

Let's Look Ahead to...

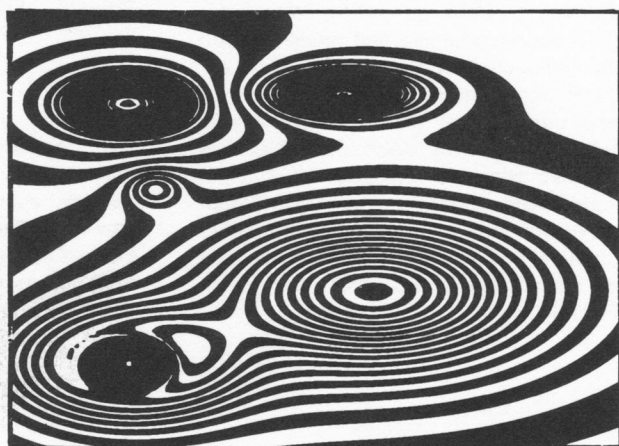
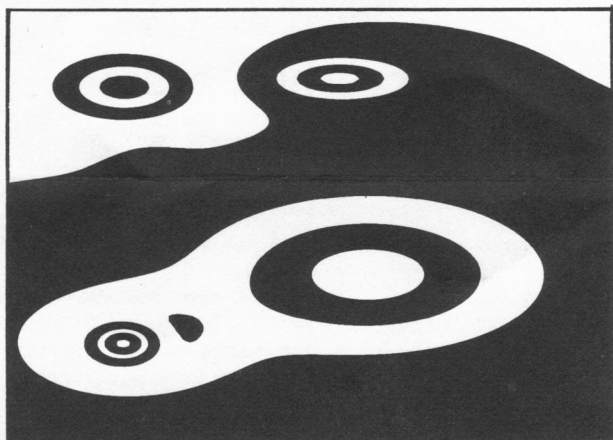
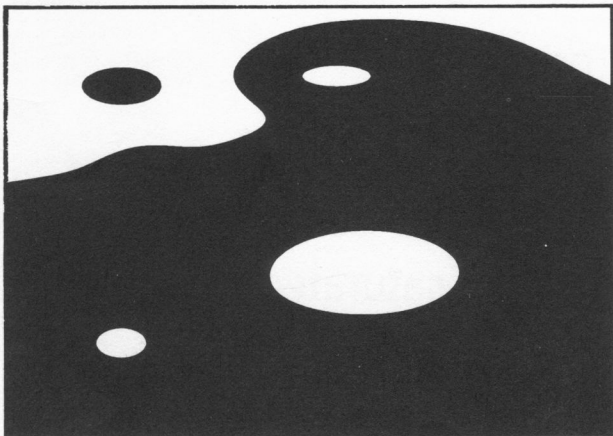
A long, hard look at the possibilities and probabilities of the future of the Long Island region is taken in this, the fifth article in our current series on what life may be like in the year 2001.

STATE UNIVERSITY OF NEW YORK AT STONY BROOK
STONY BROOK, L. I., NEW YORK 11790

Computer graphics by Joshua K. Kopp, Brookhaven National Laboratory

JUN 4 1971

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



LONG ISLAND IN 2001

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Assuming the role of a prophet is indeed an awesome task — and a deliciously enticing one. It offers opportunities to engage in serious forecasting or to exercise one's flights of fancy. And all without fear of immediate repudiation. In fact safety increases with the lengthening time-span of the projections. How many current readers will remember 30 years hence what is said now? Yet there is a value to such efforts. Looking into the future can offer insights for making wise decisions at the present time. This is particularly relevant if the nature of the decisions tends to constrain future options. Such is the substance and purpose of the planning process. Planning differs from prophesy however, in that the planner must examine all reasonable alternatives (and some unreasonable ones), and the consequences of each. In order to avoid the trap of fostering self-fulfilling prophesies, it is necessary to examine the "could" and "should" situations before declaring what the future may entail.

In all probability the Long Island of 2001 will not be substantially different in pattern, in problems, or in direction than the Long Island of 1971. Of course the intensity of such patterns and problems will be much greater. Instead of 2½ million people there could be 5 million. The transportation corridors, although increased by additional laneage, will be just as over-saturated and

inconvenient. The continuance of suburban sprawl will have filled in all the open lands in the two counties. Agriculture as an industry that conserves open spaces will be just a memory. Mixed uses will have continued, adding new blight throughout the island. The quality of the marine waters will have degraded. Columbia Broadcasting System will ask "Who killed Long Island Sound?" Housing will only be available for upper middle income residents. The majority of the population will be of middle and senior age. Local governments will continue to take actions that are incompatible with the interests of adjacent communities. And with certainty the tax burden of 2001 will be pushing the citizens "against the wall."

