

# stony brook review

a monthly publication  
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state university of new york  
at stony brook

## Black, White, Read All Over: Teacher-Course Ratings

The newly published 1968-69 "Teacher Evaluation and Course Guide" is a 192-page paperback manual with a striking black and white abstract cover design by Tom Drysdale, student government president. In preparation since last summer by students with faculty and administration assistance, it has been greeted across the campus with close reading and general endorsement.

The Committee on Personnel Policy, which acts on faculty promotion and tenure, has formally endorsed the guide and decided to use it for insight in reaching decisions on teaching ability, one of six criteria used by the committee in making tenure and promotion decisions. This action appears to make Stony Brook one of the first major universities to give official weight to the findings of such a student-produced teacher guide. Prof. Jackson Main, chairman of the committee, said it regards the guide as "a useful source of student input — even in this early stage of its development — for evaluating a faculty member's teaching effectiveness." Prof. Main noted that the committee is particularly interested in the guide because of its concern about the importance of good teaching.

Endorsement of the guide was the committee's second precedent-setting step regarding good teaching in recent months. Last semester, the com-

mittee took action that specifically requires department chairmen making recommendations about promotion and tenure to provide material on a candidate's teaching ability including information from both the candidate's faculty colleagues and students.

The student newspaper, *Statesman*, in a lead editorial headed "Learn, Baby, Learn," hailed the guide as "an excellent example of what community action can produce on this campus." It is, the *Statesman* said, "a positive approach to communication between members of the university community. Never before has there been such an efficient evaluation of the teaching faculty at Stony Brook. Everyone who participated in the project is to be commended."

The guide is based on a long, detailed questionnaire which was drafted and refined during the summer and early fall. In the process, teacher evaluation surveys conducted at more than 30 campuses were studied and a number of students, faculty and administration members at Stony Brook were consulted.

About 3200 copies of the questionnaire were distributed to resident and commuting students in October. They were asked to rate courses taught during the preceding spring semester. Some 1400 students responded, about 43% of those queried.

Two courses and their respective teachers are evaluated in long parallel columns on each page of the guide. Average class grades, an indication of the work load to be expected in a particular course in comparison to others, details about teaching format (lecture, discussion, etc.) and information about grading (through examinations, term papers and other methods) and readings is given first, along with specific student comments about the course. High praise may be found: "Manner of presentation carried the joy of the subject over to the students." And freewheeling criticism: "Material and presentation dull." The guide carefully qualifies both by noting the number of students submitting narrative comments and by attempting to include both positive and negative observations. Faculty members also received their turn at bat, through a separately distributed faculty questionnaire, and their candid comments sometimes rivaled those of the students. One section was "unresponsive and dull" said a faculty member. "Stony Brook students are great to teach!" said another.

The study revealed that the majority of Stony Brook students were suffi-

ciently satisfied with their professors that they "would take the teacher again."

The guide is a revised and improved version of the first such effort at Stony Brook, published a year ago. It is now being planned as a continuing annual student publication. Support in this respect has been received from the Faculty Senate which has passed a resolution calling for university financial support for the guide. President Toll, who characterizes the guide as "very helpful, especially for individual instructors," said he hopes that "faculty members expert in the techniques required for compilation of information required for the guide will assist students as they seek to make the publication more reliable, for I think it is important that it be as meaningful a document as possible." President Toll added that, although funds will be limited during the coming year, the University intends to provide all possible support for the project.

Editor-in-chief, survey director and business manager for the guide was 21-year-old Robert I. Cohen, a busy senior history major from Long Beach, N.Y., whose wide range of campus activities includes responsibility for the successful Wider Horizons educational enrichment program held on campus every Saturday for area youngsters (*Review*, December 1968).

Jonathan Steele, a junior from Queens, was assistant editor, statistical analyst and computer programmer.

