

# stony brook review

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at stony brook

## Upward Bound Is A New World for Student Tutors

Ask the average student walking across campus what "Upward Bound" means to him, and chances are he'll shrug his shoulders and say, "... some government program, I guess." To most people the program means little more than something they "guess" the government is doing.

Few people here realize that Upward Bound really means something big at Stony Brook. Fewer still would even guess that nearly \$200,000 has been spent here in the first two years of Upward Bound—a program aimed at steering capable but disadvantaged high school students toward college—or that nearly 40 of the University's student body and faculty have been working with a group of 83 young people from eastern Long Island to help them realize their potential as college material.

And Stony Brook's program was only one of the Federal government's Upward Bound projects sponsored by the Office of Economic Opportunity on 249 college campuses last year at a total cost of \$27 million—a comprehensive attack on poverty.

Why Upward Bound at Stony Brook?

The startling reason is the amount of poverty that exists on "wealthy" Long Island, where the average family income is nearly \$10,000. By definition, a "poverty-stricken" family is one with

four or more children and an annual income of less than \$3,500. There are enough such families in eastern Suffolk County to warrant multiple anti-poverty efforts like Upward Bound.

### What Does It Do?

The chief goal of Upward Bound is to steer the economically disadvantaged student toward college or at least some formal training beyond high school. The program attempts to focus the student's attention on his own aptitudes and abilities, and to bolster his self-confidence to the point where college seems more an attainable goal than something "only for the rich kids." The fact that Upward Bound is conducted on the campus helps the student identify that goal.

During the six-week summer session at Stony Brook, students who meet the eligibility requirements for Upward Bound (and have been recommended by their high school guidance counselors) attend classes in remedial work that includes math, English and social studies. A few of the students qualify for advanced work that sometimes approaches college level study.

Throughout the year the professional staff and student counselors at Stony Brook meet with Upward Bound students and their families regularly. Alternate weekly visits to the campus by students and parents often are planned to coincide with concerts, plays or sports events that can broaden the students' concept of college life. Several excursions into New York City this fall exposed the Upward Bound groups to plays and art exhibits.

### What Good Does It Do?

Although the Stony Brook project has been in progress only two years, some early successes have been noted by project director Bill Godfrey.

A boy from Greenport described as a "rough kid" discovered, with the help of his counselors, that he could write poetry—"good poetry," according to student counselor Peter Balsam. The boy's work appears in the Upward Bound Stony Brook yearbook, *Solstice*, published last month.

A 15-year-old girl from Longwood was discovered to be in need of extensive dental work during a routine checkup at the beginning of last summer's program. "Apparently she had never been to a dentist," observed Phil D'Arms, assistant director of the project. "She was even ashamed to smile because her teeth were so bad, and her teachers said she hardly ever talked in class." Upward Bound sent her to a local dentist, and the girl now has a "totally new outlook, new friends, bet-



"ARTISTS—PROFESSORS AT STONY BROOK", the first in a series of four art exhibits, was held on campus during December. Shown here is a bronze sculpture "The Joy of Dance" by George Koras. Also exhibited were paintings "approaching pop art" by avant garde painter Stephen Vasey, work in mixed media by Edward Countey and Jacques Guilmain, and other sculpture in bronze and aluminum by James Kleege and Robert White.

ter grades in school... and a reason to smile."

Another boy was found to need eye-glasses, and Upward Bound footed the bill to improve his sight.

"A lot of these kids had never been to a doctor or a dentist before," said D'Arms, "and much of our budget has gone for medical expenses."

### "A New World..."

The six-week summer program at Stony Brook places Upward Bound students in an environment that some describe as "a new world." Educational consultant Eli Seifman appraises their reaction as "so painful for some that they can't return the second year." He points out the circumstances to which some of the students have difficulty in adjusting: the Negro-white confrontation, since over half the students are Negroes—the college setting in which "a student doesn't have to go to class unless he wants to"; and such startling glimpses of "better living" as regular meals in comfortable dining halls, with "real butter" and "all the milk you can drink."