The previous comments do not offer a happy prognosis. Nor is it one that represents the desires of concerned people for a better life. But it is one that recognizes that change — whether it be social or physical — responds to the stimulus of crisis. It does not even matter if the crisis is real or imaginary. The status quo description is also based on the realization that local opportunities for change are impacted upon by factors of national and international concern. For example, there must be a national urban growth policy if the issue of an environmentally determined population level is to be achieved on Long

"Suburban sprawl will have filled in all the open lands."

Island. A policy that clearly sets forth answers to the issues of a controlled population rate. A policy that turns around the concentration of more than 4/5 of the American people on less than 10% of the land. A policy that fosters the maximum production of social goods. A policy that accentuates the practice of creative federalism in order to provide a more equitable re-distribution of financial resources; there-

by enabling individual unique communities to pursue more rational paths of community growth. Upon these issues hang the fate of the communities of the year 2001, on Long Island and elsewhere. Will the communities provide the good life; or reflect the increasing degradation of the environment through overcrowding, travel inconvenience, job insecurity and social unrest? What is the purpose of talking about balanced housing programs for all the citizenry if the air will not be fit to breathe or the water to drink? What is the purpose of talking about a cleaner environment if segments of the population cannot find places to live? The answers to these questions are obvious. The communities of the future *should* provide the better life. The communities of the future *should* provide for social needs in harmony with an enhanced environment.

Fortunately there are a number of possible events and options that may move community planning onto a rational path. It is conceivable that the Russians may launch the equivalent of an "ecological sputnik," thereby engendering an accelerated effort and commitment in this country. Or the impetus may come from the social psychologists. They may eventually be able to convince a sufficient segment of the public that a solution to current social aberrations can be achieved through decentralization. Of course, there will be some who are left unconvinced. Perhaps the current knowledge held by defense planners will be the catalytic agent. It is reasonably well established that the easiest mechanism and strategy available to hostile forces involves the placement and detonation of a series of properly distributed nuclear devices about 200 miles at sea along the Atlantic Seaboard from Maine to Florida. This would generate a Sunami sufficient to flood the entire coastal megalopolis under a wall of water. In comparison, the closing of the Red Sea as described in "Exodus" would seem a mere trickle. (This in fact might even produce a cleaner environment after the subsidence of the ocean without permanently destroying the physical resources and appurtenances of production.) Or we may simply become co-opted as a result of the current environmental semantics — even though the original intention in some quarters was to use this topic as a means of evasion in coming to grips with other issues.

If we accept the premise that rational planned growth can occur, we are then in a position to discuss what the communities of Long Island *should* be like in 2001. But let me initially stress that although technology is an important factor in our life style and community development, it should not be deterministic of our future.

We should not be concerned with the "gimmickry revolution." We should be concerned with "social revolution." The

quality of life can no longer be measured in terms of tin gadgets, chromed transportation vehicles or other rapidly obsolescent inanimate objects. The issue here is not posed in moral terms. Rather, it is one of human versus inanimate competition. The pleasure and productive devices have begun to assume a position relative to mankind that until now man has assumed relative to all lesser organisms. Factories, automobiles, detergents, chemical additives, fertilizers, insecticides and radioactive devices are immune to the pollution generated by the use of these facilities and materials. The human machine is not. How grossly comic and theologically obscene if "Genesis" in the 21st century were to read . . . "And machine shall have dominion over the earth."

It is frivolous to define the future in terms of new gimmickry. Air cushion buses, monorails in the sky, individual jet-propelled transport belts, telecommunications that will enable the 12-hour-a-week worker to control productive processes by remote action are not solutions leading to the better life. Let us dispose of the entire Buck Rogers syndrome. In its place let us talk of the human-eco syndrome: namely, the design of communities at a human scale in accord with nature. Let us talk of a future that conserves natural resources, enhances the health of the citizenry and promotes the rebirth of moral fiber. In short, a future that will provide the good life.

The key element in this description is the size and location of population.

Since potable water supply is a current constraint to unlimited growth, it appears prudent that communities be planned with absolute limits in mind.

Current knowledge indicates that the carrying capacity of water can tolerate a Long Island population of 4 to 4½ million. Since the zoned capacity of existing vacant lands exceeds this amount, action must be taken now. It is the action taken now that will mold the Long Island of tomorrow. The recently published "Comprehensive Plan for Nassau and Suffolk Counties" proposes a course of action to achieve these objectives.

