

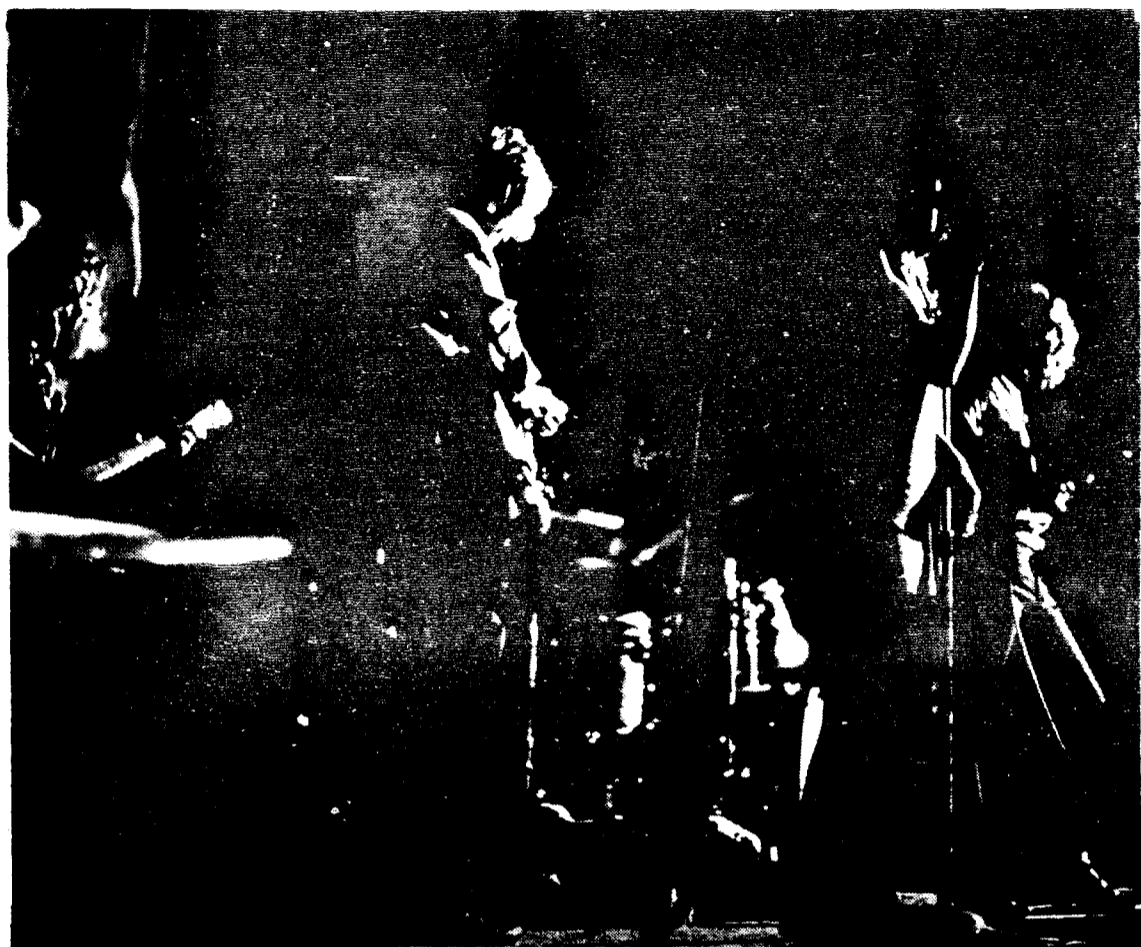
Statesman

VOLUME 13 NUMBER 58

STONY BROOK, N.Y.

MONDAY, MAY 4, 1970

Free to SUSB Students
Others: Ten Cents



SB ROCK: Students stand, sit, dance, and turn on as the Jefferson Airplane performs on the open-air stage.

17,000 "Fly" With Airplane; Mini-Woodstock Peaceful Event

By RONNY HARTMAN

About 17,000 people jammed onto campus Friday night to hear a five-hour concert featuring the Jefferson Airplane.

The crowd, creating a smaller and less-together Woodstock atmosphere, sat on the athletic field and watched three groups and the Airplane perform on a makeshift platform.

First-aid and an ambulance were on duty throughout the evening to treat victims of various incidents. Two non-students were treated for drugs. There were also two assaults, one on a professor, and a rock-throwing incident.

Security estimated handling 6,500 automobiles Friday night. As the concert ended, University Police directed a constant stream of five-lane traffic leaving the campus for a one hour and forty-five minute period. The cars of the many outsiders

jammed campus roads and lots filling almost every available space. At one point, an almost solid line of parked vehicles lined the campus loop road. All three campus entrances were kept open throughout the night to handle the flow. Security guards were stationed at all entrances to direct traffic on and off the congested Nicoll Road.

At least 200 calls complaining of excessive noise were received from the surrounding community.

The campus remained unusually crowded throughout the weekend as both Carnival and Alumni Weekend attracted more visitors. Carnival continued through yesterday with a multitude of rides and amusements on the library mall.

Alumni Weekend brought SB graduates from as far back as the class of '61, here. The weekend was topped with an Alumni dinner hosted by Acting President T.A. Pond and President John Toll.

SB Faculty Considers Poly Merger

By MARC DIZENGOFF

Discussion is presently underway on a proposal to merge the Polytechnic Institute of Brooklyn (PIB) with Stony Brook, as one of several being considered to affiliate PIB with the State University system.

For the past few years, PIB has been receiving state financial support. However, a more formal relationship with the State University is now desired. In order to accomplish this, several suggestions were introduced: making PIB its own state university, or directly merging it with Stony Brook.

Although, at the present time, no details have been formulated concerning either plan, study of the merger proposal has seriously been initiated.

In accordance with the authorization by the Board of Trustees of the State University, to proceed toward a merger, a rough procedure for merging has been set up. However, final approval for a link between Stony Brook and PIB must be

made by the Board of Regents.

At PIB, the merger proposal is viewed the most seriously of all of the options. Under their plan, students who are already undergraduates at Brooklyn Poly will be able to finish there, although no word has been given concerning future undergraduates. According to the PIB student newspaper, the PIB faculty seems to be in favor of the merger. However, the graduate students, who act in a teaching capacity, feel that a results of the merger will be to eliminate their research facilities at Farmingdale which would cause many of them to leave the school.

At Stony Brook, Acting President T Alexander Pond stated that the faculty will have to look thoroughly into all aspects of such a merger before a decision can be reached. At their last Faculty Senate meeting, the faculty objected against the preliminary steps being taken towards the merger since they had not been consulted.

Univ. Exceeds Budget

By ARTHUR CHARO

The University is reported to have exceeded its authorized budget by \$570,000 for the fiscal year ending March 31. However, Director of the University Budget, Karl Eklund, says there will not be "any immediate effect on our operating budget."

Although he refuses to confirm whether the figure of \$570,000 is accurate, Eklund does acknowledge overexpenditures by the University. According to Eklund, the University is not operating in debt because the additional allocations came out of "savings." (Savings are monies specified by the state to be set aside and represent the difference between the "gross budget" and "total cash outlay.")

The Overexpenditures

The overexpenditures were reported to be in the area of "general operating expenses." At the present time an exact breakdown of specific overexpenditures is not available. Warren Randall, senior financial secretary in the business office, believes that the overallocations are "due to a combination of payments for salaries and purchasing of supplies."

Randall also noted that, "the cost of utilities runs high." Eklund explained that some of the overexpenditures might be due to deferred payment of bills originating prior to the start of the last fiscal year. The cost of temporary services is also being investigated.

Part of the problem in keeping track of expenditures is what Randall termed "improper feedback of information." The time lag between paperwork and financial statements by the computer in Albany is four weeks. As a result, Randall stated that he was "suddenly" informed in the last two weeks that the budget had been exceeded.

In order to prevent a future budget crisis Eklund is "instituting more careful and consistent controls" with regard to budget expenditures. This means a "continual review from the beginning of the fiscal year

of all fiscal expenditures." Eklund also stated that he is trying to "do more in projecting expenditures" for the new fiscal year. One result of this policy is that all departments that hire personnel under the temporary

Continued on page 3



Warren Randall

Strike Set for Tues; Coke Boycott Starts Today

By TOM MURNANE

A nationwide boycott against the Coca-Cola Company has been called for, and a coalition group here at Stony Brook has called for a boycott of classes today in conjunction with the movement.

Gary Spinner, 20, the leader of the National Committee for an Economic Boycott, said that Coke was chosen as a symbol of American business because "Coke is an American as mom's apple pie and also a corporation with world businesses."

"If we can reach the world through business," continued Spinner, "that's what we'll do." The slogan for the newly-formed movement is "Un-Cambodia, Un-Vietnam, No Coca-Cola."

A campus group, made up of the Youth International Party (Yippies), the University Coalition, and the October 6th Movement, has called for a boycott of classes today in conjunction with the strike against Coke. Jack Frohlich, one of the main organizers of the coalition group, says "there hasn't been an industry strike in this country yet, and education is an industry." Frohlich also said that "it is important that the faculty help" in the boycott.

The nationwide strike was called for at New Haven this week-end, and students at several campuses, including Rutgers, Columbia and Yale are making plans in conjunction with the strike.

According to mimeographed sheets passed out by the new coalition group on campus, the strike is a means of protesting "the expansion of the war into Cambodia, the resumption of the bombing in North Vietnam, and the increasing repression of dissent."

Inside Statesman

Cuba—From the
Inside—See page 2

SDS—Urban Science
Confrontation Shaping
Up—See page 3

"Purlie" is reviewed—See
page 7

Volunteers Assist Cuban Revolution

(Ed. note)—For much the same reason that the Government misinforms the public or withholds information about our military operations in Southeast Asia, the American people have been kept largely in the dark about life in Cuba today. The American press, whether through design or accident, rarely gives fair and equal coverage to those who support Fidel Castro and his revolution.

A group of people from Stony Brook, members of the Venceremos Brigade that spent six weeks cutting sugar cane in Cuba, have recently returned to America, bringing with them stories, photographs and a series of articles about Cuban socialism. While we don't expect to agree fully with everything they say, we feel that we have a rare opportunity to present another side, and hopefully shed some new light, on a concern that most Americans are generally poorly informed. What follows on this page is the introductory portion of a three-part series on Cuba from the inside. The series will run all of this week, and we present it here in the hope that it will stimulate new thought and discussion at Stony Brook. We welcome all responses to the series.

The Venceremos Brigade consists of 903 residents of the U.S. and Puerto Rico who have gone to Cuba in two contingents. The brigade spent six weeks cutting cane and two weeks touring the country.

We seven are former and present Stony Brook students, five men and two women, who are members of the Venceremos Brigade.

In Cuba we were allowed total freedom in travelling around, talking with everyone, taking any photographs, etc. This is quite different from what we read in the papers about Communism. However, our articles and films had to be

brought back to the "Free World" clandestinely.

There will be future work brigades to Cuba. Those interested should attend one of the discussions which will take place on campus in the next two weeks.

We would like to thank Glenda, a fellow member of the Brigade, who is not a student here for her poem which appears on page 4. We would especially like to thank the Cuban people for their warmth, their absolute frankness, and the faith in humanity that they have reinforced in us.

Dan, Alan, John, Steve,
Maggie, Alex, Spence



CUBAN HARVEST: South Vietnamese guerrillas, heroes in combat and volunteer cane cutters, visit the Venceremos Brigade.

...Undertaking "The Zafra Of The Ten Million Tons"

When the Spanish conquistadors came to Cuba looking for riches they found an island archipelago 700 miles long, one continuous forest inhabited on the shorelines by native Indians. Within 100 years the Indians were massacred and the forests of the flatlands on the way to being destroyed. Cuba became an island of black

slaves and large tracks of land — latifundia — granted to Spanish lords. When slaves in Hispanola and Jamaica revolted, the planter and trader classes were overthrown. And when the slave trade was banned on these and other islands of the Caribbean, sugar production became unprofitable. Therefore Cuba became the world's leading producer and exporter of cane sugar at the beginning of the 19th century. But always, before the victory of the revolution in 1959, sugar was produced to satisfy the greed of foreign masters. Sugar meant slavery for the masses of Cuban people.

The first rebellions of Cuba's colonial history were black slave revolts, and even after the slave trade and slavery came to an end, macheteros (farm workers) were denied vacant land to produce, in a simple way, food enough to support themselves and their families. Deprived of this right to land and food in a country where untilled arable land was everywhere available, the people were forced to compete as wage slaves in the back-breaking work of the cane fields, 100 hours a week or

more, and to: but a few months a year. The other months were "dead time," a time of enforced idleness, unemployment and hunger in which the machetero and his family separated; he to the towns looking for some work, they to the campo (countryside) where they lived without a roof over their heads all summer long, or to the bohios (rural shacks offering exceedingly poor living conditions) dotting the mountains and countryside.

Poor Man's Burden
The oppression of labor insured for the master class a constant over-supply of labor which could then be bought cheap, and worked long hours. Of course, the Spanish and later the American capitalists did nothing to lighten the poor man's burden when modern techniques were introduced or created to automate aspects of cane production — planting, carting, cleaning, refining, and shipping. And this is precisely what is meant when the Third World talks of underdevelopment. It is not just something that was or is, or occurs naturally — underdevelopment is the product of a certain type of colonial capitalist development. It means that all the riches of a land and a people, all the wealth produced by their labor, are taken away as profit, leaving nothing developed in the economic colony but those few means to ensure the continued flow of wealth from the people of the colony to the rich of the mother country. This is also precisely the pattern in the internal colonies within the mother country of America — in

the black belt of the south, among the Chicano peoples and the Indian peoples of the Southwest, in Appalachia, and in the urban ghettos. Simultaneously, it explains the development of rows of luxury housing amid the squalor of the cities and countryside of all Latin America, the American "colonies" of Havana or Rio or San Juan or Caracas.

In Cuba macheteros had to join together with all other workers to defeat colonialism and to be free. In the 20th century, the workers' struggle against exploitation and underdevelopment took the form of a general strike, led by Reuben Martinez Villena, for whom the sugar mill of the Venceremos Brigade is named, and, more importantly, of organizing the workers of the cane fields and mills in a class conscious movement led by the black revolutionary martyr Jesus Menendez who was assassinated in 1948. The victory of the revolution of workers and peasants, a hundred years in the making, meant for the masses of Cubans the creation of a socialist state in which, through rational planning, the people could realize the fruits of their labor in the field and in the factories. After 10 years of socialist construction, the people of Communist Cuba were prepared to undertake the gigantic task, the heroic effort of the harvest of 1970, the Zafra of the 10 million tons. The back-breaking manual production of sugar became the new means of forging not the most miserable forms of economic slavery, but of the liberation of the people, and not only in the important

sector of sugar production. Simultaneously using wealth and exchange generated from the sale of sugar at fair prices to socialist trading partners in Eastern Europe, the people expand in the areas of modern production of meat and milk, fruits and vegetables, farm machinery, seafood, ships and merchant marine, construction, irrigation, garments, etc.

Cubans Unify and Mobilize
The people of Cuba say that only through consciousness are riches won: only by mobilizing the whole nation to do voluntary work in the cane fields, the most back-breaking work of all. Through a moral, and not a material, consciousness, is Cuba built. The whole people of Cuba are mobilized to win victory in the harvest; the manual cutting of cane will be banished forever in Cuba by the wealth obtained by this historic harvest. The "libertador" and the "Henderson" machines developed by Cuban technicians and built in Cuba, are being introduced. Each machine does the work of about 100 good macheteros. Each costs many thousands of tons of cut cane to build. By emulation of the heroes of Giron (Bay of Pigs) many of whom gave their lives to defend socialism in Cuba, people work ceaselessly this month of April. By emulating the best, most cooperative workers, the people overcome all limitations and obstacles in the way of improving the quality of the daily lives of all the people. This, as the people say, is building in the spirit of unity and not of selfishness, without individual material incentive, but through consciousness and voluntary labor. And now too, in April, the people of Cuba have vanquished a force of "gusanos," forces of American imperialism in Latin America,
Continued on page 4

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Urban Science Head Says SDS Is Wrong About Rand

By BILL STOLLER

Stating that "our records are open to anybody," Robert Nathans, director of the Urban Science and Engineering (USE) program here at Stony Brook, has refuted allegations by an SDS group that the University will be conducting "racist" research directed and funded by the New York Rand Institute.

Students for a Democratic Society have called for a rally on the library mall for Thursday afternoon with the demands of "an end to the Urban Sciences and Engineering Department (sic)" and the "opening up of 50 secret RAND documents which will be used in Stony Brook's project."

Dr. Nathans, in a recent interview, said that he does not understand why people are attacking what he termed "finally a relevant project in engineering." Nathans claimed

that the SDS charges were misinterpretations of the program and he said that in reply to them he was unable to "divide the lies from the half truths and everything else."

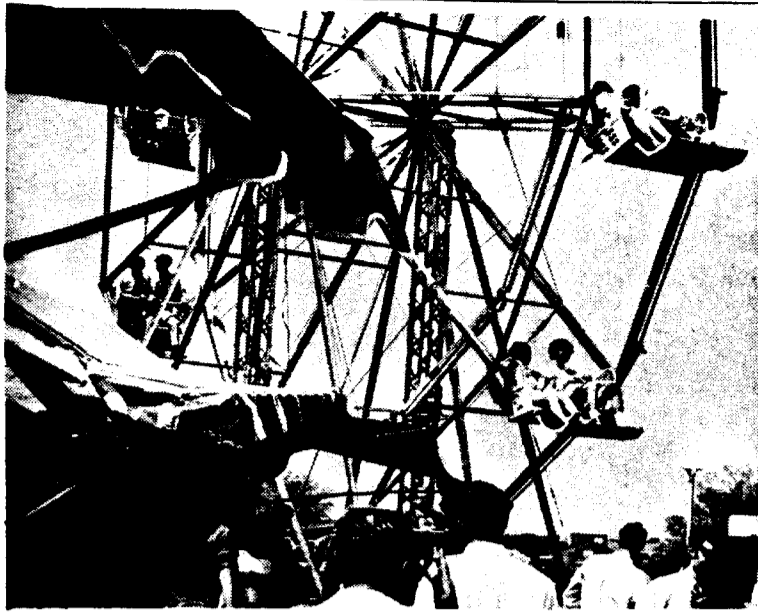
According to Nathans the USE is not funded or controlled by Rand, as SDS claims. Nathans said that money to set up the program came from the University, from a Ford Foundation grant the University holds for educational development, and from a \$60,000 three-year grant from IBM. Nathans termed the IBM funds a "gift" because they did not specify the need to use computers in the work. He said that the faculty who developed the program were "using the knowledge of Rand" to set up the program. All the research faculty and students in the program will be doing, Nathans said, will be funded by a proposed \$1,079,833 grant from

the National Science Foundation.