The University faculty and student counselors work closely with Upward Bounders, often becoming personally involved in the student's approach to learning.

"Effectiveness comes on a very personal level," says Sandy Silberstein, a sophomore English major who maintains a continuous correspondence with the high schoolers she has worked with.

"The counselors benefit from this

close rapport perhaps even more than the students they counsel," remarked Bill Godfrey. "They become involved in something that's bigger than they are—poverty and the products of poverty. Suddenly they're out to save the world. They discover they can't quite do that—but they also find they can do a great deal."

As Peter Balsam, sophomore math major from Queens who counseled for the first time last summer, puts it, "I've really had a change in outlook, a chance to see the way life is... the way people are."—Robert Blakeslee

## Growth in Brookhaven Anticipated by Studies

With Suffolk County one of the fastest growing population centers in the country, the town of Brookhaven can expect dramatic changes within the decade. Whether the area becomes an extension of existing urban sprawl or retains its present country atmosphere will be determined—by default or by decision—within the next few years.

Faculty members have no power to forecast Brookhaven's future by looking into crystal balls, but they can, and have, compiled information on a series of subjects critical to the future growth of the community.

*Brookhaven in Transition: A Study of Town Planning Issues*, edited by Deiter Zschock, associate professor of economics at Stony Brook, contains a half dozen reports on local taxation,

community attitudes, preservation of the natural environment, and political leadership in Brookhaven.

The book will be published and distributed in mid-January, and Dr. Zschock promises it will contain some controversial suggestions for handling expansion of the community. It is not, he emphasizes, a blueprint for the future but a collection of facts which can be used by Brookhaven residents to develop their own guidelines for growth.

Community planning requires a major commitment of time and other resources, he added. But the alternative can be seen along the Jericho Turnpike.

Research was financed by a grant under Title I of the Higher Education Act of 1965 with funds allocated to New York State and administered by the State Education Department. The book reports on a series of projects undertaken by the State University at Stony Brook as demonstration projects in the area of town government.

Included are sections on "Taxation and Planned Development" by Lee E. Koppelman, executive director of the Nassau-Suffolk Planning Board; "Preservation of Environmental Quality" by Monica Riley, associate professor of biology at Stony Brook; "Surveying Community Attitudes" by James R. Hudson, assistant professor of sociology; "Tax Impact on Local Industries" by Woo Sik Kee, associate professor of economics at the University of West Virginia; and "Political Control of Zoning Decisions" by Howard A. Scarrow, associate professor of political science at Stony Brook.

Free copies are available to all interested citizens through the Economic Research Bureau of the State University at Stony Brook.

#### The Ombudsman:

### Campus Trouble Shooter

Did you every try complaining to a computer? Ever write a memo that wasn't answered? Ever dial the phone and have your call answered by a machine? The result can be a mild sense of annoyance or a major sense of frustration.

The trend toward mechanization and depersonalization on large college campuses, as well as in business, once led students at a west coast university to march, carrying signs reading: "I am a student. Please do not bend, fold, tear, or mutilate." Before Stony Brook gets as large and unwieldy as that school, steps are being taken to prevent the trend from getting a good start here.

Believing that small groups can be



LEFT TO RIGHT, President Toll and assistant Paul Dolan escort Stony Brook Council member William Murphy and Assemblymen Peter Costigan and Prescott Huntington as they toured the campus in December and met with various deans, administrators, and department chairmen. The purpose of the tour was to acquaint local legislators with the rapidly changing campus and brief them on plans for the future.

created within the larger whole and that they can make a growing university more manageable to its students, Stony Brook is developing programs to preserve a maximum amount of person-to-person contact for its mushrooming population.

One such idea is the residential college which tries to create a home base on campus for students from the freshman level through graduate school.

Another is the appointment of a campus ombudsman.

