

stony brook review

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at stony brook

Young Researchers Trap the Light Fantastic

The mysterious red beam of light looked like a piece of string tightly strung between two rectangular blocks of glass on the laboratory table, but the lab assistant passed his hand through the string and back again without disrupting the steady flow.

"It can't really hurt you, this beam," said Guy Indebetouw, the young man from Belgium. He was referring to the beam of a low-power, helium-neon laser, one of two \$10,000 instruments now in use in Stony Brook's new electro-optical sciences laboratory.

Guy and another young researcher from France, Claude Puech, have been working in the lab since it was opened here in mid-November under the direction of Dr. George W. Stroke, internationally known expert in coherent light optics, and professor of electrical science and medical biophysics.

The beam of light produced by this laser is deflected in several directions by a combination of prisms and mirrors, and is used to illuminate objects that are photographed in a relatively new process called holography. The end-product of holography is a hologram, or three-dimensional photograph.

Dr. Stroke explains the phenomenon of the holographic image in terms of a man looking at an object through a window:

"The pattern of light waves reflected from the object and other surrounding

objects strike the windowpane in an unfocused pattern, awaiting interpretation by the eye. It is the photographic recording of this light-wave pattern on the window, with the aid of an 'interference pattern' provided by the laser beam, which forms what we call a 'hologram.' Actually all we have done is to stop those light waves—trap them, as it were, on a glass plate—to be released at will with the aid of the laser beam that helped us trap them in the first place.

"When the hologram is placed in its window-like position and illuminated with the laser beam, the three-dimensional image is released and appears to the eye as if it came directly from the object itself."

By turning the holographic plate at different angles to the laser beam, the viewer can actually see behind objects appearing in the foreground.

Until 1966 it was generally assumed that holograms could be recorded only in the pure, monochromatic light provided by the laser beam. But Dr. Stroke gained national prominence in his field in 1966 when he announced the development of holograms which could be viewed in ordinary white light, using red and blue laser beams as illuminating sources. Such holograms can be used to produce multi-colored images from an ordinary black and white photographic emulsion, Dr. Stroke says.

In the future, more sophisticated applications of holography may include 3-D motion pictures and color television. Still greater potential value lies in its possible application in medical and biophysical research.

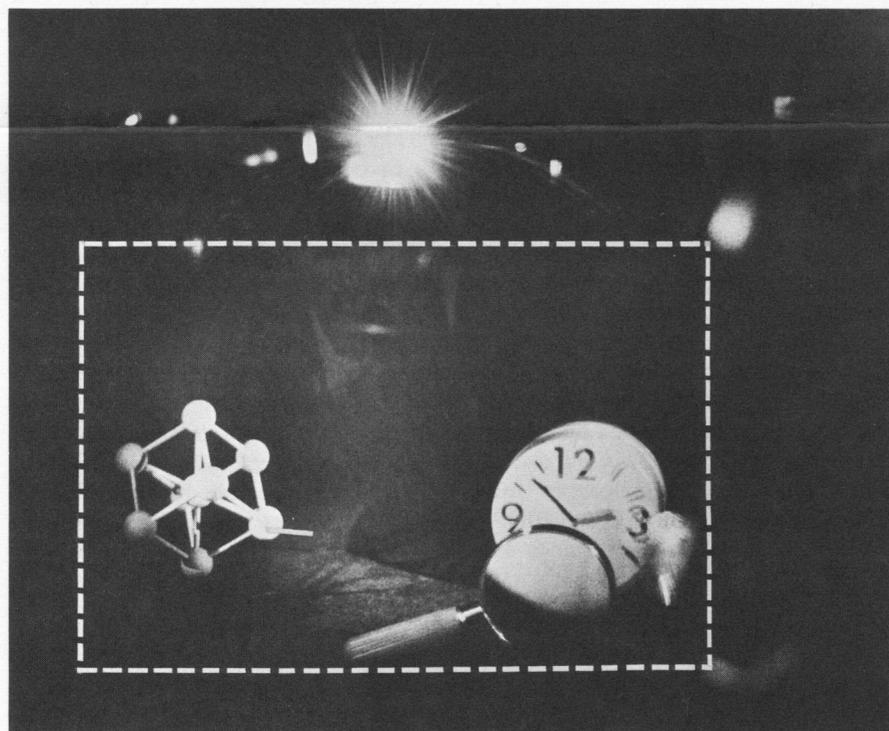
An Aid to Astronomy

In his laboratory at Stony Brook, Dr. Stroke and his assistants are working to develop a method for making poor-quality photographs useful. According to Dr. Stroke, this will especially aid research in astronomy, as a great many photographs taken by satellites and balloon-borne telescopes appear useless because they are out of focus. Holography, he claims, can restore the sharp image to a poor picture, making a great amount of otherwise irretrievable information available.

Dr. Stroke came to Stony Brook in September, 1967, from the University of Michigan. During 1966-67 he served as consultant to the Space Optics Laboratory of the National Aeronautics and Space Administration's Electronics Research Center in Cambridge, Mass. His current research at Stony Brook is supported by grants from NASA, the National Science Foundation and the Office of Naval Research, totaling some \$175,000.



HOLOGRAPHY EXPERT Dr. George Stroke is shown above looking through the "invisible" hologram, which, when illuminated with the coherent light of the laser, produces three-dimensional images as shown below. An observer can look through the magnifying glass and see objects appearing in the background magnified.



The Electro-Optical Sciences Laboratory has all the awesome attributes of a setting for a science-fiction movie. Criss-crossing laser beams pierce the darkness, their red angles directed by mirrors and prisms positioned precisely on the corners of the optical benches—two massive, solid granite slabs resting on cork bases (for acoustic and seismic dampening). One weighs six tons, the other slightly over four tons. Everything is clean and, when one listens, silent.

Dr. Stroke explains that any inter-

ference whatsoever—be it voice vibration, the resonance of a fan motor, noise from footsteps on a sandy floor, or seismic shocks from heavy equipment outside—can cause a holography experiment to fail.

In spite of the awesome appearance of the room, there is nothing to fear in Dr. Stroke's laboratory. The type of laser (acronym for *Light Amplification by Stimulated Emission of Radiation*) that he uses produces a harmless beam of about 60 milliwatts of power, hot enough to produce sufficient light for

the experiments, but hardly powerful enough to be lethal.

Nevertheless, the laser is truly the "light fantastic," and Stony Brook's Dr. Stroke and his young researchers are certain to be making news for a long time with the results of their work.

Ammann, O'Neill Colleges Set February Dedications

When young Othmar Ammann came to the United States from his native Switzerland in 1904, he brought with him skills and experience which not only made it possible for him to build one of the largest and most successful engineering firms in this country, but which also gave the United States some of its most impressive and elegant bridges.

Ammann's first bridge was a stone railroad crossing near the picturesque Swiss city of Schaffhausen. In this country he is responsible for the George Washington, Triborough, and Bayonne bridges as well as for the Lincoln Tunnel which he planned as chief engineer for the Port Authority of New York. He was a consultant for San Francisco's famous Golden Gate.

On February 17 and 18, Othmar Ammann will be honored in the first of a series of dedication ceremonies sponsored by Stony Brook's new residential colleges, all named for distinguished and deceased New Yorkers.

Highlighting the Ammann dedication will be a keynote address by Robert Moses, chairman of the Triborough Bridge and Tunnel Authority, in the college lounge at 3 p.m. Sunday, February 18. Saturday activities feature a special presentation of the CBS documentary, "An Essay on Bridges," at 4 p.m.; the official opening of an exhibition of photographs and drawings of Ammann's work by his son Werner Ammann at 4:45 p.m.; and a student reception following. All events will be in the college lounge.

At 7:30 p.m., Saturday, a banquet will be held featuring remarks by H. Lee Dennison, Suffolk County Executive, and Lee Koppelman, executive chairman of the Nassau-Suffolk Planning Board. Members of the Ammann family and representatives of the firm of Ammann and Whitney will be special guests at all ceremonies.

Drama Highlights for O'Neill

Closely following the Ammann dedication will be a month-long series of events in O'Neill College beginning in mid-February. Students hope to bring directors, actors, and dramatic critics familiar with playwright Eugene

O'Neill's work to the campus for informal discussions.

Colleen Dewhurst of the "More Stately Mansions" cast has accepted an invitation to a reception, date to be announced.

