



THE STONY BROOK STATESMAN

Vol. 10 No. 27

STUDENT PUBLICATION OF STATE UNIVERSITY OF NEW YORK AT STONY BROOK

Wednesday, May 17, 1967

Dorm Complex Is Contracted

Governor Rockefeller announced in Albany today that construction will begin immediately on a \$7.5 million residential college complex for the State University at Stony Brook with initial use of the facilities to be made at the beginning of the 1968-69 academic year.

"The facilities will accommodate more than 1,000 students and will be located to the west of the academic area and adjacent to the perimeter campus roadway," the Governor said.

The Dormitory Authority awarded the contract for construction to Starrett Bros. & Eken, Inc. of New York City. The buildings were designed by the New York City architectural firm of Kelly & Gruzen.

Work continues on two 1,000-student residential complexes scheduled for use this year. There is a total of more than \$40 million worth of construction underway at Stony Brook, in addition to the residential buildings, including a Campus Center, Social Sciences Center, Graduate Engineering buildings and Computer Center, Earth and Space Sciences Building, Lecture Hall Center, and Nuclear Structure Laboratory, as well as utilities construction and site development work.

Throughout the State University there is a massive multi-billion dollar physical expansion program underway which is being directed by the State University Construction Fund. This public benefit corporation was established by the 1962 legislature upon the recommendation of Governor Rockefeller to expedite the construction of facilities to meet the State University's Master Plan requirements.

Toll Announces Parking Fees

A policy statement on parking regulations on the campus for the Academic Year 1967-68 is being prepared, in accordance with recommendations developed by the joint Student-Faculty-Staff Advisory Committee on Parking. These proposals will be reviewed by the student and faculty executive committees during the summer and, after appropriate modification, will be made available to the University Community before the beginning of the Fall Semester, when the new rules will become effective. Major features of the proposed program include the following:

1. All motor vehicles regularly
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Administration Not To Compile Rank in Class

At the faculty meeting of May 16, President Toll will announce that, in accordance with the recommendations of the Faculty and with the discussions of the Executive Committee of Student Polity, the State University of New York at Stony Brook will cease at the beginning of the Fall 1967 semester to compile official calculations of "Rank in class" information. This policy will continue until further notice.

Rolf Fuessler, Editor in Chief, and Mel Brown, Managing Editor of the Statesman, were unanimously re-elected last Wednesday night.

Rolf Fuessler commented, "Since all the editors have had previous editorial experience, I foresee a greatly improved Statesman which will be of service to the entire University Community."

MORSE ADDRESSES STUDENTS OFFERS CRITICISM, DISSENT

by Diane Sharon

Relaxed, and with an easy drawl, Senator Wayne Morse discussed the "Right and Responsibility to Dissent" last Monday, May 8, in the Men's Gym. His audience of over 700 students, faculty, and visitors sat enthralled as the Senator outlined, by way of personal anecdotes and numerous quotations from authoritative sources, his own formula of democratic responsibility.

Senator Morse began by mentioning his biases. First, he views as the primary obligation of a congressman voting according to his own lights, following where the facts lead, and testing them against what he deems the public interest. Secondly, everyone, especially a Senator has the right and duty to change his mind. Senator Morse, who left the Republican Party to become a liberal Democrat, is an outstanding example of a successful application of this second "bias".

The Senator opened his remarks by stating, in the words of Henry Steele Commager, that "when a nation silences criticism and dissent, it deprives itself of the power to correct its errors." He went on to outline the major disadvantages of dissent, and to state why he does not think these disadvantages



Wayne Morse motions to express a point.

are legitimate. "One reason for opposing dissent is that it is not convenient," he said, and went on to illustrate that often the immediate convenience is best sacrificed to a long-term advantage.

"A second disadvantage of dissent may be that it is often not comfortable," the Senator continued. "It is universally painful to re-think established premises, especially when the process requires consideration of unpleasant facts. . . It is doubtlessly uncomfortable to hear out the dissenters when myths or institutions or policies are questioned. But, often, the causes are deeply imbedded in questions of social justice."

To the argument that dissent is often unmannerly, the Senator responded that "the rich and powerful have an infinite variety of ways and means to make their wishes known. The poor, weak, and unorganized do not have as many potions. Should we penalize them for their weakness or poverty or lack of sophistication?"

To what Senator Morse termed "the most insidious objection to dissent," the charge that it is unpatriotic when a nation is in a state of crisis, he replied, "students of history are aware that we have rarely been far from a crisis of sufficient magnitude to call, in the eyes of some zealots, for the suspension of dissent." Senator Morse then addressed himself specifically to U.S. Policy in Vietnam. He placed

himself among those dissenters who stand against the escalation of the war, but did not address himself more specifically to that topic. A quote from General Shoup drew applause from the audience, but the Senator said that "the great Marine Corps General and Commandant is much stronger in his criticism of our policy than I have been." The words the Senator quoted are: "I don't think the whole of Southeast Asia, as related to the present and future safety and freedom of the people of this country, is worth the life or limb of a single American."

In conclusion the Senator said, "All parties to a debate should attempt to be responsible. . . They should attempt to stay within the bounds of law and order and good taste. . . because we believe in the rule of law and the eventual triumphs of democracy . . . I believe we are helped rather than hindered by the dissenter, who suggests new information and consideration for our counsels, and keeps alive the conscience of the nation and the tradition of our free institutions."

The Statesman Elects Editors



Rolf Fuessler smiles as he is unanimously re-elected Editor-in-Chief.

The Editorial Board for next year is as follows: Business, Greg Wist; Copy, Chris Koslow; Exchange, Barbara Edelman; Feature, Wayne Blodgett; News, Sharon Cooke; Photography, Ken Sobel; Review, Alfred Walker; Sports, Fred Thomsen. Mr. John DeFrancesco of the Dean of Students office was unanimously requested by the editorial staff to serve as Faculty Advisor.

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Francis Keppel To Address Our Largest Graduating Class



Francis Keppel, chairman and president of General Learning Corp. and former U.S. Commissioner of Education, will deliver the commencement address to approximately 440 degree candidates at the State University of New York at Stony Brook on Sunday, June 4.

In the ceremonies which begin at 3:00 PM in the gymnasium, Stony Brook will graduate the largest class in its 10-year history, conferring some 355 bachelor's, 75 master's and nine Ph.D. degrees. The University awarded its first Ph.D. last June.

Mr. Keppel joined General Learning Corp., the new educational affiliate of Time Inc. and General Electric, last May following four years as U.S. Com-

missioner of Education and, for the latter portion of that time, Assistant Secretary of Health, Education and Welfare (for Education). In this capacity, he was also Chairman of the Federal Interagency Committee on Education.

The Dean of the Harvard Graduate School of Education from 1948 until 1962, Mr. Keppel also served during this period in advisory and consultant capacities on the national and international level.

Educated at Harvard, Mr. Keppel is a Fellow of the American Academy of Arts and Sciences. He is the author of *The Necessary Revolution in American Education* published by Harper & Row.

Experimental College Planned

A group of interested students are tentatively planning an experimental college at Stony Brook in the spring of 1968. The purpose of the college would be to give interested students an opportunity to learn in a less structured academic environment.

As the college is presently conceived, the student involved would not enroll in any courses for credit; he would thus be sacrificing a semester of time and money with no credit towards a degree. On the other hand, he would be free from the pressures and restrictions of the

present course - grade - credit system. His studies would be led by his curiosity and interests, and he would be informally assisted by those interested faculty members who are willing to contribute time to the program. In short, whatever form this experiment eventually takes, it is hoped that it will provide for the student an alternative to the present approach to learning.

The planning of the structure of the experimental college is still in the early stages; further plans will be made this summer and next fall. This program

is student conceived and directed, and does not at this point have official status. Before it will be possible for students in such a program to be enrolled at Stony Brook, approval of the faculty and administration must be sought. It is hoped that such approval can be gained during the fall semester next year.

Any student or faculty member interested in participating in the experimental college, or desiring more information about it, should contact Dr. Richard Mould, care of the Physics Department, Stony Brook, or Steve Sarant, JN. Box 237.

New Sociology Forum Is Formed

By Bob Pugsley

Fourteen students and three faculty members from the Department of Sociology met at the Coach House on Friday, May 12, from 3 to 5 PM, to discuss and organize the Sociology Forum for 1967-68. The Forum, which has already been chartered by Polity, is an organization open to all students of the University community.

In his opening remarks Mr. Harvey A. Farberman, the group's advisor, expressed the view that the Forum would take the shape that the students themselves wanted, and that hopefully a wide range of student interests in Sociology not covered formally in the classroom could find expression in the club.

As mentioned in the informal discussion which followed, these interests would tentatively include a series of prominent guest lecturers; study trips to examine some of the sociological aspects of institutions such as hospitals, jail etc.; taking part in some current sociological research under the guidance of faculty; and possibly attempting to initiate the publication of an inter-departmental journal of the social sciences.

Interim officers, who will work with Mr. Farberman, together with Professors Norman Goodman and James R. Hudson, on the more immediate organizational problems of the Forum, were informally chosen. They

are: Bob Pugsley, President; Barry Skura, Vice - President; Secretary; and Greta Katzman, Treasurer.

Plans were made to invite all interested students to join the Forum at the beginning of the Fall Semester. The group will send notices to all Sociology majors, and will have representatives at the annual Activities Night, when the various student organizations explain their programs to both Freshmen and Upper Classmen. There will also be an important organizational meeting on Friday, September 29, 1967, from 3 to 5 PM at the Coach House. Everyone interested in participating in the Forum is urged to attend that meeting.

WUSB Broadcasts Discussion On Vietnam Five Profs. Agree On Bombing Decrease

The Department of News and Special Events of WUSB, broadcast a discussion of the war in Vietnam Thursday night, May 11, at 9:00.

Participating were Professor Marvin Kalkstein of Earth and Space Sciences, Mr. Steven Obrebski of the Biological Sciences, Professor Sanford A. Lakoff of the Political Sciences, Professor David F. Trask of the History Department, and Professor Allan K. Wildman, also of the History Department. Walt Hellman of WUSB moderated the discussion.

