

Stony Brook People

The publication of the January-February Issue of Stony Brook People has been cancelled due to budgetary constraints.



At the October Javits Collection dedication, Edward Kennedy affectionately grasps the hand of his former senatorial colleague Jacob K. Javits. Also honoring him were (back, left) former New York general attorney Louis Lefkowitz, Marlon Jabits and Sen. Robert Byrd. SUNY Chancellor Clifton R. Wharton proudly accepts the Javits collection and toasts (left) the congressional records in the main library and the "great NY citizen, a great American personage, a great human being..." who made it possible.

Two thousand chemically treated cardboard boxes contain two million items in the Javits Collection on the third floor of Stony Brook's Frank Melville, Jr. Memorial Library. The collection represents the public career of former U.S. Senator Jacob K. Javits, whose 24-year tenure in the nation's upper house is the longest in New York's history.

Such a massive, important collection could not simply be hauled into the library. Its significance to political scientists, scholars and students in generations to come demanded ceremony.

Stony Brook held a ceremony equal to the impressiveness of the collection Monday, Oct. 17. To the campus came New York State's governor, seven United States senators and an assemblage of national and regional personages ranging from actor Douglas Fairbanks, Jr., to the candidates for November elections on Long Island. They



overtook the campus by helicopter, limousine and chartered bus.

It was the biggest security and media event in the 21-year history of this campus. U.S. Secret Service, New York State police, Suffolk County police and the campus' Department of Public Safety officers were everywhere, in uniforms and in civilian clothes. Also on hand were crews from all three national television networks, all three flagship stations from



University President John H. Marburger presents the University Medal of Honor to Sen. Javits during the luncheon held after the symposium.

Manhattan, a dozen or more radio stations, and newspaper and magazine writers from throughout the metropolitan area. Channel 13, the public service television station, alone had 27 people on campus before 4 a.m. to prepare to record all the events for a 60-minute documentary to be aired later this fall.

The symposium in the Fine Arts Center Main Stage Auditorium was intended as a discussion of the U.S. Senate's role in national governance. Several of the senators came prepared. But all of them were clearly present to pay tribute to their former Senate colleague, Jacob Koppell Javits.

Jacob Javits is in his 80th year. He grew up "in a log cabin on New York's East Side," Senator

Edward M. Kennedy joked. And he became "one of the most brilliant men ever to serve in the United States Senate," said Robert Byrd, the Senate's minority leader.

The tributes began during the collection dedication ceremony at the library in a room arranged to create the sense of a working senatorial office complete with Javits' desk and chair from his Washington, D.C. office.

Senator Javits officially presented the collection to Chancellor Clifton R. Wharton, Jr., who accepted it for the State University of New York. Stony Brook President John H. Marburger introduced the programs at the library, the Fine (continued on page 8)

"Great minds" honor "Senator's Senator"



There hasn't been such a gathering of talent, intellect and wit in one room "since Jack Javits sat down to play solitaire," said Governor Mario Cuomo during the Javits Dedication in October. Following the dedication, many "great minds" paid tribute to the symposium's topic, the Senate's role in national governance, as well as to Senator Jacob Javits. (From left), University President John H. Marburger, Senator Javits, Sen. Howard Baker, Sen. Robert Byrd, Gov. Cuomo, Sen. Moynihan, Sen. Kassebaum, Sen. Edward Kennedy, Sen. Claiborne Pell, Sen. Robert Mathias and SUNY Chancellor Clifton R. Wharton.

What they said:

"Beneath the degrees, the accolades, is the resolve that made it all possible...He's still at it, and he will continue."

—Governor Mario Cuomo

"There is no more appropriate place for his spirit to live on than at the State University of New York."

—Senator Howard Baker Jr. (R-Tennessee)

"Senator Javits' memory will not soon fade from the Senate floor."

—Senator Robert Byrd (D-West Virginia)

"I recall the Senate's paying a special tribute to Jack Javits. The majority allowed him to serve as acting chair of the Foreign Relations Committee—for one day. Like Moses, he was allowed to see the Promised Land but he was not allowed to stay."

—Senator Daniel Patrick Moynihan (D-New York)

"We look to you as our fountainhead of strength."

—Senator Nancy Kassebaum (R-Kansas)

"Jack Javits used to say, 'I never made the other fellow a proposition I wouldn't take myself...He was a senator's senator.'"

—Senator Edward M. Kennedy (D-Massachusetts)

"No one was better at bringing together people of opposing viewpoints. He always let the other fellow have his exact way."

—Senator Claiborne Pell (D-Rhode Island)

"The spirit of the Javits Collection here at Stony Brook will guide us in the future...Jack, our hearts run over with warmth and affection for you, for

this state institution at Stony Brook, and for each other as we join to dedicate this collection at Stony Brook."

—Senator Charles Mathias (R-Maryland)

"I have enjoyed the presence of the Javitses. Their personalities have had a major effect on this campus. As soon as he began to speak (at seminars) the students knew they were in the presence of greatness."

—Dr. John H. Marburger (University president)

A look at migrations through women's eyes

Delving into "The World of our Mothers"

In a way, Rose Laub Coser's grandmother is responsible.

Two years ago, Dr. Coser, a professor in Stony Brook's departments of Sociology and Community Medicine, was on her way to teach a "History of the Family" seminar. Mentally, she reviewed that day's presentation, which was to include a discussion of Irving Howe's *The World of our Fathers*.

"I thought about the book and said to myself, 'Yes, but my grandmother is not in it,'" Dr. Coser recalls. "And then I asked myself: 'So why don't you do something about it?'"

Rose Coser answered her own challenge. She now serves as principal investigator of an exploration, funded by The Russell Sage Foundation, of the contributions and lifestyles of Jewish and Italian women who immigrated to the United States around the turn of the century. The women themselves are telling the story, in a series of in-person interviews with Coser and a staff of researchers.

For project director Gladys Weisberg Rothbell (who supervises the "nuts and bolts" of the study), the work is "kind of a 'Roots' experience." The daughter of a Jewish immigrant, Rothbell was one of the students who sat in Rose Coser's seminar and wondered, "What about the world of our mothers?"

"The time to ask that question is now," Rothbell stresses. "These women are in their 70s, 80s and 90s. These are the last few years that anybody is going to be around to tell us what we want to know."

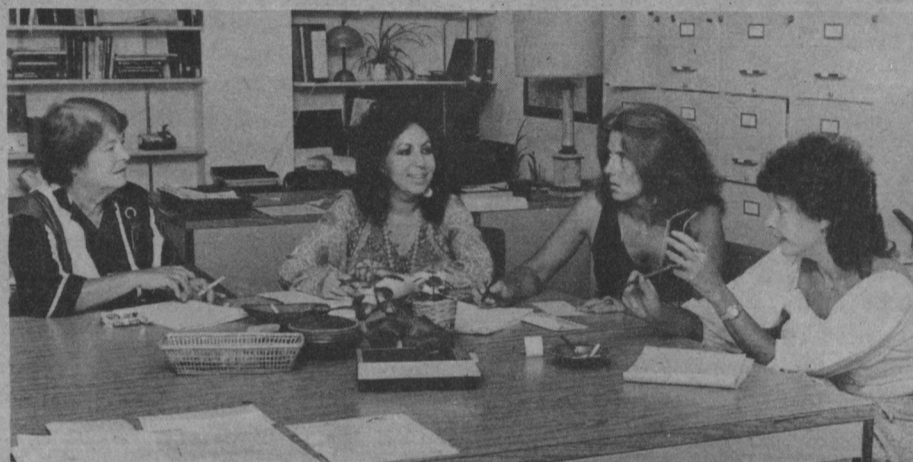
Fresh approach to migrations

"There already exists a magnificent literature about the great migrations, but there are two problems with what has been written," she continues. "The first is that much of the story has been seen through the eyes of second and third generations. The second problem is that it has been written mostly by and about men. Now we have a last chance to discover and record the

personal meaning of historic events, as experienced by the immigrant women themselves in their own lives."

Coser and staff, who have officially dubbed the project "The World of Our Mothers," search for volunteers through senior citizen groups, ethnic organizations, communications media and word of mouth. Interviewees must have immigrated from southern Italy or Eastern Europe at age 13 or older, and have arrived here before 1927.

Project members hope eventually to finish 200 interviews, with women, half of Jewish descent, half of Italian, within the next six months. But it has been slow going.



Discussing the progress of their project to explore the contributions and lifestyles of Jewish and Italian women immigrants to the U.S. at the turn of the century are principal investigator Rose Coser, project director Gladys Rothbell, research associate Kathy Bartholomew-Dahlman and administrative assistant Lila Czelowalnik.

"These are old people," Rothbell says. "We have to break several times during a 5- or 6-hour interview, because they get tired. Many times we have to go back a second or third time, and a large number of these people live in New York City." Then, after the interviews are taped, they must be transcribed. "Each interview is very expensive in terms of time and money."

In addition to the project's permanent staff of seven, outside interviewers have been trained. They must have access to the metropolitan area, and be of Jewish or Italian descent. "We find it works best if interviewer and subject are of the same nationality," Rothbell explains. "The subjects seem to feel more comfortable that way and are apt to speak more openly. Also, the interviewers have a better chance of understanding accents and colloquial expressions in Yiddish or Italian if they are at least familiar with the language."

Questions of customs, sexuality

Interviews are made up of questions written and discussed by Coser, Rothbell and Kathleen Bartholomew-Dahlman, a project research associate. The team often is joined by project historian Laura Schwartz. Though Coser has final approval on every aspect of the project, it is Rothbell who organizes the questions—on topics such as family and ethnic customs, immigration, marriage, sexuality, employment and child rearing—into a coherent interview. Next the queries have to pass a tough judge—Rothbell's mother.

"I always pre-test new questions with my mother. She's turned into a major consultant," she says, laughing. "As a matter of fact, my first interview was with her."

There are some extra considerations when conducting the interviews. "We always bring something to the person's home," Rothbell says. "But with some of the Jewish people, you have to make sure you bring something kosher. You also have to make sure you don't bring something sweet to diabetics. We have a checklist of these things." Such concerns "are not a part of the standard methodology," she admits, but help to establish necessary interview-subject rapport.

One interview subject misunderstood and thought that she, not the interviewer, was entitled to the \$35 that the interviewer gets paid at the interview's conclusion. The problem was solved by the subject's daughter, who offered to send a check to the project if administrative assistant Lila Czelowalnik (herself the daughter of Jewish immigrants) would in turn send a check to the subject. "Though Lila cooperated in this covert financial maneuver," says Rothbell laughing, "she now stays up nights worrying about the possibility of the subject's friends, whom we also interviewed, demanding their \$35!"

New view exposed

Despite these difficulties, Rothbell finds the process "incredibly interesting. I learned so much about my own mother," she marveled. "We had talked about her life, but I had never systematically asked her a set of questions."

All of the researchers share Rothbell's delight in glimpsing the past through the eyes of the immigrant women. "There's very good morale on this project," Coser declared. "To be involved in something like this, in letting these women tell their own story, elicits warm feelings from a forgotten chapter of female history. Coser cited Norman Goodman, Department of Sociology chair, and John Gagnon, sociology's graduate

studies director, as having been "absolutely wonderful" in their support.

