

stony brook review

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

Six Famous Scholars Offer Free Lectures

Six of the country's finest scholars will offer free lectures to the public this spring as part of the University Lectures series begun in the fall. In addition, numerous other courses—in biology, English, American history, science teaching and film — will be offered evenings and weekends by the University's Center for Continuing Education.

The University Lectures will include weekly lectures on the following: "The Great Tradition," concentrating on the literary roots of Western civilization, by well-known writer-critic Al-

fred Kazin; "The Aspiration Toward the Divine in Literature," exploring relations between gods and men in Oriental and Occidental thought, by famed theologian Dr. Thomas J. J. Altizer; "Shakespeare," studying his plays as interpretations of the human experience, by Renaissance scholar Dr. Herbert Weisinger.

Also, "Literature of the Twentieth Century," analyzing contemporary poetry, fiction and drama, by Pulitzer prize-winning poet Dr. Louis Simpson; and "The Experience of Literature," surveying the major literary forms, by poet-critic Dr. John A. Thompson.

Noted biologist Dr. Bentley Glass will introduce a University Lectures series on "The Future of Man" which will deal with issues such as the population explosion, evolution, nuclear energy, pollution and aging.

A new course will be offered for the first time on "New Views on American History for Secondary School Teachers," a discussion of recent trends in the historiography of the United States and the application of these views in the classroom.

A popular course, "Use of Film as a Living Art," will continue during the spring semester to survey contemporary film and the art of filmmaking. "Organisms through Time" will study the history of several biological concepts.

"Problems and Principles of Literary Inference and the Analysis and Construction of Argument" will probe the process of inference in reading short stories, novels, poems and plays.

Two courses will be offered especially for science teachers: "Quantitative Methods in Science Teaching," a study of the development of quantitative methods from the point of view of a scientist, and "Current Develop-

ments in Elementary School Science," an examination of classroom approaches to science teaching.

Courses in Afro-American history, U.S. history from 1929 to the present, nationalism in Southeast Asia and intermediate physical chemistry may also be taken by continuing education students.

The University Lectures are offered to the public free on a non-credit basis without formal registration. They may also be taken for three hours of academic credit if the student attends an additional weekly seminar requiring individual study and written work under the supervision of the course instructor.

The other courses mentioned above are offered for graduate credit toward a master of arts in liberal studies.

Registration is January 30-31. Further information can be obtained from the Center for Continuing Education, State University of New York at Stony Brook, Stony Brook, N.Y. 11790 (tel. 246-5936). □

Coeds Write To Mr. Claus

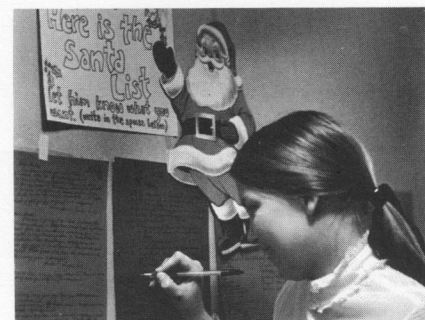
Who says college kids don't believe in anything?

Take the girls on the first floor of Ammann College. Their faith in Santa Claus seems to be beyond question.

And, if the girls have any influence on their rolypoly hero, he's going to be a busy guy this year.

Thirty of the coeds have posted a "Santa list" on the wall of their first floor hallway. Their requests range from "a snowy Christmas" to "a new boyfriend" to "a car that will start when I want it to."

Several girls expressed a desire for food—"a fruit cake," "a year's supply of Hershey bars (with nuts)," "a



"DEAR SANTA . . ." writes Janice Abrahamsen, resident assistant for A-1, Ammann College. She and other girls on the hall made their wishes known in letters which they posted on their dorm walls.

bagel with cream cheese and lox" and "a box of homemade chocolate chip cookies."

Some girls, with apparently boundless faith in St. Nick, asked for such gifts as fancy French perfumes, expensive liquor, stereo sets, clothes, "a fur coat," "snow tires and a car to go with them," "an XKE" and "a ticket to San Juan during intersession."

Others would settle for wine, beer, "free rides on the Long Island Rail Road" and "free phone calls to Bob." One would be happy simply to have "my shrunken sweaters come back to life."

While some coeds wanted records—Herbie Mann, Simon and Garfunkel, Trini Lopez — one figured her needs could be satisfied with "a winning coin in Shell's Mr. President game."

