

stony brook review

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at stony brook

needs and to commit themselves to building a sound basis for the future.

If such a challenge can lead men to act above their normal capacity, then surely the problems facing the world today can present for those of us now living a greater challenge than has ever faced our predecessors. Thus we should be able to create a new "Age of Reason."

The senseless assassinations of our leaders, the general short-sightedness of many of our reactions to the riots in our cities, the growth of crime, urban decay, the growing pollution of our environment, the problems of international balance of payments, the unrest in developing nations, the conflicts in Vietnam and the Near East, and the mounting stockpiles of nuclear weapons make many lose hope. They turn to the educational institutions for understanding of our vexing problems and for reasonable roads to solution.

The problems we face are now more difficult than ever before. But our ability to deal with them has also increased tremendously. For one thing, we are much better educated than previous generations, we are much healthier on the average than our predecessors, and we have more technology and experi-

ence to help us. For example, it is estimated that just the labor saving devices and everyday facilities for transportation, work and recreation give each American on the average the equivalent of 24 servants of medieval times. Thus, each modern man is the equal of an aristocrat of the past. During most of history, the great majority of men and women spent nearly all their time just toiling for food and other means of life. Few could spend their time on other than the immediate problems of existence. But now many are freed and trained to work on the long-range problems of society, and our progress in many fields is being accelerated correspondingly.

Some will say that much of the progress is toward destruction. Certainly we have far more ability to kill each other than ever before, and our major attention should be devoted to the control of armaments and the maintenance of peace. Yet we are making progress here that gets too little attention: for example, the recent United Nations treaty for non-proliferation of nuclear weapons represents a very useful step . . . The negotiations in Paris toward peace in Vietnam are another encouraging development.

If we can only find and maintain peace, we have the means for solving many other problems. For example, we can turn the atom into a means of our progress instead of our annihilation. Few people realize how far we have already entered the nuclear age; in the past two years more kilowatt capacity has been started for nuclear power generating plants in this country than in all other sources of electrical power combined. Yet we have only started to tap the benefits that research and technology can bring us if we devote our talents to meeting the needs of society in a sensible way.

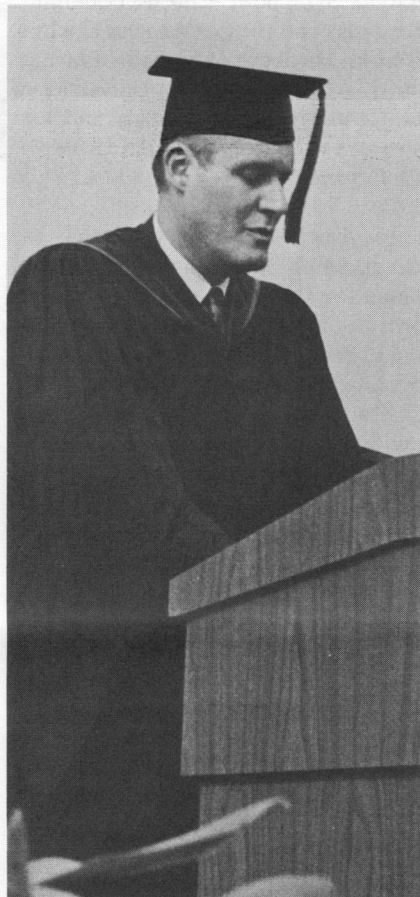
This week our hearts are full of grief at the loss of our Senator Robert Kennedy. I can think of no better tribute to him than for each of us to reread his last book, *To Seek a Newer World*, and then to dedicate ourselves to dealing with the issues he raises there in accordance with his recommendations in each of his chapters: to respond to the needs of youth, to attack the problems of the inner city by cooperation of public and private resources, to revive the Alliance for Progress, to work for control of nuclear weapons, to break down barriers between East and West, and to show new initiatives toward peace.