Nathans explained that the New York Rand Institute is not the same as the Rand Corporation, the West Coast "think tank" which does military research for the government. The Institute is a separate organization working on urban problems under contract to New York City and supported by money from the Ford Foundation and the Department of Housing and Urban Development in the federal government. Nathans said it does no military research.

Pointing out that Rand itself will do no research at Stony Brook, Dr. Nathans explained that as the NSF proposal states, some Rand Institute staff will be associated with the areas of research, as will faculty from engineering, political science,

Continued on page 4



Pres. Nixon Seeks Draft Changes To Aid ROTC, Pacify Students

WASHINGTON (CPS)—President Nixon is seeking major changes in the draft and other laws which will likely result in lower draft calls and increased enrollment in ROTC. He hopes they will also reduce student dissent.

Nixon asked Congress to give him discretionary authority over student deferments, and announced he would order no new ones issued if Congress approves. His actions will not affect undergraduate students who currently hold student deferments, since they will be eligible for deferments under the old regulations.

But students who don't have deferments, and those entering college next year, will be subject to call at any time. They will be able to postpone induction until the end of the semester, but no further.

No Teaching Deferments

Nixon abolished occupational deferments by executive order, thus ending the teaching deferments which many male college graduates have turned to in recent years. Those holding occupational deferments can keep them, but no new ones will be issued, except for those whose applications were filed on or before April 22. They will be considered under the old rules.

Paternity deferments, an old student favorite, also will end. Junior college students with deferments will be able to keep those deferments when they transfer to four-year institutions.

With ROTC now the only

guaranteed way to stay in school until graduation, enrollments may zoom. In recent years they have been dropping as students became more anti-military and as ROTC became a hot issue at many campuses.

Nixon also asked Congress to create a national lottery, instead of the current situation where each local board in effect has its own lottery. Since some boards have more eligible registrants with early lottery numbers than other boards, it is impossible now to predict whether a particular lottery number will be called. If Congress approves, each month's draft call will include the lottery numbers to be drafted, thus reducing uncertainty.

Frosh Face Draft

Although college students with deferments are not affected, many freshmen who are under 19 do not have deferments, since they saw no need to bother under the old law which drafts men only after they reach their 19th birthday. Thus they will be ineligible for deferments in the future, and are likely to be drafted.

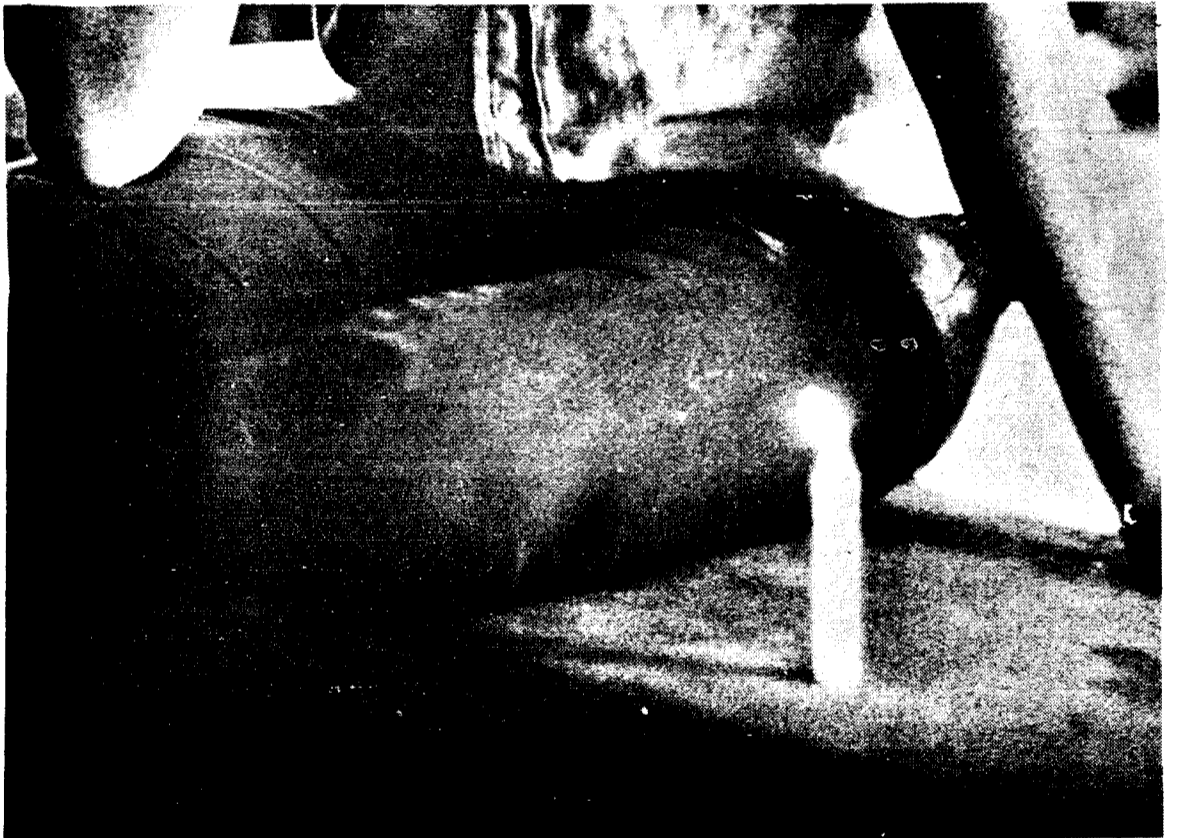
The overall effects of the President's proposals, if all are accepted by Congress, will be to reduce uncertainty for students. With virtually no deferments available for healthy nineteen year-olds, they will be exposed to the draft at that age. In a few years, almost all the students at colleges will have either been in the armed forces or have passed their year of prime jeopardy. Those who are in danger will be able to compute their chances quite accurately.

Lessening Dissent

The real winners may be deferred students now enrolled in college. Not only will they be able to complete their education, but when they are exposed to one year of vulnerability under the draft

The Nixon Administration hopes to lessen opposition to the war by moving toward an all-volunteer army and by virtually removing the draft as a concern for those who turn twenty without being drafted and without being deferred.

If student dissent is reduced by these steps, the Administration will have fewer things to worry about as it considers sending troops to Cambodia and other countries in the next few years.



BLACKOUT STRIKES: On Friday, a nearly total campus blackout occurred in the late afternoon. Its cause, still uncertain, is theorized to have been the

cutting of a power cable at one of the many construction sites on the campus. The power was restored about 5:45 Friday.

UNIV. EXCEEDS BUDGET

Continued from page 1

services heading must set aside sufficient funds in case the employee remains on temporary services for an extended period of time.

The most obvious effect of the overexpenditure according to Eklund is that Stony Brook is now "expected to be much more careful in fiscal procedures." He added that "undoubtedly we will now be subject to much more scrutiny from Albany."

STATESMAN IS INTERVIEWING ALL CANDIDATES FOR POLITY OFFICES

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Cuba Mobilizes For Harvest

Continued from page 2

who landed on a beachhead in Oriente. The "guanaco" came to demoralize the people and brought U.S. supplied explosives to destroy the mills that produce the refined sugar. In spite of the economic blockade and the armed provocation for the imperialists of North America, the people again produce half as much cane as ever produced under colonialism — while building more hospitals, schools, houses, and while producing more rice, butter, milk, eggs, citrus fruit, meat, vegetables than ever before.

Cubans Overthrow Oppression
Now the burdens of colonialism — those that affected the lives of the people (racism, sexism, underdevelopment) — have been turned aside. The material basis for oppression of the majority of the Cuban people by a handful of Americans and Cubans, has been destroyed. Black and white, men and women, students and

workers all struggle in the harvest as they did in the bloody battles for national liberation. The economic battle in Cuba, the battle for increased education and automation, for creating a basis for freeing the people from backbreaking work, is one with the struggle and sacrifice of oppressed people everywhere. The Cuban revolution built and staffs a hospital in Algeria, and provides milk for the children of Vietnam. The last sack of sugar is dedicated to heroes in Vietnam.

In people of the Third World and those who struggle in North America must understand what the people of Cuba have done. First, they organized politically and materially to fight for a total victory over the Batista dictatorship and imperialism. Then, after the people's victory, they organized to eradicate the economic and cultural legacy of imperialism. Cuba shows the way, as people — wanting to be happy and fighting for the right

to be happy. In the battle for the ten million tons, the people of Cuba stand in the same trenches and fight the same enemies as all oppressed people. Members of the armies of national liberation of Vietnam and Korea, of Mozambique, of the guerilla struggles in Latin America, revolutionary students and workers from Asia, Africa, and Latin America, technicians from East Europe and our brigade of Puerto Ricans and Americans, have come to Cuba to cut cane. This aid is not symbolic but concrete, hard work for the revolution, voluntary, unalienated work that makes us know what victory for Cuba, Vietnam, and the rest of us is certain. Because of how people live and struggle in Cuba, because of what we know now about ourselves and our brothers, we can struggle better here in the gust of the monster of imperialism.



GREETING THE VENCEREMOS BRIGADE: The school these Cuban children attend was a large garrison before the revolution, and the scene of the first battle of the liberation struggle.

SDS Called Wrong on Rand

Continued from page 3

economics, the Marine Sciences Center and the Health Sciences Center. USE is not a department, merely an interdisciplinary graduate program, utilizing appropriate faculty and resources from various sectors of the University.

Nathans said that he puzzled for a while over the second SDS RAND documents, but he feels that they must be questioning a paragraph in the 110 page NSF grant proposal which mentions "roughly fifty Rand internal working papers" which he had access to. Dr. Nathans pointed out that the mention of the documents came at the end of a list of references on fire protection research, one of the proposed USE projects, and that the papers, none secret, concerned studies of fire protection in New York City which the Institute had undertaken.

The proposed areas of study

for USE under the NSF grant would be Solid Waste Sources and Flow, the Financing of Services in the Metropolitan Area, Fire Protection and the Flow of Patients in State Mental Institutions. The funding proposal to the Office of Interdisciplinary Research Relevant to Problems of our Society, National Science Foundation, explains what will be attempted in each of the study areas.

For example, the study of State Mental Institutions will deal specifically with the Central Islip State Hospital and an evaluation of the flow of patients through various stages of treatment.

The fire protection research will examine Suffolk County and its volunteer fire departments, and attempt to find solutions to problems created by an increased population and incidence of fire in the county. The study has the

support of the Department of Fire Safety of Suffolk County. The Rand Institute did a similar, "pioneering" study in New York.

Dr. Nathans pointed out that the SDS claim that USE would study "conflict and violence" had its basis in fact in a listing of graduate and undergraduate electives available to USE students. Conflict and Violence is a graduate course, Sociology 541, already at the University.

The USE program will begin this Fall with an expected enrollment of 15 to 20 graduate students and a complement of five to ten faculty members. Some of the students will be graduates of Stony Brook.

Nathans was chairman of a committee set up last January to explore the possibility of an urban sciences program at the University. The committee travelled to other institutions and made a report to the president last fall.

Classified Ads Classified Ads

PERSONAL

THE GREAT PAPER PLANE contest will continue at this Friday's movie. Winners will be announced soon—the makers of "COCA" cola.

FREE—ONE-YEAR-OLD affectionate female calico cat needs home. Docile, trained. Cuteness incarnate. Will neuter. Call Mike 928-2336.

SESAME STREET STAN: Read this on the pot. Happy birthday from the Kid.

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FOUND—Four keys in black leather case at Carnival on Saturday. Call 3690 and identify.

COUNTRY BOY Thanks Friday night landing crew.

Art Show—Stony Brook Union Gallery presents an exhibition of works by senior art major Patricia Tuttle. Her paintings, sculpture, woodcuts and collage will be shown as a part of the University's graduation with honors-in-art program. The show will run from May 4th-15th.

What do the invaders really think?
That Cubans will hurry to reconvert
Their hospitals into jails,
Their schools into police stations,
Their museums into guarded mansions,
Their people's beaches into private enclaves,
Their freely shared farmlands into latifundia,
Their bright-growing children
Into skeletons, old before their time with malnutrition?

What, do the invaders really think
That Cuba will unbuild its roads,
Take away the people's jobs,
Destroy the worker's centers,
Exchange free housing for rent control,
Disband the Committees to Defend the Revolution,
Return the universities to the sons of the rich,
Work to bring back "an acceptable level"
Of poverty, disease, and illiteracy?

What! Do the invaders really think
That a soil rich with the blood of Cuban martyrs
Will support the growth of unshared harvests,
That the Cuban people will relinquish
Their brotherhood with Vietnam
For slavehood with Puerto Rico,
That the image of Nixon could ever replace
The image of Che, that workers building their own destiny
Will humbly return to build othermen's empires?

Do thy invaders really think?
They must be crazy or deathly sick with debilitating greed.
Revolutions are not reversible;
Cuba will not wind its clock to run backwards if it could.
Cuba has grown beyond their reach
Cuba will grow to the untested limits of our dreams
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Sold or stolen: the future rushes to meet our outstretched hands.

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Statesman

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La Voz de la Jente

To the Editor:

The war in Vietnam is still going on. Over forty thousand Americans have been killed so far, and countless thousands have been wounded. Who knows how many more will die or be wounded in the next few months?

A large number of young Americans are fleeing for Canada rather than fighting in a war they consider unjust. Other Americans are being imprisoned for exercising their rights to protest the policies of their government. To demand:

1. An immediate cease fire and withdrawal of all American military forces from Southeast Asia.
2. An end to political repression in the United States

the Moratorium Committee of the State University College at New Paltz has planned an eight-day, seventy-mile march from Beacon to New York City and we ask you to join us. We need ideas, help and money but most of all we need you marching with us.

The marchers will gather in a field outside Beacon. The next morning they will start on the route canvassing in the towns along the way.

At night they will camp in fields or stay in churches. Sanitary facilities will be provided. Some food will be available through the personal donations of the marchers.

On May 16 we will reach New York City. The Fifth Avenue Peace Parade has organized a rally in Central Park where petitions will be presented to government officials.

If you have any questions, ask your Moratorium Chariman or write to:

Carol Kaelia
311C Berier Hall
SUNY at New Paltz
New Paltz, New York 12561
or call 257-3198

Editorials

Strike Tuesday

"Participants in the May Day Demonstration in New Haven have called a nationwide strike of high schools, colleges, and universities to begin Tuesday, May 5, Marx's birthday. We demand:

1) That the United States government end its systematic oppression of political dissidents, and release all political prisoners, such as Bobby Seale and other members of the Black Panther Party.

2) That the United States government cease its escalation of the Vietnam War into Cambodia and Laos: that it unilaterally and immediately withdraw all forces from Southeast Asia.

3) That the universities end their complicity with the United States war machine by an immediate end to defense research, ROTC, counterinsurgency research, and all other such programs."

We support a nationwide strike (not a boycott) of classes on Tuesday, and any length of time to meet these ends. This means shutting down the University from conducting "business as usual" until the demands are met.

In response to the first demand, political repression has been brought home to this campus, in the name of the Stony Brook 11, two of whom go on trial tomorrow in Hauppague District Court for charges stemming from demonstrations almost a year ago. These charges, although cloaked in a disguise of breaking a law, are, nonetheless, political and should be treated as such. That is why the government is going all-out to prosecute these two "criminals" to the fullest.

But who are the real criminals? They are the Nixons, the Agnews, the Rockefellers — those who exploit and suppress the very fibre of this country — those who attempt to make this country free from the growing fascism now facing us.

The second demand will be a major rallying point for many of the students, and faculty at this and other universities. The Stony Brook Administration is seriously considering (if it has not already decided by this time) of calling a strike tomorrow in support of this demand. This might be quite fine in terms of showing

Nixon that the University does not agree with his policy, but who really cares? If the University strikes over one issue, and not over the other two, then they are avoiding the signs and symptoms of the times, and not dealing with the real crux of the problem.

Of course, the Administration would not support demand number three, since it directly affects the monetary interest of the University. The question of morality of taking money from the Department of Defense is not even considered by the Administration, but only the monetary aspects.

To talk about these things is to do nothing. Action is what is needed at this time. We're tired of talking; we're tired of demands being unanswered; we're tired of being told an end to the war is "around the corner"; we're tired of lies coming from the Nixon Administration; we're tired of attempted suppression of the media to the point where they're afraid to publish editorials criticizing Nixon's speeches. It's time for action, now.

The students, and faculty, must get together, this afternoon, and live up to their consciences — confront the warmakers, the repressors, the lawmakers, and show them we mean business! A strike is only the beginning. Where it goes from there is for you to determine.

SBUGB

The elections of Governing Board of the Stony Brook Union come at the same time as the Polity elections, May 13. As of this date, only two people have taken out petitions, out of a field of six positions, four residents and two commuters.

The Governing Board sets the policy for the operation and programs of the Union building. Its function, in terms of student activities is extremely important, and should be considered by all those students who care about the Union's potential or operations.

To the Editor:

The Wyandanch Book Drive has finally been completed. I would like to thank the Campus Book Store, the Frank Melville Jr. Memorial Library and all those individuals that have contributed so unselfishly and have made this project a phenomenal success.

Peace.

Mark A. Cooper

To the Editor:

My mother and I want to thank everyone who helped clean up the grounds of my mother's house on Saturday, April 18. We both appreciate it very much. You all did a wonderful job, and we are proud to think that there are students and community people [who] are willing to help us.

Lillian E. Hulse
Nettie Brewster

To the Editor:

Is it true that maintenance is putting one over on us? Or is there any other way to explain the fact that last night when it was two degrees out, we had no heat (at least in Roth quad), but the night before, when it was ninety, we sweated in bed?

Daniel Schwam

An Open Letter to Robert Chason, Director of Housing

Dear Mr. Chason:

Unfortunately, I am not an eloquent letter writer, but I feel very upset about what recently was done to me, along with another MA in my quad, and I feel compelled to say something.

Last night, I received a form letter telling me: "Due to the large number of applicants for the positions available it is unfortunate that I must turn away what I consider to be qualified applicants." This was sent to each applicant. It said nothing about my past performance as an MA.

