

The Philosophy Department

Deliberate Diversity Encourages Vitality

On the wall beside Justus Buchler's office desk is a print of a medieval Madonna, suggestive of the beauty and refinement of the human mind and spirit. Near Patrick Heelan's desk hangs a poster showing 200 closely packed, pre-Columbian mask-faces, which suggest the passions of man in all ages as well as the overpopulation problem peculiar to today's world.

Dr. Heelan is chairman of Stony Brook's philosophy department. Dr. Buchler, an eminent systematic philosopher who taught for 30 years at Columbia, joined that department this year as a Distinguished Professor.

The range of the art they display — from the ethereal Madonna to the problem-focused poster—reflects the varied images contemporary philosophers have of their work. And assuring the coexistence of varied approaches, Dr. Heelan believes, is the best way to insure the vitality of philosophy at Stony Brook.

The question of philosophy's role has lately become more pertinent as great numbers of undergraduates at Stony Brook and elsewhere have been turning away from the study of the sciences and toward the study of philosophy.

"But unfortunately for present-day students," Dr. Heelan explains, "departments of philosophy have become too specialized and exclusively research-oriented to satisfy the students' needs for the kind of philosophy they want." They want to explore questions of self-identity, of moral values, of the limits of human knowledge, and, Dr. Heelan says, that interest makes them faithful to traditional philosophy.

Dr. Heelan, a Jesuit priest with Ph.D. degrees in both philosophy and physics, is as comfortable with 20th-century science as Aristotelian thought. While welcoming the surge of student interest in philosophy — Stony Brook's undergraduate philosophy enrollment rises 20% a year — he does not welcome the turning from science. He believes, in fact, that the sciences and social sciences, as well as philosophy, can be most enlightened and invigorated by interaction with philosophy.

He has begun by mixing approaches within his own department.

Dr. Buchler says the most important philosophical thought, which in his view is systematic philosophy, always has been and always will be developed by scholars whose impact is on a tiny group of followers within the academy. Systematic philosophy, he says, has no direct relation to the ordinary citizen, though it may prove profoundly important to his descendants. Plato and Aristotle, for instance, were essentially academicians and systematic philosophers; but their ideas were still providing new inspiration for such broad-based social movements as the Italian renaissance almost 2000 years after their deaths.

Dr. Heelan believes that philosophic study by small groups of scholars and students does serve to advance the knowledge of specialized areas of thought by submitting the hidden presuppositions of this thought to systematic philosophical criticism. He also feels, however, that this must not keep philosophy from continued contact with the people and everyday experience — with medicine, politics, science, economics, etc.

"The creation of new conditions requires new methods to handle them," he says, adding, "At the same time, we must not forget the sound principles that have given strength to our civilization and made progress possible. Philosophy conserves the vital principles of the past and creates the new methods of the future, always in search of an integrative vision of man in the world."

Philosophy's allying of traditional principles with contemporary concerns is illustrated by the genesis of a recent book by two other Stony Brook philosophy professors, Drs. Harold Zyskind and Robert Sternfeld.

They were preparing a book on Plato's *Meno*, in which Socrates shows

that an ignorant slaveboy knows how to draw a square double the area of a given square. It just takes some prodding for him to draw together the necessary information that is — unknown to him — latent in his mind.

It was during a period of widespread campus disturbances, in the spring of 1969. "What we both noticed," Dr. Sternfeld recalls, "is that even the people trying to defend the university were caught up in the arguments of the activists. People were talking unthinkingly about change. The *Meno* suggested to us that we might make progress if we could get back to the

way for a university to cultivate the humanitarian virtues. Some individuals might, after study, take up social activism; others might become doctors, scholars or policemen. In any case, the university's proper role, they say, is to provide the atmosphere for free and profound study — not to direct people to any particular kind of action.

The Zyskind-Sternfeld book grew from their personal understanding of their functions as professors and philosophers. This focusing of philosophic speculation on contemporary problems is a continuing goal of the philosophy department. Dr. Heelan, who began

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basic principles of a university, just as Socrates' slaveboy had to get back to geometric principles whose abode in his mind he was not even aware of. We wanted to begin by asking what is a university's relation to society. What does it mean to say a university should change?"

