

stony brook review

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

Flame Studies Fire Two Professors

Two professors at Stony Brook are starting fires in their laboratories to discover how fires spread to destroy millions of acres of woodland and billions of dollars worth of private property each year.

The results of their studies, some of which have been published, may help firefighters predict with reasonable accuracy the ways in which fires in grasslands and forests will spread. Using novel experimental and analytical techniques these men are studying methods by which fires may someday be brought under control with the aid of computers.

The professors are Abraham L. Berlad and Richard S. Lee, of Stony Brook's Department of Mechanics. Their research, covering two years of study, is financed by grants totalling some \$81,000 from the U.S. Forest Service and the National Science Foundation.

Dr. Berlad's "Fire Spread Theory," which is being published for presentation next spring, describes several "mechanisms" by which firebrands such as flaming pieces of bark or leaves are carried from the origin of a fire to other locations where they begin new fires.

One such mechanism called "long-range spotting" is responsible for transporting burning material often as far as five to ten miles downwind from

a fire by means of a vortex that resembles a tornado — "a virtual tornado of fire," according to both Berlad and Lee. Their theory on this mechanism was published last spring.

Several of their theories, including long-range spotting, have been demonstrated in the laboratory where Dr. Lee has constructed an apparatus that actually creates such a vortex, or tornado, of burning gas and debris. Under a controlled experiment the researchers can simulate most of the aspects of a real fire, at times introducing variables such as crosswinds, explosions, convection currents and air pockets, all scaled down to size. Then, by observing certain results, they gather data to be fed into computers and processed to predict what would happen under similar circumstances in a real fire.

Berlad suggests that the laboratory work provides scientists with important insights regarding what they should look for in observing a major fire, but that such work is not an end in itself. "Our research now is largely concerned with the identification and characterization of information needed to explain fire phenomena," he said.

One of the most interesting phenomena they have studied and analyzed was the Sundance fire in Montana and Idaho during August and September of 1967.

"Aerial photos confirmed that a convection column nearly half a mile in diameter and four to five miles tall was created by the fire," said Lee. "But even more interesting and devastating was a fire-generated tornado which blew down trees several feet in diameter — most of which were untouched by the fire!" It was in this fire that the long-range spotting theory was strikingly illustrated.

Berlad and Lee just returned from the Combustion Institute's 12th International Symposium in France, where Lee presented a paper on "The Formation of Multiple Fire Whirls" describing his latest experiments.

The team plans to publish more of their results in the belief that such findings can aid forest service agents and fire-fighters in checking the destruction of national forests and grasslands. Nearly 5,000 fires destroyed some four million acres and cost U.S. taxpayers over \$1.5 billion last year.

The Stony Brook team's findings may also aid military and civil defense authorities in predicting and controlling the spread of fires caused by explosions, nuclear blasts, lightning and other means. Forest Service studies reveal that 50 or 60 fires started

by lightning every night during the summer are not unusual, but that most of them extinguish themselves. However, those few that grow into large fires are reason enough for continuing and expanding the research that men like Berlad and Lee are conducting.

—Robert Blakeslee □

"Horace," Leroi Jones, Concerts to Attract Nov.-Dec. Audiences

"Horace," a neo-classic tragedy by French playwright Pierre Corneille, will be the first play of the 1968-69 season of the arts at Stony Brook, to run November 21 through 25. The four evening performances beginning at 8:30 will be staged in the University Theater in the gymnasium building under the direction of Edward M. Bell, assistant professor of theater arts.

Tickets for the general public are

available at \$1.50 per person. For ticket reservations and further information, call 246-5670 between 9 a.m. and 5 p.m.

Five major concerts and an appearance by playwright Leroi Jones will highlight events open to the public for the month of December.

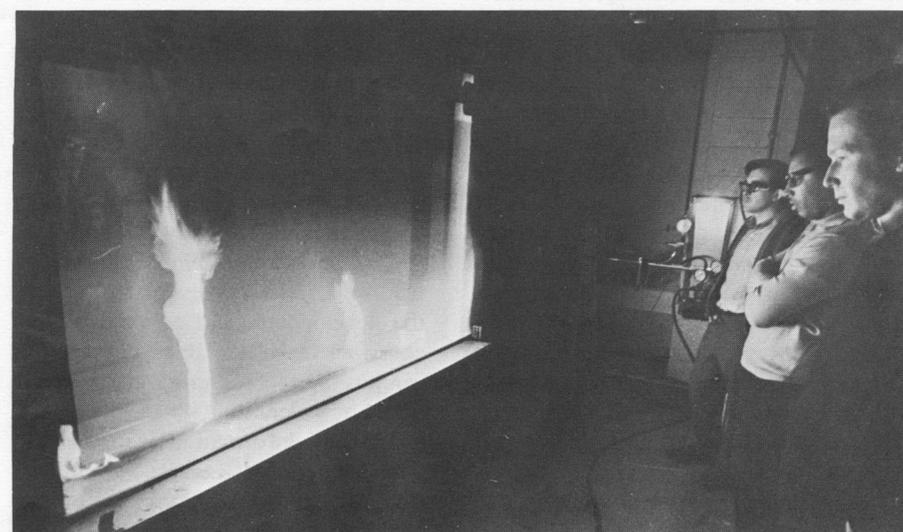
The concerts include: Paula and Robert Sylvester, flute-cello duo, Dec. 3; the Long Island Symphonic Chorus, directed by Gregg Smith, Dec. 8; pianist Sandra Carlock, Dec. 11; soprano Nina Simone, Dec. 13; and the University Chorus Christmas Concert on Dec. 19. Information regarding tickets and reservations can be obtained by calling 246-6800 9 a.m. to 5 p.m. Monday through Friday.

