

stony brook review

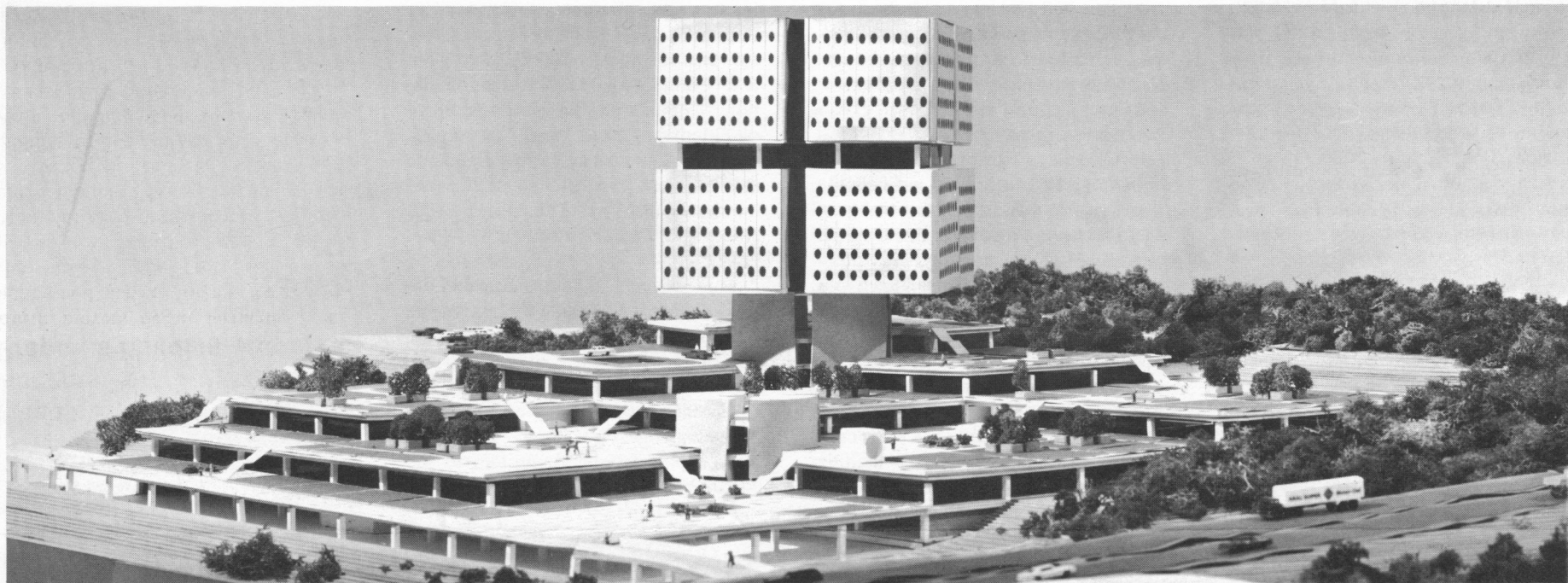
"A handful of students will start their education in September at State University in Stony Brook in what promises to develop rapidly into one of the nation's outstanding medical complexes. In addition to schooling for future doctors, dentists and nurses, its facilities will provide hospital, clinical and dental services to 12,000 Suffolk and Nassau residents daily by 1975.

"The Health Sciences Center will cost an estimated \$250 million to construct, but its value to medical education in general and to the health of Long Islanders in particular is limitless. Also of inestimable value will be affiliated hospital facilities to be run by the Veterans Administration.

"It adds up to good news for us all."

Long Island Press

A MONTHLY PUBLICATION OF THE STATE UNIVERSITY OF NEW YORK AT STONY BROOK / SEPTEMBER 1970



A model of a proposed design for the Health Sciences Center to be constructed east of Nicolls Road shows how the structure will nestle against the slope of the hill.

Health Sciences Center Accepts First Students; Prepares Building Site

Earth movers began terracing a 43-acre knoll across Nicolls Road from the main campus this summer in preparation for the construction of Stony Brook's permanent Health Sciences Center. By next September this excavation project will have removed enough of the hill to bury a seven-story building and that is exactly what will be done.

