

Stony Brook

REVIEW



**Beyond the Scaffolding-
The Progress
of the
Health Sciences Center**

(see centerfold)

Richard Dyer-Bennet: 20th Century Minstrel

His song sheet doesn't hang from his belt and he doesn't belong to a Guild, but Richard Dyer-Bennet is a self-accompanied self-proclaimed minstrel -- perhaps the only one active in America today. His tales are mostly old songs found in centuries-old song books or sent to him by those whose grandparents taught them the words. He even receives songs from collectors of rare and valuable manuscripts. His repertoire includes English, French, German, Swedish and Italian ballads that date as far back as the 13th century.

True to his mission as a modern day minstrel, he serves his art as artist-in-residence by creating a demand for minstrelsy. He has recorded 26 albums and his performances are mostly sell-outs.

Through his participation in the State University wide Arts Forum, he is available to other campuses for two- or three-day visits to perform and to teach voice training to a new generation of performers. As an associate professor of theatre arts, he teaches a required theatre arts course at Stony Brook to 30 aspiring actors and actresses each semester. The subject is voice training, according to the Bel Canto or "good voice" method that originated in 16th century Italy.

Dyer-Bennet discusses voice training with a missionary's fervor. His enthusiasm is not shared by all his colleagues in the musical world, however. Some dismiss the Bel Canto method as a tool for aging singers whose voices are fading--not teenagers.

But opposition only fuels Dyer-Bennet's conviction. Admittedly, his first contact with Bel Canto was when he was in his late fifties. Dissatisfaction with his voice's thin nasal quality brought him to the door of Cornelius Reid's music studio. "A New York music critic who had followed my career told me about a person in the city who could help me use the whole of my voice," Dyer-Bennet explained. He was so pleased with the results that he became an expert in the method. "In two years, my vocal range increased by an octave and a half, the timbre changed from a weak semi-counter to a full lyric tenor and I was able to sing a far wider repertoire and to be easily heard in much larger concert halls."

Unlike Dyer-Bennet, Reid turned to Bel Canto as a young man after five years of voice training had ruined his powerful baritone. He gave up singing and turned to vocal pedagogy. His subsequent research uncovered 16th century Italian music written for voices that far exceeded those of modern singers in power and range. Reid checked his findings about the Bel Canto method against those findings of the Bell Telephone laboratory. Using a laryngoscope, Bell's researchers found why the Italian method worked. The 16th century voice trainers believed that everyone had two voices: the voice of the head and the voice of the chest. They taught their singers to use them both.

The Bell laboratory discovered that the Italians were wrong--and right. "We do not have two voices, but we do have two registers of sound," Dyer-Bennet explains. "The isolated

lower register responds reflexively to the open vowel sound 'A' (as in *fa*ther), sung at full volume on pitches below about middle C. The isolated upper register responds reflexively to the closed vowel sound 'U' (as in *mo*on), sung softly on pitches above middle C. By separately exercising the musculatures involved in producing these two isolated registers, the singer gains control over the two parts of his instrument. The final step is to learn to use both musculatures simultaneously, and the voice then appears to be one register. This is similar to a pianist learning to use each hand separately and then coordinating the two. A three-octave range can be expected of any voice in which the registers have been fully developed and coordinated in this manner."

Reid began teaching using the method experimentally in the 30's. He published his first book in 1955, his third will be out soon.



Photo by Michael Weintraub

"Reid has now reestablished the method. Sandor Kanya, George Shirley and John Williams are some of the well-known singers who have worked with Reid," Dyer-Bennet said.

Dyer-Bennet apprenticed himself to Reid in the late sixties, concentrating on perfecting his own singing voice, and at the same time adapting the training method to the spoken voice. "This is the way to get at the speaking voice--clear, tireless, powerful," he asserted. Dyer-Bennet still sees Reid every week for his regular voice lesson. But now the 20th century troubador has his own understudies, drawn by his minstrelsy and by his voice training method.

Folk-lovers can learn about the history of self-accompaniment in a weekly seminar open to the public. Each Wednesday at 5:30 p.m., in Room 102 of the Lecture Center, Professor Dyer-Bennet offers a scholarly discussion on

"The Art of Minstrelsy" with demonstrations where appropriate.

In Berkeley, California, where his family moved from England when he was eleven, Dyer-Bennet was a "reasonably average kid," interested in music, books and sports. He became proficient enough at soccer to play for the San Francisco Olympic Club, but then he broke his nose.

