

# stony brook review

a monthly publication  
of the  
state university of new york  
at stony brook

## Wide Range of Local and National Issues to Get Student Focus in 1968-69

If June commencement ceremonies brought a welcome summer respite — and sighs of relief from tension-weary college administrators — indications are that the winter to come will be even more difficult for campuses throughout the country than last year. Working in rented fraternity houses, behind vacant storefronts, or in Old Main offices, dissident student leaders have spent the summer preparing well-organized attacks on the real or imagined injustices of campuses from San Francisco Bay to Long Island Sound.

Stony Brook students are no exception. They, too, have been working during the summer months, and they have given fair warning that they will continue to demand increased participation in the government of the University as well as solutions to specific problems ranging from tripling in rooms to the use of student fees.

In a statement issued in July, the Association of American Colleges urged its members to prepare early for possible student unrest, saying:

"Some of the causes of unrest, including dissatisfactions about the war in Vietnam, Selective Service policies and questions of poverty and race are beyond the direct control of the academic community. It nevertheless has

an obligation to identify the underlying problems, and to prepare students for the task of seeking solutions. Other causes of unrest stem from the failures of our institutions to meet this obligation."

In spite of the AAC's exclusions, not all issues will be limited by campus boundaries in 1969.

Serious questions — as well as silly ones — will have to be faced during the coming year. Mud and cafeteria food and the inevitable presence of annoying regulations are standard student gripes everywhere and in every college generation, but not all protests can be so lightly dismissed.

Among them are the nature and extent of student participation in the government of the university, the responsibility of institutions of higher education to make their facilities available to members of minority races and other disadvantaged young people, the appropriate degree of control which an institution should exercise over individual action, and the relations of the institution as a whole to its member groups and to the larger society surrounding it, including the military establishment.

If some campus administrators prefer to ignore political or social issues they feel powerless to affect, it is clear that students will not.

"Some problems are semantic and some are real," said one faculty member close to campus dissidents. "If we can focus on the real issues, we can make progress, but it will take mutual trust and cooperation."

In this context a real issue might be defined as one which can be affected directly by student action or by a widespread campus effort. Tired of construction debris, last year's senior class president organized two Saturday morning clean-ups — and filled a dump truck with refuse each time. In an attempt to devise satisfactory student regulations in the dormitories, women of Whitman College drafted a new set of rules and submitted them for a vote of the student body. Another group took the initiative in organizing a Student Speakers' Bureau which sent representatives on request to talk with local groups through the spring. A committee worked most of the year developing plans for a new Residential Study Program which gives undergraduates a chance to spend a full semester working on a project of special interest to them.

These are welcome changes and they represent the kind of results students can and do achieve when they concentrate on a limited and

specific objective. It remains an unpleasant probability that, while some will accept a responsible role in the development of new programs and the vast majority will play no role at all, a small minority of students may continue to insist on campus disruption as the only means of expressing their dissatisfaction with the larger society.

President Toll often has defended the right of students and others to dissent, that is, to express and to debate ideas. But he also has made it clear that disruption — an act which prevents the free expression of ideas or the normal activity of the community — cannot and will not be tolerated.

Many legitimate avenues toward change on the campus are open and may be used effectively, as many students have shown in the past year. It also is possible for young people to influence society as they have proved dramatically in the political arena and perhaps less dramatically, in the area of social welfare, working with Upward Bound and similar projects. The extent to which these avenues will be accepted remains an unanswered question. In the meantime the campus — the Stony Brook campus and virtually all others — will be the focal point of attention in much of the mass media.

Dr. Toll often has said that the great advantage of a new university is its freedom to initiate new programs in response to new needs. In 1969 this ability to change is likely to receive severe testing. — *Alice Kling* □

## Stony Brook Juniors Study At New Nice University

Ten Stony Brook students are paying their 1968-69 tuition to the State University of New York, but they will attend classes three thousand miles away, at the University of Nice on the French Mediterranean coast.

The junior year abroad is a new cooperative venture co-sponsored by the four University Centers in New York and the University of Nice, a new French institution of 12,000 students.

Leaving in late summer, students had a week of orientation in Paris and are now spending six weeks in intensive language study before classes begin November 1. Courses, taught entirely in French, include lectures, directed reading programs, and independent study at the University of Nice and at the Mediterranean University Center which serves foreign students.

