

Budde Appointed Athletic Head



Statesman/Bill Schmidt

NEWLY APPOINTED DR. ELAINE BUDDE will decide on a new Athletic Director and the abolishment of the gym requirement.

"It's like bringing in a breath of fresh air"
—Marge Van Wart
Field Hockey Coach

"I feel that she's definitely qualified"
—Rick Smoliak
Baseball Coach

By RICHARD GELFOND

Credit for gym courses? The end of the gym requirement? Who will be the new athletic director? These are some of the questions which Stony Brook University's new chairman of the department of physical education, Dr. Elaine Budde, will have to deal with shortly.

"I received a letter from Dr. Gelber's (Academic vice-president) office last week upon my return from semester break telling me I was given the position," said Budde. "I was pleased that the faculty and the administration had the confidence in me to accord me this responsibility." Budde's appointment is interim for the spring semester.

The first job for the new chairman will be the selection of an athletic director to coordinate the intercollegiate sports program. "It (athletic director) definitely will be a position for one of the men coaches," she said, "because we already have a coordinator of the women's

intercollegiate program (Sandy Weeden). I would hope this would be a close working relationship between the athletic director and myself so we could best use the gym and facilitate the campus community."

The athletic director's position will be filled probably by the end of this week and no later than the end of next week. Each member of the physical education department was asked to hand in to Budde, their recommendation of a male coach for the job.

A major issue in the physical education department is whether the present one year requirement of gym be abolished. "I personally feel that it would not be a great deterrent to lose the requirement," said Budde. "A requirement has its place but not in its present form at Stony Brook. Losing the requirement would set us free for more interesting courses and more course flexibility."

(Continued on page 13)

Tabler Quad Regains Heat... For the Moment

-See Story on Page 3

Even though heat and hot water have been restored to Tabler Quad after the outage last week, more heating problems are likely to be in store for the campus. Below, heatless students pick up portable electric heaters purchased by the housing office last Saturday. At right, a housing official resets a circuit breaker in Tabler Quad, overloaded as a result of the 100 heaters.



Institutional Self-Study Arrives

See Story on Page 3 and Special Supplement

News Briefs

Voter Registration Changes Sought

A group of New York City Reform Democrats, pointing to low voter registration in New York City, asked the state legislature Tuesday to make it easier to register and cast ballots.

The Democrats joined the New Democratic Coalition, the Reform Democrat organization in New York City, in advocating the changes in registration procedures to "remove the stigma of racial unfairness."

A federal district court ruled earlier this year that New York State was no longer exempt from the 1970 Voting Rights Act because of low voter participation in Manhattan, Brooklyn and the Bronx.

Court Limits Injunction Use

The Supreme Court Tuesday ruled out use of injunctions by federal courts under civil rights law to halt alleged racial discrimination in state criminal justice systems.

The 6 to 3 decision came in a case from Cairo, Ill., where racial troubles spawned a federal civil rights class-action suit alleging discrimination in Alexander County courts.

The suit, filed by a group of civil rights advocates for themselves and all others similarly situated, charged county judges with handing out longer sentences and setting excessive bail for blacks.

Mid-East Troop Settlement Nears

Secretary of State Henry A. Kissinger flying from Israel back to Egypt, reported today that difference between the two sides on separating their armies "have been substantially narrowed."

Kissinger, after only 3½ hours of sleep Tuesday night, arrived in Aswan from Jerusalem with a revised Israeli map on proposed military disengagement along the Suez Canal.

Mantle and Ford Enter Hall of Fame

Sluggo Mickey Mantle and pitcher Whitey Ford, longtime New York Yankee teammates, were elected to baseball's Hall of Fame yesterday.

Mantle became only the seventh player in history to be elected to the Hall of Fame in his first year of eligibility by the Baseball Writers' Association of America. He attracted a total of 322 votes on the 365 ballots cast. Ford, who had fallen 29 votes short of election last year, received 284. To be elected, a player must be named on 75 per cent of the ballots cast. With 365 voters, 272 was the magic number for election.

State Loans City Transit Funds

The New York State Legislature approved a \$100-million loan to keep New York City's bus and subway fare at 35 cents yesterday.

The vote in the Senate was 41-9. In the Assembly it was 100-20, with upstate Republicans in both houses opposing the measure. Governor Malcolm Wilson was expected to sign it.

The loan, which the city must pay back over five years, is supposed to hold the fare level until May 1. Several Republicans, including Assembly Speaker Perry Duryea, say they want to avoid the continuing crisis approach to mass transit, with the legislature getting requests for funds whenever fares are about to rise.

Buckley Seeks to Oust Price Control

Senator James L. Buckley said Tuesday that he will introduce legislation next week to abolish wage and price controls. The controls authorized by Congress and used by President Nixon have gravely injured every sector of the U.S. economy without bringing any offsetting benefits, the New York Conservative-Republican said.

"Wage-price controls have been an unmitigated disaster for the United States, and should be abolished forthwith," Buckley said in a speech delivered before the Rochester, N.Y., Home Builders Association.

Physicist to Speak in Cold Spring

Physicist William Shockley will participate in a panel discussion at the Cold Spring Harbor High School Saturday at 10 a.m. Shockley, known for his genetic theories of supposed Black inferiority to whites, will discuss "Human Quality Problems and Research Taboos" with three other panelists who are expected to present opposing views.

Jurors Chosen for Mackell Trial

Two jurors have been chosen in the trial of former Queens District Attorney Thomas J. Mackell. On Tuesday, for prospective jurors said they had overheard possibly prejudicial talk about the case since the trial opened Monday.

The nature of the communications to the prospective jurors in Queens Supreme Court was not revealed. Justice John M. Murtagh called the four jurors and the lawyers into a private conference at his bench. Maurice Nadjari, special state prosecutor, had raised the possibility that people were trying to influence the prospective jurors by "loud talk" in the hallways. He drew a heated defense objection. Mackell's lawyer, Robert J. McGuire, said he resented any implication that the defendants would do anything improper.

County Executive Will Intervene In PBA Contract Negotiations

HAUPPAUGE — Suffolk County Executive John V. N. Klein announced at his first weekly press conference yesterday, that he would personally enter into contract negotiations with the Suffolk County Patrolmen's Benevolent Association.

Talks between the County and the P.B.A., the bargaining unit for the county's policemen who have been working since New Year's Day without a contract, were to continue through last night at the Colonie Hill in Hauppauge.

P.B.A. demands, which include parity with Nassau police, call for a \$2,000 a year salary increase for Suffolk officers. County sources have claimed that this demand would cost the county up to \$18-million more than the current \$45-million police budget. According to P.B.A. sources, only \$5.2-million extra would be needed.

Klein held the press conference as part of his effort to make county residents more aware of what the county government is doing. He said that over the past two years he had been convinced that residents have not been able to take full advantage of the county government because they had not been fully informed in county matters. "Our problem has been not having the personnel," he said.



Statesman/Larry Rubin

County Executive Klein held his first weekly press conference yesterday and announced that he would enter into P.B.A. contract negotiation talks.

To remedy this problem, Klein has hired an assistant to handle his press affairs and a photographer, and has scheduled the weekly press conferences.

The idea for the press conferences, Klein said, originated during his tour of upstate counties while he was drumming up support for the New York State transportation bond issue, which was subsequently defeated.

Court Assails Duryea Indictment; Questions Law's Constitutionality

Assembly speaker Perry Duryea's indictment with four other Republicans was assailed by the defense in State Supreme Court Tuesday as unconstitutional. They are accused of illegally siphoning away Democratic election votes.

Justice Burton Roberts said he expects to have a decision on the constitutionality of the election law by next week. Meanwhile, he praised the briefs submitted by both sides as "truly works of art."

Duryea, a Montauk Republican, is accused of taking part with the others in the formation of a phony Liberal Party committee to draw off Democratic votes in 11 key Assembly districts prior to the 1972 elections.

Codefendants are Assembly Majority Leader John Kingston of Westbury, Assemblyman Alfred DelliBovi of Queens, and two Duryea aides, Henry Mund and Lynn Mueller. All have pleaded innocent.

The defense attacked the election law under which the five were indicted, as a violation of the constitutional guarantee of free speech and press. It requires all campaign literature to bear the identification of the sender and the printer. Letters sent on behalf of the bogus Liberal Party committee, the state charged, bore a non-existent Manhattan address. The defense lawyers who drew

commendation from Roberts were former State Court of Appeals Judge Francis Bergen, former State Supreme Court Justice Saul Streit and Attorney Milton Gould.

Arguments for the state were

presented by Assistant District Attorney Kenneth Conboy, Manhattan Rackets Bureau chief, and Assistant District Attorney Michael Juviler, chief of the District Attorney's appeals bureau.

Dr. Montemarano, 33, looked on impassively as would-be jurors were questioned about their religious beliefs, whether there were any doctors or nurses in their families and whether they had ever had an "unpleasant experience" with doctors or hospitals.

Taking part in the questioning was Nassau County District Attorney William Cahn, who is personally prosecuting a case for the first time since he became district attorney 11 years ago.

The prosecution alleges that when Bauer was in a coma and had been given less than 48 hours to live, Dr. Montemarano administered a fatal injection of potassium chloride.

The patient's body was exhumed but an autopsy failed to find traces of the chemical. However, a county grand jury returned the murder indictment against Dr. Montemarano last June 27.

Jury Being Chosen For Euthanasia Trial

Ten jurors have been chosen in the so-called mercy killing trial of a Nassau county physician accused of giving a fatal injection to a dying cancer patient.

The physician, Dr. Vincent A. Montemarano, has been indicted for "willful murder" in the December 7, 1972 death of Eugene Bauer, a 59-year old former Long Island Rail Road worker from Hicksville.

Dr. Montemarano at the time was chief resident surgeon of the hospital, Nassau County Medical Center in East Meadow. The physician signed a certificate citing cancer as the cause of Bauer's death.

The jury selection had exhausted a field of 72 prospective panelists, and half of the 48 additional prospective jurors had been discharged by the time Wednesday's court proceedings were halted at 4:30 p.m.

Inside Statesman

Front Page Photos By Frank Sappell

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More Heat Outages Likely for Dormitories

By RUTH BONAPACE

Although heat and hot water were restored to Tabler Quad Tuesday night after a week's interruption, caused by leaks throughout the heating system, an unscheduled outage may now occur anytime in five residential quads until a break in the South Loop steam line is repaired.

The University announced yesterday that a break in the South Loop steam line has caused the University to schedule a steam outage this weekend, from Friday afternoon to Sunday. It will affect the Tabler, Roth, Kelly, Stage XII and engineering quads. If the temperature drops below 30 degrees this weekend, the outage will be cancelled.

However, according to Ray Smith, Acting Director of the Physical Plant, the leak is rapidly increasing and "there is a very high risk that an unscheduled outage will occur, with affected quads losing heat and hot water without any notice for a longer period of time." Joseph Hamel, Assistant Vice President for Finance and Management, and Energy Conservation Officer, said that "allowing the leak to continue not only wastes fuel but also will damage the boilers and steam lines. The leak must be attended to immediately or more serious problems will result during the remaining winter months."

Head Maintenance Supervisor Richard Emmi said that he learned of the deteriorating heating in Douglass and Dreiser Colleges "about a week before the start of classes."

Maintenance had assumed that the situation was caused by a malfunctioning of a central pump in the cafeteria, said Emmi. Heat was alternately shut off in each college to determine the cause of the outage. Maintenance discovered that the pump was functioning properly and that leaks in the Tabler heating system were responsible for the outage. Emmi explained that maintenance has "worked overtime" searching for and repairing leaks in the quad.

The heating system in Tabler is supplied by a central pump with an alternate pump ready in case of emergency. Last year, maintenance ordered a new pump to replace one which had broken down. Emmi said he was informed that the type of pump required for Tabler is "obsolete." In March, Frank A. Cristal Associates agreed to manufacture a new one. A spokesman for Cristal said yesterday that "shortages" of materials have caused delays in delivering orders by 50 weeks, and that although "they are pushing this one," they "really don't know" when the new pump will be delivered. Meanwhile, maintenance has adapted a pump for temporary use.

In a related development, the cold and angry residents of Douglass College held a meeting Sunday night to discuss the heating situation with M.A. Steve Silverman. He called for increased cooperation among the residents in reducing the use of electrical equipment in their suites.



Statesman/Larry Rubin

TABLER RESIDENTS huddle by their heater to keep warm during last week's heating outage.

Tabler Quad Comes in from Cold

Twenty-four hours later there was still no heat and hot water and the situation became serious. Although the number of students residing in the two colleges in Tabler was less than usual because of intercession, the heatless residents were quite upset. Junior Stu Jacoby returned to work at the library, and devoted a great deal of his time to calling the Housing office. His suitemate, senior Jan Wolitzsky, visited Housing personally to complain about the uncomfortable situation in his dorm. While the heat had been out since early Wednesday, Frank Trowbridge, director of Residence Hall Maintenance, was unaware of the situation until the students' calls and visits the day after.

On Friday, there was still no heat, and the dormitories grew colder. Students from the two colleges went to other quads to take a hot shower. Stony Brook

administrators decided to check out the situation in the dorms personally and Trowbridge and Associate Director of Housing John Ciarelli appeared in Jacoby and Wolitzsky's suite on Friday night to check conditions. They found cold water, low temperatures, and angered students who demanded heaters to provide some relief from the cold.

Saturday morning, Trowbridge ordered 100 space heaters from Sears in the Smith Haven Mall, costing from \$23 to \$32 each. That afternoon, they were distributed one to a suite. Sunday, students who returned from their three-week winter recess found cold radiators. That night, they had to sleep in unheated bedrooms, as the one heater allotted to each suite had to stay in the living room to be fair to all six residents.

(Continued on page 7)

Self-Study Report Cites Campus Frustration

By BILL SOIFFER

Following an 18-month study, a 150-member University task force has composed an essentially negative document severely criticizing the school's academic structure, its administrative organization, and the general quality of life among students and faculty. The study will be distributed throughout campus early next week.

According to the report, the task force, known as the Institutional Self-Study, is the first step in a "consciousness raising"

See special pull-out insert on self-study report, and editorial on page 15.

effort for the entire University Community, noting that turmoil, confusion and dissatisfaction prevail throughout the campus. The report, which does not make recommendations but culminates in further questions for discussion, is the first part of an ongoing inquiry. The second phase, which will be conducted from January 15 to March 15, will discuss issues raised in the report in University-wide open meetings chaired by task force members. In the third phase, task force members will presumably distill concrete recommendations produced in discussion and turn them into action.

