

Movie Review 'Strangelove' Laughs Terrifying

by Paul Jensen

Surely there is no doubt that Stanley Kubrick is one of today's most original film directors.

This originality lies not in his competent but undistinguished visual style, but in his ability to direct actors and develop plots on several levels.

His last film, *Lolita*, was advertised as a tragic love story about a pathetically warped human being, and this is how the film appeared on the surface.

But Kubrick managed, through the actors and his presentation of the scenes, to make it also a satire on literary and filmic clichés.

Dr. Strangelove

Now, his *Dr. Strangelove* or *How I Learned to Stop Worrying and Love the Bomb*, is being presented as a wildly hilarious satire on humanity and government. This it is, but it also may be the most serious pessimistic comedy yet made, for behind it lie some fearful ideas.

The things it makes funny, such as mental and physical cripples and self-annihilation, are really quite terrifying. The question may arise whether these things should be funny; nonetheless, in this case, they unarguably are.

The satire so often passes into burlesque that the film at times becomes definitely farcical. It is also quite a suspenseful thriller, particularly in the later scenes aboard Major King Kong's bomber.

There are three major scenes of action — the bomber, Burpelson Air Force Base, the Pentagon War Room — and their details all seem realistically reproduced.

The other scenes, linking these three, are often awkward, and the transitions between them are abrupt. Indeed, the entire film seems to have been hastily edited together.

The attack on the A. F. Base presents an ironic sign ("Peace is our Profession") to the point of redundancy, and a bobbing, weaving hand-held camera is used excessively.

Slow Pace

The film's pace is a bit slow in developing, and most of the scenes in the bomber are sufficiently straight that they contribute little to the comedy, but much the suspense.

Slim Pickens as the Texas pilot, a role that Peter Sellers was to have played, is an average soldier-type whose mind fails to grasp the consequences of what is happening, and so assures his crew they'll all be in line for promotion "after this thing is over."

At the base, Sterling Hayden makes Gen. Jack D. Ripper's theories on fluoridation and our natural bodily fluid fusion, by not portraying him as an utter maniac. He clearly believes in what he has done — he has ordered a squadron to attack Russia.

Peter Sellers plays Lionel Mandrake, a nervous British officer

who tries to obtain the secret recall code from the General.

War Room Tops

The scenes at the base are good, but those in the War Room surpass them. Hilarious are the clashes between the inert President (Sellers) and the childishly irresponsible Gen. "Buck" Turgidson (George C. Scott).

By now the plans, put into operation through a failure of "the human element" (Ripper), have become so entangled in the safeguards built into our nuclear deterrents that the planes cannot be recalled.

Russia, too, is helplessly entangled in the barbed-wire of safety with its Doomsday Machine set to explode automatically if the country is bombed.

Also at the conference is Dr. Strangelove (Sellers), a "converted" German scientist who calls the President "Mein Fuehrer" and is almost strangled by his own mechanical hand.

Sellers Excellent

Pickens is adequate and Hayden surprisingly good, and both play their roles fairly straight. Sellers is excellent in three very different characters, for he is a genius at playing a role straight while retaining its comic aspects.

Except for Sellers' brilliantly, chillingly, hilarious portrait of Strangelove, however, George C. Scott will have to be credited with stealing the show. His style is broad, and he is in constant motion, facially and/or bodily.

But while his mugging might have clashed with the comparative underplaying of the rest of the cast, it here fits his character of an enthusiastic, gum-chewing, America-first "boy." It does so beautifully.

"Brilliant" Picture

It also may be thought that the unusual mixture of suspense, pessimism and comedy weakens the film. In reality, it gives it more stature by making it more than just a "comedy." Like *Lolita*, it cannot be classified other than in the uncertain category of "brilliant."

Art Review Salvatore Cascio Art Presentation Shows Painter's Distinct Moods

by Karen Goldstein

I would greatly suggest the Salvatore Cascio show, currently at the Albany Institute of History and Art, to anyone wishing to examine what seems to be the work of two distinct painters.

Upon reviewing the show, I felt my moods and impressions rotate from muted, "mud-luscious," almost

traditional water colors to vibrant, striking, abstract oils and back to the former.

The viewer must possess a sense of visual schizophrenia in order to draw any conclusions regarding Cascio's single style or lack of any.

Traditional Subject Matter

Most representative of the traditional subject-matter water color are "Maine Coast," "Provincetown," and "Maine Harbor."

Little Imagination

The blaring use of bright colors and a poor interpretation of Kline's Japanese-influenced black stroke characterizes much of Cascio's abstracts. Outside of his very efficient utilization of a shocking palette, Cascio has not been very imaginative.

General disappointment was the end result of viewing some of his abstracts and was confirmed after seeing the overpriced and oversized "Adirondack Region."

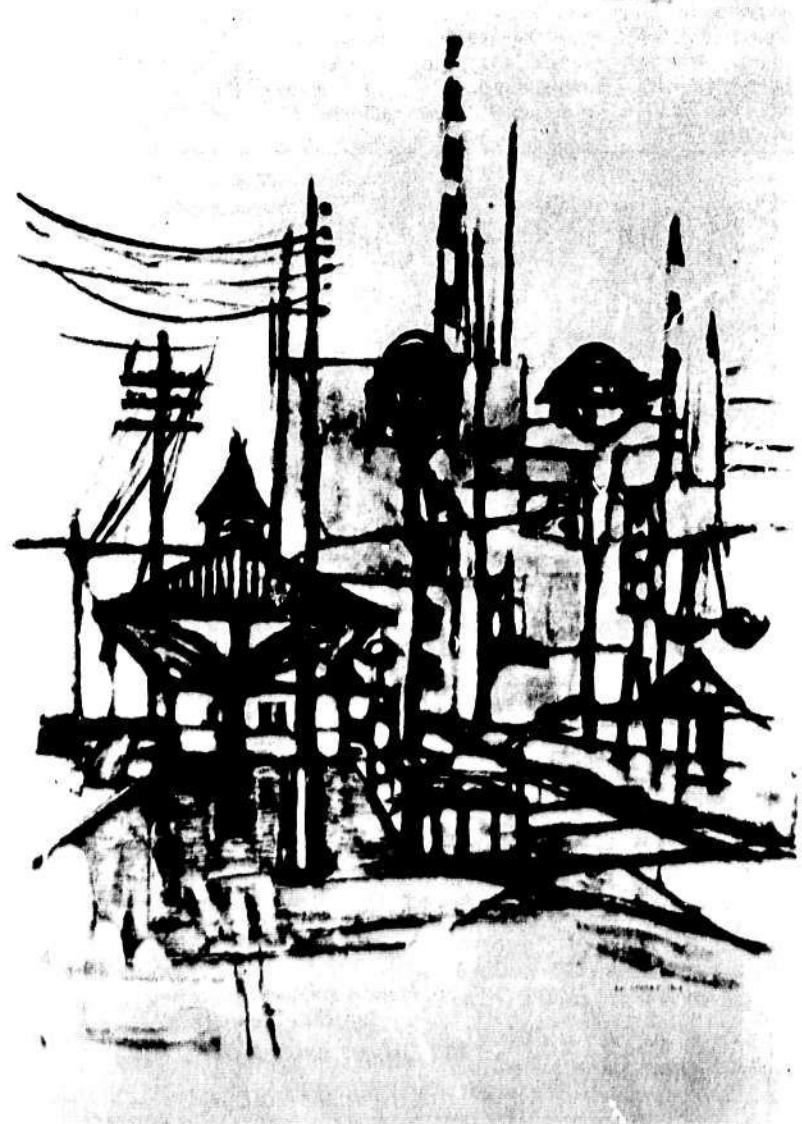
The use of color to produce interest is undoubtedly the highlight of the painting, even though it seems to consist of unconnected sections.

"Sundial" was a welcome relief after "Adirondack Region." Its soothing and muted, but not lifeless, oranges and browns, coupled with the natural rhythm of the sun's rays yielded one of the best of the "abstract Sal Cascio."

Contrasts in Rhythm

Two paintings, "Globe Theatre," and "Plazza," remained in my mind as horrifying examples of poorly-colored photographs from a Chamber of Commerce circular. "Globe Theatre" appears to be Times Square as seen through the heavy eyes of a veteran of its streets. It lacks the rhythm and excitement of this area usually echoes.

If "Plazza" had a Santa Claus driving a sled across its murky sky, this would yield a typical holiday-season greeting card.



This lithograph of the Altamont Station is one of the pictures currently on display at the 327 Gallery. Photo by Epham

A Free Press,
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ASP
Albany Student Press

Will WSUA
Really Return?

ALBANY 3, NEW YORK APRIL 10, 1964 VOL. L. NO. 7

Spring Comes ... Even to Albany



The first flowers of spring made their long-awaited appearance this week. These crocuses in front of Richardson Hall are a sure sign that the long winter is finally over, and that dorm fields will soon be sprinkled with sunbathing students.

Students, Faculty Hold Conference To Discuss University Government

"New Perspective for the Future," State's recent Student Government Conference, was concluded Saturday, April 4, with a summary address by University President, Dr. Evan R. Collins.

It marked the end of an intense three-day conference devoted to the discussion and analysis of the function and philosophy of University student government.

The assemblage of almost fifty students, faculty, and administration, sacrificing four days of the spring recess, convened Thursday, April 2, with several definite objectives in mind: "to explore and develop a workable philosophy of student government," "to consider the role of student government in the total university community," and "to broaden the attitudes of all the participants."

"Dialogue" Necessary "Each of us," he stated, "personnel deans, faculty members, and student leaders, must help our students achieve an optimum balance between authority on the one hand and freedom on the other."

He felt that in a growing university there must be a decentralization of authority to insure a spreading of responsibility and decision making. In later discussion he again re-emphasized that there must be a constant "dialogue" between student, faculty, and administration.

One and one-half days later, following several sessions of discussion, feedback, both in small groups and general assembly, the delegates met in a final session to draw together all that had been accomplished.

President Summarizes Here they were addressed by University President, Dr. Evan R. Collins, who delivered a summary statement, based upon what he had observed during the three day assembly.

He felt that the group had been very well directed in "clarifying its present thinking before projecting too far into the future," and emphasized three points.

"The University is indeed a community" implying a need for communication and interdependency, "the university has a common goal" in the search for knowledge and truth through free inquiry, and that this community is "unique and distinct."

He concluded by urging that the conference make definite plans for the future development of the ideas and ideals set down at this conference, and that students, faculty, and administration strive to bring about greater communication within this university community.

Student Association Inaugurates Radically New Budget Procedures

Arthur Ferrari '66, Commissioner of Finance, announced Sunday radically revised procedures for compiling Student Association's 1964-65 budget.

These changes are in accordance with the Budget Procedures Bill passed by Senate last semester.

Presidents and treasurers of all budgetary organizations must meet with the commissioners of Cabinet tomorrow as the first step in implementing the new procedures.

The meetings will begin at 1:00 p.m. in Brutacher Hall. At that time a complete outline of the new procedures will be presented to the heads of the budgetary organizations.

All organizations will be required to turn in tentative budgets to the individual Cabinet Commissioners next Saturday, April 18.

Legislative Function Student Association's budget in the past has always first gone through Finance Committee in a catch-can as catch-can manner. This was in spite of the fact that the SA Constitution charges the Executive with compiling and presenting a budget to Senate every year.

In the words of SA President Arthur Johnston, "These new procedures should make budgeting a lot smoother. It's about time the executive branch followed the constitution and presented a budget to Senate. Having the budget compiled by Finance Committee in the past was ridiculous."

Classifications Under the new procedures the budget will be compiled by the



Arthur Ferrari ...New Budget Policy

be allowed to exceed the tentative ceiling for that classification.

Senate Approval After passed on the Cabinet level, the budgets will then be reviewed by Ferrari, Johnston, and SA Vice President Al Smith before being presented for Senate's consideration.

Budget Committee, a sub-committee of Finance Committee, will begin conducting open hearings on the budget by April 22. Hearings will hopefully be completed in a two week period so that the final budget can be submitted for Senate's approval on either May 6 or 13.

Final vote in Senate will be by budget classification. Defeat of one classification will, in effect, defeat the whole budget. "It is strongly

(continued on page 2)

Newsboard Elections See Edith Hardy Become Co-Editor-in-Chief of ASP

Edith Hardy '66 was chosen Co-Editor-in-Chief of the ASP at a special News Board meeting Monday night.

She will serve as Co-Editor of the ASP with William Colgan '65 for the remainder of the semester.

Miss Hardy was elevated to her new position to facilitate the planned semi-weekly production of the ASP. In the words of Colgan, "The new

challenges faced in putting out two issues a week necessitates a radical change in the present structure of the paper."

"Electing a Co-Editor-in-Chief is only the first step. Many more changes will be made in the next two months."

Miss Hardy said upon her election, "The twice weekly production of the ASP will greatly increase our news coverage potential. I'm looking forward to helping provide this coverage."

Karen Keuler '66 will succeed Miss Hardy as Managing Editor of the ASP. Miss Keuler has held the position of Feature Editor since last November. Cynthia Goodman '67 was elected Associate Feature Editor to fill the gap.

'65 as Associate Editor of the paper was also accepted. Tobey was forced to resign due to interference with his duties as a Senator.

These additions increase the number of News Board members to nineteen.

The ASP is scheduled to begin semi-weekly production the week of April 20. Members of News Board and the newspaper staff will be divided into two groups.

Plans call for the publication of four pages on Tuesday and eight on Friday for the last five weeks of the semester.

Details on the new deadlines for news copy, letters, house holds, and letters to the editor, will be printed in next Friday's portion of the ASP.

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Edith Hardy ...New Co-Editor

ASP Arts

Literary Review

Selsam Book Excellent Introduction To Marxist Philosophy, History

by Alex Delfino

Howard Selsam has two major points to make in his Marxist oriented book, *What is Philosophy*. First, he claims that philosophy, rather than being a disinterested quest for truth, is usually, in effect, a defense of certain social and economic ideals of a specific portion of a society.

Second, Selsam contends that Marxism is presently the most advanced and realistic expression of the aspirations of the majority of mankind.

Overextended Argument

Unfortunately, Selsam overextends his argument when he classifies modern analytic philosophy under idealism. He justifies this by claiming that analytic philosophy has denied the existence of the material world by speaking only in terms of sense data. It seems that Selsam has missed the basic point of analytic philosophy by not recognizing the reasons for the refusal to use such terms as "matter" and "reality."

