

# Stony Brook

REVIEW

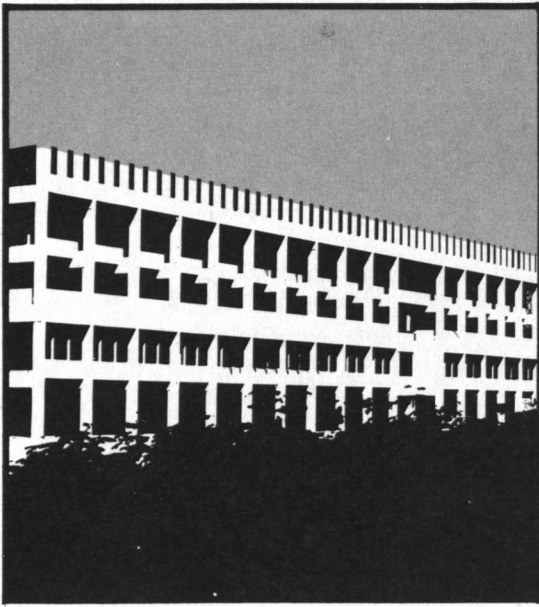
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## **The Frank Melville, Jr. Memorial Library**

(see story inside)



*Looking for a nautical chart? A United States Supreme Court Report and Brief? The latest editions of The London Times and Le Monde? An article printed in a 1968 edition of The New York Review of Books?*

*Are you interested in reading Long Island real estate guides and homeowner's manuals? Perhaps you wish to find a telephone number in Los Angeles. Are you searching for documents and pamphlets on environmental issues such as air and water pollution or the preservation of wetlands and green belts?*

*Would you like to read a good book or a novel in a foreign language? Is there a contemporary or classical record album you would like to hear? Or a poetry or play recording?*

## **The Frank Melville, Jr. Memorial Library**

### **Stony Brook**



**PUBLIC SERVICE**

*More than 4000 townspeople seek information annually from the University Library's Reference Department.*

If you are ever stumped finding information for educational research, business or enjoyment purposes, you ought to give Stony Brook a try. In addition to serving some 20,000 students, faculty and staff, Stony Brook's main library and five of its science libraries are open to the public for in-house use.

"As a publicly supported institution," states John Brewster Smith, Director of Libraries, "we recognize our obligation to make our resources widely available and will do our best to serve the public's need."

Containing the largest library collection in the Nassau-Suffolk region, Stony Brook's facilities are comprised of its main, Frank Melville, Jr. Memorial Library and five departmental science libraries covering the fields of biology, chemistry, earth and space sciences, engineering and mathematics-physics. Stony Brook also has a health sciences library which, while not open to the general public, can be used by doctors and other health-related professionals. Combined, the libraries have a seating capacity of about 2000 spaces, including chairs and lounge-benches. The main library alone has about 1500 seats.

Collectively, Stony Brook's libraries contain nearly one million volumes and subscribe to about 12,000 serial publications, including more than 8000 periodicals. The University library is a member of the Association of Research Libraries and participates in the Long Island Library Resources Council and the New York State Interlibrary Loan Network. It also has cooperative arrangements

with other State University of New York libraries. The University library has received both federal and New York State depository status for its Documents Department and has cooperative arrangements for maps and charts with the National Ocean Survey, the U.S. Geological Survey and the Defense Mapping Agency. Additionally, as a member of the State University of New York Biomedical Communication Network, the main library can research data covering education, psychology and biology.

The main components of the Melville Library include more than 680,000 volumes which cover the humanities, social sciences, fine arts and music. About 20% of its collections are in foreign languages, mostly French, German and Spanish. The library is particularly strong in English, Western European and Latin American literature; modern Western history — especially French and German — and Latin American history. The library contains thousands of classics as well as current fiction and non-fiction books. And most importantly to lawyers and others involved in the legal profession, the library has perhaps the best collection in Suffolk County of legal materials, including in-depth coverage of federal and state statutes, law reports, administrative law and a large supporting government documents collection.

The Melville Library's Environmental Information Service is unique in the country, according to Donald C. Cook, Assistant Director for Public Services. Established in 1970, it is a large vertical file collection of documents, technical reports, pamphlets, selected monographs and newspaper clippings under 475 subject headings relating to current environmental issues. It is located in the Documents Department, which houses some 7500 volumes, including over 5000 Congressional hearings dating back to the 1960's. The Documents Department is a good source for in-depth statistical research as it holds many census and other governmental statistical publications.