The members of the task force, who

were coordinated by Dr. James Bess, a member of the research group for Human Development and Educational Policy, come under the jurisdiction of Academic Vice President Sidney Gelber, and received no financial compensation for their work. There were 46 students who worked on the report and received from one to three credits in EDU 299 for their research.

Citing personal reasons, Bess resigned last week as co-ordinator of the study and Gelber has tentatively named Dr. James Calhoun, of the Psychology Department, to fill the position.

Among the study's findings are:

—"Most students claim that the University is a mill into which they enter and then are spewed out of the other end with as little human or humane contact as is absolutely necessary."

—"There are two different Stony Brooks with extraordinarily disparate standards," one in which two-thirds of the student body claims its goals and expectations are going unfulfilled, and another in which one-third claim its goals and expectations are being fulfilled.

—"The two Stony Brooks are characterized along the lines of matched and mismatched expectations of students and faculty. Essentially, the mismatched two-thirds of the student body views education in terms of personal growth, (Continued on page 5)



Statesman/Sari Koenig

STUDENTS FELT THAT "widespread faculty lack of interest in, disregard for and even insensitivity to undergraduate education" is one of Stony Brook's most serious problems, according to the study.

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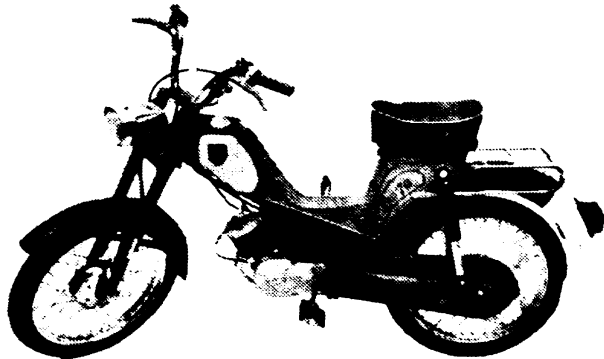
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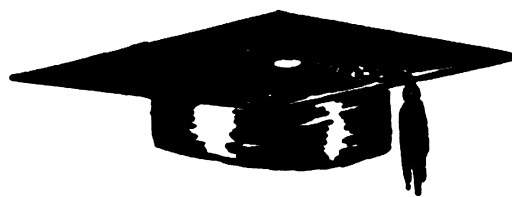
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WIDER HORIZONS

Interviews for entry into Wider Horizons Program will be held the week beginning January 21-25. Sign-up sheets for available time slots will be posted outside of the Black Studies Office, SSB. Call 246-4015 for info.

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Reallocation of State Financial Aid Considered

By DANIEL J. MCCARTHY

A major revamping of the State's financial aid program for college students is under consideration by the New York State Legislature this session.

State Assemblyman Peter J. Costigan (R-Setauket), chairman of the Select Committee on Higher Education, last month proposed a \$200-million Tuition Assistance Program (TAP) that would more than double the State's direct financial aid to students, raise individual grants to a maximum of \$2000, and shift the emphasis in dispensing aid from scholastic excellence to financial need.

In a recent interview, Costigan said that his proposal would allow students to choose a college "on the basis of quality," rather than on cost.

"Right now, the difference between public and private schools is so great, as far as tuition is concerned, that [students] rarely get to any other criteria other than cost," he said.

Costigan predicted that if a proposal similar to his is not enacted by the Legislature, "many, many [private] institutions are going to close." He also predicted that two or three private institutions on Long Island could close within the next few years if the State's financial aid to students is not greatly expanded.

Private Colleges Favored

Ray Glass, legislative director of the Student Association of the State University (SASU), said that Costigan's proposal goes "overboard in aiding private college students." SASU is the corporate arm of the Student Assembly which represents State University students. "It is obvious that [the Tuition Assistance Program] is designed to aid the private colleges," Glass said.

Glass also pointed out that the TAP proposal covers only tuition, not total costs, and that it provides no financial assistance to part-time students.

Costigan warned that, "Unless the TAP proposal is implemented, or something like it is implemented, there is going to be an inexorable dominance [by] the State University system which will really destroy the

educational diversity of the State, which I think is a good feature of the State."

Under Costigan's proposal, all students whose families' net taxable incomes are less than \$20,000 a year would receive financial assistance. But TAP would especially benefit students attending private colleges in the state, as well as the private institutions themselves.

\$127-Million to Private Colleges

The maximum grant for State University students under Costigan's proposal would be \$650 for lower division students and \$800 for upper division students. The maximum grant for students attending private colleges would be \$2000. According to estimates made by Costigan's staff, almost \$127-million of the \$200-million program would go to students attending private colleges.

Because "there should be some feature for academic excellence," Costigan said that the Regents Scholarship program would be continued under the TAP proposal, but on a limited basis. The maximum grant under the Regents program would be \$250, but a Regents scholarship winner would still be eligible for added assistance according to his financial need.

A spokesman for Adelphi University President Timothy Costello said that Costello endorsed the TAP proposal because student financial aid is "a major financial problem" for all private colleges. Costello heads a group representing private and public institutions of higher learning in Nassau County.

A spokesman for President Robinson of Dowling College in Oakdale said that Robinson endorsed the general principle of expanding direct student financial aid because it gives students "freedom of choice." The spokesman called Costigan's prediction that two or three private colleges on Long Island could close in the next few years, a "very conservative" estimate.

New Aid Agency Needed

In a related matter, a State Senate committee on higher education has called for the establishment of a Higher Education Services Corporation to coordinate the maze of financial aid programs.



PETER COSTIGAN, State Assemblyman from Setauket, has proposed to double the State's financial aid to college students.

In its report on financial assistance, the State Senate Committee on Higher Education contended that the dozens of financial aid programs administered by the State and private organizations have become so fragmented that the programs have "lost touch with the needs of the students they are intended to serve."

"The proposed Higher Education Services Corporation could consolidate, computerize, simplify, standardize and uniformly apply eligibility criteria for the vast student aid system, and at the same time lower overall administrative costs," according to State Senate Majority Leader Warren M. Anderson, who made the report public.

Mismatched Expectations Cited by Self-Study

(Continued from page 3)

the development of emotional maturity, the facilitation of interpersonal relationships, and the development of motivation in themselves. They do not think of personal growth in terms of acquiring knowledge *per se* or mastering a discipline. This difference in expectations causes students, who originally planned to major in the sciences, to shift to other "easier areas of study."

Stifled Growth

—Personal growth and psycho-social needs of the students are not being met. The vast majority of the student body is engulfed in "a sink or swim smorgasbord curriculum, which amounts to no curriculum at all."

—The student body is characterized as "at once excessively competitive, homogeneous and apathetic." Ninety-seven per cent of the students are from New York State and 87 per cent are from the New York metropolitan area.

—The University is seen by students as a "large, faceless institution, which does not care about them, and therefore, many of them believe that they should take from it what they can. Books in the library have pages missing, journals are stolen from the periodical rooms, students have few compunctions about keeping books borrowed from the library for an indefinite period of time, and cheating is certainly prevalent."

—There is a "remarkable disparity" between transfer students from community colleges and four year Stony Brook students, with SAT math scores reaching as high as a 200-point difference and a ten-point difference in both mean and median high school averages. These transfer students often experience "catastrophic shock" in competing with students who are intellectually and academically superior."

—Entering freshmen show "no outstanding disposition for reflective thought, a broad range of ideas, scientific

theory and originality." Thirty per cent of the freshman class does not graduate. Moreover, after three years at Stony Brook, seniors in standardized tests showed no growth rate in theoretical interests over the freshmen.

—There is an intangible but widespread morale crisis, affecting both faculty and students and undermining the academic enterprise." The elements frequently mentioned as involved in the morale crisis were shrinking budgets, a sense of fragmentation, loneliness and isolation, leaderless drifting and a "sense of impotence and cynical amusement" with the whole institution. Over 60 per cent of the students describe themselves as frequently lonely.

—The most frequently mentioned, and most serious, problem identified by some but far from all students in research surveys, was an "alleged widespread faculty lack of interest in, disregard for and even insensitivity to undergraduate education."

—A grading crisis exists, characterized by a sharp rise University-wide in the percentage of A's and a sharp decline in C's and D's. Also apparent, especially with respect to lower grades, is the major difference in the grading standards of the hard science departments (including Math) with other Liberal Arts departments. Studies of the quality of work done under the pass/no credit option reveal a lower quality of work.

Campus—"Aesthetic Horror"

—The environment and physical appearance of the campus is an "aesthetic horror." "Construction, dirt and ugliness abound . . . Various attempts to create style, atmosphere and even beauty not only lack support but often are actively discouraged. The classrooms are more like sterile halls of a hospital where people come to be treated for some illness, and when they go, leave no impression behind them. Many of the buildings are dreary and depressing."

—Stony Brook is seen by the outside community as "a hotbed of drugs, sexual libertarianism and radicalism."

Criticism Leveled

The report concludes that many of the University's problems are the result of a "boomtown growth rate" with all the problems of "frontier living," and that the University has expanded as a multi-purpose institution aiming to please innumerable constituencies.

Many of the report's findings have been criticized by various sources in the Administration because these findings, they claim, are the result of individual perceptions rather than academic research. The report states that the sources for its findings are available upon request.

The task force, working through 18 established committees on such varied topics as student social life, undergraduate, graduate and continuing education, research, public service, a history of Stony Brook, and the organization and management of the Administration, noted that the report did not review such areas as campus governance, Faculty Senate, regionalism, the relationship between Stony Brook and SUNY Central Administration, several University services and middle

campus management.

The report was originally prepared to coincide with an evaluation of the University by the Middle States Association, which accredits regional universities and colleges every ten years. Draft copies of the report were forwarded to the association's 12-member commission, who visited the campus early in December. Soon after the study was commissioned by the President's office, it was decided the report would be expanded into a University-wide self-study.

Previous Self-Study

This is not the first time Stony Brook has undergone a self-study. In October, 1968, University President John Toll declared a three-day moratorium on classes to solve many of the then current University crises and plan for the future. Among the accomplishments of the Three Days were a redefinition of departmental majors and University requirements, the establishment of independent study, the pass/fail option, which was later changed to pass/no credit, teacher evaluation and the Liberal Arts and Social Science majors. It did not, however, produce effective change in University governance, the residential college program, and the physical appearance of the campus.

ISS: Varying Assessments

"Our committee has sought to follow the advice of Oliver Cromwell, painting the portrait with 'all these roughnesses, pimples, warts and everything.'"

This is the analogy University President John Toll has used to describe the Institutional Self-Study in a letter to the Middle States Accreditation team, which used the report in an analysis of Stony Brook.

Toll, who labeled the report "purposely self-critical," said he was not

in complete agreement with all of the study's findings. Specifically, he said he did not agree with many of the findings in the academic areas of the study, and the existence of "two distinct Stony Brooks with extraordinarily disparate standards." Instead he viewed the "mismatched expectations" of students and faculty in the more generalized terms of a continuum."

(Continued on page 6)

Snow Snarls Semester Opening

By STEPHANIE SINANIAN
Unshoveled ice and snow inconvenienced motorists and pedestrians returning to Stony Brook on Monday following the University's winter recess. Only one-half of P parking lot, the major parking area on campus, was cleared of snow, causing commuters and

University employees to find alternate places to leave their automobiles. According to one student, Karen Nordell, also the coordinator for the residential college program, "I had to park my car illegally next to the Union building because there was no where else to put it."

Many paths around campus, including those connecting Roth quad with the main academic area and the Tabler stairs were either unshoveled or incompletely shoveled creating slippery conditions.

According to Raymond Smith, assistant director of the Physical Plant, a firm contracted by the University to clear the parking areas on campus "got as much cleaned as was required according to our figures on how many cars parked in P-lot last semester. However, after receiving some calls this week about the situation there [in P-lot], the contractors will clear the entire lot in the future."

Alfred Gray, assistant director for the Department of Safety and Security said that his personnel were directed to assist motorists and pedestrians in dealing with the snow.



Statesman/Larry Rubin

ICE AND SNOW have caused serious problems for both students and pedestrians on campus.

Tabler Quad—In from the Cold

(Continued from page 3)

Monday morning, some students decided to take action. Harold Greenfeld, Les Batnick, and Carl Bergman, three residents of Douglass who had arrived Sunday, went to the Housing Office to get an explanation and demand a possible refund of some housing charges. Trowbridge explained the situation to them and Polity President Cherry Haskins.

He said that the problem resulted from malfunctioning pumps and pointed out that the reason that Douglass and Dreiser were so cold was that they were at the end of a heating line that starts in Tabler Cafeteria and continues through Hand, Douglass, and Dreiser. Heat that was being generated was being felt more in Hand and in

Toscanini, which is at the start of the other heating line. Since a new pump was not expected until mid-February, and the heating plant and Maintenance were unsure of when the broken pump will be fixed, alternative plans had to be made, according to Trowbridge. He suggested moving Tabler residents into Kelly suite living rooms until the situation could be cleared up. He also suggested a barracks-type arrangement in cafeterias in other quads.

Unusual Situation

Haskins was not satisfied with these solutions and sent a letter to University President John Toll, citing the heating outage as being an "unusual situation" on this campus and saying it was even worse as "it comes during a severe cold spell."

Toll's reply said it was "not correct to assume that these colleges [Douglass and Dreiser] were without heat" and he attached a press release put out by University Relations the previous afternoon, which explained the situation to students and said, "No hot water and only minimal heat can be pumped to these two buildings until the temporary replacement pump can be installed."

Pump Repair

A press conference was held Tuesday afternoon where Ray Smith, director of the Physical Plant, told of attempts to fix the pump. He said he hoped that the pump could be fixed by noon on Wednesday, but that if this was not possible, there was an extra pump in the Administration Building.

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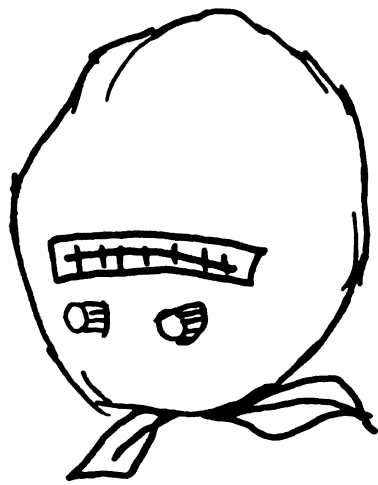
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Comments Vary On Self-Study

(Continued from page 5)

"All students are not either completely satisfied or completely dissatisfied," the president said. Toll mentioned that he will put specific emphasis on academic and career goal advising, the quality of life and the campus environment.