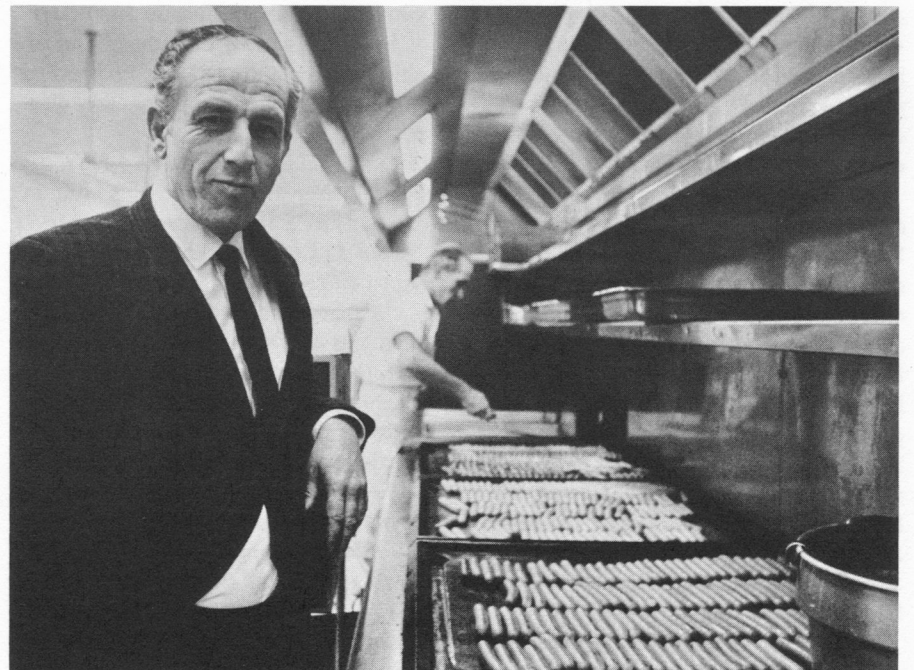
About two dozen other students helped out with the project. Prof. Eli Seifman from the education department was chief faculty consultant, providing, along with a half dozen other faculty members, many hours of advice and assistance. Robert C. Moeller, administrative assistant to the vice president for student affairs, offered logistical assistance. Support, financial and otherwise, was received from the president's office and others, including the student affairs office, the academic vice president's office and the Student Polity Office.

The guide is being sold on campus for 50¢ with some copies available by mail for 75¢. □

## Candy, Not Caning, Can Improve Child Behavior

Is there anywhere a mother who has held a birthday party for 20 squirming five-year-olds or a father who has taken a group of eight-year-olds for a Sunday hike, who has not found, somewhere among his charges, at least one youngster who cannot resist throwing cake, pulling pigtails or wandering off the path?

In a small private group the problem can be solved by keeping close watch on the child who won't or can't play by the rules or by excluding him from the next outing. But in a classroom, the teacher has no such easy out. He faces constant disruption of lessons, a continuing disciplinary



**FRANKLY SPEAKING**, the university community consumes 80,000 hot dogs a year, according to Harry Allen, campus food service manager, who serves the campus 11,000 meals a day. Hearty appetites are also responsible for the annual disappearance of 283 tons of meat, 100 tons of potatoes, 43 tons of fowl, seven tons of cake, six tons of coffee, five tons of cookies, four tons of butter, two tons of fish, 75,000 loaves of bread and 31,000 pies.



problem and the fear that the time devoted to one or two troublesome children is robbing the rest of the class of their fair share of instruction.

For years, educators, sociologists and others who study behavior have been concerned about the child who constantly exhibits deviant behavior. Now Dr. Daniel O'Leary, who joined Stony Brook's psychology department in 1967 as an assistant professor, thinks he may have found a technique which can reduce classroom disruption and encourage normal behavior among children who are chronic problems for the teacher.

"With a normal child we use a simple form of positive reinforcement," he says. "When he does well, we praise him and give him a high mark or a gold star. He quickly learns that certain kinds of behavior will earn him success. He reports his success at home and is reinforced again when his parents are pleased and praise him.

