

# stony brook review

"Probably only a few Stony Brook University students were to blame for the wicked burning of a 100-year-old barn on the campus following demonstrations (last month). But many, many students, concerned about the senseless damage and the image of the University, turned out voluntarily to help clean away the wreckage."

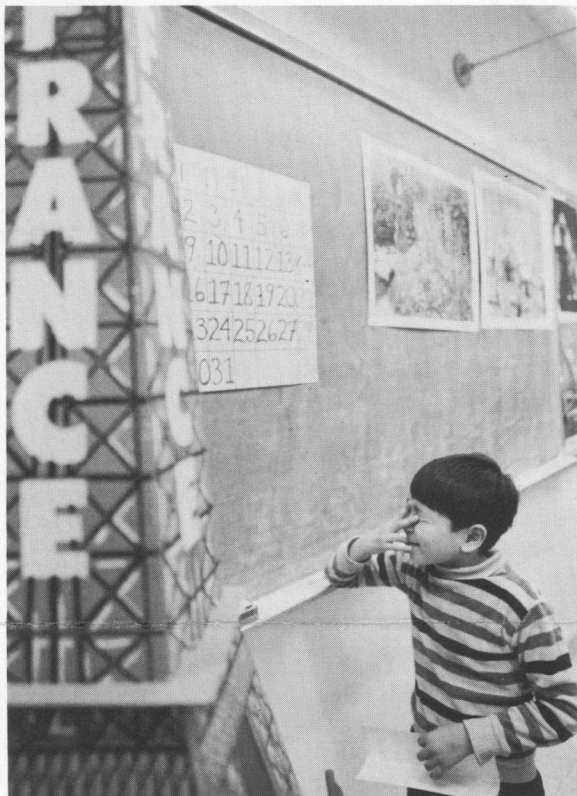
Port Jefferson Record

"Long Island's public schools are receiving a rich dividend from the growing higher education complex

at the State University at Stony Brook. This year, thanks to a \$50,000 National Science Foundation grant, 225 science teachers from Suffolk County are participating in special courses in elementary science instruction. There is reason to believe that cooperative programs can be opened in other subject areas, including the liberal arts, as the University continues to make its presence felt. There will soon be, on campus, a vast reservoir of knowledge begging to be tapped."

Long Island Press

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Linda Walz, below, is one of 35 Stony Brook students who this spring participated in a program developed by Mrs. Wanda Riesz, education department faculty member, to teach foreign languages to elementary school youngsters on Long Island. About 70 youths began learning how to speak in either Spanish, French, Italian, German or Russian.



sombrero



cuatro

aujourd'hui



chien

## STONY BROOK STUDENTS TEACH YOUNGSTERS HABLAR, PARLER, PARLARE AND SPRECHEN

It was difficult to tell whether the "teacher" or her students were enjoying the class more. The teacher was Linda A. Walz of Flushing, a vivacious 21-year-old blonde. Her class was made up of about a dozen elementary school youngsters, from six to ten years old, learning Spanish.

The aura of Spain permeated the room. Linda, a Spanish major at Stony Brook, wore a Mexican poncho. Bullfight posters were tacked to the walls. A Spanish fan and a wood carving depicting Don Quixote were on a table.

"Escucha! (Hear!)," Linda said as she stressed pronunciation. Hear they did, and then came back with a perfect echo bringing a smile to her lips.

The Spanish class is part of a program developed for teaching Foreign Languages in Elementary School (FLES) by Mrs. Wanda Riesz, a lecturer in the university's department of education. Some 70 youngsters and 35 university students are in-

involved in the program which includes beginning Spanish, French, Italian, German and Russian and second semester Spanish and French.

Extensive use is made of audiovisual material in the FLES program, which is designed to teach children a foreign language in the same manner they learn English — by speaking it. "There are no vocabulary lists to be memorized, no verbs to be conjugated and no grammar lessons as such," Mrs. Riesz explained. Classes make only minimal use of English.

Why teach a foreign language at such an early age? "Why not?" Mrs. Riesz responded. "Children delight in acting out dialogues and in role playing in a foreign language."

"The first language habits of young children are not so fixed as to interfere with new speech patterns," she said. Another plus factor for introducing foreign languages at an early age is the almost total lack of inhibition on the part of the young stu-



vache

dent. A child is not afraid to make mistakes and is less embarrassed over language errors than an adult.

More scientifically, she noted, "There is neurological evidence that the brain has its greatest plasticity and specialized capacity for acquiring speech between the ages of four and eight."

In order for the program to be effective, however, Mrs. Riesz believes it must be reinforced at the junior high school level. She is currently trying to convince Long Island school districts of the value of the FLES program.

Only 16 Long Island school districts have such a program at present. "A foreign language program could combat monoglot experiences of the children's first decade — experiences which apparently create barriers difficult to eradicate in later years," she said.