"Everyone involved in the project in any way has given us her best."

Equally positive are the reactions of the subjects themselves. The researchers find them to be more than willing to share memories, and the immigrants' daughters are anxious for their mothers to contribute to the study. "Many times we get calls from daughters who ask if their mothers can be interviewed," relates Rothbell.

Adds project assistant Anne Harris, "We told one woman that we weren't sure if we could get to Westchester to interview her mother, so she insisted she would bring her here herself. It was important to both of them."

The last step, after the interviews are concluded and data are analyzed, will be the publication of a book summarizing the results of the project. Project members hope it will set the record straight on what it was like for the women who left their homelands and added essential ingredients to the American melting pot.

"What these women have to share is truly precious," says Rothbell. "We must give them the chance to do so before that opportunity is lost."

Rose Coser's grandmother would approve.

What they said...

The comments recorded in the taped interviews with female immigrants are as humorous, poignant and inspiring as the lives of the women themselves. We listened to and selected some quotations from a couple of the interviewees.

Fanny, who came to the United States in 1920, at age 18:

"One of my mother's sisters was in America but she came back when I was a little girl. To me she looked like a queen, heavenly. I fell in love with the way she looked and acted, but then she talked about America...I fell in love with just the word 'America.'"

"...You wanna know what appealed to me in America? Everybody's equal. If you're a nice person it doesn't matter whether you're a Jew, gentile, black or white. All you could do is to try and be somebody, and you could be..."

"...When we have guests, he (her husband of 61 years) serves and he's a very wonderful host. I do all of the dirty work, but he's the best host you want to know."

Maria, who arrived here in 1919, at the age of 12:

"It was good the old-fashioned way. The family were close...we used to spend the holidays together, but today nobody wants to get together. Nobody cares..."

"...I used to take the children out to walk. Shop and come home, that was my life. Come home and cook, stay home with the children and my husband..."

"...I would want to be a doctor if I had all the education. The education first...You get that once in your life. You don't have a second chance."

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Reality is essential to Howardena Pindell.

In fact, one could say that the associate professor in the Department of Art is very "real." Munching on her lunch and chatting, she is open, friendly, without pretension.

But it is a different reality that matters to Pindell—what she calls a "third reality." Creating it with paint and collage has led her to become known not only as a teacher, but also as an acclaimed artist whose works have been displayed in some of the world's most prestigious museums.

"What I do is to take photographic reality, juxtapose it with the painted reality that I see, and produce a third reality," she explains. Her reality is defined by the painted forms that she combines with bits of glitter, with ripped postcards and small circles made with a hole puncher.

Says Art Department Chairperson Aldona Jonaitis, "Her work is strikingly unusual, original and unique. And in the art world it's very important to be unique."

Apparently, the art world agrees. Pindell's collages have been purchased by the Whitney Museum of American Art, Metropolitan Museum of Art and Museum of Modern Art. She has exhibited in group and one-person shows throughout the world. And she was one of 12 artists selected by the Public Art Fund to create a work for the 20 x 40 foot electronic message display board in Times Square.

When it is suggested that an artist who has worked in paint, videotape, collage and computer graphics, as Pindell has, could be labeled "eclectic," she disagrees. "Eclectic" usually implies that you don't have a style of your own. My work has a very definite style and point of view."

She has encountered both encouragement and resistance in her attempts to share that point of view. Her parents provided the encouragement in the form of years of art lessons, after being told of Pindell's talent by her third grade teacher. "From a very early age I was given really professional level lessons," Pindell says, "at places like Temple University and the Philadelphia College of Art."

Pindell's parents didn't neglect the practical side of her education, though. "They wanted me to see what happened to people who dropped out of school, even though I wasn't really considering it," she recalls. At her parents' urging, a 17-year-old Pindell spent the summer working in a factory. "It was terrible drudgery," she relates. "There were relatively young people who'd already been there 15 years. I've never forgotten it."

She went on to attend Boston University, where she considered a career as a classical musician. She chose art instead, and received a bachelor of fine arts degree in 1965. After graduating from Yale University in 1967 with an M.F.A., she began working at the Museum of Modern Art, advancing from an exhibition assistant to the associate curator. She arrived at Stony Brook in 1979.

Reality through the brush of Prof. Pindell



photo by Kate Keller

Pindell works in collage. This one is "3 Views of Mt. Fuji."

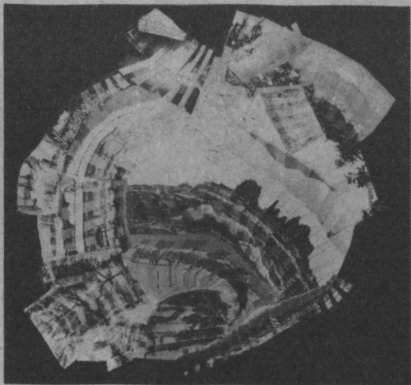


photo by D. James Dee

Feeling racial tensions

Once Pindell began to show her own art works, she had difficulty locating art dealers who would handle the works of a black female artist. "They like you in group shows, but they don't take you on as a permanent feature," she observes.

She eventually found a sympathetic dealer, but since his death last year it has been a struggle to find another. "Out of town people will show your work. It seems to be a problem if you're in the same city, though this has eased a bit for black male artists."

It is not in her nature to be bitter. "I don't necessarily accept the situation," she says philosophically, "but I'm not going to tear myself apart over it."

She did give vent to her feelings in the form of a videotape she created in 1980, titled "Free, White and Twenty-one." She was "really disgusted with the Women's Movement, which was biased from a white point of view." In the videotape she played two parts—herself and a white woman who spoke to the Howardena character in platitudes Pindell says she has heard throughout her life.

"Again, it was creating my own reality by combining the black and white personas," she says. "I did it because people thought that attaining a certain professional level meant being untouched or unaffected by certain difficulties. Well, that's just not true."

She's experienced in coping with and surmounting difficulties. In 1981 she won a fellowship from the U.S./Japan Friendship Commission, which led to seven months in Japan. Though the trip was not without tension ("Many male artists there simply would not accept me"), it pushed her art forward in a new direction. It was a stop in Hiroshima that left the most indelible impression.

Japan inspired anti-war shows

"I had no idea of the magnitude of devastation there (Hiroshima). It was profoundly upsetting," she says slowly, recalling her horror. "I vowed to make some statement about it."

After returning to Stony Brook, she acted as curator for the "War Show," an anti-war exhibition held in the University's Fine Arts Center Gallery. It included drawings by children in the South Bronx, which depicted devastation by nuclear bombs. But the opportunity to fully express her feelings did not come until last summer.

It was then that Pindell was selected by the Public Art Fund to be one of 12 artists whose works would be featured on the electronic message board in Times Square. Pindell was allotted 35 seconds every 20 minutes for the entire month of August. "I decided that that would be my anti-war statement," she declares.

With the help of computer operator Curtis King, who worked with each artist to translate art work into computer-generated animation, she created a graphic of warriors, an exploding Statue of Liberty, and a mountain that becomes an atomic bomb. The scene concluded with the words "Stop War" being flashed on the screen.

The experience was "wonderful," she says—and frustrating. After taking "days" to prepare a painting from which to work, she was told that it was much too detailed. Again and again she and King swapped ideas until she was satisfied with the image the computer produced.

Along with Pindell's desire to create an anti-war statement, her trip to Japan produced an abiding interest in Asian art. "My work has

been drastically changed. I see shape and color differently," she says.

She will take a leave of absence from teaching to visit India for several months in early 1984, to meet with contemporary artists and soak up some Indian culture. But she will travel to Boston before that, to receive Boston University's 1983 Alumni Award for Distinguished Public Service to the Profession, for her contributions in art. It came, she says, as a "total surprise...I went to the post office, grumbling all the way, to pick up a registered letter," she remembers, laughing. "It turned out to be the letter of notification that I'd been selected for the award."

Teaching for unique visions

At the conclusion of her travels, Pindell says she will be glad to return to her students in beginning, intermediate and advanced painting. Teaching gives her an opportunity to encourage students to seek their own reality and express it.

"I ask primarily that they each have a unique vision, that it evolve out of being able to really see," she explains. She gestures toward a group of canvases in the paint-splattered studio where a class is in progress. "We had a Romanian model here who escaped from communism by swimming. I don't know how many miles," she says. "First he told his story and then the class painted him."

The paintings differ markedly. One is somber, in tones of black and midnight blue. From another, a bright green face stares with wide-open eyes. "As you can see, they all observed him differently," Pindell points out. "Each person depicted their own individual response to him." She guides her students' responses gently but surely. When the class gathers for her critique of their work, she studies a flowerlike shape composed of orange lines swirling forth from a deep yellow nucleus. "I like it. It's organic," she says. After a few moments' scrutiny she adds, "but it feels a little tight."

She and the student talk it over, discussing what the artist has in mind, and Pindell suggests "getting away from the safety of the edge. Try and extend the shape." The artist replies, "I wasn't sure if I could do that." Pindell responds encouragingly, "I recommend that you try. Go with it and see what happens."

When it comes to her own artistic future, Pindell is willing to "go with it." She is not sure what directions her work will take after her return from India, but she is a firm believer that "whatever happens, happens."

"If you're in the studio and you get stuck, you think, 'I'm just going to play around,'" she says. "It's often when you just let yourself feel with no holds barred that you get results."

Undoubtedly, Howardena Pindell will continue to touch as many as she can through her teaching and art—and get them to "feel with no holds barred."

Lecture Hall 100 is filled with students during an October noontime change of classes. The 400 students enrolled in Biology 220, a course in genetics taught by Dr. Elof Carlson, are taking their seats while the students from a class just ending, clog a front aisle signing sheets on the edge of a platform.

Dr. Carlson enters with a smile, walking in a casual gait. Even as he approaches the platform, the din of chatting students begins to fade, and the previous class group begins to exit.

On the stage, he cleans two large blackboards and begins to chalk a message in large letters. "BIO 220 grades will be posted 3 p.m. today...Grades will not reflect increase of 1.6 points on Q46 (all forms)..."

His audience watches now in near silence. When the teacher turns to the audience on the main floor level and in the balcony, he needs no shout to command attention. "Last time," he begins his lecture, "we learned about chromosome combinations and the laws of inheritance in plants and animals."

And with this, Elof Axel Carlson, distinguished teaching professor, has started another large undergraduate class. He and Stony Brook professor John G. Truxal of technology and society are two of a few State University instructors who have been awarded the title "Distinguished Teaching Professor" by the state.

Another Carlson—Professor Albert D. Carlson of the Department of Neurobiology and Behavior—points out with pride, "Stony Brook has a large number of excellent teachers."

Albert Carlson was one of two Stony Brook faculty members honored this year as recipients of the SUNY Chancellor's Award for Excellence in Teaching in the 64-campus system. He and Professor Christina Bethin of the Department of Germanic and Slavic Languages and Literatures are the most recent of 37 Stony Brook professors who have received the award since it was initiated in 1973.

Like the others, their teaching skills have been recognized by both students and colleagues. They seem to follow the dictum set forth by Marshall McLuhan, the late Canadian sociologist and author of the popular book, *The Medium Is the Massage*, who wrote: "Mere instruction will not suffice."