All five agreed that there should be a decrease in the bombing in Vietnam, but disagreed as to where and how much. The divergence in opinions centered around what each considered to be the major dangers and commitments of the U.S. in Vietnam.

Dr. Wildman did not think we had to fear any territorial expansion of China or Russia, but did say that both are interested in creating and sustaining social revolutions and in increasing their spheres of interest. He mentioned that if we let Vietnam slide these powers would soon be supplying arms and fomenting rebellions in such areas as Malaysia and the Phil-

ippines. Dr. Lakoff agreed with Dr. Wildman, and said we have a very definite political commitment there. He said that a reduction of the bombing should not include such areas as the demilitarized zones where infiltration is heaviest.

Mr. Obrebski's position is that we have no political, moral or legal right to be in Vietnam, and that we should do all we can to encourage and initiate negotiations with all parties involved. Dr. Trask agreed, and said that Communist China is concern-

ed with her own internal problems and is no opponent. Dr. Kalkstein agreed with Dr. Trask, and said that there is no real reason to pursue a policy of containment with respect to Communist China, especially since to date our present course of action has not succeeded in containing the communists at all.

This discussion was the first in what WUSB hopes will be a series of Public Affairs Presentations to bring the views of faculty and students to the attention of the university community.

Recent Judiciary Decisions Released

The following are the most recent decisions of the Polity Judiciary Board:

May 1, 1967

Miss X, the Board finds you guilty of violating the Student Code of Conduct, section H paragraph C, in the Preserver, in that you falsified an add - drop card. It is the decision of this Board that you receive a letter of censure.

May 3, 1967

Mr. Y and Mr. Z, the Board finds you guilty of violation of the Student Code of Conduct in

that: 1) you broke and entered, thereby creating a breach of private property, and 2) you created a fire hazard, by lighting a fire on the floor of the barn adjacent to the Tabler dormitories, on April 20, 1967. It is the decision of this Board that you receive an official reprimand.

May 8, 1967

Mr. W, the Court finds you innocent of violation of the Student Traffic Board's ruling of December 19, 1966. The Board

wishes to make two points clear. Firstly, this decision in no way negates those tickets previously or subsequently issued to you. Secondly, the decision in this case is based on the fact that the Board finds an area of ambiguity in the December 19, 1966 decision of the Traffic Board. The Polity Judiciary feels that all such future decisions of the Student Traffic Board be explicit in both letter and spirit so no questions of interpretation may arise.

SDS Demonstrates Against Draft Attempt To Dissuade Inductees

The Students for a Democratic Society discussed plans for their last and "most important" action of this school year at their meeting in the Humanities Building on Thursday, May 11. If all went as planned, this morning, (Wednesday), members from SDS will have successfully presented or at least seriously disrupted draft proceedings at the Local Draft Board in Smithtown. They were to assemble at 7 AM today in the Humanities parking lot and go to the draft board where new inductees were to meet to be sent to Fort Hamilton for the induction ceremony.

The demonstrators' theme was to show their opposition to the draft and tell the potential draftees of the consequences of being inducted, and of possible alternatives open to them such as becoming a conscientious objector.

SDS also planned to "talk to the draft board and express the SDS opposition to the draft."

This was to be done by giving out anti-war pamphlets and reading prepared statements of purpose on why they were protesting. Hopefully, some inductees would be persuaded to refuse to be inducted and the induction might be in some way delayed or postponed because of the demonstration.

Neil Frumkin of SDS stated that this was the first action of this kind by SDS at Stony Brook and it was a significant step in bringing SDS and the local community closer together. Mr. Frumkin was optimistic because he felt most of the "kids", as he called them, that were being inducted would listen to anything and those with doubts about being inducted might be persuaded by SDS to refuse induction. He felt that no danger would be encountered by the demonstrators and that any jail sentence they might receive would be suspended and no fine would be levied against the SDS demonstrators.

To Read or Not To Read: Soundings

By Joe Juettner

This year's issue of the university magazine will appear on May 26. It represents the literary efforts of about two dozen contributors and a similar number of editors, advisors and staff members. The few comments I make here are intended only as a preview, a brief article that hopes to give you a general idea of the magazine's contents, and maybe whet your appetite a little. There is no breakdown of student - faculty - administrator - interloper ratios among the contributors; brief biographies are provided at the back of the volume for those who will want to hassle with the editors.

Poetry makes up the bulk of the contributions to *Soundings*, as it probably does in most college magazines. There is a wide range of quality among the poems; some are excellent, while in others the poets can be seen groping their way to their own styles and voices.

Ron Overton is a *Soundings* "regular" whose work is always nice to look forward to. In this issue he offers two humorous burlesques. The first is "To a Tick: Second Thoughts" ("Was it worth it? This final, said, inglorious reduction?... Just for a moment of foolish suction?"). The second, "Jim: A Ballad," is the sage of "...a boy's unhappy crush/ For a maiden, Leonora Hale,/ And the terrible fruits of lust." Clifford Swartz's poems, more serious, are smooth and easy, but strictly metered. James Tyack is in the magazine again also, putting his good images into smoother rhythms.

The tightest, closest compositions are by Ruth Miller. Among her best are what might be called the taming-of-America poems, with their compressed, prickly satire:

*American beauty is not a rose
My childhood taught me so
The long stems of victory
Lay on our parlor table
Beside the bible
Under the portraits
Waiting for mother*

These poems are not offering solace or remedies; they peel the band-aids off the bloody old clichés about the American Way. Her poem "The Negro is a frugal bird" is a chiller.

Jim Harrison's contributions are not poems but notes from his worksheets. They represent, he writes, the "often vague sort of milling around that occurs before the poem is conceived." There are several pages of absorbing scraps, some no more than simple directions from Harrison to himself: "To scorn intervals"; or, "The voice must become prodigal, mangled, intolerable" (he must have squirmed a little over that one). Another goes: "He wishes to write a poem as immediately fascinating as a dirty picture." One or two of the notes already have a poem-like, objective existence of their own: "Li Po was a ruthless drunk, brown teeth and saggy

eyelids, his western laughter a dogstar not to steer by but to glitter distant as a god."

The *Soundings* editors were able to garner a number of poems from Harold Dicker, Grace Shulman, Raphael Rudnick and George Quasha. The first three named have read here in the past year; Quasha is on the faculty and was instrumental in acquiring the contributions from the others. There is some good brutality" poetry in this cluster, and Quasha's "BE LEARY" is of real topical interest.

Another catch the editors made is a pair of translations, printed together, of the German poet Enzensberger's "defense of wolves against lambs" (which also appears in the original). The translations, by Brian Regan and John Russell of the language faculty, provide a fascinating comparison of the subtleties involved in the translation process. For example, Enzensberger's first line presents a dictator in the image of a bird of prey: Regan interprets the line, "should the vulture eat forget-me-nots?" while Russell's version reads, "is the hawk to eat forgetmenot?" Another variation of nuance: (Regan) "who sews/ the blood-stripe on the general's pants?"; (Russell) "who sews the bloody stripe/ on the general's trousers?" The poem itself is a very tough indictment of the "lambs" who make the dictators possible. It is interesting to see Regan and Russell working at getting the toughness into their translations.

Three short stories make up the fiction category in the magazine. Two are by L.T. Grant, the third by Mary Morris. Miss Morris's "Mom-Mom" is the portrait of an edgy, late-adolescent college girl. The girl's hang-up is her grandmother, her "mom-mom", a crotchety old lady whose pushy ways annoy the girl, particularly in church — "Move out. Let the people out," she demanded in her mother-superior tone." Miss Morris makes a good characterization of her heroine, who has some of Holden Caulfield's over-sensitivity but none of his humor.

L.T. Grant's stories, "The Insured" and "Dead End" are two of the best contributions. His characters are well-developed and the stories well-plotted in addition. The protagonist of "The Insured" is a middle-aged English professor whose hero is Hemingway. Professor Lionel Strong, however, suffers from anxieties about losing his wife, by way of losing his virility, to a scrawny insurance agent, Fred Walker. Lionel's nights are fraught with grotesquely funny dreams about his wife and the agent: "(Fred Walker) slipped off his trousers. He was wearing boxer shorts with red hearts printed on them. His legs were skinny and hairy, like palm tree plants. . . He looked, indeed, like a foetus perched in Sally's lap, sucking her ear-lobe. . ."

Domestic tragic-comedy is again the subject in Grant's

"Dead End". In it young Harold Bingley, lately-sprung idealist, is about to marry Margie Hart, a painfully ordinary girl. Margie wants ten children: "If I had to choose between a diamond and ten children", she says, "I'd take the children without batting an eyelash." "Children are the hope of the world", Harold replies. "That's what I told your priest. What's his name?"

The non-fiction in *Soundings* 1967 includes Alfred Kazin's introduction to a new edition of H.G. Wells's *The Future of America: A Search After Realities*, and Charles Staley's review of Professor Lekachman's biography of John Maynard Keynes. Both, I think, will be of interest to the general reader. Other essays are of a more specialized nature: Kenneth Terry's analysis of Kafka, "Despair and Faith," is a well-written composite of several scholarly opinions with a sprinkling of Terry; Judah Stampfer compares the search for the "persona" in the poetry of T.S. Eliot and Robert Lowell; Caren Ziegler and Geraldine Maier make intelligent appraisals of theatre and film in "Four British Plays On and Off Broadway" and "Bergman, Resnais, and Antonioni: Three New Films".

Finally, although I don't want to enter this controversy, I suppose something should be said about the editorial policy governing *SOUNDINGS*. There

have been various cries raised and demands made: "A popular literature for the masses!" "A magazine of, for and by the students!" Nothing wrong with that. That's an especially good idea where there is a lot of material submitted by the students, but that doesn't happen yet at *Stony Brook*. The editors of *SOUNDINGS*, with this democratic sword of Damocles whistling over their heads (and the magazine's) have bravely stuck by their intention to give us a magazine containing the best material they could get. Obviously this means they are more concerned, as literary editors should be, with the excellence of

SOUNDINGS than with some vague democratic ideal.

