin with the bell and quit within one minute after the next bell. He was not allowed to skip a chapter in his commentary, or postpone a difficulty to the end of the hour, and he was obliged to cover ground systematically, so much in each specific term of the year. No one might spend a whole year on introduction and bibliography!" Imagine that!

Before I lose my reasonable grounds for using this quote, let us plunge onward into an even shorter discussion of the British college.

As is evident, the first universities were organized and run by students. Originally formed by grouped "nations" of students the University was in reality an instrument of protection which excluded not only the townsmen but also the professor.

THE COLLEGE

Excluded from the University, but not to be outdone by the students, the medieval professor, with others of that ilk, quite naturally formed his own association. Utilizing the principle of the "guild" the professorial equivalent to the student University was the "college". In its most advanced state of development, the college not only became part of the University but indeed it came to dominate and control all of the University's activities. There exists perhaps no better example of this than the universities at Oxford and Cambridge.

In this instrumental form, higher education became for the British the mechanism by which they produced their "gentle-perpetuated their nobility and, in men". It was by means, of this same instrument that the British fact, began the first organized production of snobs. These latter were the "gentlemen" without nobility *sine nobilitate* who having passed through the halls of Oxford and Cambridge were, quite fortunately, forgotten with the rest.

With a glacial rate of change, even now a characteristic, higher education moved, ever onward, into and through the Renaissance and all of those amusing little "ages". And save for minor structural modifications, institutions of higher education remained much the same at least through the eighteenth century.

LERNFREIHEIT AND LEHRFREIHEIT

With the founding in 1810 of the University of Berlin, there was established what eventually became the focus of the scholarly world for the best part of the

19th century. In German hands, the device of the University was retooled for the production of a new breed of professor. Although resembling the kind, devoted, witty medieval professor (some of whom live on even today) the features of this act were really less than similar. Disinterested, disciplined, research oriented, and somewhat removed, he was in fact the grandfather to today's specialist. The effect and import of this German development on the University, particularly its American variety, can not be underestimated nor overlooked.

Among these many German-born features was the unique expression and practice of basic intellectual freedoms. The unhampered freedom to learn (*Lernfreiheit*) and the unrestricted freedom to teach (*Lehrfreiheit*) were recognized and demanded as essential to the life and growth of the mind. It is, then, the progeny of these parents that we find in today's concept of academic freedom. Suffice it to say that the influence of the German University on higher education has been far reaching and profound.

HIGHER EDUCATION IN AMERICA

At the same time that higher education had achieved some degree of maturity on the Continent, it was undergoing all over again the pangs of birth in the Colonies. To be sure, agents and agencies of higher education predate our Republic. Now in its third century, American higher education clearly reflects a variety of influences, many of which are traceable to the Middle Ages, as well as the German University. Of the many influences on American higher education certainly not the least among them was the society it sought to serve, and from which it received its means of support and perpetuation. While this is one of the more unique influences it is by no means the most important. Indeed, it is unfortunate, but true, that those who seek higher education are not the ones who most influence it. Curiously enough, ancestry rather than posterity has proven to be and continues to be the spring source of dominant influences on contemporary higher education.

Patterned originally after the British undergraduate college, the college in Colonial America, began with little or no equipment, even less funds and with more promise than performance. Its curriculum, like that of its English cousin, was the traditional liberal arts. And like its English prototype, the colonial college was concerned more with the forming of character than with the finding of knowledge. It emphasized a residential pattern of living and was also concerned with the training of an elite destined for community leadership.

Around the time of the Civil War, the influence of the German university began to extend to the

Continued on Page 13

Sophomore Class

Continued from Page 10

Now, I ask you for one more year of your trust in order to continue my efforts to establish meaningful representative government on this campus.

During my seven weeks tenure in office:

- I have engaged a professional acting company to produce "Stop The World I Want To Get Off" for the class concert next November;

- I am in favor of, and am working towards, establishing club football on campus. Pending final approval, we are about to embark on a fund raising drive for the football club;

- I organized the Teach-In on the draft and I favor a referendum on the question of submitting grades.

In addition, I feel there is an obvious need for greater communication between the student leaders and their constituents. I propose a biweekly review of Executive Committee activities as well as a Representative's Report from me.