"However, we also find children who do not respond to this kind of motivational system. Praise and attention for 'good' behavior may have little or no influence on the child. It may be that the only way they can get the type of attention they desire is to misbehave and get into trouble. Somehow we have to make *appropriate* behavior worth their while."

In a study reported in 1967, Dr. O'Leary and Dr. Wesley Becker, professor of psychology at the University of Illinois, devised a token reinforcement program which was based on the notion of praise as positive reinforcement for good behavior but went beyond to include tangible rewards—a way of making appropriate behavior worthwhile.

A class of 17 nine-year-olds, all chronic misbehavers, had been formed by a school district in a ghetto section of Urbana, Ill. The children were of average intelligence but had poor academic records and regularly indulged in temper tantrums, crying, uncontrolled laughter and fighting. For the experiment, each child was given a rating booklet and told that he could earn a score of from one to ten for following the rules—being at his desk, raising his hand before talking, paying attention — that were posted in the front of the room.

At the end of each rating period—early in the experiment ratings were given five times a day, later they were reduced to three—the teacher would score each child, talking briefly with him at his desk and praising him for certain activities. At the end of the

day the points were totaled and could be exchanged for prizes which ranged from penny candy to a 29¢ toy. As the experiment progressed, the number of points required to earn a prize and the length of time before the prize was given were increased in order to teach the children to work for longer periods of time without being dependent upon tangible rewards.

"At first we supplied immediate reinforcement," said O'Leary. "Then we introduced the notion of delayed gratification. The children had to wait longer for their prize, but they knew they were working toward it."

In evaluating the results of the experiment after four months, O'Leary said that deviant behavior dropped very sharply and attention to schoolwork increased while the system was in effect—even when the children received rewards only every four days. When rewards were eliminated the following school year, the children did return to some disruptive behavior, but they were not as disruptive as they had been before.

Now O'Leary is planning a follow-up study which will be a series of controlled experiments conducted during the summer with the assistance of a grant from the Research Foundation of the State University of New York. Its purpose will be to learn whether the improved behavior can be maintained without tangible rewards.

"We have discovered that the token system can work," he says. "Now we want to know if we can gradually substitute the teacher's praise for prizes."

In other words, can the disruptive child be encouraged to respond as other children do in regular classrooms?

One question remains. Isn't the child being tricked by this system? Isn't it just a fancy form of bribery?

Dan O'Leary has heard that question before and he is ready for it.

"Bribery is the promise or bestowal of a gift for a behavior that is undesirable. We strongly feel that we are teaching children desirable behavior. Most of life is really a system of rewards or reinforcers. However, we often fail to consider seriously the notion that happiness is different things to different people. One child might work for a kite, another for a private talk with his teacher, another for a chance to play baseball. The thing to remember is that we must start where each child is and work from there.

"Some people feel that children should want to study because of the intrinsic rewards of learning and that writers should write because of the

joys of self-expression. Yet, if a writer wrote but did not know if he were read, if a painter painted but did not know if anyone liked his pictures, or if a doctor treated patients but did not know if they were cured, how many of them would go on? If you could not acquire financial rewards, approval or prestige from your work, would you go on?"

The token reinforcement system clearly is not meant as a final solution to all disciplinary problems in the classroom. It is designed for those children who consistently misbehave and who build their own system of values — often in opposition to the norm. They are the ones who need help in learning how to find satisfaction in acceptable social behavior before the nine-year-old tantrums turn into 11-year-old rock-throwing or 15-year-old car thefts.—*Alice Kling* □

## Science Teachers, Here Are Some New Ideas

Educators at all levels and in all subjects are struggling to adapt curricula to match needs of the modern world.

For college professors, constantly working at the frontiers of knowledge, keeping up with the latest developments in their fields has been a difficult challenge. But for high school or elementary teachers, the task of mastering each successive teaching innovation, particularly in science, has been virtually impossible.