Academic Vice President Sidney Gelber sees the self-study as having a "catalytic function," which will raise questions, provoke debate and eventually produce action.

Beside dissatisfaction with Stony Brook, it appears as though there is some amount of dissatisfaction within the structure of the self-study. Danny Weingast, a former student coordinator who has since graduated, said last March, when the research was in full swing, that he felt co-opted and that no major changes can come about unless the group assumes a political rather than an academic perspective. Toll said the report is not a political document, and implied that politics will not play a hand in the decision-making process. Weingast said when the report was still being drafted that it was like a Christmas tree of who is responsible to whom, which did not call for specific changes in the University but only for further discussion.

Dr. James Bess, the self-study's administrative coordinator, said last March that the people here have a healthy dissatisfaction with the University, but that changes should occur by "unfreezing attitudes and proposing improvements, not threats." Bess resigned from his position last week.

Much of the controversy has centered over whether the research done was the result of scientifically based data or whether the report is a compendium of personal impressions. In a night-long debate at Sunwood, the University estate, last semester between administrators and the authors of the report, who were largely members of the Self-Study Steering Committee, certain passages in the first draft were changed because, according to Gelber, some of the language was too strong with many ad hominum references to certain individuals. Administrators also complained that many of Stony Brook's problems were not unique to this University, but pertained to higher education in general.

All parties involved in the Institutional Self-Study seem to agree on the need for change. The exact nature of how to define change and how to go about it will be decided, they hope, from now until March 15, when the University will engage itself in its own campus-wide question and answer session.

There will be a meeting for all WUSB staff tonight, January 17 at 9 p.m. in room 236 of the Stony Brook Union. Scheduling for the new semester as well as FM information will be discussed.



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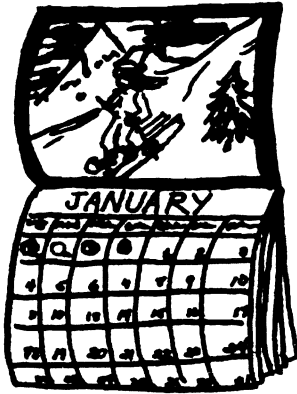
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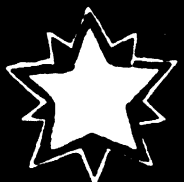
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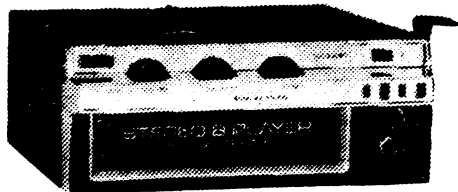
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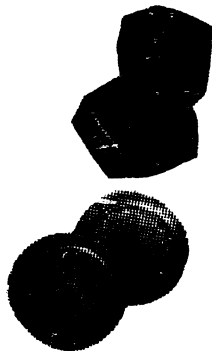
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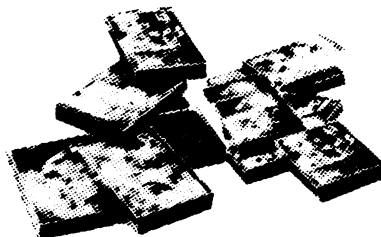


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A public service feature of The New York State Bar Association. Written by Will Bernard.

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LOST & FOUND
 LOST: KEYS on ring attached to braided leather chain. Call Norman 7238.

LOST: Dark blue SUNGLASSES in basement of S.B. Union. REWARD. Alan 246-3690.

DOG LOST: GOLDEN RETRIEVER 6 months old. White paw markings. Female. Warring brown collar. Call HR 3-6253.

FOUND: POCKET WATCH in Light Eng. Call 6750.

NOTICES
 Soundings — Accepting contributions of poetry, prose, art, and photographs. Send to: Soundings, SB Union, or Mount C14. Deadline February 4th.

Non-English majors, especially those considering graduate or professional school, this is your chance to improve your writing style. Professor Spector's English 102 will meet in Dreiser College, Tues. & Thurs., 7:30-8:45 p.m. Auditors welcome.

EROS — important meeting Monday, January 21, 8 p.m., room 124, Infirmary.

The Women's Weekend at Stony Brook is on Feb. 22, 23, 24. Any women who can provide a place for another woman to stay please sign up in the Women's Center, SBU 062, basement.

Pre-Med and other Pre-Health Professional Students — JUNIORS: Interviews started January 14. Make your appointment now. Have evaluation forms completed by your instructors and sent to us. FRESHMAN AND SOPHOMORES: give evaluation forms to your instructors. You can get forms at Health Professions Office, Library, room 3341.

Gay People's Group — New name, new aim — Everyone is welcome to attend. Get involved or just sit back and rap with friendly people. Room 223, S.B. Union, Wednesdays.

Ski Trip Saturday, January 19 to Great Gorge in New Jersey. Lift ticket and bus will cost around \$10. Trip leaves Saturday morning at 5:30 a.m. from Union. For information and reservations contact Norm 7238 or Ken 4151.

Polity Senate meeting postponed till January 27 at 7 p.m. in Union room 236.

Come to the Veterans meeting on Wed., Jan. 23 at 5 p.m. in room 216 of the Student Union. Free Beer.

Skitxold Man Productions are currently in rehearsal nitely at 8 p.m. for Joseph Kesselring's Arsenic and Old Lace in the Union, somewhere.

Attention all Ed Majors, Psych Majors, and all interested in special education: Come to the meeting of the Council for Exceptional Children to plan events and lectures for this semester and discuss the possibility of forming a mini-special ed department. Wednesday, January 23, 8 p.m., Roth Cafeteria.

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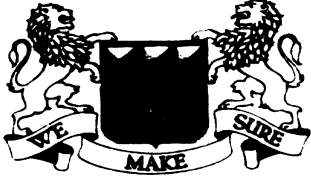
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Are all scientists evolutionists

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Students have for many years been indoctrinated with the idea that science has proved evolution and that all scientists believe in evolution. The Biblical record of creation, we have been assured, is no longer taken seriously by the well informed.

One soon discovers, of course, that much of what is taught from classroom podiums and printed in costly textbooks is mere human opinion . . . even wishful thinking. The idea that evolution is a proven fact of science is a modern myth. Loud and frequent repetition has made it sound credible.

Actually, at this moment there are thousands of well-qualified scientists and other educated professionals who have become convinced that the Biblical model of creation and the earth's history is far more scientific than is the evolutionary model. This, despite the evolutionary indoctrination received in school.

If you enjoy forming your own opinions — especially on matters of such basic importance as this, drop us a postcard at: Institute for Creation Research, Dept. I-1, P.O. Box 15486, San Diego, California 92115. We'll send a free packet of scientific literature outlining the credibility of special creation, no strings attached.

His First Score



Alan H. Fallick

The time had come. He had waited oh, so long for it. And She, too, was anxiously anticipating the results of His charge. She had recalled His futile attempts all too well and was silently praying that this time it indeed would be fruitful.

None of His past mistakes would get in the way this time. Finally, at last, He would attain what had escaped Him so often in the past — the bitter, failing past. He was ready, and so was She, for that ever elusive goal. The time had come.

Twisting and turning, His torso surged forward, straight ahead, relentlessly. At times, either or both of His feet would leave the ground, marking an acceleration which He never before had known. It was this quickness — the ease — which forewarned Him that this time it would be true.

It would be His first score.

Realizing that all He had wanted ever since His childhood (and now He was an adult) was within his reach, He tried harder and harder and harder. This time, He thought, fantasy would cease existence, and reality would be its product. Or so He thought.



"Him"

Meanwhile, She urged him on. Yes, She had waited for this moment as much as He had, maybe more. It was beyond doubt that if He were to continue moving the same way — carefully measured and steady — then for sure She would be able to rejoice.

It would be His first score.

Barely detectable was the panting which accompanied His every move.

Nevertheless She knew. Just by the motion of His body She knew that He was breathing hard. Yes, She also knew the exact motions which his body was undertaking.

Her eyebrows, arched like two rainbows, emphasized the penetrating stare with which She observed His every move. Unaware of Her observation, He continued as He had never continued before.

One arm, as if warding off any evil encountered, provided Him support. His other arm clutched tightly the skin which He so often before had simply toyed with, as though He were a child. But this was a man's game, and his grip tightened.

He was thinking, as unlikely as it seemed, that if he were to not succeed this time, there would be no "next time." Using His thoughts as incentive, he pressed onward, hardly moving backwards or sideways, but nevertheless moving forward at all times.

His steady penetration created screams of glee as She, knowing not what to expect, cried: "Please. Don't stop now. Keep going. Keep going!"

And so He did. I won't stop now, he muttered to himself. Nothing can stop me this time! Nothing!! And so it was. It was becoming His first score.

His ears, sensitive to the world, did not hear Her happy voice. His body, spitting off sweat like a bursting rain cloud, of course did not feel Her tingling. Her eyes, shining effervescent joy, went unnoticed. And Her face, reflecting realized optimism, too went without a witness.

It was His first score.

The rhythmic, deliberate motions gave way to an unanticipated, random thrust which even He had not expected. But, again, He had never done it before. They weren't quite screams of jubilation nor were they the hushed tones which accompany the aftermath of such. A sigh perhaps would best describe the sound which left His mouth. For Her, it was the happy laugh of long-awaited accomplishment.

It was a long time coming, and the wait was now over. In all His tomorrows, there never again would be a first time. For that He was grateful. Finally, at last, He had scored His first touchdown ever.

The extra point was good, and then She watched Him do it again on instant replay.

WUSB Needs Help

When WUSB finally makes the long awaited transition to FM, the Sports Department will need your help. If interested contact Bob at 246-4275 or Jeff at 246-3851 for information.

Budde Plans Course Changes

(Continued from page 1b)

"I think that she's definitely qualified because of her credentials," said baseball coach Rick Smoliak. "I don't think the fact that she's a woman will matter at all. I can be in as much disagreement with a guy as with a woman."

Women's field hockey coach Marge Van Wart was very pleased with Budde's appointment. "It's like bringing in a breath of fresh air," she said. "Professionally I have a great deal of admiration for her and I'm especially happy because a woman is receiving recognition in a field it's hard to receive recognition in."

Sandra Weeden, who coaches the women's basketball team and is the

head of the women's intercollegiate program thinks Budde will do an excellent job. "It may enhance the communication between the men's and women's program."

The position of department chairman was left vacant when Leslie Thompson resigned in December to seek his doctorate. Thompson also served as Athletic Director. Budde will receive the same salary she received as an associate professor prior to the appointment.

As an undergraduate Budde participated in extramural athletics which are teams that play other schools but are not officially recognized. Her activities include basketball, field hockey, tennis and golf.



Statesman/Bill Schmidt

THE POSITION OF CHAIRMAN was left vacant when Leslie Thompson who also served as Athletic Director resigned to seek his doctorate.

Age Improves Women Hoopsters

By CHARLES SPILER

Although the men's basketball team has already completed six games, the women's basketball season has yet to start. On Tuesday, at 7 p.m. the women host Wagner in their first game of the year.

Coming off last season's 9-8 record, the team features five returning players, including four starters. Co-captain Carol Mendis heads the list as the team's top scorer (9.8 average) and top rebounder. But the five-foot-eight inch senior center will most likely find herself playing forward because of the recent acquisition of shorter (five-foot-six and one-half inch) Carmen Martinez. But Martinez, at present, is experiencing financial difficulties and also might undergo minor surgery on her foot. However, she is expected to play.

Coach Sandy Weeden believes Martinez to be the key. "She's a big factor," says Weeden. It [the switch] will give us more speed and more height." But for the immediate future, "[Mendis] will play center at least for the first few games."



Statesman/Bill Sherman

THE WOMEN'S BASKETBALL TEAM hopes to improve on last season's 9-8 record.

Although last season's team shooting percentage failed to surpass the teens, Weeden feels that this will not happen again. "Our actual offensive plays, this year, are better," she says. "I think we're creating better scoring opportunities for the type of shooter we have. Of course, our percentage will be a little bit higher. Offensively we lack the height to really get that second shot consistently, but defensively we can position ourselves well. We're faster than we've been in the past."

Now in their fifth year as a team, the women have one thing to their advantage. "We get better every year. Every year our record has improved," says Weeden.

One disadvantage hindering the team, however, is the lack of a proper scheduling procedure. "There's no conference," Weeden says. "There's no specific number of games or certain teams we have to play. The whole thing is freelance." But negating this problem is the desire and feeling the women display for their sport. "They play because they love the game. They're not in it so much for the extraneous reinforcement [fan appreciation]."

Practice last year was scheduled three times a week. This year — every day. Though team dissension usually characterizes most teams, Weeden believes "this is the closest knit team we've had and they work the hardest of any team we've had."

Scouting the opponent team prior to game time can sometimes be a very powerful weapon. But because of the lack of time and of personnel, the women will have to rely on what they can remember from past seasons.

With the opening Wagner game next week, Weeden reflects back on last season's heartbreaking loss. "We dropped to them by one last year. This is a revenge game. We got the final shot and it rolled around the rim. We lost to them four years running."

Wagner has the advantage over Stony Brook of already being in the midst of their season. "They'll be coming to us with an edge. That's their advantage, but we have the home court advantage."

Nevertheless, many Stony Brook athletes wonder if playing at home is really an advantage. speed

SB Pucks to Fly at the Coliseum

By BRUCE TENENBAUM

Emile Francis would be proud! Last year they were just a club made from scratch and almost entirely (except for \$250 worth) funded by team members. Now they're playing at the Nassau Coliseum! That's a success story that anyone could admire and it belongs to the one and only Stony Brook Hockey Club... Who? That's right! The Stony Brook Hockey Club will be on the very same ice that the New York Islanders play (not that that's anything to brag about) on.

This may be a little hard to grasp, but it's exactly what it appears to be. A Stony Brook Athletic Club will be playing in a professional Athletic Arena against an Ivy League (Columbia) team.

The club is probably the most obscure Stony Brook squad there is. Most probably didn't even know, until now, that Stony Brook had a

Hockey Club! Yes, it does — and what does founder and captain Tom D'Agati think of the club's chances to beat Columbia in the Nassau Coliseum? D'Agati says, "No question about it, we're going to win. We've got some really top notch players." That's it! No question about it.