She suggested that the selection of a language be geared to the ethnic background of the students in the district involved. "In an area with a high percentage of students with a Spanish background, Spanish would be a logical choice," she said.

The program develops insights into other cultures as well as giving students an insight into their own society and language.

Following an article by Mrs. Riesz in a local paper, she received more than 150 calls from parents wishing to enroll their children. But the classes are purposely kept small to insure individual attention.

The value of individual attention was dramatized by an interchange between Linda and ten-year-old Roberta Sauders of Stony Brook. In rapid-fire Spanish, Linda fired questions at her student and, just as quickly, little Roberta replied in Spanish.

Student-teachers enrolled in the university's three-credit course must prepare and teach at least two lessons in one foreign language. Classmates sit in on the lesson and then offer a critique as a session afterwards with Mrs. Riesz.

A puppet, slides or a tape recording and picture file are required of each student-teacher. They are used in preparing lessons on the native culture, which Mrs. Riesz considers a very important part of the program.

Mrs. Riesz is enthusiastic about the class and the development of the FLES program. She is quick to point out that FLES is not a new idea but one that is nevertheless exciting.

Mrs. Riesz holds M.A. and M.S. degrees from Indiana University and is currently completing work on her doctorate. She has studied at the University of Madrid, the Alliance Francaise and the Berlitz Language School in Frieberg, Germany. □

## Students Organize Groups To Protest National Issues

Stony Brook's student strike, the protest movement which gained its impetus from the expansion of the war into Cambodia and the deaths at Kent State, continued throughout the spring to focus attention on growing national problems.

One controversial demand called for an end in this country to political repression. Most of the discussion of this demand centered around Bobby Seale and 21 members of the New York Black Panther Party. Since the inception of the Black Panther Party several years ago, it has become one of the most vocal and most visible minority political organizations in the country. Its members have been spotlighted by the news media and have been the repeated targets of government and police attacks. The students tried to make it clear that they were not demanding support of the Black Panther Party — indeed, many students do not support it. Rather they supported its right to exist and to be heard under conditions free of reprisal. More specifically, they objected to the ways in which the legal system is used to further what they view as political repression.

Both of the other demands challenged the war industry in this country. They were not new demands and they strongly reflected the frustration of millions of Americans who want an end to the killing in Indo-China. One student publication intended for parents ended in this way: "In conclusion, we feel that a crisis is growing here in America; one which threatens to divide our people and destroy the values which are the essence of democracy. We do not condone the use of these rights as a shield for illegal acts, but we strongly condemn any effort to repress our right to dissent. We ask your help in attempting to restore our country's mislaid greatness."

Throughout the strike period, student energies were channelled into a number of action committees and groups. The Movement for a New Congress is part of a nationwide effort aimed at electing responsible Congressmen. It and the Community Action Committee (CAC) function on much the same basis as did young McCarthy supporters in 1968. CAC has been trying to communicate with local residents of Suffolk County — many members even modifying their appearance for that purpose. Additional groups, such as the Religious Action Committee, Labor Committee and United National Draft Opposition, focused their attention in other directions. □



William Roy of the JOBS program of the National Alliance of Businessmen is one of the lecturers presently instructing Long Island businessmen in the implementation of minority employment programs. The special eight-week course at the Farmingdale campus of the State University of New York is sponsored by Stony Brook's Technical Assistance Office.

## UNIVERSITY OFFERS SMALL BUSINESSES

# TECHNICAL ASSISTANCE

Holography, computer technology and minority employment are just a few of the areas in which Stony Brook's Technical Assistance Office seeks to aid small businesses on Long Island.

"We're trying to help the firm with 500 employees that makes plastic bottles or fasteners," said William Graves, acting director of the Technical Assistance Office. "Firms like Grumman don't need us because they have the financial resources to put technical advances to use."

Help from the Technical Assistance Office comes in the form of seminars, institutes and courses for technicians, engineers, personnel managers and company presidents.

There is a tremendous lag between the development of new technological methods and their application to small industry, Graves said. "No effective means of transferring this technology now exists," he added.

Graves believes there is a "natural bond" between industry and the University in the technological field. "However," he said, "the bond should not be restricted to technical data." Sponsorship of an eight-week course on minority hiring is one of the office's attempts to give consideration to other needs of Long Island industry.

Defining the problems and finding a solution are the goals of the Technical Assistance Office. One of the biggest problems for Long Island business and industry, according to Graves, is over-reliance on military contracts and spending. "They have been unable to or have failed to take advantage of advances leading to diversification," he said.