President Toll Cites Need for a "New Age of Reason"

Editor's Note: An outdoor commencement is always a temptation to fate, and when President John S. Toll was invited to give the principal address to graduates of Brooklyn College on June 12, rain cut short the formal ceremony. Dr. Toll was unable to deliver his speech, but Brooklyn College has published it in booklet form for distribution to the Class of 1968 and other alumni, and to members of the campus community. Excerpts are reprinted here.

The principal task of a university in the modern age is to be a center of reason, a place where the problems of our society and our world are tackled with all of our intelligence and spirit, and with all the guidance that history can give us . . . As one reviews the accomplishments of Alexander Hamilton, or George Washington, Thomas Jefferson, James Madison, Benjamin Franklin, and other great founders of our nation, one marvels at how such a remarkable group of men all came to be present at the right time and had the vision to produce the foundations that have served our nation so well.

It may have been good luck that we had such remarkable leaders in the early days of our nation, but I think that at least in great part it was the challenge of the times and the excitement of the new ideas which led these men to think carefully about man's rights and



AT STONY BROOK'S FIRST OUTDOOR COMMENCEMENT on the Library Mall, the rain held off and the day's honored guest, Under Secretary of State Nicholas D. Katzenbach, was able to deliver his address to more than 800 graduates and a total of nearly 4,000 family and friends. Honored were the 93 percent of the faculty



named by members of the senior class as having made a special contribution to their undergraduate years. Special citations went to a handful of professors, and the gift of a campus information center — a kiosk with telephone, newspapers, bulletin board, etc. — was presented by class president John Jones.

To work on these and other problems we need intelligent people with the persistence and patience, the imagination and constructive cooperation, to find ways to take each step. In brief, we need more Alexander Hamiltons, and we hope we are graduating a class of such able citizens today to take positions of leadership in Kennedy's "Newer World."

... Disruptions on our campuses cause some to lose faith in the colleges as a valuable resource, as a training ground for our society's leadership. Certainly we in higher education must do more to put our own house in order, and must reject those who wish to invade the campus with improper outside interference... Disorder on the campus only feeds the anti-intellectual backlash that has been in evidence this past year, for example, in the removal of many military deferments for graduate and professional study or in the legislation, introduced just after the troubles at Columbia University, which would remove federal and state support for campus disrupters.

We must learn to channel the thrust for change of college programs into useful avenues of educational reform. The hard work of deliberation and experimentation may seem slow to some who are impatient; we must try to make the normal channels of change to flow as rapidly as possible while insisting that improper means of change cannot be tolerated.

We think of our colleges above all as true centers of reason, where all ideas can be openly discussed. It is from this give and take in the community of scholars that new opportunities for progress are identified, that difficulties can be specified and proposals for change can be carefully analyzed and improved. If we wish to maintain the university as a forum where any idea can be freely discussed and all valid research pursued, then we must defend this freedom from disruption from within as well as from outside interference. Here it is good for us to study the words of Alexander Hamilton who said: "Liberty may be endangered by the abuses of liberty as well as by the abuses of power."

We at the university must be especially zealous in defending the rights of free speech, in promoting tolerance for opinion, and in moving to condemn any obstruction of the university's operations. We need the essentials of order and mutual respect if we are to preserve our freedom...

For the graduates, let me close with the following statement by Albert Schweitzer, which is the best advice I can give: "I do not know what your

destiny may be but this one thing I know—that no one of you will ever be truly happy until he has sought and found how he may serve." □

Gregg Smith Forming Long Island Chorus; N.Y. Woodwind Quintet Also Joins Faculty

The University will begin its music season auspiciously this fall with the addition of the 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.

Mr. Smith, whose internationally known "Gregg Smith Singers" have toured and recorded extensively in this country and abroad, will form the "Long Island Symphonic Chorus" at Stony Brook in addition to directing the student chorus and teaching conducting. The 100 or more members of the new professional-quality chorus will be drawn from the community at large but also will be open to students. The group will perform throughout Long Island



Gregg Smith with Igor Stravinsky.

and in New York City and will include in its repertoire major works with orchestra.