The microforms collection is about the size of the library's book collection. Microforms are greatly reduced photographs of books, magazines, newspapers, journals and other materials which, when used on the library's appropriate reading equipment, enlarge to about the original size. The Microfilm Department contains material on subjects as varied as education, the Oberlin College Anti-Slavery Collection, 19th Century Presidential papers, most of the United Nations documents published between 1946 and 1973, women's liberation (the Herstory Collection), early (1639-1800) American books, early (1475-1700) English books and early American newspapers. The Department has microfilm subscriptions to 20 domestic and 30 foreign newspapers plus full runs of *The New York Times*, *Wall Street Journal*, *New York Herald Tribune*, *Chicago Tribune*, *The London Times* and a host of others. The Department also houses printed indexes for many of these papers.

Recent issues of 100 domestic and foreign newspapers are available in the Current Periodicals Room, which holds the latest volumes of 3300 periodicals in the social sciences and humanities.

The Map Library is one of the newest collections to be added to the main library and encompasses more than 40,000 sheet maps. The Map Library contains topographic, soil survey, Suffolk County tax general reference (continent-region-country) and miscellaneous maps, including road and city maps and a developing collection of national and state park maps. The Map Library has daily weather maps going back to June 1972, nautical and aeronautical charts, world-region-thematic atlases, gazetteers and even tidal maps and other special tools for boaters. One additional source for maps at Stony Brook is the Earth and Space Sciences Library, which maintains a collection of geologic, vegetative and marine maps and atlases.

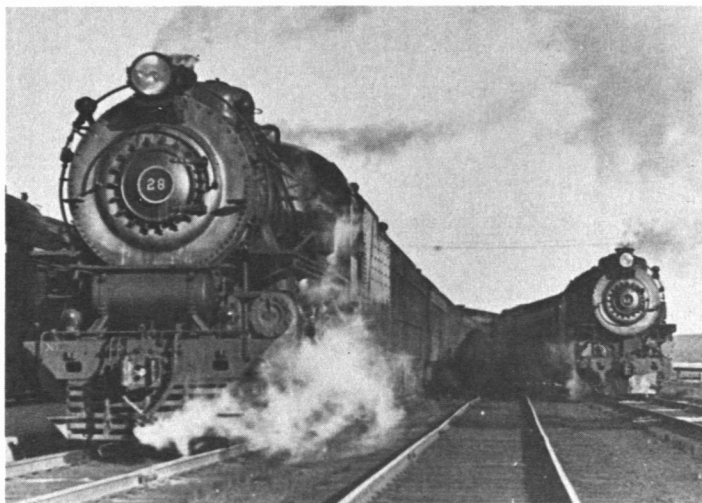
Manuscripts, letters, pamphlets, broadsides, author and subject collections, ephemera and rare books are a few types of resources assembled in the Department of Special Collections. Selection of materials here is made not only on the basis of value, but often because of historical and bibliographical significance. Scholars and other specialists are invited to inquire about using the resources of Special Collections. A sampling of several general topic headings to be found in the department include contemporary letters and literature, Long Island, women's studies, children's books, printing and publishing, political and social movements, and the University Archives, which, through catalogs and other materials printed by the University, trace the history of Stony Brook back to its initial establishment at Oyster Bay in 1957.

The five departmental science libraries collectively contain more than 160,000 volumes and subscribe to some 2600 journals. Each library is located in the building housing the department it serves.

The Melville Library as well as the five department/ science libraries are open to the public for in-house use. Hours, restrictions and other information can be received by directly phoning the particular library. Two-hour, metered (\$.25 per hour or part of an hour) parking is available on weekdays up to 4 p.m. in the Visitors' Parking Lot, located near the main entrance to Stony Brook. After 4 p.m. on weekdays and all day on weekends, visitors may park free of charge in any legal space on campus.

The University libraries and their telephone numbers are: Frank Melville, Jr. Memorial Library, 246-5650; Biological Sciences Library, 246-5662; Chemistry Library, 246-5664; Earth and Space Sciences Library, 246-3616; Engineering Library, 246-7724; Mathematics-Physics Library, 246-5666; and Health Sciences Library, 444-2415.