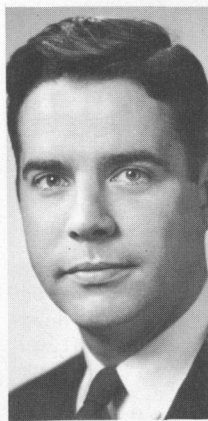
"A carton of cigarettes that will never become empty" dreamt one girl. "A guaranteed 3.0 average" wished another. A third longed for "new skis and boots and a little coordination on the slopes."

Some serious-minded students pined for "acceptance and fellowships to graduate school," "peace, happiness, good health for all" and "an end to New York City teachers strife." Others asked for "intelligence," "some sanity" and "a new me."

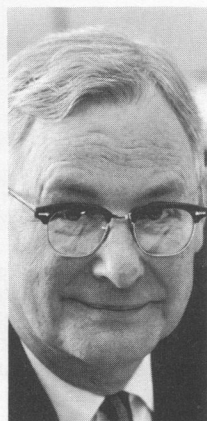
One girl wrote, "Let my brother-in-law in Vietnam come home." Another: "Most of all I'd like the war to end so that the coming year is peaceful." And another: "Please end the war so that all the boys can come home and we can stop killing and being killed."

Love was certainly on the minds of several of the letter-writers. Engagement rings, proposals, wedding dresses, even honeymoons, were high on the lists. One girl requested "a new male interest," another, "a handsome, intelligent, lovable guy" and one, simply, "David."

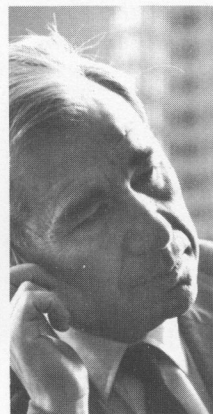
Perhaps the most altruistic request was for "a male companion for my female turtle." *Ralph Chamberlin* □



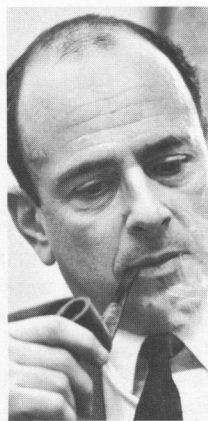
Altizer



Glass



Kazin



Simpson



Thompson



Weisinger

**The Students:
Where Are They From?
What Are They Studying?**

Preliminary figures, according to the registrar, show a total of 6739 full and part-time students on campus. This doesn't tell you much. Interviews would reveal some of the rich diversity in human experience, aspirations and personality that make up that total. Since this would be hopelessly ambitious, we can at least sketch the outline of a group picture with more figures.

On the most elemental level, there are 3991 men to 2748 women, which may be significant or accidental. Then there are 5605 undergraduate and 1134 graduate students. Looking at the undergraduate student body another way, there are 1949 newcomers on campus this fall — 383 of them transfer students.

Where do they come from? Internationally famous for its illustrious faculty it may be, but Stony Brook is so far very much a local institution. A solid 66% of the undergraduates come from Long Island and the five counties of New York City. All but 129 undergraduates are residents of New York. The top seven counties and the number of students who come from each are as follows:

Nassau	1189
Queens	1046
Suffolk	1041
Kings	660

Bronx	292
New York	211
Westchester	205

The out-of-state undergraduates come from 20 states other than New York—New Jersey has the lead with 22 students. Maryland is second with eight and Massachusetts is third with seven.

According to the foreign student advisor's office, Stony Brook is host to about 300 foreign students from 36 countries. Those nations which are home to more than ten students are: Formosa, India, Canada, Korea, Israel and Hong Kong.

What are Stony Brook students studying? The undergraduate distribution is as follows:

	Male	Female	Total
Science	1241	469	1710
Social Science	816	859	1675
Humanities	277	621	898
Undecided	360	265	625
Engineering	496	18	514

Graduate enrollment shapes up like this:

	Male	Female	Total
Continuing Education	173	196	369
Science	280	66	346
Social Science	86	66	152
Engineering	142	4	146
English	62	59	121

One final thought for a winter's day is that ten Stony Brook undergraduates are at State University of New York at Nice (France). Erik Arctander □

**Grand Jury Drug Report
Critical of University**

The long-awaited report of the Suffolk County grand jury investigating drug use and general conditions on the Stony Brook campus was released to the press on Tuesday, November 26.

The jury report criticized the University administration and accused the University of a lack of cooperation with Suffolk County police. It also contained a series of eight recommendations which included suggestions for stronger internal administrative arrangements. The University is studying the report, its findings and recommendations.