Going beyond instruction

Dr. Bethin sets goals for each day's classes in the Polish and Russian languages. She chooses a point she wishes to make, builds in time for students to practice and to question, and, she notes, to fail.

"It's so hard to be a student," she says. "Teachers must have patience and be realistic in their expectations." In a program she conducts for language teachers, she tries to "help the teachers to understand the mental state of a student studying a language for the first time.

"I ask them to go to a foreign language class—in a language

they don't know—to sit for two weeks, and to write in a notebook how they feel: Are they frustrated? Are they scared? Why? They develop empathy with the students and, I find, they become better teachers as a result."

Elof Carlson calls teaching "an art." He explains: "It's an art form because it's creative. It shares with other arts the elements of virtuosity. The more effort you put into it, the better the performance you can deliver."

He plots his lectures carefully, because, he explains, "I prefer to engage the students' minds and stimulate them with ideas. I try to organize a lecture so that I give a little review of the last lecture. Then I tell them what it is they will be having as a theme (today). Then I develop that theme. I try

Good teachers go beyond "mere instruction"

"The more effort you put into it (teaching), the better the performance you can deliver."

—Elof Carlson, SUNY Distinguished Teaching Professor

to relate it to the human experience of the students so they can relate to it. At the end, I try to sum up and give them a little teaser on what they'll have in the next lecture."

Albert Carlson explains his teaching technique this way: "What I try to do is to explain. Motivation is a very important quality. One of the things one tries to do is get the student's attention. I feel that virtually anything is legal to con the students into really wanting to know what I'm trying to teach."

He adds: "One of the big stumbling blocks is when the faculty members think the students are actually listening to them. Students have a lot on their minds. So you have to realize that all those faces that are looking up at you really are not absorbing all the pearls that you are throwing out at them."

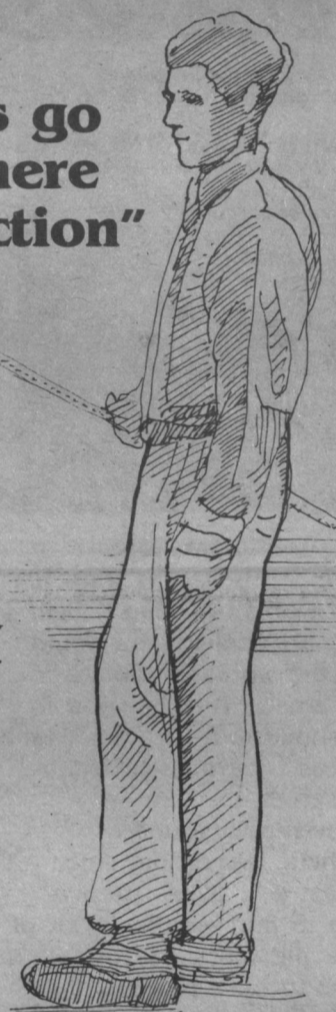
English Professor Donald Fry agrees: "You have to remember that silence is not a judgment of your teaching skills."

Joan Fry, a professor of classics and assistant vice provost of graduate studies, shares her husband's interest in teaching skills. They chaired a spring

conference on teaching for New York-New Jersey members of the Danforth Foundation's organization for excellent teachers, called the Danforth Associates.

She believes that teaching is important not only to the teacher and students but also to the teacher as researcher and as administrator. "I continue to teach while administrating," she says.

On the subject of research "versus" teaching, she reflects: "I think (research) productivity in many ways is related to teaching. Sometimes people perceive it the other way around: the more research you do, the less time you have to teach. But I can't imagine not wanting to share the kinds of discoveries a person makes during research with the students. It keeps everybody at



the edge of discovery."

Good teachers relate to students

Students have strong feelings about teachers, of course. Irwin Everitt, a sophomore majoring in biology, cited Elof Carlson: "He explains easily what he's teaching. He teaches on our level."

Elsie Sam, a junior biology major, gave as examples of good teachers Professor George J. Hechtel, ecology and evolution and 1982 Chancellor's Award winner, and Elof Carlson. Why them? "They are prepared, always. They teach on the student's level, not on the scholar's level. Some teachers are very intellectual but they talk over our heads."

Not all "best teachers" are teachers. Kathleen Frost, a transfer student from Maryland, said, unhesitatingly, "My father is my best teacher." George Frost is a New York City marketing executive who, Kathleen said, "taught me the proper values through patience and compassion. I know he cares."

The teachers themselves remember those who serve them even now as role models. Elof Carlson dedicated his first book

to a high school teacher, Morris Gabriel Cohen, and gave his son his middle name in his honor. He pays this tribute to him: "That sense of excitement that he brought to young minds of what the world of knowledge was like, and how diverse it was, and his wit and scholarship were such molding influences on the students in my high school that we still talk about him when we get together."

Donald Fry adds: "I dedicated my first book to a high school teacher also: Mrs. Phyllis Peacock. She taught me English. I think the most exciting high school teachers are those who are learning, who keep a fresh mind."

Albert Carlson cites two college teachers who influenced him: George Mosse, "a spellbinding lecturer" in Western civilization, and Stowe Persons, an American intellectual history teacher "who had the ability to interact with every individual in the classroom."

Dr. Bethin remembers most a high school mathematics teacher, Ann Fierro, who was "very tough, but very fair; a very effective teacher."

She summarizes a common hope of teachers: "The good teacher is sometimes the kind of teacher who does not receive immediate appreciation from the students. But perhaps five years later the student says, 'Yes, that person taught me a lot of what I really should know and can use. That was a good teacher.' I definitely want to be a 'good teacher.'"

Earning the apple

The SUNY chancellor's award winners represent 21 academic departments. The professors, departments and years of their recognition follow:

Werner T. Angress, history, 1975; Samuel Berr, Germanic and Slavic, 1974; Christina Bethin, Germanic and Slavic, 1983; Ora James Bouey, nursing, 1980; Albert D. Carlson, neurobiology and behavior, 1983; T. Owen Carroll, urban and policy sciences, 1974; Hugh G. Cleland, history, 1979; Edward J. Czerwinski, Germanic and Slavic, 1974; William S. Dawes, economics, 1974; Bernard S. Dudock, biochemistry, 1974; Barbara E. Elling, Germanic and Slavic, 1973; Frank C. Erk, biochemistry, 1982; Louise V. Fainberg, hispanic languages, 1976; James C. Frauenthal, applied math and statistics, 1978; Douglas J. Futuyma, ecology and evolution, 1974; Homer G. Goldberg, English, 1973; Theodore D. Goldfarb, chemistry, 1979; Norman Goodman, sociology, 1976; Albert Halm, chemistry, 1981; George J. Hechtel, ecology and evolution, 1982; Eugene R. Katz, biology, 1975; Janos Kirz, physics, 1976; Harold J. Metcalf, physics, 1974; Clyde Lee Miller, philosophy, 1980; Herbert R. Muether, physics, 1978; Robert C. Neville, religious studies, 1974; Elizabeth P. Riggs, French and Italian, 1975; Michael H. Schwartz, sociology, 1975; Hugh J. Silverman, philosophy, 1977; Gary A. Simon, applied math and statistics, 1979; John A. Thorpe, mathematics, 1973; Alan C. Tucker, applied math and statistics, 1974; Joseph A. Tursi, French and Italian, 1975; Peter C. Williams, philosophy/community and preventive medicine, 1978; Peter K. Winkler, music, 1977; Rose A. Zimbardo, English, 1981.

Academic freedom, responsibility issue rivets campus attention

A debate of academic freedom versus academic responsibility that began simmering in the last days of August over charges of anti-Semitism in a summer course and erupted during early fall appears on its way to resolution as this issue of *Stony Brook People* goes to press.

Several newspapers, including the *Long Island Jewish World*, *Newsday* and *The New York Times* covered the incident from its early stages. The following excerpts are reprinted along with statements made by President Marburger and concerned Jewish organizations.

"With a two-page letter accusing a South African-born colleague of linking Nazism and Zionism in lectures on racial prejudice, a visiting Israeli professor at the State University of New York at Stony Brook has ignited an emotional debate on academic freedom.

As they investigate the charges, university officials are also examining the limits of academic freedom and the point when a classroom lecture becomes political advocacy. Watching from the sidelines are the Anti-Defamation League of B'nai B'rith, professors in both camps, and national experts in academic ethics.

"It's a very disturbing thing, but that doesn't mean we'll do nothing about it," says Egon Neuberger, dean of the College of Arts and Sciences. "The professor says he did everything right, the complaint says he stretched academic freedom." Ultimately, Neuberger says, top SUNY officials will have to decide who is right.

At the center of the controversy are Dr. Ernest Dube, a psychologist who teaches a course titled *Politics of Race and Selwyn Troen*, dean of humanities at Israel's Ben-Gurion University of the Negev, who just completed a two-year appointment at Stony Brook. Troen, acting on a complaint from a student and using Dube's course materials as evidence, has asked the college to investigate Dube's conduct.

"Dr. Dube employed his position for the propagation of personal ideology and racist biases," Troen wrote in his letter to Neuberger. Specifically, Dube teaches that there are links between Nazism and Zionism, the movement behind the creation of the Jewish state of Israel and that, added Troen, "is suggestive of the kind of sloganeering that is practiced by the anti-Semite."

Dube says Troen's charges are an assault on his academic freedom, an attempt to squelch his political views and a threat to his future tenure at the University. Dube agrees that he links Zionism with other forms of prejudice, including Nazism, a position most Zionists would contest. But he insists Troen has used one student's complaint to unfairly portray him as anti-Semitic and irresponsible.

—Newsday, Aug. 5

"A faculty committee at the State University at Stony Brook ruled last week that there were no grounds for taking action against Ernest Dube, a black South African-born professor who taught a course this summer on *The Politics of Race* in which he stated that 'Zionism is a form of racism,' and suggested as a topic for term papers the theme that 'Zionism is as much racism as Nazism is racism.'

The Faculty Senate Executive Committee issued a resolution ruling that 'the bounds of academic freedom have not been crossed in this case,' and adding, 'academic freedom means the right to teach controversial issues and ideas, the right to disagree with authority, and the right to free expression.'

The resolution also stated that academic freedom 'carries a corresponding responsibility to be especially sensitive to controversial issues that require access to differing views,' but the committee did not find that Dube had violated that responsibility.

"Our unanimous ruling amounts to an exoneration of Dube," explained Joel T. Rosenthal, president of the five-member committee. "After studying the case carefully, we decided that what Dube taught fell within the traditional confines of academic freedom. Dube did not force students to take his point of view, and certainly did not punish students who disagreed with him."

The Faculty Senate Executive Committee had been charged with the responsibility of ruling on the Dube case by Egon Neuberger, dean of the university's College of Arts and Sciences.

Neuberger said after the ruling that he 'accepted the committee's judgment' and that 'academic freedom is so important to the functioning of a university that there must be evidence that the professor has engaged in overwhelming abuse—something we did not find in this case.'

Neuberger added that Dube's status at Stony Brook will not be affected by the case, and he said the university plans no further investigation.