They plan critical seminars, film showings of plays which have been made into movies, and a theater party to see the current Broadway production of "More Stately Mansions" starring Ingrid Bergman.

One of America's most influential dramatists, O'Neill is noted for such plays as "Ah, Wilderness!", "Long Day's Journey Into Night", and "The Iceman Cometh." In his lifetime he won three Pulitzer prizes and in 1936 he was awarded the Nobel Prize in literature.

Although programs connected with the dedication of both Ammann and O'Neill Colleges reflect the careers of the men for whom the residence halls were named, other activities in the colleges are not limited to particular fields. In any given week one might find an art workshop in the basement of one college, a gourmet cooking class being taught by a faculty master and his wife, a seminar on foreign policy, a Charlie Chaplin movie, a poetry reading, or a lesson in Scottish folkdancing. Programs are set by the students working with college masters and upperclassmen who serve as resident advisers.

The residential college concept is designed to break the growing population of Stony Brook (5,200 this year) into groups of 200 to 400 students to encourage the development of a friendlier, more personal living unit than might otherwise exist.

Residential colleges have existed on the Stony Brook campus only five months, but already faculty say they find themselves occasionally dropping in at the college lounges without feeling they are invading students' out-of-class time. Students on the other hand find faculty far less imposing over a cup of coffee than behind a lectern.

Dr. Rogatz in Major Health Sciences Post

In a major appointment to its Health Sciences Center, the University has announced selection of Dr. Peter Rogatz as professor of community medicine and director of patient care services and the University Hospital.

Dr. Rogatz, who is currently director of The Long Island Jewish Hospital in New Hyde Park, will assume his new responsibilities on July 1.

At Stony Brook, Dr. Rogatz will be involved in the planning of the Univer-

sity hospital, expected to be in operation by 1973-74, and all other patient care services. The hospital will be an integral part of a comprehensive health sciences complex which will include schools of medicine, nursing, dentistry, graduate social work, and allied health professions. It is expected that the first medical students will be admitted in 1971.

At Stony Brook, Dr. Rogatz will work under the direction of Dr. Edmund D. Pellegrino, director of the Health Sciences Center since September, 1966, and a key figure in the development of new medical centers in New Jersey and Kentucky.

Of the Rogatz appointment, Dr. Pellegrino said:

"Dr. Rogatz will occupy one of the most important posts in the developing Health Sciences Center at Stony Brook. His responsibilities will include planning of the University hospital, integration of patient services and teaching in all the health professions, and coordination of relationships of



Dr. Peter Rogatz

the University hospital with health facilities in the Nassau-Suffolk community. His experience in community medicine and in all phases of patient care administration equip him uniquely to contribute to every aspect of the clinical programs in our institution..."

Dr. Rogatz was deputy director of New York's Montefiore Hospital prior to joining Long Island Jewish Hospital in 1964. He started his professional career in 1953 as director of the Study of Home Care Programs for the Hospital Council of Greater New York and was subsequently associate medical director of the Health Insurance Plan of Greater New York. In 1958, he was named associate director of the Hospital and Health Agencies Study of the Federation of Jewish Philanthropies of New York.

A graduate of Columbia College, the 41-year-old physician-administrator obtained his M.D. from Cornell University Medical College in 1949. He received a Master of Public Health degree from the Columbia School of Public Health and Administrative Medicine in 1956.

Students, Staff Donate Blood to Leukemia Patient

Students and staff members joined ranks early this month to save the life of a campus employee suffering from leukemia and badly in need of rare, type O-negative blood. On the morning of February 1, campus officials were notified that Nicholas Vonhallen, a mechanic in the theater arts department, needed a supply of the unusual type blood which must be used within 12 hours of donation.

Notices were placed on bulletin boards and calls were made to campus offices. In spite of the intersession vacation, three students volunteered immediately and on Friday morning an additional three offered to contribute. Another half-dozen staff members volunteered to donate.

A total of five pints of O-negative blood were taken immediately and three more pints of other types were donated to cover the expense of transporting the blood from Long Island to the U.S. Public Health Services hospital on Staten Island where Vonhallen is listed in "seriously ill" condition.

Al Verrachi, a member of the maintenance staff, is working to establish a University Blood Bank to cover emergencies in the future. "This is something we found out we badly need," he said.

Stony Brook Hosts Latin American Conference

Latin American scholars from all parts of the Western hemisphere will convene at Stony Brook March 22 and 23 to discuss problems of research and training in rapidly changing Latin American countries. Approximately 200 are expected to attend.

Dr. Leopoldo Zea, Director of the
continued on page 9

stony brook review

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At 5 a.m. January 17, 1968 armed Suffolk County police in 72 squad cars conducted a surprise drug raid on the Stony Brook campus and in private homes in the surrounding region. Entering dormitory rooms with pass-keys, the police carried warrants issued a week previously by a Suffolk County Grand Jury for the arrest of 38 individuals.

Ultimately 29 students and 18 non-students were arrested on one or more charges of narcotics violations. Police were accompanied by seven police photographers and invited reporters and photographers from the Long Island and New York City press. Reporters and officers were issued in advance a comprehensive 107-page plan, an inch-thick document titled Operation Stony Brook, containing descriptions of the indicted persons and dormitory layouts and assorted maps.

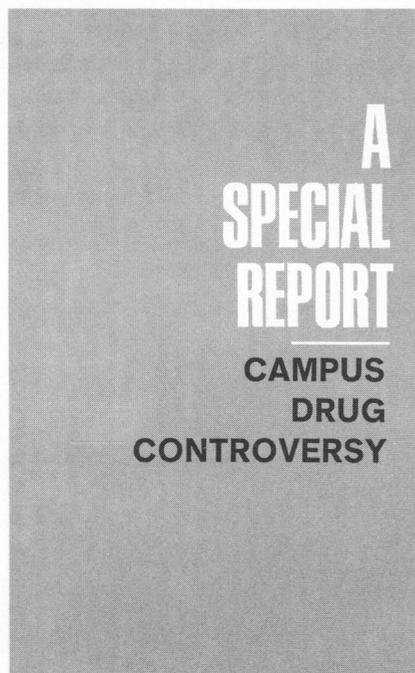
The raid, which took place during the week of final examinations and without the prior knowledge of University officials, followed three months of undercover work by specially assigned agents who began investigating the campus in mid-September. A variety of drugs, pills (including vitamin pills), and implements such as homemade waterpipes were confiscated.

Students were taken by bus to Riverhead or Commack where they were arraigned and released on bail. Some returned to the campus to complete their examinations.

As a result of the raid, two joint legislative committees, one on crime and one on higher education, have held public hearings and investigation continues by the Suffolk County Grand Jury.

University officials have announced stricter enforcement of campus regulations and the appointment of a full-time drug consultant that had been pending for several months. President John S. Toll has reiterated his willingness to assist all authorities in eliminating the illegal use of drugs from the Stony Brook campus and has urged all members of the University community to cooperate to the fullest extent.

Because of the serious nature of the recent events and charges which have been made, this special issue of the Review contains a full report on both the drug problem on the Stony Brook campus and past and future efforts to combat it.



President Toll Testifies Before Joint Legislative Committee in New York

Editor's Note: In order to clarify the University's past actions and future plans for dealing with drug problems on campus, the Review reprints here the complete testimony of Stony Brook President John S. Toll as he presented it to the Joint Legislative Committee on Higher Education during its February 1 hearings in New York City on "The Drug Problem on the Campus: Its Dimensions and How It Should Be Handled."

Illegal drug use by college students on many campuses throughout the nation is a very serious problem. This problem exists on our campus as well as at many other universities. Recently, Senator Hughes, Chairman of the Joint Legislative Committee on Crime of New York State, estimated that there were 500 to 1,000 students at Stony Brook who had been involved in illegal drug use. The estimate was based on reports he received from three undercover police agents who worked on our campus for three months last fall. From the information available to me, I would agree that this is a reasonable estimate and that it represents an extremely serious problem. The upper limit of this figure would constitute almost 20 percent of our student body, and some estimates have run even higher than this figure.