Must Sell Tickets

Of course, there is one minor problem that has to be taken care of before the newest Stony Brook club can skate out and trash Columbia. The club must sell some 250 tickets to help finance this little venture. Tickets are priced at \$5 apiece and transportation to and from the game on February 5 is available for a nominal fee. Contact Tom D'Agati in Room C-114 Langmuir for tickets or

information, which is also available through the Statesman sports staff, 6-3690.

If the tickets are not sold by January 30, then the team members might have to start digging into their pockets once more for money. D'Agati thinks that this game might be the "pivotal" point in the club's short history.

As of now the starting six appear to be D'Agati at right wing, Gorman in center, Aguirre in the left position, "Chip" Deacon and Jack Breig on defense, and Warren Landau in the net. But with three weeks to go that lineup is subject to change.

In any event the club's biggest goal now is to sell those tickets. They'll worry about Columbia later.

There will be a meeting for all Crew Team candidates today at 4 p.m. in Coach Dudzick's office.

The Squash match scheduled Friday against Adelphi has been cancelled.

John S. Toll:

Working to Improve SUSB Life 1974

Our top priority for 1974 should be to improve the quality of life and of services on campus. I hope each reader will reflect on what can be done and will make suggestions to the appropriate persons or to me. (I will list below on each item the offices and telephones for useful comments.) Each of us should especially do what we can to be considerate of each other and to establish a University ambiance that promotes reflection and creative scholarly work. All those employees providing essential campus services are being asked to emphasize courtesy and responsiveness, and I hope others will do all they can to maintain a good academic tone on campus.

Some of the specific efforts at improvement of campus life are the following:

a) **Improvement of the Campus Appearance:** Unfortunately, as the semester begins construction has required some additional trees to be cut, but others should be planted in the Spring and a special effort will be made to maintain landscaping where it has been put in place. In areas where the construction program permits, we will undertake planting this Spring. I am appointing a special "Committee on Campus Beautification" under the Chairmanship of Professor Robert Merriam of the Division of Biological Sciences. The committee will be assisted by Mr. Charles Wagner, Director of Facilities Planning, (extension 6-6027).

At many universities it is conventional for each graduating class to plant a sprig of ivy on the campus. At Stony Brook our needs are so great



Statesman/Larry Rubin

I suggest that each graduating student or other willing person provide a sprig of ivy to be planted wherever designated by agreement with Mr. Wagner's office. The University is especially grateful to the Women's Club for their recent decision to plant a Japanese weeping cherry tree in the Chemistry Building courtyard this coming Spring; I hope this will set a trend in which each of us will contribute to campus beautification.

b) **Improvement of Campus Maintenance:** Vice President Joseph Diana, Assistant Vice President Joseph Hamel, and Acting Director of Physical Plant Ray Smith are making special efforts to improve campus maintenance during the coming year. In addition to a crew that has been established to deal with emergencies, we are trying to regularize the necessary preventive maintenance. Vice President Diana (extension 6-6000) welcomes suggestions that any members of the campus can give him

for improved maintenance.

c) **Campus Safety:** During the past year the University established a special safety program coordinated by our new Environmental Safety Officer Alfred Gray. To support and to accelerate this work, I have recently appointed a special task force on safety under the direction of the Chairman, Mr. Robert Chason. Safety hazards should be brought to the attention of the appropriate building manager or Mr. Gray (extension 6-3337). A rehabilitation project is now underway to correct many of these hazards.

d) **Improvements in campus communication:** Much of the problem of campus ambiance is the result of misinformation. We are going to do all we can to improve communication on the campus by greater use of the announcements in "This Week". Anyone who plans a forthcoming event that should be brought to the attention of the whole campus or has a

matter of policy or procedure of general interest should send this material to Ms. Barbara Grimaldi in the Office of University Relations (extension 6-3580). There will also be an increasing use of the *Statesman*, WUSB, and other campus media for regular announcements.

e) **Improvement of University systems and procedures:** Many of the morale problems on the campus stem from dissatisfactions in the functioning of University services. We want to make great efforts this year to improve these supporting operations. If you have suggestions for improvements of any administrative services, please call the office of the appropriate Vice President.

f) **Clarification of Administrative Policies and Procedures:** In an effort to clarify and to communicate the University's procedures and policies, an Office of Management Systems has been established under the direction of the Assistant Vice President and Director Joseph McConkey. This office is now issuing to every department, to Polity offices, and to the Library, a blue notebook which contains established statements of policy and procedures. Additions to these notebooks can be made as further policy and procedures are clarified. All interested university members should use these notebooks to answer questions on campus policy and procedures. Suggestions for improvements should be brought to the attention of Mr. McConkey, Room 138 in the Administration Building, (extension 6-7912). The notebooks are admittedly incomplete initially but will be expanded as various procedures are summarized.

g) **Informal Meeting Places:** We want to create all over the campus additional informal meeting places of various kinds where the atmosphere is conducive to the easy interchange of ideas. From residential colleges to the Stony Brook Union to academic buildings, we now have lounges, a pub, buffeterias and snack bars, seminar rooms, and other meeting places. Much can be done to improve the appearance and atmosphere of these locations, to make them useful, and to make their availability known. The priorities for various lounges and luncheon places are being discussed with various groups including the Executive Committee of the Faculty Senate. The Food Committee is working to improve the campus cafeteria services.

In every way I can, I will work to see the best possible University atmosphere is fostered this Spring while I also endeavor to push completion of the University's construction in the central campus area so that we can then achieve a physical environment of a good and balanced university.

(The writer is president of SUNY Stony Brook.)

Steve Barkan:

Conscience in Action

"You youngsters got a big job to do."

—Dick Gregory

When Dick Gregory spoke here at the end of November, I wrote down some of his comments on the back of a leaflet announcing the showing of a film about the murder of Fred Hampton in Chicago four years ago—a leaflet referring to some of the insanity that Gregory lashed out against. Both reminded me of a cartoon I once saw entitled "Black Panther Killings in Chicago," depicting a stream of bullets flying through a locked door and leaving the imprint of a swastika.

I had last heard Gregory in Hartford, Conn. in the spring of 1972, a few months before Watergate became a household name. He was near the end of the first year of his more than 20-month liquid fast against the war, and he looked it. He talked again and again about the war and of his reasons for fasting against it. He commented that once he started weeping when he saw his daughter eating an apple, since the sight of the food reminded him of his fast and of the war he was fasting against.

But Dick stressed then that the war was merely indicative of a larger sickness in America, and his main theme was that it was up to us "young white kids" to do something about it. Eighteen months later, with the war "over" (meaning only that no more Americans are dying there) but with Watergate in its place, Gregory spoke at Stony Brook and emphasized again: "You youngsters got a big job to do."

He called Nixon "the lowest form of cut-throat, hoodlum-assed gangster," adding, "He's a slimy, degenerate, petty, peon pimp. He's reached the lowest of the low." But impeaching Nixon wouldn't be enough, he asserted. "Impeach the Dick Nixon in you, too. Impeach the filth and degeneracy in this country."

That's why no one should be too surprised over what Nixon's done, Gregory said. "Nixon grew up in this country, and all his ideas are ones he got from living in this country. America is an insane, vicious, and unethical nation; why not have a President that reflects the country?"

Laughingly, Gregory said that when he was told that he'd made Nixon's enemy list, he replied, "Call him up and tell him I accept before he changes his mind."

More seriously, he declared that when he was watching the Middle East war on TV and saw someone die, he didn't care whether it was an Arab or a Jew, since the person was "still a human being."

Slowly, methodically, intensely, Gregory repeated his theme: "This country's in bad shape; you have the job of getting sanity back into it. You've got the big job of making this nation civilized for the first time. You don't have too much time."

His faith in the students in the audience was as strong as it was in Hartford in the spring of 1972. He said that the Nobel Peace Prize should go to "you young kids who dared to protest in the streets and marched on the Pentagon, for never again will old men decide where young men are going to die . . . You young white kids have upset this system so bad that they've decided to make you the new niggers. They say you're just being lazy and shiftless and that you don't want to work."

"America is morally bankrupt. If you don't take immediate action, we're gonna all be in serious trouble."

Gregory's words struck like a lightning bolt. "Say to the colleges," he declared, "that they exist to satisfy your needs, that they should educate you and not just indoctrinate you, that they should teach you how to live, not just how to make a living."

At the end a virtual evangelist was speaking. "There's a force that controls the entire universe that will one day ask one simple question: How much service did you give to your fellow human beings? . . . Service is the most important thing you could do . . . Defend the needy against the greedy . . . The fate and destiny of America depend on you."

"The day when you decide that honesty and integrity will become the cornerstone of this nation," Gregory said softly, "that's the day that this country will become the most beautiful nation that's ever existed on the planet Earth."

When Gregory had finished, a standing ovation greeted this man who has so much faith in us, this man who refuses to believe that his faith might not be justified. For as he said so simply, and yet so cogently, "Only you young folks can do it."

(The writer is a regular columnist for *Statesman*.)

ISS: Probing Stony Brook's Psyche

Stony Brook has taken an in-depth look at itself in the mirror and found itself covered with "roughnesses, pimples and warts." The Institutional self-study report, to be released next week, attempts to view Stony Brook completely, find its strengths and weaknesses, and provide a groundwork for the implementation of its recommendations.

The report makes some valid and accurate observations of how this campus is perceived by its various constituencies. But, their observations are largely perceptions of the writers: it has been openly acknowledged that in many cases it was hard to statistically substantiate certain passages.

The report is undeniably candid in its interpretation of campus academic and

social life, but it creates more questions that it answers. Instead of proposing solutions, the study proposes questions which it feels need to be examined. It is sensed that the authors shied away from making concrete recommendations for fear that some administrator might end up on some bureaucrat's political chopping block.

Although the report is a hasty document in which some of the statements seem unsubstantiated, its findings cannot be ignored. Immediate action must be taken to ameliorate what was described as a pervasive negative attitude of the Stony Brook campus.

In hopes of implementing change in order to correct the University's ills, the steering committee devised a structure in

which the report will be a forum for discussion. The report itself is the inquiry phase, which is followed by a discussion period and then action. It is essential that the University follow through this self-study with conscientious implementation.

The self-study report has the potential to resolve many sore spots this campus has known for the past ten years, since it brings to light Stony Brook's deepest tensions.

Even though the Institutional self-study report has as many holes in it as a Swiss cheese, it is a necessary working document and is recommended reading for all students, faculty and administrators; a necessary study in the inner workings of the campus.

Lessons of the Heating Outage

The heating breakdown in Tabler Quad this past week brought out both the best and the worst of University officialdom.

On the positive side, the Housing office proved that it was willing and capable of cutting through red tape to expedite help to heatless students. Dormitory Maintenance Director Frank Trowbridge displayed great concern and resourcefulness when he pushed a \$2300 purchase order this past Saturday in order to obtain 100 space heaters from Sears for distribution to the afflicted students.

We wish that such alacrity and consideration were the rule rather than the exception at the University. If it were, perhaps the entire episode would have been avoided.

For the past several months, the University has been waiting for a heating pump to be fixed. And they are still waiting. It is inexcusable that the Maintenance department and the Office of Finance and Management could allow replacement of the part to take so long. The resulting delay made the equipment breakdown inevitable, and was costly both in human and monetary considerations.

That same lack of concern colored the decision to delay installing a temporary pump last Friday, when the problem became severe. If those departments had acted with human concern in mind, instead of bureaucratic dictates, and immediately installed the emergency pump, the Tabler residents would not have suffered through

the cold weekend, and the University would not have spent \$2300 on heaters. As it was, the Maintenance and Finance departments decided to have the pump installed anyway on Monday.

The problem in Tabler appears to be resolved for the moment. But there are quite a few problems which it brought to the fore. The major one was a lack of communication. It took several days before the Housing office even knew that there was a problem in the heating system. The Maintenance department was itself confused over the extent of the problem, and whether or not it was rectified during the previous week. None of the students knew what the situation was, except via hearsay. We suggest that the University take a little more concern in informing students about various problems which affect them and their living quarters, as well as take steps to improve their internal communications. The result would be less bad feeling and greater efficiency.

Given the poor handling of the matter by the University, we feel that the students are entitled to some sort of restitution, however small it may be. It is not the amount of money which is of concern, but the principle that students are human beings who deserve the service they are paying for. Perhaps such restitution will make the University less lackadaisical in repairing its dormitory facilities, and less inclined to succumb to bureaucratic hassles in providing relief.

THURSDAY, JANUARY 17, 1974
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Statesman

"Let Each Become Aware"

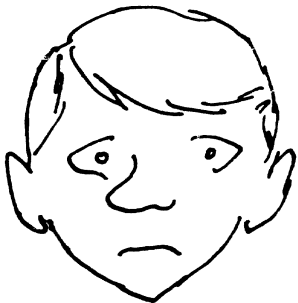
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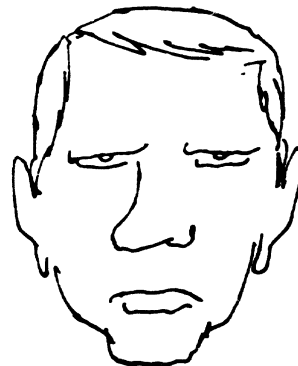
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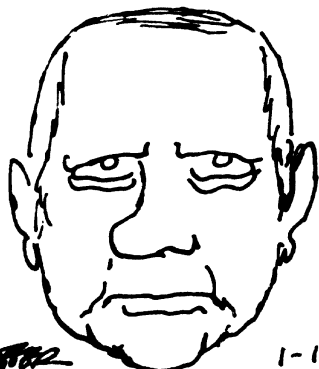
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AT FORTY-FIVE:



I AM STUPID,
CONFUSED,
INSECURE
AND IN-
DECISIVE.



WHO
WOULD
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IS ONLY
A SHORT
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ESCENCE.

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Calendar of Events

NOTICE: If you want to get an activity into the Calendar of Events you **MUST** follow these guidelines:

1. Include type of event, time, place, and person to contact (with phone No.), in case of difficulties.
2. Activities for Wednesday's paper must reach the Statesman Office (suite 075) no later than Monday morning.
3. Deadline for Friday's paper is Tuesday morning.
4. Deadline for Monday's paper is Wednesday morning.

REMEMBER: Send us information early so we can be sure to print it!

THURSDAY, JANUARY 17

Meeting: The Black Choir resumes their meetings at 8:30 p.m., in Ammann College lounge.

—The Freedom Foods Co-op are holding an organizational meeting at 8 p.m., in SBU 231.

This meeting is mandatory for all members. Newcomers are welcome.

