

THE

STATESMAN

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

TUES., JAN. 15, 1963

Chorus Concert



The Boy's Lounge on Sunday afternoon, December 16, was filled with the delightful sound of Christmas Vocal Music. A Concert was presented by the Department of Fine Arts, featuring the University Chorale under the direction of Marshall Bialosky. The songs chosen illustrated the many traditions which we are not always familiar with. A BOY WAS BORN was the first and most recent selection, followed by a French and several Latin pieces which date from the 16th and 19th centuries.

Following a short intermission the two Medieval English Carols THERE IS NO ROSE and NOWELL SING WE, both Anonymous, were presented by soprano Margot Furhman who was accompanied by Julian Biller, clarinet, and Richard Malenky, clarinet.

Early American tradition was included with the performance of two carols LOVE DIVINE from Jeremiah Ingall's Christian Harmony, Vermont, 1805, and THE

SHEPHERD'S STAR from William Walker's Southern Harmony, Kentucky, 1854. A CRADLE SONG and A CHRISTMAS CAROL were both ably accompanied by Pam Latimer on the piano. The University Chorale gave its presentation earlier in December both in Port Jefferson and Smithtown.

The Chorale is composed of four sections. Joan Havlik led the Sopranos Mary Cabrey, Judith Holmquist, Betsy Homans, Joyce Jacobs, Carol McCullough, Joan McCullough, Gail McDonald and Sylvia Schanz. Gerda Krohn was section leader of the Altos, Judy Carlson, Susan Ehrensaf, Diane Ekman, Trudi Gunst, Pam Latimer, Barbara Ripel and Doris Stocker. Robert Jorgensen led Tenors, George Barber, Bruce Bettker, Richard LeGrand, and Charles Repole. Lynn Stiles was section leader of Basses Ray Becht, Ward Clark, Richard Gentile, David Gerber, Ed Maidel, Thomas On, and Robert Palmer.

Literary Magazine

On Thursday night January 3, the Executive Committee of Polity approved a new constitution, creating a literary magazine at State called SOUNDINGS. Its purpose shall be to provide the college community with literary material of high quality, and to serve as an organ of creativity for students and faculty. The editors urge all interested students and faculty members help them achieve this purpose. People are needed who can devote their energies to all the facets of publication-typing, proof-reading, editing, and writing. All contributions will be welcomed. They must be submitted type-written and double-spaced. If you are in any way interested, please contact Bill Thomsen, Mike Field, or Neil Murray as soon as possible.

LUDWIG PUBLISHES

Mr. Jack Ludwig, professor of English, has recently added another to his list of published works. This addition, "Recent American Novelists", has been published in Canada, London and New York. It is part of a series edited by Alan Tate, Robert Penn Warren, et. al., and deals with such authors as Saul Bellow, Bernard Malamud J.E. Salinger, and Norman Mailer.

In this pamphlet, Professor Ludwig concerns himself with a critical study of American novelists after World War II, in which he discusses what he terms "fiction of the aboveground Man" (as

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Awards Granted

President Hamilton, head of the State University of New York, has awarded 37 summer research fellowships, 27 grants in aid, and the John K. Weiss Memorial Grant in aid, to the faculties of the state operated colleges.

Dr. W.W. Westerfield, chairman of the Department of Biochemistry and associate dean for graduate education at the Upstate Medical Center, chaired the Committee of Awards of the graduate council of the State of New York. The awards are financed by the Research Foundation of State University. The Committee reported that the number of applications for fellowships, and grants in aid, ~~and grants in aid~~ years by one third.

The faculty of State University of New York at Stony Brook received fixe of the fellowships awarded in the natural sciences.

A total of eleven fellowships were awarded.

William D. Barcus Jr. associate professor of Mathematics - The homotopy structure of a certain class of spaces.

Edward E. Gilbert assistant professor of Biology - a study of the movements of stages of tribolium.

Arthur R. Lepley assistant professor of Chemistry - The effect of complexing agents on the nitration and chlorination of naphthalene and solulysis of several naphthalene derivatives.

Watson M. Laetsch assistant professor of Biology Research on the photomorphogenesis of cultural ~~plant cells~~

Robert F. Schneider assistant professor of Chemistry Direct quadrupole spectroscopic investigations of organic chlorine compounds.

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Resident Hall Program

The State University of New York offers to young men and women an opportunity to enter a graduate program in Student Personnel Services and prepare for positions as directors of residence halls in the colleges and universities of the State University. Twenty-two trainee appointments of \$750 each are available for 1963-64.

The program which leads to the degree of Master of Science, is offered by the ten State Colleges in collaboration with the State University of New York at Albany. The program is administered and degrees conferred by the latter institution. The program requires two eight week sessions and one academic year to complete. The academic year includes an internship as an assistant residence hall director and part-time study at one of the cooperating institutions.

Murray Appointed Albany C.A.O.

The Statesman has learned that J. Lawrence Murray, Secretary of the State University of New York has been designated to serve as its Chief Administrative Officer pending the appointment of the successor to Thomas H. Hamilton. In this capacity Mr. Murray will discharge the duties and responsibilities of the President. This appointment is by action of the Board of Trustees.

New State U. Proposed

Governor Rockefeller asked the 1963 State Legislature to approve the creation of a new state university of science and technology in his message given January 9. Rockefeller was reported to believe that an outstanding scientific research institution in N. Y. would be a big factor attracting science-based industry to the state.

Whether Long Island might be considered as a site for the new university is unknown. Public officials from several sections of the state, including Long Island, were campaigning to have the proposed university built in their home areas.

Assembly Speaker ~~James R. Carline~~ (R-Long Beach) as well as other Long Island legislators said they planned to emphasize Long Island's extensive electronics-aerospace background in pushing for the university. Carline said that he had suggested Long Island as a possible site at several "high-level" conferences. He expressed neither optimistic nor pessimistic opinions about the chances. "We're trying very hard to get the state medical college and a salt-water conversion plant for L.I.," said Carline.

The presidents of three metropolitan-area colleges said they felt that the proposed university would duplicate services provided by other schools. Opposing the plan were Dr. Eddy, president of Adelphi College, Dr. Weber, president of the Polytechnic Institute of Brooklyn, and Dr. Humphrys, president of Cooper Union.