Now with the help of a \$34,365 grant from the National Science Foundation, 75 Suffolk County elementary school teachers are having an opportunity to improve their science classroom techniques, enrich their familiarity with new teaching materials and renew their understanding of basic scientific concepts.

The Cooperative College-School Science Program, which began this spring and will continue through the next school year, will introduce teachers to three new elementary school science programs and will allow them to select one for experimental use in their own classrooms. A series of introductory Saturday morning sessions this spring will be followed by a two-week summer institute on the Stony Brook campus in August. Next fall, when school districts have purchased new materials selected by the teachers, a series of nine meetings will be held and members of the program staff will make at least two visits to each participating teacher's classroom during the school day to offer any help they can with the new materials.

Materials for the teacher's use will be selected from the Elementary Science Study developed by the Education Development Center, Newton, Mass.; the Science Curriculum Improvement Study developed by the University of California at Berkeley; and the Quantitative Approach in Elementary School Science developed at Stony Brook under the direction of Dr. Clifford Swartz with National Science Foundation support.

"We feel this is a particularly valuable opportunity for Stony Brook people to work with members of the nearby community in a joint effort to improve classroom instruction for children," said Lester Paldy, instructor in continuing education (physics) who is co-director of the project with Dr. Theodore Bredderman, assistant professor of education. "From the teachers coming into the program, we will learn how we might provide additional services and we hope they will become acquainted with useful new educational techniques."

The initial stages of the program will consist of a combination of lecture, discussion and demonstration sessions with ample opportunity for informal conversation between staff members and participating teachers.

A special feature of the summer institute will be demonstration classes of elementary school children to provide a realistic setting for the use of new materials. The same children will be taking part in the university-sponsored Wider Horizons program.

Participating school districts are Southold, Middle Island, Kings Park, Port Jefferson Station, Patchogue-Medford, Riverhead, Shoreham, Wyandanch, Half Hollow Hills, Bellport-East Patchogue, Miller Place, Three Village, Hampton Bays, Greenport and Center Moriches.

The program is being sponsored by the University's Center for Continuing Education. □

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## Black Students 'Tell It Like It Is' At Stony Brook

by Earl Caldwell

*Editor's Note: The wave of black student protests across the country has touched Stony Brook only briefly. A few months ago, the University and members of its Black Students United chapter agreed in short order on a list of objectives set forth by BSU.*

*In an effort to get beneath public postures and give Stony Brook's black students an opportunity to express their views on today's still overwhelmingly white higher educational structure, the Review asked Earl Caldwell to write the following article. A young black reporter for the New York Times, Caldwell has gained a considerable reputation for his journalistic coverage of racial issues, including black student activism. In preparation for the article, Caldwell spent an afternoon visiting the campus, taping several hours of intense discussion with members of BSU.*

On the campus at Stony Brook, the black students make no effort to hide their anger. They are critical of their white classmates. They question the motives of some administrators. And they now openly describe the University as being a racist institution.

"This is the sort of atmosphere," one Negro student said, "where a black person can come and really dig on what the white man is doing. He can really see how the system works against him."

"This University," another black student said tartly, "looks upon black people sort of like little lost children in that they try to take them and teach them how to live and how to eat and how to talk . . . you know, teach them how to think."

But even in their anger, the blacks at Stony Brook see great potential for change. They talk at length about the problems at the University but they insist they are glad they enrolled.

"The guidelines aren't so set here," one black student said. "You don't have to burn things down to get change. It's new and there are no set traditions so you can really work on that system."

Thus far, the black students at Stony Brook have not become involved in any disruptive campus demonstrations. They have called for no boycotts and neither have they made any efforts to seize control of buildings.

But early last February, the students did confront President John S. Toll with a list of demands, similar to demands made by blacks at other institutions. After nearly three months, the University's response has not satis-

fied members of Black Students United.

However, BSU has decided that it will not take any action until the new state budget is studied and administrators have had time to set priorities.

In the meantime, under the direction of BSU, the black students are keeping themselves busy drawing up detailed proposals for implementing the demands that they have made on the University.