From this pursuit of a 2000-year-old line of reasoning emerged a book, *The Voiceless University*, on the meaning of the 1964-69 campus disturbances and the present and future role of universities. The two professors concluded that a university best serves its students and society when it concentrates on the teaching of basic ideas, the study of which stimulates the fundamental, incisive inquiry upon which scholarship must build.

For example, they consider *King Lear* a profound study in human suffering and suggest that the examination of the Shakespeare play — not the provoking of social activism — is the proper

Stony Brook's initial philosophy graduate programs this year, intends to have all graduate students become acquainted with two other academic areas. They might, for instance, attend regular seminars in physics and sociology, as well as in philosophy.

Beneath this plan lies Dr. Heelan's conviction that such interdisciplinary study benefits both sides. It would benefit such disciplines as physics and sociology by bringing philosophy's rigorous thought to bear on their assumptions and procedures. It would benefit philosophy by keeping it in touch with the realities of the world of experience.

While financial austerity is limiting the application of Dr. Heelan's plan, one important step has been taken. In cooperation with Dr. Edmund D. Pellegrino, vice president for the health sciences, philosophy professor Richard Zaner has been deployed as a kind of philosopher-in-residence in the humanities program that Dr. Pellegrino is establishing in all six schools of the Health Sciences Center. In Dr. Zaner's seminar on the human body, he and future doctors, nurses and other health professionals explore the ethical implications of such questions as behavior-modification drugs, genetic engineering and mercy killing.

This application of philosophy in the discussion of public affairs seems to be a long way from Dr. Buchler's position that a philosopher's most important contribution is evolved apart from public affairs. The careful analysis of socio-philosophic issues is also far from the mystical non-conceptual worldview of Oriental philosophy, whose study attracts many students to the department.

Nevertheless, it is precisely this mix of approaches to, and applications of, philosophy that Dr. Heelan believes gives vitality. The fact that graduate-student applications far exceeded next year's openings satisfies him that the department is moving in the right direction.

—Sam Segal □



Dr. Patrick Heelan
Chairman, Department of Philosophy



Dr. Justus Buchler
Distinguished Professor of Philosophy

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YELLOW SOUL AT STONY BROOK

Last October posters around the Stony Brook campus announced a "yellow soul party," a mixer for Chinese and Chinese-American students. The party was a rather traditional campus affair attracting about 100 students for a boy-meet-girl night. But the "yellow soul" title was interesting as a sign of the cultural interactions that are an essential ingredient of university education, and of the self-consciousness that has developed in the Chinese student community over the past two years.

The Chinese Association of Stony Brook, which sponsored the mixer and a host of other activities during the past year, is the main campus organization for some 400 Chinese and Chinese-American students, though it does not limit its membership to these groups. Stanley Kwong, vice president of the Association, explains that his group also includes 20 non-Chinese in its membership and hopes more will join.

"An important function of the Association," Mr. Kwong says, "is to help the Chinese student integrate himself with the larger community of the University." There is a natural tendency, he says, for the student to limit his contacts to other students from Taiwan or Hong Kong, with whom he feels at ease, rather than mingling with Americans. As a result, the cultural mix that should exist fails to materialize, unless it is deliberately fostered.

Dean Ralph Morrison, director of the University's international student affairs office, also sees this as a serious need. To foster it among the Chinese and other foreign students on campus, his office has conducted a very successful host family program in which some 250 families in the local community this past semester have provided a second home for the foreign student. However, he notes that, successful though the program may be, it is still reaching only a small percentage of the foreign students on campus.

A 50-50 mix of foreign and American students is maintained at the International Residential College where many of the foreign undergraduates live. But in other residential colleges there is no such deliberate effort to achieve a mix, and the Chinese students, in particular, tend to cluster on a given floor or hall.

Chinese students at Stony Brook are generally divided into three main groups: the Taiwanese who are primarily graduate students; students from Hong Kong who are mostly undergraduates; and the Chinese Americans, many of whom come from New York's Chinatown and are undergraduates.