Notice: People interested in signing up for Wider Horizons should stop by the Black Studies Office.

—Interviews for the International College are held every night until January 20th. For info call 6-3342.

—The Ammann College Book Emporium is open Monday thru Thursday, 2-6 p.m., and 8-10 p.m.

Audition: Punch and Judy Follies announces auditions for a Jules Feiffer Revue from 7 p.m. to 9 p.m. in the Gershwin Music Box, or call Ted Thompson at 6-3980.

FRIDAY, JANUARY 18

Meeting: The International Folk Dance Club will meet at 8:30 p.m., in Ammann College lounge.

Auditions: Auditions for a Jules Feiffer Revue continue at 7 p.m. in the Gershwin Music Box.

Movie: COCA returns with "Travels with My Aunt" at 7 p.m., 9:30 p.m., and midnite, Lecture Hall 100.

SATURDAY, JANUARY 19

Ski Trip: Bus will leave at 5:30 a.m. for Great Gorge in New Jersey. The cost for lift ticket and bus will be about \$10. For reservations and information call Norm at 6-7238 or Ken at 6-4151.

Movie: COCA presents "Travels with My Aunt" — 7, 9:30, and midnite, Lecture Hall 100.

SUNDAY, JANUARY 20

Movie: COCA presents "Point of Order" at 8 p.m., in Lecture Hall 100.

MONDAY, JANUARY 21

Meeting: Soundings (Annual Literary Magazine) would like interested students to attend this first staff meeting at 8 p.m., in Mount College lounge.

TUESDAY, JANUARY 22

Meeting: United to Fight Racism meets at 8 p.m. in SBU 231.

Movie: Tuesday Flicks presents "EI (This Strange Passion)" at 8 p.m. in SBU auditorium.



take two

Statesman's arts & feature section

Debbie Toll—A Dynamic Woman of the 70's



By CONNIE PASSALACQUA

It was a great disappointment this semester for Debbie Toll and her husband John, Stony Brook's president, when they missed the Frank Zappa concert in November. If it wasn't for a social obligation, the University's first lady says she and her husband would have sat on the floor to see Zappa.

Although Mrs. Toll has been to numerous rock concerts at Stony Brook, including "Blood, Sweat and Tears" and the "Jefferson Airplane," she says she hesitates to go nowadays because of the high noise levels. "When I go, I can feel my ear cells dying," she said.

Besides her liberated musical tastes, Mrs. Toll views herself as a liberated woman.

"I don't look at myself as being the wife of the University President," she commented, and she questions the whole idea of marriage. "Can you believe that 98 per cent of everyone in general gets married eventually?" Motherhood for her is "very time consuming," she explains as she minds her 18-month old daughter Dacia and anticipates her duties as a new mother with the birth of her second child, which she expects to arrive late in the spring semester.

Presidential Residence

Upon entering Shorewood, the ten room, five acre Toll residence in Old Field, which the University provides for them, one expects the lady of the house to be the picture of domesticity. The house, however, is well-cared for. It looks lived in and homey: Pumpkin bread is cooking in the kitchen and dishes are sitting around waiting to be put back in the closets. The living room has some modern colorful paintings that are

evidently recent works, but the green carpet has been around a while. "When I first came to live in this house three years ago," referring to when she first married, "the walls were the same horrible green color as the carpet. I'm trying to make some changes.

Perhaps the house is a reflection of the people who live there. After talking to Mrs. Toll, one gets the impression she doesn't want to be known as "Toll's wife" by the typical Stony Brook student, but rather prefers an identity of her own as Deborah Toll, a person who

presents the image of deeply caring about the University and everyone connected with it.

Conversation ranges from Debbie's role as official University hostess, to Dacia's future, to her concern for the mundane lives of some of the wives of the University officials, to the energy crisis, and to her role in the University's future.

"I worry about the University," says Debbie. She first entered Stony Brook's life in 1968, when she began dating the University President. She was no stranger to the area as she grew up in Port Jefferson, the only daughter of an eye surgeon, who graduated Wellesley in 1955 with a B.A. in economics. She met Toll on the Old Field tennis courts. "My father said 'Never, never let him beat you'" and the courtship was a long-distance one as Debbie worked for the magazines *Business International* and *Vogue* as a copy writer and resided in the city.

"One day John called me, and he had to cancel a date. It seems the police had come on campus and busted a couple of kids for drugs," she related.

The Tolls were married in 1970 and John Toll became the father of Dacia about a year and a half later. Debbie has devoted the time of their marriage to taking care of Dacia, entertaining and getting to know administrators, professors and students.

Family Traits

When Dacia comes in the room one is immediately struck by the blond baby's resemblance to her father. She stares at you much the way her father does when you ask him a question that takes him some time to answer. Debbie scoops up Dacia in her arms, "I'll kill her if she

(Continued on page 4)



Debbie Toll (top left) and her daughter Dacia (top right) and wife of University President John Toll (top left), is anything like that of the typical housewife.

Statesman/Paul Bermanski

Shoeshines and Skating Mark Weekend Thrills

By MICHAEL B. KAPE

Has getting back to the old grind just about ground you up? Are the "going back to school" blues putting a damper to your days? Is life here breaking your spirit? Is your ship sinking fast into the sunset? Well, that's too bad. This first weekend of the newest semester is going to be a desert of activities with a few bright oases looming in the distant horizon. Heading up the fun things to do this weekend is Punch and Judy Follies' "Cabaret." It's a different approach to theatrical entertainment, and a tribute to thoughtful planning on the producers' parts; they will be competing with almost no-one for an audience this weekend. (See review this page.)

Out in the Real World

The majority of activities this weekend seem to be taking place off campus this weekend. Down in good ol' Port Jefferson Theatre Three productions is presenting a very good production of the hit comedy "Twigs." The two hour show is very entertaining and worthwhile, and has a strong cast in it. Performances are in the Port Jefferson Presbyterian Church on Main Street. For information and reservations call 928-0500.

Down the road about twenty miles is the nice little town of Huntington. In that town of Huntington is Long Island's only professional theatre company, the Performing Arts Foundation (PAF). Nestled in its comfortable little theatre, PAF gives

Long Island the best plays and performances around. They are presently showing a very well received production of Shakespeare's "Twelfth Night." For those of you who happened to see it last year on campus, here's your chance to see the merry comedy done correctly. For reservations and information give PAF a call at 271-8282.

If your interests lie in the Mark Spitz set, the Stony Brook swimming team can gladly accommodate you. This Saturday afternoon at 1:00, they will be swimming their ways into your hearts in a meet against Albany. It might be fun, and quite worthwhile to cheer on Stony Brook's one winning team.

In any case, the rest of the weekend is virtually dead; this will be another lifeless Stony Brook weekend. As it is now, the most inviting prospect is to curl up with a good book and read. However, with lower room temperatures (and in some cases lower means a temperature equal to a cold day at the North Pole), it might be wise to pull out all those blankets in your closets.

If reading isn't of great interest to you (it is a painful reminder of all that course work you will soon have to do), the great outdoors still awaits you. Reports have it that Roth Pond is a great place to go ice skating now, and moonlight skating is the "in" thing this year. Another fun thing to explore this time of year is the "Forever Wild" woods between the main campus and



Theatre Three's production of "Twigs" is one of the few bright spots in an otherwise dull weekend. "Twigs" is a hit comedy about three sisters and their mother.

the Surge buildings. A Saturday afternoon walk is a pleasant experience, and it's even a lot of fun.

If outdoor hikes are just not your thing; if reading is not enjoyable; if

you left your ice skates at home; if your car won't start because of the weather; if this first weekend at Stony Brook is getting to be a real drag, then sit home and polish your shoes.

On the Screen this Weekend

Snowbound Las Vegas Movies Can't Chill the Soul

By GREG WALLER

Experiencing little of Hunter Thompson's "Fear and Loathing" because I was among close friends and relations, and yet chilled by the coldest and snowiest Las Vegas winter in 25 years, I got to see only a few films during three weeks in the neon oasis of the high desert. Not surprisingly, in the "Entertainment Capitol of the World" movies run almost as poorly as the Minnesota Vikings, but Las Vegas does have two cinematic anomalies. There's an entrepreneurial movie-complex with 11 different programs running simultaneously, and what is even more freakish, Pat Garrett and Billy the Kid played for six months straight in one of the 11 theaters. And, there's the MGM Grand Hotel's "Grand Theater," undoubtedly the most lavish screening room this side of San Simeon (Hearst's Castle), with rows of leather couches for two, each equipped with a button to call for a cocktail waitress while Singing in the Rain dances across a gargantuan screen.

It was not in any of these 12 theaters, however, but in a neighborhood \$1.50 double-biller, that I got to see two movies which I missed the first and even the second time around. Besides including some excellent stock-car racing footage, Jim Croce's beautiful version of "I've Got a Name," and "Moonshine" comedy/chase scenes better than vintage Thunder Road, Lamont Johnson's Last American Hero honestly and unpretentiously lives up to its title. Jeff Bridges, as a mountain

boy seeking cash and fame on the stock-car circuit, does become an "American Hero," but a peculiarly contemporary hero, comparable to a successful rock star. However much skill Junior Jackson has, whatever the integrity of his individualism and the honesty of his sentiments, he must finally compromise with the big-money vested interests, promote Coca Cola and STP, and bargain for vestiges of individual control of his life. In addition, he must painfully learn that the American Hero no longer gets the girl, but rather gets the groupie.

Bridges also stars in Bad Company, a film potentially better, but unfortunately not as artistically successful as Last American Hero. Bad Company is about the attempt of a group of young Civil War deserters and draft-dodgers to "Go West." Like Doc or Kid Blue, Bad Company is a "realistic" western, an attempt to demythologize the romantic Hollywood West. Occasionally it succeeds, as in a brilliant segment which captures the terrifying and yet burlesque absurdity of a mutually inept shoot-out. But too often the realism is similar to the realism of a TV police drama, predictable and glossy. Bad Company does however suggest the irrationality and explosiveness of paranoid "frontier" violence, and the photography, dialogue, and costumes create an interesting "period piece." But probably the most memorable and intelligent aspect of the film is the characterization. Not only does Bad

Company de-romanticize the West, but it includes a character who goes through a learning process similar to the viewer's, who begins the westward journey reading Jane Eyre by campfirelight and recording naive observations in a pocket diary. But this "Young Innocent's" great expectations are undercut and he must adapt to a treacherous and unromantic reality, much as the audience must respond to a West, equally fictitious as the Hollywood version, but lacking the recognizable security of John Wayne and Monument Valley, lacking even Ponderosa pines to break up the barren desolation.

COCA CINEMA 100

TRAVELS WITH MY AUNT starring Maggie Smith, Alec McCowen and Lou Gossett. Directed by George Cukor. Screenplay by Jay Presson Allen and Hugh Wheeler based upon the novel by Graham Greene.

Based on Graham Greene's best-selling novel, directed by veteran Hollywood director George Cukor, and starring Maggie Smith, Travels with My Aunt has the components necessary for a super film comedy. The plot equally has great potential: Aunt Augusta (Maggie Smith), a far from retiring senior citizen, unexpectedly invades the enclosed, domestic life of her nephew (Alex McCowen), a bank teller whose major preoccupation in life is cultivating dahlias, and the two proceed to travel ensemble. The film's best moments arise from the remnants of Greene's witty dialogue which survive in the screenplay and from the everpresent clash of opposing life-styles.



Maggie Smith (left) enchants her Parisian lover in "Travels With my Aunt," the COCA movie this weekend.

Travels with My Aunt is most impressive cinematographically in the various flashbacks to Aunt Augusta's flamboyant past. Unfortunately both critics and theater audiences (judging from the film's limited commercial showings) found the best moments in Travels with My Aunt to be few and far between, swallowed up in a film that one critic found generally "unsuccessful."

LOCAL THEATERS

THREE VILLAGE THEATER
Serpico starring Al Pacino and John Randolph. Directed by Sidney Lumet (R).

BROOKHAVEN THEATER
Last House on the Left starring David Hess. Directed by Wes Craven (R).
and
Don't Look Down in the Basement.

PINE CINEMA
Behind the Green Door (X).

CENTURY MALL
Laughing Policemen starring Walter Matthau and Bruce Dern. Directed by Stuart Rosenberg (R).

CINEMAS 112 No. 1
New Land starring Max Von Sydow and Liv Ullman. Directed by Jan Troell.

and
Sterile Cuckoo starring Liza Minelli

CINEMAS 112 No. 2
Cry of the Wild

PORT JEFFERSON ART CINEMA
Kid Blue starring Dennis Hopper and Warren Oates. Directed by James Franley (PG).

and
The Paper Chase starring Timothy Bottoms. Directed by James Bridges (PG).

Theatre Review

Breakthrough in Entertainment: 'An Evening of Cabaret' Shines

By MICHAEL B. KAPE

AN EVENING OF CABARET - Produced by the Theatre Department and Punch & Judy Follies. Starring STEVE BALL, BOB BUKOWSKI, NANCY GUTTMAN, TERESA PARENTE. Musical Direction by STEVE OIRICH.

A breakthrough in theatrical entertainment at Stony Brook is now being presented in the Fanny Brice Theatre. That breakthrough is the Theatre Department/Punch and Judy Follies production of "An Evening of Cabaret." The show is a humorous, powerful, and original presentation that is a memorable theatrical event.

The cabaret is a combined effort of a very talented ensemble who guide the audience through an hour and a half of songs by a variety of artists like

Kurt Weill, Galt McDermot, and Bob Merrill. The four member cast consists of Steve Ball, Bob Bukowski, Nancy Guttman, and Teresa Parente. All of them are very versatile performers, who all shine throughout the show.

Powerful Pieces

The show opens with a clever rhythmic piece by all four members which becomes "Summer, Summer" from "Two Gentlemen of Verona." The pace of the brisk song continues throughout the first act, with only occasional lapses in the timing. The most powerful piece in the first act is the rendition of "Army Song" from "The Threepenny Opera." The song

starts in a very humorous mood, then transforms into a hard-biting, effective piece of philosophy. Teresa and Nancy handily perform the satire, changing from back-room ladies to class-A cynics to knowledgeable women. The other powerful song in the first act is again from "The Threepenny Opera." "How to Survive" is a strong song in and of itself, but the ensemble carries it beyond conventional limits through the use of masks.