While the building of the new educational institution can be authorized by the governor, the trustees of the State University and the State Board of Regents, the necessary funds must be appropriated by the Legislature. There was no available estimate of the cost.

Martin Gives Math Paper

Mr. A.V. Martin, professor of mathematics, delivered a paper last November 17 at a meeting of the American Mathematical Society in Tallahassee, Florida. The paper was written in collaboration with Professor Terence Butler of the Department of Mathematics of Rutgers University. It has been accepted for publication by the Journal of Mathematics and Physics.

The paper is titled "On a method of Courant for Minimizing Functionals". Mr. Martin explain-

ed that the work was done by Professor Butler and him, under contract for the Air Force. The Air Force was computing optimal paths for the flight of interceptor planes by certain computational techniques which gave rise to very surprising results. Consequently, it was desired to determine whether the techniques being used were mathematically justifiable. Professor Butler and Martin showed that the methods being used were sound.

Reactions to Rocky's Proposal

Opinions on Rockefeller's proposed university vary within State University at Stony Brook, as well as between legislators. The following statements are some examples:

Dr. Bonner, chairman of the Department of Chemistry: "I am uncertain on the basis of such a small report, but it seems like a slap in our face. We have all the potential to become what is described for the proposed university."

* * *

Dr. Pond, chairman of the Department of Physics: "This is good news. I am interested in seeing details. The proposed university will presumably be both interesting and novel."

* * *

"The State University Trustees will be in cooperation with Governor Rockefeller in the designation of a committee to undertake the study that the Governor recommends. The Governor's message explains the function of the committee and it will undertake to determine the relationship of any new program to the existing units. Pending the recommendation of the committee no further comment will be made at this time."

Mr. Murray did say, though, that "we do not view this as in any way diminishing the important educational role forseen for the State University as Stony Brook."

J. Lawrence Murray

* * *

The following are comments regarding Governor Rockefeller's proposal:

No one can help but agree with Governor Rockefeller that the needs of higher education are great both in the Nation and in the State of New York. That New York has faced this challenge is attested to by the careful study of higher education represented by the Heald Report and the Master Plan of the State University. As a result of this study instituted by the Governor, four graduate centers within the State University have been designated at Stony Brook, Buffalo, Albany and Binghamton.

The rate of development of these centers has been intensified particularly at Buffalo and Stony Brook where rapid strides have been made in the areas of Science and Technology. Graduate programs in Physics, Chemistry and Engineering have been instituted this year at Stony Brook. We can look forward to an expansion of these advanced programs and the creation of others both in the science and non-science areas.

The history of higher education has shown a steady trend away from special purpose institutions toward a University organization where all areas of scholarship are pursued with equal vigor. The resultant advantages of cross fertilization between the many academic disciplines are well known. This is particularly important today where the relationship between science and society has become increasingly inter-dependent. A comprehensive educational structure with emphasis on both the science and non-science areas has been and continues to be our goal at Stony Brook.

Governor Rockefeller has quite correctly pointed out the need to develop excellent educational and research resources in New York State. He has proposed the possibility of a special institute of Science and Technology. Whether or not this comes to pass,

the State University of New York and the campus at Stony Brook shares his aspirations for superior educational and research resources in the sciences and engineering and is doing everything in its power to make such facilities, available to the citizens of New York and the Nation. Important and significant steps in this direction have already been taken. We look forward to continuing our development as a great center of Science and Technology within the context of a broad university structure.

Statement prepared
by the Administration

* * *

The primary significance of the announcement that Governor Rockefeller plans to build a space-age institute of science and technology to rival M.I.T. and Cal. Tech is that, in the opinion of many faculty members, this very announcement cuts the ground from under the State University of New York at Stony Brook. For how can eminent scientists feel certain that Stony Brook will receive the kind of support which would help to make it worth their while to come here, when the Governor is asking for another institution which will support the science and technology of the space-age? The answer is that they probably cannot feel any such certainty, and hence it is likely to be hard to persuade them to come.

In order to decide what other significance announcement may have, we must first recall previous statements which Governor Rockefeller has made concerning higher education in New York. When the Heald report on higher education in New York was published more than two years ago, the Governor declared that the report would not be ignored, but that its recommendations would be studied with a view to implementation. The report charged that the complex structure of higher education in New York had not operated effectively, and stated that complete breakdown had been avoided only by goodwill on all sides. It warned against a piecemeal and patchwork approach of dealing with individual problems as they arose.

Despite these developments, the State University has not truly received the kind of administrative reorganization asked by the Heald report, and the predictions implicit in the report have come true: Today there is no president or acting president of either the State University or of the State University of New York at Stony Brook; since the report was issued, four men have acted as chief administrative officer of the latter institution, and no one has yet accepted an invitation to accept the responsibility, and presumably the search for a permanent occupant of that position continues.

While campaigning on Long Island last May, Governor Rockefeller was quoted in the press as saying that the branch of State University being built at Stony Brook "will be one of the great institutions of the nation", and that "nothing but the best as far as program and administration is (sic) concerned is our goal." But today, nearly eight months later, Stony Brook still has no permanent president; two earliest administrators, have resigned from the State University system since the Governor's campaign speech; and Dean McConnell, who shortly before that speech had been

offered and had declined the presidency of the Long Island Center, has announced that he will resign from the State University system to accept the presidency of the University of New Hampshire.

The question arises, why did the Governor authorize an announcement of plans for a new institution? Could the reason be that the announcement of big plans for an institution yet to be established would distract public attention from the absence of any permanent administration to say nothing of "the best administration", for the State University and for Stony Brook?

Either Governor Rockefeller did not realize that the announcement of his plans to build another institution to rival M.I.T. and Cal. Tech. would cut the ground from under Stony Brook, or he did realize it. If he did not realize it, he should have. If he did realize it, then we must consider the announcement as a repudiation of his previous promises to make Stony Brook one of the great institutions of the nation. In either case, the episode seems to me to constitute a clear demonstration of Governor Rockefeller's political responsibility should not be expanded.

ABRAM V. MARTIN
Professor of Mathematics

F.S.A.

The Faculty Student Association was founded in 1957 while the State University's campus on Long Island was still located at Oyster Bay, New York.