—Jewish World, Aug 26-Sept. 1

"Declaring that 'the silence at Stony Brook is thunderous,' Gov. Mario Cuomo yesterday criticized the faculty of the State University at Stony Brook for not openly opposing a professor's teachings linking Zionism and racism.

Cuomo said in a statement that the teachings of Ernest Dube were 'intellectually dishonest' and 'twisted logic.' The governor commented after members of the Anti-Defamation League of B'nai B'rith met with his staff in New York City. The Anti-Defamation League had been monitoring a dispute over Dube's teachings that began in July when a visiting professor at Stony Brook criticized Dube."

—Newsday, Sept. 1

"Governor Cuomo's statement raised the whole issue to a new level, giving it national attention.

He...in particular raised questions about the faculty committee. 'If the report of the faculty committee is posited in such a way to construe its means as an endorsement of the (Zionism/racism) doctrine of the soundness of its reasoning, then I reject that report.'

In fact, says Professor Rosenthal, the faculty committee document said nothing about supporting Professor Dube's ideas, focusing instead on the right to express controversial ideas in the class. As for the 'thunderous silence,' said Professor Rosenthal, classes had started two days earlier and much of the faculty had been away and unaware of the issue.

On Sept. 12, a full meeting of the university senate supported the executive committee's conclusions by a 54-14 vote. The administration also promised to review all courses that could be considered religiously, ethnically or racially sensitive.

And that is how the matter stands officially right now."

—The New York Times, Oct. 2

President Marburger had made an official University statement Sept. 6. In that statement he said:

"These plain facts have been cited by many people both within and outside our University as justification for officially censuring the professor as irresponsible. I strongly disagree and feel obliged to state in this public fashion my distress that the cardinal principle of our existence may be undermined.

Each University office or body that has examined the content of these facts has concluded that the professor has not violated the admonition of the Trustees of the State University of New York that 'The principle of academic freedom shall be accompanied by a corresponding principle of responsibility....' Many individuals who concur with this judgment nevertheless disagree strongly with the ideas expressed by the professor and are uneasy about the manner of their presentation. The articulation of such disagreements is accomplished as a matter of course in the various forums of the University, and it is indeed to foster the airing of such issues that we exist as an institution.

Provost Neal has advised me in a compelling statement that 'the recommendations of Dean Neuberger and the University Senate Executive Committee represent the appropriate University position on this delicate matter.' I concur, and endorse all three documents as University policy. Provost Neal also recommends means by which subsequent treatment of controversial issues can be encouraged to take place in a suitable atmosphere. We should move quickly to implement those means."

Still, the controversy continued, exacerbated by two unrelated incidents that were interpreted by some as suggesting an anti-Semitic atmosphere at Stony Brook. In one, the campus literary magazine *Soundings* published an

ambiguous poem that some saw as anti-Jewish. The other was a cut in Polity funding for the campus Hillel chapter.

To clarify the University's position and seek mutual understanding of community concerns, President Marburger sought a meeting with representatives of Jewish community organizations, which took place on Oct. 18. Following that meeting, representatives of groups including the American Jewish Committee, the American Jewish Congress, Suffolk and Nassau conference groups of Jewish organizations and B'nai B'rith/Hillel issued this statement: "The following statement is made on behalf of virtually the entire organized Jewish community of Long Island. This statement results from a meeting Tuesday evening, Oct. 18, with Dr. John H. Marburger III, President of SUNY at Stony Brook:

"We are gratified by President John H. Marburger III's candid and statesmanlike response to community concerns arising out of the recent controversy at SUNY at Stony Brook. In particular we are pleased to note that in his most recent statement to us, Dr. Marburger has declared that the Stony Brook administration absolutely divorces itself from teachings that link Nazism or racism with Zionism and denounces them as morally repugnant. With Dr. Marburger's statement, the SUNY at Stony Brook administration has committed itself to a series of measures that we are hopeful will address and prevent similar situations. We look forward to the implementation of these steps."

Simultaneously came the following statement by President Marburger after that meeting, summarizing the University's position in the matter, as follows: "In view of the continuing concern regarding the position of the administration of the State University of New York at Stony Brook with respect to the course 'The Politics of Race' taught by Professor Dube, I wish to clarify and reiterate that position so there will be no doubts about it.

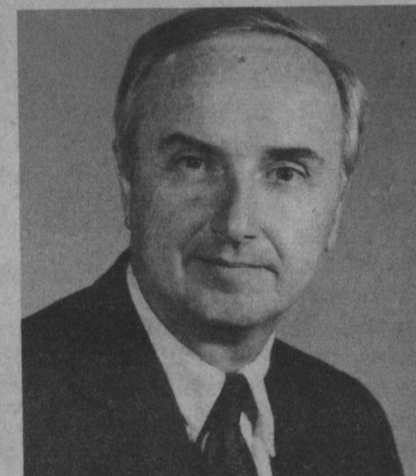
"The Stony Brook administration, for which I speak officially here, absolutely divorces itself from the views expressed in this course, and from any view that links Zionism with racism or Nazism. Furthermore, I personally find such linkages morally abhorrent.

"Several events have occurred subsequent to the incident that drew attention to Professor Dube's course that some have interpreted as implying a pattern of anti-Semitic behavior at Stony Brook. These events are each of them unfortunate, but in my opinion are unrelated to each other and to the course taught by Professor Dube. I have already criticized the publication of a poem titled 'Godless Jew' in a campus literary magazine as insensitive. I deplore the letter written by the Chair of the Africana Studies Department to its Dean for introducing irrelevant political issues into the sensitive discussion of the handling of the Dube course. Earlier last summer, Polity, the undergraduate student government organization, acted to cut student fee support of Hillel, an action that, whatever its explanation, resulted in an injustice to Hillel on our campus. I believe our approach to these incidents has been sensitive, fair and effective, and that they are anomalies, not the norm, for our campus.

"As the Provost and I have promised, and I now reconfirm, a variety of initiatives have been undertaken to review courses and programs including sensitive material, and to bring to our campus a higher degree of understanding of behavior likely to be offensive to one or another of our constituencies. Among other things, the relationship between published course descriptions and actual course offerings is being reviewed. A new campuswide program of intensive review of undergraduate departments, planned

more than a year ago, is scheduled for implementation during the Spring 1984 semester. Provost (Homer) Neal has appointed the select faculty committee described in his statement of Sept. 2, and the committee has begun to meet. It is chaired by Professor C.N. Yang, and includes faculty members of great distinction. The Provost has also appointed a committee, chaired by Dean Neville, to plan and initiate a series of campus events to increase campus awareness of, and sensitivity to, the issues which underlie the current controversy. Dean Neville's committee will include community representatives to ensure that we take advantage of valuable human resources in our region.

"It is clear from the widespread public reaction to our handling of these incidents that we need more positive and closer ties with our community constituencies. To strengthen those ties, I am developing plans for a permanent committee including community members to advise me and my colleagues on such sensitive issues at Stony Brook."



New hospital director

William T. Newell, Jr., has been appointed executive director of the University Hospital.

Newell, former director of the 545-bed University Hospital at the University of Mississippi Medical Center, Jackson, will assume his new duties in November. Thomas S. Cottrell, M.D., has served as interim director of the University Hospital since July 1.

In making the announcement, President John H. Marburger said, "Mr. Newell's selection as director of the hospital comes after an extensive national search by a committee, chaired by Marvin Kuschner, dean of the School of Medicine. Mr. Newell directs a hospital which has many similarities to ours. His experience and skills will bring new strength to the University Hospital at Stony Brook."

FACULTY NOTES

Clive Caplan, M.D., associate professor of clinical family medicine, has been named secretary of the Suffolk County Medical Society and the Suffolk Academy of Medicine, the educational affiliate of the society...**David T. Lyon**, M.D., assistant professor of medicine, has been named director of community medicine at South Nassau Community Hospital in Oceanside...**Dr. Carol Rosen**, associate professor of theatre arts, has written a book, *Plays of Impasse: Contemporary Drama Set in Confining Institutions* (Princeton University Press). One critic said the book "offers a unifying image for contemporary drama and a new perspective on recent plays"...**Dr. Howard A. Scarrow**, professor of political science, is the author of *Parties, Elections and Representation in the State of New York* (New York University Press). Critical attention has focused on Dr. Scarrow's conclusion that cross-party endorsement "allows [a] party to blackmail a candidate into submission"...**Tamarath K. Yolles**, professor of community medicine and associate dean of Continuing Medical Education, has been elected chair of the Emergency Medicine Section of the state Medical Society.

Mention "international programs" on the Stony Brook campus and some will think of numbers—students and faculty studying abroad, visitors here from abroad.

Not Dr. Francis Bonner, dean of international programs. "Knowledge and scholarship are international," he says, "and so much of our learning and research are international by their very nature."

The numbers are nonetheless impressive. Nearly 100 nations are represented by more than 1,000 visitors who have come to Stony Brook to study, teach and engage in research. The Office of International Programs' latest count shows 1,030 foreign students from 83 countries and more than 100 faculty and research scholars visiting Stony Brook from 12 nations.

The international flow is not one way. This semester, 118 American citizens enrolled at Stony Brook are studying in 11 countries under formal study abroad programs developed during the past 15 years.

And the exchanges are year-round. During the summer, five Stony Brook students studied in France, 11 in Grenada, three in Poland and 32 in Italy while 35 visitors were at the Summer Institute of American Living on the Stony Brook campus.

The program has become so large and so important that Provost Homer Neal acted quickly last spring on the recommendations of a self-study committee and created a new deanship to administer the international programs. Dr. Bonner, a professor in the Department of Chemistry, was appointed Aug. 15 to the new deanship.

He directs the office called International Programs, formerly supervised by Acting Director Roman de la Campa of the Department of Hispanic Languages and Literatures; the Office of Foreign Student Affairs, directed by Lynn King Morris; and the Summer Institute of American Living, sponsored by the Department of Linguistics and directed this year by Susan Ansara.

Active international activities

International activities at Stony Brook extend, however, far beyond the purview of any one of the offices. The Office of Residence Life, for example, has an important role in helping to provide home-like facilities for the visitors. And the Office of Student Activities helps provide organizational advisement on activities that are held in the Stony Brook Union. These include Caribbean Weekend, Latin American Weekend, the Hellenic Festival, China Weekend and other events. Funding is provided through activity fees, grants from the Stony Brook Union and personal donations from the students.

President John H. Marburger is

a strong supporter of the international programs and actively involved in maintaining and expanding exchange opportunities. Last summer he visited Israel, where Stony Brook has an exchange agreement with Ben-Gurion University of the Negev. Dr. Marburger visited Poland in 1981 and has tentative plans to be in Korea in 1984. In addition, a dozen international groups have visited Stony Brook during his tenure, both to inaugurate or renew exchange agreements and simply to observe a strong international program at work.

Looking at the figures, a first-time visitor might, indeed, be led to wonder, "Why such a large international commitment at Stony Brook?"

Dr. Bonner cites the principal reason in another way: "Knowledge and scholarship are intrinsically international, and Stony Brook is known for its strong faculty and the contributions they make to these frontiers."