Basic Differences

The author goes on to consider the basic differences between idealism and materialism. Idealism is not interested in the phenomena of this and forlorn the fixed and eternal essences of the cosmos. Since the rise of christianity, idealism has been most forcefully defended by christian theologians who substituted for the platonic idea

the notion of an immutable and perfect being — God. In either case, the emphasis on permanence by the idealists has made them the champions of existing social institutions.

Traditionally the champions of progress have been the materialists. Materialists place their faith in the efficacy of sense experience and deal with the world as it appears to them. Materialists believe that the ultimate structure of the world is based on matter in motion; they also place their ultimate faith in the scientific method.

Marxism as a philosophy is the product of this particular force in history, and within this epic represents the most advanced expression of human aspirations. Thus the author's analysis seems to include Marxism in the historical process, and reduces it to an ideology. However, this analysis leads to a logical contradiction.

If Marxism is a product of a specific historical epoch and the author is examining history from a Marxist point of view, by what means does he justify the validity of such a philosophy.

In other words, a philosophy which is admitted to be a mere ideology, a product of the social conditions of its own time has no right to be considered valid for the analysis of its own historical epoch and also for those historical epochs that have preceded. Selsam does not adequately contend with this problem and as a result his position is distinctly weakened.

In general, Howard Selsam's book is an excellent introduction to the Marxist point of view on philosophy and history, and should prove interesting to most readers.

opposing forces. From the feudal society arose a middle class. The great struggle between these two forces culminated in the triumph of the middle class and the flowering of capitalism. As capitalism became more complex it generated a larger and larger class of workers who, though necessary to the efficiency of the capitalistic economy, did not reap its benefits. From this conflict arises the present socialist movement.

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Through-out history progress has been achieved by the synthesis of

Co-op Institutes Theft Precautions Forum of Politics to Sponsor Observance of Pan American Week



Requiring books be left at the entrance is a step the CO-OP took to combat thievery.

Lockers have recently been installed by the entrance of the State College Bookstore in an effort to reduce the small amount of pilfering which now occurs in the facility. According to Robert Bell, Manager of the Bookstore, about three thousand dollars in merchandise is stolen annually. This is approximately one percent of the total gross sales.

Mr. Bell said that most of the stealing that has gone on is not done by people who steal just for the sake of stealing, but rather by people who need something badly and do not have the money to pay for it, do it for a kick or on a challenge by some friends. There are also a small number of disturbed people who have a compulsion to steal and do not know what they are doing.

Mr. Bell said that the lockers are better appearing than the wooden rack which was used for several months.

WSUA To Close During Moving To New Quarters

Nicholas Argyros '65, Station Manager of Radio Station WSUA, announces that the University radio station will go off the air at 11:15 p.m. this Sunday.

The Station will begin broadcasting again at 5:00 p.m. Monday, April 20.

WSUA is forced to cease operating for this period while the studio is being moved from its old quarters off the Brubacher kitchen to the vastly expanded facilities of the Brubacher game room.

The move is being made as quickly as possible to get the station back on the air.

Budgets...

(continued from page 1)
recommended," said Ferrari, "that all Senators attend the Budget Committee hearings so that tedious, time-consuming debate can be avoided on the floor of Senate. Attendance at these meetings will ensure full knowledge of the budgets and expedite passage of the finished budget."

Classifications
Ferrari also stressed that all budgetary organizations be represented in tomorrow's initial meetings in Brubacher.

Communications, which includes Campus Viewpoint, the ASP, Primer, Student Directory, the Torch, WSUA and Press Bureau, will meet in the East Private Dining Room. Dramatics and Arts Council, Forum of Politics, Music Council, Student Press Group, UCA, and Debate Council, all classified as Culture will meet in Room 3.

Recreation organizations, which include Camp Board, Department of Recreation, Fencing Society, and UCO will meet in Room 2.

The final classification of Government, which includes MYS-KANTA, Campus Commission, Cabinet, and Senate will meet in the West Private Dining Room.

students will get used to the idea of putting their belongings in lockers before entering the bookstore since lockers will be available for students at the new campus where students will leave their coats and books prior to entering the store.

These new lockers will have locks. Students will leave a small deposit when they take a key. This money will be refunded when the key is returned.

The free entrance and exit that now exists in the bookstore is a carryover from the times when the enrollment was small.

At the new campus entrance and exit will be restricted by turnstiles.

Forum of Politics will sponsor a week long lecture program focused on Latin America to observe Pan American Week, April 13-19.

Cooperating with Forum are the Center for Inter-American Studies, Social Studies Department, Spanish Department, and WSUA.

The theme of the program is "The Future and Development of Democracy in Latin America." The program is conceived to highlight crucial areas of special significance to the growth of democracy.

Included will be Cuba, Panama, Brazil, and contemporary literary trends reflecting socio-economic conditions.

The program will be introduced by a keynote address delivered by

Grant Application

Deadline Approaches

The James Warden Scholarship Committee announces that April 15 is the date by which all male students wishing to apply for the James Warden Scholarship must contact Mr. Hollis Blodgett in the Financial Aids Office (Draper 210) or Michael Lamanna, at Milne.

The scholarship winner will be selected by May 5. To date, two applications from present students and twenty-five applications from incoming freshmen have been received.

The James Warden Scholar will receive a one year grant of two hundred dollars. John Kienzie '67 is the present holder of the grant.

The committee is presently considering ways to expand the program. It is trying to interest various campus organizations in sponsoring a yearly fund raising activity.

Professor John Faag of the Institute for Brazilian and Portuguese studies at New York University. Dr. Faag is highly regarded among Latin American historians.

He has written an excellent general survey text concerning Latin American history, entitled *Latin America*. He is presently engaged in preparing a study on Cuba. Dr. Faag will discuss Castro and the importance of "Castroism" to the hemisphere.

Dr. Faag will speak Monday, April 13th, at 3:30 p.m. in Draper 349. A coffee hour will follow the lecture.

On Tuesday evening, April 14, Forum will present an in depth study of the present Panamanian conference, during a Latin American Evening in Brubacher, commencing at 7:30 p.m. Dr. Solnick, Assistant Professor of History at S.U.N.Y. at Albany, and Dr. Grimes cooperate in making the presentation.

Included will be slide projections of photographs taken by Dr. Grimes during a recent (1963) summer spent in Panama. The program will attempt to illumine the underlying factors involved in the U.S.-Panama dispute and perhaps, chart a course toward future settlement.

On Wednesday evening, April 15, interested students and faculty members will have a unique opportunity of dining on authentic Latin American cuisine, prepared by Corbiey, of the Food Service, who has had considerable success preparing such meals for visiting Latin American delegations.

The banquet will begin at 7:00 p.m. in Brubacher Private Dining Room. A cooperative effort by Dr. Solnick and Mr. Suarez of the Spanish Department will discuss the literary and cultural trends in Latin America.

There will be sixty places at banquet only. Tickets will be sold at the Peristyle until Monday, April 13, at the discount rate of \$2.25 per student.

Thursday, April 16, another Latin American evening, featuring an in depth survey of the problems facing the philosophy department will be held.

Mr. Zitell, who has resided in Brazil for several years, and Dr. Jean Auclair, professor of political economy at State, will speak. The program will highlight the economic problems of northeastern Brazil and recent revolutionary developments in the country. It will be held at 7:00 p.m. in Brubacher Hall.



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Leo Tolstoy's Daughter To Lecture Next Week

Alexandra Tolstoy, daughter of novelist-philosopher Leo Tolstoy, will present a lecture on her father's views in Brubacher Lower Lounge on April 15. The lecture will begin at 8 p.m. There is no admission charge.

Miss Tolstoy has devoted much of her energies toward perpetuating her father's ideas. Throughout her life, Alexandra was devoted to her father, especially in his later years.

She relates her experiences with her father in his later years in a book entitled *The Tragedy of Tolstoy* which has been translated into several languages.

She also wrote *I Worked for the Soviet* describing her experiences in Russia after the Revolution. In 1953 she wrote the biography *Tolstoy-A Life of My Father*.



Madame Tolstoy
Photo courtesy Woodside Studios

Also Miss Tolstoy now tours the country lecturing in colleges and clubs about Russia, her father, and the Tolstoy Foundation. Although preferring no association with politics, she speaks strongly against the Communists.

Russian Born
Miss Tolstoy was born in Russia in 1884. Much of her education was received at home, Yasnaya Polyana, (continued on page 11)

Housing Selection Begins Next Week

All students of the classes '65, '66, and '67, planning to live in a dormitory, group house, sorority or fraternity house or off campus next year must follow the housing procedure outlined below.

Room selection preference number drawing will take place on Friday, April 17. All students, men and women, may report in any order to Draper Student Lounge between 8:30 a.m. and 4:30 p.m. to draw their room selection number.

These numbers will determine the order in which students will report for the selection of room and building of their preference. Students will draw the numbers from designated boxes according to their class.

Miss Edsall and members of the Committee on Student Housing will visit the various residences during the week of April 13. Schedules of these visits will be posted in the residences and bulletin board outside the Student Personnel Office. Any questions the students have may be answered at this time.

Additional information is available on the Housing Policy sheet sent from the Student Personnel Office to all currently enrolled students during the vacation period.



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Senate Recognizes Journalist Speaks Today

New Art Council

Senate's Wednesday meeting was a series of debates and discussions, one of which was concerned with the successful passing of the constitution of Art Council.

Questions were raised as to the function of faculty members on the council and their voting power. Milton Williams '65, spoke for the passage of the Council's constitution.

Budgets Unfrozen
Harry Gardner '65, chairman of finance reported that all organizational budgets have been unfrozen with the single exception of Camp Board.

Senator Joan Clark, '66, chairman of the Special Committee on Election Procedures presented two amendments to the General Election Bill.

The first amendment would give Election Commission the power to conduct all special elections for the rest of the year.

The second amendment would give Election Commission the power to hold referendums, the times and places to be subject to the approval of the S. A. President. The results must be passed by 2/3 of the undergraduate student body.

Committee Meetings
This Sunday evening at 5 p.m. there will be a meeting of the Senate Rules Committee.

This afternoon Forum of Politics is sponsoring a speech in Page Hall at 1:25 by Robert Trumbull, on "The Coming Struggle for Asia."

Mr. Trumbull has covered the Pacific "beat" for the New York Times for over twenty years and is presently the Times' chief correspondent for China and Asia.

He returned from Saigon, Vietnam just a few weeks before the coup against the Diem regime to his present assignment in the United States.

Bureau Chief
His experience in the Far East has been extensive. He has reported from every country in Asia and was Bureau Chief at Hong Kong from 1961 to 1963. From 1954 to 1961 he was Tokyo Bureau Chief, acting as chief correspondent for the Japan area.

On the spot for most of the major events taking place in Asia since World War II, he has covered events ranging from Gandhi's assassination through India's becoming a nation to the Vietnam revolt. When he is re-assigned to the East in July, 1964, he will again be Tokyo Bureau Chief.

Bob Trumbull has spent almost his entire career in the midst of violence and disturbance. He joined the staff of the New York Times immediately after Pearl Harbor and covered the war in the Pacific through the signing of the surrender aboard the Missouri.

During this time he reported first-

hand some of the hardest combat in the Pacific Theatre — the landings in the Gilberts, the Marshalls, the Marianas, and Iwo Jima.

War Trial Correspondent
After the war he covered the first war crimes trial, that of General Tomoyuki Yamashita, and then went on to cover the trial of another war criminal, General Homma, who was in charge of the Bataan Death March. He was then assigned as foreign correspondent to Southeast Asia.

Born in 1912, Trumbull grew up in the theatre and then entered the field of journalism. He was first a correspondent aboard the U. S. S. Arkansas and then settled in Honolulu.

He has also written six books in addition to his newspaper assignments.



Robert Trumbull

USAF F-105, unleashing air-to-ground rockets at simulated enemy target.

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U.S. Air Force

University Unity

"An opportunity for sharing ideas and ideals — A New Perspective for the Future." This statement served as theme for the recently concluded Student Government Conference here at State, and it may have made a point of significance to the entire University.

The result of much labor and excellent planning by a student-faculty steering committee, the conference focused its collective attention to the formulation of a philosophy of student government — its function and purpose. However, the ideas and attitudes which evolved out of this three-day assemblage transcend student government and, in fact, are of vital import to the entire University community.

The tone was set when Dr. Butler, Dean of Students at Ohio University and guest authority to the conference, stated in his keynote address that "there must be a constant exchange of ideas and opinions, a dialogue, among students, faculty, and administration; the whole University community."

This "dialogue" remained an integral part of the conference, both in word and in practice, and after three days of discussion were past, the 32 students and 15 faculty delegates seemed dedicated to its continuance. Never, in recent years, had such a thing been tried; never had so much been accomplished in the realm of intra-university communication.

President Collins, in his summary address, pointed out that we are indeed a "distinct and unique community" dedicated to a common goal — "the search for knowledge and truth through free inquiry;" an inquiry that demands clear communication.

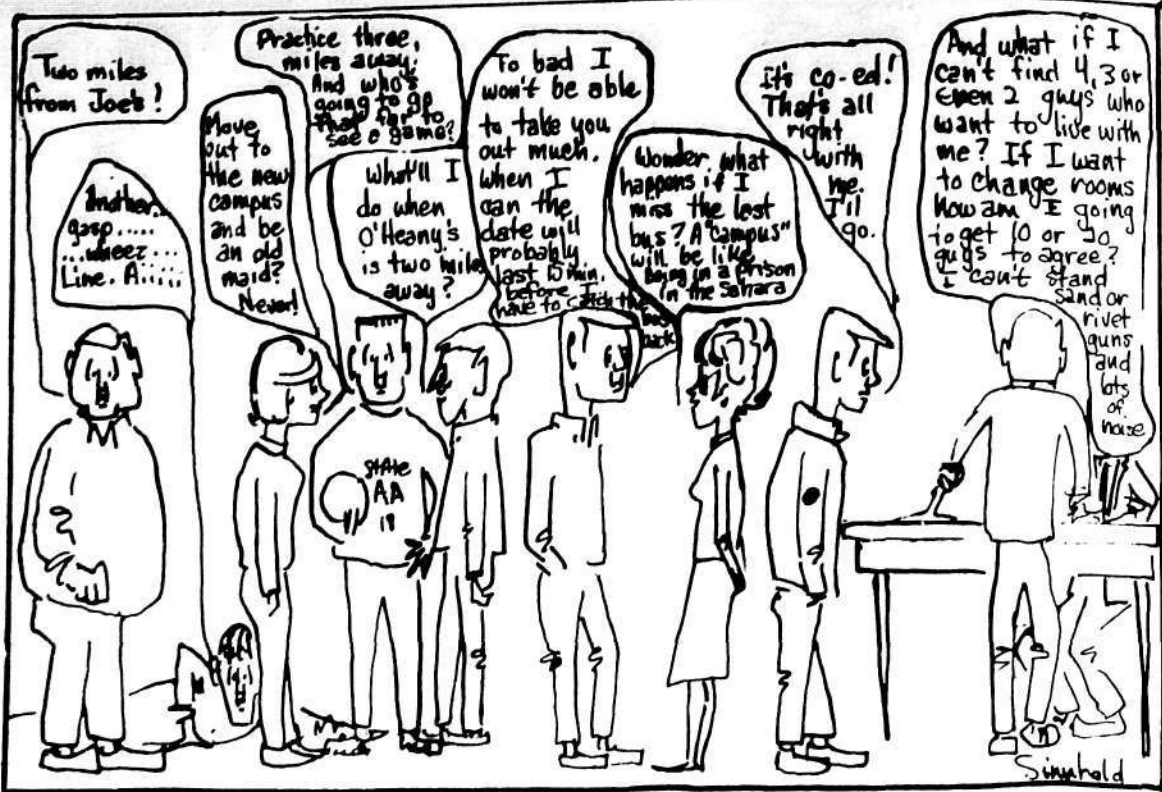
It seems, then, rather pointless that such a community, where free channels for individual expression are so vital, should build walls among its various constituent parts. We are seemingly a community divided against itself. All are striving to attain the same peak via different sides of the mountain.