For them, editing has meant taking on the unpopular chore of rejecting contributions that didn't measure up; if you care anything at all about literature you'll understand that. It has also meant a lot of hard work: the editors and staff have spent long hours trying, with the author, to salvage a piece of writing that needed work (most of the pre-publication agony, in fact, we'll never know about). Since as a university publication *Soundings* does represent this university, we shouldn't insist on it being less than the best the editors can give us.

FINALS ?

Let's have no tears
Just because finals are here
Study real hard
And you'll have nothing to fear.
Good Luck to All . . .
See you next year.

REVIEW SECTION

M.L. Rosenthal Gives Reading

M.L. Rosenthal seemed to be in love with the world when he gave his poetry reading Tuesday, May 9. In his brief but elated poems he went into flights of fanciful emotion, light spirits and deep thoughts.

He is able on one hand to fly into the light verse of "Jim Dandy" in which he joyfully proclaims his existence. But he is equally able to reflect pensively about his doubts in "The Gate." In perhaps one of his most metaphysical poems, "Footprint", he wonders about his perplexing existence. Rightfully he declares that men never lose visions, they just let them fall back. As he stares into his soul, he asks, "why must the heart awaken only at parting".

Rosenthal himself summed up his varied love with the world when he explained "Blue Boy on

Skates" as a poem enveloping life, with sadness, reflection and all the aspects and ranges of joy.

A STUDENT'S LAMENT

(sung to "House of the Rising Sun")

by M. Alin and D. Cara

*There is a place called Stony Brook
Don't go there I warn you
Don't wallow in the mud and gook
And live like in a zoo*

*Well, I first came with prospects good
With my problems I could cope
But now this school has got me down
I know there is no hope*

*At first I didn't mind too much
That the place should be so crude
But my stomach came up to my throat
When I first saw the food*

*Well, Toll says he knows tripling
Is something we all hate
We're that way now and you know we'll be
Till the spring of '68*

*There is a place called Stony Brook
Don't go there I warn you
Don't wallow in the mud and gook
And live like in a zoo*

G-North Hosts Profs; Discuss Viet Policy

G North College hosted a discussion of the Peace Movement in Vietnam on Tuesday evening May 9. Dr. Lakoff of the Political Science Department took the position of the traditional liberal and urged those who oppose government policy to work within the confines of the political process. He felt that the techniques of mass demonstration, while effective in domestic politics, only served to alienate the general public in foreign affairs. The Radicals, in their zest for purity, were rejecting the Liberals, thus giving impetus to the Right Wing Movement.

Dr. Lebovics, of the History Dept. defended the techniques of those who are advocating peace. By widening the leftist spectrum of opinion concerning the war,

they are making it possible for the Liberals to retain their center position and still advocate a more leftist policy. Dr. Lebovics agreed, however, that those in the peace movement should work within the mainstream political process whenever possible in order to legitimate the peace policy in the public mind.

Other participants in this debate were Mr. Farberman of the Sociology Department and Mr. Kantro of the History Department.

This was the last of a series of informal discussions sponsored by G North College. Other topics have included "Black Power and the Civil Rights Movement", and "The Cultural Revolution on China and Russia".

Opposition To Vietnam War Outlines Concepts For Action

The Ad Hoc Committee to End the War in Vietnam presented a panel discussion Tuesday May 9 in the Engineering lecture hall. Four representatives from various organizations which oppose the U.S. efforts in Vietnam outlined their concepts of the manner in which a college student who opposes the war should act.

Mark Lyons of the American Friends Service Committee, a Quaker organization, urged college students to refuse 2-S status. He argued that accepting this classification destroys the student's right to make a moral decision, to make a confrontation with his own values and those of his society. Bob Gilliam of the Catholic Worker, advised the audience of thirty students and faculty to become non-coopera-

tors. He stressed that by refusing to comply with the demands of the established system, a student expresses his strongest form of disapproval. He quoted Anatole Franz, that "wars will cease when men refuse to fight", in support of his position.

David Pardoe of the American Civil Liberties Union stressed that the government's demand of two to four years of a man's life violates his civil liberties. He said that his organization has three major objections to the methods of the Selective Service Commission. First, they object to the five year sentence imposed on those who burn their draft cards in protest of the war, secondly it opposes the drafting of those boys whose names appear in connection with anti-war

Notices Soundings 1967

The Spring issue of *Soundings* will be distributed to the student body on the afternoon of May 26. Residents will receive copies through campus mail; commuters should allow a day or two extra for delivery of the magazine to their homes. Any student who has not received a copy by June 5 can obtain one by writing to L. Shea, 554 West Broadway, Port Jefferson, New York, 11777.

Planning Director

Charles R. Wagner has been named Director of Facilities Planning at the State University of New York at Stony Brook. Mr. Wagner, who has had extensive experience in campus facilities planning, will join Stony Brook on June 1.

Mr. Wagner has been associated with West Virginia University for the past six years, initially as University Architect. In 1962, he was promoted to the position of Director of Physical Planning. Also in 1962, he assisted in planning and designing a new College of Agriculture in Tanganyika, a project sponsored by the Agency for International Development in conjunction with West Virginia University.

A registered architect and a member of various professional

demonstrations, a practice which the Selective Service commission has not been pursuing recently, he said, and thirdly he is opposed to all suggestions for alternate service, such as the Peace Corps. He repeated his stand that the government is not entitled to a certain number of years of a man's life.

The panel presentation was followed by a brief question and answer period.

organizations, he holds the faculty position of Assistant Professor of Landscape Architecture at West Virginia.

Mr. Wagner, 42, attended Davis and Elkins College and Princeton University, receiving the A.B. in Architecture degree magna cum laude from Princeton in 1952. He was also a recipient of the Frederick Barnard White Prize in Architecture.

Thank-You

We would like to thank the following groups for their help in making Monte Carlo Night a success. Phi Epsilon Tau and Sigma Beta Phi for working the day of the event and the various local merchants who donated merchandise to be used as prizes.

Thank you
Lynne Schoenherr
Susan Moiseff
Co-Chairman
Monte Carlo Night

Service Frat

There are numerous services to be performed on a campus the size of Stony Brook's. The approximately thirty members of the Alpha Phi Omega Service Fraternity Preparatory group

are inviting suggestions for service projects to the student body, faculty and community at this time and in the future. The suggestions will be reviewed by the group and, if these ideas are accepted, the interested parties will be notified. Please send all suggestions to Box 86 South Hall.

Theatre Party

Theatre parties may be arranged for any performance at the Mineola Theatre, except Saturday at 9:00 PM for minimum groups of thirty (30) which may consist of full-time students and teachers. The student purchases a Student Identification Card (at a cost of 50 cents) which entitles him to a ticket at half price. The teacher or chaperone is given a special discount of 25%. Reservations may be made by telephone through the Group Sales Department.

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CRITICISM OF PSYCH SERVICES REPORTED TO BE UNFOUNDED

By Chris Koslow

During the last few months, concern has been growing among the students regarding the adequacy of Psychological Services. This concern was expressed during the recent student movement, and has prompted a rebuttal from Dr. Marvin R. Goldfried, Director of Psychological Services.

The Psychological Services Department, housed in the infirmary, is comprised of eight therapists, each with a Ph.D. degree in Clinical Psychology, and each is a psychiatric consultant. Five of the eight psychologists also teach psychology courses. Students feel that the professors are not able to devote enough time to their cases, and are primarily interested in their courses, not their patients. This is not true, according to Dr. Goldfried. He feels that these men have two separate and distinct responsibilities, each of which they are able to fulfill without one interfering with the other.

Another complaint made by the students is the waiting list for those who request therapy. Dr. Goldfried said, "The wait-

ing period is about a week for initial contact, and a short time for those needing continued treatment." He feels that this is not a particularly long time for the students to wait for an appointment, especially since there is a therapist on call for emergencies.

The greatest concern among students, however, is the question of confidentiality. They want to be certain that not only is confidence kept in therapeutic sessions, but that their psychological test scores are not released indiscriminately. The following is from a letter given to students when they make an appointment with a therapist: "Although part of the University, Psychological Services assures the student of complete confidentiality. No information revealed during your contacts with Psychological Services will be released from this office without your expressed consent. Even the very fact that you have set up an appointment with us will not be revealed to the administration, faculty, or any other individual within or outside the University, unless you so desire."

According to Dr. Goldfried, this is absolutely true. Although therapy sessions are discussed among the psychologists in weekly case conferences, information does not leave the department.

There is one exception to this rule. If a patient is considered dangerous to himself or others, this condition will be discussed with him, and the student will then be reported to the proper authority. This is only done, however, after the student is informed of this action.

Although Psych Services works with the Dean of Students office, the names of students in therapy are not released to them.

In the case of a student who seeks therapy because of drug usage, they will attempt to help him, and will not report him to any one.

It would seem that most of the student accusations are not true, except that eight therapists are not capable of handling the large number of students on this campus. However, there are plans to expand the staff and to set up a vocational counselling service to alleviate the problem.

THE GRIPES OF WRATH

by Bob Passikoff

AFTER 5 YEARS OF PRODUCING BRILLIANT STUDENTS, HIGH SCHOOL GUIDANCE COUNSELORS HAVE COME TO KNOW AND LOVE STONY BROOK FOR OUR FINE LAND GRANT COLLEGE

In English 283, we call that irony.

It pains me that High School Guidance Counselors (and a lot of others in the Education business) don't know Stony Brook for the fine university it is; not even as well as they know our College of Home Economics.

They don't know that our students do more than have beach parties and take hay rides.

They don't realize that we're not a land grant agricultural school, a mining college, a business school or a two-year community college. Some High School Advisors are so aware of our existence that they "know" us as the fine private boy's school, which we are not!

Advisors don't seem to know that even though we're a new

school, we are one of the best around. We try a hell of a lot harder.

Few Guidance Counselors realize that, for attending Stony Brook, our students are kidded and our school is called dim witted names. (Like Stony Point or Pebble Beach). We students prefer to think of ourselves as "Stony Brook, the Berkeley of the East".