Leaders of the Chinese Association say that the problem of isolation is generally greatest among the Taiwanese who are less familiar with English than the students from Hong Kong. Bill

Gee, a Chinese American who completed his undergraduate studies at Stony Brook and now is doing graduate work here, notes that the Taiwanese graduate student is frequently caught in a double isolation. As a graduate student his contacts are largely limited to those who share his interest in a particular area of engineering or physics, and he is less likely to participate in the more diversified programs available on the undergraduate level. Added to this is the national isolation, and the language and cultural difference that separate him even from the Hong Kong students.

The cultural, athletic, social and educational programs organized by the Chinese Association have been very successful this year, and may help to make it easier for such students to integrate themselves into the larger University community.

Close to 500 students attended a Chinese Cultural Night last November which offered folk and choral music, a recital on the two string violin, a demonstration of a Chinese self-defense form, and a lecture on acupuncture. The Association hopes to bring a Chinese ballet dancer to the campus later this year and is planning for a musical night.

The Association also books about ten feature-length Chinese films a year, which it obtains from distributors in New York or San Francisco Chinatowns. In addition, short films from Taiwan or Mainland China are also shown.

For the Chinese-American students, the Association initiated a program of bi-weekly classes in Chinese which are offered in the International College.

Mr. Gee says that the Association is also working for a program in Asian-American Studies, and one course is presently being offered in this field, English 299 on Asian-American Literature.

The University already has an interdisciplinary major in Asian Studies, which provides a broad range of courses on the peoples and cultures of the Far East and Southeastern Asia. The Asian-American Studies program being sought would focus on the impact Asian immigrants and their descendants have had on American society.

Mr. Kwong, who was born in Hong Kong but attended high school in Arizona before coming to Stony Brook three years ago, feels that there is a great need for such courses to help the American student appreciate the role his Chinese forebearers played in the development of the United States.

The Chinese-American students have a greater sense of identity now than they have had in the past, and this is seen in their involvement with the community in Chinatown. Chinese-American students from Stony Brook have helped organize a Chinatown food co-op which purchases groceries at wholesale and sells them at cost to the residents of Chinatown. They have also worked with other students to set up a health clinic, presently located in the basement of a church on Henry Street, where residents can go for low-cost health care. Both programs are in the early stages of development.

Politically the Association has maintained a neutral position. Films from both the mainland and Taiwan are shown on an equal-time basis, and the Association as such has stayed out of debates on such recent issues as the seating of Mainland China in the United Nations. □



Members of the Chinese Association of Stony Brook enjoyed playing cards at a Chinese New Year's Party the Association held recently in the Stony Brook Union.

Do Agnew and Angela Make Your Blood Boil?

One of America's most unusual laboratories, where scholars will study people's physiological reactions to politics, is being built on the third floor of the Social Sciences Building.

The lab is designed to look like an apartment—actually twin apartments on either side of a brightly painted wall—with a cozy living room off a houselike entrance hall. There is a television set on a livingroom table and a nearby recliner chair where the research subject sits to watch television. But what he watches is the closed-circuit projection of names, faces and newsfilms intended to arouse his emotions. And the chair he sits in is rigged with electrodes to measure his emotional arousal in terms of galvanic skin response (palm-sweating), heart rate, muscle tension, blood pressure, blood volume, brain-wave patterns and eye-pupil dilation.

It is too soon, say the founders of the still-unfinished lab, to predict the usefulness of correlating these measures with the viewing of, say, Vice President Agnew, campus rioters, Fidel Castro or Angela Davis. But they are convinced there is scientific value in documenting the difference between one's statements about politics and his physiological reactions to politics. And it is with that conviction that they go about making their measurements.

At the end of the living room is a two-way mirror from behind which the scientists may further observe the subject's reactions. And beside the mirror is an opening, suggesting an archway to a kitchen, where a recessed camera may be set up to film the subject's reactions. Behind the scenes, there is also an instrument room where all data are transcribed onto tapes that may be fed directly into a remote computer.

The "apartment," then, is a frontier post for the infant interdisciplinary field of biopolitics; and its home-like design is planned to measure political responses in the setting where most political information is absorbed—before the television set. The scholars do not seek to compete with poll-takers in the realm of yes-or-no responses to political questions. Rather, they seek to probe the deeper physiological reactions to such questions.