But I feel that the greatest service which I can render is to continue with my efforts to establish a new and more responsible governmental system here. The first steps have been taken — Let us continue from here together.

Phil Leshinsky

The office of Sophomore Representative is a full-time obligation which requires some flexibility. The Class of 1970 has been a dynamic force in the attempt to make Stony Brook an outstanding university. Stagnation is our biggest problem in attaining our goals.

Recently, the main concern has been the establishment of a practical constitution. We must admit that Stony Brook is in a state of transition. Therefore, I feel a Senate system of government should be instituted gradually.

Towards this end I propose a bi-cameral legislature, composed of a Senate and an Executive Committee, with the latter an established entity, having final veto power over the former. If the Senate proves itself to be effective, we could then eliminate "class representation".

Many commuters feel they are being alienated by the present College Plan. Commuters may be "assigned" to a separate college, but it is a different matter to get them to feel like a part of that college. Since commuters have many separate and distinct problems, I propose that a "Commuter College" be included in the College Plan.

There have been several petitions of late concerning the inefficiency of the construction com-



panies on this campus. Yet, none of these petitions hits the matter at its heart. My solution is to have the Executive Committee establish a committee to investigate these companies, and the hiring of these companies, before any more petitions follow.

Keeping in mind that we are still governed by class representation, it is imperative that we pass the Class By-Laws, so that while under this system, we have rules by which to be governed.

Right now Stony Brook University is in a state of change. It is up to us, the Class of 1970, to grow as Stony Brook grows, and to adapt to a changing system. I feel I can accomplish this end with my proposals.

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An Education For The Real World

Haree Deutchman

The campaign now in progress is just one indication of what is wrong with this university. The candidates have failed to understand the fundamental ills of Stony Brook and are concerned with the wrong issues. The issues are wrong because they deal with the superficial discontent of the students. They do not recognize that the unhappiness and grievances of the students are manifestations of problems that are not remedied by football clubs and liquor referendums.

The problem is that Stony Brook has not evaluated its role as an educational institution and made a commitment to its students and faculty. So far the concept of education here at Stony Brook tends to reflect the abject condition of American education and American society.

Vocational and material-success orientation have supplanted the nobler ideals of a young person. The vigor and enthusiasm of youth have been abrogated to a mark-consciousness and selfishness that stagnate an individual's development and retard the improvement of society.

The students should be concerned with Stony Brook's massive growth because it detracts from the development of an intellectual atmosphere on campus. The fact that Stony Brook has not created an atmosphere that

encourages the spontaneous interchange of ideas between faculty and students, and among the students, should worry us. Stony Brook has not recognized the academic world as an important force of social reform, when today, there is an obvious need to integrate the goals of education and the goals of society. There has not been a serious attempt to instill a healthy attitude toward the real benefits of education for the person and for society. Stony Brook fails to contend with the growing pessimism on campus and the thwarted intellectual curiosity of its students and faculty. The palliatives offered to appease student restlessness may ameliorate the lack of enthusiasm and pep, but they do not abolish the frustration felt by the students and faculty on this campus, who are not being adequately intellectually stimulated. Education is not the dynamic process it should be.

Academic Life is Vital

In this election our attention should be directed to the issues in the most dire need of discussion — academic life at Stony Brook. Failure to examine the relationship between the students and the university as a center of learning will only perpetuate the growing alienation of the student from the direction of his education. The students must become more involved in formulating the

academic policy of their university.

Students should be informed about the work already done on curriculum changes, admission standards reform, an evaluation of the marking system, and should be encouraged to participate on the committees.

Stony Brook should institute a program coordinated with the Peace Corps and Vista. A plan to have a work experience in these agencies during the junior summer and follow-up program as a senior has been presented. The integration of this experience into the academic program could provide a meaningful culmination or stepping stone to social action activities. Definite involvement with the local community should be continued through Upward Bound, Wider Horizons, and tutoring, and possibly other work with the migrant workers on Long Island.

Expression of Desires

Most important, Stony Brook must provide the programs that will permit the expression of the latent desire and energy of its students for social action and intellectual challenge.

It is up to the student government and its leaders, or whatever structures are deemed necessary and efficient for this task, to goad Stony Brook students into realizing their responsibility and their ability to create an active intellectual environment.