Mr. Fortunoff, the new quad manager, was in another quad last year. How could he possibly say that I am not qualified to hold the position for another year? If he had bothered to contact Miss DiMare, the quad secretary, he would have been told of my frequent contact with her and of my performing the required "duties." If he had bothered speaking to Mr. Phelps, the present quad manager, he would have been told the same things.

Furthermore, on the day of my interview, when it was completed, Mr. Fortunoff said to me, "I don't think you have much to worry about." As a result, I did not apply for an RA position and am now left without a chance to as much as apply. Also, I was told by another quad manager that if an applicant was not accepted in the quad he first applied to, the other quad managers would see him in a "pool" of interviews. For this reason I was not permitted to have an interview in Roth quad. This system never materialized.

As far as I can see, selection in Kelly quad for the MA position was completely arbitrary. There was absolutely no reason for my being fired, as in essence, that is what happened.

My anger is only surpassed by my complete disillusionment.

This letter is also being sent as an open letter so the student body can also see the "fairness" of our selection process.

Fred Rubtchinsky
MA—Kelly C

staff

Arts—Joel Bloch, Marcia Reznik, Steve Ross, Fred Sternlicht, Hank Teich.

Feature—Gerry Hariton, Harvey Hecht, Renee Lipski, Cathy Minuse, Tina Myerson, Stefan Rosenberger, Marilyn Spigel.

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Sports—Leonard Bertiner, Randy Danto, Bob Fox, Steve Ingis, Chuck Jeffords, Scott Karson, Ken Lang, Jeff Marshall, Michael Waxman.

Columnists—Lee Gruenfeld, Scott Klippel.

kly Calendar Weekly Calendar Week

Monday, May 4
 Dept. of English Lecture—Prof. Harvey Gross—"Hegel, Beethoven, Wordsworth: 1770-1970." 4 p.m., Humanities Faculty Lounge

Economics Dept. Lecture—Dr. Michael Intriligator—"Simulation of Health Delivery Systems." 4 p.m., Social Science B, room 336.

University Lecture Series—Prof. C. Rosen—"Music and the Arts: The Attack on Tradition in the 20th Century." 7 p.m., Lecture Hall 100

Cardozo College Lecture—Prof. Robert Lekachman—"The Nixon Depression." 7:30 p.m., Cardozo Study Lounge.

Toscannini College Film Series—"Fall of the House of Usher," "The Bank Dick." 9 p.m., Hand College.

Art Exhibition—Two Man Show Assemblages by Jacques Guilman. Objects by Ronald Lusker. 11 a.m.-4 p.m. (until Friday).

Tuesday, May 5
 Poetry Reading—Louis Zukofsky. 8:30 p.m., Lecture

Center 110.
 University Lecture Series—Professor H. Weisinger—"Lear." 3 p.m., Lecture Hall 102.

University Lecture Series—Prof. T. Altizer—"Radical Protestant Theology." 7 p.m., ESS 001.

University Lecture Series—Science and the Future of Man—Guest Lecturer, Dr. Bentley Glass—"Technology Assessment: How to Avoid Disasters." 7 p.m., Lecture Hall 100.

Woody Guthrie College Lecture—Four Students—"South Bronx Urban Residence Teacher Training Program." 8:30 p.m., Guthrie Downstairs Lounge (Kelly D).

Wednesday, May 6
 Meeting of English majors forum. 8 p.m., Humanities Lecture Hall. Important!

Meeting of History Honor Society. 8 p.m., Social Sciences B212. Important meeting. Election of officers. All must attend

Toscannini College presents "Polk Sing." 8 p.m., Toscannini Lounge. All are invited. Bring

your instruments.
 Cello Recital—Mark Simcox. 8:30 p.m., Lecture Hall 106.

Varsity Track—Stony Brook vs. Upala, Wagner. 4 p.m., Wagner College.

African Poetry." 7 p.m., Lecture Hall 100.

Henry James College—Flute and Harp Concert—Dorothy Lee, Flute, Genevieve Duffy, Harp. 8 p.m., James College Lounge.

University Lecture Series—Professor A. White—"Comparative Settings: Mignon Lieder; Gretchen am Spinnrade." 8 p.m., Lecture Hall 102.

Benedict College Lecture—Dr. Jackson Barry—"A Look at Silent Movies—"The Cabinet of Dr. Caligari," Chaplin's "The Tramp" and others, with a brief discussion. 8 p.m., AB Lounge, Benedict College.

Dreiser College Lecture—Dr. Joseph Ilvovsky, MD Diplomatic American Board of Psychiatry—"Modern Uses of Hypnosis in Psychiatry." 8:30 p.m., Dreiser College Lounge.

Thursday, May 7
 Lecture—Professor Roger S. Payne, Rockefeller University—"Whale Songs: Among Wild Whales." 8 p.m., Chemistry Lecture Hall.

Varsity Tennis—Stony Brook vs. St. John's. 3 p.m., home courts.

Welfare Mothers, County Welfare Officials—"Welfare in Suffolk County." 8 p.m., Poe Lounge.

Revolutionary Lecture Series—Leif Johnson—"Communism vs. Alienation." 8 p.m., Humanities Lecture Hall.

Department of Music Concert—Adele Addison, Soprano. 8:30 p.m., Lecture Center 106.

Mount College Lecture—Mr. Herbert Hill—"Black Labor in White America." 8:30 p.m., Mount College Lounge.

Cardozo College Panel Discussion—Professors David Burner, Max Dresden, Robert Marcus, Joel Rosenthal—"America in the 1960's." 8:30 p.m., Cardozo Study Lounge.

Demonstration—Expose Racism on Campus. 2 p.m., Library Mall.

Friday, May 8
 Crew—Stony Brook vs. Heats. 2 p.m., Philadelphia.

COCA Film—"The Graduate." 8 p.m., Lecture Hall 100.

International Folk Dancing. 8 p.m., Engineering Lobby.

Saturday, May 9
 Varsity Track—Stony Brook vs. C.T.C. 10 a.m., C.W. Post

Varsity Tennis—Stony Brook vs. Pace. 1 p.m., home.

Crew—Stony Brook vs. Dad Vail R.A. Championships. 2 p.m., Philadelphia.

COCA Film—"The Graduate." 8 p.m., Lecture Hall 100.

Concert—Gregg Smith Singers, Gregg Smith, Conductor. 8:30 p.m., Lecture Hall Center.

Sunday, May 10
 COCA Film—"Citizen Kane." 8 p.m., Lecture Hall 100.

Gray College Poetry Reading and Film—Helen Adam, Poet and Bill McNiell, Film Maker. 8 p.m., Gray College Lounge.

Henry James College Movie—"Sign of Zorro." 8:30 p.m., Henry James Lounge.

Dreiser College Movie—"We Love You, Alice B. Toklas." 8:30 p.m., Dreiser College Lounge.

Mount College Concert—The Madrigal Singers. 8:30 p.m., Mount College Lounge.

Notices

Will the person who placed the summer volunteer research project notice in the April 2nd issue of Statesman please contact Statesman immediately



 The Interdisciplinary Program on Black Studies announces fifth lecturer in its Black Studies Symposium Series for this semester. Dr. Adu Boahen, Professor of African History at the University of Ghana and now Visiting Professor at Columbia will speak on "Africa Since the Second World War." Lecture will take place at the Student Union on May 13 at 8 p.m. in room 236.

The Stony Brook Ice Hockey Club needs non-playing members to serve in administrative positions. Call Scott at 5177 for information.

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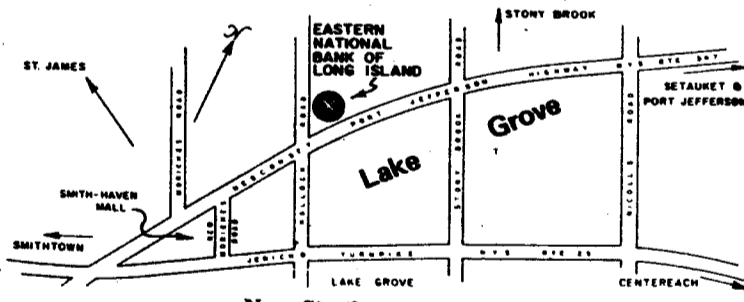
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Where the Warmth Stays After Sundown

By HAROLD RUBENSTEIN

If the people in *Purlie* were (it is the world's misfortune that they aren't) they'd probably live in small, humble shacks that would appear to have little but clutter inside them. But upon opening the door, in a room clean as the country air, with every plate, spoon, and glass tinkling with sunshine, there would be a fire that sparks glitter to shower down the walls and crackles with such energy that it would sound like handclapping, loud, rhythmic and full of appreciation for the house it lighted. The rooms would be full, not with furniture, but with love.

Purlie beams with pride so unashamedly that a thin plot, some flat and predictable lyrics and several flabby scenes and wilted blackouts disappear from memory because they are overshadowed by a boundless joy that comes from being asked to share some happiness. *Purlie* gives so much and requires only that it should be illegal for a person not to want to smile. *Purlie* possesses a cast that doesn't know when enough is enough, creating chain reactions of laughter that explode into boundless excitement and finally climaxes in a tumultuously beautiful, sparkling love affair.

From the very first number the audience is hooked. "Walk him up the Stairs" is a gospel song that shakes the walls of the Broadway Theater with no less thunder than it challenges the walls of the ramshackle Big Bethel Church that *Purlie* gets claim to. Every member of the cast seems to be saying "Look at me," not because of conceit, but in a desire to share the exuberance that carries them across the stage in and out of each other like flashes of sunlight on the water. If the finances of production didn't force the first number to end, who knows how long they might sing, and the audience would willingly stay for as long as they could.

If the cast of *Purlie* had been different the show might not be quite so good. But it isn't different so who cares about "if." There is a male chorus that could drown out Fred Waring's pathetic Pennsylvanians with a "hello" that never attempts to walk. Everyone in *Purlie* "moves." There isn't much choreography, which is something to feel slighted about because when the cast dances they could stamp out ten packs of firecrackers and still have the time to crush half the cockroaches in Georgia. But the show slinks, lunges, stomps, or slithers to seduce the audience to "move" with it. There is one guy in the chorus who touches ground only long enough to avoid the sloppy publicity that he would probably have to face if it was found out that he defied Newton's law of gravitation.

If there was a power black-out

PURLIE



in New York, *Purlie* could still go on. The stage could remain ablaze with the gleaming brilliance that shoots forth from Melba Moore's eyes. Every night is Melba Moore's birthday. She has Christmas on her face and New Year's Eve in her presence. When she smiles it is as if she invented a new way to use the mouth. She stopped the show twice and that was because she had only two solos. When she sings "Purlie" as Lutiebelle, we see *Purlie* better than if she carried around a billboard with his face on it. When she sings "I Got Love" she gushes out enough for everyone. Sitting in a rocking chair, she looks as frail as a child trying to imagine what it would be like to sit in grandpa's arms. She sings and we all quietly smile and hope for her. But when she gets to the word "Love" her voice spirals like a Roman candle, bouncing up from the chair because the paltry rocker couldn't contain her and then belts s out the bristling number as if it were her own national anthem. Melba delivers a punch line with all her pearly whites showing her fist right on. That she will be a star, is a redundancy. She is one of the most exciting things to happen to Broadway, music, and for the propagation of joy.

If Melba walked offstage, the lights could be powered from non-stop arms, and legs of Cleavon Little. As *Purlie*, Little seems to walk in two directions at once and get to both destinations. Get him going, and his arms reach out and gather us in like hungry converts that are going to go with him. Within minutes, the perfect

conman, lover of man, master of deception, procurer of harmony has us as disciples. *Purlie* finds a major asset in his blackness. It defines him and gives him an inescapable point to start from. Little displays the strength his blackness gives him and lets it take his body across the stage in three steps, each one ringing with peels of pride. When Little does a soliloquy in the second act about how he deemed old Cap'n Cothchephee to die, his voice wails across the stagelike the Sermon on the Mount lit up in neon. He sings it, dances it, struts, bellows and squeals it out to us with a fire that could ignite Billy Graham's tent. With the last howling words he triumphantly slides across the stage, and as the audience bursts into applause, leaps across that same stage. Before we can realize that no strings were involved,

Peter Pan struts back across the other way, his limbs defying his body to catch up with itself. Rumor has it, that if one looks close enough, his fingernail on his right thumb doesn't move.

The wonderful thing about *Purlie* is that it doesn't seem to want to have stars. They give stage so easily. Melba Moore fairly shrinks into the scenery when we bathe her in adoration. When she or Little sing a duet with Novella Nelson they know the song is hers and it stays that way. To have two distinct female voices in a musical is a theatrical rarity, but Miss Nelson is a rich blues singer that reminds one of Nina Simone without the antagonism. As Missy, *Purlie*'s sister-in-law and matchmaker between him and Lutiebelle, she covers the play with the warmth of an innkeeper's old downy quilts, and fluffs it with a straight-forward home-grown laugh that makes us believe, if only for the duration of the show, that with love there is hope.

Philip Rose is the director who lit the fuse to the whole play and has instilled the cast with the determination to make fireworks without the stench of gunpowder. His best fuel was Gary Geld's music. It is rare that an audience at recent musicals has been able to remember a tune a week later, let alone four or five of them. Geld's songs are theatrically driving yet still do not betray the heavy rhythm and blues of black music, nor firm oath to happiness which the show has taken.

After two ovations for Melba Moore, hysteria for Little's speech and hurrahs for a female gospel choir that reaches heaven on the first note, *Purlie* still doesn't end. It gets multiple deserved curtain calls, and then when the curtain comes down, the audience gets up, not to leave but to walk down to the orchestra to applaud them. Finally, the audience can hold on no longer. *Purlie* isn't a theatrical masterpiece. It is simply fantastic entertainment, bringing sunshine into a windowless theater and throwing its rays out with love and no shadows.

But if you really don't want it to end, there is a record store down the block from the theatre that is pushing an album by Melba Moore and plays her songs from the score out on the sidewalk. I stayed for three numbers and had to be dragged away from the fourth.

HARVARD TO STUDY RELATIONS WITH BUSINESS WORLD

CAMBRIDGE—(CPS)—Harvard University, wracked last year by a student strike over the school's complicity with the military, has decided to do its own study of the university's relations with corporate enterprise. The study was announced by President Nathan Pusey.

"The President and Fellows (a Harvard governing board) are frequently called on to make decisions which affect Harvard's relationship with the business world, often involving social and political considerations of wider importance than simply to Harvard," said Pusey. "Investment policy is just one aspect, but only one aspect, of the problem. The President and Fellows need thoughtful guidance in his area."

Pusey has asked the committee to examine and clarify the relationship of universities, and particularly Harvard, with corporate enterprise in general in the United States, "to try to discover and define points of difficulty in the relationship and recommend ways in which universities and corporate enterprise can work together for constructive social purpose."

Harvard is also running into trouble with the Department of Health, Education and Welfare, which has given the school an ultimatum: Open your personnel records to HEW investigators or face a cutoff of over \$60 million a year in federal money.

The university has been charged with discriminating against both blacks and women in hiring, and HEW wants to investigate the charges. Harvard says it has no intention of allowing the government to go through files on all its employees, but says it will be happy to provide HEW with the file of any employee or applicant who feels he (or she) has been discriminated against. The issue will probably wind up in court.

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- Survival!



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with Calvin Lockhart

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Quad meetings to arrange for a nationwide strike tomorrow will be held tonight, after dinner in all five quads on campus. For further information, consult your nearest bulletin board.

WUSB Schedule
820 AM
6796, 7900, 7901

- Monday
- 5-7 p.m.—The New People
- 7-10 — Hank Teich with Freight Train
- 10-10:10 — Big News
- 10-10-11 — Monday Night Flush
- 11-11:15 — Snatches from the Left with L.T. Sun
- 11:15-1 — Turning
- Tuesday
- 8-10 a.m. — The Early Riser with Neil Litt
- 5-7 p.m. — The New People
- 7-10 — The Crock of Rock with Randy Volkell
- 10-10:10 — Big News
- 10-10-11 — Seize the Time
- 11-11:15 — Newsfront with Ian Levit
- 11:15-1 — A gift of Sons with David Finke
- Wednesday
- 8-10 a.m. — The Early Riser with Robbie Wolfe
- News on the hour, Monday-Thursday, 7 p.m.-1 a.m.
- Call in your stories on 7901.

Freshman Biology Majors:
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SUSB Review of Bio-Medicine

Any Freshman now a biology major or intending to come one can obtain a free copy of PROBE by sending name and campus address to:

Glenn Bock or Todd Swick
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Trackmen Fall to Albany, Harpur

By ROY DEITCHMAN

After arriving at the Colonial Inn in Binghamton on Friday night, the Stony Brook track team received an evil forewarning of Saturday's State University championships. As the team members opened their rooms they discovered that the Albany track team had beat them to the beds. Getting different rooms after this administrative blunder, the track team might have guessed that the score the next day would be Albany 96, Harpur 54, and Stony Brook only 31.

The Patriots ran well but were outclassed by the stronger Albany team and individual Harpur performers. Oscar Fricke had a great day. He took second in the mile with a 4:24.7, losing by only three-tenths of a second

in the most exciting finish of the meet. Psyched to beat Garry Wallace of Harpur who nosed him out in the mile and had a skein of nineteen straight victories, Oscar set a blistering pace in the two mile and won with a new Stony Brook record time of 9:55.1.

Mike Vaudreuil was the only other winner for the Patriots. He broke the school record in the shot put with his last toss of 42 feet 11 inches. The weightmen, Vaudreuil, Gary Visco, and Jared Goldman, had a profitable trip. Before the meet a small downpour occurred during which time Visco found a twenty dollar bill floating down from the sky. Thus the weightmen ate well. The only other point they scored was a fourth in the discus by Jared Goldman who,

according to reliable sources, slept with his discus.

Phil Farber had a respectable day, though he was unable to repeat last year's two victories. Phil took a second in the 220 and a controversial third in the 100. At the 100 finish line, three competitors went over neck and neck yet Phil's time was clocked as three-tenths of a second slower than his rivals. Earlier in the week, Phil had a bad case of shin splints, yet courageously came back for a very respectable performance.

Dan Pichney ran his best 880 of the season and took third with a 2:02. Dennis Pennanga had a ten foot effort to take third in the pole vault. Tying his own school record in the high jump, John Kefalos took third. Having a very busy afternoon,

Jimmy Jones took third in the triple jump, and Don Kluzenaar, arriving just at meet time, took fourth in the 440.