"In other words," Dwight Loines, a member of BSU, explained, "we're doing our part. We've committed ourselves and our resources to developing the structure which can implement these programs once the money becomes available. We're not going into this blindly."

Briefly, BSU demanded:

—That the University establish a black studies institute and that its aims, policies, organization and development be decided by a committee set up by BSU and composed of faculty and outside advisers.

—That the University recognize that its existing Special Opportunities Program is inadequate and that it be revamped and placed under a director approved by BSU.

—That the University's admissions policies be restructured in a manner that would insure that no less than 25% of the school's total admissions in September of 1969 be non-white.

—That plans be made for an orientation program relevant to black students.

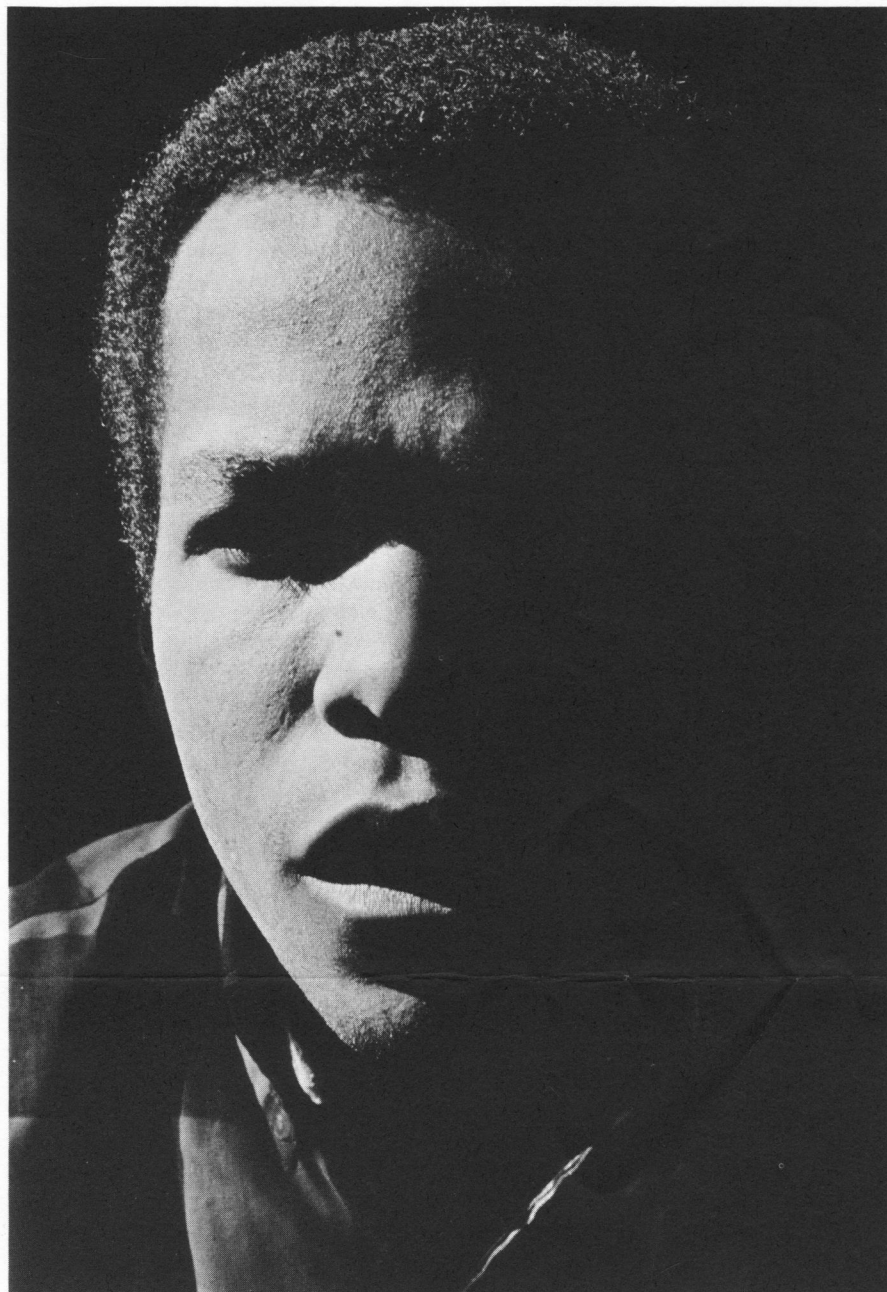
The black students said they submitted the demands because the University had not acted on proposals made during the Three Days moratorium last fall.