The architectonic components provide a corridor-cluster-center framework that allows for reasonable growth within the environmental limits. Most of the residential enclaves will be adjacent to the peripheral shore areas. Residents will have maximum opportunities for recreation and amenities.

Although this pattern could produce a linear sprawl, we will find that each community is articulated from its neighbors by open-space separators. Instead of one continuous residential belt along each shore corridor there will exist a chain of unique and discrete communities. They will be connected by a series of north-south and radial transportation linkages to a central mass transportation corridor. In the year 2001, it is likely

that all transportation to New York City will be by mass transit.

Within the central land mass of eastern Suffolk County, three new cities will exist. They will be relatively self-sufficient and will contain a balanced housing inventory. All of the communities will be of moderate densities, respective of the overall island population limit. More than 25% of the land area of the island will be kept open as

The major economic base of the island will be in the health and environmental fields. Private industry will be primarily engaged in the production of modular housing, mass transportation equipment, and oceanographic and environmental engineering. The talents used in the production of defense and space goods will be applied to the development of equipment for monitoring and treatment of pollution. Public

Will the future bring



5 million people
planned communities
over-saturated highways
social unrest
monorails
polluted waters
air-cushion buses
12-hour work week

a result of building clustered communities.

The eastern forks of Suffolk County will have set aside more than 30,000 acres of prime agricultural soils and will become the major recreation and tourist mecca for the New York metropolitan region.

A major governmental change will have taken place due to the 1964 Supreme Court decision of Baker vs. Carr (one man - one vote), and the increase of fiscal chaos for local governments in the 1970's. The change will be functional and structural. As a result of the transfer of functions to higher levels of government and the desire to expand the practice of home rule, it can be expected that a proliferation of incorporations will occur in the coming decade. It is therefore conceivable that town governments will become obsolete. In 2001 we may find a federation of separate incorporated villages linked to a regional county government. The primary services for police, transportation, courts, planning and recreation will be conducted by the county. Each village will contract with the county for the purchase of that level of service which its citizens deem desirable. The greater economy of scale inherent in centralized purchasing and distribution of personnel and equipment will provide greater and more economical service to the communities of 2001, than exists in 1971.

emphasis will also be directed in this fashion.

Brookhaven National Laboratory will be the primary national institute for environmental studies. The Health, Marine and Policy Sciences Centers at the State University of New York at Stony Brook will help place Long Island among the leading centers for such research in the nation. This will in part be due to the precarious nature of the water supply and the fragile quality of the coastal edge. The pioneering efforts in the 1960's and 1970's in the banning of DDT and detergents and the fact that the island is a microcosm of the urban and rural sectors of the country will lead naturally into this pattern.

Much more can be said including discussions of the hydroponic spraying of sewage effluents on the crop and woodlands to produce a safe re-usable water supply; the nature of future education, and so on. Let it suffice to conclude that the choice of "could" or "should" for the communities of tomorrow is ours to make — today. □

Come to Commencement

All alumni, townspeople and friends of the University are invited to attend the 1971 annual commencement ceremonies Sunday, June 6. Russell E. Train, the new chairman of the President's Council on Environmental Quality, will be the principal speaker at the 2:15 p.m. outdoor ceremony on the athletic field.

"This is a wonderful opportunity for many of our friends and neighbors in the community to visit the campus and celebrate with us the achievement of our young people," President Toll said. "It is also an occasion to hear a noted leader in the battle for the protection of the environment. His work is of paramount concern to the improvement of the quality of life." □

Budget Cuts Mean Year of Austerity For University

To effect a \$1.2 million reduction ordered by the state legislature in Stony Brook's already stringent 1971-72 budget proposal, a great number of dollar-saving measures are being taken. All spell a year of austerity ahead.

The number of jobs on campus must be reduced by 190 from the Governor's original request. Many of the job cuts will be realized through normal job attrition by not filling positions as they become vacant during the year except for those essential to the academic program.

The new School of Medicine, scheduled to open in September, will have a smaller class than planned, and anticipated enrollment in the other schools in the Health Sciences Center will be cut correspondingly.

The Technical Assistance Office, which has served as a liaison between the University and Long Island industry for four years, will be closed unless non-state funds can be found to sustain it. In recent months the office has offered evening courses for area businessmen in subjects such as minority recruitment, management principles, leadership skills, business and crime, and industrial pollution and waste control. The development of a retraining program for unemployed aerospace workers has been one of its latest tasks.