Presently, the only administration-recognized organ of student action is the Executive Committee. The EC, by involving itself almost exclusively with the social life of the university, has also failed to concern itself with the essence of Stony Brook's discontent. The EC's legal position makes it incumbent upon that body to evaluate its ability to help Stony Brook define its role as a university. This is an unfortunate situation because the politics by which the EC operates and the method by which student leaders are elected do not prepare this body to deal with the identity crisis of this university. The EC should engage in objective self-criticism to determine what structures would best be able to communicate the student disgust with the present educational system and how we could most effectively implement reform. The EC in this process should not be afraid to deny its own existence and substitute an

organization that would be more effective. The student leaders should not be afraid to step down if this would expedite matters.

The true goals of anyone involved in American education on any level should be to provide an atmosphere that builds respect for the individual and his achievements and instills a belief that people must not always be poor, hungry and sick. Calousness to poverty and death is perpetuated on collage campuses — an enclave of social and economic security. Stony Brook may not be an intellectual ivory tower but it is indeed divorced as is most middle class society, from the horrors and injustices in American and the world.

Our student leaders should not be victims or tools of our isolated environment. They should be inspired, perceptive people who have a firm commitment to education, both as a strategic force in the constructive improvement of society and as a form of personal gratification.

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Book Review

"The Politics Of Experience"

By Dr. Karl Eklund

Book Review: **The Politics of Experience**, by R.D. Laing, Pantheon

Laing's thesis is very simple: "The condition of alienation, of being asleep, of being out of one's mind, is the condition of normal man" (p. 12). He does not seek to prove this, feeling that the mere fact that a well-adjusted bomber pilot is more dangerous to racial survival than someone who believes the Bomb is inside him is enough of a demonstration.

He does go on to investigate schizophrenia, making reasonable his conjecture that it is less a mental 'disease' than "a special strategy that a person invents in order to live in an unlivable situation", and that indeed it may be a process of naturally curing alienation.

"The person going through ego-loss or transcendental experiences may or may not become, in different ways, confused. Then he might legitimately be regarded as mad. But to be mad is not necessarily to be ill, notwithstanding that in our culture the two categories have become confused. . . The experience that a person may be absorbed, while to others he appear simply ill-mad, may be for him veritable manna from heaven." (p.96)

"True sanity entails in one way or another the dissolution of the normal ego, that false self competently adjusted to our alienated social reality; the emergence of the 'inner' archetypal mediators of devine power, and through this death a rebirth, and the eventual establishment of a new kind of ego-functioning, the ego now being the servant of the devine, no longer its betrayer." (p. 101)

It was particularly interesting to me to read this after recently making some speculations on the relationship between schizophrenia and mystic enlightenment. Laing, as an eminent British psychotherapist, has a professional regard for this relationship, and continues here his investigations of the past several years.

However, Laing's comments severely modify my speculations, indicating that perhaps the 'cure' of LSD-induced psychosis consists of re-conditioning the traveler back into the madness we call normality. That this may be so in no way invalidates my cautionary statements, since sanity in Laing's sense can also be a dangerous thing. In the country of the blind, the one-eyed man is more likely to be crucified than crowned. Also, there are those travelers who do not return.

In any case, I heartily recommend the book to those prospective trippers turned off by legal restrictions and, indeed, to anyone interested in the mind.

The Rock

Continued from Page 11

British styled American college. The wilder of that influence were this nation's first Ph.D.'s, most all of whom were German trained. It was also around this time that innovation and innovators within the country were making themselves felt. Within the time between the Civil War and the turn of the century, this country had developed the land grant college, the elective system and its first German styled Universities.

At the turn of the twentieth century, American educators were doing what all Americans do best, innovating. By now, they had taken the British undergraduate college and had superimposed upon it the German University and somehow managed to make of that queer amalgam, an instrument uniquely American.