The New York Woodwind Quintet, one of the nation's most firmly established chamber music ensembles, was organized in 1947. It has toured extensively in this country and throughout the world.

In addition to flutist Samuel Baron, who has been on the Stony Brook music faculty since 1966, its members include



The New York Woodwind Quintet performs at Sunwood.

Ralph Froelich, horn; David Glazer, clarinet; Ronald Roseman, oboe; and Arthur Weisberg, bassoon. Each will instruct in his respective instrument in addition to performing in several annual concerts on campus. The group has also held artist-in-residence positions at the University of Wisconsin-Milwaukee, and at the State University of New York at Binghamton.

Gregg Smith has engaged in choral conducting for many years prior to starting the Gregg Smith Singers in 1964, leading such groups as the Columbia Symphony Chorus (Columbia Records) and the Los Angeles Doctors' Chorus. He obtained bachelor and master of arts degrees at the University of California, Los Angeles, and was awarded a Ford Foundation Grant for Professional Choral Conductors in 1962.

He has recorded extensively—the Gregg Smith Singers alone have 20 albums for Columbia and Everest Records to their credit—and he has written more than 30 compositions published by G. Schirmer in the Gregg Smith Choral Series. Among world and U. S. premieres he has conducted are works by Stravinsky and Schoenberg.

It is expected that high school choral directors and other semi-professional singers, as well as members of the general community, will participate in the Long Island Symphonic Chorus. □

cumstances late this summer. However, something is being done to make their adjustment to the American way of life a little easier.

A local citizens' committee known as Community Hospitality for International Students (CHIS) is appealing to residents in the Stony Brook-Setauket area to become host families to students from more than 20 countries.

The committee is headed by Dr. Percy Bailey of Setauket. A retired college professor, Dr. Bailey plans to open his home to several international students this year.

A host family, he explains, need not provide room and board for the student unless it wishes to do so, but "just being there when friends are needed helps the student adjust to American life."

CHIS works in cooperation with Miss Laurie Labbitt, foreign student advisor, who recommends students to the volunteer services of the committee.

Of nearly 100 host families needed for the coming year, the committee already has assigned students to 60. Thirty to thirty-five homes are still needed. Interested persons may obtain further information and an application form by calling 941-9164 or 941-9229. □

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Host Families Needed for Stony Brook Foreign Students

Imagine yourself a visitor in a foreign country for an extended period of time with little or no knowledge of the customs, language, or ways and means of its society.

Some 130 foreign students enrolled at Stony Brook for the 1968-69 college year will find themselves in those cir-

**Colonial Institute
History Quiz
Answer True or False**

	True	False
Long Island once belonged to Connecticut.	<input type="checkbox"/>	<input type="checkbox"/>
The name Setauket was adopted in 1660.	<input type="checkbox"/>	<input type="checkbox"/>
Land for the Town of Brookhaven was purchased from local Indians in 1655.	<input type="checkbox"/>	<input type="checkbox"/>
The second oldest Episcopal Church in the United States, the Caroline Church, was built in Setauket in 1730 and named in honor of King George I's wife.	<input type="checkbox"/>	<input type="checkbox"/>
Brookhaven was the center of a major revolutionary war spy ring—on the side of the rebels.	<input type="checkbox"/>	<input type="checkbox"/>
Captain John Wilsie started Port Jefferson's famed shipbuilding industry with a yard in 1696.	<input type="checkbox"/>	<input type="checkbox"/>
The infamous Porter, fastest automobile of its time, was built on Long Island in 1914.	<input type="checkbox"/>	<input type="checkbox"/>
Brookhaven National Laboratories stand on the site of a World War I military training base, Camp Upton, named for Civil War General Emory Upton.	<input type="checkbox"/>	<input type="checkbox"/>

A history buff knows the answers to all the above questions are true. Long Island has one of the longest and most colorful pasts of any region in the country. From the days when Captain Kidd buried treasure on Gardiner's Island to the early experiments in aviation and, today, when it is the site for futuristic nuclear research, Long Island has been home to critical advancements in American political systems, trade, and technology.