These seven subterranean levels will house the Center's computer, student center, food facilities, administration, clinical support shops, lecture halls, and Schools of Nursing, Allied Health Professions and Social Welfare. Its roof patterns will be stepped to follow from floor to floor the slope of the hill. Above these underground facilities will be built a 10-story clinical science tower containing office and research space for the Center. Both the tower and the foundation are part of the Center's first phase of construction scheduled for completion by the fall of 1973.

In subsequent phases, the two towers of the 400-bed University Hospital

will rise next to the clinical tower; and additional ground facilities including a large dental clinic will be added. The principal construction, two million square feet or 33 acres, should be completed by 1976. An affiliated Veterans Hospital is scheduled for later completion.

However, the construction of permanent facilities will not delay the opening of the Center. The first students in nursing, social welfare and the allied health professions will begin work this September. The School of Medicine will open in the fall of 1971 and the School of Dentistry in 1972. Until the first phase of the Center is completed, classes and laboratory work will be held in the surge buildings on the South Campus.

Within a few years, 3000 full-time students will be enrolled in the \$250 million Center. More than 12,000 people will be at the Center each day; and salaries paid to the staff will exceed \$33 million annually.

This truly gigantic undertaking is the direct result of the vision of three men expressed more than seven years ago in a report to Governor Rockefeller on the educational needs for the

health professions in New York State.

The comprehensive plan, called the Muir report, for Malcolm Muir, chairman of the three-man study group and honorary chairman of *Newsweek* magazine, recommended that "a new medical center, including schools of medicine and dentistry, and other health professions, be established at Stony Brook."

Since 1966, Stony Brook Vice President Dr. Edmund Pellegrino, director of the Center, has been responsible for implementing the proposals of the report. He had been the chairman of the department of medicine at the University of Kentucky's College of Medicine and, before that, founder of the Hunterdon (N.J.) Medical Center.

One of Dr. Pellegrino's major commitments will directly benefit Long Islanders. "Medical centers are only belatedly awakening to their responsibilities to make their resources available to the communities they serve," he said. "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." Most of the 42

hospitals in Nassau and Suffolk are expected to affiliate in one way or another with the Center.

The University Hospital, one of the most imaginative aspects of the Center, will also serve the needs of Long Islanders when it opens in 1975. All of its 400 inpatients will be accommodated in single-bed rooms clustered around nursing and teaching spaces.

To further insure that the lot of the Center's "consumer" is protected, a Community Advisory Council, composed of 35 non-professionals drawn from both the new and old power structures of the community will be formed. The Council will act as an ombudsman for the community, solving problems and articulating Long Island's expectations from the Center.

The 3000 full-time students, selected from a national pool of applicants, will be heterogeneous. Special admissions procedures for the disadvantaged, the non-science major, and those who wish to enter the health professions later in life from a career in another profession will ensure a representative enrollment.

However, the Center's location will offer inevitable advantages to Long

Island. All of the Center's six schools will offer part-time courses. Up to 3500 health care professionals seeking to keep their knowledge current are expected to take advantage of this opportunity in continuing education.

As Dr. Pellegrino has said, "To undertake the design of a comprehensive health sciences center today is an exciting and formidable task, pregnant with opportunities for social good."—*Vincent Sweeney* □

Tomorrow's University May Be Radically Changed

by President John S. Toll

To examine the role of the State University of New York at its 70 campuses, Chancellor Gould last winter established a Panel on University Purposes consisting of 50 individuals: four campus presidents, six faculty members, five students, three trustees, two members of local councils, six legislators, the Governor's counsel and director of the budget, and 22 other distinguished citizens. Stony Brook President John S. Toll was asked to serve full time in Albany for the first eight months as its director. He has now completed his work with the panel and returned to Stony Brook. Following are some informal observations from President Toll on the work of the panel.

My primary responsibility was simply to get the panel's program organized and operating. Since final determinations of SUNY purposes could not be made in the early months of the panel's existence, we purposely chose to proceed slowly and deliberately so that a broad spectrum of ideas and concerns could be expressed by all those interested in the future development of the SUNY system.

The full-time panel staff consisted of myself, five students and two secretaries. Dr. Oscar E. Lanford, President of the State University College at Fredonia, took over as director on September 1. The students working with the panel are engaged in an independent study project on the future planning of the State University.