Why is there this lack of faith and cooperation? Don't the students realize that the faculty have also been students, that they are sympathetic to student causes, and that they are dedicated to our complete education? Don't the faculty remember their student days when they demanded so strongly the right to be heard and have a voice in what was to affect them?

Are we not missing a valuable source of knowledge and information? Cannot the experience and know-how of the faculty and administration help enrich the activities of the student body, and cannot the students offer a vital source of current opinion and thought to those who are in the position to make decisions which will affect the entire university?

Dr. Butler mentioned that the President of Ohio had appointed 50 students to standing university committees and that each activity or group had at least two faculty members who served as sources of information, experienced advisors, and helped provide "continuity in a transitory population." It has proven itself to be of great advantage.

The university community as a whole might well direct itself to two stated assumptions of this recent conference: "there must be a broadening of attitudes as a part of a creative change," and "each person must strive to promote free communication among all members of our university community."



COMMUNICATIONS

Students Voice Opinion Refuting ASP Editorial

To the Editor: I feel that I must take exception to your recent editorial concerning WSUA, and more specifically, the "Senate Close-up" program. As a member of the "Close-up" staff, I have a definite interest in what is said or printed about that program.

It is common knowledge, among the parties concerned, that the writer of your editorial and Mr. Luczak have been carrying on this personal vendetta for quite some time. Therefore we can dismiss your writer's "editorial" as an instance where your writer not only wore his "immaturity...on his sleeve," but all over his face.

As for myself I am a twenty-three year old transfer student from Westchester Community College, at Westchester. I was a member of the Student Senate for two years, and Chairman of the Orientation Committee (a senior honorary similar to MYSKANIA). I will not bore your readers with a list of the other committees of which I was a part, or which I chaired. Suffice to say that these are facts — facts of experience. They put me in the position of being able to know what Senate procedures are, and what a Senator's responsibilities are.

I have no factional or fraternal axe to grind. I am interested in seeing only one thing — good student government by and for the members of our University community. When the procedures or responsibilities of that government are perverted, either through personal expediency or outright inefficiency, it is my

duty as a member of that community to put Senate's "dirty linen" through the wringer.

This I shall continue to do; notwithstanding, the outcries of those who would have me stop. The only "tripe" or god-head complexes in this matter, I leave as the soul-searching concern of those who think that Senate is above and beyond the reach of the "little man."

Frank Crowley '65

To the Editor: It would seem to me that the editors of the ASP ought to refrain from accusing others of irresponsible editorializing.

Nicholas Argyros
Station Manager, WSUA

To the Editor: With regard to your editorial of March 20, 1964 concerning Senate Close-Up (Thursday, 10:30 p.m.); the publicity was most appreciated — the assinnity of the remarks was not.

Gary Luczak

Student Suggests Plan For Record Collection Contest

To the Editor: Recently, after seeing the response to the second annual book contest sponsored by the State Co-op, I thought of another contest that could be sponsored by the Co-op, or perhaps more appropriately, by WSUA or the Music Council and the faculty of the Music department. This contest would be a "Record Collection" contest.

I have discussed this with several friends, and they have all agreed with me that some organization

of the S.U.N.Y.A. campus should sponsor such a contest.

This is how I would have it run. One of the responsible organizations on campus such as the Music Council or WSUA or even the Co-op could sponsor a record contest. Similar to the book contest, its prizes could be 10 in number, one grand prize of \$50 in cash, and 15 additional prizes in records of \$15 each. The contest would be held in the fall, as the book contest has by tradition been held in the spring. The prizes could be given out as gift certificates in the paper amount, redeemable at either Van Curler's, The Blue Note Record Shop, or Harpur's Music Shop in North Pearl.

It seems to me that there are almost as many categories of records that are collectible as there are records. Such could be: The Symphonies, which could be broken down to Romantic, National, folk music, sung by female, male, or group; ethnic or group; locality music such as Music of the Congo or Central Africa or Spirit music of India; spoken arts records such as poets reading their verses, or actors reading Shakespeare, and a collection of original cast recordings of the 1950's. Such collections like the book contest would be limited to a specific number and would be subject to display (though I would think that the album covers would be sufficient).

I also propose this contest because I know there are people who have fine record collections, but do not collect books. Thus such a contest would be designed especially for those who have interests in specific categories of music, but have no

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ASP Features

Special Schenectady School Trains Retarded Children for Place in Life

by Steve Curti

As part of their program for this year, Kappa Delta Epsilon gave a St. Patrick's Day party on March 21 for students at a school for the mentally retarded.

Route seven in Schenectady is the location of the school, which is headed by Mr. Walter Schofield. Mr. Schofield spoke at a meeting of Kappa Delta Epsilon, the women's education honorary, and told the members about the purpose and work for the retarded being carried on at his school.

Fifty Pupils

Fifty pupils ranging in age from five to ten years attend this school. As they come to class each day, everyone of them is required to drop a slot with his name into a gaily colored box.

This box is similar to a time clock, for many of them may be

lucky enough to enter the everyday world someday.

All these pupils are retarded and will never be able to advance beyond the mental age of seven years. In the various classifications made for the mentally retarded, these students are listed as educables and trainables. Most of them possess I.Q.'s of 50 and below.

Vital Function

Because the public school system will not accept pupils with I.Q.'s below 50, schools such as Mr. Schofield's must exist to provide an opportunity for these children to make some use of themselves to society.

Mr. Schofield gave an idea of the size of the school by saying that there are four teachers for the four grade levels. The five to ten year olds go to school for half a day. There is one class for 10-15 year olds, and two classes for students who are over 16.

To accomplish their goals, the teachers help the children to learn simple necessities; to memorize

telephone numbers and street addresses, to lace and tie their shoes, to respect authority, to recognize names, and to follow directions.

Craft Activities

Several activities aim at a desire to improve hand and eye coordination, an essential part of learning skills. Making clothes brushes, tote bags, and rugs often help to promote this coordination. Many of these are sold at a profit to help support the school.

Mr. Schofield went on to say that many of the children, especially the older ones, realize that there is something "different" about them. As a result they try to act more like "normal" people. These children are often rejected at home and seem to have almost an animal instinct concerning the way a person feels about them.

Music Appeals

Music seems to appeal to them and is most successful in reacting them. Nearly all of these students — even those that have no verbal language at all — can pick out a rhythm. It is very difficult to hold their attention to anything besides music for a long span of time.

Many teachers feel that the key to the education of these children is repetition. Working with these "ageless" children is perhaps more rewarding than with normal students, said Mr. Schofield.

They are both lovable and challenging. When they learn something, the teacher is afforded a real sense of accomplishment.

Qualified Teacher Rare

Not everyone would be qualified to teach them, though. In Mr. Schofield's words, "being able to relate to children, and these children in particular is really a gift."

A Letter From The ASP Foster Child

Garcelia Garcia



Garcelia Garcia the ASP Foster Child.

The ASP recently received a letter from its Foster Child, Garcelia Garcia, an eight year old Columbian girl. The ASP received contributions of \$180 from the students and faculty of the University last semester for her support for one year.

Garcelia will receive food, clothing, and financial support as a result of last semester's drive.

Garcelia is one of seven children. "Home" is a small flat in the slum of northern Bogota. Privacy is non-existent in these quarters.

Now, with the aid of her American foster parents, she is able to attend school for the first time.

Dear Foster Mothers,

My father, mother, brother and I greet you wishing you happiness. I want to give you my thanks for the help you give me with your donations giving me facilities to dress, study and have proper food.

I am in my first year at school and I like it very much; I am grateful to the Plan for the donations I receive so I can improve my economical situation.

Thank you too for the \$80.00 pesos with which I bought all the necessary school supplies and some better food.

I am very grateful for your kindness; as I can't write yet, my mother is doing it for me until I can do it myself.

Affectionately, Graciela

The American Forum Brazil Revolt Benefits Anti-Red Carlos Lacerda

by J. R. Leo

The recent change in the Brazilian government has been especially beneficial to Carlos Lacerda who is, perhaps, the most outspoken Brazilian anti-communist.

Lacerda, the Governor of the state of Guanabara and arch-foe of the deposed President Joao Goulart has had an interesting life in Brazilian politics.

Governor Lacerda, the prodigious son of a Socialist deputy, began his career as a communist

Journalist. In the late 1930's he made a name as a result of his attacks on the regime of President Getulio Vargas.

In 1939 he broke with the Communist party which he has vigorously opposed ever since. In 1945, the same year that Eurico Dutra was elected president of Brazil, Lacerda entered politics and was elected city councilor in Rio de Janeiro and in 1948 he started his own newspaper, "The Tribune of the Press."

When, in 1951, Vargas was re-elected president, Lacerda started an intensive newspaper and television campaign against his administration. This attack was so effective that an attempt was made on Lacerda's life. Lacerda was wounded in the attack and his companion was killed.

When one of Vargas' bodyguards confessed to the assassination, and when subsequent evidence of widespread governmental corruption was presented to Vargas, he called an evening cabinet meeting, denounced his advisors, resigned his office, and committed suicide.

During the presidency of Juscelino Kubitschek, Lacerda served in the Federal Congress as the leader of his party, the National Democratic Union. He became Governor of Guanabara in 1960.

Quadros In that same year, Janto Quadros was elected President on a reform ticket. Political peace reigned between Quadros and Lacerda until it became apparent that Quadros had no effective program and was merely

aggrandizing power for himself. Lacerda arranged for a meeting with Quadros in the capital city of Brazil to see if there was any basis for continuing the political animosity between them. Quadros received him cordially but avoided any meaningful discussion of political issues.

On an August 26, 1961 television show, Lacerda told of his meeting with Quadros and said, "The man we elected doesn't want to be President, he wants to be dictator." On August 27, 1961, Quadros resigned. Lacerda's relations with Quadros successor, the just deposed President Joao Goulart, were no less stormy.

While only specific confrontations between these two men, such as the clashes over the recognition of the U.S.S.R. and the Cuban Solidarity Conference have been mentioned in the world press, these clashes were only incidental manifestations of a conflict that was general in scope.

In his struggle with Lacerda, Goulart resorted to an unsuccessful appeal to the Congress to declare a "state of siege" in Rio de Janeiro, which had congress approved, would have greatly expanded Goulart's powers and suspended certain civil liberties. Goulart also cut off federal aid to the state of Guanabara.

And an attempt on the part of his army officers to kidnap Lacerda failed only when the would be kidnapers were delayed by a traffic jam.

The nature of Lacerda's role in the recent coup is unclear. He barricaded himself in the Governor's palace and announced his approval of the coup while it was still in its early stages. It was Lacerda who reviewed the insurgent troops from Minas Gerais when they marched into Rio.

Lacerda, who already has the endorsement of the National Democratic Union as its presidential candidate, is the best known of Goulart's political opponents.

The election of 1965 could very well result in Carlos Lacerda, a staunch ally of the United States and a vigorous opponent of communism becoming the next president of Brazil.

Housing Procedures Fair

We commend the Student Personnel Office on the procedure it has set up for choosing residence for the next year. While we foresee the inevitable and interminable lines, we feel that the method offers the fairest possible chance to each student to live where and with whom he desires.

The procedure also takes a great deal of work away from the administrative offices and places the task of making arrangements on the students. This is as it should be in a University increasing as rapidly in size as ours now is.

Under this method students will know immediately what dorm, room, and roommates they will have for the next semester. They will no longer have to wait weeks while the Housing Office sorts out and matches up the preferences of some 2,000 students.

We are somewhat disturbed with the provisions governing off-campus housing. We had understood that those persons now off-campus would be allowed to remain off-campus. However, the policy seems to imply that a limited number of off-campus accommodations will be given on the same number basis. We hope the confusion will be cleared up in the near future, and we trust that the University will hold to its original promise.



Albany Student Press

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Dr. Collins Describes Unique Aspects of University Community in Summary Address at Student Government Conference

Editor's Note: Printed below are excerpts from the summary address by President Collins and the keynote speech by Ohio University's Dean William Butler which were given at the recent Student Government Conference.

We feel that these speeches contain much of value and interest to the entire University, and regret that due to the limitations of space, we are unable to print the entire text of both speeches.

Pat Cerra's opening remarks talked about "discerning our basic philosophy," and repeatedly, it seemed to me in the discussion of yesterday, we were driven back to our need to define, to express, to spell out the things we really believe and have been observing — not necessarily to change them, but simply in order to be clear about where we stand.

I think all of us have recognized that much of this meeting has been directed to meeting that particular need. We can't solve tomorrow's problems with today's answers, and certainly not with yesterday's answers. So there is the more need to know really what we believe, understand our convictions, to be clear as to the simple things, the obvious things. I think there were three important ideas we were talking about in these feed-back sessions, ideas that we all acknowledge but that were not clearly recognized before.

President Collins stresses the uniqueness of the University community in his summary address.

My comments are to be considered only springboards for further discussion and, perhaps, to stimulate your thinking in the area of student affairs and student leadership. For the next 30 minutes, I will talk with you about Student Problems in the 1960's, and during the final ten minutes I want to talk specifically about my own observations dealing with student government.