"The University said thank you very much for your programs and they shelved them," Calvin Canton, a black student from Amityville, Long Island, charged. "We decided that black students would have to look out for black students," he said.

Canton, a tall, thin student with a shaggy beard, says that the demands drew some backlash from the white students: "Like on admissions," he explained. "When we asked for a minimum of 25%, I was in my dormitory when a guy ran up to me and said, 'How can you people ask for 25%? Don't you know that would lower the prestige of the school?'"

BSU students said that the demand for a black studies institute was criticized by whites on the grounds that it was another form of separation.

Although the demands drew mixed reactions from white students, they had solid backing among the blacks.



*I AM FURIOUS (BLACK) The Negro mood at Stony Brook, as probed by a black New York Times reporter, seems to be anger tinged with hope for changing a young, still unstructured campus into an environment more receptive to the ideas and life styles of all its peoples. As one black student put it, "You don't have to burn things down to get change."*

"We feel now as black students," Loines said, "that we represent the only hope this University has for making meaningful change."

University action, with President Toll's backing, is now moving toward such change through the establishment of an interdepartmental major in black studies, strengthening of the Special Opportunities Program (renamed AIM — Advancement on Individual Merit), efforts to increase substantially minority group admissions and modification of the orientation program.

BSU at Stony Brook was organized in the second semester of last year. Back then, the black students like to point out, there were only about 15 Negroes on campus. Now, the Univer-

sity estimates there are about 130 and the black students maintain that "we have something like 70."

"The number is up for grabs," one of the students said, "but we like to think that our number is a little more accurate." Because the University does not keep statistics on the ethnic breakdown of the student body, there is no official count.

The increase in the number of black students at Stony Brook in the past year is significant and BSU is quick to claim credit for the recruiting. "And this (recruitment) is a role that we will continue to play," a BSU spokesman said.

On campus black students greet each other as brother and sister. They have



the same heroes: Malcolm X, Stokely Carmichael, LeRoi Jones. Most belong to BSU and many share the same problems.

One of these problems is money. Most black students claim they were promised aid at Stony Brook but say that they received it only after a hassle. "What happened last year," one black student maintains, "is that the University wanted black students so bad that they told us that all we had to do was come and that everything would be paid for four years."

Last year a great number of black students were admitted to the University as part of what was then called the Special Opportunities Program. The black students now openly object to this program.

"We do not consider ourselves special students," Loines said. "This is a state university and it is supposed to service the communities which feed into it. Since black communities are part of this system, we are supposed to be here. Period."

Loines, who comes from Harlem and who hopes to return to the black community after graduation, says that if the University's enrollment does not reflect more black students, "then there is something wrong with the admissions standards." He said that the black students at Stony Brook do not take the position that the school's admissions standards should be lowered but he said they do believe the standards should be changed.

At times, the white students seem to irritate Daniel Houston, a black student from the Bronx. "You know," he said, "that they really don't give a damn. They just want to get to their books." Nevertheless, Houston is glad he enrolled at Stony Brook. At an Ivy League school, the tradition would be too much to buck, he says.

It was suggested that perhaps the ideas of BSU would be better received at an all-black institution. The BSU members disagreed.

"You would have to fight tradition there too," Canton said. "There you would be fighting that Uncle Tom tradition and that middle class tradition and that is hard to beat."