Similar serious illegal use of drugs occurs on many other college campuses. For example, I received from Charles Hollander, Director of the Drug Studies Desk of the National Stu-

dent Association, the results of his compilation of information on the national use of drugs. He points out that last year in New York Dr. Mitchell Balter, an authority in this field, said that he estimated that 20 percent of college students throughout the nation were using drugs. This estimate was based on studies by the National Institute of Mental Health a year ago. A survey on a large California campus indicated that 33 percent of the students there had been involved in the illegal use of drugs. Other estimates have indicated that the proportion may even have risen considerably in the intervening time. Using only the figure of 20 percent, we see that, of a college student population of six million, an estimated one and a quarter million students are using drugs. This use is believed to involve mainly marijuana, but it also involves a wide variety of other, more dangerous drugs. Clearly this is an extremely serious national problem which well deserves careful study.

Even more disturbing is the extent to which illegal use of drugs is reaching into other parts of our society. The problem is becoming a serious one in many of our high schools. Thus, the problem of illegal use of drugs is one which universities and communities share and which all responsible citizens must join in attacking vigorously.

Programs of Enforcement To Discourage Illegal Drug Use At Stony Brook

I agree with the statement of the Suffolk County police officers who testified yesterday before another joint legislative committee that the major illegal activity on the campus at Stony Brook is illegal activity involving drugs. I have been greatly concerned about this problem and have been working in many directions to try to deal with it. Convinced that our previous methods were not effective enough, I formed a special advisory committee on drug problems for the campus last fall under the chairmanship of our Dean of Students, David Tilley. To work on this committee we invited experts from outside the University who graciously consented to serve without any remuneration. These included such men as Dr. Julius Rice, Chief of the Narcotics Addiction Unit at the State Hospital in Kings Park. Dr. Rice is a noted authority on narcotics problems and has been very helpful in educational programs for our students and in advising us on policies. Joseph Joyce, a leading expert on narcotics law among the attorneys in Suffolk County, is another member of the group. The committee also includes experts from

our own medical faculty and representatives of faculty and student groups.

In order to deal more effectively with the problem of drugs on campus, we decided that we needed some full-time experts in narcotics matters who could work on our campus to help in the program of enforcement and education. Thus we devised a program which was discussed last December with Resident Assistants, the Graduate Student Council, and others on the campus. We arranged for Dean Hepper, Chairman of the Nassau County Commission on Drug Abuse, to serve as the leader of this program.

As the director of the drug abuse, education, and control program at Stony Brook, Mr. Hepper shall be the center for information about illegal use of drugs on campus, will cooperate fully with the police, and will investigate any significant information indicating possible illegal activities involving drugs on the campus. He or his assistants will be present at night in any area where they have reason to believe illegal drug activity might be occurring. He will check once a week with each of the Resident Assistants to be sure that he is aware of any information that they have available, and that they are fully instructed in their responsibilities, and he will check that they are carrying out these responsibilities effectively.

At my request, Mr. Hepper has been meeting with Detective Sergeant Cummins of the Suffolk County Narcotics Police Squad, and both Mr. Hepper and Detective Cummins have assured me that they believe the basis for effective cooperation has been established. We will confirm these arrangements in forthcoming discussions which have been scheduled by County Executive Dennison between Commissioner Barry and his staff and myself and members of the University staff.

Mr. Hepper shall see that any evidence concerning drugs on the campus in violation of University rules (which are stricter than law) is investigated and, if necessary, that charges are brought for proper hearing and disposition.

University procedures have always required that Resident Assistants inspect each room at least once every other week. In the future we are going to make sure that this is done by a system of check lists which are reviewed by full-time personnel in each quadrangle, the Quad directors, and by Mr. Hepper. In the past our Resident Assistants had been working under a Quad Director in each quadrangle. We have had one full-time member of the faculty or staff living in each residential college unit of approximately 200 students. In

the future we are going to clarify this organization so that the full-time personnel will have more direct responsibility for checking that University rules are being observed.

When each student becomes a resident in the University dormitories he or she signs an agreement that University authorities have a right to enter the rooms. The University rules are being altered so as to make it absolutely clear that unannounced room searches can be conducted when there is good reason to believe that a serious violation of University rules may be occurring.

University rules have always prohibited any illegal activities involving drugs. Recently 21 students on our campus were indicted and arrested on charges of the sale of narcotics. These arrests were based on information supplied by three undercover agents who had worked for three months on our campus. Since such illegal drug use was clearly contrary to University rules, and since University rules provide that such activities will normally lead to expulsion, all of the students involved are being notified that they must appear for administrative hearings before University authorities if they wish to continue as registered students during the spring semester. If it can be established that these students have indeed violated University rules, they will be suspended. Of course we must follow appropriate rules of due process in these hearings, and we are seeking the cooperation of the District Attorney so that the University can take proper action in these cases. Violation of University parietal rules will similarly be dealt with in administrative hearings. In brief, we will not tolerate violation of the laws or University rules.

Need to Give Students a Major Responsibility in the Control of Student Conduct

We should recognize at the outset that programs of enforcement alone will not eliminate violations of regulations. The primary support of the laws of any society is a responsible citizenry. The work of maintaining a good society is the collective task of the responsible members of that society who support the various authorities who serve them.

This is especially true on the modern university campus where students are undertaking difficult academic programs that will prepare them for roles of leadership. These bright students are full of slogans of "student rights" and "student power." I believe that it is our task not to subject them to a society run by their elders but rather to teach them that rights involve responsibilities and that the students must gain the

necessary self-discipline and collective responsibility to maintain the rules necessary for the best university community. Insofar as possible, students should be given responsibility for student conduct so that they learn thereby how to perform responsibly the positions of leadership many of them will later assume in society. The University faculty and administration will provide a framework and guidance to see that students do indeed accept their duties responsibly. The University administration will check as needed to see that students are exercising their part of the responsibility well and will provide additional authority where needed.

The areas of primary difficulty at Stony Brook, as at almost all other residential universities in the United States, are those of parietal rules and rules concerning illegal use of drugs. At many universities there appear to be widespread violations of these rules and therefore special efforts are needed to deal with these areas.

Thus, we must give the students themselves responsibilities for controlling their own conduct. I believe that the systems we have had in the past for checking that students are doing this well have not been sufficient, so we are improving these checks, but we will still allow students to have control over conduct in those areas where it can be shown by our investigations that they are doing a good job. I am sure that the recent events on our campus have created an overwhelming consensus among students and faculty that we are all going to work together to see that University rules are enforced. Insofar as the program developed at Stony Brook works well, we hope that we can match our fine academic program with a fine program of student responsibility for their own actions and thus create the best possible atmosphere for education of our students as scholars and citizens.

Programs of Education on the Dangers of Drugs

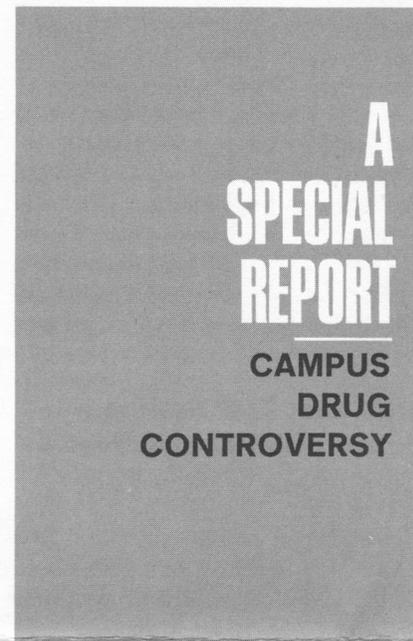
In the *Daily News* of January 30, 1968, an article on the problem of drugs includes the following paragraph.

"Although the Bureau of Drug Abuse Control exercises great vigilance in its enforcement obligations, as the foregoing figures testify, its director, John Finlator, and his boss, FDA Commissioner James L. Goddard, view the problem as mainly educational."

I completely agree that we must combine with effective enforcement programs, programs to educate our students on the great dangers of drugs. We have been conducting such an educational program at Stony Brook, and I believe

it has had some effect in decreasing use of the most dangerous drugs, although serious problems still remain.

During all my time at Stony Brook I have made many efforts to explain to students the dangers of drug abuse and so have many other members of the staff. At my monthly student press conferences I have discussed these problems and once released a statement on "Narcotics and Student Responsi-



bility" which was reprinted last spring in the student newspaper; this statement included a summary of the harmful effects of marijuana as received from a medical authority in Lexington, Kentucky, and also told of the dangers of passing from marijuana to more harmful drugs. We have held many educational forums on the problems of drugs. The booklet on drugs prepared by the New York County Medical Society was reproduced and distributed to every student last year and to all incoming students this fall. An extensive bibliography was prepared on drug problems which was used in counseling students. When articles were published in *Science* on the role of LSD as an extremely powerful chemical agent for genetic disruption, reprints of this article were posted prominently on campus bulletin boards, etc.