The second act stays on the humorous and entertaining side. The two opening numbers, "The Minute Waltz" and "Ice Cream Song," set the light tone for the rest of the act. The highpoints of the act are "I Hate Him," a love song of two people professing true hate to one another, and "The Psychotic Quartet," a song for singing lunatics. The show ends simply and beautifully with Jim Dawson's "Simple Song," a fitting finale to this evening of cabaret.

A song by song description of this show does not do it justice. The entire concept of the cabaret is carried out throughout the show, down to the audience sitting around tables. It is reminiscent of "Jacques Brel is Alive and Well and Living in Paris," but it has more variety to it. Although the show is very complicated, it still keeps a feeling of simplicity that makes it all the more enjoyable.

The atmosphere surrounding the presentation is free and open; the



The cast of "An Evening of Cabaret" are all talented performers, and help to make the show one of the best done at Stony Brook.

rigors of straight theatre are relaxed, and the audience is put at ease from the moment that they enter the theatre. There is no attempt to separate the cast from the audience, or the stage crew from the cast. This helps to contribute to the success of the evening.

One person who deserves special commendation is the cabaret's musical director, Steve Oirich. From the moment the audience enters, Oirich is at the piano, and he does not leave until after the show is over. He is a talented musician who has helped to guide the cabaret, and makes one of the most valuable contributions to the show. He ably handles all the various types of music in the show with equal skill, and supports the cast all the way through the show.

Visually Excellent

The technical aspects of the show are, perhaps, the most complicated elements to the cabaret. The costume designer, Silva Lame, the set designer, Barbara Zuckerman, and the lighting

designer, Abbe Rosenfeld, all helped to keep the show interesting with their excellent designs, making the visual side as attractive as the show itself. The only area where the show is lacking in is the choreography. Although the dances are eye-catching at times, they are never really outstanding, like other parts of the show.

All in all, "An Evening of Cabaret" is one of the best theatrical events to happen at Stony Brook in a long time. It is one of those shows that you come out of wanting to see it again and again. The raw talent displayed is superb, and the finely polished quality will be unparalleled for a long time to come. It is a model show of student productions. "An Evening of Cabaret" runs through this Sunday and next Friday through Sunday at the Fanny Brice Theatre in Stage XII Cafeteria. Tickets are free, but reservations are definitely required because of the limited seating. This is one show that should not be missed if at all possible.

Movie Review

Pacino, Serpico Mark New Age of Heroes

By BRIAN RUSSO
"Serpico," with Al Pacino, John Randolph, Biff McLain, and Barbara Eda-Young. Directed by Sidney Lumet. Running time, 140 minutes.

Pacino. A new name can positively be added to the all-time list of "heavies" (include Brando, Bogart, Tracy, and Cagney). Pacino is as American as apple-pie. He is hard and tough, a man like the above-mentioned, who does what he has to do. His latest film, "Serpico" is proof positive that he is here to stay. After "The Godfather," where he was brilliant, there came "Scarecrow," a slick film which took advantage of Pacino's previous success. Although there are still traces of this past slickness, "Serpico" is Pacino's most solid role.

"Serpico" is the true story of an honest New York City cop who, as he says, "just wants to be left alone to do my job." But there is a lot of graft and kickback for any cop who wants it in New York City; Serpico doesn't want it. For his honesty and other idiosyncrasies (interest in the arts, unconventional hair and clothes style) he is harassed by fellow-officers and superiors. He tries every avenue to reveal the corruption he sees, but is continually frustrated. This pent-up frustration grows and spreads throughout Serpico's whole being. The emotions are totally expressed by Pacino, especially in the scene with the loan shark, where he completely explodes in a frightening, almost berserk way. His frustration develops into a sense of exhaustion by the end

of the film. There is not much else to the film, except for Tony Roberts (Bob Blair) and John Randolph (Sidney Green). They are the only actors who can stand up to Pacino's stunning performance. Barbara Eda-Young (Laurie) is awful. She ranges in

emotion whinily pathetic to whining lover and finally leaver. The other characters are not real enough. The lines are there for them in the dialogue, but it just doesn't happen, like it does for the three others.

The film lags seriously in spots and this can only be blamed on Sidney

Lumet. Pacino cannot be expected to carry a two-hour film singlehandedly (he almost does, by the way). Despite all these very serious faults, the film works. And it does, because of Pacino. See "Serpico." You won't see the most complete film, but you will see a fine actor at work.



Al Pacino (center with beard) plays an undercover detective in the very highly successful movie, "Serpico."

Dylan Tour: Folk Hero Turns Lukewarm

Editor's Note: With the approaching Bob Dylan concerts at the Nassau Coliseum next week, two Stony Brook students, William Wiley and Donna Lynn Natoli have previewed the Dylan tour in Toronto and Philadelphia. Here are their reports.

By DONNA LYNN NATOLI

Bob Dylan's performance at the Philadelphia Spectrum on January 7 was a depressing reminder of all we have lost as a people and as a generation. In the sixties Mr. Dylan was the voice of the movement. Even his evolution from pure folk to folk-rock (as first evidenced at Forest Hills Stadium in 1965 when he reappeared after intermission with a full band and various electrical contrivances), did not indicate a departure from his original ethics: it was merely a sign of growth in an individual performer. Dylan's tour is not a symbol of growth but merely reflects the stagnation and apathy that we are all now experiencing.

Aside from an "Impeach Nixon" banner and a roar of agreement when Dylan came to that line in "It's Alright Ma" that reads "Even the president of the United States at sometime must stand naked," it was an apolitical evening. Dylan has divorced himself from revolution and is going the path of the rich-rock-musician. Although his tour lacks any of the spectacular effects of say the Emerson, Lake, and Palmer tour, there is present a total lack of feeling for the audience that often accompanies big tours. Dylan does not speak to the audience at all. He accepts their wild applause for what he once was but does not try to realize his past greatness. He methodically puts forth songs like "Rainy Day Women," "Mr. Jones" and "Positively 4th Street" sans the defiant delivery which was customarily his style. The phrases are stressed differently and the original meanings are lost. But the crowd at the Spectrum failed to notice. Perhaps they felt they had to love Dylan at \$9.50 a ticket.

One wonders why Dylan hasn't toured for eight years and why he should finally make his reappearance now. Perhaps the answer lies with "The Band" who were Dylan's original back-up band. This was a good year for them as they toured successfully

and appeared at Watkins Glen. Their performance was superior (at least to Dylan's) and their versatility clearly demonstrated as they played back-up for Dylan and did a set on their own. "Stagefright" was a song "The Band" recorded that many felt was about Dylan. Perhaps Dylan was afraid of doing a tour in the sense that he felt he couldn't fulfill the legendary image his fans had of him. If this is so, it isn't apparent. Dylan doesn't live up to his image, he doesn't try to, and it doesn't matter because no one even notices.

The genius songwriter of the sixties can rest assured he will die a wealthy man with the aid of his blind band. This seems to be all Mr. Dylan cares about anyway.



Bob Dylan has changed his path from revolutionary to rich-rock musician. Although proud of his heyday, he is content to let those days be buried in the past.

By WILLIAM WILEY

Every one of the 18,000 jamming the Toronto Maple Leaf Gardens rose to clap thunderously and sway radiantly smiling to the last stanzas of "Like a

Rolling Stone." The theatrical fade in of the house lights to totally illuminate the arena brought us to our feet for our climactic savoring and revelling in those bitter and vindictive words characteristic of the education in emotional realities Bob Dylan and his poetry had given us.

All night Bob Dylan sang with compelling fervor and intensity. During the electrical first portion of the concert, his crisp emotional voice ranged through his prodigious repertoire above the driving well-integrated accompaniment of "The Band." The ominous strains of "Ballad of a Thin Man," the mellow melancholy of "It Takes a Lot to Laugh, It Takes a Train to Cry," and the alienation of "Just Like Tom Thumb Blues" were all handled very effectively.

Dylan returned alone after intermission with just an acoustic guitar and harmonica for five songs. He sang "Just Like a Woman" and then a sad, soft, surly into "Girl From North Country" was followed by two excellent new songs. These songs "I Love You More . . ." and "Except You" express his reverent love for his wife Sara, a love which evidently now sustains his whole life. He closed the set with "It's Alright Ma" whose line "even the President of the United States must sometimes have to stand naked" drew a pleased uproar.

"The Band" then replaced Mr. Bob to sing alone for the second time, with solid renditions of "The Shape I'm In" and "The Weight." Dylan's return, to extract the final songs from his tired throat, ended the concert with "Like a Rolling Stone," followed by one encore: "Most Likely You'll Go Your Way etc."

An aesthetic purist would have been disappointed in Dylan's handling of his great old songs, noting that they call for a raspiness of voice and sharp gruff caustic overtones of which Bob is no longer capable. Bob Dylan, however, is not on tour to relive the past. He has come out to show us that he accepts and appreciates his past self, proud to have been the Bob Dylan of the 1960's but he is quick to warn us that those days are gone forever. In the words, presumably to Sara, of one of his new songs, "I Love You More Than Ever Now That the Past is Gone," he sighs the relief of his new contentment.

Debbie Toll Speaks Out on Her Own Behalf

(Continued from page 1)

becomes a housewife," says Debbie. Debbie is very concerned about the roles of women in society, particularly at this University. She tells of the wives of administrators and how sorry she feels that many of them were married too early in life, and that they are not currently making full use of their potential because of a lack of education. Job opportunities in the area are limited, and according to Debbie, these wives lead an empty life. She is trying to encourage many of the wives to earn their graduate degrees at Stony Brook. Debbie has also invited Shirley Chisholm to her home to speak to interested women in March.

Hostess Capacity

Debbie is very concerned with the students at the University. She meets many in her capacity as a hostess. "I love to entertain, but we don't really have enough money," commented Debbie, referring to the \$78 a month allotted to them by University Relations. "We have the house and that helps," said Debbie, "but it's hard to cater two to three parties a month on this expense account." The parties, she explained, are for faculty members and special events, as well as students.

Expecting

Things will become more complicated the first week in June, when the fourth Toll is expected to make its appearance on the Stony Brook scene. "It's our last chance," remarked Debbie, who is 38.

After the baby is about two years old, Debbie plans to play a more active life in University affairs.

One wonders what phase of life Debbie will concern herself with first. She talks of the maintenance workers on campus. "There's more dissatisfaction among skilled workers than unskilled workers," related Debbie. She also talks about the food on campus. "The women in the local area are a part of a very good food co-op and I wanted to open it to campus residents, but I was stopped by the administration." She also gives her opinion on the energy crisis, "I think that of all State University campuses, we're the best off. Ciarello Brothers [the university fuel service] is quite good and we have the best climate of all SUNY campuses."

Politically Mum

Debbie also talks of politics. When asked of the Toll's political preferences, she replied that they must keep "mum," because until this November the local area was ruled by the Republican party. She talks with enthusiasm of the victory of Millie Steinberg, the college program coordinator in Kelly C., who won a seat for Suffolk County legislature in November, and concludes "Politics should be different around here now." She also talks of the future of the University, "We need a communications program and a law school." Then, in her opinion, Stony Brook will be a complete university.



Statesman/Robert F. Cohen

DEBBIE TOLL doesn't wish to be known as "Toll's wife," but in her own right as caring for the University and everyone connected with it.



Self-Study Reflects Large Range of Problems

The following are excerpts taken from the institutional self-study report, which will be released to the campus next week.

Introduction

Stony Brook emerged on the scene of higher education sixteen years ago. During its relatively brief career, it has become one of the major university centers within the SUNY complex and has developed the essential characteristics of a comprehensive, multi-purpose institution of higher learning. In terms of its varied student populations, it resembles the public and land-grant universities in this country. Yet it has grown more rapidly and has become educationally more diversified than some of its California University counterparts that emerged *de novo* at about the same time. In a number of its academic areas it has become competitive with major private and public universities in the United States. Its average faculty salary today, including fringe benefits, is among the highest within the public universities. Its faculty, students and alumni have distinguished themselves in various public, professional and intellectual achievements. Various honors and modes of public recognition have been bestowed upon members of this university. During the past year Phi Beta Kappa authorized the establishment of a chapter at Stony Brook...

Ambiguity and Uneasiness

From the material of the Self-Study, particularly that which relates to faculty perceptions, it is clear that there is both ambiguity and uneasiness about the current directions of the University, and of higher education generally. This may be understood not as faculty resisting these multiple commitments but rather that these activities are seen neither as continuous nor as isomorphic with one another. In the more traditional setting, with greater perceived homogeneity of purpose representing the different efforts of faculty, the differences are of degrees rather than of kinds of involvement.

It is this sense of the different kinds of academic activity that contribute to the various questions and issues raised in this report. Yet the fact is that Stony Brook's development has moved away from the traditional setting and its particular expectations towards an institution with a multi-purpose mission where student constituencies are distinct from, rather than continuous with, one another. All too often confusion persists as the faculty is required to address different audiences for different intellectual and academic goals.

This is certainly one of the central issues of mass education in the contemporary public university. It is particularly crucial for a faculty drawn to a new university with expectations derived from experiences with a more traditional model. In addition, there are a variety of subtle sociological factors, barely understood

"...It is clear that there is both ambiguity and uneasiness about the current directions of the University."

as yet, that probably account for significant differences in our varied student populations today. It is difficult to determine why modes of cultural and intellectual provincialism should be prevalent even among freshmen with the highest academic achievement from secondary school, and how the world of visual media may have altered the reading and study habits of students.

Multi-disciplinary Efforts

Yet the recent history of Stony Brook does reveal faculty efforts in a variety of inventive and innovative thrusts to meet these different needs. New programs have been developed, multi-disciplinary efforts have been organized and intellectual options have been pluralized. The purposeful focusing of these energies, deliberately fashioned and directed to the different constituencies, has yet to be articulated. The self-study also confirms the fact that a significant number of faculty are interested and willing to engage their efforts beyond the departmental level.

Questions Posed

This touches upon certain key issues in the educational enterprise with vexing questions. What should be the curriculum structure for all students? Should they experience, regardless of discipline or career choice, certain common and core intellectual experiences? What should be the "liberal arts" direction of any undergraduate curriculum? How should the educational need of different constituencies on all levels be met? How should occupational goals be reflected in the curriculum?

It is manifest that three major themes have dominated the rationales for higher education:

1. That it is a necessary experience for an enlightened citizenry—especially crucial in a democracy.
2. That it is the vehicle for the transmission of the cumulative heritage of our civilization.