At present, the confrontation at Stony Brook is a silent one and visible only to those close to the University. The administration and faculty, through committees, is moving in its manner to meet the demands of the black students. And the blacks, watching the University, are determined to take some action if their demands are not met with solutions which they feel are acceptable. □

## Research Program Aids 93 Faculty Members

Fruit flies and fireflies, protozoans and primates, civil disorders and classic staircases are among the subjects being studied by 93 Stony Brook faculty members under the 1969 University Research Awards Program.

The statewide program has allocated over \$230,000 in fellowships and grants-in-aid for research at Stony Brook this year. This accounts for only a portion of the \$5.8 million in research currently being conducted on the Stony Brook campus.

Dr. Norman Arnheim, assistant professor of biological sciences, is conducting "Biochemical Analysis of Mutations in *Drosophila*" (fruit flies) while an associate, Dr. Albert D. Carlson, is performing an "Analysis of Brain Function in the Firefly."

Another biologist, Dr. Leland N. Edmunds, Jr., is studying "Periodic Enzyme Synthesis in Synchronous Cultures of *Euglena*" (protozoans).

"A Critical Study of the Stairs of Piazza di Spagna in Rome" is the concern of Dr. Nina A. Mallory, assistant professor of art, while sociologist Kurt Lang received a grant for studies in "Civil Disorder and Social Structure."

University Research Fellowships, providing up to half a year's salary, were awarded to three men: Dr. Werner T. Angress, associate professor of history, for a study of "Jews in German Public Affairs, 1914-1922"; Dr. Yi-Han Kao, associate professor of physics, for "Determination of Electron Relaxation Time in Metals"; and Dr. John M. Alexander, professor of chemistry, for studies in "Medium-Energy Nuclear Fission and Spallation."

Additional studies include: "Information Processing in the Visual System of a Primate" by psychologist Lester G. Fehmi; "The Sociology of Marijuana Use" by Dr. Brian Erich Goode, assistant professor of sociology; "The Transformational Structure of Yiddish" by English Professor Beatrice Hall; and "The Political Influence of Copper Mining Companies in Zambia" by political scientist Richard L. Sklar.

Other individual studies are being conducted in the fields of anthropology, art, biology, chemistry, earth and space sciences, economics, engineering, English, history, languages, philosophy, physics, political science, psychology and sociology.

Stony Brook's total of \$230,711 compares with \$124,050 shared by 78 faculty members in 1967-68. □



STONY BROOK CREW CUTS a thin swath in the sunset on Long Island Sound. The varsity, junior varsity and freshman teams, under Coach Paul Dudzick, have placed first in one meet and second in two others this spring. The oarsmen, who have no boat-house, have been practicing in the choppy waters of Mount Sinai Harbor since March 1.

## Drug Dangers Stressed To University Community

"While illegal drugs are harmful anywhere, they are particularly damaging to a university."

"Any illegal drug use on campus is a serious and complex problem with many ramifications."

Thus did President Toll and Vice President for Student Affairs Scott T. Rickard respectively characterize the problems of illegal drug activity in separate statements to the university community.

Issuing a four-point statement of warning to university students, Dr. Rickard said:

"1. Involvement in a sub-culture which revolves around illegal drug use closes the student off from a wide variety of constructive intellectual experiences.

"2. Experimentation with drugs of unknown potency and undetermined physiological or psychological effects has led to serious health consequences.

"3. Possession or distribution of illegal drugs has led to apprehension by civil authorities with serious consequences which remain with the student in later life. Even peripheral involvement such as being a roommate of an arrested person has involved others in unpleasant and costly experiences.

"4. The climate of suspicion and fear which suspected or rumored illegal drug use engenders is not conducive to producing the free and open campus feeling which is essential to an academic community. The student affairs staff is concerned about developing an environment which fosters respect and trust."

Writing for the *Statesman* on campus, President Toll declared: "The University has done much to work on the drug problem but I think we can and should do more."

President Toll called for re-examination by the whole university community of Stony Brook's programs to discourage illegal drug activities. □

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