We gave more attention to the problems of drugs in orientation talks this year and stressed to Resident Assistants as well as to all students their responsibility to keep the campus free of drugs.

Efforts to discourage and prevent illegal drug activity at Stony Brook have taken a variety of forms this fall semester. Experience in previous years persuaded us that the most effective approach is to work with students in small groups, and this is the approach that we have tried this fall. With the

full-time narcotics experts now on the staff, we are going to continue such programs on an intensified basis in the future. In particular, we try to involve responsible students as well as members of the faculty and staff and outside experts as leaders in these discussions. We found, however, during the Freshman Orientation program that well trained students were effective when talking to students on a face to face basis. The basic approach taken this fall, therefore, was to encourage Resident Assistants, Housing Staff, or Campus Ministry, Masters and Associates in the Residential Colleges to create situations where such subjects could be talked out informally.

Several specific efforts were made to support the efforts of those making contact with students. *First*, University policy on drugs was specifically discussed with students and parents during Freshman Orientation. We hope that the small number of freshmen (2) picked up in the raid resulted in part from the orientation effort. *Second*, as President, I addressed the student body at the start of the semester. Included in that talk was a warning to students that illegal drugs cannot be tolerated on campus and a request for cooperation in eliminating illegal drugs from the University. *Third*, students, faculty and administration cooperated late in the summer, drawing up a clarified University drug regulation. *Fourth*, both the President and Dean of Students met with Resident Assistants and Housing Staff prior to the fall term to express the urgency of the need to clean the campus of illegal drug activity and answer any question of policy and procedure. The Associate Dean of Students followed up these sessions with other in-service meetings to help staff gain the knowledge and confidence needed to deal with these issues. *Fifth*, Dr. Julius Rice, Suffolk County Director of Narcotics Control, participated in further training sessions for staff and Resident Assistants. *Sixth*, Psychological Service presented a drug symposium early in November directed toward hallucinogenic drugs. Over 400 students attended. *Seventh*, the Dean of Students' Office introduced an "extended coverage" program which in effect provided one staff member on general duty, supported by student assistants, roughly from 7 p.m. until midnight on weekdays. Our hope was that in the evenings when students seek solutions to personal problems they would turn to "extended coverage" for help and avoid the sense of aloneness that in some cases results in ineffective personal behavior.

I believe that the dangers of the hallucinogens must be particularly stressed

to students because of the high probability that a single use of these extremely dangerous chemicals can cause serious, lasting damage. For this reason, we have made it clear in our rules that a single use of any hallucinogen will lead to immediate suspension from the University. At first students did not realize how dangerous these chemicals are. Since reports have now established that deformed babies can result from LSD just as from thalidomide, and that LSD can cause serious brain damage, I believe that it will be possible to convince intelligent students that the use of such chemicals is extremely foolish.

Indeed, I agreed with the fine statement of Dean Munro of Harvard who has pointed out to students that any illegal use of drugs is stupid. What we must stress to the students is that they each have a responsibility, not only to avoid such stupid activities themselves, but also to see that their fellow students do not indulge in activities which are dangerous to themselves and to other members of the University community.

Importance of Cooperation of University and Police

In order to deal effectively with the problems of drug use on the campuses of the United States, it is extremely important that there be full cooperation between universities and the law enforcement authorities. As President of the State University of New York at Stony Brook, I have always endeavored to cooperate fully with the police. Prior to the raid of January 17, 1968, the police Commissioner of Suffolk County had never made any complaint to me about the cooperation of the University with the police, and I had assumed that we had established effective cooperation. I was startled when I learned that the police felt they could not cooperate fully with our staff.

I am determined to see that in the future we do have full cooperation between the police and University officials in dealing with the problems of illegal use of drugs. I am grateful to County Executive Dennison for the series of meetings he has scheduled between the Suffolk County Police and the University. By working together we can have the most effective law enforcement.

Prior to the raid of January 17, 1968, all of the arrests that had been made on the Stony Brook campus for narcotics offenses have been based on information which was supplied to the Suffolk County Police by University officials.

In a newspaper clipping from *Newsday* of January 14, 1967 a reporter states that: "Detective Sergeant Robert Cummins, Narcotics Squad Com-

mander, credited Associate Dean of Students Donald Bybee with helping uncover the narcotics cache. 'Without the dean's help we wouldn't have found these two for a long time,' he said."

Thus, the Suffolk County Police did indeed give credit to the effectiveness of University cooperation in supplying information and in arranging this arrest. Furthermore, the article is completed with the following paragraph:

"Undercover agents, sent back to the college after police had arrested the pair, made attempts to buy marijuana from other students. They said they were told by one student: 'I'd like to help you, man, but the fuzz (police) just busted our connection.' The connections, the student said, were the two arrested youths."

In other words, the effective cooperation of the University and the police eliminated a major source of supply of illegal drugs on the campus. I believe that ours was significant cooperation and that the Detective Sergeant was correct in recognizing how important the assistance of University officials in these law-enforcement activities has been. In fact, I believe that if University authorities had been consulted in advance of the recent police raid of January 17, 1968, the operation might have been much more effective. We could have aided the police, for example, in verifying certain addresses of the students. In at least one case, the student who was indicted had moved, so that police entered his previous rather than his present residence. Such mistakes would have been much less likely if the police had sought University cooperation.

The University has endeavored to cooperate with the police throughout the previous and the present academic year, and in every month there has been at least one contact between Acting Associate Dean of Students' Donald Bybee and a representative of the Suffolk County Police Department Narcotics Squad. In some months there were many such discussions, and three times this fall Mr. Bybee turned over to the police, material, presumably marijuana, which he had obtained on the campus, and he answered all police questions on this evidence.

Need to Protect the Innocent While Enforcing the Law

It is extremely important, if we are to have effective enforcement of University rules and of laws on the campus, that law enforcement authorities and University officials have a respect of the University community. Only by retaining this respect can we expect to have the cooperation of students and faculty

which is necessary for a fully effective program of enforcement.

University officials will in no way condone illegal activities and will aid police officials in any investigation of illegal acts by student or faculty. The recent arrest of 29 of our students, when combined with additional investigations in which we assist, may lead to further arrests among our students. Furthermore, there have been some suggestions that members of our faculty might be involved in illegal use of drugs. I know of no evidence of illegal activities involving drugs by our faculty, but I will cooperate in any appropriate investigations by the police.

If we have any evidence of a crime on the campus, University officials have the responsibility to report this to the police. However, it is quite important that the rights of the innocent be protected. We must be sure that members of the University community are not subject to character assassination. We must use good judgment in separating idle rumors from serious evidence. Vague charges unsupported by specific evidence should not be tolerated. The unfairness of such tactics will soon discredit all of our efforts to enforce University rules and maintain a law-abiding campus. It is clear that discussions of this point will be important in order to work out effective cooperation with the police in the future.

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

While the problem of drug use is a very serious one involving a very substantial number of students, it is important to keep this problem in perspective. The great majority of the students at Stony Brook and at other universities are taking full advantage of their opportunities for a good education. We have a highly demanding academic program at Stony Brook and most of our students are working hard to do their best to get a good education. In order to get a full impression of the nature of the University and the job that is being done, I invite your investigating committee to come to the campus at any time. I invite you to visit our Library. Almost any night you will find nearly every chair filled with students

studying seriously to advance their knowledge. I invite you to meet with the faculty and students in our Residential College Program to see the effect of dedicated teachers working with students inside and outside of class to develop each student's intellectual and creative talents.

Stony Brook is a campus where there is an excitement about ideas and where we are making every effort to advance the interests of the State of New York through the education of our students and the extension of man's knowledge through research. It is because of the great importance of such programs to the State of New York that the inquiry of your committee into the serious problems of illegal drug activities on the campuses are so important. We must find more effective ways of dealing with this serious danger to our students, our programs, our very purpose.

Student Rules Are Modified and Revised

In view of the current controversy over drug abuse, University officials have proposed revisions and modifications in the rules governing non-academic conduct of students for the spring semester. Designed to discourage the use of drugs, the rules are subject to review with the Council of the State University of New York at Stony Brook and other appropriate groups.