The laboratory is part of Stony Brook's political science department, whose chairman, Professor Joseph Tanenhaus, heartily supports development of the unique biopolitics program while calling his personal attitude that of a "friendly skeptic." He says that the research is being pursued as part of his department's overall study of political behavior.

"What we're trying to get," says Associate Professor Milton Lodge, one of the program's co-founders, "is physiological measures of affective components of behavior. When we flash a picture of a Black Panther, for instance, or of John Kennedy, we measure how

strongly the subject responds either positively or negatively."

Dr. Lodge and Professor John Wahlke, who both did preliminary biopolitical study at the University of Iowa before coming to Stony Brook in September, say there is much more to a person's feelings about something than the answers he gives a pollster. At times, the answer and feelings may directly conflict. They cite studies, for example, where groups who thought they "should" not fear militants actually said they were not frightened by films of militant activity, when their body chemistry bespoke the opposite.

Dr. Lodge says he has no interest in using his research findings to modify individual behavior or to develop individual biopolitical profiles. The usefulness he does see is providing more accurate measurement of some of the subtle aspects of political behavior and contributing to better prediction of political behavior by clear, objective means.

While Dr. Lodge and Dr. Wahlke are trained as political scientists, an important new addition to their lab is Professor Bernard Tursky, an M.I.T.-trained engineer who has just joined the Stony Brook faculty with a joint appointment in political science and psychiatry. Professor Tursky, who had taught at Harvard for the past seven years, is a pioneer in psychophysiological research—especially in pain studies—who will for the first time apply his research to political behavior.

Besides pursuing direct research, the biopolitics lab will be providing the indirect service of training other scholars. These trainees will usually be post-doctoral research associates, who will serve a year or two at Stony Brook before returning to their home-university faculties to establish similar programs. The first two associates have been chosen to begin next fall. □

Students on Committees Help Set University Policy

In past years some students complained about having to return from their December holiday for one week of classes and then final exams before a one-week between-semester break. It made more sense, they said, to complete the semester before the break, which is the way the new academic calendar worked this year.

The calendar change, which affected just about everyone at the University, is one example of how students, both undergraduate and graduate, are helping to bring about positive change by working on many University committees which help determine how the University is to operate.

How did the new calendar come about?

"Largely through the efforts of the two undergraduate students on the University curriculum committee," according to Professor of Biological Sciences

Elof Carlson, chairman of the committee. "The students marshalled the arguments, gathered the statistics, and checked with other schools which operated on a similar calendar. To a large degree, their arguments were persuasive in formulating the committee's recommendation to make the change," he said.

The Faculty Senate, comprising the teaching faculty and top level academic administrators, oversees 13 standing committees set up by the faculty by-laws. Of these 13, nine include students among their voting membership. In many cases, the by-laws mandate that students be represented.

For example, the 11-member committee on academic standing, which advises on policies governing student programs, academic standing and undergraduate degree requirements, has two undergraduate members.

Another example of students making their voices heard came when the University curriculum committee (which made the calendar change) was considering the Experimental College program, where students can live and do work which might not fit into a more structured, traditional University program.

Last year, some members of the academic community questioned the validity of the Experimental College, and the University curriculum committee heard arguments from students who explained how valuable their experiences in the Experimental College had been to them.

"Many skeptics on the committee changed their mind when they heard the student presentations," said Dr. Carlson. "There was a certain quality of excitement for learning and a real ring of truth in what the students said. I feel the students on our committee have had a very good influence on the committee's work. Very often, we work in a kind of vacuum, and it's hard to know what students are really thinking. Having students on the committee helps alleviate this problem."

Other Faculty Senate standing committees of which students can be members include the executive committee, Graduate Council, and those committees advising on the computing center, library operations, teaching policy and instructional resources.