Halfway through the University of California, where he was majoring in English, a voice teacher named Gertrude Wheeler Beckman heard Dyer-Bennet sing at a Christmas party. She suggested there might be a career for him in the ballads he sang just for fun.

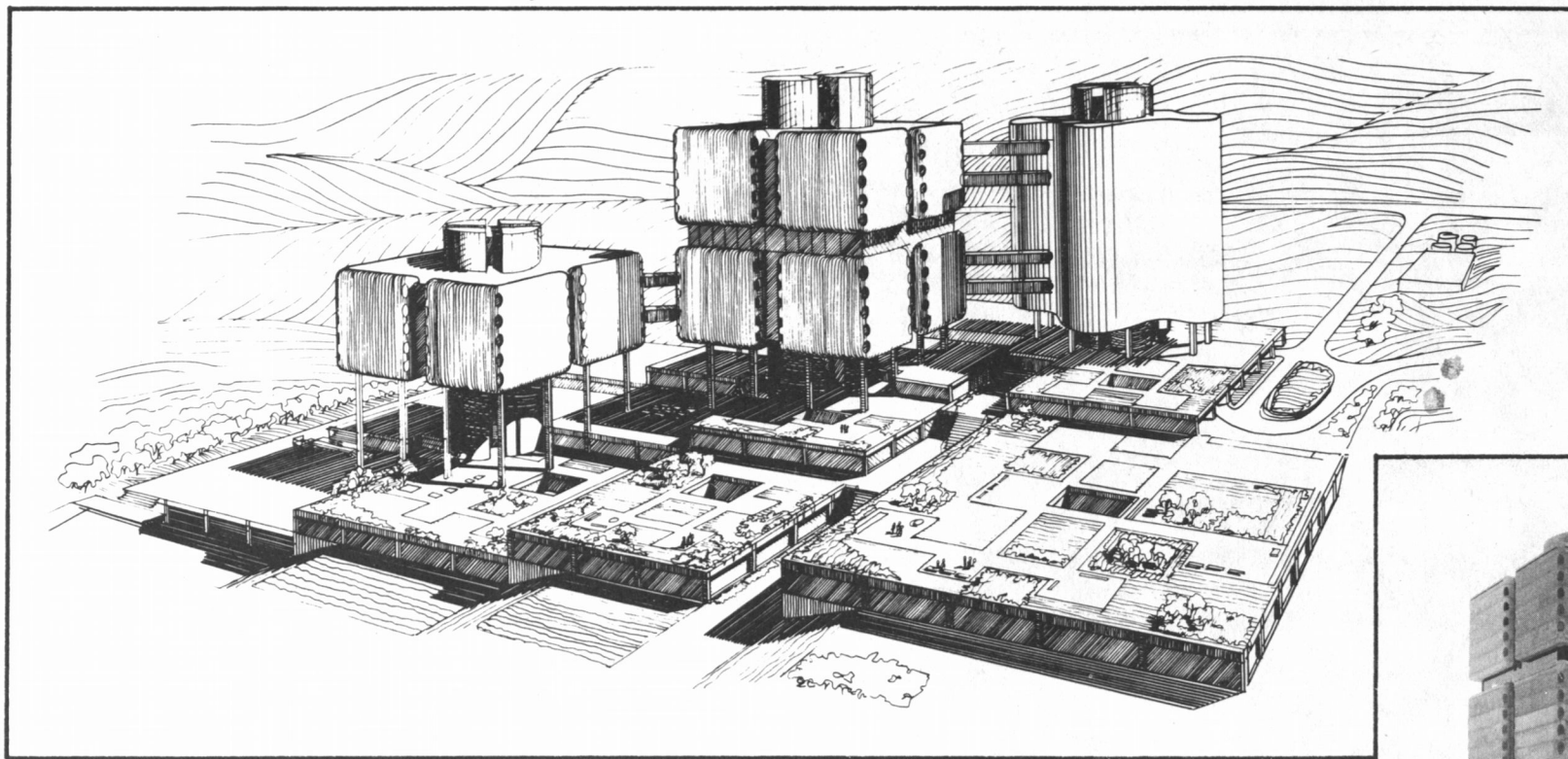
At 20, after a year's study with Beckman, Dyer-Bennet went on a pilgrimage to Sweden, seeking the encouragement of Sven Scholander, a 75-year-old master minstrel. In 1893 Scholander had abandoned his comfortable life as a prominent architect to sing folk songs, accompanying himself on a Swedish lute. By 1895 he was the rage of Europe. In 1933, a frail man with a shock of white hair, Scholander nevertheless made a powerful impression on the young folk singer. "At first he refused to play for me," Dyer-Bennet recalls, "but he relented." His two-month visit radically changed his life. "After I heard Scholander, I dropped out of the University.