Negro playwright Leroi Jones will speak to the Stony Brook audience on Dec. 2 in the gymnasium at the invitation of students.

In addition, numerous informal concerts, lectures and other attractions



FIRE WHIRLS act like tornadoes of flame, carrying burning debris many miles downwind where it may start a new fire, as above a second fire, spawned by the one in the background, approached the city of Santa Barbara in 1964. Below, multiple fire whirls are demonstrated in experimental apparatus developed by Dr. Richard Lee. In actual forest fires, these may be half a mile in diameter and four or five miles high.



as yet unannounced will be scheduled and announced as they occur.

Now available is the new 1968-69 Calendar of the Arts at Stony Brook, which will be mailed upon request. Call 246-5929. □

Suffolk Urbanization Draws School, Experts To Stony Brook Campus

Urbanologist is a word so new it does not even appear in the recent and massive *Random House Dictionary of the English Language*. It may never replace the more refined *Urbanist*, but, like *hippie*, *Kremlinologist*, *peacenik*, *megalopolis*, or *multiversity*, it is a more colorful and perhaps more accurate term describing the conditions of modern living.

The urbanologist is not an architect, a highway engineer, a conservationist, a sanitation expert, or a social worker, but he must know something of all these fields and more. His job is to understand the physical, economic, and personal interaction of groups of people in an urban environment.

Between the problems created by populations shifting around and out of cities, residential neighborhoods deteriorating into slums, the countryside marred with sprawling housing developments and neon-lined super-highways, and mounting individual frustrations, the urbanologist is becoming an increasingly central figure in the search for quality as well as quantity in a consumer-oriented society.

With Nassau County almost fully developed, in an urban sense, and Suffolk County the fastest growing county in the United States, Long Island already supports 12 per cent of the population of New York State and the total is expected to climb to 17 per cent by 1985. This region of the country will depend heavily on the services of urban experts in the next 20 years.

Anticipating this kind of need throughout New York, the State University included in its 1964 Master Plan for the state system of higher education, two schools of Architecture and Environmental Design, one at the Buffalo campus and one at Stony Brook. In Albany this month the Board of Regents approved the establishment of the Stony Brook school with the appointment of a dean and detailed curriculum planning to begin next fall and classes to start in 1970.

Stony Brook is located virtually at the center of the largest laboratory

for environmental planning and design anywhere in the world. Any point along the eastern seaboard, from Boston to Washington, D. C., is readily accessible. In addition, the University's most immediate geographic environment—Nassau and Suffolk Counties—provides a unique opportunity for studying the phenomenon of a rapid change from a rural to an urban society.

The Stony Brook program will be a six-year course divided into three segments to facilitate easy transfer from community colleges or other institutions. The freshman and sophomore years will emphasize a broad liberal arts background in fields related to urban problems while the last two years will stress professional training leading to a bachelor of science degree. An additional two-year program will lead to the master of architecture. Another curriculum will offer a master of planning degree.

With an initial enrollment of roughly 100 students, the new school will grow to its maximum size of 250 in five years. The school also will develop mid-career training programs for practicing architects and planners and a Ph.D. program for specialists who will teach and do research.

Problems of development and redevelopment of the environment will form the core of the curriculum, said Dr. Toll. In short, the school will emphasize the need for coordinated planning in designs for better living. □

ACUC to Present Local History Program

A slide presentation of the history of the Three Village area from its earliest days to its present status as a vigorously growing residential-university community will be the highlight of the Thursday, November 21, meeting of the new ACUC (Association for Community-University Cooperation). The meeting, which is open to members and guests, will take place at the Three Village Inn beginning at 8:30 p.m.

The ACUC membership consists of a cross-section of local residents, including University faculty and staff, and students. Recently reconstituted so that anyone can join on an individual basis, ACUC has as its purpose the development and enhancement of constructive relationships between the campus and community. New members are welcome.

Further information can be obtained by contacting Robert Blakeslee, University Relations, State University, Stony Brook, tel. 246-5924. □

120 New Faculty:

Why Did They Come?

"We have as able a group of new teachers — at all ranks — as that joining any university in the United States."

Thus did President John S. Toll comment on the quality of the 120 new faculty joining Stony Brook this academic year. The addition, including 36 full professors, brings to 560 the number of faculty members serving this year's estimated total enrollment of 6,700 students.

The new faculty come from many places in this country and abroad. More important than geographic origin, however, is the measure and diversity of intellectual expertise they bring to this campus ranging from abilities in the criticism of contemporary art forms to analysis of abstruse mathematical theories.

Among the many outstanding scholars attracted to Stony Brook this year, to cite just a few examples, were the distinguished art historian and critic Lawrence Alloway who was curator of the Guggenheim Museum during a period of key development; English Professor Thomas Altizer, widely known for his writings on Blake and on the Gospel of Christian Atheism, often called the "God is Dead" approach in modern theology; also in English, Shakespearean scholar Irving Ribner, Milton expert Thomas Kranidas, and Arthur Smith, an international authority on 17th and 18th century poetry.