The grand jury was convened following a massive police raid on the campus at 5 a.m. on January 17. The raid resulted in the arrest of 21 students on whom secret indictments for

a serious drug problem . . .

"The magnitude of the (drug) problem on virtually every campus in the country is a measure of the difficulties any educator faces in trying to deal with it. As the university is the focus of all of our vague and often inarticulate hopes for the betterment of the young, so it becomes the focus of our inevitable frustrations when we are not fully successful with the young. That we have not succeeded in doing what no other large university has done, eliminating student use of drugs, is true. That we have ignored the problem is false.

"While the problem of drug use is a very serious one involving a very substantial number of students, it is important to keep this problem in perspective. The great majority of the students at Stony Brook and at other universities are taking full advantage of their opportunities for a good education."

— President John S. Toll, from testimony before the State's Joint Legislative Committee on Higher Education.

February's *Stony Brook Review*. The *Review* noted, for example, the University's long-standing acknowledgment that marijuana and other illegal substances constituted a serious problem at Stony Brook as well as virtually every other major campus in the nation. The *Review* also stated that the University, through a variety of educational programs, had probably done more to inform students of the dangers of such use than most of the institutions facing similar problems.

President Toll, in testimony on February 1 before the Joint Legislative Committee on Higher Education, cited specific instances of cooperation with the police on narcotics offenses and stated further that the police commissioner had never made any complaint to him about the cooperation of the University with the police. He also said at that time that University officials have the responsibility to report evidence of a crime on the campus to the police, but that it is also important that the rights of the innocent be protected.

Dr. Toll said that prior to the January 17 raid several campus arrests on narcotics charges had been made based on information supplied by University officials. He also quoted a *Newsday* article in which the narcotics squad commander complimented the dean of students staff for its cooperation in eliminating "a major source of supply of illegal drugs" during the preceding year.

The grand jury report was handed up to Suffolk County Judge Thomas M. Stark last June following six months of intensive investigation and interrogation.

The jury's concluding statement expressed confidence that Stony Brook had the potential of becoming a great university. "It is our sincere and earnest wish," the report stated, that Stony Brook "be the finest in the country." □

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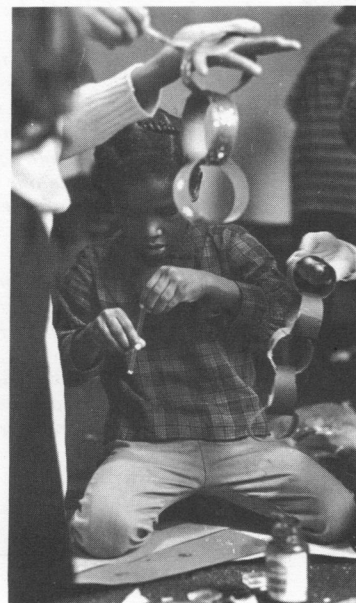
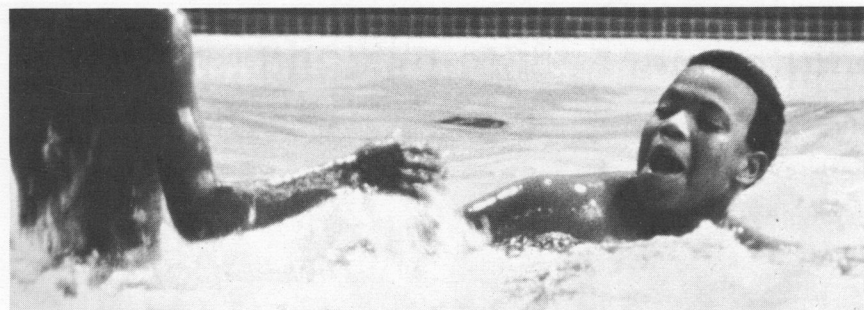
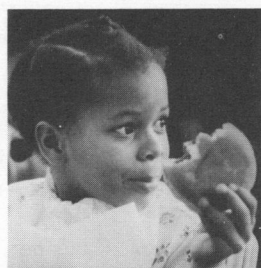
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LONG HILL FAMILIES spent a Sunday afternoon in December at Douglass College. The girls invited the nearby residents over for brunch and get-acquainted conversation.



Wider Horizons Means Happy Saturdays For 75 Young People

It has an idealistic name, no budget and a remarkable way of making Saturday the best of days for 75 Suffolk County youngsters.