The Faculty Student Association is a non-profit corporation organized under the laws of the State of New York. The Association is controlled by a Board of Directors consisting of the college business officer, the Dean of Students, the Dean of the College of Arts and Sciences, the Dean of the College of Engineering, the Dean of the Graduate School, the four class presidents, and the moderator of polity.

At present the Faculty Student Association serves as a depository of funds for student activities. Dean Tilley predicts that, "It can serve the University by becoming the agency through which various kinds of activity can develop."

SEMINAR PROGRAM

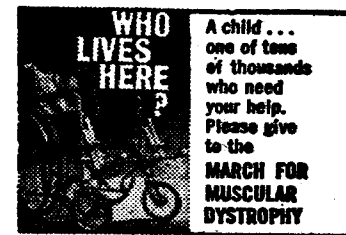
by Ronnie Katz

The departments of Biology, Chemistry and Physics conduct seminars once every few weeks. These seminars are lectures followed by discussion periods. For each seminar, an expert in the field is invited to speak. They come from universities and laboratories in our country and in many other countries. They talk at an advanced level on the research performed at their labs and on new discoveries in their fields.

All the sciences are rapidly developing. Each day new discoveries are made. Most of them seem insignificant to us and are useful only in that they add to our store of knowledge. Some discoveries are world-shaking such as the Salk vaccine or the first Sputnik. People, who are truly interested in science, want to know about the newest developments in each field whether these discoveries are universally vital or seemingly insignificant.

Our seminars are attended by professors, research associates, and graduate students from our school and from many other schools in the area. Also, scientists from neighboring research laboratories often attend the seminars.

All undergraduate students are welcome at these seminars. Although, they are on advanced topics, these topics usually originate from the basic principles taught in freshman and sophomore courses. Aside from getting an idea of new developments in the sciences, an undergraduate can also get some understanding of the vitality of science. He can see firsthand the enthusiasm, the deep desire for knowledge, and the spirit of scientific investigation which motivated men like Darwin, Lavoisier, and Newton; and enthusiasm which will motivate other men for as long as men wonder "why." Science is not only the lifeless pages of a textbook. It is all things that move or change or live. It is men who get together at a seminar to teach and to learn.



Constitutional Sub-Committee

In May, 1962, the student governmental body, Polity, provided for the creation of a Constitutional Committee. At present time this committee is functioning under Charles Mindel, Chairman, with its basic aim the creation of a new form of Government or the expansion of the present form.

"The constitution was originally made for a small school. Because of an increase in the student population the former government is too unwieldy. The Committee is aiming to provide for a more representative government to meet the needs of our increasing student body," explained Chairman Mindel, "Yet the main problem we face is to clearly define the legislative and executive roles and functions. If we work from the present constitution, this would mean the possible creation of an intermediate-size legislative representative body, which will eventually necessitate more executive action on the part of the Executive Committee."

At present there are five students on the Constitutional Committee: Chas. Mindel, Chairman, Ted Hajjar, Martin Meltz, Sandra Dubro and Phyllis Wilensky. Starting in the Spring Semester meetings will be held once a week. Volunteers are needed to serve on this committee and those interested are asked to either sign the list posted on the bulletin board or contact Charles Mindel at 5385.

Awards

Continued from Page 1

Social Science
Marvin M. Kristein Associate Professor of Economics - The economics of the call money market.

Bernard Semmel Assistant professor of History - classical economics, radicalism, and empire. Humanities

Homer B. Goldberg associate professor of English Joseph Andrews and the continental comic romances.

Grants-in-Aid: Natural Science Edward E. Gilbert, Arthur R. Lepley, Robert Schneider.

Humanities—Robert Sternfield, professor of Philosophy Contemporary logical theory.



Mike Tax is counting the number of students who want to join the State University Chorus. You too can be among this number! See Mr. Bialosky.

FIEDLER'S LECTURE

by DIANE PETERS

Leslie Fiedler's lecture on "The Image of the Indian and the Negro in Literature," although stimulating, did not fulfill the promise of the title. It was not clear what the respective images were or what importance they have in literature or culture. The general remarks on behavior patterns of Negroes, Indians, and Whites, suffered from the omission of propositions which would have given his examples substance.

Mr. Fiedler's approach was interesting just because of its impressionistic nature. The appeal of such a style is contained in colorful language, quick associations, semi-disorganization, and unprofound but titillating psychologizing. Another reason for the appeal of the lecture was that Mr. Fiedler was "hip", or at least his subject matter was: narcotics, homosexuality, hipsterism, and oppressed groups are objects of fascination and curiosity for many young people.

A literary vignette from Thorau's *A Week on the Concord and Merrimack Rivers* began the lecture and introduced the image of the Indian. The episode related in an extremely amusing fashion by Mr. Fiedler, contrasted the Redman's behavior to the White Man and to the White women. A savage responds with love to a white man. They live together, separated only when the Indian leaves his friend to partake in the cannibalistic orgies of his own people. The Indian, a savage to others, is a brother and lover of the White man.

The White woman elicits an opposite response. Two white women and their children are captured by Indians, taken to their village, and made to run the gauntlet. An Indian, in answer to a question from one of the children, indicates how scalping is done. That night, the women murder their captors by the prescribed method. They flee, but later return to the dead village to collect the scalps because a) no one will believe their story without proof and b) scalps were worth money in those days.

Fiedler did not draw conclusions other than that presented in a parable at the end of the story: Woman is the corrupter of Paradise, the root of evil. One might say, however, that the forces of Love and Hate are physically represented in the Indi-

an's behavior because he is engaged in life at a physical level.

The image of the Negro was not illuminated by literary example, but by allusions to Negro and White behavior patterns in contemporary culture. Mr. Fiedler indicated, but did not expand on, a distinction between the guilt of the oppressor and those he oppresses. Passing reference was made to Mailer and Baldwin, yet their views of the Negro (especially interesting in Baldwin's case since his characters are primarily homosexual) were not utilized.

Fiedler's remarks seemed based on a popular view of psychology: he sees the White boy adopting the Negro hipster's mannerisms, and conversely, the Negro conforming to middle-class White standards of behavior. This view does not, for example, account for what happens to the guilt and hostility of both races. Is not the Negro's stance, dress, and slang, part of his disaffiliation from, and undermining of the White society that rejects him? Fiedler seemed to indicate that the Negro and White are involved in a kind of indirect brotherhood by apeing each other.