Others include the internationally known ecologist Lawrence Slobodkin, the outstanding nuclear theorist Gerald E. Brown, African specialist Robert Sklar in political science, spectral theory expert Joel Pincus in mathematics, and Latin American experts Arthur Whitaker in history and Pedro Armillas in anthropology, both bolstering Stony Brook's already considerable strength in Latin American studies. Also math chairman James Simons from Princeton and materials science chairman Robb Thomson from the federal Advanced Research Projects Agency.

Why did they come to Stony Brook? Their reasons were almost as diverse as their backgrounds, but there seems to be a common thread which shows through in slightly different tones.

Professor Sklar said that what attracted him was a "very challenging situation, one in which it would be possible to strike out in new and constructive directions in a state uni-

versity that could become one of the finest in the United States."

"It holds a promise of being a first rate university," said Bernard S. Dudock, assistant professor of biology. "Stony Brook doesn't have set patterns... it has a very fluid structure that can be changed..." and he emphasized the "great potential for a young fellow like me..."

English Professor Ribner, who is also that department's new chairman, said that Stony Brook is "a tremendous university with infinite potential." When reminded that Stony Brook does have many problems, he countered that all institutions have problems but that what this institution has is an almost unparalleled freedom.

"In my brief time here," he said, "I have discovered that both the faculty and students enjoy a greater amount of academic freedom than I have ever encountered in any other institution." (He has known about fourteen.)

For the new chairman of Romance Languages, G. Norman Laidlaw, who comes from the University of Toronto, it was the "lively, young and energetic faculty" which drew him here. He said, "I think there's a tremendous job being done here and much planning and rethinking in the language operations with philosophies that are not hidebound by tradition.

"I'd rather help in the founding of traditions than in their continuance," he said.

David Weiser who heads the Center for Curriculum Development said he liked the University's openness to change and to new ideas. "I understood that things were in movement here, that the University wanted its program in curriculum development and continuing education to be a pioneering one."

Perhaps Weiser's words sum it up as well as any. Things are in movement here. □

stony brook review

Volume 2, Number 2 October, 1968

The Stony Brook Review is produced by the following members of the University Relations staff: Wayne Kurlinski, director; David Woods, assistant director; Erik Arctander, news director; Ralph Chamberlin, publications editor; Robert Blakeslee, community relations assistant; Dianne Bozler, editorial assistant.

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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DAYS

A
SPECIAL
REPORT

Publication of this issue of the Review was delayed to permit inclusion of this special report on the Three Days. Some of the proceedings, discussions and consequences of this intensive self-study period are considered in the following articles.

**Campus Unrest
Precedes Three Days**

As October began, Stony Brook's wooded acres were becoming a serene study in leafy fall splendor but the campus was due for some less than serene days.

"Tripling" of freshmen and some sophomores in residential colleges — a result of dormitory construction delays and rapid enrollment growth — had drawn sharp criticism in the campus newspaper "The Statesman," and from many individual students. The enrollment growth rate was being questioned by students and faculty concerned about the University's priorities. Then student government representatives on the new Council for Student Affairs—a high-level student, faculty, administration group designated as the major policy-forming body on campus for student concerns—resigned, declaring that the Council was not effective. Prof. David F. Trask, newly appointed vice president for student affairs, submitted a letter of resignation on the day after theirs, saying that he felt his student-support mandate had been lost as a result of the student government resignations and he could be more effective in his position as professor of history.

These events tumbled one onto another within a matter of days. Studies underway showed that "tripling" could

be eliminated by next fall and possibly before. The Council for Student Affairs began considering a redefinition of its mission. President Toll did not accept Prof. Trask's resignation. Trask in turn agreed to continue serving for the time being while discussing the matter.

It was a time of great buzzing confusion. Solutions to problems were in the wings. Yet there was an overriding Kafkaesque mood on the campus, a feeling that some faceless basic problem was causing all the trouble.

It was, assuredly, a problem typical in contemporary society, the kind which society can ignore and a university cannot. It seemed to call for a revolutionary approach, and one was forthcoming.

Student, faculty and administration leaders, moving swiftly in a multi-lateral fashion, began planning what has become known as Stony Brook's Three Days. From October 22nd through the 24th, they decided, the University would stop virtually all its normal functions, release students from their classes, and take an unprecedented look at itself, its problems, its goals.

Coordinating arrangements for Three Days was a six member committee composed of two faculty members, two students and two administrators with Dr. Sidney Gelber, Acting Vice President for Liberal Studies, and Mr. Donald Rubin, President of the Student Polity, serving as co-conveners.

The arrangement committee remained in close touch with everyone on campus through a daily "Three Days" bulletin issued in 5,000-copy editions.

President Toll set the tone for the Three Days, declaring that he hoped everyone on campus would "join in seeking a better understanding of our common objectives and of the overall role of the University."

"I am hopeful that this hiatus will result in increased, meaningful participation for everyone at Stony Brook in the clarification of our goals and priorities, helping us to understand and approach our particular concerns while perhaps also shedding new light on the problems of higher education in general." — *David Woods* □

"I think the primary purpose of a university is to catalyze your curiosity and provide the means to gratify it."

—*A Faculty Member*

1

Debate Centers
On Basic Nature
Of a University

"During the next three days we want to narrow our definition of the universe to the University," President Toll said as he opened the first of two University-wide plenary sessions at the gymnasium Tuesday.