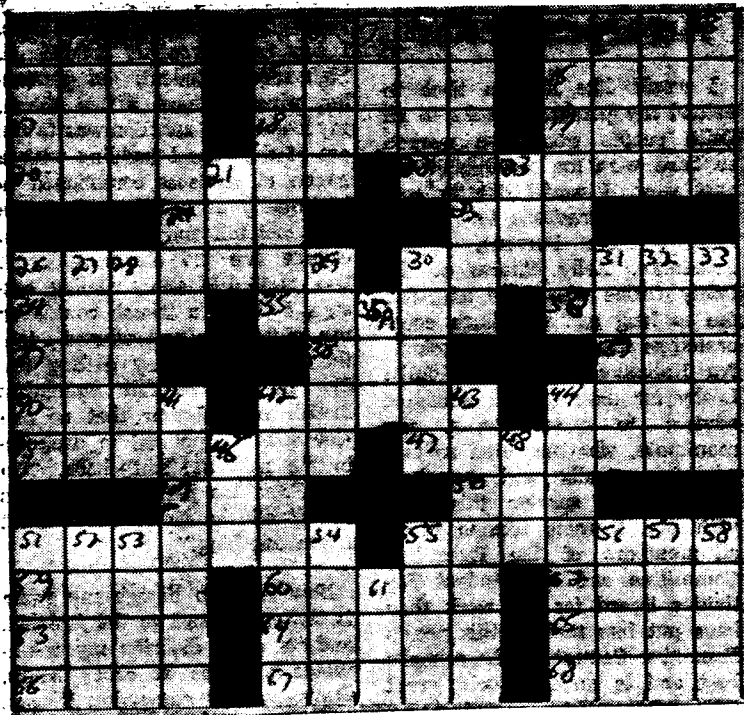
This school is among the toughest in the nation. Ask any student. Everyone works hard. Very hard.

What really bothers me is what High School Advisors, and the public in general, know about Stony Brook: All the wrong things!

People, please. Give us a break! Things are hard enough.

THE THREE WISE MEN OF GC-216 DO IT AGAIN

Lon Berman, Robert Hansen and Kenny Weisman



- Across
- Orb.
 - Map volume.
 - Miss (Fr., abbr.).
 - A stew.
 - Victor.
 - Chinese money.
 - Again.
 - He who is in. (Sl.).
 - Verdi princess.
 - Krypton, for one.
 - Eye coats.
 - Waterfall (Scot.).
 - Cereal.
 - Beat.
 - Insanity.
 - Sliderule scale.
 - Heron.
 - Column.
- Down
- Sleep.
 - Gatling, for one.
 - Inform.
 - A specific article.
 - Small spanish horse.
 - Fish.
 - Marched.
 - Shucked.
 - To dress, as flex.
 - Guide's high note.
 - Approve.
 - Ant.
 - Merit.
 - Switch.
 - Heath.
 - Poker stake.
 - show (Peep).
 - And others. (Lat.).
 - Lad's partner.

Cleanliness Seen As Hazard To Campus

By Phil Sapir

Amidst the turmoil and clamor being raised about "Now not 1960" one problem of serious import is being carelessly overlooked: There may be no university at Stony Brook in 120 years!

"Poppycock" (or something a trifle more vulgar) you say. And so would have I a few short weeks ago. Until, quite accidentally, I made a frightening discovery.

I was sweeping out my room and amassed a small pile of sand. Thinking nothing of it, I swept the pile onto a small piece of paper and then lifted the paper to dispose of the sand. It weighed a good 4 ounces. 4 ounces of sand. I clean out my room about 8 times a year and on each occasion I collect about the same quantity of sand. That makes about 2 pounds of sand a year. If we take my room as representative, (I have conducted an extensive survey on sand yield per room per unit time and my findings indicate this a reasonable assumption) and consider that there are

about a thousand rooms on campus (with more to come) we find that about 2,000 pounds of sand are being collected and removed from this campus each year! Furthermore, if we take into consideration halls, lobbies and lounges, I have found, from intensive interviews with the janitorial staff, that we are losing another 2,000 pounds of sand from these sources. Finally when the contributions of the academic buildings are tallied we get (or should I say we lose) about another 4,000 pounds.

Grand total: This university is throwing away about 8,000 lbs. of valuable topsoil a year. This means over the 13 years between now and 1980 this campus will lose 52 tons of sand!!!

By my calculations this will cause a 13.56 inch lowering of the average terrain at this university. Now it is all too frighteningly clear. By the year 2000 this university will have sunk below the level of the surrounding terrain!!! Stony Brook truly will have become a "hole".

Fortunately there is a solution. At the end of each academic

year 4 tons of beach sand can be purchased at a reasonable price and hauled here. It can then be deposited on a suitable spot on campus (preferably the Van deGraff, which is an eyesore anyway), from there the four winds will disperse it evenly over the campus.

Act now! Lest the entire campus be buried alive.

Sculptor Exhibits

Robert White, sculptor and assistant professor of art at the State University at Stony Brook, is presenting an exhibition of his work through May 27 in New York City at the Davis Galleries, 231 East 60th St.

The exhibition, which includes small sculptures, reliefs, and medallions in bronze, silver, gold, terra cotta and plaster as well as a collection of drawings, is open to the public without charge from 10:00 AM to 5:00 PM, Monday through Saturday.

A Fellow of the American Academy in Rome, Mr. White is a graduate of the Rhode Island School of Design.

67. Year.
68. Unique.
- Down
- Farm worker.
 - Bulb inventor's middle name.
 - Recliner.
 - Shipmen's lute.
 - One possibility.
 - Correlative of that.
 - Once around.
 - Current units.
 - Sneak's outer garment.
 - Mediterranean volcano.
 - Den.
 - Mother of Helen.
 - Extreme points (Mas.).
 - Rummy win.
 - Boy.
 - Material.
 - South Seas greeting.
 - Naps.
 - Incited (with on).
 - Egyptian ruler.
 - Sign up.
 - Headless beer.
 - Said.
 - Hasten.
 - Adjusted.
 - Egyptian religious cry.
 - A certain ware.
 - Irritated door closer.
 - Color.
 - Raised trains.
 - Prolonged, loud sound.
 - Girl's name.
 - Skills.
 - Compared to (with whom).
 - Contains air (Comb. form).
 - Small amount.
 - Din.
 - Mr. Gardiner.
 - Vase.

Editorial: of The Editor-in-Chiefs

Style, Attitude and Tone in Education

Whenever the Editorial Board as a collective unit or its individual members meets with members of the administration a number of words usually edge into the conversation such as style, attitude, tone. Dean of Students, David Tilley, talks about style, the way in which students at Stony Brook attempt to achieve change in the present system through demands and grievances. Then President John S. Toll stresses that the attitude and tone of the students is off-key. He states that a student newspaper is instrumental in advocating or changing this attitude or tone. The *Statesman* disagrees with both Dean Tilley and President Toll on their philosophies involving the way a member of this university community goes about to make Stony Brook a valuable and significant educational experience.

Students in this university do not create the style, tone or attitude of the institution. All these factors are inherently built into the system before they enter it. As a case in point, most students in their freshman year are enthusiastic about that nebulous term 'the college experience,' yet when they are exposed to the realities of what a college experience is really like at Stony Brook, they become (to use a phrase newly admitted to the college idiom) turned-off. The college newspaper does not turn them off, the upperclassmen do not turn them off; it is the system that plays havoc with their enthusiasm and hopes.

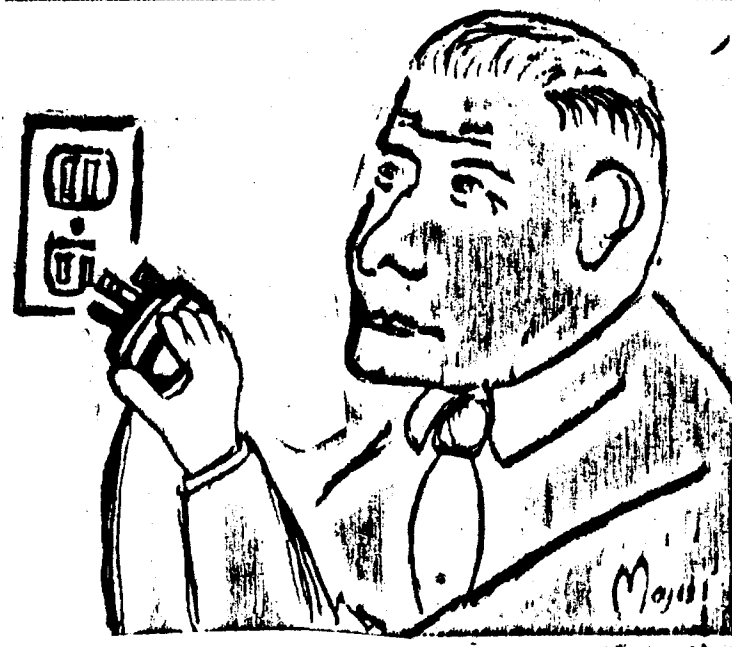
The administration contends that the students create their own alienated system. This is a hypocritical statement because students are bypassed in a large majority of cases when change in the system is discussed. Students, who do not participate in the system because they are not asked, cannot be accused of setting the attitude or tone of this university. The attitude and tone must be changed by the administration before the students who enter the system can be expected to function in an educational environment. Only

when the system is conducive to the expression of liberal and innovative ideas and philosophies, rather than a minimal toleration for these outlooks, can this school achieve the kind of tone or attitude upon which an educational institution thrives.

How can this tone or attitude be achieved? The students have tried a 'style' of discussions and committee roundtables. Students were allowed to sit in on a number of committees and were allowed to comment on the reports of others. This is token representation. To achieve real representation the administration must first learn that we are students who are not out 'to get' the administration, but out to mold a university that the faculty, administration and the students can say is theirs; not one which the administration tells us is ours. Vital issues of curriculum which affect the careers of every member of this university are, in the majority of cases, decided without ever asking those who will be affected most by the change: the student.

The educational experience is more than an alienated regurgitation of numbers and facts or a minimal interaction with the system that the participants see; it is a total experience involving every student who wishes to become involved in whatever facet of the university he is interested.

It might be said that this university operates under a conflict of interest created by the lack of communication between the three bodies of faculty, administration and students. The students are interested in creating an institution where learning is the experience, an experience which is total and unrestricted, and the administration is interested in creating an institution great in the eyes of fellow institutions. Both goals conflict under the present system, but through communication on and with all fronts, a possible 'tone and attitude' can be created which will satisfy and unite this educational institution into an educational experience of great import.