If we examine our college campus at the end of 1963, we can conclude that student problems today are significantly different from those we faced only four or five years ago. I'm change as much during the next five years, what can we expect some of our major problems to be? It is essential that we examine student trends and student problems so that we can do a better job of meeting these problems during the next five years. Most student problems are predictable and many of them are measurable.

I feel that an important part of my job as Dean of Students is to inform our campus, our administration and faculty of these problems so that the various elements of the University can see and better understand the issues. A good sympathetic understanding of campus problems may help during difficult moments when tempers flare and issues become emotional and out of perspective.

When faculty and administration have not gained proper perspective and a crisis arises, the University community protests then viewing the issue as a normal predictable outcome of student or cultural trends. In my day-to-day work on campus I have identified the following trends of our present day society which may create campus problems during the next five years.

1. We are witnessing today a conflict of values. Today our campus is made up of many subgroups which come from many walks of life in the United States and world.

We see students involved in pre-marital sex relationships in a greater number today than we did a decade ago. Last spring, I had an opportunity to visit with the Director of Indiana University's Institute for Sex Research — formerly known as the Kerssey Research Foundation. Dr. Paul Gebhard confirmed my own beliefs that our students are experiencing more premarital relations today than they did a few years ago. He further predicted that the experience will be even greater a decade from now.

I would like to call your attention to the January, 1963 issue of the Journal of the National Association of Women Deans and Counselors. This issue is devoted to student sex standards and behavior and points out of educator's responsibilities for working with this important problem. Just this week, April 6, 1964 issue of Newsweek carried a most revealing and frank view of "morals on the campus" today.

I personally wonder about the impact our University has upon the value systems and character development of our student? I wonder about the University's responsibility in the area of values, pre-marriage counseling, personal counseling and the like. It is my feeling that one cannot overlook today the need for the University to develop adequate counseling programs for the students and to view the college student as a "whole" person who is involved in more than the "intellectual chase."

2. A second trend is that of our rapidly changing society. It becomes commonplace today for an older brother to refer to the actions of his younger brother with "What has gotten into Johnny?" "I never did those things." This is but one indication of the rapid change in our way of life and it suggests to me that our college students will test us from day to day on University policy which may appear to be out of date to them.

Dr. J. Robert Oppenheimer estimated that prior to World War II the accumulation of knowledge doubled itself every fifty years. Since World War II, Dr. Oppenheimer estimates that the world of knowledge doubles itself every ten years. Certainly such rapid change in our technological society is felt from day to day on the college campus.

3. The confusion and turmoil created by a conflict in values and the rapid change in our society creates tension and fears among the students in our colleges. Consequently one wonders from day to day when the student population will strike out against old ideas. One wonders whether or not the college student will seek an orderly expression of his new ideas or be openly rebellious against society's values and ideas in expressing his new ideas.

4. Another trend that I believe I see is that of our society becoming more and more demanding of its legislative and political bodies. The public is beginning to hold back in the amount of taxes it is willing to be assessed. Universities and colleges and all other forms of state and national governments are being asked to critically examine their budgets. All programs which cannot be justified in terms of dollars and cents will undoubtedly be terminated.

This is all true in spite of the large population increases in our society and on the college campuses today. In the future, we can expect a larger number of students and a smaller amount of dollars and cents to educate these students.

One is the idea that the University is a community characterized by the method of intellectual inquiry or by the pursuit of Truth. Call it what you will — it has a nobler ring if you say it one way, than the other, but we have talked enough about it in various ways in the last two days to make clear what it is that we mean.

It means that we believe that method of free inquiry, if it's sincerely and systematically pursued, will develop reasonable answers. This idea goes back to Dean Hartley's original presentation. The idea of the University involves the use of Reason, the search for Truth.

"The University," you remember he said, "is dedicated to the use of Reason and The Scientific Method in its honest arrangements of its various elements in its search for Truth." The whole procedure of this conference, I would observe, illustrates the belief in this method!

There's a second idea that has come increasingly out of the reports of this afternoon.

This is the idea that this is a community — that there is a kind of unity — that this is an identifiable group — a University. And as we talked about 'dialogue' and about communication, it was all based on the idea that there is indeed an identifiable community with interests that are common, with memberships that are reciprocal.

The University is a "totality." Groups of people, shifting in membership, belonging to different groups at different times of the same day, are all mutually inter-dependent; and because they are mutually inter-dependent, they are concerned, all of them, to participate in all of the affairs of the community, which is the University.

The third idea that has emerged from discussion so far is that the community is a different kind of society, that it has distinctive differences that we can identify. Yesterday we specified the ways in which it was unique. It was interesting to me that we specified the ways in which it was unique without really going back and ex-

amining the fact that we all accepted without question the idea that it was indeed unique. But so it is. And some of the ways that we specified make that perfectly clear. It is indeed a voluntary society, a voluntary society not alone because we choose to enter it, and choose to stay in it but because, I think, of something more fundamental. Because it is based on the idea of being a society for learning, and nobody can compel anybody to learn.

We recognize in addition that the institution's society is transitory. That it's homogeneous with respect to age — on a bi-model basis. I listen to add — with respect to intelligence, with respect to commitment to certain important principles.

What about the implications and the applications of these three principles which seem to me to be those that emerged from these discussions? First, let's look at this characteristic of a dedication to the methods of inquiry, to the pursuit of Truth as a way to solve our problems.

This has implications in all fields, and I'm sure we'll keep coming back to it because it's a very important point of reference. It means we believe, fundamentally, in the freedom to inquire.

It means that to repress inquiry or the responsible expression of ideas subverts its very purpose as an intellectual community.

But, it also means that we accept the responsibility when we claim that freedom. When the facts are available we will not accept opinion. We hold ourselves ready to stand a challenge on the logic of our progression in an argument. To apply it in specific fields, it means, for example, with respect to editorial comment and reporting that we must preserve freedom to criticize. To repress that kind of criticism, ... subverts our purpose as an intellectual community.

Butler Says Student Government Should Compliment University Aims

Today, colleges and universities are beginning to say that only students who have performed better than average in high school may enter. The time has come when students will not be permitted to walk in and enroll on the opening day of classes. Many colleges and universities have established a deadline of July 1 or July 15 after which a student may not enroll for the fall semester. I will see higher standards placed on our students because of the increase in knowledge and because of the demands that are being placed upon faculty members to develop quality education programs.

We expect honors programs to increase in number on all campuses and we expect more attention to be paid to the high ability student. We might witness the all university grade point average going down each semester for several consecutive semesters just because of the "toughening up process" placed on the members of the faculty to demand more of their students.

During the next five years, we can expect to examine critically the concept of "in loco parentis." The university at one time was viewed as a parent substituted for the student — and colleges were expected to look after their sons and daughters.

In the next few years, we will exceed 15,000 students at Ohio University and your institution will exceed 10,000 students. The fact alone raises a question as to whether or not we can continue with this type of philosophy. One wonders whether a university can place restrictions on 15,000 different individuals from 15,000 different ways of life to "keep them out of trouble" during a given academic year. We know this is impossible and yet we have not communicated these matters to the parents very well.

It seems to me that we must communicate a new philosophy to the fathers and mothers. If parents have not trained their children well before they come to the college campus they should probably keep their sons and daughters home until such time that they are able to meet the many challenges of a large and complex university campus.

In examining a changing institution, one wonders about the image that we are representing to the public. Why are you attracting students to New York State University? Is it because you offer a good general education? Is it because of your faculty's reputation? Is it because of your graduate programs which will eventually enrich your undergraduate programs?

Is it because your university has developed a reputation for being a friendly and understanding institution? It seems to me that during the next five years your institution and mine will need to examine very carefully its image and answer the question of why we are attracting students to our college campuses.

Another interesting facet of the changing college campus relates to the aggressiveness and boldness of our students today. Our students no longer feel restricting in "testing the limits" of their college environment. Perhaps this is true because a good many of our students today come from second generation college families. I am sure that several years ago when a university dean found it necessary to say "go home!" the student would go without question.

Today this is not necessarily so. Usually the first question which is asked today is, "Now, to whom do I appeal this decision?" I am sure that the very fact that students challenge authority administrators. I am sure that parents will question judicial bodies and this fact will force us to develop carefully the procedures and policies for dropping students from the university. Moreover, one must raise the question as to who is legally responsible? The dean? The student? The Judiciary Committee?

6. During the next five years, I feel certain that we will be examining very carefully our view of the student as an individual in his role in the educational process. There is a good deal of feeling today that the student should be his own educator. Therefore, it may be our responsibility to provide only the climate, the atmosphere, the facilities, the tools and the life in the number of social events which take place on college campuses.

However, I question whether or not the student would study in substitution for all social events. I doubt seriously that all students would become more involved in the educational process.

7. In addition to the previous points made about the explosion of knowledge, it is striking to note that approximately 90 percent of all scientists are still living today. Some people feel that 50 percent of what we teach today will not be useful twenty years from now. Consequently, I feel we will see a careful scrutiny of our curriculum and rapid curriculum changes being made in order to keep pace with the change in knowledge.

students are more involved in overseas programs than ever before and there are more than 60,000 foreign students today studying on college campuses in the U.S.A. Our students have a better understanding of social issues, of international problems, and I feel there is greater awareness in the student of today.

b. I mention that there is an increase in aggressiveness on the part of our students in expressing their opinions. Student government officers will not be content to be quiet during the next five years. Campus leaders feel that "the wheel that squeaks the loudest gets the grease." They see this same philosophy at work in the state and national political groups and they will begin to apply this same philosophy on the college campus. Actually, it is our duty to help our students express their views in an acceptable and responsible manner.

c. There is a trend today on the part of college students to challenge all authority. A student will ask the question "Who says so?" It is our responsibility to help make students a part of the authority rather than to watch them fight against it. This year, President Alden at Ohio University has appointed over 50 students to standing university committees.

d. It is true that higher education is in the public spotlight today more so than ever before. We have witnessed this trend in the State of Ohio in recent months. In addition, one sees more in print today in magazines and periodicals dealing with issues in higher education.

"Sex on the College Campus" is a popular subject today and we are bound to hear more of this subject during the next five years. The fact that higher education is in the spotlight forces all of us to interpret the nature of the university more carefully than we have ever done in the past. We must be prepared to explain and defend what we are doing, more so during the next five years than we have in the past.

e. It will be necessary to integrate the total educational environment of our students. We know that our students are being educated twenty-four hours a day — in the classroom and outside. What they do outside the classroom today may affect their values and character as much as what we will be doing within the classroom. The fact that at Ohio University we will have sixty per cent of all our students living in dormitories next year places a special responsibility on the student personnel staff to develop a fine residence halls program which will be concerned with something more than the mere housing of students.

What Then are Some Recommendations for Consideration?

1. Each of us, personnel deans, faculty members and student leaders must help our students achieve an optimum balance between authority on the one hand and freedom on the other. The students are requesting that we do so. We must be willing to give our students more responsibility for their own actions. How much freedom we grant and how much authority we give our students will be dependent in part upon the educational objectives and philosophy of your university.

2. We must seek ways to decentralize as much as possible all functions within the student personnel program. Every person in the program must be professionally skilled and willing to assume responsibility for a certain part of the program. The area of responsibility delegated to an administrator or a student leader must be handled in an effective and an efficient manner. It is no longer possible for one person to make all of the important decisions of the university.

3. It is equally important that our students be made to feel a real part of the overall educational program. The fact that last year over 50 students of Ohio University have been and are now sitting on standing university committees represents an important step forward. We all should continue to find ways to involve our student leaders in the decision-making process of our Universities.

4. We must re-examine our procedures for orienting our new students. We must reconsider the information we are conveying to our new students are involved in several days of socializing in extracurricular activities, social activities, and mixers. Do we not convey in this manner the kind of behavior we expect of them the rest of the semester? I feel the day may have arrived when on every college campus on the first day of classes our professors give full reading assignments and the English department assigns themes.

5. I feel that we should not be too disturbed over the adolescent characteristics of our students. We can expect petitions, we can expect our students to be involved in social and cultural issues, we can expect our students to be naive at times and to take up "unrealistic" causes. We must learn to live with them and we must accept a philosophy which will not hold them down.

6. It is our responsibility to help the student interpret the information which he is getting and, in a very real sense, keep one jump ahead of him. In our age of fast communication we cannot protect our students from the real issues which will come to our campus.

7. It seems to me that one must maintain an idealistic outlook if we are to deal constructively with our student populations during the next five years. We must be willing to take a fresh look at old ideas and new values and new points of view. Unless one has this skill in administration today, then our students, our critics, and the demands which are placed upon us will certainly

But if this is the source of the freedom that we claim, then the criticism itself must partake of the quality of the intellectual community if it is to retain that freedom. This doesn't mean that the criticism has to be of the Pollyanna sort or only in approved areas.

But it means that it has to be in good taste, it has to be based on the relative facts, it means it has to attempt to be thoughtful. It means its motivations have to be congruent with those of the higher learning. Those are the restrictions that we impose upon ourselves.

Let's look at the second characteristic — our sense of community, our sense of unity, our sense that our interests are common — that the University is, indeed, a totality made up of groups of people shifting in membership and mutually independent and therefore concerned to participate in the affairs of the community.

We do have a chance to withdraw to some extent from everyday concerns to take advantage of an opportunity we'll never again have — really to find out what we believe and to mature those beliefs so they can be usable to us the rest of our lives.

And yet, we are at the same time, related to the outside community. We have to acknowledge these outside pressures. We have to acknowledge that the whole community is the organ of the larger society.

Academic and intellectual life of the community is not separable from the emotional and other aspects of the same man's life. There can be no sharp separation of a man's intellectual life from his moral and emotional life. So the question becomes, and we haven't answered it, what standards do we set for our own community?

Do we stand for something? What is it that we stand for? These are questions that the group hasn't addressed itself to yet. But I would point out that the clear implication of our statement that we are indeed a community is that we should answer some of these questions.

The third idea is the conviction that our community is, indeed, a different kind of society. We have long lists now of the unique attributes of this society and the whole idea

that we've really been discussing here makes clear that we think it's a different kind of society.

The whole idea of discussion, the whole idea of "dialogue" assumes good faith on the part of the other fellow. It assumes that he is a reasonable man. All these assumptions are essential because otherwise we really can't assume that truth is going to prevail.

In the same way, our assertions about the inter-dependence and the involvement of everybody in this peculiar kind of society that we have means that must indeed be in continual consultation on all matters.