Fiedler pointed out that before the adolescent becomes a Negro he is first an Indian. He referred to the Cowboys and Indians game of childhood and to the copying of television heroes. Fiedler's manner of examination seemed to imply that the lecture had come full circle: the white boy unconsciously copies the behavior of the two groups he oppresses. It might be said that the child like the Indian, is involved with life on a physical level, whereas, the adolescent, like the Negro hides his aggressions beneath the hipster's "cool." But Fiedler gave the audience no perspective with which we could see the significance of such an image. After all, why should we be made aware of the images of the Negro and Indian? Is their behavior a criticism of the values of our culture? Or was Fiedler suggesting something else?

A letter from a boy who chose to live with a tribe of Indians on a Reservation, closed the lecture. This seemed to indicate that, at least in one case, the search for a meaningful life could not be gratified within our society.

At one point in the evening, Fiedler mentioned "tea" and many people giggled. Aside from

selection is based on qualifications and financial need. The employer will then select someone from this group. A babysitting clinic is also being operated by Jean McDonald and George Krasilovsky, for all those students interested in such work. No student is allowed to work more than 15 hours a week, nor is any student on probation allowed to hold a job.

The Dean of Students office, under Miss Hendricks supervision, is compiling a list of summer job openings in camps and resort areas, which should be completed by the end of February. This list is available in room C-016 at any time. Plans are also being made for a summer work-travel opportunity forum, whereby information in this area will be presented and discussed by faculty members and the students. The Dean of Students office will also offer references for any student employed through the State University for summer positions.

the idea that slang sets a group off from others, the example is indicative of what I have been saying. Fiedler was not referring to marijuana, but the character of the lecture allowed for impulsive associations if not great insights.

Roving 'I'

Question (asked of the people of Stony Brook): How do you find the presence of the University affecting Stony Brook?

... "It's better than I thought it would be."

... "I'm not bothered by the students, but I do hope that, when the future brings 10,000 students here, they don't become nuisances."

... "Stony Brook has witnessed some changes due to the coming of the university, but that was, I guess, inevitable. I don't want too many changes anymore, though"

... "Well, I don't agree with Mr. Huber."

... "Things were fine until our local newspaper editor (the dear.) created resentment on the campus."

... "I guess there's room for all of us here but I want the college people to know that we love our town and don't want to see great changes occurring. We moved here because we like Stony Brook and we stay here for the same reason, so please don't change the things we love."

... "Most of the students are very nice and I don't think the people of this town (not like our newspaper editor) will condemn these ladies and gentlemen because of a few who misuse their adult privileges."

Faculty Spotlight

by GAIL GREEBEL

A native of Germany, Mr. Guenther Roth is a new faculty member of the Sociology-Anthropology Department. He began his study at Frankfurt University, Germany and received his Ph. D. at the University of California at Berkeley in 1960.

Mr. Roth's educational background is different from that of American-trained faculty members. His education was of the classical type, which included nine years of Latin, seven years of Greek, French, English, history, mathematics, geography, physics, chemistry, biology, etc. In much of Western Europe, a pupil begins his secondary school education at the age of ten and completes about nine years of intensive training.

Mr. Roth has taught previously at the University of California at Berkeley, the University of Illinois (Urbana), and Columbia University. His experience at these large institutions has led him to believe that students at Stony Brook need not necessarily be concerned about bigness as such. Without denying the attractive features of small colleges, Mr. Roth pointed out that the presence of graduate students and graduate teachers at a campus provides college students with valuable opportunities for understanding the realities of graduate study and of research. This understanding can be helpful whether or not a student wants to go on to graduate study.

EXAM SCHEDULE

Morning examinations are scheduled from 9:00 A. M. to noon. Afternoon examinations are scheduled from 1:30 P. M. to 4:30 P. M.

Tuesday, January 15 MORNING

COURSE	TITLE	SECTION	ROOM
ECO 151	Econ Prin + Problems	—	Hum 194
EGL 241	Rep Figs in Amer Lit I	—	Hum 195
MAT 237	Probability + Stat	—	Hum 196
PHY 201	Electromagnetic Theory	—	Che 128

AFTERNOON

ESG 251	Electrical Sciences I	—	Che 128
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Wednesday, January 16 MORNING

BIO 341	Int Mechs + Ethology	—	Che 128
FAA 110	Intro to Visual Arts	All	Hum 238
FAA 120	Study in Trad of Art	All	Hum 195
FAM 110	Intro to Music	All	Hum 305
FAM 120	Stud of Larger Mus Forms	All	Hum 196
HUM 151	Analysis of Lit Forms	6, 7	Hum 1-1

		4, 5	Hum 240
		1	Hum 194
		2	Hum 285
		3	Hum 286
PHY 340	Meth of Math Physics II	—	Che 129
HIS 391	Sr. Seminar	—	Hum 237

AFTERNOON

HUM 101	Intro to the Arts	2, 5	Hum 305
		3, 4	Hum 238
		6	Hum 194
		7	Hum 195
		8	Hum 196
		9	Hum 240
		10	Hum 239
BIO 201	Cell Physic + Exp Morph	—	Hum 285
ESM 326	Sem Conduct Thy + Tech	—	Che 128

Thursday, January 17 MORNING

ESG 211	Engineering Lab I	—	Che 128
MAT 161	Advanced Calculus	—	Hum 238
PHY 211	Mechanics	—	Che 129

AFTERNOON

SSC 151	Cul, Pers - Soc Syst	1, 2	Hum 238
		5, 6	Hum 305
		4	Hum 195
		7	Hum 196
CHE 301	Exper Meth of Chem I	—	Che 128

Friday, January 18 MORNING

BIO 241	Microbiology	—	Hum 194
EGL 210	English Novel	—	Hum 237
MAT 235	Algebraic Structures	—	Hum 284
POL 201	Intro to Pol Theory	—	Hum 285
SAN 151	Hum Groups, Orgs, - Soc	—	Hum 240
SSC 101	Hist of West Civ	10, 13, 14	Hum 1-1
		1, 3, 5, 9	Che 116
		2, 7	Hum 238
		6, 8	Hum 305
		12	Hum 195
		11	Hum 196
		4	Hum 239