"The old man sang for me with a communication I had never heard before. It wasn't a man singing a song at all; it was simply a man telling you a story -- and my gosh, how you believed him! Yet it was as polished, as consonant with the music and as absolutely right as the Budapest String Quartet."

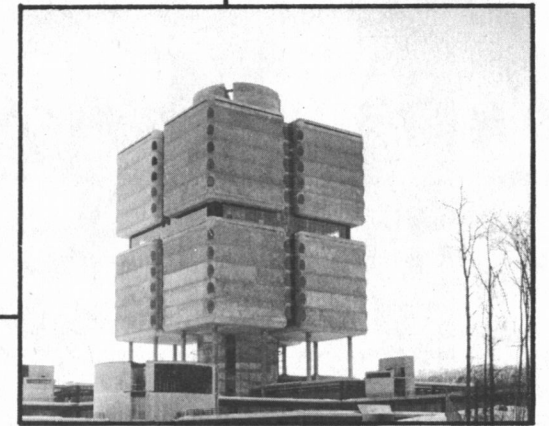
From Sweden Dyer-Bennet headed for Wales to sing for coal miners, shop workers, farmers, anybody who would listen. Returning to San Francisco, he made a living singing for private parties and Rotary meetings for \$10 an evening. In the spring of 1940, he made his fourth and final trip to New York in search of a "big breakthrough." He appeared at Max Gordon's Village Vanguard with five other obscure folk singers. All six -- Woody Guthrie, Josh White, Leadbelly, Burl Ives, Pete Seeger and Richard Dyer-Bennet -- became famous, though Dyer-Bennet became the first folk singer to move uptown to Town Hall.

In the post-war years, guided by Sol Hurok, he toured the country singing sea chanties and ballads. He reached his peak in the early fifties when his LP's were among the best sellers in the field. He has produced 12 albums of his songs under his own record label, Dyer-Bennet Records, formed in 1955. His albums include "Requests," "Beethoven, Scottish and Irish Songs," and "Songs of Ships and Seafaring Men." He has also produced albums for children and then some that are not for children, such as "Mark Twain's 1601 with songs in the same spirit."

Although he has given most of his time to teaching, Stony Brook's twentieth century minstrel performs once or twice a semester for the campus community, as well as appearing in concert across the country. He plans to perform on the West Coast later this year; local audiences must wait until fall to hear him on campus. ▼



The Clinical Sciences Tower (center) nears completion (insert) in preparation for a 1975 opening. The second phase of construction, to start in the fall and be finished by 1978-80, is the University Hospital (right). Since this rendering was drawn, the Hospital's design has been modified to resemble "twin towers" rather than the free-form shape shown here. The third and final stage of building is to be the structure (left) to house the School of Dental Medicine and a Basic Sciences research facility.



University Hospital to Rise Beside New Tower

By fall, the steel framing for a University Hospital building will be rising adjacent to the giant futuristic Clinical Sciences Tower now nearing completion on Nicolls Road. This will mark the beginning of the second of a three-stage construction plan for a complete and modern university-based Health Sciences Center on Long Island. The Clinical Sciences Tower is scheduled for completion in 1975, the hospital by 1978-80.

Architecturally striking, the 550-bed hospital will consist of a large base, or "network" building, with twin "bed towers" rising 12 stories high from this base. The network, or base, section will include laboratories, surgical suites, delivery suite, radiotherapy, emergency facilities, and ambulatory (outpatient) facilities.

Inpatient services will be contained on nine floors of the twin bed towers, with thirty beds per floor in each tower arranged around a circular corridor. This pinwheel arrangement will allow patients in each room to be close to the nursing stations which are located in the center of the ring.

The hospital will really be an extension of the existing first stage building. A corridor system in the network building will connect the two facilities making convenient traffic pathways between the hospital and the instruction areas of the first building. The twin bed towers will be connected to the Clinical Sciences Tower by six bridges, allowing faculty members with offices and research laboratories in one tower to walk across the bridges to their patients in the hospital towers.

The University Hospital will be about the same size as the adjacent 341-foot Clinical Sciences Tower. Together they will cover an area of 950,000 net square feet. The third and final stage of construction for the Health Sciences Center will add a building housing the School of Dental Medicine and a Basic Sciences Research facility, encompassing an area of 375,000 net square feet, also located adjacent to the Clinical Sciences Tower on the opposite side from the hospital.