And, it's for this reason, as we've indicated that there needs to be representation; people who are having the experience and who are in a position to comment on it have valuable information to give. This is the right of consultation. This is essentially a characteristic of this society of ours.

Not the right to make decisions, not the right to tell the president what his decision should be, but the opportunity to influence decisions at every point by cogent, compelling, valid arguments.

We must provide more and more opportunities for this. This is the idea that points the way to the future.



Ohio University's Dean Butler made the keynote address at the recent Student Government Conference.

defeat our effectiveness as administrators and educators.

Finally, in the area of student government I would like to make the following observations:

1. Examine your program from a functional point of view rather than a structural point of view. Too often our students become bogged down with procedure and structure, and therefore, they forget about function. Ask yourselves, what do we hope to accomplish this year? For what purpose do you exist? What are your expectations? Unless your organization is meaningful to students, you will only try to keep alive a dead organization.

2. Student Government, in my opinion, is not a political organization for the purpose of grooming young people interested in politics, parliamentary procedure, serving as a pressure group and the like. Perhaps, even, Roberts Rules of Order are obsolete.

3. Unfortunately student government officers come and go each year. There is rapid turnover of leadership which makes it almost impossible for student leaders to keep up with the current issues on today's campus. At one time, I am told, the University of California's student body ran all of student affairs on campus. Today's "Multiversity" as President Clark Kerr calls it, is much too complex for student government to be deciding who shall be the next football coach and the like.

4. Another observation which comes largely from faculty is that student government has been long overrated. Serious students today are not interested in a big show. They want to do something important. Their aspirations are high. They recognize and feel the stress and strain of academic life.

5. College life today is much more difficult that it was when I was in college in the late 1940's. Thus, the adding of more complexities to college life through weak student government organizations may be hindering the student. Briefly stated, I believe that student government should be primarily concerned with providing services which will promote the learning and development of the student, so that the university's objectives are attainable.

6. I know that today's college student has already experienced some type of student government in high school. On our own campus we conduct summer workshops for student council leaders from all over the State of Ohio. By the time they reach my campus or yours, they have had their fill of "self-government." Usually the high school experience leaves a bad taste in their mouths because of the over organization in high school.

7. You may wish to ask at this point, how then, do we make student government into a functional program and deal with the current campus and world issues. I submit to you the following for consideration:

- a. Organize a student-faculty-administrative review committee to:
 1. Consider new and fresh ideas for student government
 2. Submit recommendations to the Dean of Student's office for the solution of student government problems.
 3. Evaluate the present system of student leadership on campus.
 4. Train future leaders.
 5. Create a close working relationship among students, faculty and administrators.

- b. Determine whether or not student life on our campus is well balanced and educationally meaningful.

- c. Create a student press conference to examine openly the campus issues of these days. Student leaders and members of the faculty and administrative officers would be invited to participate. Students would be free to direct any questions to members of the administrative panel. By open and frank discussion, perhaps, the academic community could focus upon some of the more significant issues with which student government can be involved.

- d. Finally, at still another level, is that of the creation of a Parents Advisory Committee (PAC). Two years ago we, at Ohio University did just that. We asked, how can we involve parents of outstanding students in the affairs of our university. The parents have become a sounding board for new ideas for administrative and student consideration. This April the PAC, made up of 24 couples, will again be on our campus. The parents requested that they discuss some of the issues that are apparently issues to students on the Ohio campus. That is:
 1. How much control should the university have over students?
 2. Should students be required to attend classes?
 3. To what degree should students be involved in the policy-making decisions of our university?
 4. What are the expectations of today's parents toward the role of a modern university?

Let me conclude my remarks by saying that what I have tried to say is that the job of each of us is to accept the student where he is and to provide the kind of opportunities he needs to grow at a maximum rate. In other words I am endorsing the State University's motto, "Let each become all he is capable of being." In order to do this, we must know what college students are, we must recognize that the college campus is rapidly changing and we must recognize some of the forces and trends in higher education occurring in the 1960's.

Current Comment

Republican Prospects Seem Dimmer In Next Fall's State Elections

by Joseph W. Galu

The position of the New York State Republican party in this November's general election is not a strong one. Despite the fact that the GOP controls both houses of the state legislature, the congressional delegation, the governorship, and both federal senatorships, many indications show a rising tide in favor of the Democrats.

The Republicans are faced with declining enrollment, the rise of the Conservative party, the unpopularity of Gov. Rockefeller's program, and increased Democratic strength on Long Island and in upstate New York.

Margins Are Now Slim While the Republicans control both the State Senate and the Assembly, their margins have been reduced markedly. Democrats have picked up seats in Erie County and the boroughs of the Bronx and Queens.

Democrats also have picked up a Senate seat in Schenectady and Schenectady County, and one assembly seat in each of Oneida, Monroe, and Cayuga counties.

The Conservative party is a serious threat to the Republican party. It has been mistakenly dismissed by many people as being nothing more than an expression of anti-Rockefeller feeling.

In the 1962 general elections the Conservatives became a legal party by obtaining 50,000 votes for their gubernatorial candidate. Their candidate, Jaquith, easily exceeded the requirement in polling more than 140,000 votes.

In 1963 the Conservatives ran candidates in four of the five boroughs of New York City. These four candidates received a greater vote than did Jaquith in the city, despite a smaller turnout of voters.

The significance of this Conservative vote has been ignored by most politicians and most newspapers.

Elections Sign of Party Loyalty The elections have members of the State Court of Appeals, the highest

court in the state, have indicated the rising tide within the Democratic party. In 1962 the Democratic candidate for the court was elected but only by having the votes of both the Democratic and Liberal parties. In 1963 the candidate put up by the Democrats was endorsed by the Republicans and the Liberals.

Thus Francis Bergen was elected with the support of three major parties. Bergen polled more votes as a Democrat than he did as a Republican. This means that Bergen ran about 300,000 votes better than did Kennedy when he ran in 1960.

Rocky's Influence Rockefeller will not be on the Republican ticket this year, unless he obtains the Presidential nomination. Rockefeller, while he has been able to obtain the votes of many independently liberal Democrats in New York City, is not popular in upstate New York.

His divorce hurt him with many voters; his remarriage hurt him with many more. His willingness to spend his time outside New York State has not endeared him with the voters who are generally dissatisfied.

Rockefeller's program has been watered down in the last two years due to the tightness of his budget. He has attempted to increase tax dollars by creating independent agencies which borrow monies which are not considered debts of the state.

He has also attempted to maintain his "pay-as-you-go" method by abandoning many parts of his program.

He failed to obtain any effective reform of the liquor laws, he let die the proposal to repeal the state's antiquated full-crew law, and he appears to be accepting large parts of watered down conflict of interest statute.

Faced with these problems and the prospect of New York giving President Johnson a 750,000 vote plurality, the Republicans face more difficulties than most press releases admit.

By Way of the Wire

by Nancy Blich

When the move to the new campus is made, it is certain that Minerva will meet the same fate as a weather-worn landmark at Texas Technological College, Lubbock, Texas. The Daily Toreador reports that "students returned from Christmas vacation to find the wings and nose wheel were the only reminders of the F-84 Thunder jet fighter-bomber, which had been on display outdoors on campus since 1958."

"A scrap metal dealer bought the remains for approximately \$100. No matter what you consider the most unusual concert you've ever heard, you'd have to go a long way to find something to top this one.

Azither and Concertina Serenade "An out-of-tune zither and a concertina were played at a nighttime serenade, according to dispatches reaching The Record, St. John's University, Collegeville, Minnesota.

"However, some persons within hearing range suggested the music may have been provided by a sackbut, a dulcimer and a tuba."

"A Benet Hall Freshman is rumored to have bounced from bed at the height of the harmony and conducted his entire floor to the shelter area in the basement, where he sandbagged the door and kept everyone until morning singing "Tenting Tonight."

Admirable Composure "He was described as 'maintaining admirable composure the whole time the attack was going on."

According to the following report from the Michigan State News, some people hink stealing from libraries is a snap.

"The University library has attempted to eliminate, or at least reduce, book thefts by students. "Methods used to date have failed."

"Students can and do steal books." "We did it." "Not only books, but magazines, newspapers, microfilm and documents."

"Testing the library theft control points, including the exit turnstiles and guards, with 24 separate pieces of library property." "Supervision of both documents and microfilm was lax. Theft by the two coeds from open stacks and magazine racks offered no problem. Turnstile guards smiled meekly at proffered decoys, falling completely as preventive agents."

Common-Stater by Mary Lewis & Carolyn Schell

"Let Blockheads Read What Blockheads Write" Earl of Chesterfield

HOW IS YOUR ATTITUDE?

- 28. Student Reorganization Committee met over vacation to (have a party, reorganize, or waste time)?
2900+. Are you living in a (tree, tent or dorm) next year? Check the small print in your housing form.
-\$400. Were you at a (beer party, Alden mixer, or State University Review) on March 20 & 21?
\$10. What did you get over vacation? (sun lamp burn, Florida tan, or arrested)?
\$1100. (babysitter, tattletale or a friendly advisor): What type of R.A. are you?
8. Girls, are you going to your weekend with (a State boy, an RPI sliderule or a man)?
5. Guys, we know you're going to your weekends with (a State coed)!
1. What will News Board do this week? (not censor the Common Stater, use big print, or be noncontroversial)?
4. How are things in your fraternity house (cliquey, gross, red, empty)?
0. How cool can you get? (scooters, sandals, shades, hitchhiking, not very)?
64. What did you do your first day back? (cut a class, fall a pop hourly, find out you're not graduating)
2. (Administration, Faculty) Fill in the question yourself.

Answer the above questions by filling in the most appropriate answer. Ratings are: 12 nasty answers - you're a cynic. 8 of the above - a bit pessimistic. Below 6 nasty answers - abnormally idealistic

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COMMUNICATIONS

(continued from page 4) books to enter the book contest sponsored by the Co-op. It seems to me that those people who do not collect records, have no way to exhibit their collecting skills at the present time, other than through their friends.

I also propose this contest because today records are just as importantly reviewed as books have always been. Record reviews are standard features of The Saturday Review, Hootenanny, The Times Union of Albany, and The New York Times, and have recently been featured in the ASP.

Thus I present this idea to the student body, Hoping someone or some group will wish to carry it out. I also think that it will help to strengthen our cultural atmosphere that Tom Mester, Dr. Adams, and most recently Cynthia Goodman have paid so much kind attention to.

M. Gilbert Williams, '66

NOTICES

Shakespeare The Department of English in cooperation with the Department of Speech and Dramatic Art will present three films of Shakespearean plays.

Commemorating the 400th anniversary of Shakespeare's birth, the films are Richard III, Romeo and Juliet, and Henry V. All three films are in color, and the first, Richard III, will be presented on April 15 at 7:00 in Page Hall.

Fresh Advisement Dr. Clifton Thorne, Dean of the University College, announces that all freshmen are required to meet in groups with their department chairmen at 1:25 p.m. Friday, April 17.

Ancient Languages, D146; Biology, H-150; Business, D-349; Chemistry, D-140; Earth and Atmospheric Science, CA-7; English, ML-116; French, LA-1; German and Russian, D-246; Mathematics (A to K), DA-111; Mathematics (L to Z), DA-112. Also, "Open," D-141; Physics, D-241; Psychology, D-202; Science, D-206B; Social Science, Page Auditorium; Spanish, D-304; and Speech and Dramatic Art, R-285.

House Howls

CHI SIGMA THETA Acting President Barbara Waite '64 announces that the following were initiated into the sorority Sunday, March 22. Jane Barnes '65; Carol Castorina and Sandy Urtan '66; Andrea Bologna, Kathy Brown, Sandy Cole, Marcy D'Angelo, Stephanie Desimone, Dianne Gregory, Ann Holcomb, Kay Hotaling, Karen Hoz, Vicki Karlan, Hedy Kravalis, Michelle Miller, Arlene Nizza, and Ruth Silverman '67.

PHI DELTA President Luch Parker announces that the following girls were initiated Sunday, March 22. Sharon Bagan, and Marie Tittinato '65; Hedy Ambrozio, Paula Clair, Dee Feldman, Lora Friedman, Joyce Haber, Donna Jacobsen, Jean Maurer, Sue Pollack, Jane Rodgers, Faith Sawyer, Jo Segal, Brenda Simoli, Brenda Smith, and Helen Stoll, '67.

PSI GAMMA The sisters of Psi Gamma announce that the following pledges were initiated Sunday, March 22. Bunny Whalan '66, and Nancy Doger, Caryl Cooper, Beth Doty, Kathy Farnsworth, Pat Finnigan, Debbie Garland, Cooke Gentile, Sue Greene, Joan Grimaldi, Evie Inrator, Alice Laffin, Ruth McGrain, Magie Mays. Also Pat Plotter, Barb Psyck, Beth Shaeffer, Carol Sheehan, JOAN Sparano, and Ruth Young '67.

ALPHA PI ALPHA Pledgmaster, Norin Stuart wishes to announce that the following affiliates were formally initiated on March 22. Mike Arcuri, Ray Cianfrini, Fred Casero, Ken Darmer, Jake Johnville, Ed Kling, Bill Kramek, Lenny Portuando, Don Prockup, Arnie Babnowitz, Rick Smart, Danny Williams '67; Jay Moore, Steve Ruseyck '66; Ken Kirik, John Niveson, Ted Palmatier, Tom Powers, Dick Schellhammer, Ric Shafer, Don Wei '65.

Students Seek Easy Way Toward Intellectual Ideal

To the Editor: Permit us to say the final words in the existing controversy which is attempting to decide whether or not the intellectual atmosphere at State is satisfactory. The current and most offensive complaint is that no, or very few, intellectual benefits are offered to students; while those who oppose this view claim that students, while thirsting for such opportunities, have not the time because of academic pursuits to benefit from those which are presented.

Each school of thought can be reduced to the primary complaint that the student at State is not brought into enough contact with the intellectual element. Intellectualism can be defined as a collective of minds of intelligent persons. By implication, this means persons (in the case of students) who are willing, indeed eager, to pursue knowledge, to formulate ideas, and to develop a concept of existence and reality. For the intellectual student realizes that, in shaping himself in school, he is preparing himself for the future - the future in which he will accept leadership and face responsibility.