We were also aided by the part-time services of various faculty members and by five committees composed of panel members and others drawn from the various campuses throughout the state. Some of the topics considered by the committees were "The Changing Educational Mandate," "The University and the Student," "The University's Role in Society," "The Advancement of Knowledge" and "Structure and Governance." Preliminary reports from the committees and other preliminary studies prepared for the panel were distributed to all campuses and are available in the Stony Brook Library.

It is, of course, too early to predict the recommendations that the panel

will make to the SUNY Board of Trustees. However, let me give you some feeling for the scope of problems that were considered and are still being discussed.

It was recognized that the increasingly diverse student body at the State University requires a flexible and variegated academic program. There was general agreement that the University should attempt to provide meaningful education for every seriously interested high school graduate and for other students beyond the high school level who can benefit from university education. Indeed, the University has an obligation to seek out such persons and to make educational programs available to them.

At present most academic programs involve student attendance at formal lectures. But programs of independent study are becoming increasingly common and the development of new teaching technologies may permit an even greater emphasis on individualized learning in the future. Maximum flexibility is being sought so that each student can learn at his own pace and in his own way while qualifying for credits or a degree along a variety of different educational pathways.

It can be anticipated that university programs in the future may include components which are radically different from anything now available. The present University of the Air and other programs which allow the student to educate himself at home may be greatly expanded; the University can be expected to make greater use of off-campus facilities; and one can anticipate education becoming a continuing lifelong process in the individual's career rather than a terminal program at its beginning.

The primary commitment of a university is to the advancement, application and dissemination of knowledge. As such it serves readily as a focal point for all those seeking to remedy the ills of society. However, there is a danger that the university in responding to demands for social relevance may become politicized. Much thought is being given to this basic question of how the university can contribute most effectively to the solution of social problems without losing the essential independence it must have if it is to function as a center for the free exchange of ideas and as a catalyst of social progress.

These are but a few of the issues involved in the study of university purpose now underway. The work of the panel will be especially intense this fall and I hope that members of the Stony Brook community who have ideas on the directions that SUNY should pursue in the years ahead will present their views to the panel. □

STUDENTS FIND MEANING IN

Summers of Service

In a variety of uniquely relevant summer projects, a number of Stony Brook students have managed to meet their dual demand that summer employment be meaningful as well as moneymaking.

Eighteen Stony Brook students participated in a 12-week summer internship program, working in ten Suffolk County agencies. As "pre-professional" interns, the students performed research and administrative tasks for agencies ranging from the Crime Control Commission and Human Relations Commission to the Department of Mental Health and the Youth Board. The internships and related seminars are part of a six-credit economics course being taught by Dr. Dieter K. Zschock and Dr. Michael Zweig.

This was the fourth summer Leonard Herbst has spent working for the Friendly Town program of the Fresh Air Fund. He worked in the charity's Manhattan offices processing data and coordinating the efforts of many cooperating agencies in the effort to send 18,000 needy youngsters to the country.

Peter Adams was one of more than 100 college students to join Ralph Nader's Center for the Study of Responsive Law in Washington, D.C. this summer. Known as Nader's Raiders, the students formed an investi-

gating team making intensive studies of government agencies and corporate institutions.

Alison Boume found herself a job in the new Setauket offices of the Environmental Defense Fund. She did secretarial and organizational work for the foundation which is active in legal battles to defend the natural environment.

Douglas Payton worked for the University during the summer so that he could stay on campus and direct, with co-student Joseph Romano, a theatre workshop production intended to promote campus-community understanding.

Participation in political campaigns provided additional students with meaningful involvement. Countless other students found individual ways to make their summers relevant, rewarding and remunerative. □



Top — Alison Boume found working for the crusading Environmental Defense Fund a rewarding experience.

Above — Working with Suffolk County Executive H. Lee Dennison, left, and deputy county executive Alex Ames, third from left, taught two seniors, Jeffrey Richman and Victor De Mayo, much about the government of Long Island.

Left — Douglas Payton spent the summer on campus working with a dozen other students "getting our minds and bodies together" with Yoga exercises and meditation in preparation for presenting a creative dramatic production designed to be a coming-together of the campus and local community.

September 1970

More Construction, More Students, More Courses, More Faculty

Dust clouds and looming cranes, the hallmarks of major construction work, will be more evident than ever as classes open this month. But amid such signs of change and growth will be parallel indications of stability in the form of permanent facilities now completed and consolidation of curricular changes.