The University has made clear that any student who sells or distributes drugs illegally is subject to expulsion from the University; also, that any student using or possessing illegal drugs will be liable to a maximum penalty of suspension.

In the past, each student has been required to sign an agreement giving University authorities the right to enter rooms. To enforce the rules and regulations governing drugs, the University has stated that it reserves the right to inspect residence hall living areas at any reasonable time for the purpose of determining that adequate standards of health and safety are being met. Resident students will be required to agree to such a review of living quarters as a condition of their receiving and being continued in University housing.

Rules governing guest policy of the University state that in general, guests

stony brook review

This special section of the Stony Brook Review on the campus drug controversy was produced by the Office of University Relations, State University of New York at Stony Brook, Stony Brook, N.Y.

are welcome. There are circumstances, however, under which visitors to the University community are not welcome. These circumstances normally prevail when University facilities are subject to misuse. To guard against such misuse, the University is fully prepared to invoke any of a variety of civil statutes defining misuse of facilities.

Visitors will not be permitted to enter or remain on campus between the hours 11 p.m. and 6 a.m. unless they have written permission from a duly authorized University official.

Profile: Man in the Middle

Dean Hepper is a man in the middle. Accepting appointment as a full-time drug consultant at Stony Brook, he is responsible to an administration which has reaffirmed full cooperation with local law enforcement agencies. Yet his effectiveness will depend directly on the confidence he is able to inspire in students who come to him for information or help.

It's not a comfortable position, but it instills no fear in Hepper. For one thing, he's not an easy man to scare. For another, he knows the ins and outs of the drug scene intimately. For the past eight years he has been deeply involved in drug education and rehabilitation programs in New York City and on Long Island.

Hepper was a leader in establishing Topic House in Nassau County and he prepared the written proposal which forms the basis for the Nassau County Narcotic Program. He has worked for the New York City Commission on Human Rights, the Nassau County Probation Department, and was most recently director of human resources for Tripoint Industries. In 1959 he became an ordained Lutheran minister but he gave it up four years later.

"I found that I wanted to spend more time working with young people than I could with regular pastoral duties," he says simply.

Hepper is a solidly built man who exudes quiet, relaxed confidence. He dresses informally; his voice is low. When he talks to you, he looks you directly in the eye. He smiles easily. You feel at once that he is a man to be trusted. You also suspect that you can't fool him.

Does he anticipate any special problems in working with students?

"Students are just like people," he reminds you softly.

Some students don't think marijuana is a problem.



FULL-TIME DRUG CONSULTANT to the University, Dean A. Hepper, left, is shown above with President John S. Toll. Announcement of Hepper's appointment was originally set for January 19, but was moved up 24 hours at the news of the January 17 raid on the campus. Dr. Toll said the move to deal with the drug problem in this manner had been under development by the Dean of Students Office since last fall.

"We have to begin with the premise that marijuana is illegal," Hepper says. "For that reason, if for no other, anyone who uses it has a problem."

"Let's take one example. A student smokes marijuana. It's no big thing with him but he gets arrested—just once. Maybe he forgets about that one arrest, but he's still got a record. Later he applies for law school. He might even finish and get his degree. But he'll never be admitted to the bar; he has a record. Whether he knows it or not, if he smokes marijuana now, he has a problem."

Hepper doesn't see himself as a crusader coming to save the campus. He expects his program to get a slow start and build gradually as students find out about it. Participation will be voluntary, but University officials have indicated that any student who is known to be a violator of regulations which forbid the use of narcotics on the campus and who does not volunteer for the program will be subject to disciplinary action. The penalty is possible suspension or expulsion from the University.

Assisting Hepper in his educational program will be 23-year-old Thomas Macher, a former drug addict, who will live on campus and be available, literally, 24 hours a day. Macher is a high school drop-out who got his education into the drug culture—and out of it—the hard way. He had no more intention of becoming an addict than stu-

dents—or non-students—here or elsewhere. As Hepper points out, Macher is uniquely qualified to counsel on drug problems.

For the dissenters and disbelievers, the curious and the concerned, Hepper and Macher look like a team that can tell the story "the way it is."

Opinion: Comments Reveal More Concern than Rebellion

Reaction to last month's early morning raid at Stony Brook and in nearby private homes was as stunned and as varied on the campus as in the surrounding community. It would be as misleading to claim one knows what "students think" or "faculty think" as it would be to claim one has special insight into what Stony Brook or Setauket or all of Suffolk County think. Clearly there is concern and on the campus, as elsewhere, there is a broad spectrum of opinion, some of it rational, some largely emotional. The question is, after all, an essentially emotional one in which opinions—perhaps better termed reactions—tend to be visceral rather than intellectual, immediate rather than thoughtful, and because of the lack of research, based almost always on far too little hard, empirical evidence.

On an NBC television interview February 4, Chancellor of the State University of New York Samuel B. Gould predicted that police tactics

which he termed "questionable" would create a strong counter-reaction among students in which they "might do things they otherwise would not have done."

More hopefully, President Toll has asked students to consider the possible outcomes of illegal acts—strict, legislatively-imposed regulations; personal imprisonment; severe budget cuts affecting the teaching capability of the University, among others—and to demonstrate increasing responsibility, working with the administration to rid the campus of *all* illegal acts. On the student side random comments reveal more concern than rebellion, more confusion about what might be forced on the institution than about what they, themselves, will do:

"I didn't like the raid but those kids were breaking the law. They should expect to get arrested. The dumb thing was that the police didn't get any of the big suppliers."

"We don't expect it [the University] to be cloistered halls where we can all be protected from the Great Big Society—the Great They. But it does have a special function and its function is to encourage people to grow and to develop and to learn."

"Maybe the law should be changed, but as long as it's a law, people have to face the consequences if they break it."

"We have a lot of freedom here to decide our own rules. The funny thing is that the kids I thought would want the least rules are the ones who think there should be more. I don't think we should have more rules but the ones we have should be enforced."

Faculty members have ideas, too: "There is a big difference between civil disobedience, which is carried out openly and which invites the authorities to act, and criminal disobedience, which is clandestine and attempts to hide from the law. Criminal acts are absolutely alien to the free and open nature of a university campus. They simply cannot be tolerated here."

"You can't provide one policeman for every non-policeman in society," said another. "Nor can you have one monitor for every student on a campus. Order is upheld because the great majority of the people decide they will obey the law and law enforcement agencies are established to take care of the minority who do not choose to obey the law. Stricter regulations may be needed but they won't solve the problem alone. The real deterrent to illegal acts comes from within individuals. That's an educational problem."

"We were vulnerable," said an administrator. "Every other campus in the country and most high schools are vulnerable, too, but that's no excuse.

We never should have allowed these conditions to exist. The problem is how to stop them before they start."

"It's easy to blame Stony Brook, but these people are 18 and 21 years old—someone else has been dealing with them for a long time."

"I have one student who was arrested and then came back to take his exam. It's hard for me not to give him the benefit of the doubt on any answers when I think of what he went through. And he's an excellent student."

About the raid, itself, there is virtually unanimous agreement that it was unnecessarily melodramatic and could have been avoided:

"The police took one boy out of a final exam and put him in handcuffs. It really shook up the rest of the class."

"For two days after the bust, students couldn't settle down, couldn't talk about anything else, couldn't study for final exams. They kept hearing rumors that there would be another raid and they were afraid of getting hauled in, too—maybe because of some guy down the hall. Everybody's parents were calling. It was a madhouse."

"I think the manner of the raid was totally unnecessary, absolutely harmful to the 5,000-plus students who were not involved, and we are very much disturbed by it."

"We don't in any way condone the violation of the laws, but I think if the police had presented the administration with the warrants to be served, they would have been served with the full cooperation of the administration."

"The cops behaved like these people were hardened criminals. Still, I think continuing criticism of the police isn't going to help anything; it happened."

"If they had speeded up the action, it would have been the Keystone Kops."

"It looks like the whole raid was for political reasons. Why did they pick on us?"

"The police were doing their duty as they saw it. Our job now is to clean our house so that it will never need to happen again."