Need we raise the question of how the greater percentage of State students compare with these standards? Examine each point. Pursue Knowledge? The only knowledge pursued is that critical "inside information" of which teachers are the easiest, which assign the least work, which give the easiest tests and the highest grades. Next in importance: is: which exams are on file, which exams never change, and which exams were given yesterday. The

Upon this foundation - the shrinking of his pursuit of knowledge, the social and not intellectual goals, the idea of doing as little as possible - the bare minimum - will be built the world ten years hence. And yet, the very students who further such degradations raise audacious voices and cry that they are not presented with enough intellectual opportunities. These opportunities, if presented as infirmity, would still illicit no response in the form of attendance from the majority of State students. The effort would go unheeded, except for the exclamations arising to the effect of "Oh yes, in addition to the excellent grades I receive, I am an intellectual."

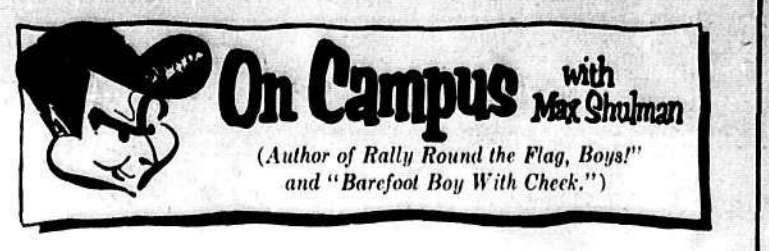
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WELL-KNOWN FAMOUS PEOPLE: No. 1

This is the first in a series of 48 million columns examining the careers of men who have significantly altered the world we live in. We begin today with Max Planck. Max Planck (or The Pearl of the Pacific, as he is often called) gave to modern physics the law known as Planck's Constant. Many people when they first hear of this law, throw up their hands and exclaim, "Golly whiskers, this is too deep for little old me!" (Incidentally, speaking of whiskers, I cannot help but mention Personna Stainless Steel Razor Blades. Planck is the blade for people who can't shave after every meal. It shaves you closely, cleanly, and more frequently than any other stainless steel blade on the market. The makers of Personna have publicly declared - and do here repeat - that if Personna Blades don't give you more luxury shaves than any other stainless steel blade, they will buy you whatever blade you think is better. Could anything be more fair? I, for one, think not.)



Max Showed no indication.....

But I digress. We were speaking of Planck's Constant, which is not, as many think, difficult to understand. It simply states that matter sometimes behaves like waves, and waves sometimes behave like matter. To give you a homely illustration, pick up your pencil and wave it. Your pencil, you will surely agree, is matter - yet look at the little rascal wave! Or take flags, Or Ann-Margret. Planck's Constant, uncomplicated as it is, nevertheless provided science with the key that unlocked the atom, made space travel possible, and conquered century-sluggance. Honors were heaped upon Mr. Planck (or The City of Brotherly Love, as he is familiarly known as). He was awarded the Nobel Prize, the Little Brown Jug, and Disneyland. But the honor that pleased Mr. Planck most was that plankton were named after him.

Plankton, as we know, are the floating colonies of one-celled animals on which fishes feed. Plankton, in their turn, feed upon one-half celled animals called krill (named, incidentally, after Dr. Morris Krill who invented the house cat). Krill, in their turn, feed upon peanut butter sandwiches mostly - or, when they are in season, cheeseburgers. But I digress. Back to Max Planck who, it must be said, showed no indication of his scientific genius as a youngster. In fact, for the first six years of his life he did not speak at all except to pound his spoon on his bowl and shout "More grub!" Imagine, then, the surprise of his parents when on his seventh birthday little Max suddenly cried, "Papa! Mama! Something is wrong with the Second Law of Thermodynamics!" Stunned, the elder Plancks that they rushed out and dug the Kiel Canal.

Meanwhile Max, constructing a crude Petric dish out of two small pieces of petric and his grand bowl, began to experiment with thermodynamics. By dinner time he had discovered Planck's Constant. Hungry but happy, he rushed to Heidelberg University to announce his findings. He arrived, unfortunately, during the Erich von Stroheim Sequenential, and everyone was so busy dancing and duelling that young Planck could find nobody to listen to him. The festival, however, ended after two years and Planck was finally able to report his discovery. Well sir, the rest is history. Ein-ten gaily cried, "E equals me squared!" Edison invented Marconi. Eli Whitney invented Georgia Tech, and Michelangelo invented the ceiling. This later became known as the Humboldt Current.

Mr. Shulman is, of course, joshing, but the makers of Personna Blades are not: if, after trying our blades, you think there's another stainless steel blade that gives you more luxury shaves, return the unused Personnas to Box 500, Staunton, Va., and we'll buy you a pack of any blade you think is better.

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The following students have been named for the Dean's list for spring semester 1963-64.

DEAN'S LIST

(Includes all undergraduates) Cumulative average of 3.0

- Adams, Stephanie L.
- Albrecht, Frederick
- Allen, Howard J.
- Ambray, Hedy H.
- Applegate, Kathryn K.
- Arcuri, Michael A.
- Armstrong, Dorothy
- Ascarelli, David E.
- Ashley, George H.
- Augustine, Eloyce M.
- Avner, Gloria L.
- Bacon, Stephen A.
- Baker, Barbara A.
- Balason, Sandra M.
- Banks, Norton S.
- Bannister, Sharon
- Barber, Helen J.
- Barland, Isadora
- Barnes, Patricia
- Barth, Clara C.
- Batchelor, Bonnie J.
- Baumann, Nancy A.
- Beck, Louise E.
- Beecher, Elizabeth T.
- Bagley, Charles F.
- Bentley, Constance E.
- Berstein, Judith A.
- Berkun, Howard D.
- Bernacki, Lorraine F.
- Betcke, Ernest R.
- Beusse, Linda C.
- Bianchi, Patricia A.
- Biss, Diana R.
- Black, Marsha K.
- Blakemore, Richard P.
- Blanche, Dolores E.
- Blencoe, Beverly J.
- Bleik, Nancy G.
- Bloch, Frances B.
- Blumreich, Marilyn
- Bolner, Pauline M.
- Bolt, Jeanne E.
- Boldy, Eugene E.
- Brass, Ruth
- Brenfield, Colleen E.
- Brennan, Mary E.
- Brennan, Robert J.
- Brignull, Judith A.
- Brophy, Kathleen A.
- Brovanski, Edward J.
- Brown, Edward C.
- Brown, Emily S.
- Brown, James A.
- Brown, Theodore V.
- Browne, Nancy J.
- Brush, James C.
- Buchanan, Marcia R.
- Burch, Margaret H.
- Burton, Mary
- Bush, Sandra J.
- Callahan, Beverly J.
- Callison, Karen S.
- Calman, Nancy M.
- Cambridge, Joseph M.
- Candeli, Barbara A.
- Cassell, Ruth A.
- Castagliola, Guy T.
- Cerveny, Marjorie A.
- Chambers, Eve L.
- Cherko, Penny L.
- Child, Bernice M.
- Cipullo, Rosalee M.
- Clark, Joan L.
- Clawson, C. Elaine
- Cocci, Erman J.
- Cochrane, Paul C.
- Cohen, Barbara E.
- Collegro, Gwendolyn
- Collaed, Kathleen A.
- Colman, Kathryn M.
- Compo, Sandra E.
- Conboy, John F.
- Coon, Wendy L.
- Corsini, Anthony L.
- Cotton, Wallraud G.
- Cotton, William R.
- Crepeau, Richard H.
- Croazzo, Maria A.
- Croll, Mary E.
- Crowley, Francis R. J.
- Cunningham, Cathryn
- Curran, James E.
- Custer, Richard H.
- Dains, Diva
- D'Amico, Jean A.
- Danes, Mary C.
- Davis, Barbara J.
- Deans, John W.
- Debin, Gene
- Dechoretz, Nathan
- Deering, Nancy A.
- DeFreest, John E.

- Delfini, Alexander F.
- DeLong, Karen I.
- Demarest, Martin J.
- DeSimone, Stephanie
- Dieck, Herbert H.
- Diener, Eleanor M.
- Dietz, Robert J.
- DiDati, Shirley J.
- DIPasquale, Diane M.
- DiTosti, Carl G.
- DiTosti, Carl G.
- Dolan, Janice A.
- Dowell, Janice M.
- Downes, Walter F.
- Doyle, Maureen E.
- Dressell, Lillian R.
- Duggan, Maureen
- Dunham, Robert K.
- Dupell, Beatrice R.
- Duquette, Joanne
- Durfee, Marsha A.
- DuRoss, John W.
- Eames, Carol E.
- Eastman, Charmone I.
- Eckhardt, Karen A.
- Eddy, Rosemary E.
- Ehrenhaft, Frances A.
- Elk, Roy F.
- Epstein, Sheila F.
- Evansburg, Roberto
- Evall, Mary L.
- Falvo, Kenneth A.
- Feder, Ann
- Fischer, Mercedes A.
- Fisher, Anne I.
- Fisher, Justin W.
- Fisk, Carl P.
- Flemming, Ralph T.
- Fletcher, Barbara A.
- Flynt, Linda S.
- Foster, Jo Ann L.
- Franz, David A.
- Fraser, Donald J.
- Frazita, Roberta L.
- Frommer, Martin
- Fuller, Robert T.
- Fuller, Charlene M.
- Furman, Holly J.
- Gagliardi, Mary P.
- Gallucci, Theresa M.
- Gardner, Harry W.
- Garnon, Claire R.
- Gayer, Norma E.
- Gedney, Wendie J.
- Geduld, Helene
- Geerken, Joan M.
- George, Claudia M.
- Gianini, Lois A.
- Gilman, John E.
- Gimigliano, Marilyn
- Gimigliano, Michael
- Ginsburg, Alan G.
- Giuffre, Dorothy S.
- Glasheen, Maureen F.
- Gluck, Dorothy F.
- Gockel, Edward H.
- Gold, William J.
- Goldenberg, Shirley
- Goldfarb, Nancy E.
- Goldman, Jacqueline
- Gomez, Joseph A.
- Goodman, Cynthia A.
- Gordon, Janet R.
- Gorelick, Marie
- Grant, Robert B.
- Grosse, Ellen M.
- Greene, Constance E.
- Greene, Elaine S.
- Groeling, Linda A.
- Grosek, Edward
- Gross, William F.
- Gullace, Frances S.
- Haag, Judith R.
- Haggart, Mary S.
- Halckewicz, Oksono
- Hall, Joan
- Hallenbeck, William
- Hallenbeck, Mary Ann
- Halprin, Roberta S.
- Haluska, John B.
- Haney, Bruce F.
- Hartman, Otto P.
- Harvey, Carole J.
- Harwood, Mary A.
- Havas, Bonita G.
- Hayes, Marcia A.
- Hayford, Paul
- Haymer, Marilyn D.
- Healy, Sara J.
- Hecht, Phyllis S.
- Heffner, Florence A.
- Hellmann, Esther E.
- Held, Faith A.
- Hephurn, William C.
- Hermayer, Virginia C.
- Herzog, Herbert E.
- Hettrick, Carol A.
- Hinman, Roberto F.

- Hoag, Mary H.
- Hoffman, Paul D.
- Hoffman, William R.
- Holmes, Lee
- Honnett, Elizabeth O.
- Horn, Stuart R.
- Horning, Janice
- Horton, Judith L.
- Houghton, Elaine M.
- House, Sharon H.
- Howard, Marilyn G.
- Howard, Patricia
- Howarth, Nina P.
- Hrdina, Jeanne M.
- Hubbard, Gerald E.
- Hughes, Edward T.
- Illenberg, Gregory J.
- Jablou, Arnold E.
- Jackson, Patricia J.
- Jacobs, Ellen B.
- Janick, John J.
- Janick, Lynn A.
- Jeffords, Robert H.
- Jewell, Dorothy M.
- Jewell, Patricia A.
- Johnson, Richard S.
- Joles, Michael L.
- Jones, Allen D.
- Jones, Susan J.
- Judd, Robert E.
- Judson, Joyce L.
- Kaplan, Ellen J.
- Karski, Judith S.
- Kaye, Rhona C.
- Kenan, Barbara A.
- Keese, Charles R.
- Kestner, Joseph A.
- Kienzle, John F.
- King, Janet E.
- King, Karen O.
- Klompert, Candace R.
- Klaus, Joan B.
- Lieiman, Jeffrey R.
- Klein, Eva
- Klimek, John C.
- Klym, Helen
- Knittel, David M.
- Koehler, Judith A.
- Kole, Jocelyn M.
- Laller, Jeanne P.
- Kannight, Diane M.
- Katasek, Marie D.
- Kowalenko, Bazyli
- Kowalowski, Anna L.
- Kuchenmeister, P. D.
- Kurz, Linda A.
- Kushner, Barbara M.
- Kushner, Katherine A.
- Kutt, Piret M.
- Lamb, Sharon B.
- Lampman, Nathalie E.
- Lancrot, Martha E.
- Lang, Janet M.
- Lapenna, Marilyn Ann
- Lauf, Lotte E.
- Lazarus, Cora S.
- Lebenritt, Julia A.
- Legere, Marilyn J.
- LeMarie, Juliette W.
- Lombcke, Marcia
- Lenowitz, Sharon L.
- Lantz, Henie
- Leonetti, Amalia M.
- Leuther, Barbara R.
- Groeling, Linda A.
- Grosek, Edward
- Gross, William F.
- Gullace, Frances S.
- Haag, Judith R.
- Haggart, Mary S.
- Halckewicz, Oksono
- Hall, Joan
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- Hettrick, Carol A.
- Hinman, Roberto F.

- Leveroni, Richard L.
- Lewis, Kathy M.
- Lewis, Margaret L.
- Lietz, Erika M.
- Linderman, Linda C.
- Lindsey, Bruce A.
- Lippert, Virginia L.
- Liss, Flecia N.
- Lobdell, James E.
- Lovless, Margaret S.
- Luce, Diane E.
- Luczak, Gary A.
- Lutz, Agnes A.
- Luxemburg, Philip I.
- Hubbard, Gerald E.
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- Reid, Edward J.
- Renzi, Emilio G.
- Reynolds, Cynthia J.
- Ribak, Brian
- Ricciardelli, A. P.
- Richardson, Eunice A.
- Richens, Allison M.
- Ringwald, Edward C.
- Ritzmann, Roger E.
- Robb, Cynthia S.
- Roberts, Linda
- Rodriguez, Ramona A.
- Rohr, Barbara E.
- Rosen, Stanley A.
- Rossomano, Carol Ann
- Rowland, Marcella A.
- Rowney, James R.
- Rushano, Martin D.
- Ruszczyk, Stephen A.
- Rutschmann, Donald F.
- Ryerson, Frank A.
- Sadikaj, Bill
- Saki, Betty J.
- Samson, Ruth A.
- Sargeant, Robert C.
- Sayer, Barbara M.