*On the train, riding, the old man and his wife
They enter their faces. A walking intensity. One step, another. Endless adventures. They finish finally. They are seated. Smiling.
Drugged by the softness of their skulls.
I sit nearby, sympathetic attentive. I am thinking, then, that beauty is a form of deterioration.
The expression of deterioration really is a way of appreciating my own safety. And beauty is merely a visual thing. An alternate fate, a punctual disaster. Simple enough. But the train ride is very important stuff.
Now if I knew the way of releasing words, with care, with control if I planned the reflex and shaped myself into gifts or jewels or electricity. Then I may have been able to write a poem as effective as the experience. I would end the poem, "One reflects upon silk and discovers time", or, "The old print confronts the fresh page". I am the fresh page affected.
The old man embraces his wife dreaming among his narrow fingers. They seem to be indebted. Frequent smiling. Cheerful inevitabilities.
I turn towards them with my eyes. Cheerful urgency. Rotted innocence. Very much like antique children. Grey haired phenomena.
The obvious symbol is a special one. It is taken from actual experience where it is original. Right now! You are reading about old things, real things. They are too exciting to be elaborated.
Beware! When a poem transports feelings, not just experience. When it increases the excitement of the experience, it is a poem, which begins with itself. I leave the train.*

Jon Horelick

REVIEW SECTION

Inner Square Playground Wrecked

By Janice McGreal
Modern? Yes, but then it is not a very exclusive word. Dance? Vaguely. Modern dance? Hopefully not. Theater? Probably Dance theatre? Yes, perhaps.

Saturday evening, April 22, five members of the Edith Ste-

phen Dance Theatre performed in the women's gym to a seemingly unimpressed audience. Most people came ready to expect almost anything and what they got was a theatrical effect of music, lights and performers.

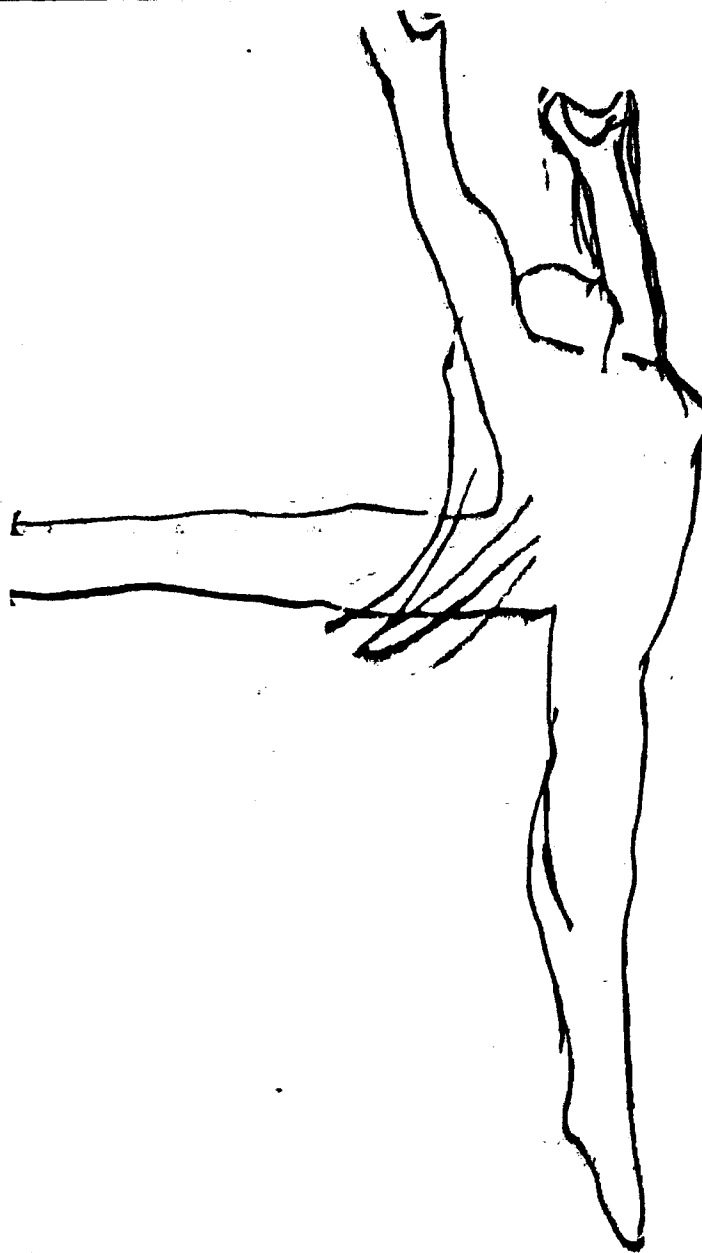
The wierd combinations of noises that were projected as music were surprisingly good. Taken out of their usual context and then assembled together were bits of known themes and songs, noises and sounds that might be heard on any uneventful day. The music was successful in that it was able to elicit a particular reaction. Helping the music to create this feeling was the effective use of lights, with quick color changes and, therefore, mood changes. It seemed as if the dance merely accompanied the music and lighting as they effected some particular emotional response. As the evening progressed the music became tiring because it was unchanging throughout the entire program.