That, in a nutshell, is the story of the little-known, three-year-old Wider Horizons program on campus.

The youngsters come from Riverhead, Setauket, Selden and Medford just before noon every Saturday by school bus and private car. Forty-five Stony Brook students, volunteer counselors for Wider Horizons, meet them at the University gymnasium. An hour of swimming is followed by an all-you-can-eat lunch period where unlimited milk and perhaps the prospect of a half-dozen hamburgers can become the day's principal attraction. Then the counselors get down to work at their basic aim of "helping children learn about themselves and their uncharted potential" during an afternoon filled with programs in reading, arts and crafts and athletics.

The counselors strive for a one-to-one relationship with their charges. "I tell every new counselor that commitment's the principal qualification

we're seeking," says Robert Cohen, a 20-year-old Stony Brook senior from Long Beach, N.Y., who is student coordinator of Wider Horizons this year. "If you're not here every Saturday, the kids will know it and part of the program will break down right there," Cohen reminds counselors.

The present group of counselors includes freshmen through seniors. They receive strong support from a number of community volunteers, residents of Setauket, Stony Brook, Port Jefferson, Strathmore and Riverhead who serve as volunteer drivers on Saturdays and contribute time and materials to the program. Additional assistance comes from the Riverhead school district which provides the bus transportation for that community's children who represent the bulk of the Wider Horizons participants. And Stony Brook faculty members lend a hand, men such as Professors Aaron Lipton and James Higgins, reading specialists from the education department.

Typical Saturday programs have included baking and sewing sessions for girls, reading periods in the Children's Literature Room of the University Library and activities such as touch football and basketball at the gym-

nasium and the campus athletic fields.

The Saturday morning swimming sessions offer a good example of the thoroughgoing university and community interest generated by Wider Horizons. University Athletic Director Leslie Thompson has facilitated arrangements for use of the gymnasium pool. Whitman residential college is buying bathing caps and seeking other swimming equipment for the youngsters. University swimming coach Kenneth Lee is planning to implement a swimming instruction program for the youngsters. Area residents are making sure that the children get from their homes to the campus.

A trip to the Bronx Zoo, a visit to MacArthur Airport near the campus and trips to area museums are being planned.

"The focus is always on the fact that children from ghetto areas are not lacking in skills, talents or interests," says Cohen. "It is just that they have been deprived of the resources to learn and to express their ideas creatively."

Wider Horizons is open to both black and white youngsters. At the moment, most of the participants are black and Aaron W. Godfrey, Stony Brook's director of special projects

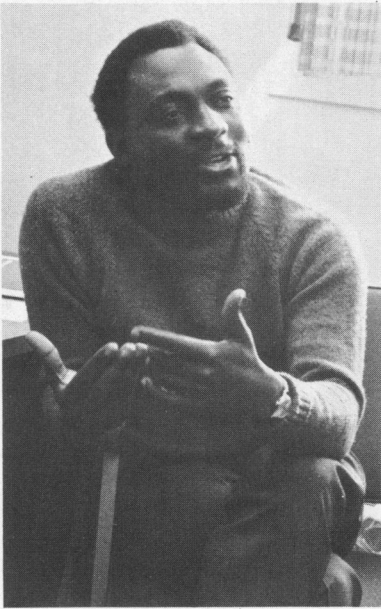
whose office oversees the program, notes that emphasis on black culture is one of the program's most important aspects.

"These youngsters receive such a low self-concept from their everyday experience," he said, "that it's vital to do something here to help their self-esteem."

Plans for a Christmas party December 14 occupied the Wider Horizons youngsters in November. They prepared a play and made their own costumes for it. Tree decorations were fashioned in the arts and crafts sessions. The children went caroling through the residential colleges on campus and then received presents from Santa Claus — a black Santa Claus.

Whitman and some of the other residential colleges provided financial support and other help in planning the party. Wider Horizons support also comes informally and sporadically from friends on campus and in area communities, but money remains a nagging problem.