That the problem is by no means restricted to the Stony Brook campus is clear not only from studies done throughout the country which indicate that roughly 20 percent of all college students have tried or used drugs of one kind or another (the figure is slightly higher on the west coast, slightly lower in the mid-west and south) but also from the personal experience of student leaders at Stony Brook. According to a freshman counselor, "The students who came in 1966 never mentioned marijuana, never seemed to think about it much. The '67ers knew everything

about marijuana, were very well aware of how to get it and where to get it."

Perhaps the most representative comment about the past and future disciplinary policies came from a faculty member who commented, "By the time young people enter a university they should be able to take some responsibility for their own actions; freedom implies responsibility. Maybe we gave too much too soon. We will have to backtrack a little."

Non-Cooperation Complaints Never Received

Until the massive police raid of January 17, no one from the Suffolk police or the district attorney's office had ever complained to President Toll about a lack of cooperation on the part of the University.

At the same time, recognizing that a serious problem of illegal drug use existed, the University has probably done more in trying to educate students on the dangers of this use than most other institutions with an equal or greater problem.

The University realized that it had to take even more intensive measures and was ready, after several months of preparation, to launch a unique new program of education and enforcement involving a number of full-time drug consultants (see related stories) when the police raid hit.

The ensuing public charges that the University had previously refused to cooperate and had ignored the problem of illegal drug use were made even more bewildering by the police commissioner's private statement to President Toll the evening of January 17

and subsequently on several other occasions that he "knew the president always wished to cooperate . . ."

Citing evidence of what he terms "good cooperation" with the authorities, Dr. Toll said:

"Prior to the raid of January 17, every arrest on narcotics charges that has been made on the Stony Brook campus since I became President was based on information supplied by University officials."

He quoted a newspaper report in which Detective Sergeant Robert Cummins, Narcotics Squad Commander, complimented the Dean of Students staff after the discovery of one narcotics cache and the arrest of two students in 1967. Cummins said, "Without the dean's help we wouldn't have found these two for a long time."

This newspaper reported that later attempts by undercover agents to buy drugs on the campus failed because, "the effective cooperation of the University and the police eliminated a major source of supply of illegal drugs."

"We believe that we could have been equally helpful on the January 17 raid," added Toll.

The President also denied charges that the Dean of Students had warned students at an alleged "pot party" of an impending police raid. "The accusation is completely false," said Toll.

"It is true that, as Commissioner Barry said, about 2 a.m. one morning in March, 1967, Suffolk County Police called Dean of Students David Tilley at his home to explain that they had received an anonymous telephone call reporting an alleged pot party on the campus and to ask the Dean to meet them.

"Dean Tilley, in turn, called Acting Associate Dean of Students Donald Bybee, who had been representing the University in liaison with the Suffolk County Police.

"Dean Tilley did indeed meet the police officers at the entrance to the campus and proceeded with them toward Donald Bybee's apartment. The police then told him the room number given by the anonymous caller as the location of the alleged pot party and it turned out to be Mr. Bybee's apartment.

"Meanwhile Dean Bybee had begun to dress when he noticed that a small envelope had been pushed under the entrance door of his apartment; he found the envelope to contain marijuana. When the police and Dean Tilley arrived, he turned the envelope over to them.

"All the group were furious at what was an obvious attempt to 'frame' Dean

Bybee and to embarrass him because of his previous cooperation with the police," said Toll. "There was never, then or at any other time, any suspicion expressed by the police that there actually was a marijuana party in Dean Bybee's apartment and Dean Bybee continued to work with the police as liaison.

"The accusation that our Dean of Students would ever notify those at a pot party of a forthcoming police raid is absurd," added Toll.

The President also said that at least once during every month of the past and present academic years Dean Bybee had been in contact with the Suffolk County Narcotics Squad and that the dean had turned over material presumed to be marijuana on three occasions.

Toll denied the charge that University officials threatened to fire any employee reporting illegal student activities to the police.

"University procedures require that illegal activities involving students should be reported first to the Dean of Students who in turn will convey this information to the police," he said. "This is a simple matter of procedure so that the Dean of Students' Office can carry out our special responsibilities to students, including notifying parents, helping to arrange for council, etc."

Toll said that this procedure did not apply to non-students since they were not the direct responsibility of the Dean of Students or of the University.—*W.K.*

Colleges Confront Drug Problem

By JUDITH HOLSCHLAG
Sun Education Writer

(Reprinted from the Suffolk Sun.)

"The magnitude of the narcotics problem on virtually every campus in the country is a measure of the difficulties any educator faces in trying to deal with it," John S. Toll, president of the State University at Stony Brook, told a legislative committee this week.

"That we have not succeeded in doing what no other large university has done, eliminating student use of drugs, is true. That we have ignored the problem is false," he said.

As Toll was outlining continuing and new programs aimed at cutting down drug use on his campus, other colleges and universities throughout the state were working on the same problem.

Ithaca College, in what its press relations department described as "a determined effort to clearly identify students' attitudes and experiences toward the

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use of illegal drugs," surveyed its student body on the subject during registration. About 2,000 of the school's 3,300 students completed the four-page survey questionnaire.

The results indicated that 22 per cent of the student body has tried marijuana, 15 per cent on more than two occasions. One-fourth of the 22 per cent said they have used the drug during the past three months.

An interesting point for parents who are afraid their children will learn about drugs in college is that about a quarter of the 22 per cent tried marijuana for the first time in high school, and one out of seven said their first use of marijuana was in junior high. Few students admitted to using illegal drugs other than marijuana. Less than 10 per cent of those surveyed said they ever used amphetamines "without a doctor's prescription;" 2 per cent said they had used barbiturates and opiates; and 3 per cent said they had used psychedelic drugs.

Those who believe that much of the glamour of marijuana stems from the fact that it is illegal can interpret one survey result as backing for their point of view.

Fifteen per cent of admitted marijuana users, as well as 66 per cent of non-users, said they thought marijuana should not be legalized. Of course, those of another persuasion can interpret the same figures as meaning that even students who use it think marijuana is harmful.

A sidelight of the survey, pointed out by Martin Rand, assistant professor of psychology and survey author, is its indication that students who use drugs tend to associate mainly with other users and therefore mistakenly believe that everyone uses drugs.

This might account for the high estimates of student drug usage that usually are given by those who either are arrested for use themselves or claim to be friends of arrested students.

In another attempt at educating students about drug use, the State University at Binghamton has published a 20-page booklet, "Drugs: A Medical Survey," for distribution to all students.

The text of the booklet comes from the widely discussed New York County Medical Society report on narcotics, which was prepared by the society's subcommittee on narcotics addiction nearly two years ago and adopted by the entire society.

The most controversial recommendation of the society, that "marijuana should at long last be relegated to its rightful position as a mild hallucinogen" and present stringent laws regard-

ing its possession (as opposed to sale or smuggling) be mitigated, is included in the booklet.

In yet another campus informational effort on narcotics, the new issue of the University of Rochester's "Rochester Review" contains an article by Dr. Helen H. Nowlis, professor of psychology, on "Youth and the Drug Problem."

Dr. Nowlis, who was on leave last year to direct a national drug education program, says the problem of drugs on campus is "a problem of the tyranny of opinion, attitude, and belief in the absence of knowledge."

Virtually all drugs are dangerous "at some dosage level for some people under some circumstances," she says, but "a sizeable proportion of the population is anxious, bored, unhappy, or miserable and has accepted the proposition that there is a chemical cure for illness, discomfort, and unhappiness."

Prohibition will not solve the problem, says Dr. Nowlis, but more drug research, better drug education, and "greater wisdom in the formulation of policies regarding drug use" will.

An Editorial

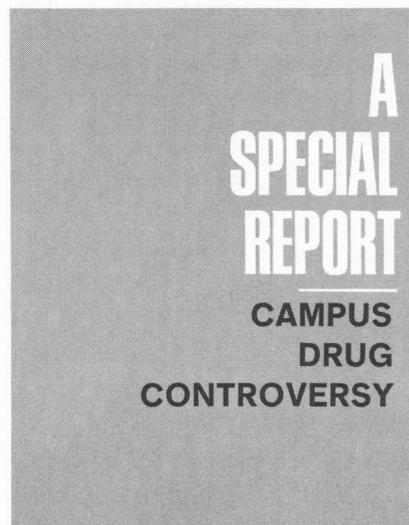
In the short history of the State University at Stony Brook, no incident has created so much public interest and commentary as last January's dramatic early-morning drug raid and subsequent events which have managed to keep the college's name on the front pages of local newspapers for close to a month.