The dancers performing were Laura Davis, a tall blond who danced with the most grace and the best form and technique, Margaret Cayton, who in her dance was a performer who showed sincere emotional involvement; the two male dancers, William Farrell and Gene Young, executed their dance and poses with clarity, energy, and excellence.

Always in contrast to the four was director Edith Stephen, in the lead position or in solo, with less dance and more body movement. Her dance movements, a kicking out of her feet, moving arms, and assorted comic faces, were the same whether the selection was The Square Circle or the Wrecked Tangle. I do not know how much of the choreography was Miss Stephen's own interpreted into someone else's original, but the works showed little more than flashing angular arm movements, ordinary running from one side to the other, with a few contorted body positions. Often, her dance seemed as if it were just tiring busy work.

The group showed a need for more practice and more coordinated rehearsals. Also, performers should never neglect to rehearse how their curtain calls will be taken. To eliminate another distraction, I would suggest dieting to the female dancers before any future public performances.

At most, the evening was an experience.



WHAT GOES ON? . . . by Steve Zahler

The New Campus Theatre has finally begun to schedule other activities besides its usual once-a-semester production. Leading off, in what is to be a series of outstanding guest speakers and performers, is the very accomplished stage and screen actor, **Hard Hatfield**. Those of you who do not recognize his name may recall two of the prominent movies in which he had leading roles: "The Picture of Dorian Gray" and "King of Kings". He has also worked the legitimate theatre and appeared on many T.V. dramas.

Mr. Hatfield will be in JS lounge on Tuesday, May 16, at 8:00 P.M. Come on down!! It promises to be an enjoyable and interesting evening.

AND DON'T FORGET!! The New Campus Theatre presents its spring production, "LOOK HOMEWARD ANGEL", May 4, 5 and 7. Watch the posters for times of the performances.

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Petition

Continued from Page 1

cluding television, radio, city newspapers and the wire services (AP, UPI). This move was made in the hope that it would arouse enough interest to have reporters meeting the student representatives at Gov. Rockefeller's office on Tuesday. Press coverage would give the issue even greater importance because of the pressure it could present.

The entire movement is planned to force Rockefeller to take some positive action on what seems to be his strongest and most valued platform — education. The fact that 2000 students on at least one of his "growing campuses" are not satisfied with how they are being treated during this growth is definitely a point upon which he can be challenged. If he is pressured enough the students feel he will be forced to make changes in policy concerning building programs.

The final stage of this first action takes the form of a rally to express to the state administration the sentiments of the student body. Several speakers such as President Toll and Marty Dorio among others have been asked to speak at noon, Thursday May 4 on Library Mall. The leaders of this "revolution" urge the students to unite in a show of strength and sympathy that they hope will force Gov. Rockefeller into removing the budgeted funds from the committees of the State Dormitory Authority and putting into buildings where two will live in a room and not three.

It must be emphasized that the rally is not directed toward the local administration, especially Dr. Toll, who has very little control over such matters and this is the reason the petition went directly to Governor Rockefeller.

If the movement is to be successful and the desired result attained, the student body must express their dissatisfaction with the deplorable conditions which exist. As the paper goes to press, 1100 signatures have been counted. The student leaders are hopeful that at least this number will gather at the rally. The reporters which cover the story will want to know why the conditions are not acceptable and the students of Stony Brook must demonstrate that they are members of a concerned university and not a group who complains without willingness to obligate themselves to action.

Letter

Continued from Page 6

Even though I haven't had the pleasure of meeting a good number of the people who have tuned in over the years, I've always felt that I knew each listener personally, and if I had the knowledge that those people who did listen to the show enjoyed it half as much as I enjoyed doing it, I'd be the happiest man on campus. Thank you for keeping me company during the late night hours - Thanks.