Definitions of what a university is and ought to be followed rapidly. "We place insight and wisdom above all else in the university context," said Bentley Glass, academic vice president and a member of the first plenary session panel. "The University owes its existence to society and therefore cannot be isolated from society," said Patrick Garahan, another panel member. "If society has rules, traffic laws, drug laws — you can't ignore these things — they exist." "I believe this University is for freedom," added Prof. Michael Zweig, a third panelist. "We're not free; we have to get democracy here," said panelist Russell Becker.

"Universities are facing what Kirkegaard referred to as a crisis of possibilities," observed the fifth panelist, Dr. Edmund Pellegrino, vice president for health sciences. "We're being torn apart by our tremendous anxiety and neuroses about selecting out of the infinite number of things which can be done those which should be done. Out of our overabundance of resources, we have become neurotic because we are unable to choose how we shall use those resources to solve an infinite number of human problems."

"A confrontation of expectations results from all this," Dr. Pellegrino continued, "and we must determine how we bring it into alignment. Those who seek the overthrow of universities are convinced there can be no resolution of this confrontation. On the other hand, I think most of us realize that to destroy the one instrument we have for critical examination of the past, present and future is to forever doom us to a prolongation of the confrontation."

Dr. Pellegrino's recommendation for the days that were to follow was "a frugality of pretensions. We're over-pretentious about the solution of everyone's problem."

"We've had manifestations of passion, and passion is good because it says something about commitment," he said. "But I would recommend . . . Hegel's 'cool passion,' the reasoned

commitment to the solution of a problem."

Prof. Max Dresden, the final panelist, had a word of caution for his audience. "I think that in many discussions of University affairs we tend to confuse basic principles with peripheral issues," he said. "It should be that goals define organization and not vice versa. One should define what are the basic irreducible elements a university should contain. Once that has been done, the rest should fall into place."

Microphones were scattered throughout the gymnasium at this and the other general Three Days sessions to facilitate the fullest possible participation in discussions. The discussion was generally lively and blunt.

"What I want is a redefinition of the student as an able, intelligent person who can make decisions for himself," said one of the first student speakers from the floor Tuesday morning. "How do you change the University without changing society?" another student asked. And, from another student, speaking at a floor mike: "The basic issue comes down to the difference between control and guidance. The way things stand now, most students are controlled, not guided."

Throughout that Tuesday, the discussions, the intellectual confrontations continued. At the plenary session Tuesday afternoon, a student at a floor mike and Dr. T. A. Pond, exec-



PRESIDENT JOHN S. TOLL was hopeful that Three Days would result "in increased, meaningful participation for everyone at Stony Brook . . ." He expressed confidence that out of many different views and proposals, workable ones will evolve.

utive vice president, at the podium, engaged in this fairly typical exchange:

From the floor: "I have a very simple question for Dr. Pond. Is this University committed to change? If

"(Some of the speakers here are demonstrating a rhetoric that) I have seen twice before in my life, in 1944 when the Germans overran Hungary and in 1946 when the Communists took it over. Two things seem common to that rhetoric. The first is that you define things by assertion. You do not analyze why you say something. You just say it is so. Also, if you want to work in this vein, your remarks must be vague and preferably all-embracing and hopefully also irrelevant."

—A Faculty Member

not, this whole conference is nothing but a miserable attempt to co-opt the student body."

Dr. Pond: "I'm an advocate of change. I'll be very interested in what results here and I have some ideas of my own."

Earlier, in an omnibus review of Stony Brook's mandate at the opening of the afternoon session, Dr. Pond noted that the State University's master plan says Stony Brook and the three other university centers "should be designed to stand with the finest in the country, and to attract and hold able men and women from all over the world."

"Stony Brook's charge has been the most challenging of any in the plan," Dr. Pond said. "Our charge has been to develop, *de novo*, the faculties,

facilities and programs of a major, balanced university, starting in those fields which are intrinsically the most demanding in terms of physical and other supporting resources, in an untried system without a record of achievement on which to base the justifications necessary to win approval for unprecedented allocations of public funds. While the challenge was unique, so has been the excitement of the total enterprise; and it has been the conviction that, if Stony Brook did not exist, manifest public need would require its invention."

Thus, the Three Days perspective was set. Rock music took over for at least several hours that night with a dance concert attracting a large crowd. But at some spots around the campus, discussions were to continue far into the early morning hours as proposals were hammered out for the coming day. □

2 Hundreds of Ideas Flow from Small Group Discussions

Literally hundreds of ideas for innovation issued from the more than thirty small groups which met on the second day of the symposium.

Day Two was one of those all-too-rare occasions when students, faculty and administrators meet informally in congenial, rational discourse, as one professor said, "to think out loud."

Robert W. Merriam, associate professor of biological sciences, reported of one session: "The discussion was spirited the entire six hours with almost everybody present taking part."

"A very noble kind of development is taking place," co-convenor Sidney Gelber remarked. "The strict boundary lines between the various campus constituencies are breaking down. They're realizing they have common interests."

Participating in the brain-storming sessions were nearly every segment of the University community — undergraduates, graduate students, faculty, administration, commuters, black students, foreign students, part-time students, community leaders and neighbors.

Often cross-legged on the floor of residence hall lounges, participants thrashed out their complaints and hammered out specific recommendations. Proposals varied from the trivial to the revolutionary, from offhand remarks to in-depth considerations, from

the sound to the absurd. Although some proposals reflected minor concerns, such as the addition of orange juice to the luncheon menu, many were the product of much thought and concern.