The Patriot 440 relay team scored three points by taking second with their best time of the season, 44.8 seconds. The team includes Jones, Chris Lake, Kluzenaar and Farber.

The Patriots' record now stands at 4-2. "We've improved so much since last season," said Mark Cohen, "yet we still lost by the same score as last year." Albany and Harpur have improved so much that the ten Stony Brook trackmen not on the trip hurt the team's chances. The Pats' next meet is Wednesday against Wagner and Upsala on Staten Island where the trackmen hope to get back on the winning streak.

Crew Team Cops 1st Win Of Season

By MICHAEL VINSON

The Stony Brook Varsity Crew team captured the Brother O'Hare Cup and gained their first victory of the season on Saturday.

With the call of "Ready...Rox" the race started. From the beginning it was a battle between the Patriots and Manhattan with C.W. Post trailing. At the halfway point SB was dead even with Manhattan. At this point, as prearranged, stroke man and team captain Noel Gish took the stroke from 36 beats per minute to over 40. He kept this pace for 40 strokes. When they finished this sprint, varsity was a length ahead, a lead they never lost. Manhattan started closing the gap towards the end, but Varsity hung in there and won by 25 feet. After the race, Noel Gish accepted the O'Hare Cup for the team.

Varsity's hopes for capturing their first Sulger Cup were destroyed on Friday as they failed to qualify for the race. They came into the O'Hare Cup race determined to win.

The winning crew consisted of Noel Gish, Brett Sherman, Ken Assai, Eric Mentor, Hunter Tashman, Jeff Fendak, Neil Trombly, and Kory Christensen. The coxie was Jeff Podowitz.

The J.V. race was won by a powerful Ithaca crew with Buffalo State finishing second and Stony Brook third. St. Johns was last. The team lacked that extra something that is necessary to win.

Next week both crews will be in Philadelphia for the Dad Vail Regatta, which will be the final race of the season.

Restless SB Tennis Team Wins Twice, Then Loses

By BARRY SHAPIRO

Don Coveleski looked rather haggard. The tennis team's long weekend was over and the coach looked more tired than his players. Three matches in three days can be a trying experience — and sitting and watching can be the most exasperating feeling of all.

The Patriots had an interesting time. Thursday the netmen won a vital match against L.I.U. in their battle for second place in the Met Conference. On Friday a makeshift line-up walloped Nassau Community College in an exhibition encounter. And Saturday Stony Brook climaxes its busy weekend with tough 5-4 loss to SUNY arch-rival, Albany.

Thursday's excursion to L.I.U.'s Brooklyn campus started quietly. There was an air of nervousness that usually precedes an important match. The Blackbirds had given the powerful Brooklyn team its toughest battle of the year, and the Patriots were ready for the worst. Nothing was alleviated by the 30 minute delay on the beautiful L.I. Expressway parking lot. By the time the Pats arrived at L.I.U. the afternoon was cold enough to numb the few brave spectators.

Third-Rate Courts

It took campus security forces a couple of minutes to clear basketball playing youngsters off the courts since basketball backboard overhangs one of L.I.U.'s first-rate, pit-surfaced, street corner courts. L.I.U. thus joins a long list of big-name sports powers with third rate facilities.

Once play began it was obvious that every match would be close, but the Pats seemed to be gaining the edge. Stu Goldstein defeated Andre Heiman 6-3, 7-5 in one of his finest comebacks of the year. Stu was down 1-4 in the second set before he surged back for the big win. Jon Nordlicht made it three wins in a row with a hard-fought 6-3, 3-6, 6-1 win over Louis Klinger. Mike Chen took a while to warm up in the frigid weather but when he did he walloped Bob Heraux 5-7, 6-1, 6-2.

The day's match clincher was also the longest and possibly most exciting match of the year. Joe McDonnell won an amazing 6-3, 14-12 victory from Dave Shakin. Joe finally clinched the triumph on his seventh match point, as each and every point in the match seemed a veritable war in itself. Gerry Glassberg playing possibly his finest of the year bowed to Milan Politzer 6-3, 1-6, 6-4.

With the Pats ahead 5-1 after singles play and darkness setting in, the first doubles match was halved at one set apiece, and the unplayed doubles matches were split. The final impressive score was 6 - 2½ in Stony Brook's favor.

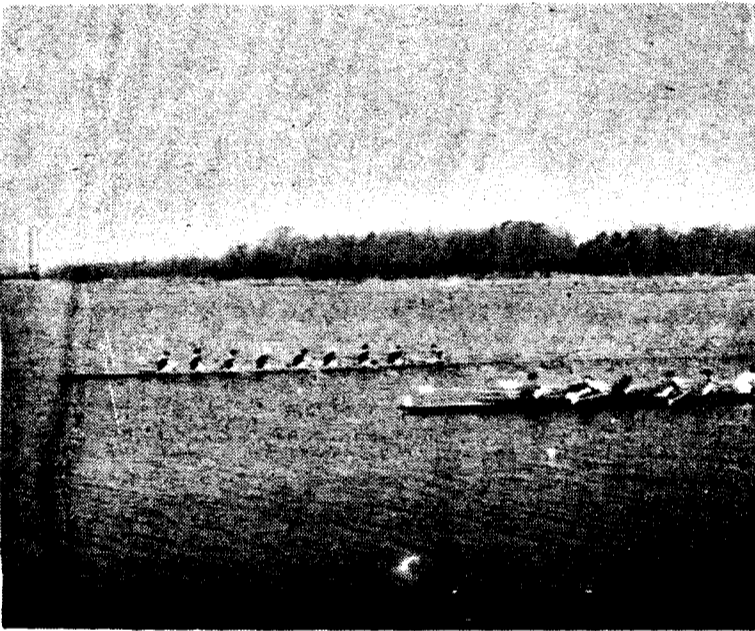
No Revenge

Friday, Stony Brook took on Nassau Community College in an exhibition that only served to prove the Pats complete superiority. Stu Goldstein, Mike Chen, Steve Elstein, Brian Acker, Steve Klubock, and Ron Dutcher posted singles victories respectively. Goldstein and Chen also won in doubles to cement the final 7-2 margin.

Saturday, the Pats went up against Albany in a non-league match. Stony Brook was massacred by the Great Danes last year and the Patriots wanted a win over the strong SUNY team badly. In a match that could have gone either way, Albany eeked out a 5-4 win that went down to the final doubles match before it was decided.

Goldstein, Nordlicht, and Chen posted wins that knotted the score at 3-3 after singles. Goldstein and Ken Glassberg teamed for a win in first doubles but there the Pat luck ran out. Gerry Glassberg was unable to play because of an injured back and Joe McDonnell was in bed with a fever, so Nordlicht and Chen teamed in second doubles. The duo was overmatched and bowed in straight sets. Brian Acker and Steve Elstein paired for the first time in third doubles. The deciding match was close all the way but the Pats fell 11-9, 6-4 to give Albany the win.

The team record is now 7-3, and 3-1 in league competition. The next match is a home battle with St. John's for second place on Thursday at 3 p.m.



MARGIN OF VICTORY Crewmen beat Manhattan by this much Saturday for their first win of season.

Diamondmen Drop Contest With Errors and Poor Play, 6-3

By JERRY REITMAN

Slipshod defensive play gain proved fatal Saturday afternoon as four errors led to as many runs and enabled the Queens College Knights to emerge victorious from their joust with the visiting Patriot diamondmen, by an ultimate margin of 6-3.

Once more the pitching, despite a chronic tendency toward wildness, was more than adequate. The Dave Weisbart-Steve Kreiner combo served up a total of two earned runs on seven hits. Such an outing would normally be expected to bring the troops home as conquerors.

Bad Fielding
But not this team. The doubleplay duo contributed a pair of misplays apiece, enabling the Pats to remain under the .900 fielding mark. And the silent sticks remained so. Enroute to a .183 season average the club has now "ripped" off 15 safeties in its last four outings.

Stony Brook was in trouble virtually all the way. Three singles plus an accurate but dropped throw from catcher Joe Dono on a stolen base attempt gave the Knights a first inning run. When Weisbart opened the third by walking the first two batters Coach Frank Tirico pulled him, bringing on

rightfielder-relief specialist Steve Kreiner. His fastball bailed the team out of trouble, as a hard grounder up the middle was turned into a bases loaded force to end the frame.

The best Pat thrust came in their next at bat. Kreiner skied to left, but through the outfielder's glove. After Craig Baker walked, Mike Weiner placed a double just beyond the hapless fielder, bringing home the first score. Stu Buckner followed with a routine grounder, and the paralyzed first sacker fired home, right after Baker scored. Still with two men on, the rally died quickly enough. Two wiffs and a popped bunt took care of that.

Back on the field, the defensive dirty work continued. An inning opening roller under Rich Levine's legs bore fruition when, with two dead, Kreiner tied the game by issuing a pass with the sacks loaded. It remained 2-2 until the seventh.

Then, with one gone, Kreiner yielded consecutive walks. Both runners should have been nailed as they sought to advance on the basepaths, but each time shortstop Neil Weiss dropped the ball and, supported by Gus Makris' pinch single, both runners scored. These proved the deciding tallies.

Not quite through, the Pats

again threatened in the eighth. Kreiner opened with a tremendous blast to left which "would have gone without the wind," but instead was held in the ball park for a long double. Baker reached when the third baseman blew an easy pop, and moved up two bases as Buckner lined a single to make it 4-3. Weiss' long drive ended the inning.

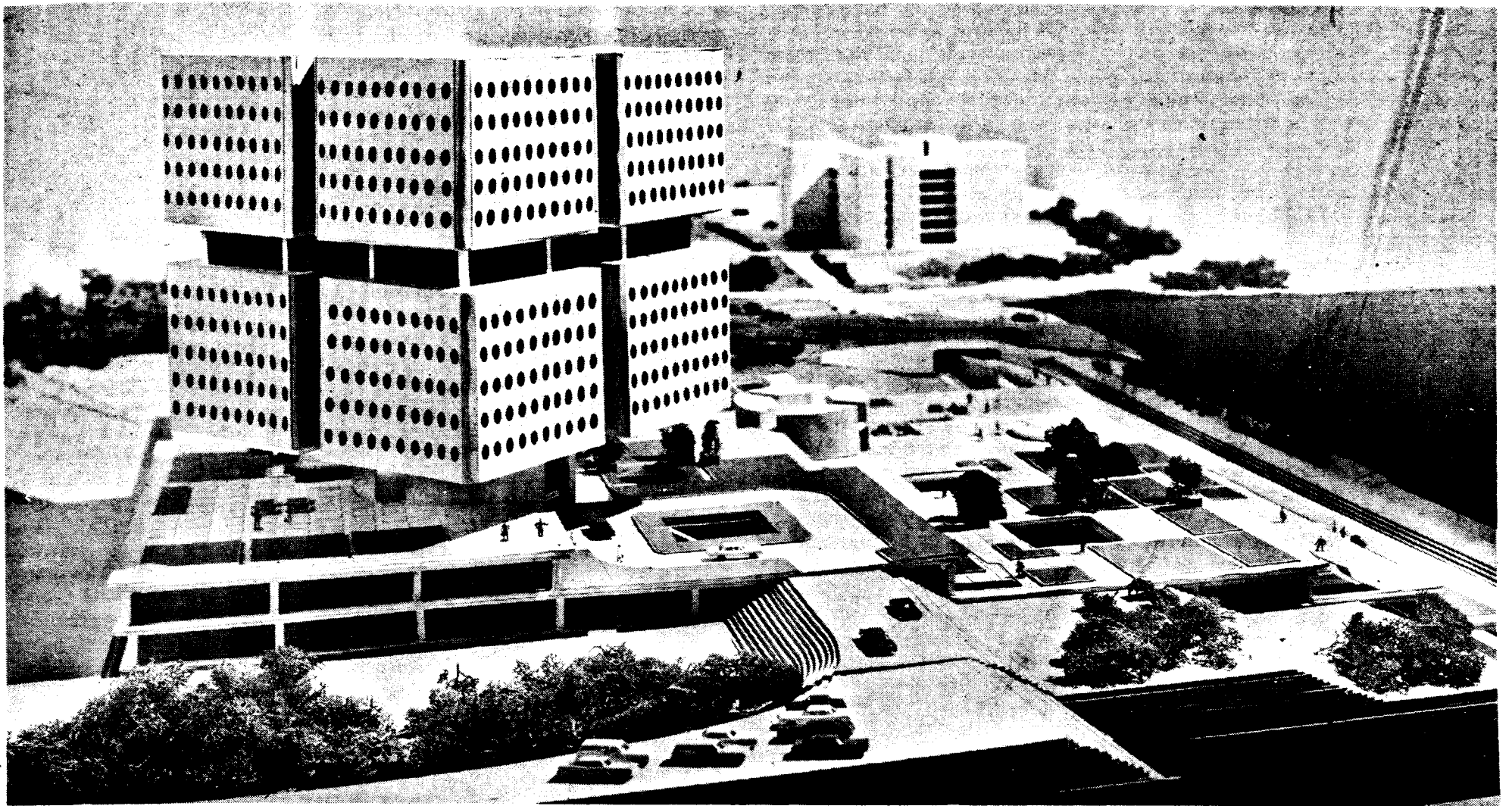
Queens tucked the game away in their turn, two singles, a walk and a sacrifice fly doing the damage. Lou Mazel singled in the ninth, but deep flies to the rocky leftfielder ended the disappointment.

BB Boxes

	AB	R	H	RBI
Leiman	5	0	0	0
Kreiner	5	2	2	0
Baker	4	1	0	0
Weiner	4	0	1	1
Buckner	4	0	1	2
Dono	4	0	0	0
Weiss	4	0	1	0
Levine	2	0	0	0
Gandolfo	1	0	0	0
Weisbart	1	0	0	0
Pickens	2	0	0	0
Mazel	1	0	1	0

STATE U at STONY BROOK

HEALTH SCIENCES CENTER



Major Commitments of Health Sciences

By Edmund D. Pellegrino, M.D.
Director, Health Sciences Center

To undertake the design of a comprehensive health sciences center today is an exciting and formidable task, pregnant with opportunities for social good. Few new institutions can hope fully to encompass all the potentialities provided by science, technology and social change. Yet, each must commit itself to the most serious and discriminating confrontation with the major health and educational issues of our day and of the future.

These imperatives are urgently before us at Stony Brook as we carry out the complex task of planning a new educational facility equal to the opportunities and the problems in trying to meet the health needs of modern society. As presently conceived, the Health Sciences Center is expected to include colleges of medicine (1971), dentistry (1972), nursing (1972), allied health professions (1970), a school of social work (1970), a University hospital (1973), and a new, affiliated Veterans Hospital (1974).

A comprehensive program of education, research and public service in all the major health professions is contemplated with a full-time student enrollment of over 3,000. Academic opportunities will range from molecular biology,

through the usual clinical disciplines to community medicine and service — each geared to the health needs of our region and the nation.

Such an undertaking demands certain commitments which will mature into an academic plan and a specific mission over the next several years. Some of these commitments are briefly described here.

First, we are committed to the cultivation of the health sciences as university disciplines. The Health Sciences Center cannot fully anticipate the future in health care and prepare for it without the most intimate relationship with the biological sciences, humanities, social sciences, and other professional schools in the University. While most medical schools are under University aegis in this country, the fullest mutual advantages of the association are rarely actualized.

How to make the resources of a medical center available to all university disciplines is one of the major academic concerns of our day. In this effort Stony Brook has the advantages of physical proximity, of concurrent growth and cooperative planning as well as conscious efforts to inter-relate the Center and the University. Our opportunities are shared by few institutions.

A second major commitment is

to develop a viable conception of a Center for all the health sciences from the outset. Few medical centers have developed really unified programs in the health professions in a cooperative way from their very inception.

A major deterrent to the delivery of optimal medical care today is the failure of communication and of a precise definition of functions among the steadily increasing numbers of the health professions. Too often each health profession has approached the care of the patient in an isolated way. We think it essential that medicine, dentistry, nursing and other health professions develop their education and service programs conjointly. If the mature professional is to appreciate the contributions of his colleagues, he must begin to do so as a student.

A third major commitment is to the fullest development of the interface between the community in which the Center resides. Medical centers are only belatedly awakening to their responsibilities to make their resources available to the communities they serve.

In our planning, we have begun to make contact with voluntary health agencies, hospitals, public agencies, and professional societies.

Continuing education, hospital affiliations, sharing of technical facilities, specialized personnel and equipment are all ways the

resources of the new Center can become available to Long Island.

A community-based experience is therefore essential for students and faculty in all the health professions. The department of community medicine will be one of the broadest and strongest in order to foster these developments.

An important corollary to our community commitment is the requirement to experiment in how best to deliver to every patient, in every community, the knowledge and technology needed in contemporary health care. Medical centers have lagged in this area. Much of recent federal legislation — regional medical planning and comprehensive health planning — reflect public awareness of the need for innovation in patterns of providing medical care, which is already running ahead of professional perceptions.

The Center must deal directly with this question by designing and operating new models of patient care. Here, in the living laboratory of actual medical care, the staff can study the optimal alignment of roles and functions among health professionals, new organizational patterns, the use of computers, and a variety of other measures. Also in a model of patient care, students in all the health professions can learn to work together cooperatively and to examine their effectiveness in objective ways.

Man in the News

Pellegrino—Stony Brook's Socrates

By George Locker, '71

One would naturally expect the director of what will be the largest and most complicated new medical center in the world to be an extremely talented and competent individual. After speaking with Dr. Edmund Pellegrino, Vice-President for the Health Sciences, one knows that he is much more than that. He is a dedicated man of rare humanism and integrity — a philosopher and a highly skilled physician devoted to making medicine responsive to the needs and problems of the people. Dr. Pellegrino is an administrator whose highly structured day begins with meetings at 8 which often run well into the night. He is an active medical researcher who continues to publish experimental papers in bone physiology and essays relating to medical philosophy. An finally, and most telling, he is a teacher instructing from the undergraduate to the post-graduate level. Dr. Pellegrino believes he must always keep in touch with all phases of his profession to maintain his authenticity as a planner, emphasizing that the good

administrator cannot act independently of the context of a field as active as medicine.