Costs for completing and furnishing the entire three-stage Health Sciences Center complex are estimated at \$250 million. The University Hospital is expected to total \$85 million for construction and equipment. When completed, it is estimated that it will employ some 2600 people and operate on an annual budget of \$37 million.

Though the University hospital will be a central teaching facility for all the educational programs of the Health Sciences Center, its designers also planned the hospital with the needs of the Nassau-Suffolk community in mind.

"It will be oriented in a number of ways to be a community resource. For example, this will be the tertiary care hospital for Suffolk County, where

the more complicated treatment modalities can be employed and where we'll have strong speciality services to support these," stated Dr. Marvin Kuschner, Dean of the School of Medicine.

Some of the community medical needs projected as possibilities by Dr. Kuschner are a center for the treatment of burns, organ transplantation, cardiac catheterizations, neuropathological and eye-pathology services. Outpatient services will provide primary care specialty treatment for an estimated 150,000 people each year.

"This will not be simply a clinic service. We will have a cadre of physicians working full time in ambulatory care and in the Emergency Room," Dr. Kuschner stated, adding that the University Hospital will also provide limited primary care models for teaching and exploration of improved ways of giving medical care.

"We want to emphasize that the University Hospital, when it is here, will be one more addition to the total hospital resources available to us," Dr. Kuschner stressed. "We are definitely not committed to the concept of a university-hospital-based Health Sciences Center. Our clinical facilities now and after the completion of the University Hospital will still extend from

168th Street in Queens to eastern Long Island."

Special features of the University Hospital will be day surgery, a dialysis unit, obstetrics, and a 30-bed pediatric unit for infants and newborns. Newborns needing specialized facilities and emergency treatment will be transported by helicopter to the hospital.

"An on-site heliport fills a special community need, considering the transportation problems in Suffolk County. If an infant in Montauk needs emergency care on a Sunday afternoon, it's good to know there's an alternative to trying to make it by car," Dr. Kuschner commented.

The obstetrical service has been planned to give fathers and siblings a role. Husbands will be able to accompany their wives through labor and delivery after some supervised instruction. Brothers and sisters will be able to see the new addition to their family via a closed-circuit TV system set up in a special viewing room. A program for training nurse-midwives will be carried out within this unit.

The Health Sciences Center projects an exciting promise of fusing its dual responsibility of providing excellence in educating health professionals while also honoring a commitment of service to the community. ▼

Health Library Serves Long Island

Physicians, nurses or health professionals on Long Island who need published information on the latest developments in health care or related subjects will most likely find the answers in the Health Sciences Center Library at Stony Brook.

"We are the largest resource on Long Island for medical and health-related information. We serve all professionals involved in health care delivery in Nassau and Suffolk counties," Mary Winkels, recently appointed director of the Health Sciences Library, said.

In addition to its holdings of some 90,000 volumes, and current subscriptions to 4100 periodical and serials titles, the Health Sciences Center Library has two computer terminals which provide access to the SUNY Biomedical Communications Network in Albany and MEDline in Bethesda, Maryland. These give the Library bibliographic searching capabilities of bases containing 900,000 journal citations in fields of health care delivery.

"Instead of doing manual searches, a person using the computer can link subject headings, read the data bank, and pull out the information needed rapidly. It is a great timesaver," Mrs. Winkels said.

In its four years of operation, the Library, a technical resource for the new Health Sciences Center, has extended its services to the Long Island health services community primarily through a burgeoning interlibrary loan service. "We work closely with the Long Island Library Resources Council in Bellport, which refers requests for information to us," added Mrs. Winkels.

The Director pointed out that because it is a technical library, it has twice as many periodicals and serials as books — unlike a general library where the reverse would be true.

The new Director's knowledge of the Health Sciences Center Library dates back to September, 1969, when the Library was "one big warehouse." Mrs. Winkels helped organize and staff various departments in the Library and at various times served in different capacities.

"When we had no serials or acquisitions librarian, I was it," she reminisced. Mrs. Winkels holds a masters degree from the University of Michigan and her experience includes public, academic, and special libraries. She is a charter member and president-elect of the Long Island Chapter of the Special Libraries Association. ▼

Dr. Wadsworth: At Home on Campus

Dr. Elizabeth L. Wadsworth says she "couldn't imagine a better way" of beginning her job. What the new 49-year old Vice President of Student Affairs at the State University of New York at Stony Brook is speaking about is her recently concluded four-month experience as a college dormitory resident.