While classes will emphasize French literature, history, and political science, a general University curriculum is available and students from all majors are welcome to apply for the program, said Dr. Oscar A. Haac, professor of Romance Languages at Stony Brook, who is the University's representative on the junior year abroad advisory committee, and co-author of a recent text, *Perspectives de France*.

"Stony Brook students should feel quite at home because the University



THE EARTH AND SPACE SCIENCES building makes a dramatic contribution to the continuing "new look" in architecture at Stony Brook. Among the facilities opened this fall were the graduate wing of this building, the six-building Tabler residential complex, the graduate engineering building, the computer center, and the nuclear structure laboratory. The important lecture hall center was not completed in time for the start of classes and the campus center has been seriously delayed because of the contractor's financial difficulties. The Gruzen dormitories are well underway in construction and another set of dorms is about to be started. An arts center and an administration building will probably be started this calendar year and additional major construction is slated for next year.



of Nice, like our campus, is only a few years old and is growing rapidly," said Haac, who is acting chairman of the department of romance languages.

Students are selected for the program on a competitive basis. To be eligible, they must be in at least their junior year during the time they will be in France. They also must demonstrate proficiency in French and have a strong overall grade average.

The study abroad program is designed to offer French majors and others an opportunity to improve their knowledge of the language, literature, culture, and customs of France. Ten students will be selected each year from each of the four University Centers at Stony Brook, Binghamton, Albany, and Buffalo. Additional programs in other nations are being considered for the near future, said Dr. Haac.

Participating in this year's program are French majors Susan Asch, from Bayside; Stephanie Bader, Bernice Hurtig, and Susan Moreinis from Brooklyn; Holly Newall, Garden City; Daniel Schwam, Rocky Point; Julie Waldo, Patchogue; Marshall Green, a history major from Far Rockaway; Barry Harrow, a mathematics and theatre arts major from Flushing; and Joseph Ziegler, a French-Secondary Education major from St. James. □

### Prof. Palmer in Prague During Russian Invasion, Gives First Hand Account

On the morning of August 21 Allison Palmer wrote a quick note to his wife from a small hotel on Vaclazske Namesti, the wide boulevard in central Prague that runs from the National Museum to the oldest part of the city. Four days later he carried that letter out of Czechoslovakia in his pocket.

Palmer, who is professor of paleontology at Stony Brook had arrived in Prague on a Monday for an International Geological Conference. Early Wednesday morning Russian troops began their march into the capital city.

"I was writing my wife about the charm of the city," he said. "We had been there in 1962 and remembered it as a dreary, decaying place. In only six years its atmosphere had changed completely. Now there was color and gaiety. The shops were full of goods. There were automobiles and even mini-skirts everywhere."

Most of the 4,000 scientists who were delegates to the geological meet-

ing learned of the invasion at breakfast. It was the last formal meal of the week at all but the largest hotels. By eight in the morning, Russian tanks were rolling past the professor's hotel; by nine, trucks full of Czech students waving flags and shouting slogans or singing the Czech national anthem shared the streets with them.

"Throughout that tense first morning when none of us knew whether the Russians would shoot the student demonstrators, I kept thinking what the response of an invaded American city might have been and was thankful that the Czechs had strict gun control laws," said Palmer.

"The most impressive aspect of the entire invasion, to me, was the tremendous effectiveness of the non-violent demonstrations by the entire populace of Prague. The peaceful confrontations between Russian soldiers and groups of weeping Czechs who asked 'Why?' over and over again had a much greater effect than bullets. The Russian soldiers I spoke to on the afternoon of the first day who had thought they were coming as friends and liberators already indicated some doubts about the wisdom of their superiors. The peoples' response was unexpected and upsetting to them."

As an American citizen Palmer felt quite safe and, although the first instructions were for all foreign nationals to remain near their hotels, he was allowed to walk freely through the city, even to take pictures. The scientists continued to meet—or try to meet—until Friday. But because of the lack of transportation or communications facilities, it was difficult to know what was happening in the city and impossible to know what might be happening in the outside world.

"The Russians at the conference were embarrassed about what had happened and many of them were anxious to get home to their families because they were afraid trouble had broken out there," said Palmer. "We heard rumors that Rumania had been invaded, but we were sure of almost nothing."

Even so, the dominant air of the city after the first morning was one of calm. The only direct Russian attack was against the radio station and Palmer said that the pictures of burning buildings and cars that appeared in the American press were mostly taken in a one-block area.

"There was shooting, of course, but most of it was in the air. Unless someone tried to attack a tank or provoked the troops in some other way, the people were left alone. I think

only about 40 were killed — an amazing record for an invasion of thousands of troops."