In addition to the standing committees set up by the faculty by-laws, there are many campus-wide committees which the administration appoints. Students on these committees, usually nominated by the student government, also play an important role at Stony Brook. Included in this category are such organizations as the Faculty-Student Association (which controls funds raised from student activity fees used to finance intercollegiate athletics and many other organized student activities), the equal employment opportunity committee, the long range planning committee, the Stony Brook Union governing board (which directs operations

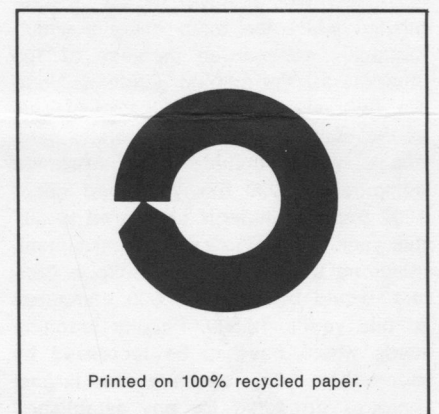
of the college union), and the parking policy committee, among others.

Larry Starr, sophomore class representative on the Student Council, fills one of four positions for undergraduates on the Faculty-Student Association.

"If we see something which should be changed, we usually work informally with the specific Faculty-Student Association employee (the FSA is a corporation) who can get the job done, or we can make formal recommendations to the board of directors," Mr. Starr said.

In addition to the above-mentioned categories of committees, a number of special or ad-hoc committees have been formed at Stony Brook to concentrate on specific areas, and many of these also have student members. Currently, there are some 15 committees of this nature operating at the University, focusing on such areas as black studies, the arts, the residential college program and similar concerns.

Although there is sometimes a lag between the time a vacancy arises and a new student member is appointed, the opportunity exists for interested students to make their voices heard and their influence felt by working with the people who make decisions about Stony Brook and how it is run. □



Recycled Review

You may have read this page before. Well, not really — but this paper *has* appeared before in a previous publication. With this issue the *Stony Brook Review* begins publishing on recycled paper.

The brand name of the paper is Conserv/Opaque, a 100% recycled paper made by the Bergstrom Paper Co. The change in paper represents a small savings in dollars, but more importantly, represents a savings of approximately 75 trees a year — not a major contribution to the improvement of the environment to be sure, but a contribution nevertheless.

Of course, a greater impact can be made if readers contribute this issue, along with other magazines and newspapers, to a local paper drive, thus maintaining the recycling process. There is virtually no limit to the number of times paper can be recycled.

—Ralph Chamberlin □

Budget Proposal Spells Second Year of Austerity

The New York State Legislature is now considering Governor Rockefeller's austerity budget proposal for the 1972-73 state fiscal year beginning April 1. The budget, geared to the state's major financial crisis, asks an operating allocation of \$35,701,000 for Stony Brook. That is \$1,227,000 less than the current fiscal year budget for the campus.

Within the \$35.7 million proposed campus operating budget, a \$406,000 increase was slated for the Health Sciences Center. This increase, however, would provide for little more than a standstill situation in the health sciences, permitting an increase in enrollment from this year's 496 students to 528, but simultaneously signaling "a slower phasing in of the Center's growth with the expectation that its 1975 enrollment goals will be reevaluated and probably delayed."

To cover the minimal health sciences funding increase as well as increased utility costs and other similar unbudgeted expenses, the main campus portion of the overall Stony Brook operating allocation would have to be reduced by about \$2.5 million. This reduction would have to be accomplished while the main campus simultaneously accepts an increase of 700 students for the coming academic year. This increase, largest projected for any of the established state university campuses, would include 1150 freshmen compared to 930 this year, and about 1200 transfer students compared to 667 this year. Total Stony Brook enrollment, including the Cooperative College Centers, would be about 13,000 compared to this year's 12,500. Faculty teaching loads would have to be increased by more than 10% similarly the largest increase projected for any established campus.

To achieve the budget cuts, the campus will be required to abolish 160 positions, reduce temporary service help expenditures by \$80,000, reduce library acquisitions by \$225,000 and reduce supply and equipment expenditures, probably by an average of 10-15% on a department-by-department basis.

The bleak fiscal situation's overall impact on Stony Brook won't be known accurately until the Legislature acts on the Governor's budget proposal, probably sometime in March. But the indications are that the University's contributions to the Long Island region will be severely hampered during the coming year, as the campus operates on a less-than-zero growth basis at a time when growth is badly needed even to keep pace with the metropolitan area's burgeoning needs.

The *Review's* next issue will offer a close-up look at these hard implications of austerity as they affect various campus programs and their community constituencies. □



Everything You've Always Wanted to Know About Coed Dorms — But Were Afraid to Ask

Contrary to popular rumor, coed dormitory living does not mean boys and girls are assigned to the same room. The same building, yes — but different floors or different suites.