On more than one occasion, students learned to their surprise that innovations they suggested were already in effect. Often proposals were made for already-scheduled expansion of programs and facilities.

Suggestions for curricular innovation ranged from proposals for new courses and majors to the abolition of all required courses and grades.

Proposals were made for programs in Latin American studies, film-making, educational mass media and the dance. Interdisciplinary majors in liberal arts, social science, social psychology, biochemistry, international relations and urban affairs were also suggested.

A proposal that students be able to initiate courses of their own choice was discussed on several occasions. A need for more experimental courses and programs more relevant to the outside world was expressed. Also considered was granting of academic credit to students participating in an expanded Wider Horizons program of tutoring and recreation for underprivileged children in the area.

The suggestion that course requirements be abolished was opposed by one professor who claimed students would then be receiving a smattering of courses, but nothing in depth. He termed the idea a supermarket or "Billy Blake system of education."

Black Students United proposed a Black Studies Institute to include

"One of the problems I think this University has is that people look for simplistic answers. People are so sure that their position is right that they are willing to interfere with the university. They're willing to heckle, not stand and wait their turn to talk."

—A Student

courses in white racism, Afro-American history, theater, art, music, literature and African history, geography, languages, government and economics. The group also recommended summer pre-college courses in English, math and basic sciences; more minority-group professors; and a requirement that all professors hired by the University take a course in Afro-American and Puerto Rican history.

Engineers discussed the possibility of eliminating the language requirement for the Ph.D. degree and instituting a Study Abroad Program for engineers.

The Center for Continuing Education received requests for a graduate program in education with programs in educational administration, guidance and elementary education.

Expansion of the pass-fail system, reduction of class size and establishment of an off-campus work-study program were also considered.

Regarding teaching, students requested more participation in evaluating the effectiveness of their professors. Some asked that a greater emphasis be given to teaching ability when considerations for promotion and tenure are made. Others proposed the establishment of two separate faculties — one for teaching and one for research.

A student request for permanent full-time advisors was discussed as was a faculty proposal to eliminate the offices of Dean of Students and Vice President for Student Affairs on the grounds that they are unnecessary "in a contemporary university where students exercise their proper role."

Students expressed a desire that the admissions staff accept more undergraduate foreign students, more disadvantaged students and more students from beyond metropolitan New York and Long Island. They asked for increased state scholarship aid, especially for disadvantaged students.

In the realm of student affairs, discussions centered on specific complaints as well as a demand for more participation in the decision-making processes of the University.

Students would like to see more parking lots, more carpeted cafeterias with piped-in music, coeducational dormitories, an improved inter-campus transportation system, a better campus mail system, accelerated construction of student housing and increased janitorial and maintenance services. They requested a 24-hour campus information bureau, telephone operator and ambulance service.

The foreign students want an International House for social gatherings and married graduate students asked for the construction of on-campus housing.

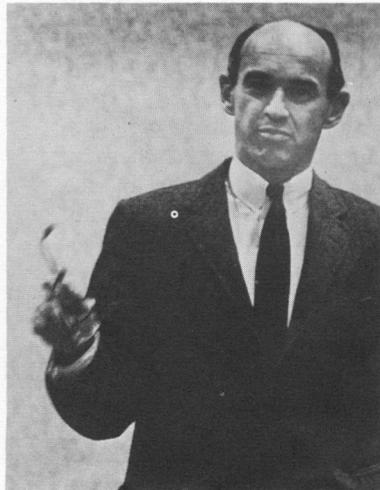
The most complimentary proposal received by the symposium conveners may well have been the one which recommended that a "One Day" be held each month to continue the type of dialogue initiated during Three Days. □

DAYS

A
SPECIAL
REPORT



a time for concentration and communication . . .



3

Policies, Programs, Communication Closely Scrutinized

New or improved ways of getting things done and getting people together drew close attention on Day Three as the final symposium sessions zeroed in on specific educational problems and prospects at Stony Brook.

In a pair of University-wide plenary sessions at the gymnasium and in small group sessions scattered around campus, two basic questions were considered: "How can more effective mechanisms for governance be devised?" and "How can change be effected at Stony Brook?"

These basic themes were broken down topically in the work sessions which were devoted to matters such as curriculum, teaching policy, faculty personnel policies, graduate programs, academic standing and admissions, student affairs and governance.

An intense awareness of the realities surrounding Stony Brook and its possibilities often pervaded the sessions. "What really can be done?" people seemed to be asking. "What is possible?" Even: "What is practical?" And, always, there was an overriding concern about communications. Nobody said precisely, "We're doing a terrible job of talking to each other," but that crucial problem of our times was on everyone's mind.

The realities that will affect the eventual outcome of the Three Days were sharply defined from the start by panel members at the morning plenary session on Thursday. John Missimer, chairman of the graduate student council, opened the session's panel discussion, cautioning his audience that "We must remember University officials all the way to the Chancellor are legally responsible to the State of New York, so no matter what changes are proposed here, we may find it necessary to do an educational job with the people of New York State before some of the changes we want can be made."

"It is not so that the student and teacher are equal. There's an essential difference in their functions just as there is between the dentist and the patient. Nobody particularly objects to the lack of equality when you go to the dentist."