Initiating 'Consciousness Raising' Aims and Organization

As the reader will note in Part I, this University has made enormous strides over the last ten years in moving toward its goal of becoming a major institution of higher education in this country. It should go without saying, however, that rapid growth in organizations is almost invariably accompanied by turmoil, confusion, and dissatisfaction. In the second part of our self-study, we have endeavored to take a critical look at the nature of the problems which have been encountered at Stony Brook over the last ten years. We do this as openly and honestly as we can, fully aware that our findings will probably reveal publicly the most unfortunate aspects of the University. The reader should be aware that we have in no way attempted to qualify our judgments, soften the impact of our criticisms nor in any other way address ourselves to the public relations needs of the institution. Hence, what follows is tough criticism, hard even for us to accept, but necessary, we feel, for our understanding of our past and our progress toward the future.



Statesman/Frank Sappell

SYDNEY GELBER, Academic Vice President, served as chairman of the self-study group.

3. That it establishes the groundwork in preparing students for their respective personal lives, careers and occupations.

These objectives represent "knowledge" as conveyed by the university, in three senses: as critical scrutiny, as information and as training. Although these are not mutually exclusive from one another, they do represent different kinds of educational strategies when put into practice in form of curriculum programs.

Therefore, in the context of mass education these different objectives provoke concern and uncertainty as to the ways they can best be realized. The motto of State University "Let each become all he is capable of being" may appear as an extension of Plato's ideal. Yet, for the contemporary university, supported by public funds, this translates directly into the egalitarian spread of educational opportunity for the various segments of our citizenry.

Consciousness Raising Effort

Part II is a report of the activities of the members of the academic community who have been involved this past year and a half in an intensive evaluation of the University. One impetus for this Study came from a formal requirement for a report to the Middle States Association of Colleges and Secondary Schools, which will be sending a visiting team to the campus this December to assess the University's qualifications to grant higher education degrees (and to whom copies of this Report are being sent). In addition, the Steering Committee of the Self-Study from the start had a broader set of objectives:

1. the assessment of the degree to which this institution has successfully identified, conceptualized, and promulgated its missions,
2. the determination of the extent of acceptance and internalization of these missions by the members of the community, and
3. the evaluation of the efficacy of the academic and administrative structures which have evolved to serve the missions...

Institutional Self-Study Finds 'Widespread

Scientific Approach

A further word of explanation is needed about the approach to our inquiries. All of the task group studies involved the collection of data. When empirical surveys were conducted, a social scientific methodology was employed to the degree possible. Information about the research techniques is available on request. Our intent at this stage in our Self-Study was primarily to ascertain qualitatively how the campus viewed itself. We were most anxious, therefore, to determine from the perspective of the different constituencies themselves their perceptions of what problems exist. We attempted to inquire fully and comprehensively both into the "perceived" condition of the university as well as into the variety of practices which contribute in part to those perceptions. What was felt to be important in these initial inquiries was the determination of a sense of the community's picture of itself. We present "harder" data where available and necessary to reveal accurately a particular situation or problem area. More extensive documentation and fuller reports are being prepared by the chairpersons of the task groups of the Self-study . . .

Ongoing Inquiry

It ought not to surprise anyone, given the pace with which things have changed over the past twenty-five years in our country, that there are some problems in higher education. Were there not problems, that would be cause for surprise. We are in the midst of a profound value shift in the country with enormous implication for the expectations of the generation we seek to teach — implications concerning work, interpersonal relationships, careers, gratification postponement, the importance of reading and learning, and the respective roles and significance of emotion and reason themselves. We are also in the midst of another profound change: the attempt to provide higher education to masses of people, to people who for the most part would not have been admitted to college had they desired to go (which they might not have) had they applied in the mid-sixties or before.

It is important to recall these general observations at the outset for two reasons: one, lest the problems which afflict Stony Brook are erroneously thought to be peculiar to Stony Brook and their causes hence misidentified. While there is a considerable Stony Brook effect which will occupy us shortly, many of the most important problems have social and cultural roots which are afflicting all institutions of higher education and, as a matter of fact, all the institutions (such as marriage or government) of our society. The second reason to recall the general observations about changing expectation and clientele is to prepare ourselves for a better understanding of the mismatch of expectation which has evolved in higher education and at Stony Brook.

Matched-Mismatched Expectations

The concept of matched and mismatched expectations is one which has gained currency in the Self-Study and requires a brief word of explanation. Matched expectations render possible a smooth interaction in which the participants contribute to and receive from the relationship what is more or less mutually desired and/or accepted as a matter of course. In mismatched expectations, by contrast, the participants are not receiving nor are their actions perceived as what is desired and/or accepted. What is of most interest in understanding the state of relationships between people and groups is the flow or involvement from the initial mismatch to the new matching or accommodation.

Before attempting specific applications to Stony Brook of the concept of matched and mismatched expectations, the relevance of those concepts must be elaborated, i.e. the nature of the match and the mismatch as it applies to the characterization of undergraduate education at Stony Brook.

Where expectations are matched, undergraduate education at Stony Brook is excellent (in comparison with the situation of mismatched expectations). It is a product of the interaction of bright young people motivated to study in a particular area of expertise and a knowledgeable faculty able and willing to assist these students in achieving their ends.

Alienation Caused

Where the expectations are mismatched,

undergraduate education at Stony Brook is not only weak but alienating for both students and faculty. The education is weak and alienating because both students and faculty are looking for something different from that which the other is giving. The lack of match is (mis)perceived on both sides as lack of interest in and insensitivity to that which is essentially important to the other.

Personal Growth

The mismatch can be elaborated in terms of the conflicting concepts of education held by students and faculty in this situation. For many students, the educationally "significant" is conceived in terms of the impact upon personal growth. This includes such things as the development of emotional maturity, the facilitation of interpersonal relationships, the development of motivation and sustainable curiosity in them. The life of the mind is neither an end in itself (as it is for many of their teachers) nor something which holds first place in their lives. While not uninterested altogether in the cognitive domain, tasks so central to present undergraduate education such as acquiring information and skills, mastering a discipline, studying a great mind in depth or even reading itself are subordinated to the experiential and the emotional. They are judged as to their worth in terms of their rather immediate capacity to quicken the road toward the realization of primary goals. Academic activities which seem to make no difference to or which detract from that realization are usually avoided or mechanically performed, becoming as small a part of the students' lives here at Stony Brook as is consistent with respectable survival (i.e. with maintaining a B average).

Dehumanizing Lectures

Student concern for personal growth has substantial impact upon the manner in which they learn. The packaging or the style of the education takes on major significance for them. Thus, large lectures which virtually preclude the possibility of a personal interaction of the teacher and the student's particular needs are perceived as impersonal, dehumanizing and perhaps even counterproductive. Teachers who do not or cannot devote time to extensive rap sessions appear to students to have little interest in giving assistance or in making the content of their courses personally relevant. Term papers, even given wide latitude as to subject matter, seem to students often artificially constrained by the demands of scholarship, and careful exposition; and whatever energy goes into writing them is judged wasted when they are returned with little or no comment or with comments that are yet insensitive to the personal meanings of the papers. Since student concerns are more personal than purely cognitive and/or (a fortiori) methodological, they do not regard systematic and linear personal development as a great value. They do not have the conviction and/or the motivation and/or the confidence in the worth of the enterprise to enter into something strange, drawn out, disciplined and dry. They tend to regard a single class meeting as a unit and expect that something personally significant or promising should happen within that unit. The courses seem far too long. They expect early gestalts and enjoyment from the process as well as the product. When they are disappointed, they frequently do not attend class, stop reading and often believe in the alternative as of equal educational value. An extended rap session in which some connection is made between a deeply felt concern and a resource for addressing that concern becomes the most valued education experience. And whoever does that for them will be greatly respected and appreciated and called "teacher."

Dichotomized Structure

In terms of familiar dichotomies, the preference of these students being described (again, we refer here not

*"Attendance at classes range
between 52% and 71%...
on a normal day."*



Statesman/Martin Landau

JAMES BESS, co-ordinator of the Institutional Self-study group.

to all students) is for dialogue rather than information transmission; for the direct, the provocative and the intuitive rather than for the indirect, the careful and the analytic; for evolving process, rather than for the already wrought product of excellence. Lament as we will the artificiality of these dichotomies and the underlying dichotomy of the personal and the emotional on the one hand and the cognitive on the other, it is nevertheless the case that there is a range of students who experience the present education structure as so dichotomized. The fact that in the lives of the faculty and of the traditional and motivated student the dichotomy does not so exist is not convincing to those for whom it is real and distracting.

Faculty Expectations

We turn now to expectations of the faculty. Most have been predisposed (for one reason or another) to expect in coming to Stony Brook, that they would be dealing with undergraduate students highly motivated for the kind of academic work faculty experienced as students. Stony Brook has a University faculty. They came here primarily to do research and graduate-level teaching. While many are very interested in undergraduate teaching, it is in a particular kind of undergraduate teaching. What interests most faculty is discipline-oriented, methodical, systematic inquiry — in short, cognitively sophisticated teaching of bright and interested students. The often heard complaint that Stony Brook teachers are not interested in undergraduate teaching is not wholly accurate. For as any bright, motivated undergraduate working within traditional modes will attest, when the Stony Brook teacher's expectations about students are met, there is little left to be desired in the relationship that ensues.

Frustrated Attempts

Where the complaint about lack of interest is true, however, is with respect to the expectations of the untraditional student we have been describing. In frustration over their lack of success with this student, faculty members and the advising staff frequently describe them as having no idea of what they want to do. That characterization, while true within the perspective of the faculty, is as misleading and inaccurate as is the complaint about the Stony Brook faculty's lack of interest in undergraduate teaching. Our students do have an intuitive sense of what is important, and it is important, and it is often opposed to that of the educational establishment. But their psychocognitive goals are not nurtured nor even addressed by the academic disciplines in the manner they are presently taught. Hence it appears that they are without focus, interest or energy. In their own peer communities where their goals are intuitively understood, such judgments would not be made, except of course by the traditional student . . .

Two Stony Brooks

The first Stony Brook is composed of students and faculty comparatively and reasonably satisfied with each other. (While, of course, having some problems.) This is a matched expectation. Faculty in the first Stony Brook as HUDEP data confirm, are more likely to describe their students as well motivated. When other students perceive them as "grinds," however, their behavior is

Dissatisfaction' in Academic, Social Life

characterized as "externally" motivated, i.e., as driven by the "system" rather than by internal motivation.

The two principal configurations of the situation of matched expectations at Stony Brook constitute the basis for dividing the first Stony Brook:

- (a) Students and faculty in high structure programs such as the hard sciences (including math) where successful students survive the early screening mechanisms.
- (b) Students and faculty in low structure programs in which they are comparatively satisfied with each other. Successful students in the fine arts constitute a large proportion of this learning situation as do the pre-professional students in the social sciences and humanities, e.g. the pre-law student in political science.

Real Success

The two groups of students which populate the first Stony Brook are the real successes of our educational efforts. They are the students highly sought after by graduate schools, medical and law schools. Education in the First Stony Brook is nothing short of excellent as a function of the interaction of bright young people motivated to study in the area of expertise of a knowledgeable and comprehensive faculty able and willing to assist them in achieving their goals. As one graduating senior put it, after returning to Stony Brook after a 1 1/2 year absence in which he "found" himself, "If you know what Stony Brook offers." This accounts for the lack of discontent on the part of at least some Stony Brook faculty and students.

In the second Stony Brook, which shall be referred to, in conscious imitation of Michael Harrington, as "the other Stony Brook," things are not so bright, as a result of seriously mismatched expectations. It is here that widespread discontent festers, and that the worst examples of the mutual withdrawal from traditional responsibilities abound.

The "other Stony Brook" is also divided into two categories:

- (a) Students and faculty in highly structured programs where lack of match of expectations results in dissatisfaction with each other (manifested in terms of performance, interest, motivation and sensitivity). The students in this situation are the "transients" (not to be confused with transfer students), i.e., those most likely to be in need and search of a new department or new program. As we shall see, this group constitutes one of the most significant bodies of students at Stony Brook.
- (b) Students and faculty in low-structure programs in which they are not satisfied with each other. The emerging problems of mass higher education are most pronounced in this situation, and the mismatch previously described most acute . . .

"Where the expectations are mismatched, undergraduate education at Stony Brook is not only weak but alienating for both students and faculty."

Good Reputation

First of all, because of the deserved reputation which Stony Brook has earned in the hard sciences and mathematics and currently because of the national trend to pre-medical studies, students in numbers significantly larger than the national average for public institutions enter here with the expectations of working in these areas. The registration for introductory biology alone in the Fall of 1973 was an astounding 620.

Secondly, for good or ill, the standards of those departments which attract students to Stony Brook are significantly higher than those in the rest of the University. The grading charts noted above make this clear. While such a disparity creates enormous and varied problems for the University, we call attention here to only one problem: the interdepartmental flow of students created by the disparate standards. Four

departments (biology, physics, chemistry and math) give out roughly one-half of the D's and F's in the University. In the Spring of 1972, 1469 students or 22% of the student body had received or earned a grade of D, F, WP or WF in the introductory and intermediate level chemistry courses (i.e., 101, 102, 201, 202) offered in the seven semesters preceding. Nineteen percent of the student body had received or earned these grades in the offerings of 101 and 102 alone in the seven semesters preceding. Preliminary studies indicate that slightly lower figures characterize the Physics Department and slightly higher figures the Mathematics Department.

Changing Majors

The disappointments registered by students receiving these grades frequently cause them to turn to other departments. Their aptitude or lack of it in their new major is important to consider. Table No. 1 presented above indicated that the high school averages of those who turn from or are turned from the natural sciences are insignificantly different from those of a random sample of all first year students not in these courses. Those moving out of the sciences, the transients are not, in other words, on the average less qualified in general than the Stony Brook population, at least as revealed by prior academic success. As might be expected of those interested in the sciences, their SAT scores in mathematics are somewhat higher than the Stony Brook average. Most importantly, however, their SAT verbal scores are significantly lower than those of the random sample of students not in these courses.

Huge Psychological Impact

In the absence of any consistent agreement among different constituencies concerning grading practices and in the absence of any University policy about the obligations of faculty toward students with less aptitude and/or motivation than we expect, virtually nothing can be said pro or con these grading policies. Severe problems can be pointed out, however. For example, a very substantial portion of the freshmen class each year, as at other institutions, shifts from their initial interest to something else for which they often have less intellectual aptitude and probably less initial interest. The psychological impact of a shift which such a substantial portion of our student body must undergo each year is not something we can any longer ignore. We are attempting at present to understand its dimensions and are happy to report ideal cooperation from the Chemistry department, at considerable expense to its resources.