On Saturday Palmer caught a taxi to the bus station where people were taken by Czech bus to the West German border. There he transferred to a West German bus. With the group was a Czech woman in charge of a tour of British students. She had obtained a visa for another country and was leaving, but she said that in all the years she could remember — as far back as the occupation of World War II — this was the first time she had felt proud to be a Czech. □

### Stony Brook Review Named "Newsletter of the Year"

As the *Stony Brook Review* begins its second year in print, it is a pleasure for its staff to announce that the publication has been honored as "Newsletter of the Year" by the American Alumni Council.

Stony Brook was one of three top publication winners in the annual national honors competition in July, the other two being Yale University (*Magazine of the Year*) and New York University (*Newspaper of the Year*).

While recognition by colleagues is gratifying, the *Review* staff is conscious that the definitive test of achievement in a college publication is the response of its readers — in this case, members of the faculty and staff of the University, residents of the nearby community and region, and alumni. It is their continuing interest in the problems and progress of the University which makes the *Review* a useful project.

Individuals interested in receiving the *Review* may call 246-5925 or write Office of University Relations, State University at Stony Brook. □

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Volume 2, Number 1 September, 1968

The *Stony Brook Review* is produced by the following members of the University Relations staff: Wayne Kurlinski, director; Robert Blakeslee, community relations assistant; Dianne Bozler, editorial assistant; Alice Kling, special writer. Published monthly except July and August at the State University of New York at Stony Brook, Stony Brook, N.Y. 11790. Second-class postage paid at Stony Brook, N.Y.

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### Pre-Schoolers Find That "Ice Cream 102" Can Be Both Instructive and Fun

(See pictures on page 3)

Any group of 22 four-through-six-year-olds is apt to be a squirmy lot, and when their activities include making ice cream and pop corn, free play, and work with paints and brushes, they look like a sure-fire formula for chaos.

But that was not the case with 22 pre-schoolers taking part in an experimental educational program at Stony Brook this summer. In fact, they were *unusually* orderly. Part of the reason was their group of young supervisors — 25 elementary level teachers-to-be getting their first taste of what it's like to work with small children before entering classrooms this fall — and part of the reason was that activities that looked like fun and games were, in fact, carefully planned educational experiments.

There were no science lessons as such, but when the children made ice cream they talked about measuring ingredients, how cold changes the consistency of the cream, and why it has to be stirred. They were, in effect, learning the scientific method.

When they talked about pictures they drew, their families, or the ducks in the Roth Quad Pond they were developing the essential language skills of vocabulary and self-expression.

"Watermelon is part melon and the factory pumps them with water," explained one.

"Look at the little boats," said another, pointing to white feathers floating in the pond."

But if "school" seemed more like play to the children, the summer program was a serious and carefully directed learning experience for Stony Brook student teachers. In addition to meeting twice a week for three weeks with the summer class, they made field trips to observe Head Start and other pre-school programs in Nassau and Suffolk counties. They met with supervising teachers from the education faculty to plan and later to analyze techniques used in class. They made audio and video tapes and used other techniques to record and evaluate their own performances.

"The class served a double purpose," said Mrs. Dolores Hunter, director of the project which was sponsored by the Stony Brook education department. "We were able to provide some early structured learning situations for pre-schoolers. We also gave student teachers exposure — for some

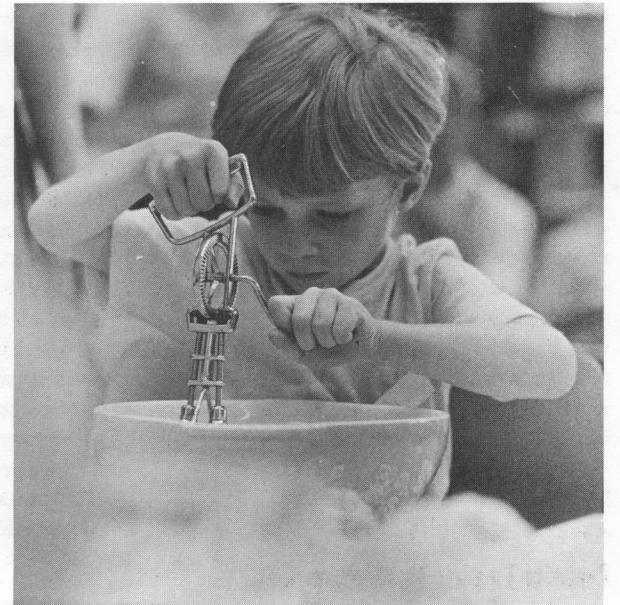




"Class of 1984" (story P. 2, Col. 4) likes field trips



and a certain amount of classroom theory



but LOVES that chem lab . . .