In the older dormitories, students live on halls with many adjacent rooms, either doubles or singles. These dorms are coeducational by floor, usually two floors for men and one floor for women.

The newer dorms are arranged in four- or six-student suites, with two or three bedrooms sharing a living room and bath. In these dorms, alternate suites are assigned to men and women.

The first dorm to go coed at Stony Brook was Cardozo College. Its resident students voted in favor of a coeducational dormitory arrangement in 1967 and the actual changeover began in 1968. Since then, 25 of the University's 26 residential colleges have chosen coed status. No curfew or visiting hour restrictions are presently in effect in any Stony Brook dormitory.

Stage XIIA is the only single-sex residential building on campus. All its residents are male graduate students. For women, one wing of Benedict College is reserved for those who prefer living in an all-female area.

"Actually, there is little demand for rooms in single-sex dorms," according to Robert Chason, assistant vice president for student affairs. "There are

many more male graduate students than female, so it was easy to fill a whole dormitory with men. I'd say we've had only about half a dozen requests in two years for rooms in an all-female dormitory."

One student who has a room in the all-female wing is Maggie Close, a senior psychology major from Westchester who is a resident assistant (dormitory counselor). She explained: "It's not as if we're not living in a coed dorm — we just have to walk across the lobby to another wing to meet boys. But in a wing with all girls, you don't hear the boys riding skateboards down the halls above you at night and things like that. Although there are probably as many boys walking through our hall to visit as there are in any other hall, it seems quieter somehow."

A male undergraduate claims to have picked a room in a coed dorm for the same reason that Miss Close likes her room in an all-female section: "The major difference between coed dorms and regular dorms is that people don't act as crazy as they used to. In the all-male dorms, the guys used to horse around a lot with shaving cream and water fights. In the coed dorms, it's quieter."

Mr. Chason says the greater amount of consideration shown for dorm-mates in coed buildings has resulted in a reduction in dorm property damage caused by malicious mischief. Another member of the administration claims that with national attention being focused on crime and violence, "female students feel more secure knowing there are male students in the building

— a big brother attitude has developed among many students."

Unlike the orgies and unbridled promiscuity many of the older generation undoubtedly envision when they hear the term, "coed dorms," the coed milieu seems to have fostered greater maturity and a deeper understanding of men's and women's roles in life together and a greater honesty in male-female relationships. According to Dr. John Gagnon, associate professor of sociology and authority on contemporary social mores, "The evidence suggests that the situation turns out to be more brotherly and sisterly when the kids are around each other more."

Parents have raised few objections to the dorm policy. Most seem to feel their children are old enough to accept the responsibilities involved and trust them to make their own decisions.

According to Miss Close, "Each year the students are smarter and more liberal in their attitudes. They're no longer just interested in what they can get away with in a coed dorm. After all, today's students have already been exposed to any type of situation they might encounter in a dorm."

All students interviewed were in favor of the freedom offered by coed dorms and none felt they contributed to the weakening of moral values. Primarily they spoke in favor of the living arrangements as encouraging a relaxed and more healthy environment. Keyan Kaplan, a freshman from Plainview, said, "I think coed dorms put things on a more informal basis. In an all-girl dorm, a girl might not want to be seen by a boy unless she looked picture-perfect. Now, the girls are not so worried. With boys around all the time, it's a more natural situation."

Boys now know that girls in curlers are not very attractive; girls know that boys in dirty socks are quite resistible. Men and women can study together, play cards, listen to records or just sit around and rap whenever they please without making a major event out of a boy-girl situation.

At least five Long Island schools and hundreds in the country now have coed dorms. But Stony Brook still receives inquiries from others anticipating making the changeover. How does Mr. Chason answer the requests?

"I tell them the people here are happy with it." □

stony brook review

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

Vol. 5, No. 5 January 1972
The Stony Brook Review is produced by the Office of University Relations. Ralph Chamberlin, editor. Published monthly except July and August at the State University of New York at Stony Brook, Stony Brook, N.Y. 11790. Second class postage paid at Stony Brook, N.Y.