It is a situation in which fact is difficult to distill from the flood of opinion, accusation, and counter-accusation emanating from local officials, the University, and the mass media.

Only one simple set of facts is clear and uncontested: 29 students and another 18 young people from the Long Island area were arrested on narcotics charges as the result of the surprise raid at 5 a.m., January 17.

However, beyond these facts and the admittedly important questions of who did what, why, where, when, and how, is another critical point. What effect will the current situation have on the future—immediate and long range—of Stony Brook in its attempt to achieve its legislative mandate to become a complete and comprehensive university by developing faculty, facilities, and curricula which equal any educational institution in the nation?

It is this question, underlying all others, which ultimately must be faced by those who are most intimately involved with the University, its students, its faculty, and members of its staff.



Students used to talk a lot about getting out of Stony Brook. They would graduate and they would never come back, they said. They couldn't care less what happened to the place. Suddenly they're not talking that way any more. They have found that they do care.

Faculty care, too. Wherever they have taught in the past—the University of California, Columbia, Nebraska, and dozens of other colleges throughout the nation—they agree that nowhere have they found students brighter or more eager or endowed with a better sense of what higher education is all about than at Stony Brook. Alfred Kazin, the eminent literary critic, has said his graduate students are better than the ones he taught at Harvard. Norman Goodman, a sociologist and a faculty master for one of Stony Brook's new residential colleges, added, "Even their normal bull sessions take on a kind of academic, intellectual, cultural atmosphere."

Faculty members are deeply concerned that educational opportunities of high quality continue to be available for the majority of Stony Brook's 5,200 serious and dedicated students. As teachers they are committed to this institution and to its future. While their principle role is intellectual guide, they also can act as friend and counselor in a period of uncertainty and confusion.

Time and again administrators, led by the University's president, have expressed their deep concern over recent events and have described new programs of prevention for the future. But at the same time they recognize that decrees from on high cannot effectively control the actions of better than 5,000 people. Education and enforcement go hand in hand, the president has said. It is the nature of a university to stress education, to provide information, to warn of the consequences of breaking the law, to rely on the judgment of

intelligent individuals to cooperate in making the campus a law-abiding segment of society.

Respect for the law is not a trait one begins to learn at the age of 18, but where reason is influential, university officials hope and intend that their determination will set a new tone for the campus.

Clearly there is widespread internal recognition of the problem Stony Brook must face and solve. But there is yet another question, an external one.

It is almost inconceivable to imagine that the legislature of this state could undo its fine work of past sessions by curtailing the growth of programs which have been carefully planned in a comprehensive state-wide educational effort. But there has been talk, in the press and elsewhere, of stringent budgetary limitations. An immediate result would be serious dilution of the high level of quality achieved at great effort during the past 10 years. Even more importantly, financial cutbacks could close the door to higher education for literally thousands of young New Yorkers in the next 10 years. It is they, far more than the University, who would be "punished" by such action.

In this state's comprehensive educational program, the university center plays a key role—one which requires special buildings, sophisticated equipment, and highly trained individuals. It is inevitably an expensive process. It requires strong public support. A Long Island columnist said: "To equate the problem of drug use with the need for new academic buildings and quality faculty at a university with a national reputation for excellence is ludicrous."

Legislative reaction is critical to the future of the University, and the response of the campus community, itself will undoubtedly influence the nature of that reaction. Attitudes within the University during this vital spring semester will make or break Stony Brook's effort to clean its own house and eliminate illegal behavior by a minority of individuals who endanger the existence of the whole.

As *Newsday* Education Editor Martin Buskin wrote: "In the coming weeks, while the headlines scream, the university officials hopefully will be able to stop testifying long enough to make sure more stringent rules are enforced and that the students absorb the vital message that they must be responsible not only for their own conduct—but for that of others on campus as well. For after all the investigations are over, the final solution can only be achieved by those on the campus."

—A.K.

Latin American Conference

continued from page 2

Faculty of Philosophy and Letters and the Center for Latin American Studies, National University of Mexico, will deliver the principal address on "Identity in Latin America."

The conference is headed by Dr. Stanley R. Ross, dean of the College of Arts and Sciences, and is presented jointly by the State University of New York and the State Education Department Fund for Conversations in the Disciplines.

Atomic Age Comes to Stony Brook

When the University's new, \$1.7 million Van de Graaff nuclear particle accelerator is finally installed and made ready for operation late this spring in the Nuclear Structure Laboratory, Stony Brook will enter a new phase of atomic research. The 57.5-ton instrument, popularly described as an "atom smasher" and sometimes characterized by Stony Brook students as the "proton pusher," will enable research physicists to probe the atomic nucleus to discover vital clues about the structure of matter.

Essentially what an accelerator does is energize minute particles—about one trillionth of a centimeter in diameter—to high voltage levels and then hurl them at a "target" of materials under investigation.

The beam of energized particles has two major uses. First, the force of its collisions with target nuclei often produces new kinds of particles. Second, the beam behaves as a kind of super microscope. Energized particles bounce away after impact with the target and carry with them certain impressions of the characteristics of these nuclei. Such impressions can be recorded to provide an "inside view" of the atom.

The Van de Graaff "King" tandem accelerator is capable of producing beam energies ranging from 15 million to 22.5 million electron volts (MeV), complementing facilities at nearby Brookhaven National Laboratory where two other small research accelerators produce beam energies of 4 MeV and 30 MeV. The new machine will augment the continual exchange of research data and technical assistance between Brookhaven and the University.

Linwood L. Lee, Jr., is director of the Nuclear Structure Laboratory and also a full-time professor of physics at Stony Brook. He came here in 1965 from Argonne National Laboratory near Chicago, where a similar tandem

accelerator is in operation. In addition to his many overtime hours spent in preparation for the installation of the new accelerator in his laboratory, Lee has managed to find "a few hours a week" to continue his research at Brookhaven in order to keep abreast of new developments in his field.

While Lee heads the research staff that will conduct most of the experiments with the Van de Graaff, chief engineer Anthony Bastin and a staff of four technicians will maintain watch over the machine to assure its proper maintenance at all times. Bastin claims that it is possible to "improve the characteristics" of the Van de Graaff accelerator after installation to make it more useful for specific kinds of research to be conducted here. An Englishman, Bastin has had considerable experience with tandem accelerators in Australia and Florida. He came to Stony Brook in February, 1967.

Stony Brook's "King" tandem Van de Graaff nuclear particle accelerator is one of only seven of its kind in operation at universities in the United States. Rutgers, Stanford, and the University of Washington were the first to have their own "atom smashers," followed by Notre Dame, Purdue, and Duke Universities.

The Van de Graaff accelerator here is housed in a 25,000 square-foot, underground extension of the physics building. Laboratory construction was financed in part by a \$291,000 grant from the National Science Foundation's Graduate Facilities Program. It has concrete walls four feet thick and 60-ton partitions of concrete and steel.