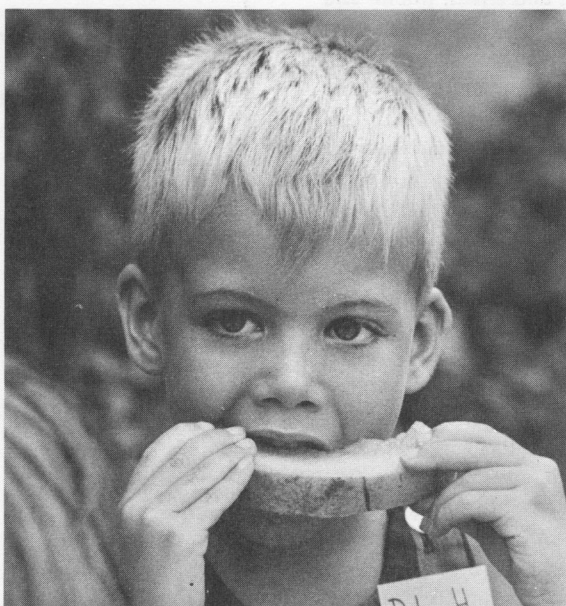
Introductory Mother Goose (a la Dr. Seuss) is fun



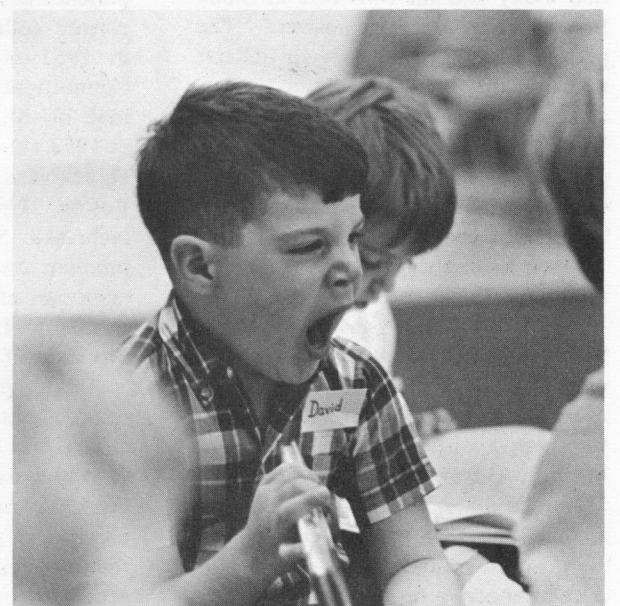
. . . and so is Communications 101.



Most fun of all is watermelon . . .



. . . and more watermelon . . .



oh, pardon me . . . it's not the company



their first exposure — to young children and an opportunity to try a variety of approaches to teaching — something we hope they will continue to do throughout their professional lives.”

Evaluation of a program this brief would be difficult, but if its goals are to enrich a small child's ability to observe, enjoy, and evaluate his own multiplying experiences with a sometimes overpowering adult world, a four-year-old girl may have the final word on its success. “I like my own ideas,” she said. □

#### A Profile . . .

### David Trask Reflects On His New Role as Student Affairs Vice President

David F. Trask is a self-confessed teacher and scholar who is not likely to set foot in a classroom or a library — at least for his own research — during the coming year. Named acting vice president for student affairs, a new post created this summer, he will be up to his desktop in reorganization of student programs to make them, as he puts it, “more efficient and more responsive to student needs.”

Why does a young, 39, and successful historian (his third book, *Victory Without Peace: American Foreign Relations in the Twentieth Century*, was published last spring by John Wiley & Co., Inc.) give up a strong lead in the publish or perish race to worry about the problems of residential college living or the organization of student affairs? To Trask the move is far from a sacrifice, more of a natural turn of events made necessary by the particular conditions of higher education today and his own role in Stony Brook's history. His answer, “The present situation makes it so difficult to carry out the duties of a teacher and scholar that changes must be brought about. Faculty members can provide some assistance in the process of change that must take place to meet the present challenge.”