The ombudsman—a sort of government complaint bureau invented by the Scandinavians—acts as a campus-wide trouble shooter, investigating problems brought to his attention by frustrated students—or faculty or staff members. He may help initiate new procedures for the library, come up with an idea for improving food service, help establish a lost and found, work on long range plans for improving janitorial services, or explain the reasons why a decision, perhaps an unpopular one, had to be made.

Small problems? Not to the student who needs a particular library book, his paycheck for part-time work, or the pair of prescription sunglasses he left "somewhere" on campus.

Predictably there is no lack of gripes. Ombudsman Theodore Goldfarb, associate professor of chemistry, estimates that he has heard a complaint a day for the past five months. "Most of them have been solved," he adds. "But only because most are relatively minor problems."

Work continues on the long range problems including improvements in academic advising, future parking facilities, and the confusion created by constant construction of new buildings.

Nevertheless, the level of success achieved by Goldfarb and his fellow ombudsman, Robert Weinberg, assistant professor of physics, has led Stony Brook President John S. Toll to reappoint them for the current year. The third original ombudsman is Homer Goldberg, associate professor of English, now on leave.

Nobody at Stony Brook is saying that the ombudsman can solve all of the ills of higher education, but University officials do agree that he is helpful in cutting red tape, opening new channels of communication, and providing an outlet for frustration. In their first five months, Stony Brook ombudsmen successfully handled nearly 30 requests for direct action and became involved in another dozen problems which they feel to be of continuing interest to the campus community.

Adoption of the program last March made Stony Brook the first campus to try an idea which has attracted the attention of colleges and universities from New England to the Pacific Coast.

"Because we are new, only five years on this campus, we are used to change and experimentation," says President Toll. "It is easier for us to try new ideas and see how they work."

According to his preliminary report to the faculty, this is one idea that is working well.

#### Bentley Glass:

### Profile Of a Scholar

Bentley Glass looks like everyone's ideal grandfather. In conversation with him, the fact that he is an internationally renowned scientist fades with the growing realization that he is, above all, a warm and sympathetic human being, deeply concerned about the problems facing mankind in an era of unprecedented technological growth.

In August he was named national president of Phi Beta Kappa. Last month he also became president-elect of the American Association for the Advancement of Science. It may be the first time one man has held both major positions simultaneously.

When Dr. Glass came to Stony Brook in 1965 as Academic Vice President and Distinguished Professor of Biology, President John S. Toll characterized him as, "A man of outstanding eloquence, intellectual courage, and deep concern for the values of liberal education."

This month the president added, "The fact that Bentley is the logical choice for both these posts indicates the kind of man he is. He typifies the scholar we are seeking for Stony Brook, the man who is well versed in his own field but who is also deeply committed to teaching and to the problems of our society."

Honors and offices are nothing new to Bentley Glass. Since 1926 when he began his career as a high school science teacher in Timpson, Texas, he has served as president of such prestigious organizations as the American Association of University Professors, the American Institute of Biological Sciences, and the Maryland American Civil Liberties Union. He has been elected to membership or has otherwise served the American Association for the Advancement of Science and the National Academy of Sciences. He has been awarded five honorary doctorates (in addition to the B.S. and M.A. he earned at Baylor and his Ph.D. from the University of Texas), and in 1966 was named distinguished alumnus of the year by Baylor. A complete list of his personal and professional achievements would be a lengthy one.

But it may be that if Dr. Glass were asked to describe his work in a single word, he would call himself a teacher. "Too many people look on science as some kind of magic," he says. "We need to educate the general public so they will understand the scientific approach and the problems of science as

well as those of the humanities and the social sciences."

This is no mere verbal commitment. Dr. Glass has taught at the high school level (where he also served as football coach), in a junior college, in a four-year college, and on university campuses. He has written more than 200 books and articles, many of them texts and teacher guides. From 1959 to 1965 he served as chairman of the Biological Sciences Curriculum Study, a group formed to revise high school biology teaching. He has edited professional journals and has written widely for the layman, including his latest book, *Science and Ethical Values*, which sets forth his views of the scientist's responsibility to society and which was nominated for the 1966 National Book Award in the Science, Philosophy and Religion category.