Howie Newman

Comment

A GREAT NEW GAME

By Wayne C. Blodgett

There's a great new game going around called "Confrontation." It's being played at universities all over the country. You need two teams: call one team the "Evil Administration" and the other the "Rebellious Students." Confrontation was invented on the west coast but any school can play for fun and profit.

Here are the rules. The object of the game is **power**: its transfer from the administration to the students. First, the rebellious Students' team organizes a student movement. The movement must be dedicated to abolishing a problem that concerns just about everybody. Vietnam for instance. Then it finds some campus regulation that hinders effective action on the problem. The inevitable disagreement is called, simply, "The Issue." Then the Rebellious Students hold a demonstration on The Issue and break the regulation as massively, publicly, and naughtily as possible. If the Evil Administration backs off, the Rebellious Students get two points and go on to the next rule. If the Evil Administration enforces the rule, the students still get two points. The Evil Administration has proven that it is totalitarian, senile, and against academic freedom (to say nothing of being stupid). Thus the Rebellious Students gather in as temporary players all those who favor democracy, spirited youth, and free speech. With these new players the Rebellious Students can organize bigger and better Confrontations. The best part of Confrontation is that it not only livens up dull weekends, it also gets results.

Too bad those finks up on the second floor of the Library are too smart to enforce many of the campus rules. Too bad the students at a certain fast growing State University never learned how to play Confrontation very well. Too bad that basically sincere people are sometimes literally forced to use power politics as a means to a worthy end.



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Registration for the Fall Semester will take place in the next to last week of classes, May 8-12. During that week all undergraduates who expect to continue at Stony Brook in September must (a) meet with their advisers to plan their program

of courses for the Fall Semester, and (b) submit their approved Semester Registration Cards to the Registrar in Humanities 196.

The Schedule of Classes, together with more detailed instructions regarding the registration procedures, will be distributed on Friday, May 5. Resident students will receive their copies via the dormitory mail boxes and commuting students will receive theirs via the commuter mail boxes in the gymnasium lobby. If for some reason you do not receive this material on May 5, please pick up a set at Humanities 196 on Monday, May 8. The 1967-68 bulletin is expected to arrive on campus approximately May 2 and a copy may be obtained at Humanities 196 as soon as they become available.

Although the number of Saturday classes next fall will be much less than this year's number, it was not possible to eliminate every instance of Saturday meetings. Students whose religious beliefs prevent them from attending Saturday classes should

therefore be certain they (1) obtain a Saturday exemption form from the Registrar, Humanities 196 without delay, (2) have this form signed by their clergyman, and (3) submit the completed form to the Registrar at the same time as the rest of their registration materials during the week of May 8. Only by following this procedure can such students be assured of a Saturday-free schedule.

Marsh

Continued from Page 1
certainty as to the effects of the drug. He cited much research which hints at the possibility of mutated or damaged chromosomes resulting from excessive use of "acid". He added "that some never become normal".

Dr. Marsh suggested that students "should get an inkling of its seriousness". Some can even get hooked "without even knowing it". Appealing to the students Dr. Marsh said "that we're trying to help them, not hurt them."

In reacting to Dr. Marsh's statements on the problem, Dean Tilley stated that "the Department of Health must be called if the particular incident is medically confirmed to be within the limits covered by the law. Notification, of any sort, should come from the Dean of Students' Office."

Hanging over this whole problem are two legal snags. Firstly, what is meant by addiction and secondly what can be considered as proof of that one is under the influence of the drug. Inherent in the decision to call the hospital on the part of the certified physician is personal judgment. But first the physician must know the exact legal definitions of these two terms. A statement on this and the whole spectrum of legal questions involved is forthcoming, said Dean Tilley.

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—Judith Crist, Herald Tribune

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Grumo One-Hits Pace As Pats Win, 3-1

Coach Herb Brown's Diamondmen had a busy week as they played four games, winning three of them, including a one-hitter by Matt Grumo against Pace this past Sunday afternoon at the Setter's home field.

Grumo, the Patriot's leading

hurler, was locked in a pitching duel throughout the game. Steve Salerno provided almost all of the Stony Brook offense as he knocked in two runs with a single. The tension was mounting as the innings passed while the Setters couldn't buy a base hit off of Grumo. Going into the ninth he had a 3-0 and a no-hitter. But the magic spell was

broken by a double. Grumo held on to win, 3-1. This evened the Pats' slate at 5-5.