"The program's pretty well organized," says Bob Cohen, "but it's still just a skeleton. There are so many things we could be doing if money were available." —David Woods □



All Men My Brothers

*Strings in beads are rolling
Across the staying out in the cold
of our burning fever to dare
to dream to build
According to the lights of the paraclete
that lingers across our skies
like the leading star to the seat
But what shall we build, my brothers?
Temples and shrines and sacrificial slabs
Wherein we will make our offerings
long rejected. On this body
marked by scars of long
known joys, let us build
another body in our own image
As the whiplash sounds in the distance
And army boots tramp on heavy
pavements,
brother, another one has fallen,
another one, a stranger now
among all men my brothers.*

Kofi Awoonor

Ghanian Poet to Teach African Literature

"The African poet must divest himself from the swaddling clothes of European culture and reassess his own culture," says Kofi Awoonor, noted African poet who was recently named assistant professor of English at Stony Brook.

The poet, whose writing often reflects the cultural and social upheaval of his native Ghana, believes the role of the African poet today is "to provide a vision for his people. He must point out a path, a way of growth and a way to bridge the gap between generations and cultures."

His first major work, *Rediscovery*, he explains, was the account "of a twentieth century African asking himself a lot of questions." In a world of turmoil, "he must redefine his heart-strings," Awoonor explains.

The new professor, who will introduce a course in modern African literature to the curriculum in February, feels strongly that Americans should have knowledge of what other people are writing and thinking: "It's important that students here know what Africa is today, its history, its life, what Africans are writing about themselves and what changes they are going through.

"The course will stress the contemporary literature of black Africa and will include writings in English and translations from French and Portuguese."

Dr. Irving Ribner, chairman of the English department, has described Awoonor as "one of the most important poets writing in Africa today. We believe he will make a significant contribution to our program through his African literature course as well as his teaching of other departmental courses."

The trend of black Americans increasingly to identify with Africans, Awoonor claims, has a "profound validity. Not only skin color but a cultural vibrance unites the two."

The 33-year-old poet began his college education at the University of Ghana and holds an M.A. degree in modern English from the University of London. He first saw Stony Brook last summer when he attended the World Poetry Conference on the campus.

He appreciates the absence of tradition at Stony Brook where he says he has found "a challenging framework in which new ideas can flourish."

Currently editor of *Transition*, a monthly magazine dedicated to cultural revolution in Africa, he is author of a soon-to-be-published book of verse titled *Night of My Blood*. With

Awoonor's permission, "All Men My Brothers," a sample of the poetry to be in the new volume, is printed here.

"The main reason I came back to America is to learn about this country and its people," he says. He plans to settle again in Africa in three years and he hopes to return on visits sooner.

Robert Callender, a member of Black Students United, stated that he thought the appointment of Awoonor was "a good idea." The organization had proposed a month ago that the University hire more black and minority group professors and add courses in African and Afro-American culture.

The hiring of Awoonor and the recent appointment of African specialist Robert Sklar in the political science department represent increased attention being given this emerging continent in the Stony Brook curriculum.

— Ralph Chamberlin □

New Poetry Books Swell Library Holdings

In recent months acquisitions by the rapidly-growing Melville Library have included about a thousand works of contemporary North and South American poetry.

A new collection of 700 books, letters, broadsides and manuscripts valued at \$14,000 includes a play manuscript by Leroi Jones and poetry by Allen Ginsberg, Robert Creeley, Robert Duncan, Charles Olson and Brother Antoninus.

A rare collection of more than 200 works by and about the twentieth century Chilean poet, Pablo Neruda, was also acquired recently.

More than 36,000 volumes have been added to the library in the past

six months. The University's collection, now numbering approximately 300,000 books, is expected to grow to a million and a half volumes by the mid-1970's. □

New Commission Debates 3 Days' Proposals

The new Student-Faculty Commission has begun its deliberations, working toward a February 3 deadline for its preliminary report to the campus.

The Commission is in the midst of a series of meetings aimed at carrying out its mandate to examine educational policy and "questions that affect the health, safety, comfort or morale of the university community."

A principal area of concern for the Commission is follow-up action on proposals for change on campus which came from October's Three Days self-study symposium.

The Commission is composed of 12 members: six students, five teaching faculty representatives and one representative of the non-teaching faculty.

Elected as undergraduate student representatives were Minna Barrett, Glenn Kissack, Leonard Mell and Donald Rubin from the College of Arts and Sciences and Matthew Low from the College of Engineering. Representing graduate students is Saul Whyman.

Teaching faculty representatives are Profs. Max Dresden, Theodore Goldfarb, Edmund Pellegrino and John Pratt representing the College of Arts and Sciences and Prof. Edward O'Brien from the College of Engineering.

Mrs. Elizabeth Couey is the non-teaching faculty representative.

Rubin and Goldfarb are serving as co-chairmen of the Commission. □

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