—Max Dresden

Another morning speaker, Peter Adams, Student Polity vice president, offered perhaps the most pertinent observation on the communication problem as it affects Stony Brook. "Nothing's secret that I know of about Polity," he said in response to a question. "The problem we have right now is that we have just so many people with x amount of time. Communication is fine, but we don't always have time for action *and* communication. I know I've never refused to answer a question. But I'm only one person."

William Flanagan, a panelist representing the Black Students United organization, outlined a fundamental communication issue. "There must be another outlet for complaints besides roommates," he declared, to strong applause. "And the agencies for handling these complaints must be responsive and act with the student interests in mind."

Still another panelist, Richard Glasheen, secretary of the Faculty Assembly, put the communication problem this way:

"One of the greatest problems we have on campus is a communications problem, especially one of awareness of what transpired here in the past. Many people are not aware of existing bylaws, committees and committee structure, of how the University evolved and who directed its development. Many do not realize the degree to which the faculty directed the evolution of the University as we see it now."

Prof. Norman Laidlaw, romance languages chairman, speaking from a floor microphone Thursday morning, described another aspect of the campus communication problem.

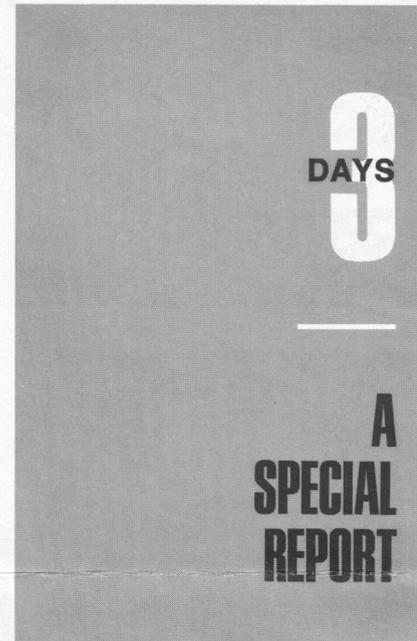
"I'm a newcomer to the campus and I represent, I think, a large and silent participating group of faculty, students and even administration," he declared. "We have come here by our own choice to commit our teaching, our study, our research to the Stony Brook operation. I feel that we have a voice that is too often silent in these gatherings . . ."

One possibly far-reaching modification was proposed Thursday morning by Robert Creed, chairman of the executive committee of the Faculty Senate, who presented a personal recommendation that the University's Council for Student Affairs be restructured as a Council for University Affairs. Such a student-faculty-administration group, he said, could be constituted in such a way as to leave no doubt that it was the senior committee of the University, designated "to con-

sider major policy matters affecting the whole University or at least a significant portion of it."

Change proposals generated Wednesday moved through Thursday afternoon's work group sessions and on to Thursday night's final plenary session which proceeded in a framework set by President Toll's concluding address.

"We can change and we should change more rapidly than other institutions," President Toll said. "We should



be pioneers in finding new approaches to learning and new ways to serve society. I think we must be dedicated to change. But in the spirit of the current hit of the Beatles called 'Revolution,' while we want rapid change and sometimes revolutionary change, we must be opposed to disruption. And for those with minds that hate, they will have to wait."

The work session reports that followed ranged from major policy recommendations to proposals for specific courses.

The scope and variety of Three Days recommendations could receive but the barest outline treatment at this final session. Proposals and detailed committee work group reports, however, were to provide a wealth of resource material for the post-symposium days now underway on campus.

What lies ahead was perhaps best indicated by President Toll's comment at Thursday evening's session. "Some of you may think that indeed a period of heavy work is ending," he said. "But I think the statement of the Quakers is more appropriate. They have a saying, you know, that 'The work begins when the meeting ends.'" □

Community Involvement Arouses Enthusiasm

What is the University? What is the Community? And how are they effectively to relate?

With these terse but nonetheless profound questions, A. William Larson, acting chairman of the Stony Brook Council, began the first of a series of discussions on community involvement on the first evening of the now historic Three Days.

The entire Three Days might have been spent on Mr. Larson's first two questions without reaching any kind of consensus, but there was no dearth of ideas on the third. They ranged all the way from the enthusiasm of Minna Barrett and other students about what they can and should do through student speakers, service to the needy, open houses for the community, tutoring and in other ways, to the near despair of some community representatives about the University's inability, as they saw it, "to offer (civil rights) services to other communities" until it recognizes and deals with "racism" here.

Bi-county planner Lee Koppelman, a panelist the first evening, had warned against allowing the community involvement sessions to "degenerate into self-flagellation" as he had seen so many similar types of meetings do, and asserted that the community should not use the University as a scapegoat for societal problems. He called for a "positive view" about the University's role in the community as evidenced in such tangibles as the marine sciences center, the tech-

"The purpose of education is to inform people, to civilize them, to make them more tolerant . . . People are misinformed about the University."

—A Local Resident

nical assistance program for industry, the developing school for architecture and environmental design, adult education, and other efforts.

Panelist George Pettingill of the Suffolk Human Relations Commission pointed out that there was really not much "back and forth," that the University and community "don't really know each other," and local school principal Henry Cotton, another panel member, said that the University must "come down from Olympus." At this point, the job of bridging gaps, tearing down walls, and

improving understanding seemed more Herculean than Olympic.

Remarks at meetings the next day, however, indicated that whether you term it "back and forth" or "give and take," most people saw the road to Olympus as a two-way street, that they felt the University and community together had to find additional ways to bring more people from the community to the campus and that, in substance, understanding, service, and the interchange of ideas cannot occur without an interchange of people.