It is appropriate that Dr. Glass will play a major role in guiding development of the new Medical and Marine



Bentley Glass

Sciences Research Centers at Stony Brook, as well as carrying the over-all responsibility for the research and instructional activities of the faculty, for to him today's scientist does not operate in isolation, comfortably shut off from the problems of the world by the walls of his laboratory. Rather, he must be an integral part of the contemporary world, a man of special knowledge and capability but also a man with special responsibility to deal with the consequences of his own discoveries.

Ideally, he should be a man much like Bentley Glass.—Alice Kling

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## Rally Incident Under Investigation

A misunderstanding touched off more than a brief scuffle between students at an anti-war rally and angry construction workers from a nearby building site December 7.

Believing the demonstrators intended to remove the American flag from its standard in front of the library, workers moved to intercede. In fact the 20 or so students at the rally were peaceful and the flag had been lowered by a University staff member because of rain. Nevertheless, fists flew briefly and some minor injuries were reported.

From that point issues popped faster than Chinese firecrackers and the original incident was nearly lost in a flood of rhetoric that moved one student to berate the administration for mud on the campus and another to criticize the anti-establishment faction for using poor tactics.

During the two weeks prior to Christmas vacation, rally followed rally, and if 97 percent of the student body apparently had other things to do, 200 people, or 3 percent of the student population, did show up carrying portable record players for one session—an all-night sit-in on the second floor of the library. The result: a series of demands presented to the administration.

Stony Brook President John S. Toll did not respond directly to the illegal if peaceful demonstration. Instead, he indicated he would continue to work with the Student Polity, the Faculty Assembly, and their committees as the established groups of campus governance in resolving questions raised by the events of December 7 and in attempting to solve other problems.

Appropriate committees have been appointed to investigate complaints made by students and a preliminary report has been made to the Faculty Assembly. Dr. Toll added that steps have been taken to avoid a similar incident in the future.

"A great many people have spent a great deal of time on this problem and will continue to do so," he said. "But they will proceed according to a prescribed course of action.

"A university exists to encourage the free exchange of ideas. At this University we will not tolerate attempts by one group to silence another, particularly by violence. Nor will we allow the expression of opinion to interfere with the normal, daily business of the campus.

"And that," he added, "is not a political exercise but an intellectual one."



## The Major Commitments Of Health Sciences

By Edmund D. Pellegrino, M.D.  
Director, Health Sciences Center

To undertake the design of a comprehensive health sciences center today is an exciting and formidable task, pregnant with opportunities for social good. Few new institutions can hope fully to encompass all the potentialities provided by science, technology and social change. Yet, each must commit itself to the most serious and discriminating confrontation with the major health and educational issues of our day and of the future.

These imperatives are urgently before us at Stony Brook as we carry out the complex task of planning a new educational facility equal to the opportunities and the problems in trying to meet the health needs of modern society. As presently conceived, the Health Sciences Center is expected to include colleges of medicine (1971), dentistry (1972), nursing (1972), allied health professions (1970), a school of social work (1970), a university hospital (1973), and a new, affiliated Veterans Hospital (1974).

A comprehensive program of education, research, and public service in all the major health professions is contemplated with a full-time student enrollment of over 3,000. Academic opportunities will range from molecular biology, through the usual clinical disciplines to community medicine and service—each geared to the health needs of our region and the nation.

Such an undertaking demands certain commitments which will mature into an academic plan and a specific mission over the next several years. Some of these commitments are briefly described here.

First, we are committed to the cultivation of the health sciences as university disciplines. The Health Sciences Center cannot fully anticipate the future in health care and prepare for it without the most intimate relationship with the biological sciences, humanities, social sciences, and other professional schools in the University. While most medical schools are under university aegis in this country, the fullest mutual advantages of the association are rarely actualized.