In Tuesday's game against Nassau Community College (last year's National Junior College Champions), the Patriots fell, 12-4. Aside from a three run second inning, the Nassau pitchers completely dominated the Pats' hitters. The winning pitch-

er, Koch, struck out nineteen, allowing three hits, one each by Dennis Kampe, Dave Weinberg and Steve Salerno, and helped his own cause by hitting a two-run homer.

PATRIOTS EXPLODE

Wednesday, the Pats exploded for thirteen runs on eleven hits in their 13-8 rout of Kingsborough Community College. Behind 2-0 with one out, Al Perrin walked, Steve Salerno singled to right, and Steve Jacobs sacrificed, moving both runners into scoring position. Pitcher Matt Grumo then doubled, scoring both runners. He led the team with 4 RBI's and looked more at ease at the plate than on the mound. Dennis Kampe singled past the third baseman and was followed by Frank Grimaldi's two run triple to deep right field. Matt Low and Gary Hamilton singled and doubled respectively, later scoring on two errors. The inning ended with Stony Brook in front 7-2.

Grumo hung on to go all the way for his third win of the sea-

son while Salerno raised his team leading batting average to .333 with a three for four performance.

SLUG KINGS POINT

The Patriots defeated Kings Point, 11-7, in a slug-fest this Saturday. Bobby Junghandel picked up the win with Dave Geffner getting credit for the save. The Diamondmen were never behind as Gary Hamilton slugged a three run homer to give the Pats the lead. Matt Low hit a homer in almost the same place as Hamilton, into the left field bleachers. Meanwhile, Junghandel was having his problems on the mound holding the lead. Coach Brown removed him in the sixth inning in favor of Dave Geffner. Geffner managed to hold onto the lead to preserve the win.

NIGHT GAME TONIGHT

This will be another busy week for Stony Brook. The highlight will be a night game tonight against the New York Institute of Technology, at Salisbury Park. The starting time is 8:00 PM.

JV, Varsity Crews Row By Assumption; Freshmen Fall To Clark By Three Lengths

The Varsity crew garnered its third consecutive match to highlight the Patriot's showing at Oyster Bay this past Saturday afternoon, April 29th. The Junior Varsity won its second in a row while the Freshmen continued their slump.

The Varsity race was a 2,000 meter contest between Stony Brook and Assumption College. Coach Bill La Course's troops rowed extremely well as they pulled away from Assumption early in the race and rowed hard to lengthen their lead to three

lengths as they crossed the finish line. The Pats' winning time was a rapid 6:23. Assumption was clocked at 6:36.3.

The Junior Varsity race was the most exciting of the afternoon. The JV was about even with the Assumption shell as they entered the homestretch. The Stony Brook supporters on the beach started up a yell of "Go, Red, Go". Suddenly the Red Tide was pulling ahead of their opponents. They were still widening the gap as they finished the race. Stony Brook's time for the 1800 meter course was 6:10. Assumption was two lengths behind, 6:19.

Clark University was the Frosh Crew's opposition. Earlier this season they defeated Clark by a deck. Saturday was a different story. While the Patriots were pulling a power twenty at the start of the race, Clark countered with a power ten. Showing unbelievable strength, they surged slightly ahead of the Pats. They maintained this lead until the homestretch, when they showed the famous Clark strong finish. Poor steering on the part of the Stony Brook Coxswain added to the final margin of three lengths. Clark's winning time was 6:32. Stony Brook traversed the 2,000 meter course in 6:44.

C.W. Post, who was also racing at Oyster Bay that afternoon, sponsored a beach party. This unusual event added to the flavor of the afternoon. Varsity Coach Bill La Course, elated over the Varsity and Junior Varsity showings, joined in with the rest of the team in enjoying Post's hospitality. All the people from Brook commented on how they wished that we too could have such an event.

This Saturday afternoon, the Crew will be at Pelham Bay in the Bronx for the Metropolitan Invitational Meet.

PINCH HITTER With Stu Eber

This past Saturday afternoon, yours truly traveled to Oyster Bay to watch the Crew meet. I had heard rumors about a beach party, but being a skeptic I didn't bring my blanket. I lived to regret my decision.