Before coming to Stony Brook, Dr. Pellegrino worked in Central New York State and Kentucky. He was also the founder of the Department of Medicine at the Hunterdon Medical Center in New Jersey and then its Director. He established the first Department of Medicine at the University of Kentucky. With his leadership, each of these Centers was conceived and designed to confront the pressing medical problems of the times. It is in line with his desire to "start with a clean canvas and to paint my own picture" that Dr. Pellegrino has come to Stony Brook. Perhaps because it requires a man of great ability to recognize his own limitations, Dr. Pellegrino believes that as the top man he must "have a clear notion of what the promised land is like" in order to delegate responsibility while providing leadership. He regards himself as "the conductor of a large and complicated symphony orchestra who reads the score, sets the

tempo, but maybe can't play the piccolo," so that a major burden of designing the new school rests with his highly experienced and hard working deans and staff. It is with this deep commitment that he recruits faculty, plans programs, or speaks with citizens in the community.

Dr. Pellegrino is very active on the national scene in professional, academic and governmental committees. He is a member of 20 scientific societies, and currently belongs to the National Advisory Council on Regional Medical Programs, co-chairman of the AMA Committee on Nursing, chairman of the committee on Allied Health Professions of the AMA, President of the Society for Health and Human Values, trustee of St. Louis University, and a member of the visiting committee of the Vanderbilt University School of Nursing. He is a member of the Governor's Council for comprehensive health planning.

He is the author of more than 100 scientific publications and his current research is in the chemistry



Dr. Edmund Pellegrino

of calcified tissues.

With all these activities he devoted long hours last year as an elected member of the Faculty-Student Commission which explored the means for changing the University.

In the little time he can reserve for himself, Dr. Pellegrino plays the piano, reads Latin poetry and medieval philosophy, plays tennis, enjoys debating on current issues and helps his wife in raising seven children.

Overcoming The Dental Deficit

By J. Howard Oaks, D.M.D.

Dean, School of Dental Medicine

There is every reason to believe that in the future the demand for dental care will rise at least as rapidly as the demand for dental services, it is critical that new schools be developed to educate and train additional dental manpower.



When completed, the School of Dental Medicine will include programs of teaching, research and patient care that will touch on many aspects of university and community life. Educational opportunities will be provided for dental students, graduate students, dentists in specialty training, dental hygiene students and dental assisting students enrolled in a course now being developed by the Suffolk County Community College. It is anticipated that sixteen dental students will be admitted in September 1972 and that upon the completion of permanent facilities, entering classes of forty-eight students will be enrolled each year. The growth of other educational programs should lead to a student body of about five hundred within the next decade.

The educational program for dental students will be a highly innovative one. There will be similarity between the cardinal

features of the educational programs for both medical and dental students at Stony Brook, but this is hardly surprising since the two professions today face rather similar social, educational and manpower problems. A curriculum that is identical for all students will not meet their individual needs or produce the diversity of talent required in the future by the profession. At a time when no student can possibly learn more than a fraction of what might be significant in his later career, it is more important that all students receive relevant rather than identical educations. The school will attempt to deal realistically with this problem through the development of a program of studies that is highly flexible, yet comprehensive. In this course of study, each student will receive a core of pertinent education in the fundamental, natural, social and behavioral sciences with special emphasis on the mastery of concepts without undue stress on the memorization of rapidly forgotten detail. In this core, each student will also gain familiarity in those clinical disciplines common to all aspects of patient care. Extensive experience will be provided in the detection, treatment and prevention of diseases in the oral cavity. These portions of the curriculum will constitute a common core required for all students and will provide the basic languages and skills of fundamental importance to all dentists. Required studies will extend over a period of nearly two years heavily concentrated in the early parts of the program. An additional eighteen months of elective study will be designed to round out each student's basic

professional education in a way that will be congruent with his individual needs and with the emergence of his future career goals. This part of the curriculum will provide flexibility, allowing the student to complete his educational experience while "trying out" various careers that might be pursued upon graduation. The object of this curriculum will be the education of dentists who are knowledgeable in on-clinical areas, competent in clinical ones and are imbued with a strong sense of community commitment. It will be possible to improve the quality of the education that each student receives while materially shortening the period of studies. The student will receive his clinical education in a facility designed to encourage group association of dentists and the use of a wide range of auxiliary personnel. To the extent possible, he will be taught to delegate to these auxiliaries all treatment procedures that do not require his special knowledge and skills. There will be a systematic attempt to break the old "cottage industry" work patterns of the solo practicing dentist and to integrate him more effectively in the team approach to health services.

The ultimate goal for the dental profession is to discover effective preventive measures for dental disease and in doing so to decrease or eliminate the need for dental treatment. Clearly, the route to these utopian goals is through research in the nature and prevention of dental disease. It is hoped that the school will mount a major scientific program for the study of periodontal disease. Many of the ninety-five full-time faculty of the School will be involved in

basic and applied research efforts. Because of the intimate relation between dental research and dental treatment, the research efforts of the school will enrich and reinforce the educational program rather than competing with or detracting from them.

Traditionally, dental schools have avoided accepting direct responsibility for the care of the public. Of necessity they have regarded themselves as teaching institutions rather than community service organizations. Patients were accepted by schools because they fit into teaching programs, not because they required treatment. This factor, coupled with the rather autocratic nature of many dental schools, has made them an inhospitable environment for patients, and frequently for dental students. The environment fostered by the profession often led both students and the public to feel that the patients existed or the benefit of the dentist and not the reverse. The School at Stony Brook will design patient care programs and physical facilities designed to redress this historical grievance. While the School neither could nor should exist primarily as a service institution to meet the dental needs of Long Island, it will nonetheless play a major role in the provision of health services to the community. Its faculty, which will surely be an eminent one, will be heavily involved in the provision of dental care for people who choose to seek treatment from the Health Sciences Center. In providing this care the faculty will establish for the benefit of both students and patients, prototypes of how the dental profession can best discharge its obligation as a protector of the public's health and welfare.

CODE 99 - Medical 3!

By Edmund M. McTernan, M.P.H.
Dean, School of Allied Health Professions

"CODE 99 - Medical 3! CODE 99 - Medical 3!" These, or similar words, broadcast over the voice paging system of almost any modern hospital, signal the fact that a patient somewhere within the institution has suffered cardiac arrest. This is one of the few calls announced in the hospital that is every bit as urgent and dramatic as it sounds, for unless heartbeat is reinstated in moments, death or brain damage are inevitable.

The response which is initiated by a "code" is in many ways symbolic of the difference between modern scientific medicine, and the sympathetic but largely ineffective care provided by the kindly old family doctor of the "good old days," idealized in the famous painting in which he sits, concerned but impotent, in a nighttime vigil beside a sick child.

The modern hospital has replaced the little black bag as the only container large enough to hold all the equipment needed to bring the knowledge of today's medicine



to the aid of that "code 99" patient. Most people understand this fact, and accept complex instrumentology as a part of scientific advance. Few, however, realize that the knowledge and skills needed to employ the tools of today's care have also grown beyond the capacity of one person - or even of one profession.

That comforting picture of the doctor and nurse sitting by the bedside has been replaced by a more bewildering, but far more effective one in which a team of as many as 125 specialists: physicians, nurses, and an array of highly skilled therapists and technologists, each play an important role. The School of Allied Health Professions (Stony Brook's is one of about 50 being developed across the Nation) is a product of this proliferation of health knowledge and skill.

Typically, the educational programs which prepare "the new breed" of therapists and technologists originated on an informal basis in the hospitals and other institutions where these skills were developed. Each program was independent, unrelated to others, and often less than maximally effective as a learning experience for the student. Great variation existed from one program to another. These programs were typically weak, short of funds, and frequently forced to choose between patients' care and the teaching of students. A growing concern about the quality of this kind of education led to the

development of the first true Schools of Allied Health Professions in the 1950's and 1960's. By 1967, 13 such schools had been established at leading American universities and the Association of Schools of Allied Health Professions had been organized. Today, some 28 universities have these schools, with roughly two dozen more now in planning stages.

Each School of Allied Health Professions conducts programs for from three to more than a dozen different kinds of health specialists. These programs may lead to baccalaureate, master's, or doctoral degrees. No one school offers programs for all the allied health professions; nor do any two offer exactly the same set of programs. Each school tries to identify the health groups in greatest shortage in its area, and develops the programs given the highest priority on this basis. This is often a very difficult process for almost every one of today's allied health professions suffers from an acute personnel shortage in all parts of the nation.

The new School of Allied Health Professions at Stony Brook shares many of the problems and dilemmas common to similar schools in other states, but at the same time enjoys some unique advantages. An important asset is a commitment to the new breed of health care which is shared by leaders in State Government, The State University system, on the Stony Brook Campus, and in the Health Sciences Center. The school at Stony Brook will have excellent

Health Sciences Center, from Vice President through the newest Instructor, share a commitment to a true team approach in health care. Each student will have opportunities to get to understand that he or she is living in an age in which every member of the health care team is an essential part of patient care. Allied Health professionals emerge as specialized colleagues in this team effort.

Students will see in action the motto of the State University of New York, "Let Each Become All that He is Capable of Becoming."

Programs are being developed flexibly to admit multiple entry routes: from the general campus here, from community colleges, and from specialized training programs. Special counseling is being provided to former Armed Services hospital corpsmen or "medics" who seek to enter civilian health professions.

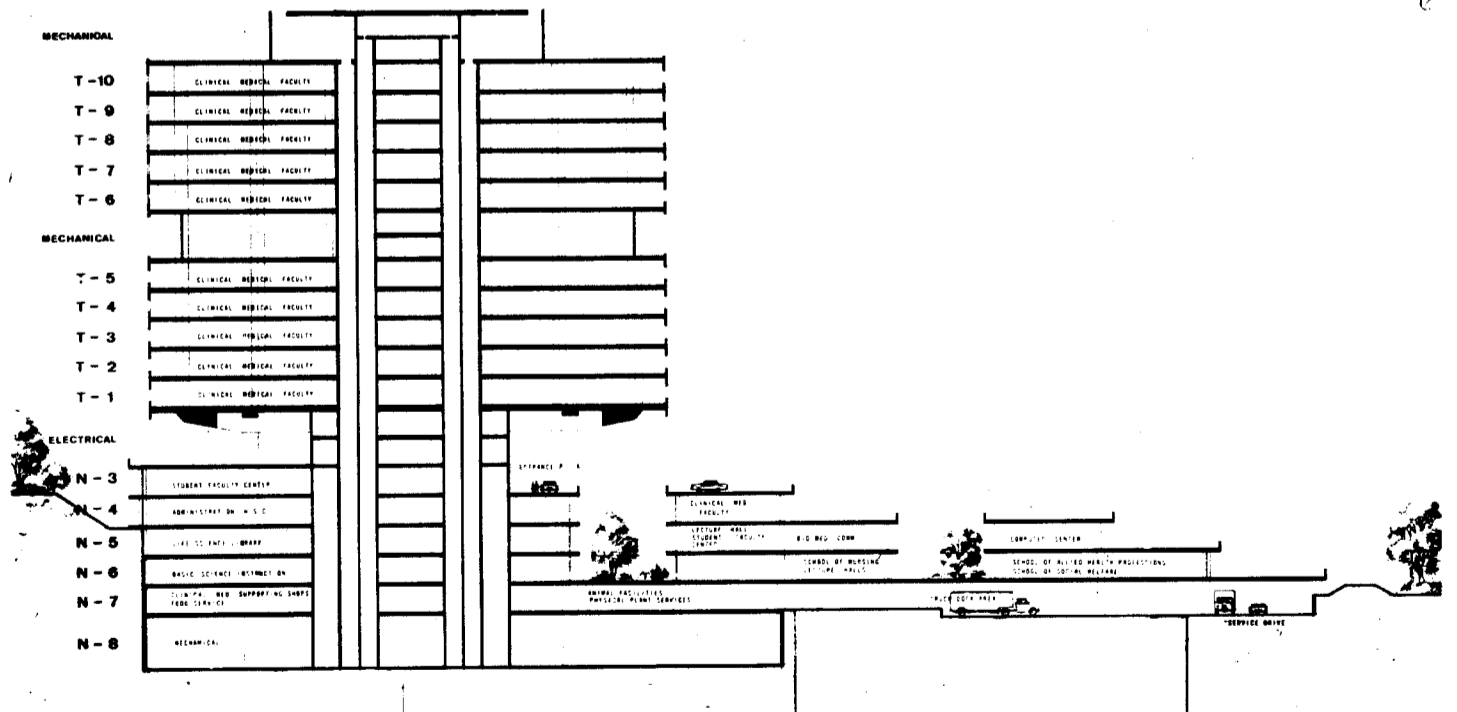
Future patients of graduates of this School will be glad to hear that students will be helped to keep sight of the "human and compassionate aspects of medical care," one of the major commitments of the Health Sciences Center identified by Vice-President Pellegrino. Protecting the human dignity and sensitivities of every patient will be high on the list of the things seen as important by these students.

The School of Allied Health Professions will be organized into four Divisions, in order to provide stability while preserving flexibility. A Division of Administrative Programs will accept its first students in 1971, in a baccalaureate

program in health care administration; other programs and graduate programs will follow later. A Division of Community and Mental Health Programs will begin with part-time activities next year, and admit its first full-time students, in a program in Health Education, the following Fall. The Division of Diagnostic Programs will turn its first attention to the education of Medical Laboratory Technologists in 1971. The Division of Therapeutic Programs will get off the ground first, accepting a small group of junior-level students, in Respiratory Therapy and Cardiopulmonary Technology next Fall. Faculty of this division are also studying a proposed program in Physical Therapy, with a target starting date of 1971.

Modern health care requires "Many Hands - Many Skills." Former Undersecretary of Health, Education and Welfare, Francis Keppel, has stated that we need to add 10,000 new people to the health manpower force every month to keep pace with the growing demand for skilled services! This great need, and the great complexity of the health care team has prompted the establishment of Stony Brook's School of Allied Health Professions.

Faculty members of the School are anxious to talk with and assist potential candidates for allied health professions programs. Arrangements for counseling may be made through Mr. Robert Hawkins Jr., Assistant Dean of the School at 246-4032.



physical facilities, both in the temporary campus setting and in the permanent Health Sciences Center building to be started shortly. Other allied health professions schools may have as much, or more, space — but this is one of the few with facilities that have been planned especially for its purpose.

Another attribute at Stony Brook is a setting in which the entire faculty and staff of the

The University and the community are invited to participate in a panel discussion. Hear the six deans of the Health Sciences Center discuss:

**AN INVESTMENT IN HEALTH CARE -
the health sciences center**

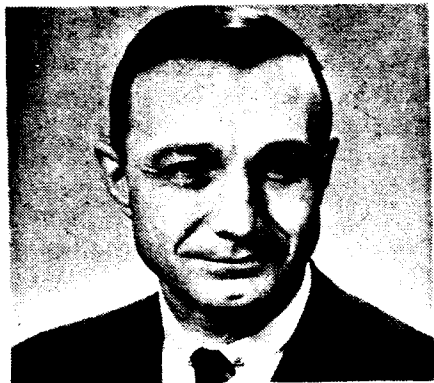
Dr. Pellegrino - moderator

Thursday, May 14 - 8 p.m. - Stony Brook Union - room 236

Med School - "Response thru Innovation"

By Edmund D. Pellegrino, M.D.
Vice President for the Health Sciences
Dean, School of Medicine

The medical school will accept its first class of thirty-two students in the fall of 1971. As permanent physical facilities become available, the entering class size will be increased to 100 and then 150. Details of admission requirements, curriculum, etc., will be published in a separate bulletin available through the Dean for students, Gerald Green, Ph.D.



The medical school at Stony Brook comes into existence in the most profoundly revolutionary period in medicine's long history. Medical education has devoted the last century to relocating the education of the physician in the university and rooting his actions in experimental science. Medicine's capacity to enhance human life and even alter the nature of man is, as a consequence, truly unprecedented.

In the midst of a continuing wealth of new discoveries, medicine today faces new and more complex questions — questions of human values and organization. How can the benefits of its discoveries be

made accessible to every person, everywhere, in an efficient, compassionate and economically feasible manner? What indeed are the social purposes of medicine? Which of its effects are beneficial and which harmful to the human community? How can society be involved in the choice of purposes to which medical knowledge is directed?

The resultant demands on our medical schools are more complex, more challenging and more conflicting than ever before. We must anticipate future patterns of health care and educate physicians for changing, expanding and undefined new roles.

We must simultaneously meet the demands for more manpower, for specialists and generalists and provide opportunities for both the advantaged and the disadvantaged student. The scientific bases of medicine must be secured and its interfaces with the social sciences and humanities explored as well. We must engage in community action and still provide the conditions for speculation and research. We must give students and practitioners the intellectual equipment to adapt to a world transformed by technology and yet avoid the risk of dehumanization in the care of patients.

This matrix of still answered challenges has forced every medical school to a strenuous self appraisal. This mandate is particularly pressing for new schools like Stony

Brook. Freedom from the restraining hand of precedent only underscores the moral requirement to re-work all our educational assumptions and instruments. To do so rationally requires a brief sketch of our convictions about the most urgent health needs of our nation and how to approach them educationally.

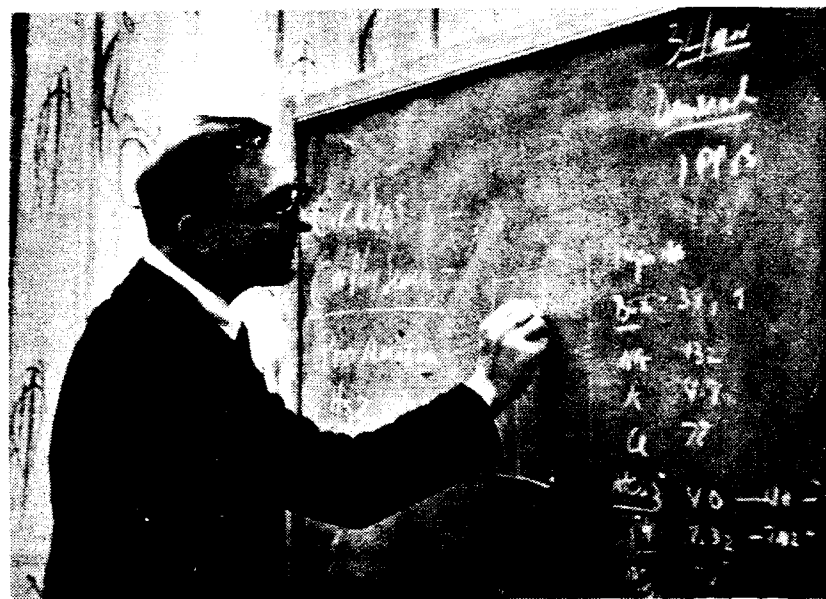
Clearly, we need more physicians, of more kinds, better trained for the stringent demands of competence in a highly technical world. Secondly, we must find ways to use physicians more efficiently and more economically. Thirdly, we need patterns of health care which will be accessible to all our citizens. Fourthly, we need to motivate a wider variety of students to enter medicine with broader motivations than is now the case.