AFTERNOON

ESG 221	Engineering Analysis I	All	Che 128
FLF 331	Maj Writers in French	—	Hum 194
FLG 331	Maj Writers in German	—	Hum 195
PHY 251	Earth Physics	—	Che 129
SSC 211	Topics in Cul-Behav Sci	—	Hum 196

Monday, January 21 MORNING

EGL 341	Joyce	—	Hum 284
ESG 232	Material Sciences I	—	Che 128
POL 227	Amer Foreign Policy	—	Hum 287
PHY 101	General Physics	All	Che 116
PHY 151	General Physics	—	Hum 238
PHY 161	General Physics	1, 2, & 3	Hum 305

AFTERNOON

CHE 151	Quantitative Chem	—	Che 129
EGL 274	Shakespeare	—	Hum 195
ESG 162	Intro to Digit Computers	—	Che 128
HIS 221	Latin Amer to 1825	—	Hum 284
PHY 341	Modern Physics	—	Che 210

Tuesday, January 22 MORNING

CHE 101	General Chem	1	Che 128
		2, 3, 4, 5, 6, 7	Che 116
EGL 281	Literary Criticism	—	Hum 238
ESG 201	Thermodynamics I	—	Che 128
HIS 202	The Medieval World	—	Hum 194
PHI 215	Political Philosophy	—	Hum 195

AFTERNOON

FLF 111	Elementary French	1	Hum 195
		2	Hum 238
		3	Hum 196

Continued on Page 5

Employment Opportunities

The Dean of Students office of State University has been an invaluable aid in helping to find employment for students. Positions in the library, the cafeteria, the academic departments as well as in the local community have been made available. A fairly large percentage of the students have been employed this semester, and there will probably be several openings for library assistants at the beginning of the second semester.

To obtain employment, the student must consult Miss Hendricks, Assistant Dean of Students. She will interview you, at which time you will fill out an information questionnaire. When opportunities for employment arise, several students are chosen for interviews with the employer. This

THE

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ALL UNSIGNED EDITORIAL MATTER REFLECTS THE OPINION OF THE ENTIRE EDITORIAL BOARD.

WHY FINAL EXAMS?

Examination time is upon us again. For the upperclassmen the feeling of being unprepared and frightened is a familiar one; for the freshmen it will be a unique experience. It is hoped that now this college will begin to feel more like college to those who have not been sure whether it is an extension of their high school. We feel that it will be profitable to look at the examination as it exists at this institution at the present time. We will look at the different types of examinations that are given and try to determine if they have any worth in the educating process. Throughout, we will try to keep uppermost in our minds the question of whether final examinations are really necessary. Do they add or detract from the aim of education to "cultivate the intellect." (Hutchins).

Examinations vary with the course and with the instructor, but they can be said to fit into three major divisions. The first is the hour, or hour and a half final (depending upon the day of the week the course is given) that is given before final examinations actually begin. This is an act of benevolence by the instructor so that the student will not be overburdened during the formal examination time. For some reason it is thought that it is the lesser of two evils to be hurried before the formal examination time. Physiologically, the tension most likely is equal or perhaps even greater before classes end because of the mad rush to finish papers that are due. This facet is secondary to the major question of — what can be possibly tested in a short period of time that reflects real knowledge? The obvious answer is — very little. The student is forced into the position of having to memorize facts and processes so that he can make sure to spit them back in the limited time. It would be interesting to see just how much students remember of this type of course six months after its completion. Another type of exam is the full length "repeat the book" test. Once again this does not test the student's ability to use the knowledge he has supposedly gained, but merely his powers of memory. Thus memory becomes the final end of the learning process, and knowledge does not enter into the picture at all. The test of how much a student retains after a six month period can well be used here too. We predict just about the same level of result.

A third type of exam is the full length test that "never ends." That is, the student can only finish

EXAMS

To whom it may concern.

There has been a growing tendency over recent years for final examinations in elective courses to be held during the last class period of the term. While this institution was relatively small, and most students took very similar courses, this proved to be a welcome relief from the burden of exams during the regular exam period.

However with the recent growth, with the resulting change in degree requirements, most courses have become elective, and this no longer holds true. The student who has three or four exams during this period gains nothing from the time saved, and in fact, loses since actual classes are eliminated, both for the exams themselves, and for the time which the student must devote to study before the exam.

Furthermore there is a question as to how well a student can be tested in one fifty minute class period.

Taking all this into consideration, it might be well to reconsider as to whether this policy is still in harmony with the general good of the community.

An interested student

about about one half the test if he scribbles furiously the whole time. This test is better than one and two because it (if open end) can have the potentiality of testing some knowledge of the subject, yet it still leaves the student with a sense of dissatisfaction and frustration.

We have found that these three types of exams are unsatisfactory. The three types cover the majority of the types given at this institution. Regardless of the type, the exam causes undue harassment to the student and does not carry out the stated principle of education.

The question that is logically raised is just what do we expect. Well, if we work on the premise that there must be a grade given for a course (a principle dubious in itself because it does not further the ends of education) what, shall be the basis for it? The answer is small classes so that the instructor can use discussion methods and give personal attention to each student. Thus, the instructor would be able to evaluate the student's progress in the course throughout the course without having to revert to the artificial means of the final exam. Let us make knowledge the end of the Stony Brook education not memorization.

* * *
ANONYMITY

While we are on the subject of final exams, it is interesting to note that to the date of going to press no student examination numbers have been given out. For those who have not taken exams before, this is the means by which the student anonymity is maintained. We hope that this does not mean that the spirit of anonymity as stated in the Student Handbook will no longer be honored.

* * *
Another Institution

At the time of going to press we have learned that Governor Rockefeller has proposed the creation of a State University of New York Center of Science and Technology. We hope that this does not mean that this institution will be stunted in its growth because of it. One can only wonder why the Governor has felt it necessary to begin another institution when the resources of this institution have only just begun to be tapped.

OUR CAMPUS

During the fall there have been many complaints by members of the faculty, staff and administrative officers of this institution, concerning the state of the dormitory. These comments generally refer to the state of disarray in which public areas of this building are generally found in. Generally too, these conditions are blamed on the students who inhabit the dormitory.