- Morgan, Virginia May
- Morgan, William H.
- Moross, George G.
- Morrison, Kathleen A.
- Mowbray, Janet P.
- Muck, Gordon
- Mullen, James F.
- Murphy, Susanne P.
- Myers, Louise E.
- Nailor, Joan E.
- Narrow, Phyllis A.
- Neal, Karen L.
- Negri, Donald B.
- Neil, Karole H.
- Nichols, Cleo H.
- Nichols, Sue H.
- Niles, Mary O.
- Noble, Roudia A.
- Nowke, Robert M.
- Nowak, Adela G.
- Nudelman, Alice J.
- Nussbaum, Ilia S.
- Nye, Janice A.
- O'Donnell, Ellen L.
- Oleniczak, Richard
- Olivier, Maryann M.
- Olivier, Vivian S.
- Olsen, Elaine
- Olson, Barbara M.
- Osborne, Frank H.
- Osborne, Robert T., Jr.
- Ospina, Armando A.
- Ospina, Luis A.
- Ouime, Romeo L.
- Owen, Patricia A.
- Paddock, Patricia M.
- Palmer, Richard W.
- Panasiewicz, Janet
- Paolucci, Francesco
- Parker, Lucy L.
- Parker, P. Victoria
- Paskin, Stephen R.
- Peacor, Irma S.
- Pearis, Patricia Ann
- Pearson, Ruth D.
- Pennacchia, Sylvia A.
- Pentlen, Carolyn R.
- Peper, Frank W.
- Perkins, James R.
- Petersen, Robert C.
- Petre, Gary L.
- Photiger, Helaine
- Piedimonte, Evelyn
- Piening, Ekkehard G.
- Pierce, Aldon C.
- Piniak, Judy M.
- Plotter, Patricia E.
- Pitcher, Delphine T.
- Pitkin, Thomas A.
- Planque, Edith C.
- Plotnik, Meta
- Pohl, Judith M.
- Polus, Rosemarie J.
- Pomeroy, Judy A.
- Poole, Mary M.
- Porr, Janet I.
- Powers, Thomas R.
- Pratt, Mildred E.
- Pres, Mary Anne
- Purdy, Michael W.
- Putnam, Ronald R.
- Quattrini, Mary Ann
- Rabatini, Marlene A.
- Rameri, Marietta R.
- Raphael, Ronald
- Rarog, Carol
- Rathgeb, Douglas L.
- Rector, Theodore W.
- Reed, Ellen G.
- Reid, Edward J.
- Renzi, Emilio G.
- Reynolds, Cynthia J.
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- Ruszczyk, Stephen A.
- Rutschmann, Donald F.
- Ryerson, Frank A.
- Sadikaj, Bill
- Saki, Betty J.
- Samson, Ruth A.
- Sargeant, Robert C.
- Sayer, Barbara M.

- Schafer, Judith A.
- Scheinman, Karon S.
- Schiff, Alicia M.
- Schiffirin, Ruth F.
- Schmidt, Lillian M.
- Schmoll, Carolyn J.
- Schreiber, Earl G.
- Seeman, Howard N.
- Segar, Barbara R.
- Seider, Robert M.
- Sekeer, Anne E.
- Sennett, Patricia G.
- Shanon, Elizabeth P.
- Shapiro, Iris P.
- Sheeran, Judith G.
- Sheffield, Diane
- Shelton, Jeannette M.
- Sherin, Jacqueline M.
- Shero, Gail S.
- Short, Nancy J.
- Shuba, Janet M.
- Silverman, Ruth C.
- Simington, David N.
- Simon, Evelyn A.
- Siver, David H.
- Skolky, Naomi
- Slenker, James G.
- Slezak, Sheila F.
- Slocum, Thomas I.
- Smallen, David L.
- Smith, Karen L.
- Smith, Keven L.
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- Sneddon, Leonard J.
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- Solomon, Andrea J.
- Sparrow, Patricia A.
- Spas, Claudette A.
- Spiegelmann, Gary L.
- Spohn, Rosalie A.
- Stanley, Agnes V.
- Steckal, Trudie J.
- Steindorff, Barbara
- Stetler, Sandra S.
- Stewart, Michael
- Stoll, Manfred
- Strassburg, Susan L.
- Strickland, Dorothy
- Stroud, Elizabeth
- Sutherland, Frederic
- Sutliff, Wilomera
- Swift, William D.
- Szymanski, Richard
- Taft, Patricia A.
- Tansky, Kathryn A.
- Tarano, Peter D.
- Ten Eyck, Richard L.
- Teves, Sharyn D.
- Thayer, Joan L.
- Tinney, Robert E.
- Tomaszewski, Bonnie
- Tomes, Dorothy
- Townsend, Barbara K.
- Traugott, Ursula I.
- Trexis, Lois A.
- Trowbridge, Stephen
- Turbyfill, Susan L.
- VanGysel, Patricia C.
- VanHorn, Susan T.
- VanSlyke, Jeanne F.
- VanTassel, Fred H.
- Venner, Jacqueline A.
- Vierango, Barbara D.
- Vigors, William W.
- Vincitore, Mary J.
- Vogel, Linda D.
- Voorhies, Candace F.
- Waite, Veronica A.
- Walsh, Katherine T.
- Walsh, Theodore W.
- Walton, Louise H.
- Wameling, Carolyn M.
- Ward, Miriam A.
- Ward, Robert A.
- Warek, Elizabeth
- Watson, Dorothy A.
- Weatherly, Elizabeth
- Weath, Jo A.
- Wenzel, Joanne R.
- Werbil, Cheryl L.
- West, Jo A.
- Whitmeyer, Carol A.
- Wilcox, Betty J.
- Wilcox, Robert E.
- Wilkins, Nancy E.
- Williams, Helen C.
- Williamson, Darline
- Wingate, James L.
- Witter, Harold J.
- Wolner, Edward W.
- Wyskowski, Frederic
- Yarina, Susan B.
- Zang, Ellen T.
- Zayachek, Evelyn D.
- Zellner, Ellen R.
- Zende, Barbara R.
- Zarella, Francine V.
- Ziella, Helmut
- Zimmer, Sanford J.

Book Review Camus' Literary Diary Revealing

by J. A. Gomez
Albert Camus, *Notebooks 1935-1942*, Alfred Knopf, 224pp., \$5.00

At the age of twenty-two, Albert Camus began to write a type of literary diary, which he continued to keep until his untimely death in 1960. Although Camus never originally intended these diaries or notebooks to be published, in 1954 he made a corrected copy of the first seven books. The first three of these books appear in *Notebooks 1935-1942*.

Recurring Themes
The major recurring themes of these youthful notebooks are drawn mainly from Camus' Algerian environment and his early attempts at writing a novel. The notebooks present an informative and interesting picture of Camus, the writer. Although not altogether missing, Camus, the man, remains somewhat elusive.

The personal "I" is missing, and all direct autobiographical incidents are hidden within an "objective" frame of expression. Strong emotional feelings are not completely devoid in these notebooks, but often they are submerged deep within stylistic exercises.

Witness "Letter to a man in despair." In this answer to a hypothetical letter, Camus seems to express his own feelings about the horrors of the war, the stupidity of society, and the possible hope of a compromise treaty in the early years of World War II.

Conscious Stylist
In *The Plague*, the character Grand spends his life working on the "perfect" first sentence of a novel. The example is both strange

Lyrical Element
The early notebooks are especially effective in displaying a lyrical side of the author's style and his youthful attraction to an "instinctive communion" with nature.

A day of sunshine and clouds. The cold spangled with yellow. I ought to keep a diary of each day's

Theatre Review
Weak Script, Characterizations Undermine 'Once Upon a Mattress'

by Roberto Trenkner
Despite the attempt at "sophistication" and topical satire, *Once Upon a Mattress* got off the ground only in the song sequences. The weak book is redeemed by Mary Rodgers' lilting music, Marshall Baker's clever lyrics, colorful costuming, and exceptionally fine acting by several actors.

The play began in earnest when Rosanne Ferrara first appeared declaring "I'm Shy!" Each time Miss Ferrara appeared, the whole stage seemed to crackle with energy. She belted out her songs with clarity, ease, and charm.

Lobdell Versatile
Jim Lobdell, as the mute king, expressed more without words than did many of the characters with vocal roles. His movements were not limited to the broad gesturing which made this role comic. He expressed volumes with the quirk of an eyebrow or the shrug of a shoulder.

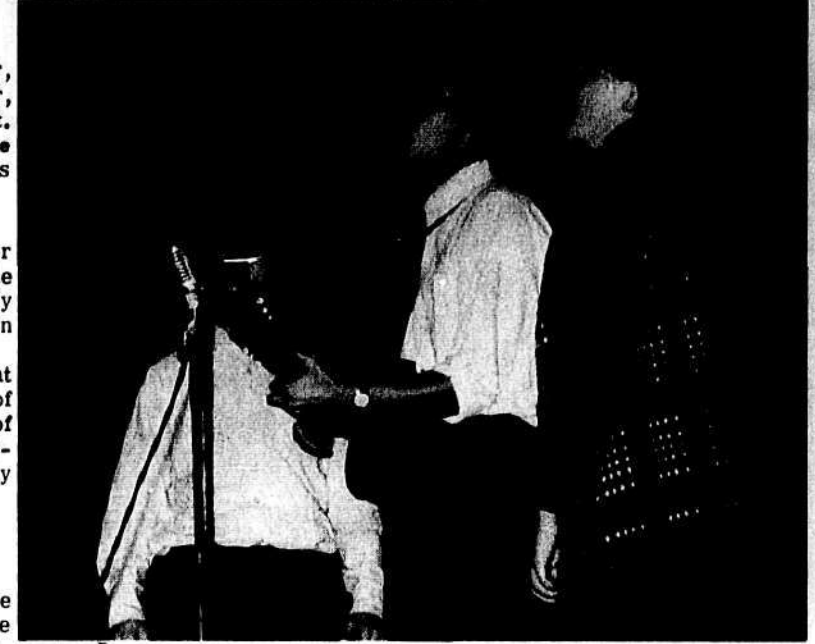
Jack Tkatch and Bill Morgan, as the Jester and Minstrel, made a delightful trio accompanied silently by the king in "The Minstrel, the Jester, and I" which they sang in the hall of the palace.

Weak Characterizations
Generally, the main problem with the characters that fell short of expectations was that the roles were understated when they should have been played more vividly. The costumes helped the characterization by giving individuality to each player and by creating a colorful stage picture. Someone should have shown the courtiers how to move in the long gowns; they moved as if they were in street clothes and lost most of the effect which the flowing gowns should have produced.

Imposing Spectacle
As for the spectacle itself, the entrance into Rome is excellent, with the concluding wink by Miss Taylor a fine, human touch. The presentation of Caesar's assassination through the angry fires of Cleopatra was, however, cheating a bit by avoiding dialogue and expecting the viewer to assume that such fires are possible. Also, things happen too soon and too fast once Cleopatra arrives in Rome, perhaps due to the cuts suffered by the film.

Poor Editing
Indeed, the main problem here seems to be the editing, for there are some good lines, some very effective directorial touches, some very good shots and even some exciting scenes in this nonetheless generally boring hour and a quarter. Examples are Antony hiding in the shadows as Octavian's men talk to Cleopatra; the sea battle, which does what Ben Hur's didn't, thanks to good director and real ships; and Cleo standing alone on a large

State Trio At Folk Music Conference



Alex Delfini, Fred LeBrun, and Linda Heffner perform at Hamilton College.

The Milt Cavendish Trio—Fred LeBrun, Alex Delfini, and Linda Heffner—represented Albany State at the Northeastern Folk Music Conference held at Hamilton College, March 13th and 14th. The purpose of the conference was to discuss the nature of folk music and the phenomenon of its present popularity.

Saturday's program included afternoon workshops in the fields of folk instrument technique, folk art, music, and culture, and folk music collecting.

A symposium was held Saturday morning. Panel members were Dr. Louis C. Jones, director of the New York State Historical Association, Edward D. Ives, author, collector of northeastern folk music, folk musician and professor at the University of Maine, John A. Scott, former Professor of History at Amherst College, and Charles L. Todd, author and Professor of Rhetoric at Hamilton College. They discussed the question, "What is Folk Music?"

Among the speakers for the weekend was Alan Lomax. Mr. Lomax is among the foremost collectors of

American and foreign folk music. His Friday evening lecture dealt with the relation of folk music to various cultures throughout the world. The lecture was followed by a reception at which he and several groups performed informally.

The Milt Cavendish Trio closed the two-and-one-half hour program with four encores. They have been asked to appear again at Hamilton's folk weekend, May 1st and 2nd.

ASP Arts

Movie Review Poor Editing Makes 'Cleo' Choppy

by Paul M. Jensen
But, on the whole, this section is very good, and could have been even better had it been released by itself as a two-and-a-quarter-hour film.

The same would probably be true if the second half had been released in a separate, expanded form. In its present condition, the picture seems to fall apart after the intermission. It may be that no one was sure about Antony's part, but then again it may only appear that way because of the cutting and elimination.

Although, except for an occasional line, the wit disappears, this is all right because four hours of wit tends to get tedious. However, there seems to have been nothing with which to replace it.

Burton Boring
Burton wanders about, boozing and expounding about very little of consequence. As he flirts with Cleo and fluctuates back and forth between liking her and not wanting to go along with her, it gets, I'm afraid, quite boring.

This felony is compounded by the editing—the setting jumps from Rome to Egypt to Athens (even) without warning and the only way to tell where we are is to listen until someone says, "Well, here we are in Rome."

Madame Tolstoy...
(continued from page 3)
now a national museum. In 1901 she became her father's secretary, and also worked in the village clinic and school.

During World War I she served as nurse and was nominated three times for the St. George medal for valour on the battlefield.

After the war Miss Tolstoy founded with government permission a society to study her father's works. She also started to compile a complete edition of her father's works in 91 volumes.

In 1921 she became curator for her home which became a national museum and educational center. Here she established schools, hospitals, and a clinic.



The fans watch the game from "dugout" seats as shirtsleeves indicate the weather that we hope for.

Odorizzi And Smith Co-Captains Spring Baseball Practice Begins

by Harold Lynne

"Pitching is the big question mark," commented baseball coach Robert Burlingame, when asked about the team's prospects for the forthcoming season. "We have only one regular pitcher back from last year, Ray Weeks."

Weeks, with a 3-3 record accounted for half of the team's wins last spring as it compiled a 6-5 record. Don McGurkin, who was the regular shortstop, got credit for two of the other victories as he made two late-inning relief appearances.

