

letters

issue until after heating the results from the Forum Symposiums on this question. One of the Forum speakers, Hans Bethe, gave a talk that showed beyond a reasonable doubt that the US was the aggressor in the nuclear arms race and that the Russians have been desperately trying to catch up! At the final Forum meeting I called for a vote on the question of a nuclear freeze, and there was almost a 100% show of hands!

At the 1983 Spring meeting, George A. Keyworth II, President Reagan's science adviser and the director of the Office of Science and Technology Policy, gave a talk in which he asked for help from the physics community to develop the technology for future anti-ballistic missile systems. I was the first to comment on his talk, and I argued that development of these types of weapons would expand the arms race and bankrupt the economy! The loud applause in support of my argument left little question that a large majority of the physicists have had enough of the arms race and would not support the development of Reagan's "Star Wars" weapons.

BRYAN G. WALLACE
St. Petersburg, Florida

5/83

More on Bronx Science

The fact that I am a graduate of the Bronx High School of Science heightened my interest when I read the article about the Science class of 1950 "One high school yields 8 PhDs and 2 Nobel laureates in physics" in February (page 53).

The two Nobel Prize winners notwithstanding, this yield of 8 PhDs was not unusual even after the three-or four-year period mentioned in the article. My graduating class (Science '57) produced 10 PhDs in physics and one in astronomy. Besides Leonard Susskind and Lillian Hartman, who were mentioned in the article, the people who went on to get PhDs in physics are: Leonard Feldman (Bell Labs), Lance Heiko (self-employed), Steven Holt (NASA), Ivan Kramer (University of Maryland), Leslie Levine (Federal Government), Michael Moldover (NBS), Ken Pickar (self-employed), and myself. Eugene Milone (Rothner Astrophysical Lab, Canada) received a PhD in astrophysics.

SAMUEL MARATECK
New York University
New York, New York

3/83

I would like to add my name to the list of Bronx Science graduates (class of 1960) who later went on to receive a PhD degree in physics. The research

for my doctorate, received in October 1971, was an experimental study of vortices in helium-2.

MARVIN STEINGART
Hughes Aircraft Company
Fullerton, California

3/83

In the excellent news story by Gloria Lubkin about the Bronx High School of Science, a list is presented of graduates of the school between 1940 and 1960 who became physicists. Since I am identified as the compiler of the list, I wish to assure my fellow alumni that it was not meant to be complete as published, both because there were many more that I knew of than could conveniently be listed, and because I do not believe that I have identified all physicist alumni of Bronx Science. Since the article was published, a number of physicists who were not listed have written to me, identifying themselves and sometimes other graduates who became scientists. I very much appreciate this, and I would be happy to hear from other graduate of Bronx Science, physicists or otherwise, who would like to tell me something about their experiences at the school.

GERALD FEINBERG
Columbia University
New York, New York

5/83

Secular correction

Regarding "New inflationary universe: an alternative to the Big Bang" (May, page 17), I would have expected the "three-week worship" to have been held at Canterbury rather than Cambridge.

JOHN S. MCINTOSH
Wesleyan University
Middleton, Connecticut

5/83

We did not mean to imply a religious gathering; the correct word, of course, is "workshop"—Editor.

Nuclear arms education

Congratulations on the fine special issue in March on nuclear arms education. The authors were obviously well selected, the topics most appropriate, and the emphasis on the normative role physicists have (as emphasized especially by Hans Bethe) makes it one of the most important issues ever published.

Many of us are teaching about the arms race. I teach a course on the topic in the College of Liberal Arts of the Rochester Institute of Technology. Normal enrollment in my course is 45 and I teach five sections per year—thus reaching 225 students directly. One of the outcomes of the classroom teaching has been frequent contact with stu-

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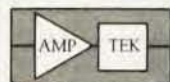
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