Since coming to Stony Brook last January, Dr. Wadsworth has lived in a student room in Ammann Residential College in G Quad on campus. Her reasons for doing so are simple and to the point.

"The Student Affairs Office is centered on the campus," she notes. "It is involved with students every day in many and very special ways. That exposure, however, does not necessarily insure understanding of their problems and points of view. I wanted to directly experience living conditions as students know them."

Her main concern, she states, was to become "psychologically connected" right at the start of her work here. "I wanted to be immersed in Stony Brook while my impressions of the University were being imprinted."

Because of their heavy workload, college administrators, Dr. Wadsworth feels, often find themselves cut off from students. Her aim is to avoid that isolation.

In her job, Dr. Wadsworth is responsible for

all divisions and programs in Stony Brook's Office of Student Affairs, including University housing and the residential college program, residential counseling, admissions, financial aid, orientation, the office of records and the Stony Brook Union, guidance services, psychological services, the career development office, and international student affairs.

Before coming to Stony Brook, Dr. Wadsworth had been the Director of Counseling and Training for the Y.W.C.A.'s federally funded Job Corps program. From 1967-68, she served as master trainer for Newark New Careers, a U.S. Department of Labor funded paraprofessional training program for residents of poverty areas.

Dr. Wadsworth's experience also includes work as a coordinator for the AUI-Interamerican University Foundation and as Director of Communications for the Bank Street College of Education in New York City.

The Vice President of Student Affairs holds a Ph.D. and M.A. from New York University. Her undergraduate degree is from Vassar.

Dr. Wadsworth feels her recent dormitory experience will make her a better university administrator. "I feel I can be more responsive to students since we have now experienced many of the same things."

She adds that in addition to professional considerations the experience had some welcome personal benefits. "Living in a dormitory was extremely convenient. I didn't have to worry about gas shortages and walking to work gave me exercise."

Dr. Wadsworth is quick to point out that there were differences between her life in a dormitory and that of the average Stony Brook student. They did not have identical existences.

"We weren't married to each other, so to speak," she says. "There were overlaps in our lives, but different schedules and different roles reduced the number of shared experiences. The students, for one thing, tended to sleep later than I. Much of their time was also taken up with studying and preparation for class. Mine, of course, was not."

Dr. Wadsworth admits that "some adjustments had to be made," but that on the whole she had little difficulty in living with current student life styles. She hopes, too, that her student neighbors had no great trouble adjusting to her presence.

"Generally, we honored each other with courtesy," she says, summing up the relationship.

The university official says she is grateful for the experience and recommends it to her colleagues.

"Physical exposure on a daily basis and on many levels is good because it blurs the boundaries separating people," she states. ▼

A Gallery of Stony Brook Women

Most American institutions these days have become acutely aware of injustices and inequities regarding the status of women. At Stony Brook, like elsewhere, strenuous efforts are being made to correct and improve past procedures and practices. In spite of these endeavors, much remains to be accomplished. Pictured here are a few of the women who have chosen to pursue their individual careers, studies and research at Stony Brook.

*Dr. Carolyn M. Preece
Associate Professor
of Engineering*

Dr. Preece, one of the few women in her field, joined Stony Brook's materials science department in 1971. She has recently been promoted from assistant professor to associate professor.



*Dr. Elaine Budde
Acting Chairman, Department of Physical Education*

Dr. Budde is believed to be the first woman to chair a physical education department in the State University. Formerly director of physical education, she assumed her new position early this semester.



*Gloria Mercer
Safety Officer*

Ms. Mercer is one of several women now employed by the Department of Public Safety. Her tasks include checking fire alarms and extinguishers, reporting water leaks and broken elevators and inspecting roadways, buildings, plumbing and heating.



*Dr. Melba Phillips
Visiting Professor of Physics*

Dr. Phillips was recently awarded the Oersted Medal, the highest honor annually bestowed by the American Association of Physics Teachers. She is the first woman to ever receive the Award.



*Leah Holland
Sophomore, New Hyde Park*

Ms. Holland, a nationally ranked swimmer since she was 14, has completed two seasons of competition on the University's varsity team. The first female on the team, she last year became the first woman to win a medal in the Metropolitan Intercollegiate Swimming Association's championship meet.

*Cherry Haskins
Graduating Senior, Hempstead*

Ms. Haskins has been the president of Polity, the student government, and is the recipient of the United University Professions Award presented at Commencement to the senior "who has most displayed an unselfish concern for the promotion and protection of human rights and values."