One idea advanced along this line was that of history Professor Burghardt Turner who thought that the University, in addition to its student-teacher intern program in local schools, should initiate a faculty exchange program with high schools in the region. Other ideas included faster development of adult part-time credit and informal courses, expansion and intensification of formal communication efforts, extension of the new economic internship program started last summer into other disciplines and fields, allowing community service to be a factor in faculty promotion and tenure *in lieu of* research, making community involvement by students a requirement for graduation, expanding the student and faculty speakers bureaus, encouraging student service to the hospitalized, the mentally ill, the handicapped . . .

Whatever the prevailing attitude of the community, and whatever those on campus think of their efforts, it was manifestly clear that students, faculty and administration of this University care, that they are concerned about community opinion, that they feel they should do much more in community service, that they believe a public university has a special obligation to this kind of service.

In short, if there was criticism, and there decidedly was, it was constructive with some glaring exceptions. There were even words of praise for such campus efforts as the University Lecture series, the Upward Bound and

"I find the idea that the university stands for freedom and only for freedom a remark on the same level as when a senator is campaigning and says he is for motherhood."

—A Faculty Member

Wider Horizons programs, the swimming program for handicapped children, the use of academic and athletic facilities by local groups and schools.

Mostly, however, it was a time of self-study not about what was right, but about what was wrong, what could be changed, what could be improved. It is perhaps something we should all do more of, not only as an institution or society, but as individual, all too

often egocentric, persons. Perhaps it is not too audacious to believe that an individual *can* make a difference . . . especially if he starts with himself. □

—W. Kurlinski

Students Appreciated Concerned Dialogue

Whatever came out of the Three Days, it must be agreed that a fair evaluation of the results of the moratorium on classes can be advanced only by those who participated in the University-wide series of discussions.

Immediate response to the moratorium, after it was over, was generally skeptical. Comments fell in two classes: those that reflected a relentless, "there's-no-hope" attitude; and those in acknowledgment of the Three Days as a "safety valve" that, in summary, amounted to: "We don't expect much change . . . just enough to let the pressure off."

But for some whose thoughts required several days' time to find expression, the Three Days did have meaning and purpose.

"There was a real dialogue for a change," said Jonathan Potkin, a senior in sociology. "It wasn't the proposals that were important, but rather the dialogue between faculty and students that produced the proposals," he reflected.

Dr. Sidney Gelber, provost for arts and humanities and co-convenor of the symposium, noted early the following week that student reaction, for those who participated, was generally good. "Students were able to talk to people they thought to be out of their reach," he said. "And those who stuck with the discussions to see their ideas through to expression in ultimate proposals found a sense of reward in their involvement."

One student described a discussion at one of the Wednesday meetings on curriculum innovation in which a professor expressed an idea that reflected an unpopular point of view in his department. "It was an interesting idea," the student recalled, "and I respected him for proposing it."

"What it showed me is that there is a large group of concerned people on this campus," said a sophomore who claimed he had been involved in a number of protest demonstrations. "I heard about sixty people offer really good suggestions that I had never even considered. I guess I just never listened before. Maybe I wasn't concerned about the right things."

Another student said he felt defensive about the University now that he

understood he was not the only one who had problems. "Maybe we can start working together . . . I guess that's what the Three Days was about."

Students seemed to share the conviction that not much noticeable change will come immediately. "We can't force any big changes right away, and we know it," said a junior economics major. "Maybe some course requirements will change and affect a lot of people and it will be good; but we really don't expect a lot of changes right away."

A coed in earth and space sciences expressed a belief that "they're going to turn Stony Brook into another lesser school," and went on to explain her fear that drastic curricular changes might compromise Stony Brook's high academic standards "especially in the sciences."

A self-acclaimed "radical" science major said he enjoyed the opportunity to discuss with "conservative faculty members" many of the problems that lead to student frustrations. The Three Days, in his words, "were successful in airing views and making people think before they spoke, since they knew what they said would come under heavy scrutiny and criticism."

A wiry-haired student described by his friends as "more radical than most" viewed the Three Days as "a way of keeping the lid on things." He said that if radicals on campus raise

"There should be something that tells the University community what is going on with neither the bias of the (undergraduate) *Statesman* nor the saccharine of the University Relations' *Review*. Both of these have a credibility gap."—A Student

objections to University policies later this year the administration can respond: "Look, we gave you Three Days to talk it out."

Robert P. Creed, professor of English, who helped organize some of the Three Days sessions, said he thought more students now know at least "whom to contact to make proposals" — and added that he considered the transmittal of this knowledge a triumph in campus communications.

If the symposium was not fruitful in terms of academic reform, as the student newspaper, *Statesman*, put it, at least it had one saving grace: "It stirred students to thought."

But then, of course, there were those who still chose to comment



FACULTY-STUDENT DIALOGUE is enjoyed by Dr. Nandor Balazs and three coeds during intermission in Three Days program.

without the qualification of having attended the Three Days sessions: "We don't expect much to happen this year."

A group of four students who meet regularly for breakfast in Roth cafeteria said they thought the Three Days were good for those who attended, but all four admitted they had "taken the whole week off" to go home to the Bronx. □

Where Do We Go From Here?

"Every suggestion and proposal made during the Three Days will be considered for action," Robert P. Creed says emphatically.