(4) A multi-track curriculum which will emphasize preparation for the special roles like medical research, clinical specialty, community medicine, family medicine, bio-medical engineering, and medical social sciences. Each track will require a different concentration of basic sciences and clinical experiences. The undifferentiated physician of the past will be a rarity.

(5) Shortened and variable time in medical school recognizing that continuing education is an integral part of a medical education process.

(6) Flexibility in choice of program with opportunity for lateral and vertical mobility.

(7) Exposure to community medical practice, shared educational experiences with students in other health professions



Student Profile

By Gerald A. Green, Ph.D.
Dean for Students
Associate Professor of Psychiatry



Although we will accept application to the School of Medicine from the national pool of applicants and are not bound by residential or other restrictions, it seems likely that — particularly in the beginning — the student body will derive from applicants from the metropolitan area of New York City and its environs. Certainly there will be no dearth of qualified and interesting people seeking a medical education in the forward-looking environment of this Center.

As the frontiers of knowledge have been extended, with a consequent increase in the amount of factual knowledge that could be acquired in any particular area of medical investigation and care, it has become inescapable that no one person can encompass the comprehensive body of information at hand. This proliferation of knowledge has extended into secondary education, and students from high school are now presenting themselves with a quite sophisticated level of understanding of physical and biological science. This segment of the applicant pool will be well-represented in the medical student body. We do not want, however, to exclude the student whose superior preparation has reflected a relatively greater interest in the social sciences or humanities, for such interests are important in fulfilling the

increasingly broad responsibilities of medicine to society. Nor do we want to exclude those persons whose experience in other professions (engineering, law, behavioral science, to name only a few) has led them to the need to acquire a professional competence in medicine in order to work effectively at the interfaces of medicine with the other professions. Similarly, it is hoped that our more flexible admissions and curricular policies will make it possible for increasing numbers of educationally less advantaged students from this region to realize their goals of contributing to increasing standards of health care.

The student body that we envision, therefore will be a highly heterogeneous one. The students' variety of backgrounds and interests should make for a stimulating and rewarding educational community.

Fifth, we need to accept the fact that the preparation of physicians should vary with the field in which they choose to work. Hence, we must more clearly match the student's profile of intellectual and emotional capabilities with the field he chooses. Sixth, the physician must be educated specifically to function as the member of a team. He will not always be its captain and that many of his current functions will in the future be carried out by other members of the team. Seventh, physicians who are responsive to the personal needs of their patients and who can serve as antidotes to the dehumanization inherent in the systematization of medical care. Lastly, it is clear that one person cannot meet all these requirements, or be educated to do so in any reasonable amount of time. Thus, the preparation of physicians will vary rather markedly with the role each will later play in society.

To meet these needs, some of the academic options now under consideration include:

(1) Earlier entry into medical studies and admission to advanced standing for those prepared to do so.

(2) A more open admission policy offering opportunities for the disadvantaged, the non-science major, those in other professions and those who wish to enter later in life.

(3) Briefer initial exposure to the basic sciences and in depth coverage in those sciences relevant to the track chosen.

and specific training as a member of the health care team.

(8) Humanities, behavioral and social sciences integrated throughout the course of professional education and based on clinical experience.

(9) Clinical experiences and responsibilities from the earliest stages of medical education.

(10) Permission for "drop out" periods for work, research or liberal studies.

(11) Extensive use of technological advances in teaching and patient care.

The final profile of the Stony Brook medical curriculum is yet to be determined. The features above outlines are currently under intensive study. Whatever program is adopted will be continuously re-examined for its pertinence in preparing physicians sensitive to the pressing needs of our society in the decades ahead.

Medical schools today reflect most acutely the struggle of the contemporary university to have meaning for the students and the society they serve. With their unique involvement in man's major existential crises, medical schools promise to become the university's most effective and responsive instrument of social purpose. The medical school at Stony Brook has been designed academically to enhance this unique opportunity. It will be for the students and the faculty who are recruited over the next few years to give viability and authenticity to these aspirations.

Nursing Program Begins This Fall

By Ellen T. Fahy, Ed.D.
Dean, School of Nursing

The School of Nursing is an integral part of the Health Sciences Center and co-equal administratively with concurrently developing schools of Medicine, Dental Medicine, Allied Health, Social Welfare and Basic Science. The School expects to admit its first 25 students in September, 1970, using temporary facilities, and by the time of the opening of the permanent facilities, it is expected that the enrollment will be approximately 100 in each class.



Through experiential learning with other students of the Health Sciences, the education program which leads to the field provides the learner with an opportunity to gain knowledge and skills which can be utilized in the mounting of a meaningful assault on the social problems of our time as they relate to illness and health. Knowledge gleaned from the humanities, the physical, biological and social sciences is combined with nursing knowledge and skills. This synthesis is then brought to bear upon a study of crucial health problems in which nursing can play a significant role in terms of prevention and/or therapeutic intervention.

The projected program is four academic years in length and there will be two main routes to admission to the program. Students admitted as freshmen will pursue

the general University requirements and a guided program in basic sciences, humanities and social sciences for their freshman and sophomore years. During this period selected courses developed cooperatively with other schools of the Health Sciences Center will be offered which are concerned with an overview of health and medical care in the United States. The third and fourth year will be devoted to specific preparation for clinical nursing practice. Clinical experience in a wide variety of health settings is an integral part of the program. The program is designed so that entrance at the junior year is possible. Opportunities for completing the prerequisites will be provided. Completion of the lower division general education requirements of a junior college is also acceptable for transfer.

In addition, the matter of recruiting from environmentally disadvantaged groups will be genuinely pursued. In previous attempts to recruit into nursing from these groups, efforts have frequently been thwarted by the obstacle of poor secondary school preparation. At the present time Stony Brook is engaged in two programs to assist the environmentally disadvantaged, the High School Equivalency Program (HEP) and Advancement on Individual Merit (AIM). Both provide tutorial and remedial assistance. It is the intention of the School of Nursing to work closely with both programs to identify students interested in nursing as a possible career. In this way, students can be guided early in terms of specific preparation. It is believed that there is definite potential for recruitment within these two groups.

Applications will be considered from men and women. The requirements for admission will be based on the New York State Education Department's requirement of 16 high school units including:

- English.....4
- Mathematics.....3
- Foreign Language.....3
- Natural Sciences.....1
- Social Sciences.....1
- Academic Elective.....4

In accordance with University policy, the secondary school requirements will be strongly recommended rather than rigidly required. This is predicated on the assumption that students may develop academic competence in a context external to the University. Further, in accordance with University policy, the School of Nursing will be prepared to admit unspecified numbers of students on basic data other than those described above.

New York State high school seniors are urged to take the Regents Scholarship Examination to fulfill entrance examination requirements. Out of the State aspirants must take either the Scholastic Aptitude Test or the College Board Scholastic Aptitude Test.

Finally, in keeping with the Health Sciences Center commitment to the community, the School of Nursing will be engaged in providing educational opportunities on a part-time and full-time basis for Registered Nurses in the area from hospital based programs and Associate Degree programs who are looking for avenues of upward mobility to the Bachelor's degree. The student enrollment projections for this group are estimated at about 400 part-time and 100-150 full-time students in any given year.

Hope Seen For Ailing Infirmary

By Stu Eber, '70

The University Health Service at Stony Brook will provide care for all students on the general campus as well as those in the Colleges in the Health Sciences Center. It will be organized within the Health Sciences Center. Physical planning includes the provision of space for outpatient services and an infirmary in the building complex of the Center. In addition, students needing hospitalization for more complicated disorders will be admitted to the University Hospital.

There are many advantages to the inclusion of University Health Services in the Health Sciences Center. A major benefit is the higher quality of medical staff which can be recruited. It is planned that each of the physicians in the University Health Services will be a faculty member in the appropriate department in the Health Sciences Center. All appointments will be approved by the Director of the Health Service through the Vice-President for the Health Sciences. Members of the Health Service staff will be given opportunities for clinical teaching and research.

The Director of the Health Services will be responsible to the Vice-President for the Health Sciences for all the professional aspects of his work. He will remain responsible to the Dean of Students for matters relating to his patients as students of the University.

Organized in the above fashion, the University Health Services can afford a high quality of medical care and a comprehensive program

of preventive as well as emergency health care.

In addition, there are many research and teaching contributions a well-organized University Health Service can make to a Health Sciences Center. Thus, the Health Service becomes a center for teaching and research in the medical problems of the adolescent and young adult. These are certain to be of the greatest social significance in the world of the future in which the number of our citizens under twenty give may well be a majority.

The APC Dispensary, formally known as the University Health Service, will be receiving more funds from Albany, a readjustment of personnel time and a revised deployment of funds this coming September. Dr. Peter Rogatz, Director of University Hospital and Clinical Services, qualified this

optimistic prognostication. "We can write a lot of nice press releases for student organs of information," he said, "but until we have delivered and produced a tangibly improved service, the student body isn't going to be impressed with anything we say."

The "we" currently includes Dr. John B. Dawson. The Acting Director of the University Health Service recently explicated the necessary changes for an infirmary serving this campus. The need for preventive medicine permeates Dr. Dawson's approach. He feels the major problem in this area is the severe lack of environmental health programs and educational media.

A well informed individual in a healthy environment will inevitably require medical attention despite the precautionary measures. Dr. Dawson wants to construct a

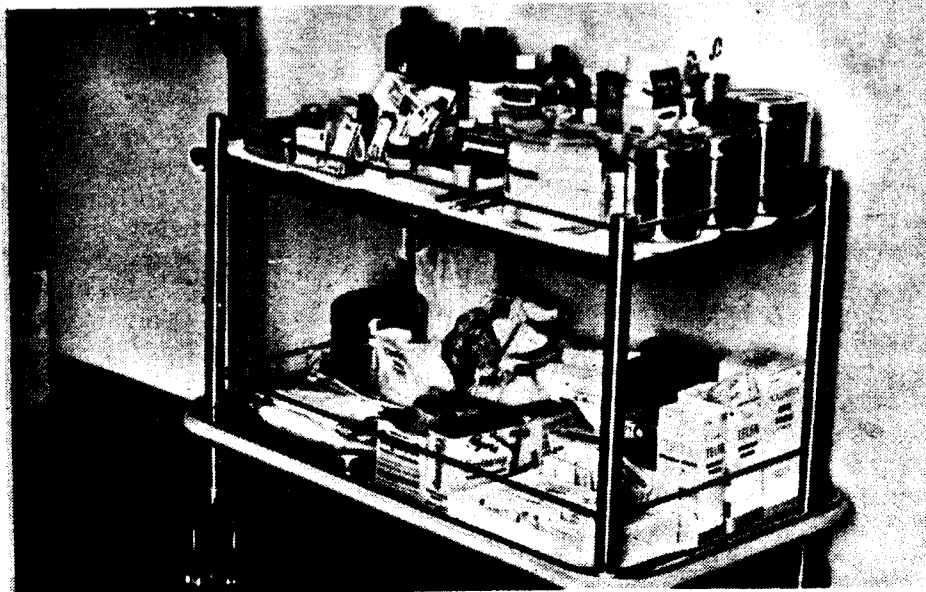
specialty clinic which would initially include "a gynecologist, a dermatologist, two orthopedists, a planned parenthood clinic and a physician on the sidelines for athletics."

Other necessities for an adequate health program, said Dr. Dawson, are more nurses ("particularly a male nurse"), more physicians, an inpatient facility and an "absolutely crucial" mental health service. The Health Service currently schedules 200 clinical hours per month while the University psychiatrist, Dr. Glazebrook, is on duty three nights a week and on Saturday afternoons.

As part of the mental service, Dr. Dawson would also like to house an interfaith counseling service room. Many students, even agnostics and atheists, have turned to campus clergymen, such as Father Greg Kenny, in time of need. The inefficient arrangement we now have could be readily improved, noted Dr. Dawson, if these men of the cloth were given a room and a secretary.

Not as essential, but also needed for a good campus health service, are "a pharmacy, an X-ray facility, a disaster program and a dental service," said Dr. Dawson.

Dr. Rogatz explained how the University Health Service would become part of the Health Sciences Center. He said the UHS will have "access to a collection of specialists that will encompass as broad a range of diagnostic and treatment consultations as you can find any place else on Long Island."



The Megastructure Is A Plinth

By Bertrand Goldberg
Architect, B. Goldberg Associates

The complex of buildings on the medical campus at Stony Brook is the largest single undertaking of construction for the health sciences in this country, and probably in the world. The first phase consists of a 400 bed hospital of the most advanced design, supported by more than 2 million square feet of medical and dental teaching, research and service space. Its daily population will reach about 12,000 people. It will serve not only the immediate medical needs of Suffolk County, but its specialists and teaching faculty will make it an important center for medical care and research for most of Long Island.

The design of a center of this magnitude within a humanistic scale was the architect's task. The concept of humanism was implicit in the magnificent naturalistic setting at Stony Brook; and in the medical philosophy developed for the project by its director, Dr. Edmund Pellegrino, Vice President of Stony Brook University in charge of medical affairs.

The architectural design was shaped both to the Stony Brook topography and to the functional requirements of the program. A substantial amount of the area required for the medical center could be described as flexible space — space which would change its use and its character often during the next 20 years. The design of the building places these areas in a large environmental enclosure, a megastructure dug into the side of a hill. The roof pattern from floor to floor follows the slope of the hill, and when naturally landscaped becomes a part of the topography.

Within this environmental building, other buildings will be built organized as villages: the library, auditoriums, restaurants, schools of basic sciences, nursing, social sciences, dentistry, and medicine. Beneath these schools and activities, at an underground level, are located the truck traffic and services hidden from view, separated from the pedestrian traffic on the roof terraces above.

Surmounting this megastructure, called a plinth, will rise a series of buildings for activities which will remain identifiable in the medical sciences for years to come: research, hospital bed towers, a large auditorium. These individual buildings will be served by cores which reach down into the plinth below for elevator traffic, material supply, and supply of utilities.

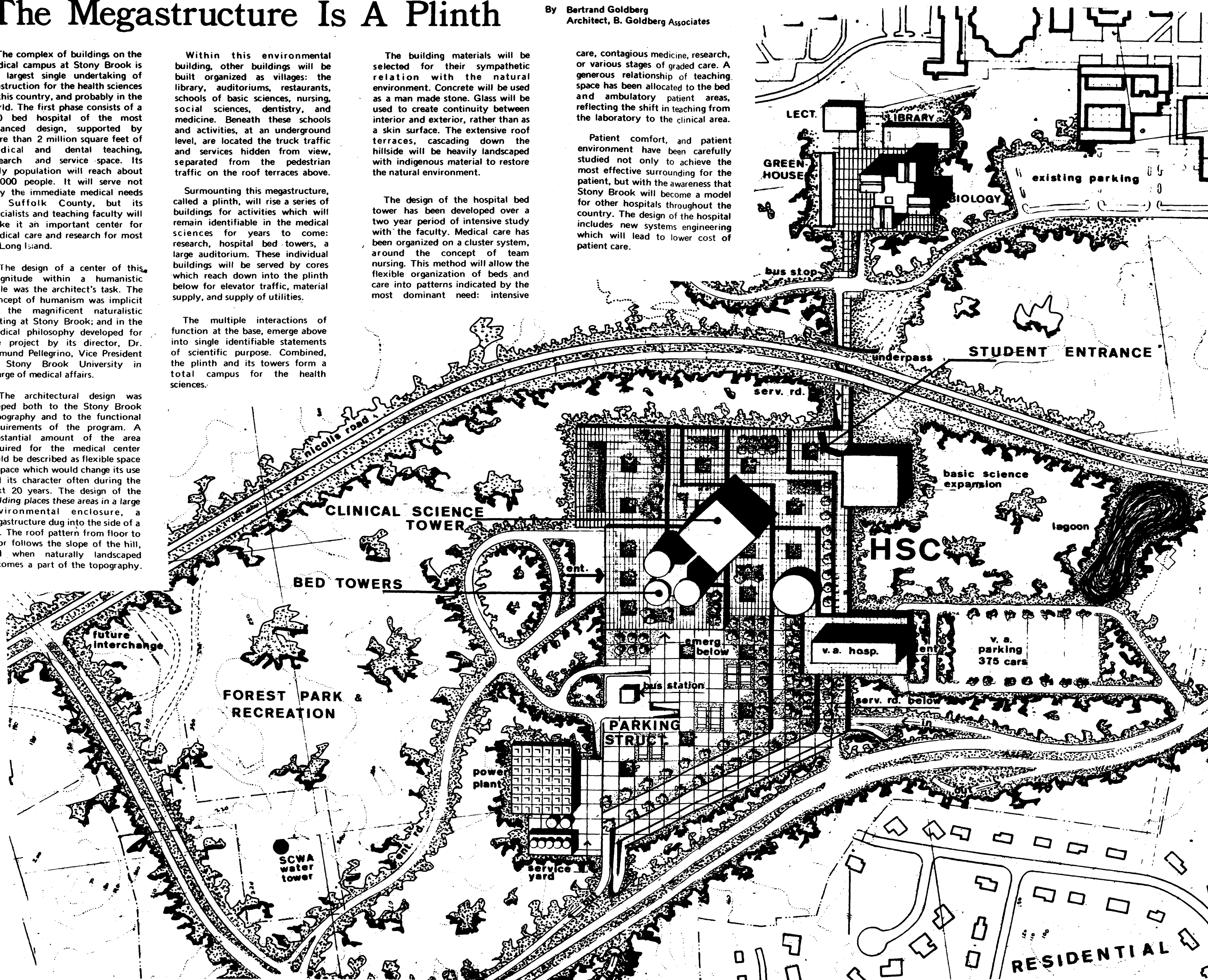
The multiple interactions of function at the base, emerge above into single identifiable statements of scientific purpose. Combined, the plinth and its towers form a total campus for the health sciences.

The building materials will be selected for their sympathetic relation with the natural environment. Concrete will be used as a man made stone. Glass will be used to create continuity between interior and exterior, rather than as a skin surface. The extensive roof terraces, cascading down the hillside will be heavily landscaped with indigenous material to restore the natural environment.