Stony Brook's academic year opens September 16 with the arrival of 2000 new students, who will bring the total of full- and part-time students to about 10,000, compared to about 9000 last year. There will be another 125 faculty members and 145 new courses, along with three new interdisciplinary programs that involve the cooperation of a dozen academic departments.

This fall also marks the opening of the first three schools of the Health Sciences Center — those of nursing, social welfare and allied health professions. Eventually they will be housed — along with the planned medical and dental schools, a 400-bed university hospital and an affiliated veterans' hospital — in the 16-level, \$250-million permanent Health Sciences Center now under construction on the east side of Nicolls Road. Now, however, the schools are operating in temporary quarters in the South Campus complex, where 6 of 11 planned buildings were put on overtime construction schedules so they could be used this semester. These steel-frame buildings, with preconstructed panels and large expanses of glass, are specially designed for Stony Brook's future. They are permanent structures, but their interior divisions are easily movable. Thus, when temporary tenants move into their permanent quarters — as the Health Sciences schools will — the buildings can be easily re-adapted for use by others.

The department of anthropology moved into the surge complex in late summer and the "Introduction to Biology" course will also be taught there. With the completion of the remaining surge buildings other departments and offices will also be relocated there. According to present plans, these will include history, theatre arts, mathematics, applied analysis, studio art and the Marine Sciences Research Center.

Another project completed on schedule was the Administration Building, which was finished during the summer. Since late July, administrators trailing desks and files have

been trekking to its welcome shelter from cluttered temporary quarters in all corners of the campus.

Two additional buildings, the new Instructional Resources Center and a lab-and-office building, are expected to be in use before the new calendar year.

Work started this summer on one of the campus's most important, yet intrusive, construction sites, that surrounding the library. This mid-campus project, scheduled for completion in another two years, will result in quadrupling of the library's net square-footage and its number of volumes.

In the area of curriculum, too, there are the simultaneous change and stabilization that co-sponsor balanced growth.

"What we now have is the consolidation and logical expansion of the reforms that started a year ago," says Dr. James B. McKenna, the assistant dean with curriculum responsibility in the office of the vice president for liberal studies. The vice president, Dr. Sidney Gelber, described as "revolutionary" the start of those changes last fall. The guiding principle was to meet the wide range of student interests with a correspondingly wide range of courses and inter-departmental programs.

The 145 new courses cover all academic areas. A few samples, preceded by their departments, are Anthropology: North American Archaeology; Art: Arts of African, Oceanic and North American Indian Cultures; Biology: Field Course in Marine Botany; Black Studies: Socio-Cultural Features and Expressions of the Afro-American Experience; Classics: Creative Background of Greek Thought; Earth and Space Sciences: Intelligent Life in the Universe; History: Ireland from St. Patrick to the Present; Music: Western Music before 1600; Philosophy: Nihilism and Problems of Evil; Physics: Nuclear and Particle Physics; Political Science: Power.

The new interdisciplinary programs are in Asian Studies, Comparative Literature and Religious Studies. The planning involved in any such program is evident in the fact that the Asian Studies major, for example, includes courses from the departments of history, economics, political science and anthropology, as well as course offerings in Chinese.

Another campus innovation is the Office of International Education, set up to advise students interested in study abroad. Under a state appropriation taking effect this fall, greatly increased opportunities are available for foreign study; and all qualified Stony Brook students are eligible to apply under any program sponsored at any SUNY campus.

For approximately 1400 places in this year's freshman class, the admissions office received more than 6000 applications. For 400 transfer-student openings, the applications exceeded 2300; and another 400 applications were received for 150 new places in the Advancement through Individual Merit (AIM) program, which now serves some 350 students.

Over all, this year's student population numbers about 10,000, some 80% of them full-time. Of approximately 3000 graduate students, up from about 2000 last year, 2000 are part-timers, double the figure from a year ago. Almost all of those part-timers are in the continuing education program.

Once again, about 10% of the freshmen are non-white. Again, too, the admissions office worked to encourage applications from beyond the New York City-Long Island area, which has traditionally provided the vast majority of students. Thus recruiting efforts were undertaken at more than 400 upstate high schools.