Transfer Student Shock?

As bad as the problem is for the entering freshman, for the transfer student from a two year college it is a catastrophic shock. If he/she enters a 200 level course in one of the departments with the high standards, he/she has to compete with the intellectually gifted students with whom he/she could not compete two years earlier. As mentioned earlier the difference between these two groups in the median math scores on the SAT tests reaches an extraordinary 200 points.

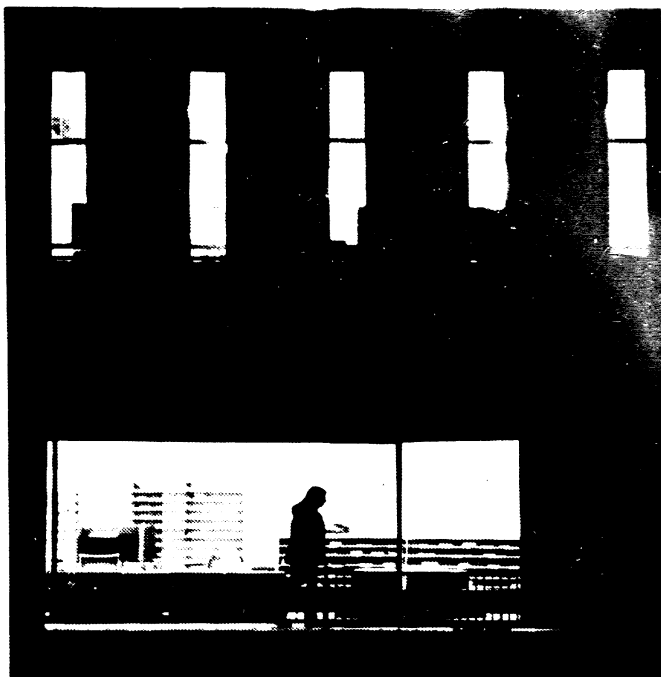
The problem of mismatch in the other Stony Brook to which these students must now turn was and is serious to begin with. The arrival of large numbers of students with less aptitude and probably less interest in these academic areas than those who originally chose these departments cannot help but aggravate the mismatch. Table No. 1 confirms that the verbal ability of the transient student is considerably less than that of the native student who did not begin in the hard sciences, a fact of importance to him/her and to his/her new teachers.

High Intellect Attracted

The import and impact of this internal shift of the transients is, of course, difficult to measure. Our intuitive judgment is that it is enormous. We are attracting a student body which is not on average endowed with intellectual heritage and/or motivation despite their prior academic success. While some of those who make this internal shift may not have had much motivation to begin with, the move from the highly structured, high competence-feedback programs in the natural sciences to the comparatively unstructured, low competence-feedback, nebulously standardised programs elsewhere in the University throws the student upon his own meager resources. If this student had the intellectual heritage or interest, or if he/she knew what he/she wanted to do, or if he/she had the time to find out, or if we had extensive guidance and advising facilities, or if we had devised transition courses for these students, or if we had introduced them to other

possibilities in a manner they could relate to, then this move might be easily and fruitfully made. To say the least, we have not helped much.

Although faculty members in the other Stony Brook will need little convincing about the accuracy of this description of their students, much work yet needs to be done in fleshing out the portrait of their students. For example, it is necessary to determine what teaching methods, programs and disciplines might more appropriately address these students' abilities and needs.



Statesman/Larry Rubin

"Most students and faculty see many of the buildings on campus as dreary and depressing."

Sizes of Two Stony Brooks

For the moment, however, the size of each of the two Stony Brooks is worth some consideration. Recent and reliable estimates indicate that roughly one-third of our students go on to full-time graduate study. Of those, half are in medicine, dentistry and law (and yet, the resources for advising these students is highly inadequate); and the remainder (as of two years ago, when the last records were kept), went on to full-time graduate study in the academic disciplines. The present job-market has probably lowered the number of students going on to full-time study in the academic disciplines. It would, of course, be highly speculative to suppose that all of these students who went on to post-baccalaureate study continued to a graduate degree or even that they received a good education here. But at least we might assume that a substantial portion of these students received an education which was instrumental to their career goals.

Many 'Transients'

As for "the other Stony Brook," we may perhaps assume that education geared to academic and non-academic pre-professional goals is not the optimum match that can be effected for those students, constituting something in the neighborhood of two-thirds of our student body. That two-thirds is composed of the 22% of the student body which makes up the transients, the vast majority of the less intellectually talented transfer students, of those admitted as freshmen without the traditional level of academic skills, and the talented but untraditionally motivated Stony Brook native. It is probably the case that something in the neighborhood of 80% of the students encountered by the faculty at Stony Brook are in major ways different from the expectations which the teachers had for their students. This helps to explain part of the malaise of that portion of the Stony Brook faculty who must teach them.

AIM Expectations

Students in the AIM Program generally are believed to be characterized as belonging to the "Other Stony Brook," although there is reason to believe that their disaffection is quantitatively and qualitatively different from non-minority students. This disaffection, of course, largely reflects a substantially different problem related to higher education's attempts to provide programs for students who previously would not have had an opportunity to pursue higher learning, and the various attempts by universities and colleges to meet the special academic and social needs of such students. To both the students in these programs and the faculty who work with them the perception exists that higher education generally, and Stony Brook specifically, has not met

their needs. A specific study of problems of minority students at Stony Brook will be conducted and coordinated with the new AIM director by the self study during the present academic year.

Unprecedented Problem

One last word relative to the students in "the other Stony Brook" and to the seeming inappropriateness of the response to their presence. In the previously mentioned curriculum reforms of the late 1960's, the guiding assumption was that highly motivated students were being blocked and stifled in their development by the presence of alienating and artificial requirements. Virtually all were removed. While these reforms were ideal for the highly motivated student in the first Stony Brook who knew what he/she wanted to do, for most students who did not have much knowledge or appropriate academic heritage, the sink or swim smorgasbord curriculum amounted to no curriculum at all. Each course had to stand on its own, fragmented, unrelated, arbitrary, dependent upon the "enthusiasm" that the teacher could muster to provide meaning. A style of teaching simultaneously developed which was based on the assumption that there was so much choice for the student that no great effort to motivate the student was called for. Thus students in the "other Stony Brook" were even further left to their own resources. Virtually nothing of a systematic nature was done in the area of curriculum, teaching styles or even advisement to assist the new student with the unprecedented problem of making sense out of the whole enterprise of academia. The perceptual lag of the faculty and the administration concerning the new student, the normative assimilation of this new student to the traditional expectations, resulted in a kind of invisibility of this student — at best; and — at worst — a systematic, though unintentional destruction of the intellectual and personal self-esteem of this student. Hence the malaise of this student. Hence the malaise of this student body and of those at other universities.

Multi-Purpose Institution

The major problem at Stony Brook is the necessity of facing the fact that we have already been committed to becoming a multi-purpose institution with huge present and prospective clients other than those ideally or nearly ideally suited to respond to the research, graduate, and pre-professional teaching interests of our faculty. Serious but more easily remediable problems concern the inappropriateness of present structures, budget and energy priorities to the realization of quality in all our educational programs.

The obvious direction of reform in undergraduate education at Stony Brook involves the effecting of a greater initial matching of expectations of faculty and students. Reforms can and must go into directions (which might meet in the middle) adjusting faculty and curriculum to the present student body.

Quality of Life

Many of the problems on the campus can be attributed to its rapid growth. The findings of all of the task groups of the Self-Study point repeatedly to a style of interpersonal relationships in work situations which can be characterized by the setting of personal or group goals ahead of university-wide concerns. Some faculty are concerned only about their department, some students only about their immediate circumstances, some university offices only with their putting in a certain number of hours. Little attention is focussed on the needs of a large, complex university.

Unhappiness Not Unusual

With some notable exceptions, many members of the Stony Brook community would agree that it is not a "happy" campus. The widespread feeling on campus is that Stony Brook is not a very pleasant place, conducive to work or to study. Though there are clear exceptions to this, a negative view seems somewhat pervasive. In the context of these times, namely high unemployment, continual warfare, high prices and a widespread dissatisfaction with government and with education, it perhaps should not be considered unusual if people at Stony Brook reflect this general unhappiness with the world; particularly the world in which they are most immediately involved, that is, Stony Brook. It does seem, however, that some of the problems are due specifically to the conditions that exist on this campus and are thus capable of being modified.

Variety of Factors

Physical characteristics, administrative action, academic practices and student/faculty attitudes and lifestyles are all basic elements of the campus atmosphere. As they interact they create an environment

which will suppress or enhance those things which each of the individuals who works or studies on campus brings to a University experience. The University is a medium for the growth of the students who pass through. It must be organized in a way which allows them, to use the motto of the State University of New York, "To become all they are capable of being." Without minimizing many of the positive features about the campus ambience — i.e., that many students seem to benefit from their education here, that many report the establishment of satisfying relationships — faculty, students and staff — there are a variety of factors which seem to function more to poison the well of education than to contribute to its ability to nourish and sustain those who live, work and study here.

'Boomtown' Consequence

Clearly, as we mentioned above, some of our problems are similar to those which afflict society in general and higher education in particular. However, we are also blessed, and cursed, with consequences of being a "boomtown." On the positive side, our lack of hidebound structure and rapid growth have allowed us to innovate and to be responsive to changing conditions. On the other side of the coin, however, the "boomtown" metaphor is useful in highlighting some of the problems that are natural consequences of "frontier living:" lack of adequate articulation of various components of university structure, rapidly changing and not universally agreed upon priorities, an anomic situation often leading to feelings of loneliness and alienation, increasing crime, lack of attention to aesthetic concerns, etc.

What follows is a selection of some of the more prominent features of the Stony Brook ambience, particularly those in need of remediation.

Physical Environment

An originally beautifully wooded area is now largely denuded of nature at the core of the campus. Construction, dirt and ugliness abound. Institutional furniture — with all that it implies — provides a repetitive sameness. Various attempts to create style, atmosphere, and even beauty not only lack support but often are actively discouraged. Some progress, however has been made in permitting students to attempt beautify and individualize their rooms.

State of Physical Flux

The residence halls, however, are not the only concern. Classrooms and lecture halls are neither attractive nor places where students feel comfortable. The large impersonal nature of the lecture halls, the hot/cold and cramped quarters of some classrooms, the feeling that the rooms do not in any way belong to the students often affect the academic performance of the students and faculty alike. It is rare to see classrooms decorated; they are more like sterile halls of a hospital where people come to be treated for some illness, and, when they go, leave no impression behind them. Moreover, the campus is continually in a state of physical flux. In a recent article in the Long Island Press (February 4, 1973) Claire Nicholas White commented about the size and impact of the Chemistry and new Health Sciences Center Buildings, "... no wonder students feel dwarfed and have trouble identifying with this constantly muddy construction site where nothing is finished or final."

Dreary and Depressing

Most students and faculty see many of the buildings on campus as dreary and depressing. There are few places for students to congregate and to relax. The residence halls are not generally designed to facilitate the students coming together and, with some notable exceptions, there is in fact little of such activity taking place there. Part of the problem is that the demise of the residential cafeterias removed one major location for communal activities. This is also true of the faculty and staff who often complain of having few congenial places or institutional arrangements to meet together informally.

"This loneliness is amplified by the architecture..."

Loneliness and Alienation

An overwhelming number of students express feelings of loneliness after coming to Stony Brook. Many of them state that those feelings persisted throughout their tenure here. Some of the reasons for those feelings were generated by the immensity and everchanging nature of the campus as noted earlier. For whatever reason, however, there is a substantial amount of loneliness expressed by the students on campus. (See HUDEP Report No. 1.)

Supermarket Syndrome

Not all is bad. Many students report that one of the good things about the Stony Brook experience is that there are some nice people here. Though they have their own circle of friends, many still feel the loneliness of Stony Brook. This loneliness is amplified by the architecture — not only because of its scale and unaesthetic style, but also because it provides precious few places where the students can gather and interact on an intimate scale. The academic buildings in the center of the campus have been described as being equivalent to a giant supermarket. Thus, students leave their residence halls which surround the academic buildings, "shop" for a few hours and return "home." While each quad is supposed to have a unique quality of its own, it is manifest solely in the shapes of the buildings; they show an otherwise dreary sameness which many students report reduces their incentive to travel from one quad to another.

Unrepresentative Government

The loneliness and alienation is exacerbated by the student view of their own Polity. There has been a rapid succession of Polity Presidents and other officers due to continual resignations. There is a pervasive feeling among the students that their government does not represent the interests of the broad spectrum of the student body, and that even if it did it would be ineffective as its spokesman in the campus decision-making process. The turnout for Polity elections is embarrassing low. This feeling of impotence was manifest in many students in response to the death of a student, who fell into an open steam hole, during the Spring of 1973. Several of the students responded with a "What can you do?"-depression, and felt completely helpless. Even the large meeting with President Toll, where there had actually been a clear response on the part of the University, appeared to most students as ritualistic. For many continue to believe that the Administration actually "does not care" about the deplorable conditions on campus.

Cipherism

The administration in very large institutions has the problem of how to deal with individuals in such a way as to make them feel and believe that the Administration cares about their welfare and interests. Many of the students and some faculty feel that the Stony Brook Administration cares about their welfare and interests. Many of the students and some faculty have had some unpleasant experience with various offices in the Administration. Problems range from the fact that social security numbers (also used as a student's identification number) were recorded incorrectly somewhere along the line and are difficult to change, to being charged with someone else's bill. Registration, billing, class assignments, parking stickers, etc., all seem to be done with as little pleasant contact with the students and faculty as possible. Often, these matters take place in a state of confusion and frustration. While there are some bright areas, most students claim that the University is a mill into which they enter and then are spewed out of the other end with as little human or humane contact as is absolutely necessary. While this is certainly not true of a majority of students, and though it is a common problem in many colleges and universities, it is still experienced by and influencing many Stony Brook students and therefore requires remediation on our part.

Individualization Inhibited

A related complaint often voiced is that the immensity of the University inhibits individualized attention. This is seen particularly in the selection process by means of which students choose a major. There is clearly not enough individualized consultation and guidance with the result that some students are often dazed by the confusing process to which they are exposed. Since the University attaches considerable importance to having a major, it has an obligation to improve the process by means of which students select their majors and get necessary advice to do so. Departmental advising, once a major is selected, seems to be quite satisfactory. It is the uncertain student who has the most problems in this area. Recent attempts by the Office of Undergraduate Studies to alleviate this situation seems to be bearing fruit.