The design of the hospital bed tower has been developed over a two year period of intensive study with the faculty. Medical care has been organized on a cluster system, around the concept of team nursing. This method will allow the flexible organization of beds and care into patterns indicated by the most dominant need: intensive

care, contagious medicine, research, or various stages of graded care. A generous relationship of teaching space has been allocated to the bed and ambulatory patient areas, reflecting the shift in teaching from the laboratory to the clinical area.

Patient comfort, and patient environment have been carefully studied not only to achieve the most effective surrounding for the patient, but with the awareness that Stony Brook will become a model for other hospitals throughout the country. The design of the hospital includes new systems engineering which will lead to lower cost of patient care.



The Health Science Campus at Stony Brook has been designed to serve the University, the community and the State. But in its service, it will become part of the larger family of American medicine. In the design study, the architects, Bertrand Goldberg Associates, cross fertilized Stony Brook ideas with their architectural work at America's leading medical centers: Harvard, Stanford, and Northwestern Universities. While the objectives of each of these centers differ from one another, together they will serve the new public demand for better health care for each citizen. Architecturally, the statements made at Stony Brook have been tested against the concepts of other leading campuses, to finally produce the most contemporary health care teaching facility in the country. Stony Brook has already served as a model for its first satellite, this one to be located in Caracas: La Trinidad. Its further influence will continue within the family of medical architecture in the world.

Work on this immense project will progress in a series of discrete steps. The first contract, about to be awarded, will provide for the clearing and the grading of the site to provide areas where the construction of the megastructure and the power plant will take place. Leading off Nicoll Road will be a road to the east border of the site, returning to Nicoll Road at the north end, that will provide access to the buildings. The necessary utility services will be built along this road structure.

Of the 250 acres available to the Health Sciences Center, only 43 will be cleared in preparation of the building site. Every attention has been given to make the most efficient use of land so that as much of the greenery on the site as possible can be preserved. It is for this reason that a single structure, emphasizing vertical rather than horizontal development, has been chosen. In addition, a minimum buffer of 100 - 150 feet of woodland will be preserved along Nicoll Road and along the eastern border separating the Health Sciences Center and the residential neighborhood nearby.

The next stage is construction and it will provide the foundation and the structural work. In the first building stage, about 900,000 gross square feet of space will be provided for the administration, instructional, communications, laboratory, and service areas necessary to the colleges that will be housed in the Center. The following stages of construction will provide for the University Hospital and Clinics, and the University Dental College and its clinical facilities.

"So You Want To Be a Doctor"

By James A. Fowler, Ph.D.
Associate Dean for Premedical and
Health Sciences Advising

This year a full-time premedical-pre dental advisor and secretary were added to the University administration. The office is now part of the Health Sciences Center, although it belongs also to the undergraduate advising part of the academic administration. Because the advice of the Health Science Deans was readily available the office developed into an efficient and, we hope, effective factor in helping Stony Brook students enter careers in medicine, dentistry, and the numerous other health professions. Students have often been able to confer with an expert rather than get advice second-hand.

Stony Brook has been a good college in which to prepare for medicine. Contrary to popular opinion, we have done quite well in getting students accepted into medical schools. From the long-term point of view, it is more important to note that almost all of our graduates who entered medical and dental schools have done well. The increased number of professional schools accepting Stony Brook applicants testifies to the fact that "the word is getting around"—Stony Brook graduates

are well prepared for graduate work in medical sciences.

There is an obvious interest on the part of the Health Sciences staff in Stony Brook's reputation. The reputation of the future Schools in Medicine, Dentistry, Nursing, Social Welfare and Allied Health Sciences will be influenced by the reputation of the rest of the University. We have found that the Health Sciences



staff have gone out of their way to help us. Many premedical advisors have had only the remotest contact with medical educators. We have them as colleagues, neighbors and friends. The benefit to the premedical students now at Stony Brook would be hard to overestimate.

Statistics on our acceptance rate to medical and dental schools are

rather difficult to interpret. Should one use applications vs. acceptances? Should one compare acceptance rate vs. GPA for Stony Brook with national figures? How about the various majors? Our point often overlooked is the small number of students interested in health professions in previous classes. This year for the first time we might have close to one hundred applying to Schools of Medicine, Dentistry, Veterinary Science, Optometry, Podiatry, etc. The fairest guide to students planning for the careers is probably the "career head-count" rate. The most recent class (1969) had over 70% of the pre dental students accepted into at least one dental school; 35% of the premedical students with CUM GPA below 3.0 (or seven out of twenty students) and 78% with GPA CUM of 3.0 or above, (14 students out of 18) were accepted into at least one medical school. We believe our overall rate of 55% to be significantly higher than the national average. Based on the number of students accepted annually and the number who take the Medical College Admissions Test, the national percentage is

probably around 45%. Notice this does not include acceptance into foreign medical schools, dental schools or other health career alternatives. So these rates represent the most conservative view and are fair estimates of a student's chances of entering his chosen career without having to "bootleg" his professional education at a non-accredited school and then pass special examinations and take years extra to qualify for practice at home. Yet we still have a way to go to be as successful as campuses such as Queens or Columbia with respect to admissions or informing the more exclusive schools about our programs and standards.

All undergraduates with an interest in careers in the health professions should check with the premed office about academic requirements and deadlines. We can also help advise about careers, their nature, and educational requirements. Registering as a "premed" carries no obligation and does help us build up information on individuals which can be used at the time of application to professional schools.

A 33 Acre Building?

By George Locker, '71

To fully appreciate the potential impact of the Health Sciences Center on the University Community, it is desirable to examine its effect on health care, academic opportunities, and architectural innovation. One need only look to its philosophic and intellectual mandate to "maintain the human and compassionate aspects of health care, with special attention to underscoring the humanistic, ethical, social, historical and economic dimensions of health" to envision the role the School of Arts & Sciences will be asked to play.

The curriculum of the Medical Center will reflect intimate relationships with biological sciences, humanities, social sciences, and other professional schools within the University. It is hoped that through cooperative planning, physical cohesiveness, concurrent growth, and the conscious efforts of all faculties the University and the Health Sciences Center can share their talents as they are needed.

The undergraduate at Stony Brook will be able to register for courses including basic sciences, social sciences, social welfare, or community and environmental health. It is the intention of the Center to have health and medicine become part of the general undergraduate education, which will fill a great need now existing at Stony Brook. There will be

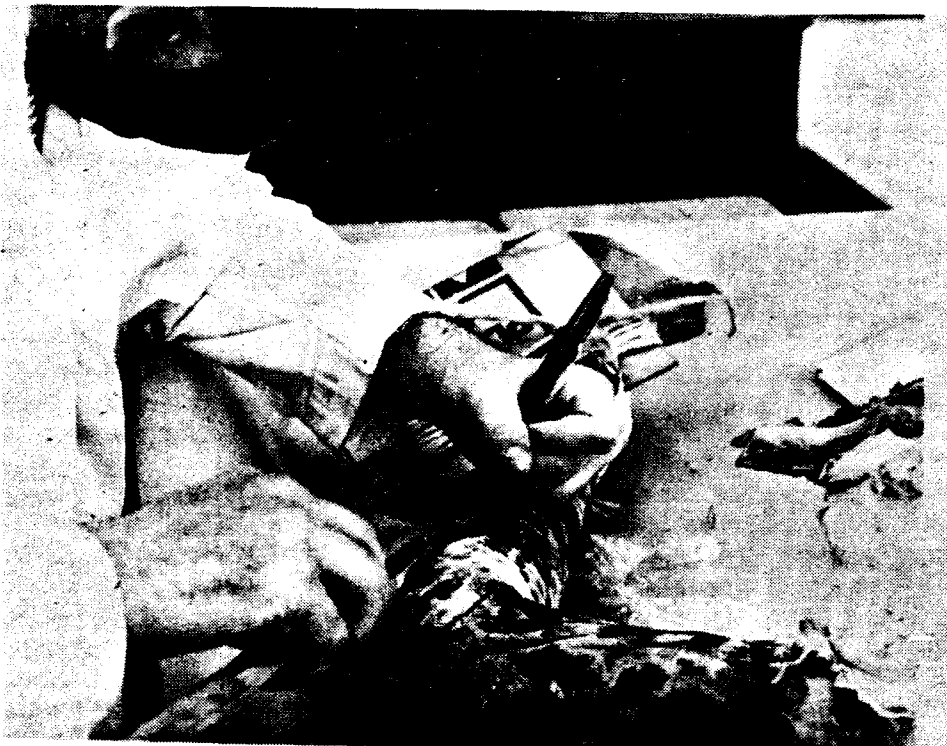
opportunities for early entry into all of the schools of the Health Sciences Center, particularly medicine, without following the traditional study tracks, as well as job opportunities or research for interested undergraduates. But perhaps most importantly, the Stony Brook campus will experience a diversity of students - recent high school graduates, professionals returning for retraining, graduates and post-graduates - that will add depth and variety to our presently homogenous community.

The 400 bed University Hospital will provide, to the campus and to the community, the kinds of highly specialized staff and costly equipment now available in local hospitals. Though not designed to supplant existing medical facilities already operating on Long Island, the Center will complement and supplement present facilities, experimenting with new models of delivery for increased efficiency, accessibility, and acceptability of medical care to the consumer. In addition to these new opportunities for specialized treatment the present infirmary will have its building returned to it by September for improved care of the more common student illnesses and injuries.

Lastly, construction will begin shortly on the Medical Center itself. The mega-structure, as it is

architecturally known, will be constructed in three stages to be completed around 1975, for a total of 1,200,000 square feet or about 33 acres. What is particularly unusual with the Center, aside from its radical appearance, is that the academic ideas and plan were conceived of first, and then the building was designed as a kind of 3-dimensional implementation of those ideas. It will be the most highly integrated unit on campus, emphasizing the interrelationships between the six schools of the

Medical Center while facilitating the sharing of personnel, resources, and students. Despite what would appear to be a complex design, the building allows for flexible expansion in all directions with little disturbance to everyday activities. During the construction of the permanent Medical Center, the Health Sciences will be housed in the surge buildings west of Nicoll Road, in a mini-medical center under construction near the Lecture Hall, and in miscellaneous additional offices on campus.



Basic Sciences Presents "Core" Curriculum

By Arthur C. Upton, M.D.
Acting Dean, School of Basic Health Sciences

The swiftness of scientific and social change poses a challenge to education for the health professions, since it calls continuously for innovations in the prevention, diagnosis, and treatment of disease on a scale hitherto unimagined. In coping with these problems, the University can and should play a strategic role. In an attempt to meet this responsibility, the Health Sciences Center at Stony Brook has been designed to be an integral part of the University, with resources available to all schools on the campus and organized in such a way as to provide for optimal impact on University disciplines on education and research in the health professions.

For this purpose, the preclinical departments of the Health Sciences Center have been organized under a School of Basic Health Sciences, rather than under the jurisdiction of the medical school or any other single professional school. This arrangement, although a departure from the usual tradition, is consistent with the breadth of responsibility being assumed by the preclinical departments and the need to insure that they respond to the requirement of each school in the health professions as well as in the University at large.

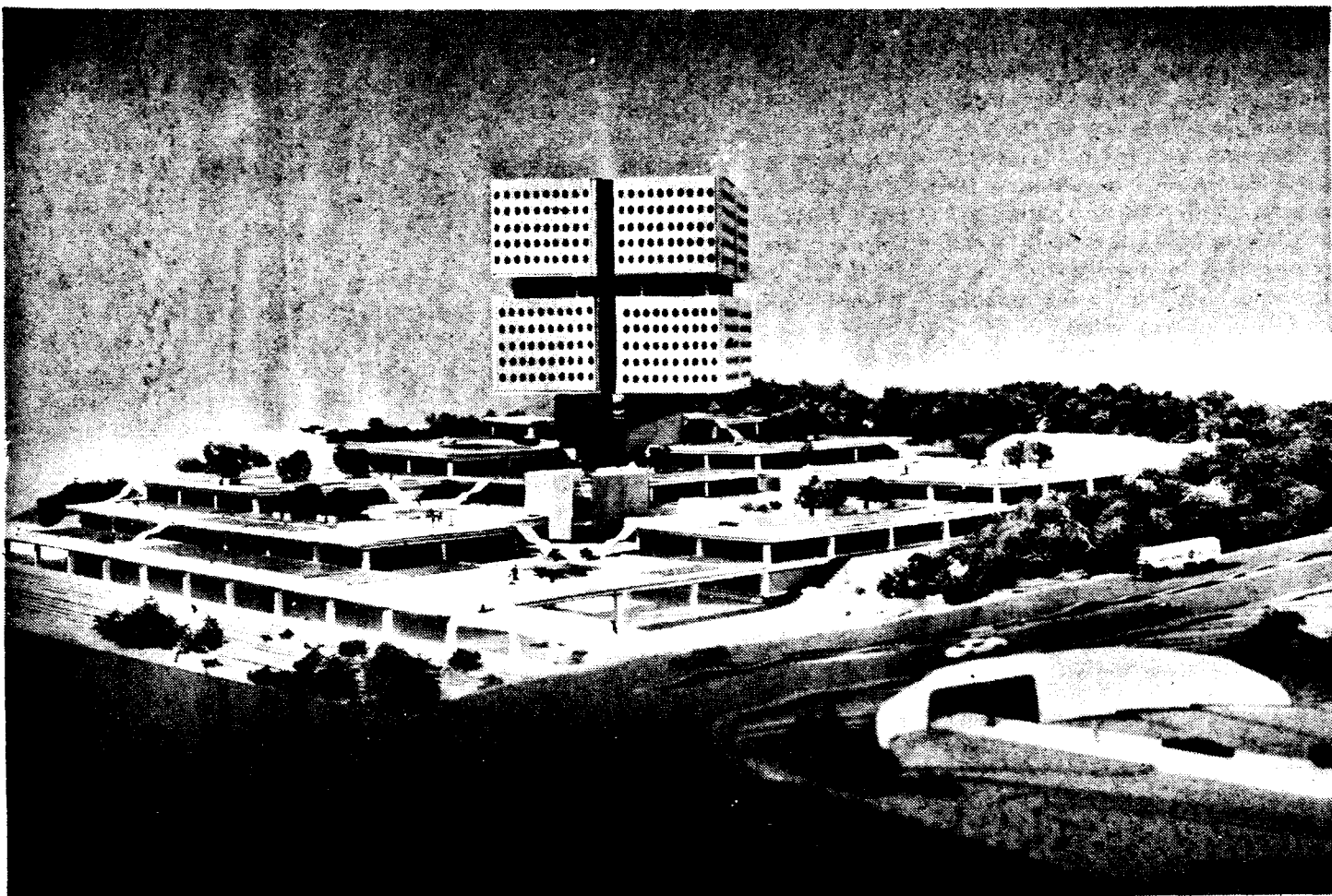
At present, the School of Basic Health Sciences includes departments of Anatomy, Microbiology, Pathology, Pharmacology, and Physiology. Also included for certain purposes are departments of Biomathematics, Medical Social Sciences and Biochemistry, although the latter is situated physically and administratively in the Division of Biological Sciences.



Each department has university-wide responsibility for education at the undergraduate, graduate, professional, postgraduate and continuing levels.

Thus far, few of the chairmen or other personnel in the various departments have arrived on the scene. Faculty members who are on hand, however, have already begun the process of planning preclinical curricula for students in Medicine, Dental Medicine, Nursing, and the Allied Health Professions, through consultation with the deans of these schools and with colleagues from other schools on the campus.

A major objective of the curricula being planned is the close integration of the biological, social and clinical sciences. To this end, the departments will strive to serve as a link between the clinical



disciplines within the Health Sciences Center and University disciplines elsewhere on the campus. Another objective is the coordination of various pathways for education in the different health professions to optimize flexibility and mobility in the selection and pursuit of a specific career. At the same time, efforts will be made to prepare individuals in widely divergent specialties for functioning as members of a closely knit team, since health problems must increasingly be approached on a multidisciplinary basis, through the collaboration of experts competent in different but related fields.

In addition to the various clinical pathways the students might enter after completion of the basic science "core" curriculum, opportunities for further study in basic sciences will also be offered. These will consist of programs in each of the basic science departments, varying in depth and duration, including training for

careers in research. Cultivation of research is therefore a key responsibility of the School of Basic Sciences.

Because the curricular needs of each student may be expected to vary, depending on his or her later role, education in the basic health sciences is intended to provide the intellectual foundation necessary for the subsequent selection and pursuit of a given field of specialization. Emphasis is placed on an understanding of fundamental principles and on critical weighing of evidence, with concepts considered in a clinical context insofar as possible. The basic sciences will be presented in a "core" curriculum designed to prepare the student within 1-2 years for concentration in a given field of specialization, at which time many pathways would be open to selection.

In pursuit of the latter objective particularly, the School of Basic Health Science looks forward with pleasure to close association with

other schools on the campus and in the surrounding area, the Brookhaven National Laboratory, the Cold Spring Harbor Laboratory for Quantitative Biology, the various hospitals affiliated with the University, and other biomedical and research institutions in the Long Island neighborhood.

BIOMEDICAL COMMUNICATIONS

The Division of Biomedical Communications has two major responsibilities in the Health Sciences Center. The first is to apply the most current developments in media techniques, information sciences, and educational technology to the support of the HSC programs in education, research, patient care, and its administration.

The second major responsibility is to develop and implement an educational program in Biomedical Communication which will provide undergraduate and professional training including instruction and research in the fields of computing and information sciences, biomedical library science, media techniques, instructional technology, systems analysis, operations research, management functions, and related technological development. A masters degree in Biomedical Communications will be offered.

To date, support for HSC programs have included the development of computer assisted instruction courses in anatomy, an automation procedure for the Health Sciences Library, the utilization of videotape recording for critique and reviews of micropractice in nursing, social welfare, inhalation therapy, and the review of educational materials from parallel curricula in other institutions.

By Malcolm H. Skolnick
Director, Biomedical Communications



U Hospital - Social Instrument For Community

By Peter Rogatz, M.P.H.

Associate Director for Patient Care Services and Administration

The University Hospital will be designed as an integral component of the Health Sciences Center and will function as the main clinical facility for all of the education programs of the Center. Although the underlying purpose of the University Hospital is an educational one, it is our deeply rooted conviction that such a facility cannot educate members of the health professions unless its main purpose is a patient-oriented commitment to the provision of high quality services.