A professor of English and chairman of the Faculty Senate's executive committee, Creed is also a key member of the Implementing Committee. This interim student-faculty group will act as a traffic cop to direct the more than 100 ideas generated by the symposium.

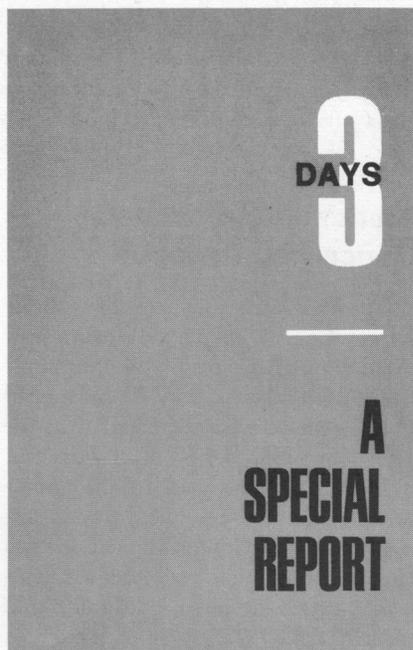
"We see the proposals falling into two categories," Dr. Creed explains. "Most fall within the purview of standing committees of the Faculty Senate. The others cover matters that overlap several committees or constituencies and they will go directly to the new Commission."

The Faculty-Student Commission was created October 14, 1968, by votes of the Faculty Senate and Faculty Assembly (consisting of teaching faculty members and teaching plus non-teaching professionals, respectively). Stony Brook students will vote to accept or reject the Commission on November 4 when they also vote on nominees for the six student positions

"When the university sinks, the administration will say it was always meant to be a submarine."—*A Student*

on the Commission. Faculty members will elect their six Commission representatives on the same day.

The Commission, assuming it is approved by the students, will keep close watch on all proposals — including those forwarded to the standing faculty committees. A copy of each proposal sent to a standing committee will be sent to the Commission, with a notation. If the Commission later feels that a standing committee is taking too long to make a decision on a proposal, it can nudge the committee for action or even take over consideration of the proposal itself.



"Proposals referred to standing committees will go through three stages," Dr. Creed says. "The first is a preliminary airing within the standing committees. Most of the committee members will already be familiar with the proposals, since the Thursday afternoon workshops of the Three Days were built around committee members.

"The second stage," Creed continues, "will be the drafting of resolutions by the standing committees after they have considered the proposals.

"And the third stage will be passing those resolutions on for action by the Faculty Senate and, in some cases, by the Faculty Assembly. The students will express their opinions of the resolutions in referenda," Dr. Creed says.

Proposals sent directly to the Faculty-Student Commission will follow a shorter route. They will be considered by the twelve members, along with any other proposals made to the Commission, and those considered meritorious will be submitted to faculty and students by separate referenda.

"Resolutions on curriculum matters passed by the Faculty Senate would be implemented by the academic vice president," Dr. Creed explains, "since he acts on behalf of the president with delegated powers. All other resolutions, from either the Faculty Senate or Assembly or the Faculty-Student Commission, would go directly to the president. Any resolution that requires action beyond the president's authority may be transmitted through the president to the appropriate person or body in Albany."

The Commission is expected to make its preliminary report and rec-

ommendations by February 3, 1969. Its final report and recommendations are due by March 14. Evaluations from the various committees of the Commission are expected by March 24 and referenda on resolutions will be held on or before April 14. □

Newspaper Opinion Was Sympathetic

These are our children in revolt. Let's sit down with them and try to find out what we can do together to establish goals acceptable to both generations. —*L.I. Daily Review*

Both LIU and Stony Brook have moved sensibly to assure students and faculty a sense of sharing in what goes on. The administration and the trustees of every college certainly must listen to justified complaints and must rectify their causes wherever possible. The university, to a degree, is like any democracy, in which dissenters must be heard.

But in the end, also like any democracy, it is the constituted administration that must decide what can be done and what cannot. The president and the trustees must listen with total dispassion to objections, dissents and recommendations. The final decision, however, must rest with them. The alternative would be anarchy, and the ruin of the educational system . . . —*Newsday*

Richard Pollens, a 21-year-old student at the State University here, stood face-to-face with the chairman of the sociology department and said: "If you

force kids to go to classes they'll hate it — they'll turn off."

Dr. Hanan Selvin, the chairman, quickly replied: "That's the pedagogical challenge we face here — to turn them right back on again."

. . . From Tuesday through Thursday, most discussions were as frank and spontaneous as the exchange between Dr. Selvin and Mr. Pollens. — *Agis Salpukas, The New York Times*

Student attendance was disappointing at some of the sessions, particularly since all classes were suspended for the purpose of an all-campus dialogue. But the opportunity was there for full and open discussion of matters that have led to violent confrontations on other campuses.

This kind of a relationship will not satisfy student militants whose aim is disruption for the sake of social revolution. But it should encourage the vast majority of undergraduates to believe that just goals can also be achieved through peaceful dissent.

—*Suffolk Sun*

It may be difficult for some parents to understand why a huge, complex university center like Stony Brook would want to suspend classes for three days for a vaguely defined self-study. Only those on campus can really appreciate the benefit of the analysis, but even outsiders will admit that three days of talking is preferable to a growing frustration over "lack of communication" that could lead to disruption of the campus.

—*Martin Buskin, Newsday*

stony brook review

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