Johnnie Swift And His Electric University

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.

An Open Letter

I would like at this time to extend my personal thanks to all those people who have worked so hard with me throughout the past year. I would like to convey special gratitude to Mrs. Hussey, Pete Perrone, Betty Friedman, Kelly Bilmes of the Polity Office who have tolerated me so long and who have cooperated so much; to David Rokoff, Ira Kalinsky, Pete Nack, Mike Leahy for their special words of advice; to Steve Perks, my roommate, who answered so many phone calls and somehow managed to survive this year with me. I would like to thank all members of the Executive Committee and the Student Activities Board for the work they have put into making this year's Executive Committee the school's best and to making such great strides forward in our university. I would like to extend to next year's Executive Committee the greatest luck in their endeavors. I sincerely thank all of the many people who have supported me and worked with me throughout this year.

Appreciatively,
MARTIN DORIO,
POLITY MODERATOR

Fire Inaction

To the Editor:

I'm a freshman, which means that I'm still unfamiliar with

many of the mystic rites of Stony Brook. When I first came here, I was the thoroughly conditioned high school student. In particular, when I heard a fire alarm, my immediate reaction was to file out of the school building with a bunch of students conditioned to be equally as mindless. I came here last fall and heard my first college fire (?) alarm (?). It was 11:15 PM and drizzling outside. I threw a trench coat over my nightgown and started into the hall to join my exiting fellow co-eds. I felt somewhat foolish when I saw that no one else seemed inclined to dash into the rain at that hour. "Go back", said a junior, "those bells go off all the time. They don't mean anything."

Now — even though my room is the one closest to the fire bell and its noise disturbs my roommates and me at crazy hours, that's not my complaint. I just wish to pose the administration this one question: why does Stony Brook have a fire alarm system at all? Is it a safety precaution, or is it just another state requirement that the university has met? As far as I can see, there are three types of fire alarms: a fire drill (which, to my knowledge, we haven't had yet this year), an alarm to test the system which we have constantly, and a real, REAL fire alarm. For a real fire. The kind that burns people into blackened French fries and razes those precious dorms that we're all so concerned about. One of these

Continued on Page 8

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Good Luck on Finals

Product versus Process

by John De Francesco

Assistant to the Dean of Students

One of the more interesting developments of the last 10 years has been the exploration into the so called campus climate or culture. This is by no means a new interest. All through the history of higher education we have been most confidently assured that colleges do indeed have different climates or environments. Was it not the "godless climate" at Harvard that caused Yale? (Actually since God is known to reside with permanence at the Union Theological Seminary, Columbia men view the value of Yale's founding as a moot point.) The importance of the developments of these last ten years rests in the fact that social scientists have taken an interest in the campus.

The origin of this recent interest may rest in a number of facts. It is at least in part attributable to some rather disturbing data which suggested that the effects which colleges have on students are not the result of instruction or instructional method or curriculum. These data suggested that the effects on students were the result of "something" about the whole college and its prevailing attitude as well as its sub cultures and their operative value systems. The early reports of Newcomb's (Psychology of Change) study at Ben-

nington college clearly showed that when students did change it was the result of the small groups residing in the living units. Philip Jacob reported in the late 50's that the principle effect of higher education upon student values was the general acceptance of a body of standards and attitudes characteristic of college-bred men and women." His finding suggested a greater consistency and homogeneity of values among students at the end of four years than when they began college. In other words, seniors were less likely to "deviate" than were freshmen. Jacob held that the effect of college is to "socialize" or "refine" the individual "so that he can fit comfortably into the ranks of American College Alumni." This would not be so bad if the ranks of American college alumni were not so rank.

The Jacob studies found evidence that the quality of instruction had relatively little effect upon the value-outcomes of a general education, "so far as the great mass of students is concerned." It was found that students "shrewdly" evaluated their professors. They valued the teacher who coupled high respect for the student as a human being, with a capacity to excite an interest in his subject. "Yet by and large the impact of the good teacher is indistinguishable from

that of the poor one, at least in terms of his influence upon the values held and cherished by his students." Students preferred the better teacher and enjoyed his lectures a bit more, but their fundamental response was "little different than to anyone else teaching the course." "With important individual exceptions, instructors seem equally ineffective in tingling the nerve centers of student's values."

Jacob suggested that a professor is apparently taken for granted as a "necessary appliance in Operation College." I would suggest some other alternatives. Perhaps a professor's point of view when expressed "in class" is interpreted as just more data. On the other hand, there exists the real possibility that even the professor's values are very different from those of the generation he is teaching. In any event, the professor's personal influence "washes out." This seems especially true in regard to "the deeper issues of life direction and the recognition and resolution of basic value conflicts." Good teachers are easily recognized as "good" by students, but with increasing rarity is the professor "an effective teacher in the communication and maturing of values." "Something in the contemporary social or educational climate", said Jacob, "cur-

tains him. (the professor) off from the inner recesses of his student's character and freezes their motivational responses."

This is not, of course, to suggest that there are no effective teachers on the scene. However, like most exceptions they can be explained in part. Jacob reported that "It is perhaps significant... that faculty identified as having this power with students (affecting their values) are likely to be persons whose own value-commitments are firm and openly expressed, and who are out-going and warm in their personal relations with students." "Furthermore, faculty influence appears more pronounced," Jacob continued, "at institutions where association between faculty and students is normal and frequent, and students find teachers receptive to unhurried and relaxed conversations out of class." It is interesting to note in this regard some of the first results of the ten year Harvard Student Study only recently available. It found upon examining the effects of the Harvard Houses that where there was a "positive change" in student values it was clearly related to the House Master and the degree to which he possessed or exhibited the same characteristics described by Jacob in his study. (In this context "positive change" can be taken to mean a change in the direction of the House goals.)

I should at this point make clear the reasons for citing the Jacob study with such frequency. Although the 1957 publication of *Changing Values in College* clearly showed a questionable methodology, its findings, particularly those cited here, have been supported by later researchers. Because these findings are quite significant and conveniently noted in one publication, I don't think it inappropriate to suggest their values as guidelines.

In effect what Jacob, Newcomb and some of the other early researchers found was that the curriculum, instruction and instructional method, with only rare exceptions, had no effect on student values. Assuming for the moment even the remote possibility of the validity of these findings, it becomes evident that higher education as we know it is at best a failure and at worst a colossal hoax.

Spurred on by the early work of Newcomb, Jacobs and others, social scientists have begun to carry on more extensive examinations of the effects of the college on students. Nevitt Sanford and Mervin Freedman conducted some rather extensive explorations which have come to be known as the "Vassar Studies." Many of these findings go beyond the original research, but much of their work also supports the early results.

The Vassar Study showed that there exists a student culture which consists of habits, values, and attitudes, which are quickly transmitted from one student and class to another. It is this "culture" which provides the basic context of all learning done by a student. All others on the campus (faculty, administration, etc.) who try to enter or influence this culture are filtered by the cul-

ture. This clearly suggests that any values or expectations of the college, the faculty, or of a student's parents, are interpreted for the student by his "culture" or sub culture. As often as not certain values and expectations are pressed upon students by that same culture. For instance, the academic objectives as well as the goals or expectations which a college or parent holds for a student are interpreted for the student by his peer group. By way of this interpretation the student is told how much effort to expend, how much work is to be done, what professors to take and what courses to avoid. All of this may be little more than common sense, nevertheless these studies have led to initial attempts to identify and define these operative environmental factors. They might hold the clue to the mystery of why "you can always tell a Harvard man." (It might even indicate why you can't tell him much.)

It was found that students in a short period of time absorbed and assumed all the required habits and characteristics of the role they are expected to play on any given campus. It was found, for instance, that the freshman year (particularly the first few weeks) determines the basic student orientation toward the entire college experience.

The process of eliminating differences begun in the freshman year is almost complete by the end of the sophomore year. The junior year, as a result, proves to be the most educationally and socially cohesive of the four years at college. Most, if not all differences between the student and his culture have been resolved. The findings made quite clear the fact that it is the juniors on a campus who seem to be the chief heirs and transmitters of the student culture.

There occurs between the end of the junior year and the beginning of the senior year rather drastic changes. Professor Max Wise at Columbia referred to this as the sudden realization of the "imminence of the after life." During the four years a student is at college he may very well and frequently does reject many of his previously held values. All too often, however, this is done without giving sufficient thought to the new values which replace the old. As a result, these newly acquired values will frequently collapse under pressure of challenge. The student as a senior realizes that his life will no longer be circumscribed by the college. In fact, the 3 year process of adjustment must begin anew. The senior must now adjust to new and external pressures and must at the same time reverse the process of the last three years of his life.

John H. Bushnell writing in the *American College* presents at least one explanation of what processes are involved in value acquisition. Citing earlier studies he notes that there exists on the campus not only the student culture but at least one other large culture made up of the faculty and administration. As these two

Continued on Page 10

Dear Mr. Buckley...

DEAR MR BUCKLEY

Mr. William F. Buckley, Jr., editor of *National Review* and former candidate for Mayor of N. Y. C. on the Conservative Party ticket, is famed for his biting wit, pungent rhetoric and raised eye-brows. But the questionable grace with which he answered a recent letter to him led to the raised eye brows of the Stony Brook Republicans.

Mr. Buckley has often proclaimed that he and other New York Conservatives are, in fact, Republicans who have been disenfranchised of their voice within the N. Y. State Republican Party. Mr. Buckley has continuously deplored the reputed attempts of such acknowledged and liberal Republican leaders as Lindsay, Javits and Rockefeller to read Conservatives and their philosophy out of the Party. With this in mind, the Young Republicans at Stony Brook, in a lengthy and complimentary letter to Mr. Buckley, asked him to specify why he and other Conservatives, often identified with the Conservative rather than the Republican Party, should be acknowledged as Republicans. In the letter, the Young Republicans stated they were presently sending invitations to notable Republicans to appear on campus next year. (Former Governor Scranton of Pennsylvania, and Senator Charles Percy, Illinois, have already tentatively accepted such invitations). The Young Republicans stated their desire to invite Conservative Republicans as well, as long as there was no doubt that those invited were in fact Republicans and not independents or third party adherents. (Note: Mr. Buckley was not actually invited to appear at Stony Brook in the letter).