Lynn Morris, whose Office of Foreign Student Affairs helps provide assistance and advice for more than 1,000 students each year, notes an irony in Stony Brook's attraction for foreign students: "We have an international reputation as a high quality university with a stable program and a prestigious faculty. We seem to be better known on all the other continents than we are in North America."

That may explain why some scholars and faculty in other countries know of Stony Brook, and perhaps even why the visitors feel comfortable when they arrive. But there is more to why Stony Brook has attracted attention from afar.

A major reason is that the University has actively sought out international opportunities. Stony Brook is one of 64 campuses in the SUNY system, yet it has one-fourth of all the international visitors on SUNY campuses.

Strong ties with China

An outstanding example of Stony Brook's aggressive pursuit of scholarly and cultural exchanges is the special role played by Dr. C.N. Yang, Nobel laureate and director of Stony Brook's Institute for Theoretical Physics. His landmark activities in 1975 led to the visit to Stony Brook of the first formal delegation of the Scientific and Technical Association of the People's Republic of China. Zhou Bei Yuan, president of Beijing University, has visited Stony Brook three times since, in 1977, 1979 and 1980. An annual report of the University's International Programs in 1981 called this "the best illustration of Stony Brook's importance in the development of academic relations between our two countries."

This fall, more than 100

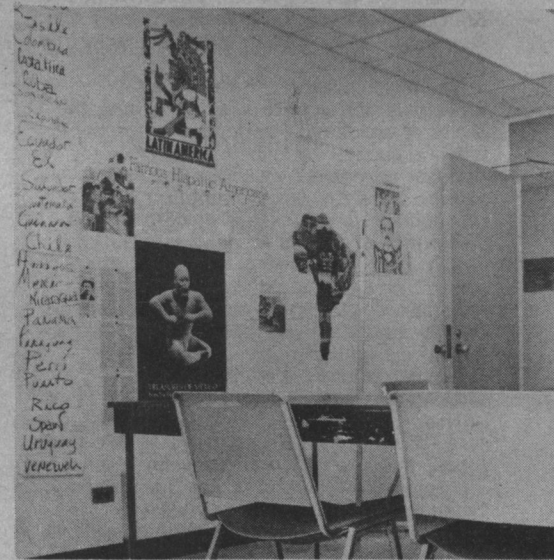


The interests of foreign students are the primary concern of Office of Foreign Student Affairs Director Lynn King Morris, aided by graduate assistant Fred Evans and secretary Virginia Quinn (right).

International flavor at Stony Brook



Many cultural organizations are active at Stony Brook, including the Latin American Student Organization, which has a suite in the union (below).



students are at Stony Brook from the People's Republic of China. In addition, there are about 130 from Taiwan. Together with Americans of Chinese descent, the Chinese Student Association with 1,000 members is the largest of the many cultural and ethnic organizations on the campus.

Such figures were never imagined in 1969 when Stony Brook established the Office of International Education. Dr. Lawrence P. DeBoer, assistant vice provost for undergraduate studies, was assigned to initiate study abroad programs.

"Those first years were very busy and very exciting," Dr. DeBoer recalls. Working with Stony Brook faculty, he established programs around the world. Among those who assisted were Professors Edward J. Czerwinski, Department of Germanic and Slavic Languages and Literatures, who helped set up early programs in Poland; David Dilworth, philosophy, in Japan; Leonard Krasner, psychology and Norman Goodman, sociology, in England; and Dieter Zschock, economics, in Colombia.

In 1976, Dr. Sidney Gelber, then vice president for academic affairs, established the Office of International Programs and appointed Dr. Jones its director. Its initial goal was to encourage the development of international exchange programs at the graduate and faculty levels. In 1981, the new office assumed responsibility for administration of the undergraduate programs, which had continued under the Office of International Education.

Offers chance to see world
Dean Bonner, like his predecessors, believes there is need to strengthen the programs for undergraduate study abroad. "It's important for our students to realize that Stony Brook offers them international educational opportunities. The average Stony Brook student has not seen very much of the world, and most of

the participants in our programs have reported exciting, broadening and intellectually rewarding experiences."

Lynn Morris notes the same value exists for Americans studying abroad as for visitors coming to the United States. "It's very important to have cultural exchanges as well as scholarly and ethnic exchange," she says. "Students studying abroad are ambassadors for their country. In sharing their perceptions they help their hosts better understand the visiting culture and their own."

Cultural exchange, Poland exchange program founder, Dr. Czerwinski says, "is the only way at this time to have contact with the socialist, communist countries. It's the only way we

have contact with the people—not the government, but the people of the country—to find out what they are thinking and saying." He has been in Poland this fall visiting four institutions while working on research in Slavic literature.

Lynn Morris adds, "The ethnicity of our University is one of its strengths. Not only do we have the creativity which comes from a mixing of many different ideas and methods, but we also have a forum in which to develop harmonious interrelationships."

Campus with ethnicity

When the Soviet Union downed a Korean Air Line airplane near Japan this fall, more than 40 Korean and Korean-American students demonstrated in Stony

the Office of Student Activities, laughs as she says, "I can't even remember all the various international groups we have." She runs through a list from the Hellenic Society to the Haitian Organization, from the active Latin American Students Organization to the large Asian Students Association, from the German Cultural Society to the Irish group called Tuheh N'a h Eire.

"The cultural organizations on this campus are really special," Mendelsohn says. "They give programs during the day at the union so that many people can take advantage of them." She cites "beautiful Japanese floral arrangements" as part of an Asian cultural program at the union last spring.

Lynn Morris noted that faculty and staff are deeply involved in international activities. "We have a very large permanent faculty and staff who have international roots," she said.

Kayla Mendelsohn adds, "They bring the culture of their national origin to the campus, and as volunteers many enjoy the exchange of fellowship with foreign visitors."

Faculty and staff share more than their knowledge and their culture; they serve as advocates, counselors and friends. Morris, who spends a third of her time as counselor, said, "There are cultural differences and gaps that

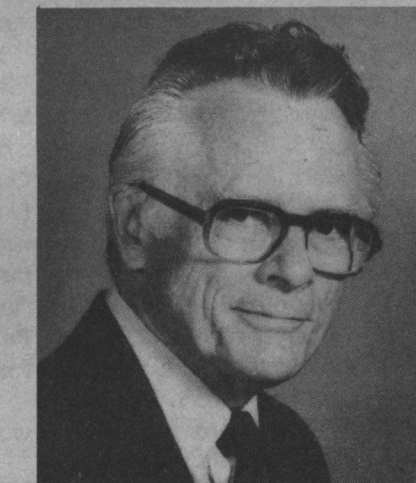
In classrooms and laboratories throughout the campus, evidence of international cooperation is evident. For example, Professor Donald J. Weidner of Earth and Space Sciences is working in his Stony Brook laboratory with a crystal specimen manufactured by Japanese colleagues. Together they probe the depths of our planet. History Professor Gary Marker will be in the Soviet Union for six months in 1984, studying and researching with Russian scholars. Meanwhile, Professor Hwan-Mook Lee, a visiting Fulbright scholar from Chonnam University in Kwangju, Korea, is teaching a course in Korean language to 20 Stony Brook students on Long Island.

Henryk Samsonowicz, rector (president) of the University of Warsaw, on a visit to Stony Brook in 1981, anticipated "the many fruitful contacts which our cooperation will bring to the development of world science and education."

Dean Bonner, reviewing the newly created office and its mandate, said: "The University's international commitment expresses itself in several ways. Faculty and research scholars come and go, to and from abroad, to engage in research and scholarship under the terms of our several formal exchange agreements. Students from Stony Brook and other SUNY campuses

pervasive manifestation of our international commitment is the collaboration that can be found in all parts of the University, and that occurs naturally and spontaneously between individual scholars, for the reason that international boundaries are not recognized in the world of scholarship and the pursuit of truth."

Dean Francis Bonner



The new, and first, dean of international programs at Stony Brook is an ideal model of the citizen of the world.

A quick look at his biography might not lead to that conclusion: Utah born, Yale educated (Ph.D. 1945 in physical chemistry), researcher on the Manhattan Project during World War II, Carnegie Visiting Fellow at Harvard and professor at Brooklyn College before joining the faculty of the infant campus that was to become Stony Brook in 1958.

But look deeper. Over the past 20 years, he has been an international commuter, engaging in professional activities and living in France, Switzerland, Romania, Colombia, London and Israel, among other places.

He says his reading and speaking capacities in French are fluent, in Spanish "good when in practice" and in German, good at reading, "adequate at speaking if no other possibilities exist."

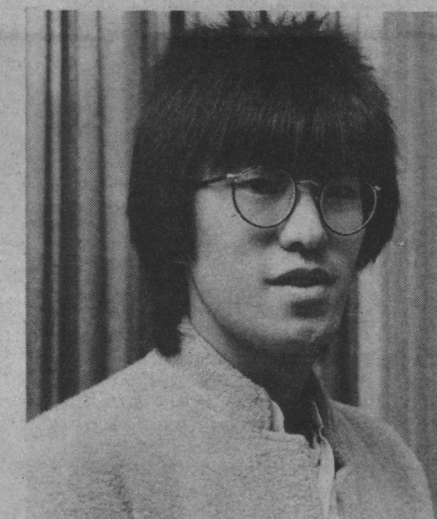
With that last evaluation, Francis Bonner (he does not answer to Frank) shows a bit of his droll wit. His English is impeccable, and delivered in an unhurried manner. His style is, as Californians say, laid back. During the summer, while preparing to move from his comfortable office in the Chemistry Laboratory Building, he rode his bicycle to and from home. Looking down a long, shining, quiet corridor, he acknowledged with a grin that he had yielded occasionally to the temptation to ride the bike in the hallway.

As an administrator, he has strong views about what he hopes to achieve in his new deanship. "I hope to underscore the academic aspects of the international programs," he said. "That's extremely important to me."

He believes students should learn a second language. "It's extremely important for all students to learn another language, to feel comfortable in communicating in a foreign language. Why should we (Americans) be different from Europeans?"

His gentle resolve has become apparent in other ways, too. He insists on calling the new deanship's address "Central Hall," even though few others on campus have yet caught up with the news that Old Biology has been renamed by the Stony Brook Council and President Marburger.

Dr. Bonner was recently honored at a dinner marking his 25th anniversary at Stony Brook. As founding chairperson of the Department of Chemistry, he has left the kind of record his colleagues are expecting he will establish in his new assignment.



"I was in Tennessee before coming here. Stony Brook is famous for its computer sciences and math. It's a quiet place but a good place to study."

—Hiroshi Toyoshima, Tokyo, Japan
junior mathematics major



"This is my fourth year at Stony Brook. My aunt has her master's degree in allied health from Stony Brook. We were able to be on campus together for one year. I especially like the people here; they are friendly."

—Yemi Kuyoro, Lagos, Nigeria
senior majoring in biology



"I had a cousin here in computer sciences last year, and I decided to come, too. It's much harder work than I imagined, but I'm enjoying the experience."

—Manik Advani, Bombay, India
graduate student in electrical engineering



"My husband was here last year as a Ph.D. student. We were married this summer in Taiwan and we came to Stony Brook together. The Department of Chemistry has a good, strong faculty."