Inadequacy of Long Island's transportation systems is another of the major problems facing local manufacturers, wholesalers and retailers. "If you want a few radios, you can come to Long Island," he said. "But if you want a carload, you'd probably go elsewhere because of the poor transportation system and the cost of shipping to and from Long Island." □

Stony Brook's Technical Assistance Office was established in September 1966 with matching funds from the U.S. Department of Commerce and the New York State Department of Commerce supplementing a small university budget. Last year federal support came to an end but Graves is hopeful it will be reinstated. Meanwhile he is trying to make the office self-supporting with fees from consultant work and seminars.

In addition to Graves, a chemical engineer with 15 years of technical assistance experience, two other professionals staff the office. The number two man is Myron Lockwood, a former vice president of Sperry Rand. Wallace Dunne, the third member, is responsible for data processing and has his office in the university's Computing Center.

The computer component of the Technical Assistance Office has become the data processing arm of the Bi-County Planning Commission and, in return, data collected by the Commission is made available to the university office. Information from the 1970 census will be stored in the Computing Center.

Graves sees vast possibilities for community service in the computer field. "Data processing facilities could serve as a major resource for academic departments and those doing research on community problems," he said. "Available data will be of significant value to the community."

A traffic model of Suffolk County has been prepared from previously gathered data. From this model, the number of automobiles to pass any given point during any given period within the next ten years can be estimated, thus aiding officials in the planning of roads and traffic control systems.

What is on the horizon for the Technical Assistance Office? Graves would like to see a close alliance with academic departments concerned with ecological and environmental problems. □

Commencement has traditionally been a time of positive celebration, an optimistic stepping forth into a promised land of tomorrow. But in 1970, June followed the May of Cambodia, Kent State and Jackson State. The national mood demanded a new tune for the graduation march and at Stony Brook Professor Louis Simpson, Pulitzer Prize winning poet, helped orchestrate it with this poem.

## Doubting

*I remember the day I arrived.  
In the dawn the land seemed clear  
and green and mysterious,*

*I could see the children of Adam  
walking among the haystacks;  
then, over the bay, a million sparkling windows.*

*Make room, let me see too!  
Let me see how the counters are served  
and move with the crowd's excitement the way it goes.*

\*

*Since then so much has changed;  
as though Washington, Jefferson, Lincoln  
were only money and we didn't have it.*

*As though the terrible saying of Toqueville  
were true: "There is nothing so sordid . . .  
as the life of a man in the States."*

*I would like to destroy myself, or failing that, my neighbors;  
to run in the streets, shouting "To the wall!"  
I would like to kill a hundred, two hundred, a thousand.*

*I would like to march, to conquer foreign capitals.*

\*

*And there's no end, it seems, to the wars of democracy.  
What would Washington, what would Jefferson say  
of the troops so heavily armed?*

*They would think they were Hessians,  
and ride back into the hills  
to find the people that they knew.*

\*

*I remember another saying:  
"It is not the earth, it is not America who is so great . . ."  
but "to form individuals."*

*Every day the soul arrives,  
and the light on the mental shore  
is still as clear, and still it is mysterious.*

*I can see each tree distinctly.  
I could almost reach out  
and touch each house, and the hill blossoming with lilacs.*

\*

*I myself am the union of these states,  
offering liberty and equality to all.  
I share the land equally, I support the arts,*

*I am developing backward areas.  
I look on the negro as myself, I accuse myself  
of sociopathic tendencies, I accuse my accusers.*

*I write encyclopedias and I revise the encyclopedias.  
Inside myself there is a record-breaking shot-putter  
and a track team in training.*

*I send up rockets to the stars.*

\*

*Then once more, suddenly, I'm depressed.  
Seeming conscious, falling back,  
I sway with the soul's convulsion the way it goes;*

*and learn to be patient with the soul,  
breathe in, breathe out,  
and to sit by the bed and watch.*

*Louis Simpson*

Reprinted from Sumac.



## Vietnamese Professor Favors Neutrality For His Homeland

"Political circumstances" and an "accident of history" are the terms used in a recent interview by a Stony Brook professor from Vietnam to describe the present situation in his country.

Truong Buu Lam, assistant professor of history, calls the division of Vietnam "absolutely without cultural or anthropological basis. The people speak the same language and have the same ideologies."

The major reason for the division must be traced back to the seven-year struggle with France for independence, Dr. Lam believes. "The idea of two separate ideologies — one Communist and the other democratic — was planted by the French in an effort to keep the colony."

"There will be no future for Vietnam so long as the war continues," Dr. Lam said. "I don't think military victory can be expected on either side so the sooner we settle it politically the better."

More men are needed for either side to win the war, he believes, and even then, the outcome would still be doubtful. "Both sides realize the use

of atomic weapons would be genocide."

A neutral South Vietnam would offer the best chance for peace, not only in Vietnam but in all of Southeast Asia, he contends. "The only way of accomplishing this neutrality would be the removal of all foreign troops," Dr. Lam said. "Then we could think of the unification of the two Vietnams."