Mr. Buckley's reply, and the Young Republicans' further reply, appear as follows:

MR. BUCKLEY'S LETTER

Dear Mr. Judge

(Secretary of Young Republicans):

I cannot, even after ransacking all of my

ingenuity, come up with a single reason why you should invite me to lecture, inasmuch as I would not accept the invitation.

Very truly yours,

Wm. F. Buckley, Jr.

THE YOUNG REPUBLICANS' REPLY

May 8, 1967

Dear Mr. Buckley:

.....After due consideration, we have decided to thank you . . . ever so much . . . for your gracious reply to our request. We are happy to inform you that it has won our Stony Brook Young Republican Obnoxious Letter of the Year Award. (Needless to say, it won hands down). We were wondering, Mr. Buckley, if you would be willing to make a personal appearance at Stony Brook to be presented with your award? You see you DID provide us with a reason for inviting you after all.

Thank you, again, for your very . . . um . . . prompt reply. After reading it for the umpteenth time, we cannot possibly understand why Republicans seem to remain in bitter factions in the Empire State. Perhaps, after ransacking all of your ingenuity, you might in this case come up with a single reason.

Sincerely yours,

SUNY at Stony Brook

Charles Judge
Secretary of the
Young Republicans

Mr. Buckley has not yet answered this last letter. In the possibility that Mr. Buckley decides not to appear the Young Republicans intend to forward the certificate of his award to his office. Either way, we hope he will cherish his memento of Stony Brook.

Letters To The Editor Continued

Continued from Page 6
 days, a persecuted, fear-crazed, wild-eyed, tripled-up freshman (not me, of course, though I'm all of those things) is going to take a match to this place. And when that happens, the alarm system will go off (it must since it's tested so often.) And when that happens — "Go back", says a junior, "These bells go off all time time." Etc., etc. . .

Janet Manuelian

Happening

To the Editor:

Professor Kaprow's 'Happening', which occurred May 10-11 was probably the worst university-run event of the year. Its results included: the wanton destruction of useable clothing; some interference with classes

and studying; and causing a situation that could have led to a serious tragedy. The clothes that were buried in a garbage pit and the money spent could have been donated to some charity, where they would have been used, not destroyed. The silent marching through the campus and not so silent, the sound track may have bothered students and teachers using the last few days of the semester for academic endeavors. The paper filling Humanities Building's first floor was a most serious problem. Had some careless or joking student ignited the highly combustible papers, some of the young ladies rolling around in them or bystanders might have been burned or killed. I must compliment the gentleman, (it was rumored that he was a Fire Marshall), who or-

dered Professor Kaprow to clean out the Humanities Building.

If there is such a great desire for the students to express themselves, why don't we do it in a more constructive way. I have one suggestion, and it is completely free, for students to vent pent up emotions and also improve the campus. I must admit that this idea is not original, it has been used for almost 100 years. It is: Arbor Day.

Stuart L. Dattner

Crew Coach

To the Editor:

I would like to take this opportunity to express my thanks to the men of the crew for a most enjoyable year, and to make a few observations as to the positions of crew in a university such as ours.

This was the most successful year ever for the crew. The boys made up, in spirit and determination, what they lacked in physical size, and they compensated for the lack of facilities by their desire and devotion to the sport.

In no other sport have so many people been so neglected. The conditions under which we were supposed to make a good showing were ridiculous. The crew has one racing shell for three teams (imagine three basketball teams trying to practice with one basketball. We cannot hold home meets because we have no boats for the other crews to use.

Despite all this, however, I feel that crew is catching on here. 65 men rowed last fall and over 30 competed in intercollegiate rowing giving us the first team at Stony Brook to field a varsity, J.V. and Freshman teams. Given good equipment and facilities the number of people rowing could easily rise to over 100 people (Fordham U, currently has over 70 people rowing, with three frosh, 3 J.V. and 2 varsity teams). There is definitely a need for crew at Stony Brook, for it offers the person who is not particularly adept at basketball, track or tennis, to compete in an intercollegiate sport and perhaps excel in it. Crew also carries the name of Stony Brook to more schools than any other sport and is the only one which competes in a national tournament. (which attracts over 10,000 spectators and over 30 schools from all over the country.)

As a final word I would just like to say thanks to all the friends of rowing, team members and others, who have made my

year as coach something I will never forget.

William La Course
 Crew Coach

Poor Show

To the Editor:

SPECULA has, during the past two weeks, been taking pictures of classes, organizations and clubs. The preparation that goes into this process is as time consuming or more so than the actual shooting of the pictures. We need not photograph clubs, organizations or classes. . . We need not include them. . . but we feel all are part of the picture of this university that we are trying to visualize. This letter is pointed at these students, leaders and participants who did not show for their pictures.

We are not idealists. We do not expect a 100% turn out. We realize our schedules may conflict with classes, etc. and just for the record, the smaller the number of people who show, the better we can arrange the pictures. . . but this is not what we want. Could not our space and time be used more fruitfully? When only 4 people come to a group picture in which 50 people were scheduled, is this representative? Is this what you want as a reflection of 1967? This is quickly becoming Specula's picture of our student body. Who of you really cares about 1960 or NOW. . . ?

Apparent at our picture taking was a certain negative attitude on the part of a great enough percentage of students so that it would initially come to our attention. This negative attitude was of general uncooperativeness and dissatisfaction with simple picture taking procedure. We have been trying to innovate this year. . . we have been trying to make the yearbook original and something other than the ordinary, but we can not do this without your cooperation, if it must be displayed, in coming to scheduled pictures and following the instructions of our photographers.

This letter can be of virtually no constructive use this year, but we hope it will be remembered for SPECULA 1968.

We would like to thank those organizations, clubs, individual class members, and part of the Executive Committee who did show an interest in what we are doing and who helped us, in their way, to formalize SPECULA '67.

Susan Luby
 Editor-in-chief

A Modest Proposal

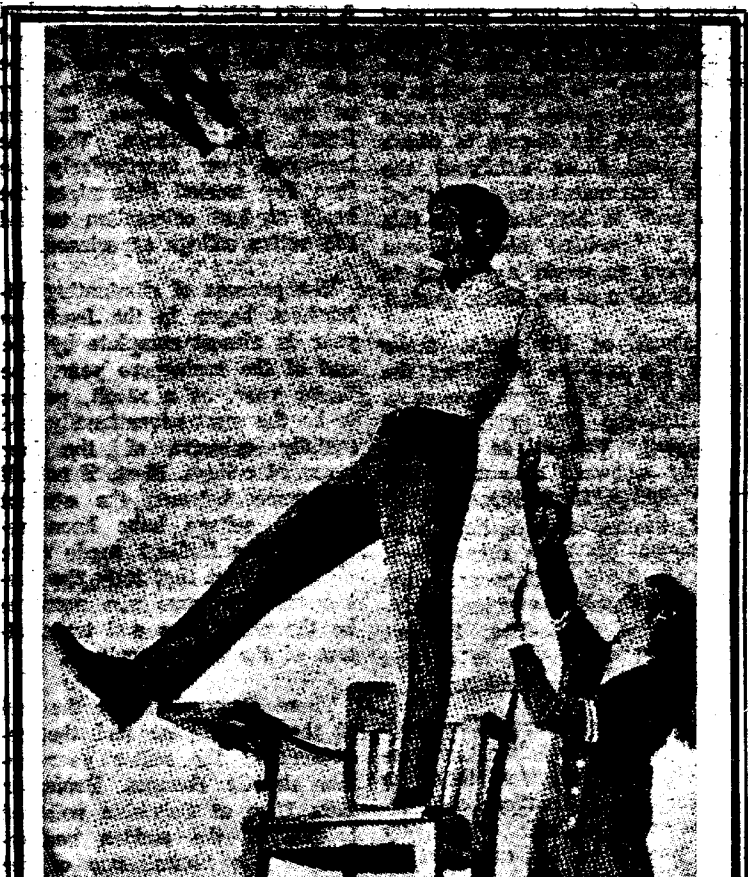
To the Editor:

Last Thursday, May 4, I attended a rally in front of the library, ostensibly against the tripling situation. Although 1360 students signed a petition with the same purpose, not more than 500 students, if there were that many, actually attended the rally.

The most obvious fact that the rally brought out was that everybody is sick of tripling, and wants to do something about it. What is to be done, however, nobody knows. Therefore, after reading the recent memo concerning the construction situation in the Tabler dorms, to the effect that freshmen and sophomores will be tripled next semester, I offer the following concrete proposal to try to alleviate the situation to be put into effect not now, not in 1968, but this September:

Let all those students in the Roth dormitories who feel encroached upon by the extra student (s) added to their suites forcibly eject those extra students. Let the same thing be done by those residents of G and H quads who feel that the students assigned to their halls who should be in Tabler also don't belong. Then, those students who no longer have rooms to sleep in can march on Governor Rockefeller's office with the cry that they literally have no place to live on campus. They can then set up tents on the athletic field for the duration (Out of the way of passing bulldozers, of course.) If a protest of this sort does not work, and the Tabler dorms are not finished when the winter months come our squatters can move their beds into the Social Science building, since the classrooms won't be completed anyway.

Robert Grauman



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COMMENT:
In Defense of Commuters

Our fearless (?) leader (?) has often accused the Commuter Board and myself of being afflicted with a rare disease — "Commuter Complex." For those who are not familiar with this disease, let me inform you as to what the symptoms of this disease are:

(1) It is spending most of your lunch break stuffing mailboxes so that commuters will know when to register, vote, get parking stickers etc.

(2) It is appointing young, inexperienced but eager students to work on EC subcommittees only to find out that fearless (?) leader (?) has appointed some senior who just last week moved off campus.

(3) It is getting quite disgusted when fearless (?) leader (?) decides to move the election speeches to a Sunday night and have the election booths only in G. Since most commuters did not hear the speeches and cannot park over in G then they won't vote. Then fearless (?) leader (?) will come over to me and say, "Don't the *+! commuters care about student government?"