It is a fascinating panorama of events and personalities, but to the historian, Long Island's past is more than a series of anecdotes. It is more, even, than a reminder of our heritage as New Yorkers or Americans. Because Long Island was part of the original settlement of this country and because

its political institutions have had a vast influence on later developments, the history of this easternmost part of the nation sheds great light on many of the hows and whys of today's customs and laws.

Preservation of that heritage is part of the goal of the Institute for Colonial Studies at Stony Brook and included among its growing microfilm collection of early American records are copies of original royal charters, land grants and other deeds, and articles of government for the earliest settlements on Long Island.

While various areas of the country have been developing collections of colonial documents for years, some of the townships on Long Island have lagged in efforts to preserve their heritage. Much of the material which does exist in both public and private collections is in danger of rapid deterioration and ultimate loss to future generations. Working with county and town units, the Institute is helping to preserve the information in these papers by microfilming, cataloging, and cross-referencing them for quick retrieval. Professor J. T. Main is director.

The Institute began in the fall of 1966 when Professor Jackson T. Main was appointed professor of history and director of the new center. Dr. Main is the grandson of the famous American historian, Frederic Jackson Turner, and is nationally recognized as a prominent scholar of the revolutionary period which is the subject of his four books, *The Anti-Federalists*, *Rebel Versus Tory*, *The Social Structure of Revolutionary America*, and *The Upper House in Revolutionary America*. Professor Main earned all three of his degrees at the University of Wisconsin and has taught at San Jose State, Washington and Jefferson College, the University of Maryland, and at Stanford.

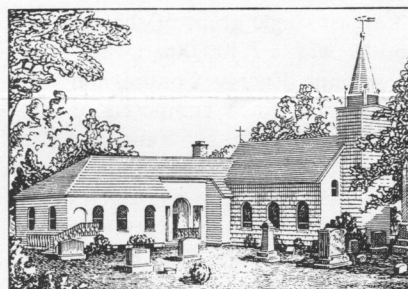
He was one of the first American historians to make extensive use of original documents including wills, court records, and other public papers to analyze colonial life—the kind of work which will be done increasingly by scholars using the materials gathered in the Colonial Institute.

Another specialist in early American papers is Dr. Keith Kavenagh who serves the Institute as documents collector and who has recently been commissioned to prepare a three-volume set of early documents, including all royal and proprietary charters, and examples of land grants, charters establishing local governments, taxation and militia systems, and such official acts as regulations of manufacturing and trade in the 13 colonies.

Other colonial developments to be compared

The Institute will not be limited to New England, however. Dr. Kavenagh emphasizes the need to compare colonial developments in North America with those in Central and South America. Microfilm copies of documents representing Spanish, Portuguese, French, Dutch and Swedish activities in the New World eventually will become part of a comprehensive collection on colonization of the Western Hemisphere during the 16th, 17th and 18th centuries. In this respect the center at Stony Brook will become a unique resource for historians working on related problems in different colonial societies including artistic, literary, economic, religious and social development.

Besides expanding scholarly awareness of the unique characteristics of each settlement, the comparative approach being taken at Stony Brook offers a great promise as a means for unraveling the origins of the general phenomenon of European colonialism.



Setauket's Caroline Church.

This is a broad mandate, but the Institute considers its first responsibility—and its unique opportunity—the collection of source materials from the early history of Long Island. As these develop, facilities for research into broader aspects of colonial history and sponsorship of comparative studies of all New World systems also will grow.

On Long Island, where historical interest is high, the support and cooperation of local units of government has been encouraging. Even where local governments retain original papers, the Institute is being allowed to microfilm material and make it available to scholars in a central depository. Financial support for the technical aspects of the project—filming, cataloging, cross referencing, and storing the material—remains a problem and funds are needed to purchase additional collections now available on microfilm elsewhere.