## LIRR Nostalgia



A 1935 photo of trains in Greenport and an 1898 timetable are among the thousands of photographs, timetables and drawings tracing the history of the Long Island Rail Road from 1885-1974, now located in the Special Collections Department of the University Library. The memorabilia, amassed by Robert Emery, a longtime conductor, was acquired for the Library by the Stony Brook Foundation.



Members of Webelos Pack 120 from Terryville enjoyed a Computer Experience Tour in February. Above they are pictured playing games against the computer; at right they are "talking" to the computer through the use of a keyboard.

## Kids Talk to University Computer- and the Computer Talks Back

Stanley Kubrick's *2001, a Space Odyssey* starred a dulcet-voiced computer named "HAL" whose pride and self-will gave his human employers trouble. At Stony Brook's Computing Center, HAL's contemporary equivalent, the new central Univac 1110 computing system, has "talked back" to over a thousand Long Island area school children.

The Univac 1110 system uses typewriter-like terminals to "talk," interact, and play games like tic-tac-toe (using a video display terminal) with the children, from local elementary schools and youth organizations. Another computer program, developed by the Computer Science Department, and nicknamed "FUN" not HAL, gives the computer an almost human ability to ask simple questions, like "What is your name?" or "How old are you?" The children type appropriate answers, and then FUN "talks back." Kids, says computer tour coordinator and Assistant Professor of Computer Science Peter B. Henderson, are fascinated. And he has enthusiastic letters from teachers and students who have visited the Computer Center to prove it.

The purpose of the tours is informational. Dr. Henderson is regularly surprised at the confessed naivete about computers of even grade school teachers, and he makes his program part of an introduction to a field that is spilling over to all aspects of our lives. Microcomputers and microprocessors are already being used in microwave ovens, in home video games, and in new automobiles (for engine controls). One 1977 model car, for instance, uses a microprocessor to control spark plug firings, thereby saving fuel. "Smart machines," it is predicted, will "spread at a breathtaking rate." Dr. Henderson himself points out that microprocessors are already being used, or will soon be used, in sewing machines, telephones, blenders, refrigerators, hi-fis, and heating and cooling systems.

Each program, therefore, begins with a 20-minute talk about what computers are, and what they can and cannot do. Among the things

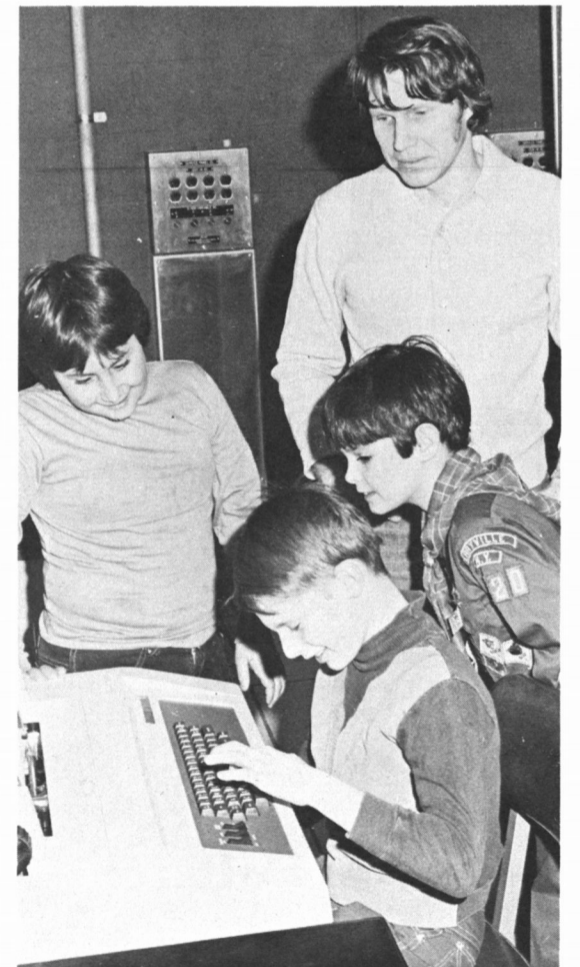
the children are told: "A computer cannot know everything . . . A computer does not know your age unless you tell it how old you are"; "A computer cannot think. It can only follow instructions which people give it"; "A computer can solve problems very quickly. How long does it take you to add two numbers? Well, a computer can add one million numbers together in one second." Suggestions about how to prepare students for their "computer experience" are also made beforehand.