(4) It is getting quite mad at fearless (?) leader (?) and a

group of his pretty cohorts when they chastise me because only 30% of the commuters voted on the Constitution after you try to explain that all week during lunch you dragged people over to vote.

(5) It is spending hours on a meeting with SAGA when fearless (?) leaders (?) commuter (?) appointee to the food committee hasn't been in school for weeks.

(6) It is almost handing in a letter of resignation when not informed or asked for an opinion on such VITAL UNIVERSITY ISSUES AS THE MASS PROTEST MEETING, THE LETTER TO ROCKY, ETC.

(7) It is spending hours on the phone trying to get students to attend College Plan functions only to get a letter in the mail notifying me of a college get together to hear a Clay fight after reading about the fight in the morning papers.

Need I go on fearless (?) leader (?)? You see being affected with "Commuter Complex" is not all bad.

Jack Guarneri
Commuter Board Chairman

**Kaprow Laughs At World
Gets \$1100 For Nothing**

Clothes hanging in G lobby, walking around campus with blank signs, throwing paper on the floor of the Humanities building, girls lying under the paper, people talking to them, girls driving cars and flashing their lights picking up boys with blinking flashlights. Huh? That's a happening. What do you mean so what? Don't you enjoy doing uninhibited things. Who cares if they have all been planned out in advance. Here's your chance to laugh at the world. Ha ha ha ha ha ha (but maybe that's the world laughing at you). So maybe nobody payed any attention to what happened during the day, but it was raining wasn't it? The dance at night was fun too, especially if you were "stoned" and the three attempted knifings certainly added to the fun. But possibly you missed that, even so you could have rice or something harder thrown at you at the dance. The majority of the students probably didn't even enjoy this phase of it though, since they had to walk through practically uncharted terrain to get to the dance, but the twisted ankles and wet feet must have added to the spontaneity of the occasion.



Answer To Last Week's Puzzle

B	A	L	L	A	T	L	A	S	M	L	L	E		
O	L	I	O	C	H	A	M	P	T	A	G	L		
O	V	E	R	H	I	P	P	Y	A	I	D	A		
R	A	R	E	G	A	S	S	C	L	E	R	A	S	
			L	I	N				O	A	T			
C	A	D	E	N	C	E		M	A	D	N	E	S	
L	L	O	I		E	G	R	E	T		A	N	T	
O	O	Z			G	U	N				R	A	T	
T	H	E	A		G	E	N	E	T		S	O	L	E
H	A	S	T	R	O	D		S	H	E	L	L	E	D
			T	E	D				E	L	A			
P	L	A	U	D	I	T		P	I	S	M	I	R	E
E	A	R	N		S	H	U	N	T		M	O	O	R
A	N	T	E		R	A	R	E		E	T	A	L	
L	A	S	S		A	N	N	U	M		R	A	R	E

*The neighborhood is dirty
Dirty with poverty
Dirty with violence
Dirty with the faces
Of the forsaken
And the forgotten*

*Around the Jewish quarters
Where I lived
One thing permeated the air
Hope
It was on the lips of men
In the prayers of women
My parents prayed to God
And looked to me
As the symbol
Of their hope*

*I grew up in a world
Of daydreams
Illusions and
Fantasies*

*I was rich
I was famous
I was powerful and
courageous*

*Yet the thought
That I was poor
Unknown
Powerless and a coward
Always came back*

*I grew up
A faker
A fraud
And alone.*

— Mark Endelman

Count Your Blessings

Terrible misfortune has befallen a friend! Last summer Maria, a student from Peru, lived with us while partaking in the Undergraduate Research Program in the Stony Brook Biology Department. We did not hear much from her after she returned home. Suddenly we received word of her desperate situation. She writes: "Let me tell you of how I am. Full of problems and not able to reach a solution for any of them. My mother and sister remain in Puerto Ma donado, in the middle of the jungle trying to pay a debt off, the debt my father left when he was killed in the jungle. My mother is tired and sick and about to have a nervous breakdown and we still owe 1700 American dollars. She has used all the possible honest ways of getting money trying to work what little my father left but there is no way in which we can get money now. My little sister who is living with her now is sick, hepatic insufficiency and worms. Due to undernourishment, she has also lost most of her teeth. My older sister has been in the hospital for eleven months and the hospital has just notified me that if we do not pay they will no longer let her remain. She needs medical attention very badly, she cannot live without it and yet we have no money to pay for it. Until the debts are paid off my mother and sister cannot leave the

jungle. After months of looking, I finally got myself a job at the Universidad Cayetano Heredia. I could only get a part time job because there, as at every other university, they have no money. They are paying me \$93 American dollars a month. I have found that is the lowest you can pay for a one bedroom apartment in a halfway decent neighborhood. No wonder so many people live in the slums of the city!

And now all I can say is that I see no way out without help. Do you know anybody who will be willing to spare some dollars?"

And now we ask: NOT CAN YOU BUT WILL YOU HELP OUT in a desperate situation so these people will be able to pay off their debt and leave the jungle to help themselves? Any size contributions will be very gratefully forwarded to them. A dollar from every student would enable them to pay both the hospital debt and that left by Maria's father, totaling \$2800 American dollars.

Teke Michelman
Tel. 588-3160
Apt. 6 El University Apts.
Lake Grove
Helen Berg
Tel. 5871
Box 8 H Dorm

Toll Announces Parking Fees

Continued from Page 1
operated on campus must be registered with the University and must display the appropriate University identification.

- All faculty and students will pay the same auto registration fee, which will not vary greatly from the present \$2 fee per annum.
- Resident freshmen will not normally be permitted to register automobiles. (Exceptions will be granted only in most unusual cases, e.g., certain cases of physical disabilities.)
- All rules and fines will be uniformly and strictly enforced.

Parking and traffic fines are treated on the same basis as other fees or charges. In accordance with present policies, all employees are held responsible for their fines and all students must make arrangements to satisfy all financial obligations before their registration or graduation certification papers will be processed.

The Advisory Committee on Parking has made many other suggestions for improvement in parking and traffic regulations which will be incorporated in the new policies, and further proposals will be considered by the Committee if they are submitted to the Committee in care of the Office of the Dean of Students by May 23, 1967.

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To Patty, Diana and Ginny: Thanks a million — Peggy and Fred.

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Bon Voyage Sharon!
— Rolf and Mo

Product Versus Process

Continued from Page 7
groups or any two groups come into contact with each other there begins an exchange and interchange of cultural elements (habits, languages, etc.). Typically, one of these cultures becomes the dominant one and there begins a flow in the direction of the subordinate group. This does not occur without a back flow. In any event, when the flow from the dominant group is perceived as a potential threat the subordinate group adjusts accordingly. In the case of the student culture, the process of interpretation noted earlier begins to operate. Where there is resistance to an idea or a demand made by the dominant group the subordinate group will reach by accepting the forms of the dominant culture without accepting the purpose or premise of the demand. One manifestation of this can be seen in the mechanical taking of courses by students only because they have to. (Indeed the very presence of many in college might well be accounted for in these terms). The student easily and quickly figures out what he has to do to get by and does nothing more or less. The student has thus "psyched out the prof."

Presently, many schools have freshman classes which show very few internal differences: The students within the class frequently are drawn from the same geographic area, fall within the same range of tests and scores and come with pretty much the same views and backgrounds. It would seem to me this fact alone could account greatly for a given campus culture. The reasons for coming to college may well affect what attitudes will prevail on a campus. George Stern not long ago, completed a study which asked of parents, students, faculty, administration and trustees of various colleges what each expected of the college. Interestingly enough there

were as many answers as there were categories of responders. The greatest similarity existed between students and administrators. From this study one could infer the categories created by Martin Trow. His studies have suggested that there exists on a campus at least four major sub cultures, the "collegiate", the "vocational", the "academic" and the "non-conformist." These labels are pretty much descriptive of the categories. Trow's study of these sub cultures reveals a whole new insight into "what's happening" on the campus. In so doing perhaps he explains a number of the phenomena so clearly evident on many campuses.

It must be pointed out that there are problems with all of this research. At a minimum, it must be noted that there have been no adequate control groups with which to match the college population in an attempt to note any differential personality development or value change. Nevertheless implications can be drawn from this research. These data which evidence change can suggest to us ways of working the college experience and the learning function into a meaningful and relevant occurrence in the lives of our students.

There is a growing body of information which is now becoming available for the first time in the history of higher education. This article has barely scratched the surface of even that research cited within it, let alone touch on the host of other projects completed or underway. The purpose in noting the research is to create the opportunity to make a number of suggestions.

It seems to me that enough data exists which would suggest that students do change as a result of the college experience. We also know that these changes are the result of learning. It seems possible now to assert

Continued on Page 11

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INTRAMURALS

The end of this semester brings to a close another year of intramural sports. G B-3 stole the show this year with a grand total of 889 points for the year, leaving all other teams in the dust. G A-2 was second in intramural competition with 696 points, followed by JS D-2 in third place with 531 points.

B-3 fielded a team in every event this year and gained the bulk of its points with first place efforts in football, badminton, handball doubles, handball singles and wrestling. A-2 got points with first place efforts in basketball, cross country and wrestling, and entered teams in all but two events this year.

The top two teams in each of the boys' dorms and their point totals are as follows:

G DORM — B-3 889, A-2 696
SOUTH HALL — C-1 445, A-2 310
JS DORM — D-2 531, D-3 428
JN DORM — C-1 335, A-3 305

Crew

Continued from Page 12

The fourth place finish by Stony Brook was the best showing ever made by our crew and although they did not make the finals they were consoled by the fact that their time of 6:45 was the fastest they had ever rowed. The time also beat the efforts of St. John's and Fordham who along with Post finished last in their respective heats.

The two day event drew over 30 schools with 63 crews, and was witnessed by an estimated 10,000 people. The crew finished the season with a 3-1 won-lost record in dual meets winning both the North Shore Regatta and Brother O'Hare trophies.