How to make the resources of a medical center available to all university disciplines is one of the major academic concerns of our day. In this effort Stony Brook has the advantages of physical proximity, of concurrent growth and cooperative planning as well as conscious efforts to inter-relate the Center and the University. Our opportunities are shared by few institutions.

A second major commitment is to develop a viable conception of a Center for all the health sciences from the outset. Few medical centers have developed really unified programs in the health professions in a cooperative way from their very inception.

A major deterrent to the delivery of optimal medical care today is the failure of communication and of a precise definition of functions among the steadily increasing numbers of the health professions. Too often each health profession has approached the care of the patient in an isolated way. We think it essential that medicine, dentistry, nursing and other health professions develop their education and service programs conjointly. If the mature Professional is to appreciate the contributions of his colleagues, he must begin to do so as a student.

The Health Sciences Center provides a potent instrument with which society can examine community and patient needs, determining how best to meet them, and develop the relevant roles for each health profession based on those needs.

A third major commitment is to the fullest development of the interface between the community in which the Center resides. Medical centers are only belatedly awakening to their responsibilities to make their resources available to the communities they serve.

In our planning, we have begun to make contact with voluntary health agencies, hospitals, public agencies, and professional societies. Under the provisions of the federal legislation on Heart Disease, Cancer and Stroke, and Comprehensive Health Planning, the Center at Stony Brook will be expected to make a contribution to the total de-

velopment of health services for the Nassau-Suffolk communities.

### Community Benefits

Continuing education, hospital affiliations, sharing of technical facilities, specialized personnel and equipment are all ways the resources of the new Center can become available to Long Island.

A community-based experience is therefore essential for students and faculty in all the health professions. The department of community medicine will be one of the broadest and strongest in order to foster these developments.

An important corollary to our community commitment is the requirement to experiment in how best to deliver to every patient, in every community, the knowledge and technology needed in contemporary health care. Medical centers have lagged in this area. Much of recent federal legislation—regional medical planning and comprehensive health planning—reflect public awareness of the need for innovation in patterns of providing medical care, which is already running ahead of professional perceptions.

The Center must deal directly with this question by designing and operating new models of patient care. Here, in the living laboratory of actual medical care, the staff can study the optimal alignment of roles and functions among health professionals, new organizational patterns, the use of computers, and a variety of other measures. Also in a model of patient care, students in all the health professions can learn to work together cooperatively and to examine their effectiveness in objective ways.

### "Core" Curricula Adopted

In place of the rigid programs which now characterize medical education, we can expect more flexible and variable curricula geared to student needs and interest and more consonant with the principles of graduate education. Thus, the amount of details will be cut down; emphasis will be on a smaller number of widely applicable concepts. Reliance will be placed on two—"core" curricula designed to teach the student essentially two languages—one in the basic sciences and one in the clinical. All students will take these core courses, but afterwards—for at least half of the curriculum—students will take multiple tracks to the M.D. degree. The undecided will take a course similar to the ones medical schools are offering today; but others will be able to pursue one of several tracks—medi-

cal sciences and research, clinical specialties, general or family medicine, or community medicine. Each track will be designed to teach different attitudes and skills. Graduates will thus be prepared for different roles in medicine and will select these roles earlier in their careers.

Considerable emphasis will be placed on the students' learning processes as well as on the techniques of teaching. Technologic aids—the computer, television, film automated carrels—will supplant many of the usual lectures and laboratory sessions. Seminar and tutorial teaching will assume a more prominent place as the curriculum becomes more flexible and more student-centered.

Greater attention will also be given to combining pre-medical and post-graduate education into assimilable packages in which the student can readily see the long-range goals of his education.

In this context, a major commitment to continuing education in all the health professions is essential to forestall the invariable obsolescence of knowledge which medical progress so rapidly induces.

Other emphases include earlier introduction to clinical contacts with patients, first as observers, and then as participants; close correlation of basic and clinical scientists points to curricula, underscoring of the humanistic, ethical, social, historical and economic dimension of medical practice and a larger attention to the social and ethical responsibilities of the doctor.