The tours, as presently constituted, are recommended only for children in grades one through six, in groups no larger than 20 per tour, accompanied by adult supervisors. One adult should accompany every five children in the younger age groups. Tour reservations may be made, or more information on the program may be obtained by calling 246-7146.

About twice a year tours for adults are also given at the Computing Center. The purpose is again educational, and again participants become personally acquainted with Univac 1110, in a "hands on" program. "The purpose of our evenings with computers is to explain — in very simple terms — what a computer is, how it is used and what it is used for." Tours for adults were held January 20 and May 26 and attracted about 100 people each time.

Among the "computer experiences" offered were a chance to take on Univac 1110 in "Superbowl" (a football game), checkers, tic-tac-toe, "hangman," and blackjack. Another popular game involved shopping for grocery "bargains," and simulations involved pollution control, election results, and the touchdown of a lunar lander. Since the facility will only admit moderate-sized groups, it is a good idea to reserve space early when tours are announced.

Will the Computing Center ever house a prototype of Kubrick's HAL? Dr. Henderson thinks not. It will be a long time before computers approach human intelligence, if they ever do: "The memory capacity is just too small. Our



minds are associative, but computers do not think that way." As Dr. Henderson explains to the children: All computers can do is what humans tell them.

Where will the "computer experience" idea go from here? Dr. Henderson's personal pipe dream is to form his own "travelling computer sideshow," taking mini- and micro-computers and processors all over Long Island for live demonstrations. The local communities could even be hooked into Stony Brook's main computer for the "show," using a hookup through the telephone system. ▼

— Peter Benson

# BLACK ENGLISH

Spurred by the conviction that common sense outweighs scholasticism, Dr. Frank Anshen, Assistant Professor of English and Linguistics at Stony Brook, teaches the students in his continuing education course in Black English to believe what they hear and acknowledge the existence of dialectal differences between white Americans and Blacks.

Taking a stand in direct opposition to that of traditional linguistic scholars, Dr. Anshen, guided by the work of maverick socio-linguist J.L. Dillard, believes that Black English is a viable dialect with its own characteristic vocabulary and grammatical system rather than an error-ridden variety of standard English or a remnant of archaic British dialects learned from southern slave masters. Most important, Dr. Anshen asserts, Black English is a distinct dialectical version of the standard English spoken in America with its own moral privilege to be preserved and to exist.

Preserving Black English as a dialect, however, is not the purpose of Dr. Anshen's course. As offered to Stony Brook CED students, the class is primarily designed to guide elementary and secondary school teachers to a more insightful perception of their students' language modes. Treating the history and development of Black English, the course also focuses on the practical application of such backgrounds to pedagogical methods and techniques.

In terms of the development of Black English, Dr. Anshen traces the theory of a number of recent linguists who now maintain that the Black English dialect did not originate in America but was later brought to this country by West Coast African slaves. According to University of Puerto Rico Professor Dillard who first substantiated this theory in 1970 in a book-length study of Black English which has since become the authoritative text in

the area, during the 1500's and 1600's West African slaves were forced to create their own verbal language code based on a mixture of European and African tongues. Since European slave traders separated Blacks who spoke the same language in order to prevent revolts, the code had to be both an effective means of communication and a cleverly garbled disguise. The resulting pidgin tongue exchanged by the slaves was retained and later transported to America where succeeding generations modified it to conform to more standardized English forms.

In its departure from standard English, Black English is distinguished by several major features. Most prominent is the omission of any distinction between the past and present tense. Instead of using its verb system to designate past and present as the English system does, Black English requires its verbs to differentiate between continuous and non-continuous duration of time. For example, a speaker of Black English may refer to a person who is continually busy by using the tense marker *be* when he is stating, "He be busy when de boss come." On the other hand a person who appears occupied for the present moment only will be described, "He busy when de boss come in."

In addition to verb tense distinction, Black English reflects syntactical and phonological differences from standard English, conforming to its own unique set of grammatical rules. In Black English the "th" sound becomes "de"; noun suffixes are usually left out making words often sound grammatically incomplete; and there is no distinction between genders of pronouns so it is correct for a speaker of Black English to say "He a nice little girl." Difficulties arise in pinpointing the consistent voices and rules of Black English, however, since almost nobody speaks the dialect in its

"purest" form. Nevertheless, experimental Black English elementary school books are clarifying some of the major distinctions by printing parallel statements in Black English and standard English prose: Ollie big sister, she name LaVerne (Ollie's big sister is named LaVerne); Everybody been thinking that she be hurt (Everybody thought that she was hurt); She start to screaming and hollering (She started screaming and hollering); Didn't nobody know what was the matter (Nobody knew what the matter was).