One of the growing pains distressing incoming students is the need for tripling in residential-college rooms. The entire freshman class faced the prospect primarily because of the delay in construction of more than 400 rooms in two Stage XII dormitories. The buildings' completion, re-scheduled for no later than January, is expected by housing officials to eliminate the problem altogether.

Some consolation was offered to the tripled freshmen. They were granted reduced room rates; their tripling was confined to the larger available rooms in dorms G and H; and there was assurance that Stage XII would be completed soon. The problem, which is also shared this fall at the SUNY campuses of Albany and Binghamton, is magnified by the fact that every room short of the ideal means inconvenience for six people — the two who would occupy the uncompleted room and the four they would be tripled with. Another reason for the extensive tripling this year was the return for more upper-classmen than usual and the receipt of more freshman acceptances than anticipated. □

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THE MINI-SPLENDORS OF *Flax Pond*

To most people, it's a swamp — a place where mosquitoes abound and feet sink a foot into foul-smelling mire.

But a poet would see beauty in the silver gray trees gnarled by wind and wave and bleached by the sun. A beachcomber would note the flotsam of civilization and the jetsam of nature tossed together in an ironic melange of clorox bottles and seaweed, beer cans and seashells. And a sunbather would appreciate the spit of pebbled beach sloping to the cool waters of Long Island Sound.

To a marine scientist, Flax Pond is a 121-acre laboratory of marsh, inlet and barrier beach, an ideal place to study the thousands of barnacles and mussels that cling to the rocky, salt-splashed crevices of a jetty, the hundreds of fiddler and horseshoe crabs that wallow in the mud flats of a tidal marsh, and the fantastic interaction of flora and fauna which occurs in a nature refuge as much seascape as landscape.

Flax Pond, acquired jointly by the State University and the State Conservation Department and located in Old Field only a few miles from the Stony Brook campus, provides a useful resource for the Marine Sciences Research Center of the State University. Overlooking the pond is a \$450,000 marine research laboratory, built by the State Conservation Department and dedicated in June. It will be joined in the near future by a Marine Sciences Research Center laboratory to be used for statewide university instruction and research.

Dr. George J. Hechtel, assistant professor of biological sciences at Stony Brook, has conducted a survey of the Flax Pond preserve. His report identifies over 100 macroscopic invertebrates — crabs, shells and barnacles of many varieties, several of which are pictured on this page. □

fiddler crab



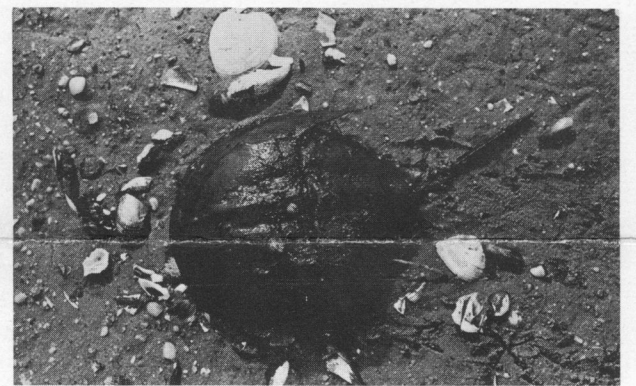
oysters



mussels



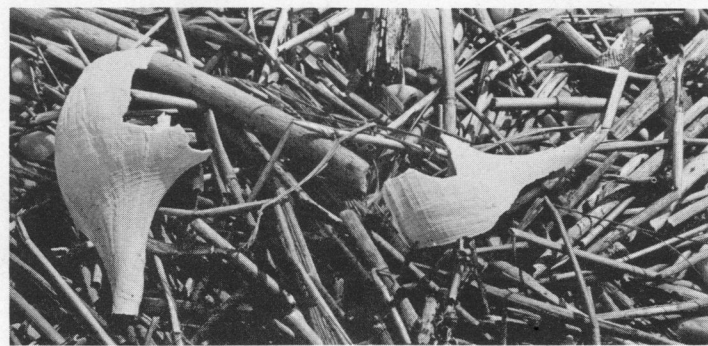
horseshoe crab



moon snails



whelks



surf clams



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Office of University Relations
State University of New York at Stony Brook
Stony Brook, N.Y. 11790

MISS EUNICE MCPHENSON
MAGNOLIA DR BOX 1297
ROCKY POINT NY 11778