While there still remains much room for improvement by the students in the dormitory, these comments cannot be completely justified.

If those people who are responsible for administering would set better precedent in the way they carry on their functions, it might provide something for the resident students to live up to.

On returning from a nearly two week vacation, one was surprised to see that although the floors in the individual rooms had been polished, the floors in the corridors had been left untouched. The cafeteria floor had not been cleaned since the Thursday before we left. Lights in the hallways are remarkable in their absence. Maybe when somebody falls over something, burned out bulbs will be replaced. No pri-

vate institution could get away with such abuses of the fire and health codes, but being a State institution apparently gives this place immunity.

Other problems of this sort could be pointed out, the Humanities building isn't pretty in itself, but dumping garbage all over the back grounds isn't helping any. The way the contractors push all their waste into the woods is not helping to beautify the campus.

The only way that the administration is going to get cooperation in these areas from the student body, is when it exhibits model behavior in this field itself. In the future let us follow the saying from the bible, "Let he, who is without sin cast the first stone".

A disgusted student

EMERGENCY

To the Editor:

A number of students would like to know where to turn in case of an emergency?

Why isn't there a doctor on duty on the premises twenty-four hours a day, seven days a week?

If someone becomes ill or has an accident late in the evening it is virtually impossible to get medical aid. There is a nurse on duty but we feel that this is not enough—there should be a doctor.

Something should be done immediately to remedy this dangerous situation.

Interested

POLITY
CORNER

by JUDY WALK

There has been only one meeting of the executive committee since we have returned to school.

Two new clubs have been formed to gain recognition whose purposes may be of interest to some.

1. The Debate forum, whose purpose is to "insure fair representation of all sides of topics worthy of intellectual consideration and provide an opportunity for all involved to develop more critical analysis of augmenting and qualifying speech.

2. The Soundings, an official student publication, whose purpose is to provide the college community with original literary material of high quality and serve as an organ of creativity for students and faculty.

Pete Zimmer and James Senyszyn were chosen, from a slate of 5 submitted by the moderator to be members of the FSA by the FSA.

At the moment I am at loss to explain the Faculty Student Association as to either organizational or functional structure. Since it is in the process of being formed (reformed). It seems that while FSA has hypothetically been in existence since the founding of the university, determining its whereabouts was, until recently analogous to snipe hunting.

In all seriousness, it is hoped that once the organization gets started, it will fulfill its potential.

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EXAM SCHEDULE

Continued from Page 3

COURSE	TITLE	SECTION	ROOM
FLR 111	Elementary Russian	—	Hum 239
FLS 111	Elementary Spanish	—	Hum 285
PHI 345	Hist + Phil of Education	All	Hum 1-1
Wednesday, January 23			
MORNING			
EST 375	Viscous Fluids	—	Hum 194
PSY 151	General Psych	1	Hum 196
		2	Hum 239
MAT 111	Intro to Math Science	1, 2, 3, 4	Che 116
		5	Hum 240
MAT 113	Intro to Analysis	1, 2, 5	Hum 1-1
		3	Hum 285
		4	Hum 237
		6	Hum 195
MAT 151	Calculus	1, 2	Hum 305
		3	Che 128
MAT 155	Intermediate Analysis	1, 3	Hum 238
		2	Hum 286
AFTERNOON			
FLF 211	Intermediate French	All	Hum 1-1
FLG 111	Elementary German	1, 2	Hum 238
		3	Hum 195
FLG 211	Intermediate German	All	Hum 305
FLR 211	Intermediate Russian	All	Hum 239
FLS 211	Intermediate Spanish	—	Hum 196
Thursday, January 24			
MORNING			
PHI 162	Logic	—	Hum 194
PHI 201	Maj Think Phil-Anc + Mid	—	Hum 195
SAN 201	Resch Meth in Soc-Anth	—	Hum 196
AFTERNOON			
HUM 201	Principles of Criticism	—	Hum 194
HUM 203	Varieties of Romanticism	1	Hum 195
SSC 201	Topics in Policy Sci	—	Hum 196
Friday, January 25			
MORNING			
BIO 101	Intro to Bio Science	3, 7	Hum 238
		2, 6	Hum 305
		1, 5	Hum 1-1
		10	Hum 195
		11	Hum 196
ESG 261	Mechanics	—	Che 128
MAT 234	Linear Algebra	1	Hum 239
		2	Hum 240
AFTERNOON			
CHE 201	Organic Chem	—	Che 128
ESG 151	Graphic Art I	All	Che 129
MAT 301	Advanced Analysis	All	Hum 238

EXAMINATION NOT SCHEDULED

HOURS TO BE ARRANGED BY INSTRUCTORS

COURSE	TITLE
BIO 391	Senior Project
CHE 315	Advanced Organic Chemistry
CHE 391	Senior Research
ECO 201	Money, Banking and Monetary Theory
ECO 211	Principles of Economic Analysis
ECO 221	Economic Statistics
ECO 391	Senior Seminar in Economics
ESG 212	Engineering Laboratory II (Engineering Instrumentation)
FAA 235	Modern Painting
FLF 335	Freich Literature in the Seventeenth Century
FLF 221	French Conversation and Composition
FLG 221	German Conversation and Composition
FLR 331	Major Writers in Russian
PHI 211	Esthetics
PHY 235	Junior Laboratory
PHY 345	Senior Laboratory
POL 224	Political Attitudes and Propaganda
POL 223	Latin America and the United States
PSY 205	Experimental Psychology
SAN 391	Senior Seminar in Sociology and Anthropology
FAM 235	Contemporary Music
HIS 211	American History to 1865

Semester Highlights



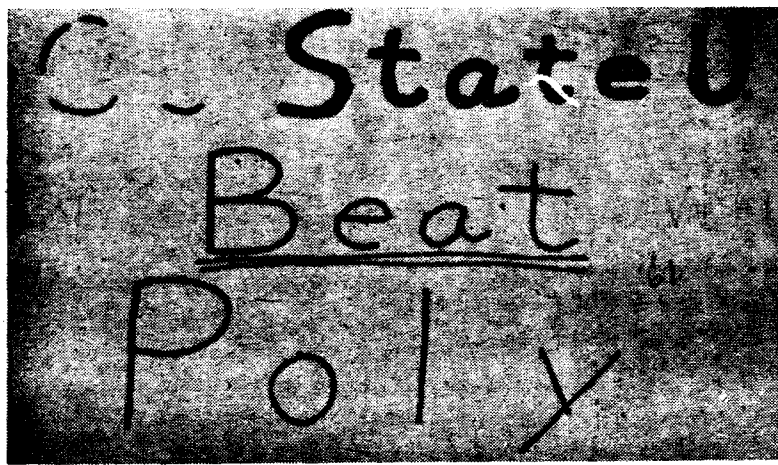
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The above shows Mr. Bialosky leading the State University Chorus in a practice session. Immediate openings are available in this organization for interested and qualified students. See Mr. Bialosky for details.