Dr. Lam is certain North Vietnam's operatives in South Vietnam would honor the neutrality. "Their main objective is the removal of troops from South Vietnam." According to Dr. Lam, the longer American troops stay in Vietnam, the further they alienate the people.

"The United States emphasizes very much the democratic institutions of the South Vietnamese regime but, as you see, everything tumbles down," he said. "Political prisoners rot in jail and corruption is prevalent."

There have been no diplomatic relations between North and South Vietnam for many years. "Even during the three years of relative peace after the French left in 1954, there was little attempt to establish communication between the two segments."

Dr. Lam blames this partly on the French idea of the two ideologies and on the referendum following the French conflict when the South said it did not want to ally itself with the North. "There was also tremendous pressure by the United States for South Vietnam to become the bastion of anti-Communism in Southeast Asia by this time," Dr. Lam said.

"All of Southeast Asia deserves an opportunity for independent growth without intervention from any quarter, whether it be the United States or Russia," he said.

Dr. Lam came to the United States in 1964 and has done research work at Harvard and Yale. He joined the Stony Brook faculty on a part-time basis last year and this year took up full-time teaching duties. □



JEFFERSON AIRPLANE performed May 1 at an outdoor rock concert and light show presented free by the Student Activities Board for thousands of students and townspeople.

# What's a mother to do!



Wide World photo

The teething ring and artificial nipple — long used for calming crying infants — may soon be joined by a cotton blanket lined with fake fur. This is a preliminary conclusion

drawn from research being conducted by a Stony Brook psychologist in the infant nursery of St. Charles Hospital, Port Jefferson.

Mrs. Sarah Sternglanz, assistant professor of psychology at Stony Brook, scrubs up every evening like a surgeon and takes her station among 20 newborn babies at St. Charles. She is currently researching her doctoral thesis, "Neonatal Quietens," for Stanford University.

"Before we work with any of the babies, their mothers must consent," Mrs. Sternglanz said. "Fortunately for us, most mothers want to know new ways to quiet babies. Whenever one of their babies cries, I write the mother a note and tell her what happened and if we were successful."

The babies are less cooperative. They do not cry often enough. "The nurses and attendants at St. Charles are alert to every whimper," Mrs. Sternglanz said. "If a diaper is wet, they change it almost before the baby begins to fuss." As a result, Mrs. Sternglanz often works with infants anxious about an upcoming feeding. "A baby three and one half hours into a four-hour feeding schedule is a likely prospect," Mrs. Sternglanz said. "But I still only find a suitable research subject every other day."

No wonder. Her standards are rigid. When a baby cries in earnest, Mrs. Sternglanz notes the time the crying began and waits. If the infant is inconsolable for five straight minutes — spasmodic fussers are not consistent enough for the test — the baby is moved to a special crib in an adjacent room. There Mrs. Sternglanz, peeking through a tiny hole in the curtain surrounding the crib, waits for one more minute to assure that the baby is still unhappy.

Then she introduces a particular stimulus such as a pacifier or a fur-lined blanket for two minutes to see if the baby responds. If the child is quiet for most of the time, the method is judged effective.

As might be expected, both the pacifier and the fur-lined blanket work. Mrs. Sternglanz has developed a number of other techniques that are yet to be tested. They are generally based on the theory of evolution and the belief that a baby feeding at the mother's breast is a happy baby.

A furry blanket simulates what might have been the skin of man in an earlier era: a pacifier, the breast; a recorded heartbeat, the sound a baby would hear against a mother's breast; a recorded woman's voice, the words of reassurance used by a mother;

and a warm pad, the heat of a mother's body.

These techniques are nice in theory but sometimes difficult to execute. "Many of the artificial furs we tried melted in the autoclave when we sterilized them," Mrs. Sternglanz said. "We finally found one with hairs about an inch long."

The fur blanket wrapped snugly around a crying baby takes about a minute to achieve results. The same blanket with the cotton side facing the child has no effect. Mrs. Sternglanz has concluded that the fur works as often as the pacifier but not as quickly.

All the research subjects are at least one day old and healthy. They are no more than three days old because of the short hospital stays associated with modern childbirth. The tests are designed to measure the child's reactions due to the instincts which he brings into the world rather than knowledge acquired through experience.

Mrs. Sternglanz had to abandon one experiment because babies learn too quickly. The experiment was designed to test the effect of colors introduced into the baby's field of vision as a quieter. "Unfortunately, crying babies have their eyes held tightly shut," Mrs. Sternglanz said. "I tried to trick them into opening their eyes for the color test by stroking their cheeks (which they seemed to like) until their eyes opened. But they caught on quickly and stopped opening their eyes when they learned I would stop touching them if they did."

The tests with a recorded human voice and heartbeat and the test with the warm pad are not yet complete, but will be incorporated in the thesis. The heartbeat seems so far to be a very good quieter. □

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