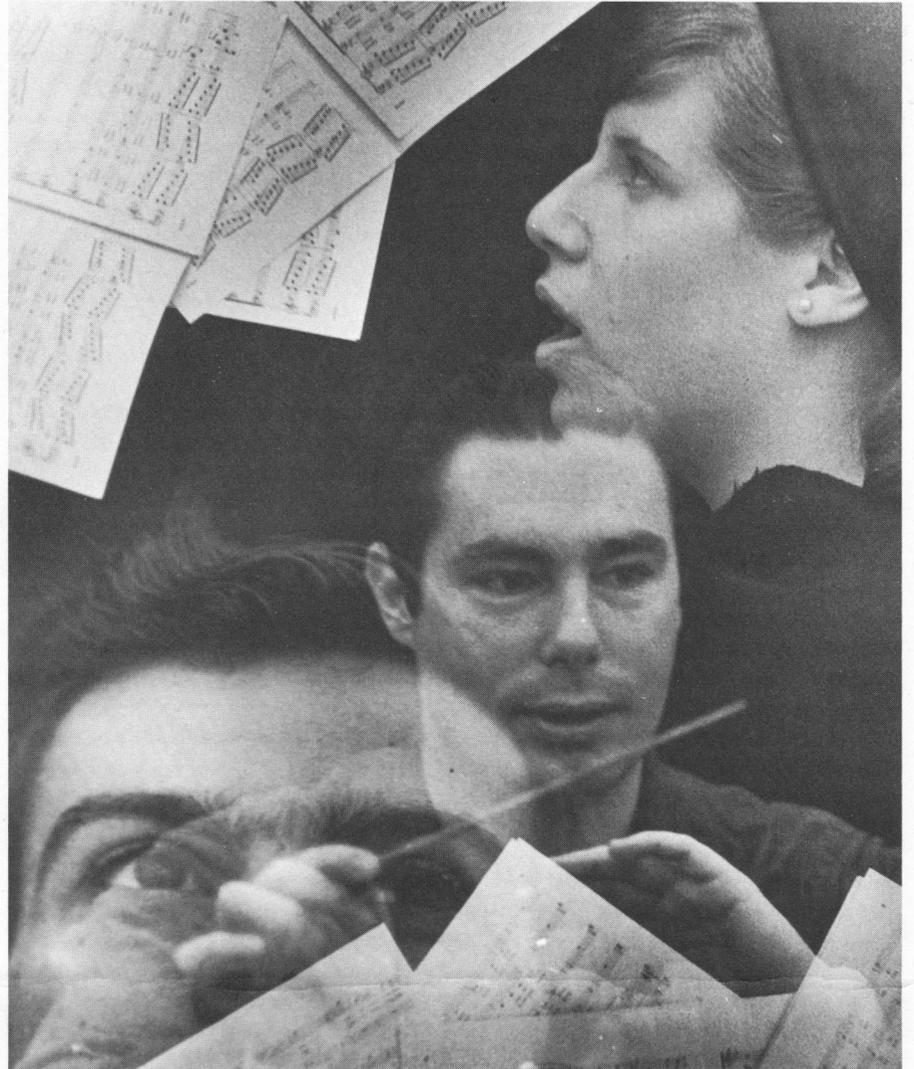
The Classical Sing Along Becomes Contemporary

The old-fashioned community sing is being revived. But in a new form. At Stony Brook, everyone from Girl Scouts to grandmothers is invited to take part in an old art form with a new twist, a "Classical Sing Along."

The idea started a year ago when Mark Orton, choral director at the University, was struggling to establish a community chorus in the Three Village area of Long Island. Membership was sparse and response was erratic.

"It wasn't at all what we wanted," Orton admitted. "A permanent, performing chorus was one goal but, more than that, we wanted people from the community to have a chance to meet people from the campus and vice versa."

The Sing Along has changed all that. Participants now are teenagers, businessmen, housewives, and retired cou-



CLASSICAL SING-ALONG attracts young and old alike, combines good music with "just plain fun," and has the surprising result of "a good sound," according to Mark Orton, assistant professor of music and director of the University-Community Chorus. The Tuesday evening sessions in the Humanities auditorium will culminate in a concert early in the spring.



ples. Students and members of the faculty do take part, but slightly more than half of the singers are not connected directly with the campus.

No rehearsals are called—even for such works as Bach's "B Minor Mass," Vivaldi's "Gloria" or Schubert's "Mass in G"—and the atmosphere is informal. The University provides music and Orton conducts. The result, he says, is surprisingly polished. About 100 people usually show up but 300 took part the evening they sang Handel's "Messiah."

As a result, a permanent chorus of about 40 people is now rehearsing on a regular basis—and expected to grow. But the University still plans to hold the community sings. One or two are scheduled for spring. Said Orton: "We find it an invaluable and enjoyable way for students, faculty and others who live in the area to meet and find they have a common interest."

Two Guggenheim Scholars Join Faculty

Two outstanding scholars, both winners of Guggenheim Fellowships, have joined the Stony Brook faculty this semester. They are Spanish-born anthropologist Pedro Armillas, who will be professor of anthropology, and David V. Erdman, editor of Library Publications for the New York Public Library, who will be professor of English.

Armillas has taught courses in cultural anthropology and related subjects at the University of Chicago, the University of Michigan, and Bowdoin College in this country and in several Mexican colleges and universities. He received his Bachelor of Science degree in 1932 from the University of Barcelona and studied at Escuela de Artes y Oficios Artisticos Barcelona and the Escuela Nacional de Anthropologia Mexico between 1932 and 1946 when he was awarded a Guggenheim fellowship. In 1962 he was a medalist for the Rice University Semicentennial.

Armillas has served as a technical assistant to the Inter-American Institute in Mexico and has taken part in excavations in Mexico and Central America since 1942, most recently at La Quemada (Mexico) in 1963. He has contributed more than 40 scholarly articles to professional publications.

Erdman is a native of Omaha, Nebraska, and received his Bachelor of Arts, magna cum laude, in 1933 from Carleton College where he was elected to Phi Beta Kappa. In 1936 he earned his Ph.D. from Princeton. He was awarded both a Guggenheim fellow-



VIOLIN LESSONS CAN BEGIN at three years of age, according to Dorothy Kaplan Roffman, teacher of the revolutionary Suzuki Method, shown here with one of her young students. Mrs. Roffman will speak on the method here February 26 at 4:30 p.m. in the University Theater.

ship and the Emily Hamblen award from the Poetry Society of America in 1954. It was his second Guggenheim.

Erdman has been a visiting professor at the University of Massachusetts, Hofstra, Temple, Michigan State and Duke Universities since 1952. Earlier he was a member of the permanent faculty at the University of Wisconsin, Olivet College, and The Citadel.

Erdman's scholarship centers on the early romantic period in English literature. He has written and edited many articles and several books on writers of the late 18th and early 19th centuries, including "Blake: Prophet Against Empire", "Poetry and Prose of William Blake", "Evidence for Authorship", and "Byron: Life and Works." Two volumes on Coleridge are in progress.

Sense of the Sixties Captured in New Anthology

The often contradictory, sometimes revolutionary ideas and movements of the sixties confront each other in a lively new anthology edited by two assistant professors of English and issued this month by the Free Press. Included are the key issues—and the "kooky" ones—that make chaos out of the contemporary world.

Titled *The Sense of The Sixties*, the book was produced by Paul J. Dolan of Stony Brook and Edward Quinn of the City College of City University.

"The book is aimed at readers for whom the Korean war is history," said Dolan. "Its purpose is to provide a whole range of perspectives on the world young people have inherited."

Like *Man Alone*, a study of alienation which caught the uncommitted mood of the fifties in anthology form,

The Sense of The Sixties includes speeches, articles, short stories, excerpts from novels, and poetry. No attempt is made to provide a comprehensive analysis of today's society. Rather, the book's intent is to create a montage of the people, politics, and popular issues of a complex and confusing decade.

Gerald Weales writes on "The Borgia Vogue" and Susan Sontag on "Notes on Camp." John F. Kennedy's Inaugural Address is reprinted and so is Tom Wicker's *Esquire* article "Kennedy Without Tears." There are selections from Claude Brown's *Manchild in the Promised Land* and Rachel Carson's *Silent Spring*.

Other contributors include former president Dwight D. Eisenhower, poet Robert Lowell, Peace Corps director Sargent Shriver, civil rights leader Martin Luther King, and writer Robert

Penn Warren. In all, selections from 24 writers have been brought together in an up-to-date reader for classroom use of personal enjoyment.

Coming Events

Two concerts, a young artist recital, an art exhibit and the third major theater production of the season are scheduled for the month of March at the University.

In addition to these cultural events listed on the arts calendar, the English Department has announced a week-long visit by Canadian poet A. J. M. Smith, who will meet with students and faculty for informal discussions as well as offering several lectures open to the public during the week of March 11-17.

Concerts, recitals and plays begin at 8:30 p.m. in the University Theater, Gymnasium Building.

Events for late February and March are listed on the calendar as follows:

Feb. 26—"Violin Lessons Can Begin at 3" lecture on the Suzuki Method of violin instruction, by Dorothy Kaplan Roffman, 4:30 p.m., University Theater.

March 7—CONCERT: Sylvia Marlowe, harpsichordist;

March 11-17—Visit by Canadian poet and Lecturer, A. J. M. Smith, sponsored by English Department;

March 14—CONCERT: Beaux Arts Trio;

March 20-April 10—Art Exhibit: Latin American Art, Humanities building Art Gallery, 9 a.m.-5 p.m. daily, no charge for admission;

March 21, 22, 23, 24—Theater Production: "Fuente Ovejuna," by Lope de Vega, a play of the Spanish Renaissance;

March 27—Young Artist Recital: Sandra Carlock, pianist.

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