*Lee Yasumura
Director of Personnel*

Mrs. Yasumura accepted her present title last fall. She has responsibility for recruitment, appointments, salary, wage and fringe benefits administration and labor relations on the campus, which now employs about 5000 faculty and staff.



*Vera Rony
Assistant Executive
Vice President
For Equal Opportunity*

Ms. Rony, a determined advocate of affirmative action, is concerned with the proper utilization of women and minorities at all levels of University life. Her work centers on achieving equal opportunity in recruitment, hiring and upgrading on campus.



*Dr. Elizabeth Wadsworth
Vice President
for Student Affairs*

Dr. Wadsworth was named to her new position in January. Read more about her in the story above.



Informal Studies...

Over 30 non-credit courses ranging from the practical to the theoretical will be offered during the months of June and July by the Center for Continuing Education's Informal Studies Program at the State University of New York at Stony Brook.

Designed for those interested in part-time studies, all courses are offered on evenings, one or two days each week. Subjects span a variety of interests in crafts, the arts, physical and health education, and social sciences. Fees vary, ranging from \$15 to \$60.

Among the courses are three designed for those who plan on returning to school after an absence. "How to Write a College Paper," "Explorations in Mathematics," and "An Approach to Science" will refresh memories and provide basic updating for returning students. "The History and Philosophy of Satanism and Witchcraft" and "The History and Study of Werewolves, Vampires, and Other Creatures of the Night" are two of the more exotic courses being offered. No academic credit is given for courses in the Informal Studies Program.

For information, contact the Informal Studies Office at 246-5936.

The Stony Brook Union will offer five-week pottery courses, beginning and advanced, on summer evenings. Cost is about \$30, including materials. For information, call 246-3515. ▼

...For Instant Success

Carl Geiser, an engineer with Grumman Corp., signed up for an Informal Studies Program course in creative writing because he wanted to improve the style of a scientific manual he was preparing.

His instructor, author-poet Leonard Bernstein, recalls, "His writing was competent, but it was mostly about electrical impulses, membranes and receptor surfaces. Around the sixth week of classes, Carl tried one of the class writing assignments. It was his first attempt at a creative piece."

The result: an article in the Sunday *New York Times* magazine section about his experiences as a P.O.W. during the Spanish Civil War.

Says Bernstein: "So we have the almost unbelievable combination of a beginning writer who tries his first piece, submits it to his first market, chooses nothing less than the Sunday *New York Times*, has it accepted, and earns \$200. Extraordinary." ▼

Stony Brook Becomes of Age

About 10 years ago, Stony Brook received its first formal accreditation from the prestigious Middle States Association of Colleges and Secondary Schools. The Association noted fledgling Stony Brook's great promise for development into an outstanding university.

A few weeks ago, that accreditation was reaffirmed and the University was re-accredited for the next decade with some critical commentary but generally high praise from Middle States.

Ten years ago, Stony Brook was not much more than a few red brick buildings on a large vacant tract of land. In the comparatively short time since then, the Association observed that Stony Brook has become, for its Long Island and metropolitan New York service region, "an institution of national stature in the time-honored and traditional terms of the outstanding private universities and of such public institutions as Berkeley, Michigan and Illinois."

"It is remarkable in what a short time Stony Brook has come to be thought of as being among that distinguished company," the Middle States evaluating report declared. "In less than a decade it has assembled a faculty which ranges from good to outstanding. Several departments rank among the top in the country, and most are of a very high level of quality as measured in terms of professional reputation and scholarly activities. The high intellectual calibre and standards as well as the comparative youth of the faculty have resulted in considerable accomplishments in those areas which have always been considered the hallmarks of such great national institutions."

The Association also praised the University's potential for further achievement. "Among the major public universities, Stony Brook stands out in terms of potential to accomplish the multi-purpose mission which lies ahead," the evaluating team's report said. It placed particular stress on the University's potential for service to the community noting "enormous potential of Stony Brook as a major intellectual resource for its region."

The report's praise was leavened with observations on the University's critical need to adjust to new challenges, to improve campus physical conditions and to devise improved internal communication and governance mechanisms. ▼

stony brook review

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

Vol. 7, No. 2 April 1974
The Stony Brook Review is produced by the Office of University Relations. Ralph Chamberlin, editor. Published in February, April, June, October and December at the State University of New York at Stony Brook, Stony Brook, N.Y. 11790. Second class postage paid at Stony Brook, N.Y.

Printed on 100% recycled paper.