However, President Toll expressed the hope that many of the more important functions of the Technical Assistance Office would be taken over by other offices and academic departments of the University if it is not possible to obtain non-state funding.

Tight campuswide regulations have been instituted to limit library and equipment acquisitions, travel expenses and consultant fees. New austerity measures are being introduced in virtually all departments and offices to comply with the overall budget demands.

"It's going to be extremely tight next year," said President Toll. "The severe cuts from an already constrained budget will force us to reduce both the size and scope of our projected programs for the coming fall. While making many sacrifice cuts in staff and services, we are striving to honor our previous commitments to the best of our ability and to do the best possible job with the limited resources available." □



Historic posters, photographs, and simulated crisis games and filmstrips such as these are used by the History Education Project at Stony Brook to show prospective teachers how they can bring the realities of the past, including the horrors of World War II and slavery, to today's students.

History Is Alive and Well On Stony Brook Campus

Do you still think of history class as an occasion for memorizing dates, names and treaties? A project at Stony Brook is finding that playing simulated war games and studying old newspapers, photographs and posters can make history more alive and meaningful to today's students.

On the second floor of Stony Brook's Melville Library in a small but busy office a visitor may see a history professor assembling a series of photographs for use in class, an education professor writing a paper on teaching methods for local high school social studies teachers, or a graduate student perusing curricular materials used in schools in Nassau and Suffolk counties.

The office is the regional headquarters of the History Education Project (HEP) of the American Historical Association. Not to be confused with the High School Equivalency Program (the University's other HEP office), the national History Education Project was begun in 1969 with a grant from the U.S. Office of Education. Its objective is to promote more effective cooperation among professional historians and school personnel and to improve the teaching of history at all levels. There are about a dozen HEP offices nationwide.

The Stony Brook office opened last year, and already has several projects completed, with others underway. Each regional HEP team has members from the disciplines of both history and education. The regional team at Stony Brook is led by Co-Directors Hugh Cleland, associate professor of history, and Eli Seifman, associate professor of education.

Members of the team who provide the viewpoint of the educator in the field are Mr. Richard Dawe, social studies supervisor of the Three Village Central School District and chairman of the social studies department at Ward Melville High School; Mr. Edward Porter,

chairman of social studies at Nesaquake Junior High School in Smithtown; and Mrs. Lucille Rosen, a teacher at Cedar Road Elementary School in Commack. Mr. Anthony Napoli, incoming president of the Long Island Council for the Social Studies, also works with the HEP team at Stony Brook.

The primary concerns of the HEP program at Stony Brook are in-service and pre-service education for teachers, curriculum development and basic research.

Assistant Professor Michael McCarthy's course, "Materials and Methods in Teaching Social Studies," illustrates some of the things the History Education Project is doing. Designed for prospective secondary school teachers, the course makes use of a variety of materials and concepts aimed at breaking the stereotype of the history teacher as an authority figure who lectures at students and hopes they absorb what he has told them.

Several recent sessions saw Dr. McCarthy's class using a simulation game to dramatize the problems faced by countries in a crisis situation. The game, one of several commercially available, was a simulation of a wartime situation like that in Korea during hostilities there. Players were grouped into "nations" in the conflict. The game involved the students in bargaining with other countries, shifting troops and playing politics.

Students in Dr. McCarthy's class were enthusiastic about playing the game, but had mixed feelings about its usefulness as a teaching tool. Miss Pat Campagna, a junior from Kings Park majoring in sociology and social studies, said her group worked "pretty well."

"This method is more interesting than the way social studies is usually presented," she said. "When I was in school, the Korean War was thrown at you, but here you can express opinions you never got a chance to express before. I know there are other games which could be used in sociology. It would be interesting to see how games could be employed there."

Professor McCarthy said he thought the game was useful in demonstrating a different role for the instructor to play. "Some teachers think the games are a means to a different type of classroom environment," he said.

When a game is being used, the teacher becomes less of an authoritarian figure in the classroom. "The students can see their teacher as a human being," Dr. McCarthy said. "Games are not a panacea to educational problems," he cautioned, "but they can be a tool for making the transition from a closed, authoritarian classroom to a more open one."

The HEP project is building a repository of various game simulations as references for local school personnel, Dr. McCarthy said. Using the game in his class exposed prospective teachers to one of the latest educational developments, probed the students' opinion of such games in a secondary social studies curriculum, and tested the effectiveness of the game itself.

Also available from the HEP office are videotapes demonstrating selected methods of teaching history, and a variety of research papers, including a survey of various social studies curricula in use in Nassau and Suffolk counties compiled by Dr. Seifman.