What ARE Words Worth?

STATE U. LIBRARY

by Dorothy Robinson

A library — an intellectual rallying point for a university. A new university — dispersed, chaotic, yet functioning with a surprising degree of efficiency in view of the present conditions. A new library — dispersed, yet each member in close contact with its central nervous system. Within this system, feverish work going on to draw the members closer to the main body until it operates as a single unit.

The State University library is now located in three main areas: one in Oyster Bay and two in Stony Brook. Since the Biology Department is still operating at the old campus, its library facilities have remained at Coe Hall. There the professors have available research materials and students can find books on aspects of Biology ranging from general to specific, such as Botany, Physiology, etc. The main body of books, however, is located at Stony Brook. In the Chemistry building library are books and bound journals covering Chemistry, Physics, and Engineering, and soon the unbound journals will be placed there also. The Humanities building library is the nerve center of the whole system, and it is to this that we will now turn.



MR. WELTSCH

for study purposes, but will eventually be used as an informal lounge. Mr. E.J. Capello, the resident architect, has proved invaluable in finding maximum space for the use of the library, and in trouble-shooting in general.

The new building, where the main library areas will be located is expected to be completed next fall. Dr. Weltsch, librarian, feels that once this is accomplished, library service will improve greatly, even as great pains are being taken now toward increased efficiency. The new structure will be, as he

people comfortably and will contain, besides 350,000 volumes, study areas, typing booths, music rooms, and seminar rooms.

The staff of the present library is headed by Dr. Ruben Weltsch, who comes originally from Germany and has worked in various parts of the U.S. He received his B.A. in Political Science at Amherst College, and his M.A. and Ph.D. in European History at the

companies and at Columbia.

In charge of reference work and interlibrary loans is Mr. Robert Haberman. He received his B.A. at Bard College, and his M.A. at the Columbia School of Library Service. Previously, he has taught English at high schools and at Adelphi College. He is president of the Friends of American Jazz Society; his other main interest is contemporary



MR. COOK

are open evenings until 10 and also Saturday mornings. The division between the two campuses and space shortage are other main problems there are over 10,000 volumes in storage at Oyster Bay which are cataloged but must be ordered through Mrs. Graff.

Even now, the library is gaining in size and areas of service.



Library Study Area — The Humanities Building



MRS. GRAFF



THE "ASSEMBLY ROOM" — THE HUMANITIES BUILDING

The main body of the library is located in what will eventually be the "assembly room," which can be sectioned off if necessary, and will be used for lectures and other events. At present the stacks are housed here, as well as the general reference collection, the main card catalogue, and the circulation desk. Other rooms are used for various other library operations. Room 142 is the main cataloguing office where cards are made up for the new books and the books are lettered, and processed before being put onto the main shelves. In room 197, single journals are grouped in preparation to being sent out for permanent binding, current magazines are checked in, and various acquisitions apparatus is stored there. Current journals, magazines, and bound journals are on display in room 198. There is also limited space for studying these books, as most departments prefer not to have the journals circulated so they are easily accessible to all. To the left of the assembly room is an area which is presently intended

terms it, a "good-sized" undergraduate library building" and provisions have been made in its design for an annex even bigger than the original building. The new library will seat about 700

University of Colorado, and also attended the Columbia School of Library Service. Mr. Donald Cook who has been here since the birth of this university, when it was officially called the College on Long Island, received his B.A. in English Literature at the State University College at Albany, and his Masters in Library Science at the Graduate Library School of the University of Chicago. At present he is working on his Ph. D. in Library Science at Columbia. He carries out the functions of an associate librarian and as such co-ordinates staff activities and immediately supervises the Acquisitions Department (room 121). Mrs. Cook here on a one-year appointment, received her B.A. in Chemistry at Hunter College, M.S. at the Columbia School of Library Service, and is presently working on her Ph. D. at that school. She has previously worked in the libraries of chemical and pharmaceutical

American literature.

Cataloging is run by Mr. Zoltan Zeke. He received his Law degree at the University of Budapest and worked in a Hungarian law firm previous to coming to the U.S. After obtaining his M.A. degree in Library Science at the Catholic University in Washington, he worked there and at Brown University. His main interests are in European history



MRS. COOK

and social sciences.

Two senior people on the clerical staff are Mrs. Florence Graff and Mrs. Virginia Taylor. Mrs. Graff is in charge of the circulation desk and reserve books; Mrs. Taylor works in cataloging. Behind the scenes yet essential for the operation of the library, are the typists and secretaries who work in acquisitions and cataloging. Besides this there are 11 student assistants, and the permanent staff should have three new additions by December.

The library is faced with many problems in its transitory state, the main one being that of giving the best possible service to the students without neglecting the important job of expanding the collection. The size of the present staff is not quite adequate to provide all the important services it would like to give. The libraries in Stony Brook



THE "STACKS" LIBRARY — THE HUMANITIES BUILDING

LIBRARY SCHEDULE

The following is a change in Library hours. The new schedule is as follows:

	6:30 - 10:00*
Mon.-Thurs	8:30 - 5:00
Fri.	8:30 - 5:00
Sat.	9:00 - 12:00
	12:00 - 5:00 *
Sun.	2:00 - 5:00 *
	6:30 - 10:00*

*Humanities Building only



MR. HABERMAN

YOUR LIBRARY CARD IS THE KEY TO A WORLD OF KNOWLEDGE

SPORTSCOPE

by Henry Ostman

On Friday, January 4th, a turning point occurred both for our college and its basketball team, a point which will be remembered as one which will decide what we can achieve in the years to come.