But this is not an overnight project. It will take years, and by its very nature will never be finished. As new

resources are found in parish halls and town meeting houses, as more material becomes available from other libraries, and as techniques for looking back into the past are refined, Stony Brook's Institute for Colonial Studies will become an increasingly valuable national and international resource as well as a center for regional lore, drawing Long Island ever more tightly into the colorful and varied story of the American past.—A.K.

Outstanding Fall Lecture Series Is Open to Public

If science might as well be Greek to you, if you've been toying with the idea of buying the Great Books, if all the talk about hippies and zen and mysticism has made you curious about Oriental philosophy, Stony Brook has a new program for you. Called University Lectures, it offers an intellectual smorgasbord for individuals interested in sampling new ideas or provides intensive work with one of the University's most distinguished and able professors.

Under the new program, seven senior faculty members will offer a series of once-a-week lectures on an open-ended basis beginning fall semester. For members of the community (or students, staff, or other faculty) the lectures are free and require no formal registration. For undergraduate or graduate students or those enrolled in the Continuing Education Program, the courses may be supplemented with small-group seminars and individual study for three hours of academic credit.

"One of the contemporary student's most frequent complaints about higher education is that it is not relevant," said Dr. Bentley Glass, Distinguished Professor of biology and academic vice president. "In the University Lectures we are trying to focus the most advanced knowledge and scholarship on major social, cultural and philosophic problems in order to make this program relevant. The Lectures are an attempt to develop a new mechanism for bringing the great resources of the University to bear on the pervading problems of today."

Teaching the new University Lectures will be a Pulitzer Prize winning poet, a dean, two Distinguished Professors, a well-known and controversial theologian, and other senior faculty members.

Professor John Thompson, poet and critic, will conduct English 110, "The Experience of Literature," which will include lectures on major literary forms

including poetry, prose fiction, and drama, using outstanding works of each type as illustrations.

Professor Alfred Kazin, Distinguished Professor of literature and well-known critic, will teach English 120, "The Great Tradition," which will concentrate on Western literary roots as far back as Homer, Sophocles, Plato, Aristotle, Virgil, St. Augustine, Dante, Cervantes and others.

Professor Herbert Weisinger, recently named dean of the Graduate School at Stony Brook, will conduct English 131, a course in Shakespeare with emphasis on the significance of the plays as interpretations of the human experience.

Professor Thomas Altizer, a new member of the faculty and author of "The Gospel of Christian Atheism" will offer English 140, "The Aspiration Toward the Divine in Literature", which will explore relations between the gods and men in Oriental and Occidental thought and literature from early myths to the "God is Dead" movement.

Professor Louis Simpson, Pulitzer Prize winning poet, will conduct English 150, "Literature of the Twentieth Century," which will concentrate on contemporary poetry, fiction, and drama which have revolutionized traditional modes of thought and experience.

Professor Leonard Eisenbud, well-known physicist, will conduct a one-semester series on "Science and Culture" which will begin with a review of the major characteristics and activities of the principal divisions of science and end with analysis of ethical problems in a scientific society.

During the spring semester, Dr. Glass will offer a continuation of the science sequence with a series on "The Future of Man" which will examine man in relation to his environment and scientific evolution.

Seminars for all of the literature courses will feature intensive discussion and criticism of work written by the participants under the direct guidance of the instructor. Each course will continue through spring semester. In the science courses, visiting lecturers from the University faculty and other sources will add a special dimension to the program.

"Many universities offer noncredit evening lectures, but we know of no other effort to integrate the special lecture into the regular educational program," said Dr. Glass.

University Lectures will be offered through Continuing Education as a supplement to its regular program leading to the Master of Arts in Liberal Studies. □

Grants Top \$4 Million For 68 Percent Increase

The dollar volume of grants for scholarly research and special education programs reached a record high of \$4.2 million over the past 12 months at Stony Brook, compared with \$2.5 million for the same 1966-67 period. Most of the support came from federal sources, and almost half of it was awarded in physics and chemistry.