The detailed actualization of these commitments will engage the staff and faculty for the better part of the next decade. In this period changes in science and society will occur to modify today's hopes and plans. The responsibilities and possibilities inherent in the Health Sciences Center concept will be realized at Stony Brook if the right balance between flexibility and structured planning and enthusiasm and prudence can be struck. If it is, the University will make a significant contribution to health in its broadest sense and to the students it educates for significant roles in the world of the 21st century.

### Ford Grant to Establish Planning Group

In the fall of 1967 Stony Brook accepted 30 percent more students than were enrolled the previous spring. Today's campus population of 5,200 is expected to grow to 10,000 by 1971 and to 18,000 by 1975.

Planning for growth of this magnitude is perhaps the single most complex challenge facing Stony Brook today. To help, the Ford Foundation has announced a grant of \$90,000 to establish a faculty-administration long-range planning group for the campus.

Under the terms of the grant, funds will be provided to capitalize on opportunities for educational innovation. These include examination of budgetary procedures, staffing formulas, and other fiscal considerations as well as increased use of computer techniques, curriculum development, and the integration of new programs with those already in existence.

In addition to expanding programs in the arts, humanities and sciences, Stony Brook currently is planning a Health Sciences Center with schools of medicine, dentistry, nursing, and social work, and a school of environmental design with concentrations in architecture and urban and regional planning. Responsibility for planning activities is centered in the office of the executive vice president.

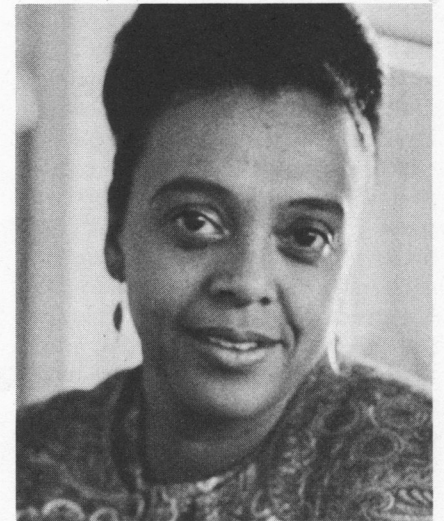
### Coming Special Events

Five concerts will highlight the cultural events at the University during the month of February, beginning with a violin-piano recital Feb. 8. Tickets for the concerts may be reserved by calling 246-6800 between 10 a.m. and 5 p.m. daily, and are available to graduate students, faculty and staff of the University at \$1.50 per person, and to the general public at \$2.50 per person, unless otherwise specified.

All concerts are held in the University Theatre in the Gymnasium Building, and begin at 8:30 p.m.

Other listed events will occur as follows:

Feb. 5-9—Stanley Edgar Hyman of Bennington College, author and critic, will deliver a series of lectures as a guest of the English Department;



Adele Addison

Feb. 8—CONCERT: Richard Goode, pianist, Marvin Morgenstern, violin;

Feb. 12—Jonathan Kozol, author of *Death at An Early Age*, speaking on "Roots of Violence in the Urban Public School," 8 p.m. in Cardozo College Lounge;

Feb. 15—CONCERT: Adele Addison, soprano soloist;

Feb. 20—CONCERT: Bernard Greenhouse, cellist, Samuel Baron, flutist;

Feb. 24—CONCERT: Judy Collins, Folk Singer, (ticket price to be announced);

Feb. 29—CONCERT: Contemporary Chamber Ensemble.

### Invitation to Alumni

The Alumni Association has invited all alumni to attend the remaining basketball games on the Patriot schedule: Away: Feb. 8, Adelphi; Feb. 28, Brooklyn Poly; March 1, Oswego; March 2, Brockport. Home: Feb. 2, Queens; Feb. 10, Harpur; Feb. 14, Kings Point; Feb. 16, Pace; Feb. 21, N.Y. Maritime; Feb. 23, Geneseo.

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