—Lain-Yen Hu, Kaushlong, Taiwan
graduate student in chemistry

Brook's Academic Mall. Two of them had relatives on the fatal flight. They demonstrated not so much "against" any action as "for" international peace. They called attention to the children on the flight who died innocent of international politics.

Throughout the campus there is everyday evidence of this ethnicity and cultural strength. Student newspaper *Statesman*, in virtually every issue, carries advertising for meetings of such broad-based groups as the French Club as well as the more visible groups, such as the Caribbean Students Organization, which annually conducts a festival at the Stony Brook Union.

Kayla Mendelsohn, Director of

have to be understood."

Morris' office oversees the host family program, which this semester involves 80 students living with American families. And the students this fall are contributing through a new Campus Ambassador Program. They will visit Long Island schools to talk with Americans about their countries and cultures.

Through such outreach, new relationships are begun. Steven Paysen, assistant to the Catholic chaplain at Stony Brook, pointed proudly to the annual orientation-interfaith dinner for international students. "Last year we had 400 students in attendance from many countries. I know many lasting friendships began that evening," he said.

go abroad to study in our many established international educational programs. There are some combinations of exchange and study abroad, such as our agreement with the University of Essex in England, in which students and faculty are exchanged in both directions. Then there is the large body of undergraduate and graduate students that choose to come to Stony Brook from other countries outside of any formal interinstitutional agreements because our faculty and programs attract them.

"These are the commitments that come under the purview of my new position, but the most

Great minds meet to honor "Senator's Senator"

(continued from page 1)

Arts Center and a luncheon for "Jack" and Marion Javits and their invited guests at University Commons.

Senator Javits was the headline speaker in all three events. Seated in a wheelchair that carries him and the respirator he requires to assist in his breathing, the Senator nodded his head and smiled as old friends recounted incidents.

Senator Javits has "Lew Gehrig's disease," a medical condition called amyotrophic lateral sclerosis that causes progressive muscular atrophy. Nevertheless, he and Marion Javits, "my lifelong partner," worked for weeks before the dedication events to be certain everything was carried out with elan.

About 150 people assembled in front of the library's main entrance, some of them carrying signs commenting on U.S. foreign policy and their opinions on

nuclear energy.

During the symposium, Suffolk County's Sixth Precinct police escorted several persons from the auditorium after they began shouting slogans during Senator Javits' first remarks to the audience.

The display in the Javits Room featured some political cartoons and a U.S. flag. Located on the second floor, its windows along the east side overlook the Fine Arts Center Plaza.

At the symposium, President Marburger and Chancellor Wharton thanked the speakers from the Senate and Governor Cuomo. Senate minority leader Robert Byrd, Howard Baker, the majority leader, Kennedy, Daniel Patrick Moynihan, Charles Mathias, Nancy Kassebaum and Claiborne Pell were on hand to honor their former senatorial colleague.

Asked by a reporter how he would rate this event among the

many accolades given him during his lifetime, Senator Javits remarked: "This is at the top of my career. These are not only my colleagues but my friends." Several times during the day, Senator Javits modestly deflected attention from his career and suggested this day's events were, in fact, a tribute to the United States Senate. At the luncheon, he put it this way: "I hope that all our friends will understand the triumph of an institution that will give us the kind of decent world we want."

Stony Brook's President Marburger presented two special gifts. To Mrs. Javits he gave a pencil portrait of Senator Javits drawn by Ying-he Liu (featured on the cover of the Nov./Dec. 1982 issue of *Stony Brook People*), a graduate art student from Shanghai, China. To Senator Javits he presented the Stony Brook Medal, designed by

Professor Robert W. White of the Department of Art. President Marburger noted, "The Stony Brook Council voted unanimously to award Senator Javits the Stony Brook Medal...with deep appreciation for your generosity to this University."

And then the limousines, the bus, the helicopters and the airplanes came to carry away the visitors whose presence had attracted crowds behind carefully established safety barriers.

Upstairs in the third floor of Melville Library, Archivist Mary Boccaccio and her staff of five continued work on the Javits Collection. By early 1985, they hope to have everything catalogued and to be ready for the first generation of scholars who will study Javits documents from the 1940s, at the beginning of Jacob Javits' congressional career, up through the dedication in 1983.

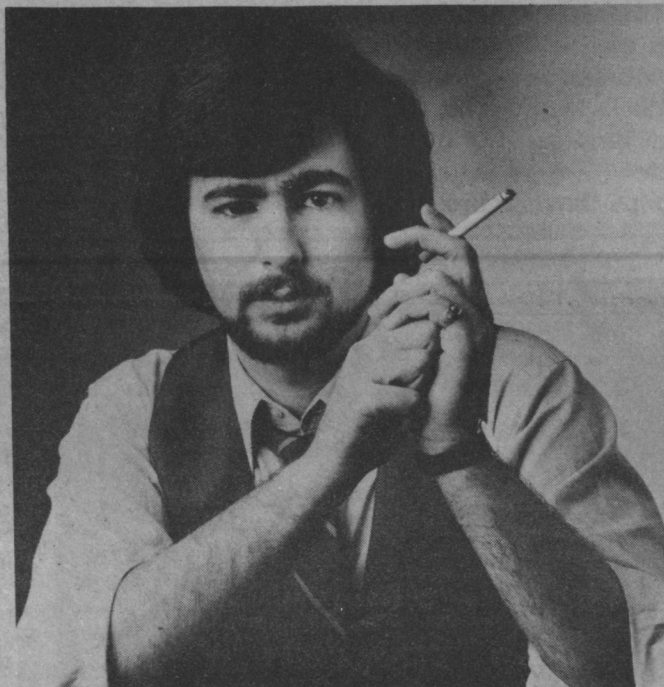
Alumnus embarks on political thriller writing mission

The Soviets have destroyed every one of the United States' satellites in one diabolical stroke. The country's communications network—intercontinental television transmission, long-distance telephone calls—has been paralyzed. Our intelligence and defense capabilities have been crippled. Even our weather satellites have been wiped out.

Such is the plot of *Blind Prophet*, a novel written by Bart Davis '71 and published by Doubleday and Company in October. As the tale of this "high-tech, global political thriller" unfolds, Bart says, we meet an assortment of spies, politicians and members of the U.S. space program. At the center of the action is astronaut-turned-senator Chris Leyland, a hero, Bart says, imbued with "an adventurous, courageous spirit, a love for seat of the pants flying."

That pioneering spirit is, for the most part, why Bart Davis wrote *Blind Prophet*. At 32 he is old enough to recall the early, exciting years of the space program, when rockets were more than just blips on the screen of a video game. "I remember sitting in elementary school when John Glenn went up into space, and watching the lunar landing with awe," he says. "The sense I had then and now of the heroism of these people is a major component of the book."

A visit to Cape Canaveral and its Kennedy Space Center ("where I got to sit in the space shuttle") was one phase of Bart's extensive, year long research effort. He also made stops at the White House, NASA's Manned Spaceflight Center in Houston, the Pentagon and Long Island's own Grumman Aerospace, to name just a few. He drew inspiration, he says, from the "idealism and commitment of



Bart Davis '71

author
"Blind
Prophet"

everyone involved in the space program."

But inspiration also grew from Bart's own appreciation of political thrillers. "It came from enjoying these books myself, books of the type Robert Ludlum or Ken Follett write," he explains. "What I'm trying to do is establish a synthesis between current political thrillers and sci-fi, though it would be pretentious for me to call it a new genre."

Blind Prophet's descriptions of Soviet-United States tensions have been rendered all the more current by the destruction of Korean Air Lines' Flight 007. Bart prefers not to dwell on similarities between his book and recent events because "it feels ghoulish." But he does point out, "For people who think that the scenario in *Blind Prophet* is not feasible, that the Soviets would never shoot down something that belongs to another country, I would advance this...this horror of the Flight 007

incident."

No discussion of *Blind Prophet* is complete, Bart feels, without mention of his wife Sharon, to whom the book is dedicated. "Without her moral support, I would not be sitting here now. That's a fact," Bart says firmly. A corporate attorney, Sharon Davis "writes a great deal herself as part of her job," her husband continues. "She's my first critic and a marvelous editor."

Though Bart received a B.A. in English from Stony Brook in 1971, and frequently could be found "hanging around campus coffee houses reading and writing poetry," he spent the first 11 years of his career in teaching. "And really, really loving it," he adds. He taught disruptive students: "You've seen *Welcome Back, Kotter*? That's what I did," he recalls.

Bart completed a master's degree in social welfare at Stony Brook in 1976. After college, he began writing again, mostly nonfiction articles on education. The turning point came when he had a fictional piece published in the Long Island daily newspaper,

Newsday. "That convinced me that maybe I could write fiction."

Bart then wrote a script for his favorite television show, *M*A*S*H*. Though the script never sold, someone connected with the show prompted Bart on, with an invaluable piece of advice: get an agent.

"I called the only talent agency I'd ever heard of, the William Morris Agency," Bart says. An agent put his arm around him, and actually promised, "Stick with me kid, we'll get you into show business."

"I felt like Ruby Keeler," Davis says, laughing. After several years of writing screenplays that didn't sell, he came up with the idea for *Blind Prophet*. Eventually, he left teaching and began writing full time.

Paperback rights to *Blind Prophet* have already been sold to Bantam Books, which will also publish Bart's new novel "A Conspiracy of Eagles" in June 1984 under the pen name "David Byron." This spring *Blind Prophet* will be published throughout England, and negotiations for movie rights are currently underway.

Would Bart welcome being hailed as another Robert Ludlum or Ken Follett, whose works he admires? "Well, it would be nice, sure," he admits. "But if enormous success doesn't come, that's just not the issue. You write because you are moved to write."

For now, it is enough for Bart Davis to have written "what I intend to be entertainment, something that takes readers on an adventure." The "nicest compliment," he says, would be for *Blind Prophet* to be considered a "good read.... That's what I'm out to create."

Annual Fund drive well underway

Following a day-long kickoff meeting on campus, Stony Brook's first comprehensive Annual Fund program is off to a running start with 30,000 letters to alumni in the mail, thousands of telephone calls and hundreds of personal visits planned by the 10-member Annual Fund Council coordinating the program.

The Annual Fund, with an initial goal of \$50,000 from 2,000 donors by this June, was announced by President Marburger when the Annual Fund Council met on campus Sat., Sept. 24.

One hundred or more volunteers will be conducting telephone and personal solicitation phases of the Annual Fund drive as it moves into high gear. Telethon fundraisers will be held in New York City and on campus in February and March. Denise Coleman '77, director of alumni affairs and annual fund,

said alumni who would like to help with the telethons should call the Alumni Office, (516) 246-7771. "Volunteers working on telethons can raise hundreds, even thousands of dollars for Stony Brook by joining 10 to 20 others working on the telephones during one of these sessions," Coleman said. "That money can be worth three times its face value due to its flexibility and strategic usefulness in providing a cutting edge for campus development."



Annual Fund Council comes prepared

Stony Brook's first Annual Fund drive is being run by 10 alumni with widely divergent interests and professions, united by an abiding conviction that private financial support is essential for Stony Brook's future.