In his course on American history since 1877, Dr. Cleland uses another approach. He supplements his lectures with photographs to illustrate points and sets the mood in a way words alone can't do.

In a recent lecture on World War II, students entering the darkened classroom saw a powerful photograph of the stricken battleship "West Virginia" at Pearl Harbor. The ship burned furiously, sending a huge column of thick black smoke billowing into the sky as she settled into the oil-slicked Hawaiian harbor.

An observer could feel the immediate change in students as they stepped through the door from the campus into the mood Dr. Cleland had created. There was total silence in the room as the impact fully registered and then Dr. Cle-

land began his lecture on World War II.

As he spoke he wove a pattern around his words with a changing panoply of slides, ranging from scenes of combat action to pictures of world leaders at the Munich conference. A huge Nazi rally contrasted sharply with a later picture of a solitary, defeated, German prisoner of war.

Dr. Cleland shows his students how to make their own slides, so they can use the technique when they become history teachers.

Involving beginning history students with original historical sources instead of textbook material is another innovative approach to history which may see more widespread use due to efforts of the HEP program. In a recent experimental introductory history class taught by Associate Professor David Burner, students were reading copies of a newspaper published in 1932 by the Bonus Expeditionary Forces, a group of veterans who demonstrated in Washington, D.C. for more aid from President Hoover.

Using a format devised by Professor William B. Taylor, a member of the history department at Stony Brook who also serves as an advisor to the national HEP program, the class is less structured than the usual introductory history course. "This is history from the bottom up," Dr. Burner said. "Ideally, the course should derive from the students' interests," he explained. "The readings are assigned from week to week, according to what the students decide to investigate further."

Mr. Peter Hall, a graduate teaching assistant who instructs one section of the course, said he thinks the new approach (called the inquiry method) is better than the traditional one for the teacher as well as for the students. "It's far better because the course content is not so strictly controlled, but is subject to the abilities and concerns of the students," he said.

"In this type of course, it's not so much the content — we teach not what to think, but how to think — that counts," Mr. Hall said. The small number of students in the class also helps make it work, he said.

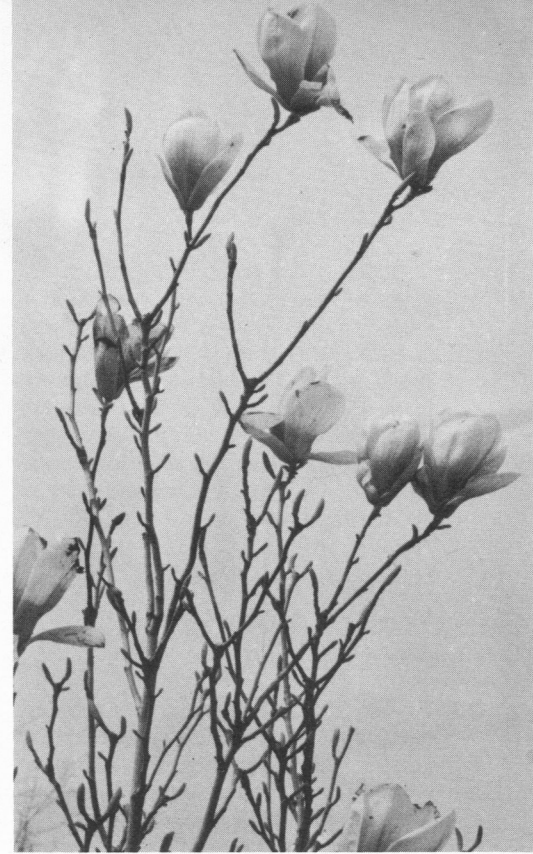
Stony Brook's History Education Project has been busy its first year experimenting with ideas like the inquiry approach to teaching, using new tools like the simulation game, and putting together a resource library of curriculum projects. In addition, the project sponsors periodic meetings of local history and social studies teachers, to discuss and disseminate new methods of teaching.

To further insure that what is being done in social studies education at HEP gets communicated to the schools, the Long Island Council for the Social Studies will share offices with HEP on the Stony Brook campus next year, according to Dr. Seifman, who is spending his sabbatical leave this year working full-time with HEP. — Bradley Berthold □



SPRING'S SPRUNG

Although spring finds the Stony Brook campus still in the midst of a massive expansion program and a maze of construction sites, signs of the season can be spotted, as these photos show, by a keen eye and a well-aimed camera.



stony brook review

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

Vol. 4, No. 9 May 1971
The Stony Brook Review is produced by the Office of University Relations. Ralph Chamberlin, editor. 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.