Total applications processed at the University for the 12 months ending April 30 were \$18.1 million, also a record, compared with \$6.3 million last year. A total of \$12.5 million in applications were processed since January 1. This record volume of applications submitted during the first four months of the year should be reflected in increased awards during this summer, according to Dr. Donald Ackerman, coordinator of research.

Grants received in March and April ranged from support for an international poetry conference, to awards for work and study in space research, to funding for the third year of Upward Bound.

Largest single grant of the past two months was a \$400,000 award from the Atomic Energy Commission to a physics task force composed of Einstein Professor C. N. Yang and professors Juliet Lee-Franzini and Myron Good for research in elementary particle physics. Second largest grant of \$128,000, from the National Science Foundation, went to chemistry professor William le Noble for his work on reactions in compressed solutions. The \$97,000 Office of Economic Opportunity grant to Upward Bound was third in dollar volume, while the largest April award given was a NASA grant of \$50,000 to physics professor Yi-Han Kao for development of sensitive infrared bolometers for space research.

"Both the diversity of research and educational projects, and the growing dollar volume of support for these projects, testify to the increasing importance of this campus to the Long Island region and to the state," said Stony Brook President John S. Toll. "All of these grants aid the academic program at Stony Brook; most of them support research involving graduate students who are working for master's and Ph.D. degrees." □

Summer Conferences Host 1,000 Visitors

Stony Brook will host more than 1,000 visitors at conferences on campus this

summer, according to Mrs. Katherine E. Napper, coordinator of conferences and events. At least seven summer conferences will make University facilities available to national and community organizations during June and July.

The schedule including the following:

■ Second Summer Institute for Astronomy and Astrophysics, sponsored by the National Aeronautics and Space Administration, June 19 to July 17. The program will involve 65 selected scientists, industrialists, and graduate students in discussion of underlying principles of astronomy, astrophysics and related subjects.

■ Japanese-American Conference on Science Education, sponsored by the Panel on Science Education of the U. S.-Japan Committee on Scientific Cooperation. Some 40 distinguished Japanese and American professors will gather at Stony Brook to discuss the updating and upgrading of math and science education for elementary and secondary school teachers.

■ NDEA Summer English Institute, June 24-August 3, a seven-week institute for 30 high school teachers of English, including a demonstration class of 20 secondary school students.

■ State Air Pollution Department Conference, for more than 200 scientists, engineers, educators, and public officials in discussion of possible solutions to the growing problem of air pollution, date to be announced.

Conferences already held at the University this summer include: "Advances in Computing Sciences," held on June 7th for over 400 local high school teachers; and the World Poetry Conference, June 21-23, bringing together

more than 40 renowned American poets with 20 of their foreign contemporaries. □

Silent Film Classics To Be Shown in July

A series of silent film classics ranging from a Charlie Chaplin comedy to Eisenstein's "Potemkin" and Erich Von Stroheim's "Foolish Wives" will be offered free to the public Monday evenings during July on campus in the Humanities Building Auditorium.

The films represent some of the outstanding pictures made before the coming of sound, including Fritz Lang's "Metropolis," which anticipated the futuristic look of "2001" by more than 40 years and looked even farther into the future (2500) than the currently popular science-fiction thriller.

The program for the 8:30 Monday evening showings is:

July 1—"A Trip to the Moon" (Melies); "The Great Train Robbery" (Porter); "The Floorwalker" (Chaplin);

July 8—"Way Down East" (Griffith);

July 15—"Metropolis" (Lang);

July 22—"The Battleship Potemkin" (Eisenstein);

July 29—"Foolish Wives" (Von Stroheim).

The public showings are sponsored by the University's Department of Theater Arts and the Center for the Arts and Letters of the Twentieth Century in cooperation with the Instructional Resources Center. The films represent the permanent film collection of the University. □

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