The 10 alumni, members of the newly formed Stony Brook Annual Fund Council, also point out that private financial support through gifts to the Annual Fund, can, by aiding the University's development, protect and enhance the investment all alumni have in their alma mater.

"It was a good feeling when people were talking about Family Circle magazine's listing of Stony Brook as one of the country's 11 best public colleges this fall," says investment banker Joseph Buscareno '66, who chairs the Annual Fund Council. And we know that money is essential if Stony Brook's reputation is going to continue thriving."

Joe moves easily between the worlds of his Wall Street investment banking firm and the politics of Huntington on Long Island. From 1972 to 1978, he was legislative aide to Assemblyman John J. Flanagan of Huntington, serving as Flanagan's campaign manager from 1972 to 1980. He was campaign manager for Legislator Robert La Bua of Huntington in 1981 and 1983. He has been a member of the Alumni Association Board of Directors for more than a decade.

A similarly rich diversity of professional and personal interests are shared by Annual Fund council members who gathered on campus to kickoff the Annual Fund drive early this fall. The members range from a Health Sciences Center administrator who runs Stony Brook's innovative Physician's Assistant Program when he's not running—jogging—himself, to a dentist whose spare time is devoted to aerobic dancing and windsurfing. Here's a brief look at Annual Fund Council members:

Sandi Brooks '78

Mineola

Currently an assistant district attorney in Nassau County, Sandi is a former *Statesman* editor who graduated cum laude from the Syracuse University Law School. She founded and was elected president of the campus chapter of Alpha Kappa Delta, the national sociology honor society at Stony Brook. She also served as a member of the Ambulance Corps, a newscaster for WUSB and was an editorial assistant in University Relations. Sandi and Dr. Lance Edwards '79, who is doing his first-year residency in obstetrics and gynecology at University Hospital, were married in June.

Robert Gordon '80

Port Jefferson Station

Bob received B.A. and M.S. degrees simultaneously in 1980 as a graduate in the W. Averell Harriman College for Urban and Policy Sciences' dual program. He is a budget analyst who spent 3½ years working for the U.S. Department of Transportation until joining a U.S. Department of Energy team, based at the Brookhaven National Laboratory this September. A Polity Senate member while on campus, he served as a member of the White House Task Force on Energy Efficiency in 1980.

Paul Lombardo '73

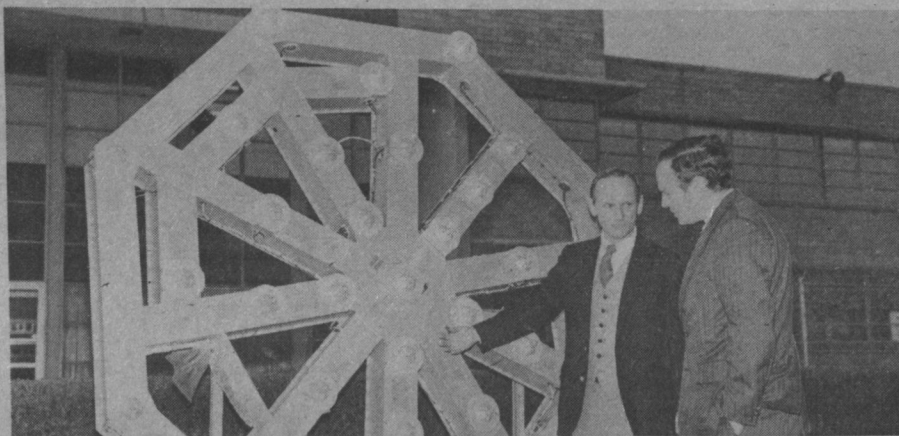
Stony Brook

After receiving a bachelor's in psychology from the University of Missouri in 1970, Paul entered the first class of the Stony Brook Physician's Assistant Program. He has been employed by the program's parent, the School of Allied Health Professions since his graduation, serving in capacities including interdisciplinary coordinator for the school, and clinical coordinator and chairperson of the Physician's Assistant Program. Jogging, cycling and skiing are among the interests of this former president of the New York State Society of Physician's Assistants.

Ann M. Nasti '78

Smithtown

Dr. Nasti, who received a B.A. cum laude from Stony Brook, practices dentistry in Smithtown. She is also an assistant clinical professor in the School of Dental Medicine at Stony Brook. She has been a research associate with the Veterans Administration Medical Center in



One gift to electrical engineering was a \$4.3 million NASA satellite communications system that will become the heart of a new satellite technology and telecommunications research laboratory in the department.

Engineering expanding with non-state money

Stony Brook's thriving Department of Electrical Engineering provides a vivid example of how gifts such as those sought through Stony Brook's first Annual Fund drive can provide a vital margin of success for campus programs.

"The student demand for our department's programs is tremendous and so are the needs of industry," says Dr. Stephen D. Shapiro, who chairs the department.

With 550 Stony Brook students

currently majoring in electrical engineering, about 200 students earning their degrees this year, and "maybe a thousand potential students waiting to if we had room," Dr. Shapiro credits non-state funds with making all the difference for his department. "There simply isn't enough state budget money to cover even a fraction of our needs," he says.

Dr. Shapiro has been chairperson for three years, since he came from Bell Laboratories and Stevens Institute of Technology. He has become known as one of the most successful of the energetic faculty fundraisers, whose efforts have been crucial in bringing the University to the point where nearly half its funding is coming from sources other than state tax revenues.

Electrical engineering is now generating nearly \$1 million annually in non-state funds. This comes in the form of advanced high technology equipment that wouldn't otherwise be available; through agreements and grants involving corporations; and as unrestricted gifts.

These agreements, Dr. Shapiro notes, involve amounts of money ranging from a few thousand to several hundred thousand dollars. Contract work, he said, provides his department with a public service opportunity "to interface with industry. Meanwhile, the department receives access to state-of-the-art technology and equipment and a chance to work on advanced practical problems."

Unrestricted gifts have, Dr. Shapiro says, provided support for summer projects, seed money for faculty research and money for travel to technical meetings. "Our faculty has almost doubled in the last three years," he said. "We've hired nine new people and we never could have absorbed the expenditures necessary to support them without the current volume of unrestricted giving."

Electrical engineering involves work in computers, telecommunications, robotics, electronic devices and signal processing and systems. The department has become a natural focus of interest for Long Island industry. Dr. Shapiro notes, since "at least 75 percent of the industry on Long Island is in electronics."

Gifts involving electrical engineering last year included for example, \$10,000 received in March from Symbol Technologies, Inc. of Hauppauge, a high technology company involved in the design, marketing, and manufacture of miniaturized bar code laser scanners, which are being used for applied research laboratory equipment.

Such gifts and grants from industry, individuals and from other outside sources like the U.S. Air Force Office of Scientific Research, NASA's Armstrong Foundation and the National Science Foundation, have speeded up the progress of the department. Electrical engineering is now finishing construction of an advanced robotics lab that has a major microprocessor lab and a number of other advanced facilities.

Northport and has had work published in the *Journal of Gerontology*. Her free time interests include teaching aerobic dancing and windsurfing.

Leonard A. Spivak '64

New York City

Leonard Spivak, current president of the Alumni Association, was one of its founders in the sixties. A partner in the Wall Street law firm of Cahill Gordon & Reindel, one of the nation's largest, he gave the University its first major gift from an alumnus last year. The \$5,000 gift established the Esther and Jack Spivak Scholarship Fund, in memory of his parents.

Susan Reuschle '79

Smithtown

Born in New York City, Susan graduated from Stony Brook with a B.A. in Spanish. She was a secondary school substitute teacher for eight different school districts in Suffolk County for a year, before joining the Allstate Insurance Company. Since 1980, she has been a retail agent with Allstate at the Smith Haven Mall in Lake Grove. She's a member of the Suffolk County Underwriters Association.

Anne Oaks '76

Port Jefferson

Anne Oaks is a real estate broker in Port Jefferson, after living there for 14 years. A graduate of Smith College, she received an M.A. in English at Stony Brook. She is the mother of five children, one in high school, the others in college. One son, Bill, has been a part-time Stony Brook student and another is in the Coast Guard.

Carol Mangelli McNally '83

Kings Park

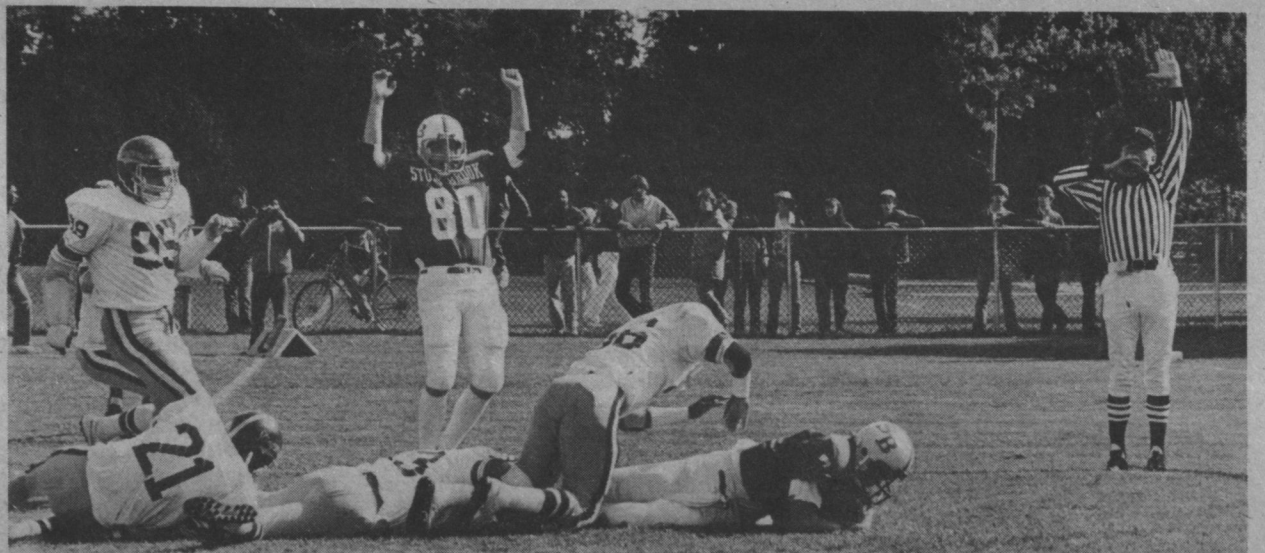
Carol has been an aide to Assemblywoman Toni Rettaliata of Huntington Station for more than four years. She received a B.A. degree in English from Hofstra University and holds an M.A. in public affairs from Stony Brook. She chairs the Subcommittee on Mental Health of Suffolk County's Planning and Advisory Board on Mental Health, Mental Retardation and Alcoholism; is a member of the executive board of the Women's Equal Rights Congress Committee, which represents 73 Long Island women's organizations on the Suffolk County Human Rights Commission; and is a member of civic and professional organizations, including the Press Club of Long Island.