Since joining the faculty of the history department here in the fall of 1966, Trask has been involved with the development of student programs, most notably the establishment of the residential college program, and last year was chairman of its Council of Masters. He and his wife, Elizabeth, were one of several faculty couples attached to the 15 colleges to live there and, in effect, to share the student perspective on campus living. As

a professor and a member of the Executive Committee of the Faculty Senate, he also has shared the academic and administrative problems of a growing university.

Aside from the practical qualifications he brings to the new job, Trask operates according to the philosophy that education is not confined to the classroom but that all experience contributes to the educational process of the university years. Lately, he thinks, the universities have not been sufficiently responsive to student needs — the primary cause of student unrest across the country.

“Increases in the size and functions of universities have occurred so rapidly that service to the students has gotten lost. They have become victims and now, quite logically, they are objecting,” he says. “We must recover our ability to provide a more satisfactory total educational program. The present curriculum, for instance, too often responds to yesterday's problems when it should be dealing with the problems of today and even tomorrow.”

Trask sees Stony Brook as lacking in the kind of traditions which can make long-established institutions more comfortable places to be. But he also points out that not all traditions are desirable and that Stony Brook has great potential for innovation — a potential which has not been exploited to the full as yet.

“Sometimes our drive for respectability keeps us from trying new things, but we have more than the usual amount of talent among students, faculty, and administrators, and the goal of excellence is widely accepted,” he says.

When Trask talks about the relative advantages and disadvantages of various campuses, he is backed by experience at large and small, public and private colleges. He earned his B.A. in 1951 at Wesleyan University in Connecticut and later taught there. He took his M.A. in 1952 and his Ph.D. in 1958 (and was a teaching assistant) at Harvard and also has taught at Boston University, Wesleyan and Nebraska. Student activities are also familiar. As an undergraduate, he was chairman of a string of campus committees and at Harvard he served as president of the graduate history club.

As vice president his role will be to bring about improvement in student affairs, and Trask interprets that mandate broadly to include not only non-academic programs but the total experience of university life. He believes that learning must take place in a congenial atmosphere or the environment

becomes an impediment. Thus the university must assume different responsibility than in the days when it was smaller and less complex. The separation of living and learning during the past two decades, Trask thinks, is one reason for higher education's problems today.

The residential college program, which was designed to make campus life more comprehensible, personal and manageable by creating small units within the larger whole, and which completed its first full year of existence last June, will get special attention under Trask's leadership, as might be expected. Pilot efforts to bring students together with each other and with adults from on and off the campus will be expanded. Curricular programs also will be introduced this year — first the personal relations, then the academic enrichment.

As other goals, Trask lists development of the new Council on Student Affairs (a body including faculty and staff as well as students) into an effective policy-forming unit; improvement in the quality of assistance to new and transfer students and to commuter students; and intensive planning for the operation of the Campus Center scheduled to open next year.

“I'm under no illusions about my own infallibility,” says Trask. “This is an extremely difficult job and I'm bound to make mistakes. But I'm prepared to be honest. When you work with students you've got to answer questions honestly. And if you don't know the answers, you'd better find out what they are. It's been difficult at times to know just where we stood as an institution in respect to our educational mission. Finding out will be one of my main challenges.” □

### Music for Your Singing or Listening Pleasure

The addition of well-known choral conductor Gregg Smith as director of choral music and the appointment of members of the renowned New York Woodwind Quintet as performing artists in residence marks an auspicious beginning to the 1968-69 performing arts season at Stony Brook.

The season will open Sunday, October 13, with a 3:00 p.m. afternoon concert by the Gregg Smith Singers. The second concert will feature clarinetist David Glazer and cellist Bernard Greenhouse on Thursday, October 31, at 8:30 p.m.

Tickets will be available to the public at nominal prices, \$2.50 for scheduled concerts and \$1.50 for theatre productions. Patrons should call 246-5671 and 246-5670, respectively, for concert and play ticket reservations. Tickets may be reserved, but individual seats will not be held.

People who like to sing were invited to the first rehearsal of the Long Island Symphonic Chorus on September 24th in the auditorium of the Stony Brook School for Boys. Interested amateurs from the Suffolk County community will have other chances to join the group of over 100 on subsequent Tuesday nights between 8 and 10 p.m. at the School as rehearsals continue.

A “Calendar of the Arts” listing all concerts, plays, art exhibits and other pertinent information soon will be available from the Office of University Relations, State University of New York at Stony Brook, Stony Brook, N. Y. 11790. □

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