Upon arriving at the scene, I saw a mob of teenagers who looked like drop-outs from a Beach Party movie. Only Annette Funicello and Frankie Avalon were missing. The Pepsi generation drink wasn't present, in its place was the stuff that Lindsey Nelson tells us "Must be doing something right." The brew wasn't cold enough, it was about as cool as SAGA's Orange Crush, but I was never one to refuse free beer.

Two (or was it three) cups later, I had a fantastic realization. (They say Edgar Allen Poe thought best after having a few). C. W. Post who was sponsoring the Happening, is not reknowned for its fantastic Student Activities Program. Their fraternities are not exactly national leaders. The Post Crew is not awe inspiring. In other words, Stony Brook is capable of holding a similar event.

There was the usual Rock and Roll band, the Cat's Meow. The lead singer sounded as if he had just been spayed. Believe me, The Coming Tide, while they're not The Young Rascals, are much better.

I'm sure we could afford to hire them for an afternoon out at Mt. Sinai. The fraternities, who are always telling us how they will add to the social life of our school, could group together to supply the food and run the event. It would be an easy event to plan and operate, and more people would enjoy a Beach Party with free food, free drinks and entertainment than would enjoy a concert by Otis Redding (Otis Who?)

By this time, dear reader, you are tired of my humor and have missed the point of this wretched column. No, I don't want to make Stony Brook the Parsons College of the East. No, I don't want SUSB to become the Notre Dame of the waters. What I want is a school where people go to sporting events besides basketball games. If we can hold parties before, after or during the events, so much the better.

But what if it doesn't work? What happens if the anti-athletes, anti-rock and roll and anti-fraternities band together? The worst that could happen is that the party is a flop. Go down me in Lemming Pond. But let's at least try to improve upon our social life while simultaneously giving our teams moral support. If you don't like my idea, transfer to City College.

The Statesman Needs Sports Writers
Anyone interested in writing sports for the Statesman, please leave your name, phone number and box number in Box 200, South Hall.

TRACK MEET

Saturday, May 6, at

1:00 P.M.

Stony Brook, Brooklyn

Polytech, Brooklyn College



AUTOSPORTS

— Fred Lifshay

Traditionally, the Indianapolis 500 has been a race that has been run uh...traditionally. Only thirty-three cars are allowed in each race, and the "Gentlemen, start your engines" start is a tradition in itself.

The cars themselves for many years also had the traditional line. Big four cylinder engines up front slightly offset to the left to improve the handling on the four left turns that make up the 2 1/2 mile oval. But since 1961, when Jack Brabham brought his little rear engined Cooper to the brickyard, these traditions have been changing. This year promises the biggest change in all.

At least four different types of cars will be entered this year. Probably the most radical of these is the Mickey Thompson Chevy-powered car. This car, which has front-wheel drive, will also have four wheel steering! Front wheel drive has always been a problem at Indy, and has resulted in many accidents. Mickey is compounding this problem with the four wheel steering, which no one has any experience with. Leave it to Mickey to come up with a difficult combination and make it competitive.

Andy (STP) Granatelli has also come up with a radical idea, although it's been tried at Indianapolis before. He's running a turbine engine with four-wheel drive. Notorious problems with the turbine engine have been an acceleration lag between the gas pedal and wheels and a braking problem. Andy says that he's got these licked. Could be - he's been working on the car secretly for three years.

The third car is a Lotus - B.R.M. with a 16 cylinder engine with an H type configuration (this is two flat eights, one on top of the other with the crankshafts geared together). The car is said to be putting out over 600 hp. The engine, however, competed in Formula I competition this year and had quite a few problems.

The fourth type of car is a Ford rear-engined, rear wheel drive hooked to various bodies. - notably Lotus, Lola, Dan Gurney's Eagle, A.J. Watson's racer and the Dean Van Lines entry. This type of car is fast becoming a tradition in itself, but if one of the first three types show promise, the tradition will (thankfully) be broken before it starts.

Summer Jobs College Men

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Interviews in the Main Lobby, Gym at 10:00 A.M., 12:00 Noon, 2:00 P.M. and 4:00 P.M., Thursday, May 4th.