"I don't like to make predictions but I will say that we have a very good nucleus to build the team around." Of the four men who batted over .300 last season only one, Gary Penfield, is not returning.

Odorizzi, Smith Co-Captains
Junior Dick Odorizzi, the team M. V. P. last year, led the attack with a .352 batting average. Dick will hold the catching position again. Last year his strong defensive play was a boon to the Peds. Dick will co-captain the club along with Gary Smith.

Gary chipped in with a .327 average. Smith, the regular first baseman, also captained the soccer team this year. Coach Burlingame is hoping that Smith will be able to get into shape in the limited time that his student teaching allows.

The other returning .300 hitter is Junior Don McGurkin. Don batted .312 during the 1963 campaign. Mike Putney, second baseman, is another returning regular who Coach Burlingame is counting on for a good year.

The infield is all set except for third base which is a toss-up. The outfield positions are also open. Paul Harney, Tony Macaluso, and Pete Daddabbo all saw limited outfield action last year. Coach Burlingame is expecting help in this area from Chuck Mastrangelo who hit well for the frosh last year.

Other men up from the freshman team are Pep Pezullo, Don Mason, Bill Bate, and Steve Trowbridge. Pezullo batted .311 for the frosh. His good speed and strong fielding is expected to bolster the Ped infield.

Mason caught for the freshman. Bate and Trowbridge were pitchers who are trying to solve the team's pitching problems. Also, Dick Kimball, who saw some pitching action on the varsity last year, is hoped to bolster the pitching.



Gary Smith gives the big swing in a game from last year. He will be back this year.

Tennis Team Improved; Number One Player Back

By Jim Wingate

On Saturday, April 18, the Albany State varsity tennis team will open the 1964 season with a match against the Plattsburgh squad. Leading this year's quest for victories will be John Barthelme. The number one man last year, John hopes to improve upon his fine record.

Another senior, John Sturtevant the number two man last year is back to add his talents to the veteran squad. Ed Wolner and Keith Costello are seasoned players and are expected to bolster the team's worth. Ed was fourth man and Keith was number five.

21	Oneonta	Home
24	Potsdam	Home
28	Siena	Away
29	Oneonta	Away
May 1	St. Oeter's	Home
4	Oswego	Away
6	RPI	Home
9	New Paltz	Home
16	New Haven	Home
23	New Paltz	Away

Frosh Schedule

April 22	Albany Pharmacy	Home
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Slocum Shows Promise
Tom Slocum, last year's frosh ace is the most promising prospect of the newcomers. Other spots on the team are still open and will be fought for by Sophomores Don Vigners, Rick Axevsen and Bill Enser. The veterans compose most of the squad and are the reason Coach Hathaway thinks that this year's team is much stronger.

The schedule is more difficult with several tough competitors being added to the slate! They are RPI, New Haven and Oswego. Trouble by the name of St. Peter's is also on the agenda. "No game is a sure thing," says the coach "and we don't expect an undefeated season."

The Schedule

April 18	Plattsburgh	Home
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Golfers Face Oneonta In Opener Maurer Returns To Pace Letterman

The varsity golfers open their season on April 20, at Pinehaven CC in Guelderland against the Oneonta squad. Coach Dick Sauers believes this year's squad is "even better" than that of last year. The teams last year compiled an 8-1

record, and went on to win the State U. Tourney by a whopping twenty strokes.

Hamilton College again figures to be the most formidable foe of the new season. They were responsible for the sole blemish on the State effort last year.

Maurer Back

Fred Maurer, (Ballston Spa) returns to the number one spot, but he is sure of a battle from Mike Bays for this year's honors. Doug Morgan is back for his third year and adds depth to the squad.

With the three top veterans forming the hard core the team adds extra strength with returning letterman Paul Bachorz and John Vriatak. These men proved to be the decisive factors many times last year.

Stan Rosen is the only non-letterman to break into the powerful lineup. Stan showed a great deal of promise in the fall tryouts and should add to the strength of the squad.

Steve Walter will see action as the seventh man on the team. Steve is up from the freshman team of last year. Coach Sauers said that "the team will lose one game at most this year." He must have something to make a statement like that.

Burlingame Colgate Grad Coach In His Fifth Year

Coach Robert Burlingame begins his fifth season as Albany State baseball coach. A fine baseball player in his own right, Mr. Burlingame came to Albany from St. Johnsville High School where he coached soccer, basketball, and baseball.



Coach Burlingame

After graduating from high school, Coach Burlingame entered the Navy to see the world. He served for six years. With his military service behind him, Burlingame enrolled at Colgate University. He received his BA and stayed on to get his MA.

Player and Coach

While he attended Colgate, Mr. Burlingame was a star for three seasons with the Raiders and in his third year was the frosh baseball coach. Albany has used Coach Burlingame in several capacities, as frosh soccer and wrestling coach. He has several freshman gym classes to fill out his busy schedule. During the year his family gets into the act and his son can be seen as the batboy for the Albany nine.

Sabremen Defeat North Adams Lose Second Half of Meet 14-2

State's Sabre team held a two weapon competition with North Adams, Mass. before the Easter break on Sunday, March 22. The result was a handy win in sabre for State 9-7. North Adams held the upper hand in the foil competition and won easily 14-2.

The sabre competition was brighter in the eyes of State rooters. Bob Tamm was undefeated and sparked the sabre swingers to victory. The individual results were as follows:

Sabre	W	---	L
Bob Tamm	4	0	0
Rei Bachmann	1	3	0
Len Smith	2	2	0
Ron Kent	2	2	0

Foil	W	---	L
Tamm	0	4	0
Bachmann	0	4	0
Smith	1	3	0
Bob Brown	1	3	0

Looking Back In Sports

by Joe Silverman

During this past week fourteen years ago the women of MYSKANIA clinched the WAA basketball championship by defeating the hoopsters of Phi Delta 36-7.

On April 9, 1959 the tennis team finally made the grade as its status was changed from a club proposition to varsity level.

Over the Spring Recess of 1961 four Ped wrestlers traveled to Paterson, New Jersey to compete in the National YMCA Tournament. Clem Crow, the former great State wrestler, finished second in his weight division. Crow was handicapped throughout the tourney with a sprained ankle.

On April 13, 1960, Pete Spina pitched for the third time the opening day baseball game for the Peds and for the third time was able to defeat his opponent.

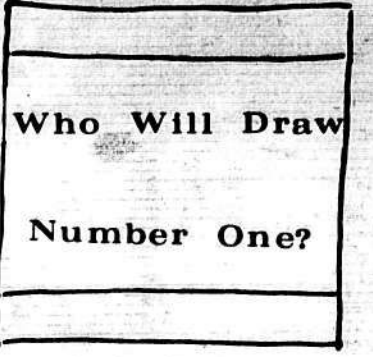
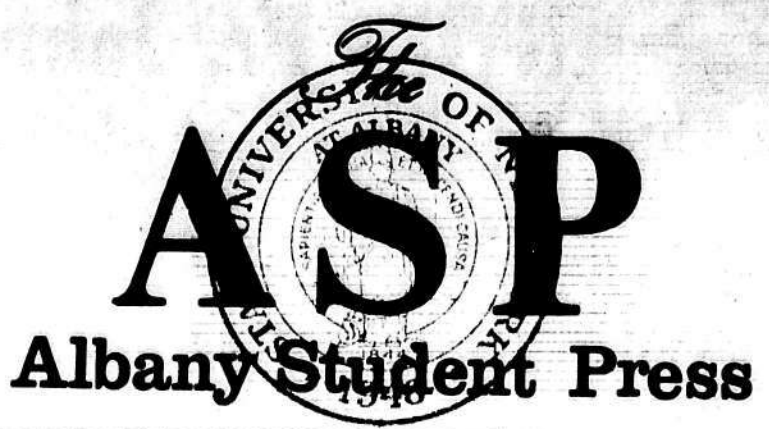
NOTICES

Due to the lack of space in this week's issue my column did not appear, much to the dismay of the senior editor. Fear not, the column will be back in next week's paper.

The Sports Editor

Golf

All frosh who are interested in playing on the frosh golf team, see Coach Sauers as soon as possible.



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Guddat to Head Budget Committee; Senate to Form Camp Board Policy

Udo Guddat '66 was appointed by Student Association President Arthur Johnston '65 to head the Senate Budget Committee at last Wednesday's meeting. Appropriations were given to Statesmen and denied to the Dramatics and Arts Council. The Organizational Recognition Committee was given the authority to write down the policy of Senate toward Camp Board.

The Inter Fraternity Council-Inter Sorority Council was given permission to solicit for an Ugliest Man and Ugliest Woman Contest.

Closed Session

In a closed session the speakers for Moving Up Day were chosen. The results of this part of the meeting will not be known until Moving Up Day, May 16.

The Budget Committee as proposed by President Johnston is to include chairman Guddat, William Sinnhold '66, Finance Committee Chairman Harry Gardner '65, Katherine Brown '67, and Nancy Shuba '67.

Senate will vote on establishing the membership of this committee next week.

Senator David Bratt '64 was appointed to fill one of the two Senate vacancies on the Department of Recreation. Senator William Sinnhold '66 was appointed to Camp Board.

Money Delayed, At Least

A request by Dramatics and Arts Council for \$250.00 was defeated with 18 in favor, 14 against and five abstentions. A majority of all those present, plus those absent illegally is needed.

The discussion on this request was highlighted by a brief statement by Patricia Fasano '65, a member of MYSKANIA. She advocated passage of the proposal on the ground that the group will provide excellent representation of the university.

Roberta Joslin '65 was approved as Election Commissioner with 39 of the 42 members present voting in the affirmative.

Countess Tolstoy Speaks in Bru

Wednesday evening, in the Lower Lounge of Brubacher Hall, a large audience heard Countess Alexandra Tolstoy, daughter of the Russian author, Count Leo Tolstoy speak about her father. Countess Tolstoy related incidents in her father's life, and outlined his philosophy during the various phases of his literary career.

To Count Leo Tolstoy, life was always a striving, aimed at doing better and fulfilling spiritual values. He was a good man who loved his fellows despite their condition of servitude.

Countess Tolstoy was secretary to her father from 1921 to 1927. During this time she copied and corrected his manuscripts, and was present during the visits which many literary greats made to the Tolstoy home. Among these were included Chekov, and Maxim Gorki.

Family Provided Characters
Probably the best known of Tolstoy's works is the masterful novel *War and Peace*. In this, as in *Anna Karenine* in his later novels such as *Resurrection*, Tolstoy drew his characters and principles from his surroundings, many times using the qualities to be found in members of his own family.

In writing *War and Peace*, Tolstoy studied the actual physical environment in which the Napoleonic Wars involving Russia and France took place. While writing *Anna Karenine* Tolstoy underwent a change in his philosophy. His interest in life became sparked with a desire to fulfill the will of God as he interpreted it, and



Work on the first dormitory on the new campus is progressing rapidly. Students will draw selection numbers today, to determine who the first 500 occupants of this building will be.

Housing Assignment Program Begins With Room Selection Number Drawing

Drawing of room selection preference numbers takes place today in Draper Student Lounge between 8:30 a.m. and 4:30 p.m. These numbers will determine the order in which students will report for the selection of rooms and dormitories next year.

Students may report at any time today for the drawing of their preference numbers. Room and dormitory selection,

however, will follow a definite schedule, beginning with the Class of '65 next Tuesday night.

Students must report in accordance with their class and drawing number at the times indicated (see schedule column five, this page).

Students may select a room or suite for any number up to five students, thus taking with him on his drawing number the students so named. The majority of rooms will be for three persons; the majority of suites will be for five.

All students intending to room together should report with the person on whose number they are drawing.

In the event that one or more of the roommates cannot be present for room selection, the student on whose number they are drawing must present a signed note from those absent, including the person's student number.

Only 150 Seniors will be allowed to live in off-campus housing next year. All others, including those presently living in apartments, will have to live on campus.

Certain sections of dormitories will be blocked off as being scheduled for moving next year. Sections of the new dormitories will be re-named by September, 1965.

Johnston, Cabinet Announce New \$3 Tax Increase for Fiscal 64-65

Student Tax next year will jump three dollars above its present total to \$46. This is due to a three dollar increase in Student Association's tax to \$27.50 per student. The Athletic Tax of \$18.50 will remain unchanged next year.

This Student Tax figure is based on an estimated enrollment of 3100 full-time undergraduate, and 200 full-time graduate, students next year.

The entire Student Association Budget will be limited to a ceiling of \$91,000 next year. These figures were announced by Arthur Ferrarri '66, Commissioner of Finance, at the initial meeting of Cabinet Ministers and the heads of budgetary organizations last Friday.

The Communications on campus will be limited to a total of \$39,700 in the 1964-65 budget. Culture received a ceiling of \$24,600.

ROOM SELECTION SCHEDULE

Tuesday-April 21	Seniors '65
1-100	(7-8:00 p.m.)
101-200	(8-9:00 p.m.)
201-up	(9-10:00 p.m.)
Wednesday-April 22	Juniors '66
1-75	(7-8:00 p.m.)
76-150	(8-9:00 p.m.)
151-200	(9-10:00 p.m.)
Thursday-April 23	Juniors '66
201-275	(7-8:00 p.m.)
276-350	(8-9:00 p.m.)
351-up	(9-10:00 p.m.)
Monday-April 27	Sophomores '67
1-75	(7-8:00 p.m.)
76-150	(8-9:00 p.m.)
151-200	(9-10:00 p.m.)
Tuesday-April 28	Sophomores '66
201-275	(7-8:00 p.m.)
276-350	(8-9:00 p.m.)
351-up	(9-10:00 p.m.)

Selection will take place in the Brubacher Private Dining Room, served exclusively for graduate students and freshmen.

Two fraternities and sororities will make the initial move in September. The others will be on the new campus by September, 1965.

Johnston, Cabinet Announce New \$3 Tax Increase for Fiscal 64-65

Organizations under Recreation and Government will be limited to totals of \$19,700 and \$7,000 respectively.

Commissioner Ferrarri felt that these figures are a satisfactory solution to the problem of budgeting.

"On the one hand, the organizations honestly want to grow. On the other, we have to watch the student's pocket books. I think these figures draw the line pretty well."

The budgetary organizations in each classification will be required to stay within the ceilings set for their classifications.

The heads of these organizations will meet tomorrow to present their proposed budgets to their respective Cabinet Commissioners. This will be the first step in obtaining final Senate approval of next year's proposed budget.

Paul Bachorz limbers up his swing after the winter layoff.

(continued on page 3)