In Dr. Anshen's opinion, in addition to understanding the nature of dialect variances between speakers of Black and standard English, it is equally important for enlightened and concerned teachers to recognize the underlying reasons for language differences in Blacks: "Where there is a social distance, there'll be a dialect difference. Black English was in good part created by social differences and has survived because being Black is the most important social factor in a Black person's life."

Although Dr. Anshen and many socio-linguists like him would encourage the teaching of Black English grammar and the distribution of Black English primers to ghetto school children in order to facilitate learning, there are many voices both within and outside of the Black community opposed to such an approach. Acknowledging that the teaching of Black English has become a very controversial and political topic, Dr. Anshen modifies his own politics by a pragmatic point of view: "My purpose is not to deny the fact that Blacks speak differently from whites. Some Blacks feel that by showing there's a difference they're conceding to a deficit. But there is a difference and the difference is obvious. I'm trying to justify the obvious — a simple but more often Herculean thing to do." ▼



Stephen Cole's survey data on Long Islanders appears in *Newsday's* LI magazine every Sunday.

## Cole, the Pollster

Stephen Cole may be the most quoted sociologist on Long Island. During the past four years, he has prepared, analyzed and submitted sociological surveys for a special series of articles about Long Island's suburbanites in *LI*, the Sunday magazine section of *Newsday*.

"Basic questions are unanswered," says Dr. Cole, Professor of Sociology, "about the unique nature of Long Island's people with regard to their attitudes, life styles, habits and make-up. In fact, very little is known about modern suburbia."

The *LI* Poll in recent months has posed these questions to Long Islanders: Should teachers be allowed to strike? Who is more concerned with the public interest, corporations or unions? Compared to last year, how are you financially? In the next year, what will the U.S. economy do? Do you

believe in God? Should prayer be permitted in public schools? Should parochial schools get the same aid as public schools? Should the manufacture and sale of handguns be allowed? Are Americans patriotic enough? Should students pledge allegiance daily?

Dr. Cole has been teaching sociology at Stony Brook since 1968, after teaching at Columbia University, where he acquired extensive practice analyzing surveys and polls at the University's Bureau of Applied Social Research. Since coming to Stony Brook, he has authored three books and co-authored a fourth. His most recent book is entitled *The Sociological Method*, a textbook published by Rand McNally.

Dr. Cole feels that his work with *Newsday* marks, perhaps, the first in-depth attempt made in newspaper journalism to provide its readers with

sophisticated comparative analyses about themselves as a social group. "The work that we do is much more detailed than that usually done in simple surveys or polls on a given issue. Instead, we try to dig underneath in terms of why attitudes on an issue might be held," Dr. Cole explains.

The series about Long Island suburbia began in 1968 under the direction of Senior *Newsday* editor Bernie Bookbinder. It was suggested by Martin Buskin, the late educator-journalist, and co-ordinated through Dr. Norman Goodman — currently Chairman of the Sociology Department at Stony Brook. It was planned that attitudes and life styles could best be examined "by actually living with diverse families" from ten Suffolk communities. The articles resulted in a unique portrait of modern suburbia.

Dr. Cole and his *Newsday* associates have observed some interesting things about their field of common interest and study. Contrary to trends elsewhere for example, it was found that Catholics (who comprise 55% of Long Island's population) do not vote consistently Democratic; nor do Protestants vote heavily Republican. According to Dr. Cole, "if anything, the opposite is true for Long Island." Consistent with popular belief, on the other hand, Dr. Cole has confirmed that Long Islanders are very happy with their life and community in the suburbs as opposed to urbanites who are generally dissatisfied with their environment.

Dr. Cole has been characterized by *Newsday* Editor Bookbinder as a highly competent man whose association with *Newsday* has furthered both Long Island and journalism as a whole. "He has provided us with an objective and sociologically valid means of identifying and describing the attitudes of Long Islanders in relation to the major issues which confront them." ▼

— Tom Hackney

# The Poetry Center: 'Making' in the Library

"Poet," the *Oxford English Dictionary* says, is from a Greek word meaning "maker," and the University has begun a new program dedicated to "makers." The purpose of the new Poetry Center, located in the Center for Contemporary Arts and Letters in the Frank Melville, Jr. Memorial Library, (Room E-2341), is the study and enjoyment of poetry.