The hospital will serve as the central teaching facility for students in medicine, dentistry, nursing, social work and allied health professions and for residents, postdoctoral fellows and post graduate students in all of the

representing all of the major specialties and sub-specialties in modern medical practice. All inpatients will be accommodated in single-bedded rooms, regardless of the method of payment and without reference to the traditional classification of "private," "semi-private" and "service."

In designing the hospital and planning its programs, heavy emphasis is being placed upon the provision of ambulatory health services for the prevention of illness, for the detection of illness in its early stages, for general diagnosis and treatment and for the provision of emergency services.

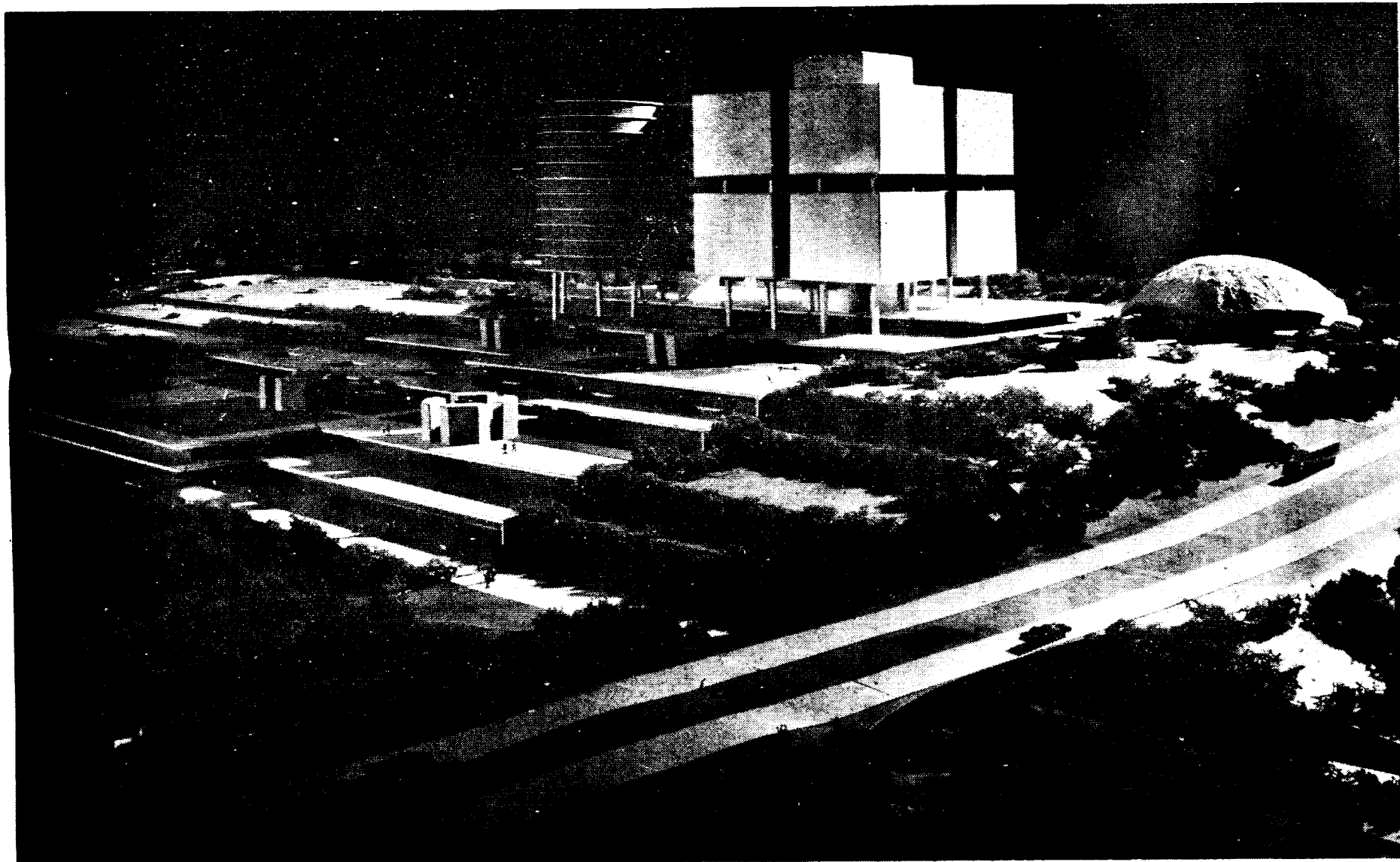
The types of persons who will avail themselves of these services will vary. Persons living or working in the immediate vicinity of the

including all of Suffolk and most of Nassau Counties.

Because the University Hospital will be the most complex patient care facility in the region, it is expected to function as the hub of a network of hospital facilities spanning all of Nassau and Suffolk Counties. This network will function not only for the referral of patients back and forth among various facilities for necessary diagnostic and treatment services, but also for professional education.

In an effort to assure the broadest type of experience for all of the students of the Health Sciences Center, educational programs will be developed in other hospitals, in close coordination with those of the University Hospital. Carefully selected

personnel of varying educational and social backgrounds. Traditionally, members of minority groups have been relegated to the non-professional areas of hospital employment. We believe strongly that this practice must be changed and that black, Puerto Rican, and other minority group citizens must be well represented at all levels of the University Hospital. They must



Another proposed model of the University Hospital and the Health Sciences Center.

various health professions. In addition, the University Hospital will be a major resource for the continuing education programs of the Health Sciences Center, which will be directed to physicians, dentists, nurses, social workers and other health professions throughout the Long Island area.

The University Hospital will be committed to patient care as an end in itself rather than solely as a teaching instrument — a hospital that recognizes its role as a primary health care resource for its entire region and accepts the challenge to function as a social instrument serving the needs of a "community" that embraces all of the Long Island area.

The University Hospital will contain some 400 beds,

Health Sciences Center will probably find the University Hospital to be an appropriate source of emergency care. Many such persons will undoubtedly be hospitalized here as a result of being seen in the Emergency Room of the hospital; others may seek admission for elective procedures. It is expected that many will seek preventive health services and, perhaps, diagnostic and treatment services from the ambulatory facilities of the University Hospital.

There will be certain types of diagnostic and therapeutic services — both ambulatory and inpatient — that will not be readily available elsewhere in the Long Island area. Undoubtedly many patients will be referred for such specialized services from a fairly wide area,

community hospitals will be designated as "clinical campuses" and major educational programs will be carried out in these institutions. These teaching activities will be in the hands of full-time members of the staff of each hospital, who will hold faculty appointments in the various schools of the Health Sciences Center.

The University Hospital will be one of the major employers in Suffolk County. It will require the services of persons of widely varying skills, including physicians, nurses, social workers, technicians, housekeeping and dietary personnel, maintenance workers — and administrators. Employment practices for the University Hospital will be designed to create maximum opportunities for

have access to technical and professional positions, and work/study programs should be developed that will permit and encourage upward mobility.

Finally, the University Hospital will function as a back-up resource for the University Health Service. Students who are under care of the University Health Service and who require major procedures (such as general anesthesia, surgery, radiotherapy, complex radiologic and laboratory diagnosis) will be referred to the University Hospital (or to a hospital closer to the student's home if he prefers). Other elements of the University Health Service (such as pharmacy and medical records) will function with major back-up and support from the University Hospital.

Planning For Social Change

By Sanford L. Kravitz, Ph.D.
Dean, School of Social Welfare

Social Welfare and Social Welfare education are on the threshold of radical change. In the new School of Social Welfare at Stony Brook, we intend to move away from the narrow definitions and compartmentalized approaches so often associated with the classic social work practice. In its stead this school plans to present an integrated approach to human needs and will be involved with the wide range of social effort - encompassing welfare, education, housing, employment, recreation, health, and community development. It is the stance of this School of Social Welfare that individual and social problems have their origins within an imperfect or inappropriate social structure. Therefore, what is defined as a problem is essentially a deviation in the functioning of the existing socio-political-economic system rather than a problem based on the pathology of an individual or group.

Our approach to education will be focused on preparing a student to problem solve in the area of his "concentration," employing the methods of his choice. The form of social intervention may range from psychotherapy, to organizing a rent strike to developing guaranteed annual income programs. The curriculum and technical skills will

administration. The school plans to give equal emphasis to both areas of concentration and the student body will reflect this.

Heavy emphasis will be placed on learning from practice. Practice will be in the field, through gaming situations, through simulation and role playing experiences. Current planning is leaning heavily toward a program in which groups of students spend ten week blocks of effort in the field engaged in training experience. It is expected that much of this field training will be in social programs operated directly by the School of Social Welfare. The school will rely heavily on the team approach to problem solving. These teams would consist of faculty and students working together offering a broad spectrum of services to a particular group or community. For example, a program with migrant workers might include work with individuals and families, child care, community organization functions, social policy development, social planning and research. Initially these programs will probably be located in Nassau and Suffolk counties, but some Social Policy students may work in Washington, Albany, Boston, or other major centers.

The school hopes to offer several specialized programs and is in the process of developing an "Institute of Youth Politics." It will have a two fold focus: one addressed to problems that primarily concern youth i.e., drugs, the present problem wrought secondary education scene, etc., and the other addressed to the impetus among youth and adults to participate and be heard in community affairs. The Institute will be comprised of an interdisciplinary faculty and of

students drawn from the School of Social Welfare, undergraduates; primarily from the State University at Stony Brook, and youth from the surrounding communities. Because students and faculty will be charged with jointly and equally developing, running, and evaluating programs it is not possible at this time to outline the exact format of the Institute.

The MSW program will take approximately two years to complete. However, with the utilization of the summer period the time may be reduced to eighteen months. The minimum requirement for entrance to the school is a bachelor's degree, but in certain special situations a person with less formal education will be considered for admission. This is in keeping with the desire to have a true mix in student population without rigid requirements which may exclude individuals with obvious potential for professional training. There will be no formal requirement for a major in a particular area, but it should be obvious that substantial work in several of the social sciences, e.g., sociology, psychology, economics, political science would be extremely helpful. However, math majors and engineers are not automatically excluded. The school will make special efforts to recruit from minority groups because of the serious shortage of trained workers from these groups. Graduate Schools of Social Welfare annually receive at least five times as many applications as they can accept; thus students are urged to apply to more than one school.

The School is committed to selecting a faculty composed of individuals, young or not so young - who have fresh ideas and who are

vitaly concerned and actively doing something about the myriad problems facing our society in the 70's. Faculty selected to join the School combine strong academic credentials with varied and impressive work experiences. All have personal philosophies consistent with the goals of the School and the concepts of social change.

The School is interested in the student whose past activities show an ability to assume a leadership role and who has been an active participant in his own educational experience. The student who feels liberated from traditional approaches to social problems and is willing to explore new avenues is of special interest to the School. A prospective student should have the potential for developing an analytical approach to situations and the sensitivity to understand his surroundings. One might say that the ideal student would be concerned enough to want change, politically astute enough to know how to go about it, and secure enough to take the necessary risks.

If the School of Social Welfare at Stony Brook says something to you, you can obtain further information by contacting: Sanford Kravitz, Dean, School of Social Welfare.

LABORATORY ANIMAL MEDICINE

In broad terms, the Division of Laboratory Animal Resources is charged with the task of supplying and maintaining experimental animals and providing a climate conducive to excellence in animal based research. The animal facilities are to be centralized in two principal areas of use.

The main, centralized on-campus research animal colony will house the administrative staff of the Department, ancillary animal services, quarantine and processing quarters for incoming animals, animal maintenance quarters, sanitary facilities for animal and other areas for the conduct of experimentation.

An off-campus, animal research facility will be the second area. This facility will be used to provide quarantine and conditioning areas for animals destined for use in research programs at the on-campus animal facility, suitable space for experimentation involving farm livestock, and for animal storage from chronic experiments.

In addition to the maintenance of research animals, the Division also sponsors an active research program in laboratory animal science. Teaching activities are being prepared to cover a wide range of academic interests, including technical training, formal graduate and undergraduate course offering, and a post doctoral program for veterinarians in laboratory animal medicine.

By Steven H. Weisbroth, D.V.M.
Director of
Laboratory Animal Resources



be developed around specific problem areas with problem analysis a consistent theme throughout the educational experience.

The new School of Social Welfare at Stony Brook will begin its program in September 1970 with a series of seven courses in the CED program for approximately 200 part-time graduate students. The Master's degree program in Social Welfare will open in September 1971 with a full time entering class of twenty-five students. An undergraduate program is in the planning stages and a Ph.D. program will be offered in 1973.

The Master's program will offer work in two basic concentrations. The first we are calling "Clinical Practice" and the second, "Social Policy." Students who elect the "Clinical Practice" track will concentrate on developing the skills for working with individuals, families, and small groups. Students in the "Social Policy" area will be concerned primarily with studying the formation and development of social policy decisions and their consequences as they affect the distribution of social resources. This program encompasses community organization, social planning, research, and



Health to the People!

By **Edmund Ross, M.S.**
Director, Community Services

The Health Science Center will be extensively involved in the community. A network of hospital affiliations, affiliations with the agencies planning the delivery and coordination of health services, continuing education for professionals, Departments of Community Medicine and Community Dentistry, etc., and extensive consultation and health education programs for consumer groups will be some of the modes of involvement. The community will have a direct and continuing voice into the Health Sciences Center through a special Advisory Board.

Hospital Affiliations

In Nassau-Suffolk, there are 42 hospitals and most will be tied to the Health Sciences Center thru one of six types of affiliations. The University Hospital will be the center of the affiliation network. The broadest type of affiliation will be with a few hospitals functioning as a clinical campus. This will be limited to those large enough to have a variety of patients requiring service in clinical fields and their subspecialties. A more limited affiliation will occur with hospitals developed strongly in a particular clinical field. For example, if the University Hospital obstetrical service is not able to provide students with sufficient deliveries or experience in surgical subspecialties, community hospital rotations will be essential. A third type of affiliation will, for the most part, be with the smaller hospitals serving a limited population or rural communities. Here the students will have clerkships in community medicine. Affiliations to stimulate a hospital to become a teaching institution, i.e. to provide educational opportunities for its own physicians, nurses, social workers and others in their own buildings will be another major area of work.

New Models

With the U. S. system of high quality but expensive and poorly distributed medical care, experimentation will be needed to test and evaluate the results of the several different new and older modes of delivering health care. Therefore, students and the community will be exposed to different models of patient care; some projects will be especially directed to making health care accessible to the poor. Medical service corporations and other

group practice concepts, systems with built-in health care for the healthy as well as extensive programs of preventive-maintenance and sick care for the sick, new roles for whole categories of paraprofessionals, etc., will be among the aspects of community medicine investigated and possibly made available to sections of the community.

Continuing Education

With the tremendous and rapid advances in health technology, parts of what was the latest knowledge, earlier taught to long established professionals, often becomes obsolete. Therefore continuing education is society's only real mechanism to ensure the continued competence of its practitioners. Recognizing this, each of the Health Sciences Centers' six schools will conduct special continuing education programs. Some have already been initiated. Programs have been cosponsored with the Suffolk Academy of General Practice, the Suffolk Academy of Medicine, the Suffolk Heart Association, and the Meadowbrook Hospital.

Continuing education will also take another form. The School of Allied Health Professions and the School of Nursing are developing formalized relationships with Community Colleges in the Nassau-Suffolk area, to expedite transfer of two-year graduates to baccalaureate education. This should be especially helpful to the student from a disadvantaged background. Further, both the Allied Health and Nursing Schools hope to make it possible for persons now employed in the lesser health care roles to expand their formal educational preparation on a part-time basis. Therefore, those who cannot give up their positions and lose all income, but who want more training, can secure it. This career ladder opportunity will be especially helpful to persons from disadvantaged backgrounds as well as women with family responsibilities.

The Consumers

For the consumers of health care (as differentiated from the

practitioners who provide health care) during 1970, the Health Sciences Center will mainly offer consultation and education. The consultation will be in the areas of health planning, coordination of existing programs, research on community needs, policy development to guide action, and social action to achieve results. Health education will be offered on almost every type of health problem that concerns the community.

The Community Advisory Board

The non-professional "consumers" of health services, i.e. the lay community, will have significant input into the HSC thru a Community Advisory Board. The broad purpose of this Community Advisory Board is to keep the HSC informed about what is needed by the community as well as how it feels about what the HSC is doing. More specifically, the Community Advisory Board would, on a continuing basis, (a) advise HSC about what the Long Island Community expects from it, (b) act as an ombudsman for the utilization of HSC resources to help meet community health needs, and (c) provide HSC with a constituency to help it meet staff needs, achieve legislative goals, and resolve special problems.

The Community Advisory Board will be made up of about 35 non-professionals drawn from both the new and old power structures. Its members will be representative of, and a liaison to: (a) business and banking executives, (b) minority and poverty groups, (c) the communications industries, (d) social agencies, (e) religious leaders (f) educators, (g) politicians, (h) labor leaders, (i) civic associations, (j) students, (k) leaders of the aged, etc. Most of these "influentials" will have responsibilities which cover the entire Nassau/Suffolk Region, but some may be more localized.

Economic Impact of the Health Sciences Center on Suffolk County

The establishment of a major Health Sciences Center at Stony Brook will have a wide economic impact that will effect all of Long Island, but most specifically Suffolk County. Construction of facilities for the Center represents a significant but short term benefit to the extent that local labor and suppliers will be involved in the project. Greater and more permanent benefits will be derived from the long term operation of the schools and hospitals that constitute the complex.

It is roughly estimated that salaries paid to the staff by the Health Sciences Center will be in excess of \$33 million annually.

In summary, beyond the possible economic gains it might bring, the HSC concept of service to the community is to develop a partnership with professional groups, hospitals, health agencies, and with representatives of the lay community itself. The HSC believes that all these groups must be involved in the planning of health care, if there is to be a more effective delivery of health service.

HEALTH SCIENCES LIBRARY

A Health Sciences Library is now being developed to serve the educational service and research needs of all faculty, staff and students in the Center, Veterans Administration Hospital, and, to a limited degree, the Department of Biological Sciences. The library will also function as a regional resource, assisting health professionals throughout the Suffolk-Nassau community. Dynamic interaction with the University Library will enhance services of both libraries while each corroborates with other New York libraries. Computer connections and inter-library loan services will promote assistance to and from other community, state and national information centers.

By **Emil F. Frey, M.S.**
Director, Health Sciences Library

Panel Discussion:

An Investment in Health Care - The Health Sciences Center

May 14

8 pm

Stony Brook Union Rm 236

SUSB Health Sciences
Center supplement
coordinated by:
Stu Eber
George Locker
Ed Ross