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Product Versus Process

Continued from Page 10

with reason that we know where the learning is and is not taking place. If there is learning taking place it is not in the classroom but rather in the living situation. This suggests that the classroom that long cherished but rarely questioned device is little more than a center for the transmission of data. If that be the case, and there is little to suggest it is not, it is clear that there are many more effective and efficient means of transmitting these data, among them T.V. sets and computer terminals. It seems more than evident to me that the classroom as we have known it for the last 800 years has finally met its fate. There no longer exists the need to build those horrible containers of people and air. Money spent on their construction is clearly wasted and better spent elsewhere. The important fact to note here is the future use of the professor. By getting the professor out of the job of transmitting data, we can now free him to go where he can truly be most effective. By placing the professor in the living situation he can transmit not data, but a point of view, a frame of reference, the value of an idea. A student can collect data at his own pace and discuss it with his professor in a meaningful and human kind of dialogue.

Only when this situation exists can a professor say as did Robert Frost, "I am not a teacher, but an awakener."

Pats Sputters

Continued from Page 12

hampered Coach Brown in his selection of the starting nine. The final blow, the injury to Grumo, probably guarantees a losing season for the team as they must beat Hunter, New York Tech and C.W. Post Monday, Tuesday and Wednesday respectively, this week, to finish at .500. All this with only a three man pitching staff will make such a task nearly insurmountable.

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Track, Tennis Close Out Winning Seasons

Cindermen Down Adelphi To Finish Season 4-3

The Stony Brook Patriots split their final two dual meets of the season to finish their 1967 schedule with a 4-3 mark. Coach Bob Snider thus preserved his record of never having a losing campaign in Track and Field at Stony Brook.

Nassau Community College handed the Patriots their third loss of the season last Monday by overcoming an early lead to win, 56-39. Paced by Mike Shapiro, the Pats swept the 100 yard dash to take a 9-0 lead. Shapiro then garnered first place in the 220 yard dash and Stony Brook was out in front, 15-3. But Community fought back, sweeping the 440 yard dash and taking one-two in the 880 to establish a 20-16 margin. Stony Brook could not catch up, despite the fact that they took 6 of ten first places and won the 440 relay.

Pats Sputter; Lose Three

Hampered by key injuries, Stony Brook dropped 3 games this week, 13-1 to New Haven, 10-4 to Adelphi and 24-4 to Queens. These losses put the Patriot's season record at 6-9 with 3 games remaining on their schedule.

Wednesday, against New Haven, Matt Grumo, the team's workhorse, strained his right shoulder in the second inning. Grumo who had played almost every inning this season will be sorely missed by the team. Down 2-1 at the end of 6 innings, the Patriots fell apart in the seventh giving up 8 runs on only 4 hits but allowed 4 walks.

Baecht Kills Rally

The following day, at Garden City, saw the Patriots load the bases in the first but fail to score off Walter Baecht. After giving up a run in the bottom of the first the Patriots knocked out Baecht in the second with an RBI single by Dennis Kampe fol-

Supremacy in Field

The last dual meet of the season was a study in contrasts. Adelphi, the home team, soundly whipped the Patriots in the track events, 48-29, but the Pats fought back in kind to capture the field events, 47-26. Add the totals and you have Stony Brook a 76-74 winner. Jack Esposito and Mike Shapiro accounted for 20 of the 29 points in the Track events. The latter won the 100 and 220 yard dashes while the former captured the one and two mile runs. The field events were no contest as Stony Brook led all the way.

The Pats were burdened by injuries in Saturday's Collegiate Track Championships. Sandy Phillips turned in the best performance for the Patriots as he finished third in the triple jump.

lowing walks to Jimmy D'Amico and Al Perrin. Adelphi got 4 more in the bottom of the second but Stony Brook battled back with another two in the top of the third on a single by Matt Low and a tremendous triple to left center by Gary "Wheels" Hamilton. Hamilton later doubled in the ninth to drive across Frank Grimaldi for the last Patriot run.

Queens Romps

Saturday's game with Queen's College is best to be forgotten. Behind from the very beginning the Patriots were finally called upon to pitch D'Amico the final two innings. Given very little field support, one error each by five different players, and having to pitch a patched up staff, Stony Brook allowed 10 runs in the 8th and 9th innings to account for the final one-sided score.

Key injuries, especially to the pitching staff, have severely

(Continued on Page 11)

Netters Split Matches Last Week To Suffolk, 4-3, Hofstra U., 7-2

After a two week layoff, in which four matches were cancelled because of rain, Stony Brook's netmen finally resumed action last week against Suffolk C.C. and Hofstra University. On their home court at Strathmore, the Patriots nipped Suffolk C.C. 4-3, and were upended by Hofstra 7-2 at the winners courts.

Bob Folman, first singles, was defeated by Suffolk's Edda 6-2, 6-2. Bob could not consistently maintain his aggressive game while Edda, a ranking Junior College player, cleverly manipulated Bob's weaknesses.

Singles victories were recorded by Bob Dulman, second singles, and Bob Epstein, the third singles player. Bob Dulman won easily, defeating Charles Forbes 6-2, 6-1, and Bob Epstein hardly worked up a sweat in subduing George Matinsky 6-0, 6-1.

The third point was awarded to Stony Brook by default.

Hopes For Victory

Riding on the crest of their victory at Suffolk C.C., Coach Lee's men had high hopes of defeating Hofstra. For the most

part, however, it was a disappointing match, as the only bright spots were Bob Dulman's uphill victory in the singles, and Paul Epstein's and John Nathanson's victory in the third doubles.

In a tough loss, Bob Folman played good tennis, but couldn't match his opponent's all around game. The scores were 7-5, 6-3.

Playing second singles, Bob Dulman made a fine recovery, after dropping the first set 6-1. Hitting with more authority, and playing aggressive tennis, Bob bounced back and won the next two sets 6-4 and 6-4.

Paul Epstein and John Nathanson had little trouble in defeating Gould and Fisk, Hofstra's third doubles team. Their scores were 6-2, 6-1.

Winning Season Expected

With one match remaining on the schedule, the tennis team's record stands at 4 and 4. The last match is with N.Y.I.T. and having beaten them twice last season, the Patriots are pretty confident of having a winning record. The team had expected to have a better record but the cancellation, due to rain, upset the schedule.

Next year's team should definitely improve upon this year's showing. All six starting singles players will be back and this year's experience should prove to be beneficial. In addition, the team expects to be boosted by the addition of several freshmen, who showed that they have the ability to make the varsity.

Varsity Crew Closes Out Best Season At Philly

The Red Tide surprised every one except themselves Friday by finishing fourth out of six in the elimination heats of the National Small College Rowing Championships at Philadelphia. The Patriots were seeded to finish sixth in their heat which contained such schools as Marieta (who went on to win the finals), Rhode Island American University, and Trinity. Ignoring this seeding the Varsity eight, stroked by Mike Schwartz, started the 1 5/16 mile pace in 5th place ahead of Richmond and only 1/2 length behind American U. and Rhode Island. Marieta had the early lead.

Cheered Tide By Post

After the first 1/4 mile the Red were still in 5th, but with encouragement from the C.W. Post crew, who were cheering the boys on from their shell, the Patriots took the stroke up two beats to a 36 for a sprint and by the half way point in the race were even with American University. Meanwhile Richmond had fallen back and Rhode Island was still in third place behind Marieta and Trinity, about one length ahead of Stony Brook.

Entering the last half mile, the positions were the same. Stony Brook again took the stroke up to a 37 and started moving ahead of American. The battle was not won yet, however, and American was not about to quit. After falling behind by a deck length they matched Stony Brook for stroke, and only in the last ten strokes was it apparent that Stony Brook had won the battle, finishing 4th by only 2.4

seconds, only 3 lengths behind Rhode Island.

The J.V. were less fortunate. In a very unfair start, in which the Trinity and Patriot oars were locked, the two teams were unable to get a start and despite pleas to the official starter, the race went off.

Broken Seat

A further mishap occurred only 20 seconds later. Leo Jed rowing in the sixth position suddenly broke his seat and was unable to row for half the race. When he again started rowing it was without his seat and by that time the JV was out of contention. As the boats went over the finish line the crowd gave Leo a big hand for his efforts. The race was protested by Stony Brook but was disallowed because the objection was not made soon enough after the race.

(Continued on Page 11)

Track Results

Adelphi - Stony Brook Results

100 yd. Dash: 1. Shapiro, SB; 2. Krantz, A; 3. Duruvo, 10.3.
220 yd. Dash: 1. Shapiro, SB; 2. Krantz, A; 3. Peters, A. 22.1.
440 yd. Dash: 1. Bigbie, A; 2. Laing, SB; 3. Peters, A. 52.5.
880 yd. Run: 1. Deruvo, A; 2. Duruvo, A; 3. Azzinaro, SB 2:11.0.
One Mile Run: 1. Esposito, SB; 2. Heaney, A; 3. Tullio, A. 4:58.1.
Two Mile Run: 1. Esposito, SB; 2. Tullio, A; 3. Simon, A. 11:16.1.
120 High Hurdles: 1. Metchock, A; 2. Baand, A; 3. Fluhr, SB. 19.3.
440 I. Hurdles: 1. Fluhr, SB; Metchock, A, tied; 2. Ealend, A. 63.
Mile Relay: Adelphi. 3:47.0.
Pole Vault: 1. Bishop, SB; 2. Feldman, SB.
High Jump: 1. Laing, SB; 2. Feldman, SB; 3. Ehlen, A.
Broad Jump: 1. Fluhr, SB; 2. Phillips, SB; 3. Duganno, A. 18'3".
Shot Put: 1. Panzica, A; 2. Sherman, SB; 3. Vanesco, SB. 43'4".
Discus: 1. Panzica, A; 2. Fior, SB; 3. Sherman, SB. 129'3".
Javelin: 1. Bunyee, SB; 2. Panzica, A; 3. Phillips, SB. 141'3".
Hammer: 1. Panzica, A; 2. Fior, SB; 3. Vanesco. 111'4 1/2".
440 Relay: Adelphi. 45.5.
Triple Jump: 1. Phillips, SB; 2. Fluhr, SB; 3. Duganno, A. 41'1".

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TROPHY



Steve Ratner looks on from the bench during Pat's game with Queens.



Oarmen prepare to launch shell before Saturday's Regatta at Philly.