Headed by Professor of English and Comparative Literature and Pulitzer Prize-winning poet Louis Simpson, the Center was created as a research and study center for poetry and to bring poets to Stony Brook for the benefit of campus and community. It also houses a collection of books of poetry and poetry criticism, 140 poetry magazines and video and audio cassettes.

The Center features readings by a variety of writers from students to poets of established international stature. An overflow audience showed up recently to hear Robert Lowell, Pulitzer Prize and National Book Award winning poet. Last semester, Erica Jong, poet and author of the best-selling novel, *Fear of Flying*, drew a large audience.

Other recent readings have been by National Book Award winners William Stafford and Richard Wilbur, black feminist poet-novelist June Jordan, former *Paris Review* poetry editor Donald Hall, *Green House* co-editor Jane Kenyon, Swedish poet Osten Sjostrand, and five visiting Yugoslavian writers.

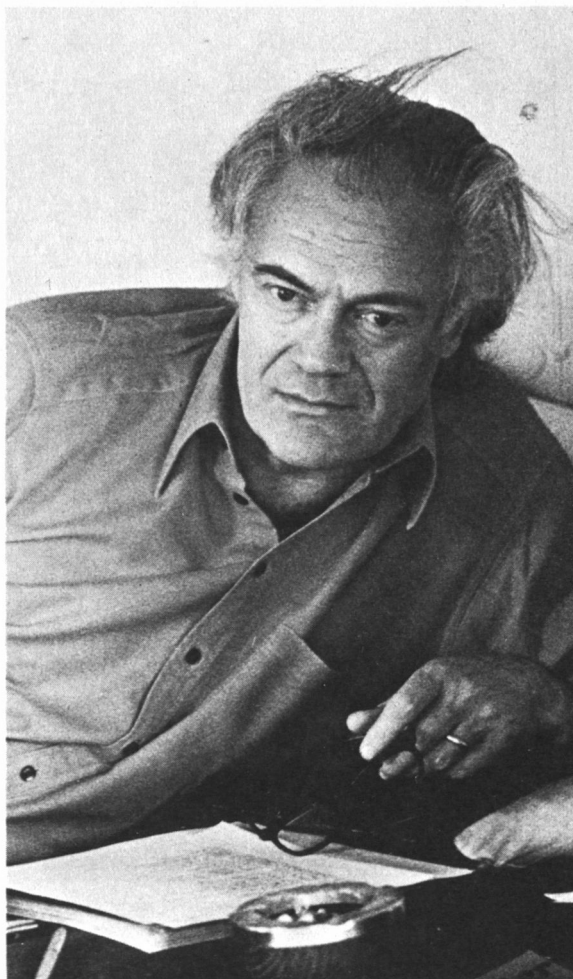
One evening this spring was devoted to readings by four Long Island poets: David Ignatow, *American Poetry Review* editor at large; Allen Planz, former poetry editor of *The Nation*; William Heyen, author of *The Swastika Poems*; and poet-novelist-art reviewer Claire White.

An informal program on Tuesdays at 4 p.m. also offers opportunities to discuss ideas about poetry, or read aloud the works of a favorite poet or a favorite kind of poetry. The informal format also allows for the reading of a participant's original work. The Center is open Monday to Friday, from 1 to 5 p.m. and Monday to Thursday evenings from 7 to 9 p.m. and Sunday evenings from 7 to 10 p.m. Information about the Poetry Center's informal sessions can be had by calling the Center for Contemporary Arts and Letters, 246-7790.

The Poetry Center's existence is an expression of the University's interest in "making" things with words and imagination. Says Dr. Simp-

son, "I want this to be a generator of poetry, the same way that the physics department uses (machinery) to generate particles."

Shakespeare wrote: "The poet's eye in a fine frenzy rolling,/ Doth glance from heaven to earth, from earth to heaven;/ And as imagination bodies forth/ The forms of things unknown, the poet's pen/ Turns them to shape, and gives to every thing/ a local habitation and a name." At Stony Brook, poetry's "local habitation" is the Poetry Center. ▼



*Robert Lowell presented a popular spring poetry reading.*

## Stony Brook Review

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