Last year the New York Football Giants left the field at Green Bay disgraced; State University of New York, Long Island Center left the court at Queens similarly disgraced; this year there is still a resemblance between the two teams; neither won, but both exhibited that such an outcome was not beyond the range of possibilities. In fact, Queens did not improve its position any in the second half, they started eight points ahead, they finished there.

Queens College has, I believe, somewhere in the number of ten thousand students; Stony Brook under one thousand. Our starting squad consisted of four freshmen, one sophomore, I can't say what theirs was, but I would bet, that their team was the older.

Considering that we practice in the Port Jeff gym only one day a week, hence we don't really have any home court advantage, my question would be, what could we have done if . . .

Basketball has a reputation as a sport which breeds unsportsmanlike conduct on the part of the spectators. I am proud to say, that this problem does not exist at State. Spirited YES, roudy NO! Keep it up.

* * *

Bob O'Connor will be back after exams, he suffered a fracture in the game with Farmingdale. Better Luck in the future Bob.

* * *

Anybody who lives near Harpur College in Binghamton should be in the stands for the game February 2nd, at 8:00 P. M. Since Harpur is on vacation at the same time, we could have more spectators than they.

Two decisions are in the athletic news this issue. One was made by the administration, there will be busses to intermural activities two nights a week. This will save a lot of wear and tear on the coaches cars. Schedules are posted by the Phys. Ed. offices. The only question is: Can the Green Hornet make it all the way to Port?

The other question will have to be solved by the students, are you girls interested enough to have basketball two nights a week? If you are, cast your ballot by being there.

* * *

Thought for this issue; the walk between the Dorms and Humanities takes less than ten minutes, why on a warm, dry day is it necessary for some people to drive? Furthermore, is it necessary for drivers to let off passengers right at the rear door of Humanities, during class hours, can't they walk a hundred feet?

Ludwig

Continued from Page 1
opposed to Dostoevsky's "underground Man").

Among Mr. Ludwig's other works are MEESH, a novella which was published in Canada in the "Tamarah Review", A TALE OF TWIN CITIES, published in "Holiday Magazine",

and a forthcoming novel CONFUSIONS. This, the story of a Harvard man and his wife, teaching in a small California college, will be published some time this year.

On Sports

By Kenneth Diamond

As Stony Brook reaches finals time, the Varsity and Junior Varsity basketball squads have a break in their schedules until Jan. 9 As of Jan. 8, the varsity has defeated Brooklyn Poly, Fort Schulyer and Farmingdale, while losing to Webb, Kings Point, and Queens, for an overall record of three and three. During the same span, the Junior Varsity won its first game ever in beating Brooklyn Poly, and was defeated by Fort Schulyer, Kings Point and Queens for a one and three slate.

We can all be proud of the way the Varsity performed in their 67-59 loss to Queens. Athletic Director Mr. Von Mechow described that game as "the greatest one played by our Varsity in its three years". The Varsity was handicapped by the absence from its lineup of two of its top three scorers, Jack Matrice and Bob O'Connor. Jack a poised competitor, is leading the team in scoring (17 points per game) and foul shooting percentage (83 per cent) while Bob, a 6-2 forward-guard, is third in scoring (11) and second on the team in field goal and free throw shooting.

In the Queens encounter, the varsity was led by 6-10 Gene Tinnie who played a great all-around game and led all scorers with 21 points. Gary Mitinas pulled down 18 rebounds and also scored 8 points in playing a fine game.

The starting lineup for the Queens encounter consisted of four freshmen, Bob Mancini, Fred Baron, Bob Vignato, and Mitinas with the lone non-freshmen being a sophomore, Tinnie. This is a very young team which will get even better, giving Coach Farrell a very optimistic outlook for the future. The squad looked

INTRAMURAL BASKETBALL

by Paul Levine

An important part of our winter intramurals here at Stony Brook is the basketball league. There are five teams in the league; The Flashes, The Grads, The Hornets, The Johnny Boys, and The Red Birds. The teams play every Tuesday and Thursday night at Port Jefferson High School gymnasium. Their game consists of eight-minute halves. There are two games scheduled each night and each boy has an opportunity to play. The teams were not decided on a wing basis as in the football league. since some of the wings were less athletically inclined than others.

The Flashes are captained by senior Bob Becker, who has previously played organized ball. His team is now in first place and has won all three games that they have played. They have beaten every team but the Johnny Boys. Their consistent scorers have been Leo Zafonte, George Krazilovsky, Dan Acardi and Bob Becker. They have a strong team with good height and look like the team to beat.

The Grads have an overall 1-2 record and are co-captained by Jim DiLorenzo and Dave Severn. They have been playing mediocre ball, but they have two good scorers in Charlie Shapiro and Hal Yarger who are averaging nineteen and fourteen points respectively. They expect to win more games in the future and add to their narrow two point

smooth and showed a lot of teamwork.

The Junior Varsity, even though losing to Queens, still looks forward to a .500 record.

victory over the Red Birds.

The Hornets also have a 1-2 record, their only victory coming over the Grads. Their captain is Gary Watson who is also the teams leading scorer with a fifteen point average. Some other apt players are Jeff Colton, Don Foster, Pete Cerra and John Saarman. Although their team doesn't have much height, they make up for this with good ball-handling.

The Johnny Boys are in second place with a 2-1 record. They are captained by John Mouzukas who is the teams and the leagues leading scorer with an average of twenty-five points a game. John was on the varsity last year and doesn't seem to have lost his scoring touch. Dan Abetelli, Mike Borelli and Rich Gotta are other good scorers.

The Red Birds are in last place in the league with an 0-3 record. They were formed from boys who have belatedly joined in the intramural program. They are captained by Richard Harvey and their leading scorers are Gerry Waters and Arnold Kronberg.

Starting January a bus will transport the players to Port Jefferson High School. It will leave the dormitory at six-thirty and return at nine-thirty. This is an added convenience to those who have had trouble getting to Port Jefferson.

CORRECTION

In the last issue of the Statesman it was stated that the Economics Department would offer Economics 206, the Economics of Labor. It should have been worded, the Economics Department would offer, pending the approval of the Curriculum Committee, Economics 206. We are sorry for any inconvenience that this error might have caused.

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