Homecoming '83



The color of homecoming (clockwise from lower left) includes dedication of the new scoreboard, a gift of the Coca-Cola Company and the Patriots Booster Club: (left to right) President Marburger, Attorney Roy S. Dragotta of Setauket, who assisted the Patriots Club in the scoreboard campaign, and Coca-Cola's Stanley Svoboda, national sales manager and Jim Daly; President Marburger accepting first Division III game ball (from RPI victory) from Coach Fred Kemp and Co-Captains Jerry Maline (65) and Ray McKenna; Denise Coleman and Robert Brodsky '78 at the pre-game luncheon; and the Patriots' cheerleaders with banners leading the Ward Melville High School Marching Band.



A happy home crowd watches the halftime program during Stony Brook's 28-18 Homecoming victory over Brooklyn College. The pressbox is among newly constructed Athletic Field facilities. At right, Patriots' Mark Funsch (80) helps referee John Cesario signal another Stony Brook score.

CLASSNOTES

67 **Paul Schulman** is an assistant professor of psychology at the SUNY College of Technology in Utica. In addition to scholastic publishing, Paul does freelance writing for the popular press.

69 **Allen Jeknaorian** is co-owner of a jewelry manufacturing firm with factories in Vieques and Rome...**Harold Paul** has become a partner in the Manhattan law firm of Rubin, Schwartz, Meyer and Schnall.

70 **Michael Conlon** is an assistant professor of computer science at SUNY, Potsdam. He is also marketing remedial math software for school and home computer use worldwide. Michael and wife **Jeanne McGuire** Conlon '70 are expecting their first child in January.

71 **Judith Horenstein Steele** is a manager at Xerox Learning Systems. She just finished developing the first commercially available video disc-based sales training program. In her spare time, Judith does freelance writing and has recently had an article published in Working Woman magazine.

72 Dr. **William Cohn** has an optometry practice in Saddlebrook, NJ and resides in Ramsey, N.J...**William Schreiber**, M.D., has entered private practice in general internal medicine in New Haven, CT...After ten years as a newspaper reporter, **Ned Steele** became press secretary to Brooklyn District Attorney Elizabeth Holzman...**Lenore Tellis** is in marketing management for L'Eggs Brands, Inc. Lenore reports that "the South is now my home!"

73 **Marjorie Bendik** is completing a Ph.D. in education administration at NYU...**Linda Collins** received a Ph.D. in biological sciences from the University of Delaware...**Robert Filby** is a foreign service officer with the state Bureau of International Organization Affairs...**Edward Rubinstein** joined the Office of General Counsel for Ford and is an attorney at Ford Aerospace & Communications Corp. in Newport Beach, CA.

74 **Lawrence Gollob** went on to Duke University where he obtained an M.S. in 1976 and met wife Sherry. From 1977-82 Lawrence worked full time at Oregon State University as a staff research assistant and took additional coursework to earn a Ph.D. in 1983 in chemistry and wood technology. Lawrence and Sherry are now settled in Atlanta, GA where he is employed by Georgia-Pacific Corp.'s Resin Division as a development chemist...**June Underwood**, Ph.D., has been named associate dean at Emporia State University, KS...**Neil Weiser** moved to Bridgeport, CT. He is a psychiatrist in private practice and medical director of Park City Day Hospital.

75 **Benedict Cardenas** has been appointed purchasing manager of Campton Place, a new 136-room luxury hotel near San Francisco's Union Square...**Eileen Coffield** received an M.A. in education psychology from Cornell University in 1979. She is currently involved in management and supervisory training and developed as training specialist at Danbury Hospital in Danbury, CT...**Victoria Kuster Frayler** is enrolled in the master of social work program at Stony Brook...**Susan Schwartz** is managing editor of Delacorte Press and Delta Books, divisions of Dell Publishing. Susan lives in New York City.

76 **Concetta Tomaino** was elected to the executive board of the American Association for Music Therapy...**Jeanne Wilson** is a seminary student at Union Theological Seminary.

77 **Elana Benamy** received an M.S. in geology from the University of Delaware this year...**Edward Freigang** is developing a private practice in family and individual psychotherapy...**Elinor Schoenfeld** has returned to SUNY at Buffalo, Roswell Park Division, for a doctorate in epidemiology.

78 **Frederick Claps** has been working on Wall Street since graduation and became an A.V.P. in government bond trading...**Martin Hammer** is employed by Bell Labs as a systems designer...**Ingrid Volkman Pomper** is a clinical social worker in Cobble Hill, Brooklyn, and is married to Dr. Stuart Pomper, a general surgery resident at Staten Island Hospital...**Jeffrey Schnur** has been promoted to product engineering manager at the Optoelectronics division of Hewlett Packard in Palo Alto, CA...Having completed a tour of active duty in the Coast Guard, **Mike Trachman** is working towards a nursing degree at the American University in Washington, D.C.

79 **Barbara Leitner** has been executive director of the Auxiliary Services Corp at SUNY, Old Westbury for three years and president of Old Westbury's Alumni Association for the past two years.

80 **Flora Calem** and **Charles Margolin** were awarded J.D.L. degrees from the University of Bridgeport School of Law...**Lori Simmons** has been appointed staff physical therapist at the Good Shepherd Rehabilitation Hospital in Allentown, PA.

81 **Diane Atkinson** is in training at the Gestalt Institute in Northport. Diane is also employed at Brunswick Hospitals' Psychiatric Unit...**August Franza** has had two English textbooks published.

82 **James Bearden** has been appointed assistant professor of sociology at SUNY, Geneseo...**Alfred Cosentino** is in his first year of physical therapy school at Long Island University...**Marie Dauenheimer** attends the Johns Hopkins School of Medicine

as a graduate student pursuing a master's degree in medical illustration...**Cliff Geismar** began his second year of study at the New England School of Law...**Vinayak Janaly** works for IBM in Raleigh, NC.

83 **Robert Brynien** began the four-year optometric program at the Pennsylvania College of Optometry.

Marriages

Fred Ost '74 to Harriet Robbins, June. Fred is a health physicist with Commonwealth Edison in Chicago and Harriet is a law student at DePaul University...**Mike Celli** '77 to **Barbara Blauner** '79, June 26...**Yvonne Draper** '77 to T. Charles Taylor, Aug. 13, at Fort Monmouth, NJ...**Robert Alessi** '79 to Emma Rein, July 31...**Robert Buskey** '80 to **Robin Hunter** '81...**Shawn McPartland** '80 to Jackie Parenti, July. Shawn attends Downstate Medical School.

Births

Phyllis Workman Zahnd '69 and Richard Zahnd, Andrew Richard, April 15...**Marcy Mishkin** Alvo '70 and Steve Alvo, a son, April 15...**Linda Klein** Lenkowsky '70 and Stanley Lenkowsky, Eve Carol, Nov. 23, 1982...**Elizabeth McGuire** '71 and **Manuel Porto** '71, first child, June...**Richard McNally** '72 and Alice McNally, second daughter, Diana Lora, Aug. 23...**George Lipkowitz** '75 and **Keri Heitner** Lipkowitz '78, Adam Kenneth, April 7. George is a fourth-year resident in general surgery at King's County/Downstate Medical Center and Keri is completing doctoral coursework in environmental psychology at CUNY graduate center and conducting research on health care delivery systems...**Gene Schlanger** '76 and **Maralyn Schulman** Schlanger '78, Serra Jessica, July 5...**Patricia Swinney** '77 and Lemar Swinney, Christopher Alan, Feb. 21.

Obituaries

Susan Barrett '79 was struck and killed by an automobile while running along Route 28 near Phoenix.



Riff Raff and Magenta prepare for blast-off in *The Rocky Horror Picture Show*. New York film critics Jonathan Rosenbaum '74 and J. Hoberman examine why moviegoers enjoy seeing movies filled with "violence and aberrant sexuality," such as *Rocky Horror*, night after night in their new book, *Midnight Movies* is published by Harper and Row and Colophon Paperback, with 85 photos.

The
Senator
has his day
(story, pp. 1, 8)



Stony Brook People

The State University of New York
at Stony Brook
Vol. 14, No. 2; Nov./Dec., 1983

AIDS studied at HSC/hospital

Stony Brook is among research institutions around the world investigating the causes of the medical phenomenon called AIDS—acquired immune deficiency syndrome.

And, like medical investigators everywhere, the Stony Brook researchers are not given to optimism in finding a quick or simple solution to the mystery.

In the four years since the condition was recognized, approximately 2,500 cases have been reported and more than 40 percent have led to patient deaths.

AIDS victims' bodies lose the defenses against infections that are normally resisted. As a result, "a constellation of diseases strike a victim," said Dr. Frederick Miller, professor and chairperson of the Pathology Department in Stony Brook's School of Medicine.

"We're interested in the diseases that come with AIDS," he continued. "Usually the only other situations where we see the same diseases—and all of them are extremely rare—are in transplant cases and in cancer patients who have had chemotherapy. But even then there are not such devastating results as we see in AIDS."

Of the dozen cases reported in Suffolk County, eight have been patients at Stony Brook's University Hospital. Lola K. Claster, hospital epidemiologist and hospital infection control practitioner, reported, "Five of them died, including one female patient classified as a drug

abuser and a young male hemophiliac." The other three were homosexuals.

Two research projects are under way at the Health Sciences Center.

Dr. Roy Steigbigel, associate professor and chief of infectious diseases in the Department of Medicine, is being joined by a colleague also newly arrived from the University of Rochester, Dr. Thomas Rush. Their work focuses on correlating evidence of previous infections in AIDS victims with susceptibility to AIDS. Their Stony Brook study will extend their Rochester work, which included evaluating sexual practices with immune functions and evidence of viral infection to determine any relationships to AIDS.

Dr. Raymond Dattwyler, assistant professor of allergy, rheumatology and clinical immunology, and Dr. Mae Hultin, associate professor of hematology, are testing blood samples with the University's \$200,000 Fluorescent Activated Cell Sorter.

In a healthy person, the thymus gland produces two helper cells for every suppressor cell. The helper cells enhance the body's defenses against viruses and other infections. Suppressors call off such defensive activity in a healthy person. This normal 2:1 ratio of helper cells to suppressor cells is reversed in AIDS victims. They commonly have three or more suppressor cells for each

helper cell, Dr. Dattwyler explained.

Hultin and Dattwyler will be testing periodically over the next four years the blood samples of three groups: patients with a bleeding disorder called hemophilia B, patients with hemophilia A and a normal group; in all, fewer than 100 people.

Only 16 confirmed AIDS

Receiving People at an incorrect address?

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(street)

(city) (state) (zip code)

(telephone)

Year: _____

patients were hemophiliacs nationally, Dr. Hultin said. Fifteen of them had been given human factor VIII concentrates during blood transfusions. Among those who died, the only hemophiliac admitted to the University Hospital coincidentally was the only one who had received factor IX concentrate.

These may seem to be minor variances and small numbers. "But," Dr. Hultin said, "while the number of cases in hemophiliacs is small, it could lead to a very important clue."

Seventy-one percent of the 2,259 cases of AIDS reported by mid-September involved homosexual males. The majority of the remainder have been intravenous drug abusers and recent Haitian immigrants. Of the total, 40 percent have died.

"We're facing a 100 percent mortality rate," said Dr. Miller. "I don't know anyone who has survived four years." He takes small consolation that the rate of increase in reported cases has not itself become larger.

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