

Do your body good

By LAUREN MUTZ
Statesman Editor

Most college students are just accustomed to that feeling of chronic stress. Others, however, don't even realize that the stressors of day-to-day life are actually having adverse effects on their bodies and health.

Lucky for us, we have a well-equipped Wellness Center--and one that provides numerous workshops and classes to help us heal our bodies and minds to improve our overall wellbeing.

One such program, specifically, is the Reiki Healing Workshop. Led by **Nicole Bernholz**, a Traditional Reiki Master and NYS Licensed Massage Therapist, students can enjoy a free one-and-a-half hour session of mind-body healing and relaxation.

"Reiki is an ancient Tibetan healing art that dates back nearly three thousand years," according to Allison Milano, the Manager of the Wellness Center, "it uses Universal Energy to heal and return to balance elements of the body, mind and spirit."

Reiki, asserts Milano, "is not a religion, nor does it require a belief system to work," but is "a powerful yet gentle healing technique."

This ancient art is based on the concept of "Chakras:" these "centers" are spread throughout the body and help the Reiki practitioner to perform hands-on healing of oneself or on others. The seven primary chakras are all represented by a number and color; so, number one is considered to be the base, is located at the spine, signified by the color red; number two is the spleen, and is orange; three is the "solar plexus" and encompasses the liver and pancreas, with the color yellow; four is considered to be the heart and is represented by the color green, and so forth, until seven, considered the "crown," with the color of white-gold.

The idea behind the "Chakras" is that physical problems are a result of an energy flow blockage, causing our organs and glands to func-

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Praying for the tsunami victims

By RADEYAH HACK
Statesman Editor

Students and faculty members gathered in the Zodiac Lounge of the Wang Center yesterday to remember the victims of the deadly December tsunamis. Organized by the Interfaith Center and Students for Tsunami Relief, a memorial and prayer service was held to commemorate those who died in the destructive waves.

"It is important that we remember those who suffered and show our love and compassion," said Sister Margaret Landry from the Catholic Campus Ministry.

Against the serene atmosphere of the Wang Center, religious leaders of the Interfaith Center recited a prayer for those affected. The victims of Kenya, India, Thailand, Bangladesh, Malaysia, Sri Lanka, Tanzania, Somalia, Seychelles and Myanmar were remembered through a candle lighting ceremony and short prayer that was recited by Stony Brook students.

"We pray in a special way for those who were affected," said Sister Margaret Landry. "May they find peace and comfort and know they are in our prayers."

The Interfaith Center's "Wave of Goodness" campaign was of-



Joy Dutta/Statesman

Members of the campus community gathered in the Zodiac lounge of the Wang Center on February 23 to remember and pray for the victims of December's tsunami.

ficially launched at the Memorial Service. The campaign hopes to encourage all students to engage in an act of goodness. "The world exists in a balance," said Rabbi Adam of the Shabbot House, "the tsunami is an imbalance in the world, so it is up to us to put the balance back." Through acts

of goodness, the campaign hopes to involve the entire student community and encourage good behaviors. The Interfaith Center plans on acknowledging all those who participated in the campaign with a display around campus.

The campus wide tsunami relief efforts have been enormous,

with organizations such as Oxfam America raising around fifteen thousand dollars through donations of cash and meal points.

"We pray they find hope and may their hope be strengthened by the extraordinary outpour of compassion and aid," said Sister Margaret.

Edward J. Czerwinski dies at 75

By AMANDA RUBENSTEIN
Statesman Editor

Edward J. Czerwinski, PhD passed away on February 16th in Erie, Pennsylvania at the age of 75. He had been a Full Professor of Slavic Languages, Russian Literature and Comparative Literature at SBU from 1970 to 1993, and had been a Professor Emeritus ever since. He was the chair of the department twice.

Stony Brook students loved Professor Czerwinski as he touched many aspects of their lives. In teaching, he was passionate and vibrant, and his interest in his students did not stop at the classroom's door. In 1973 and 1974, his efforts were rewarded when Professor Czerwinski was awarded the SUNY Chancellor's Excellence in Teaching Award. He also received the Distinguished Professor Award, NY State Teachers of Foreign Languages,

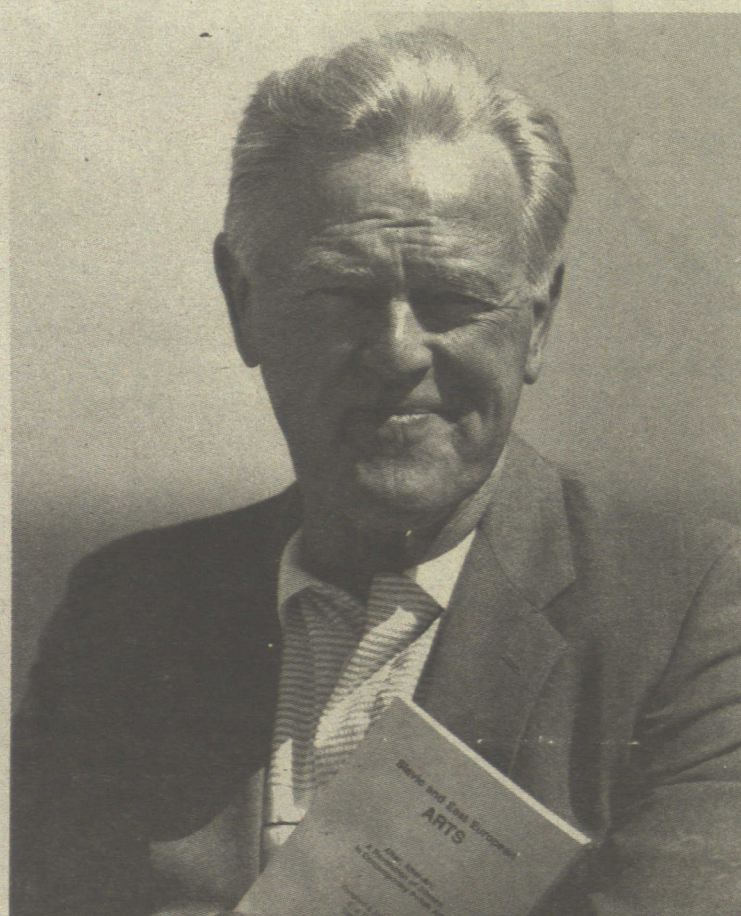
in 1975.

In addition, Professor Czerwinski made a large contribution to Stony Brook by organizing an exchange program between SBU and universities in Poland. During his tenure at Stony Brook, he created the first "Slavic Cultural Center" by converting a mansion in Port Jefferson to a Theatre and Art Gallery. It later became the center of Slavic Culture in America, and brought many Slavic productions to Port Jefferson.

The center also educated Americans about the *Polish Theatre of the Absurd* and acting workshops such as those of Jerzy Grotowski. The plays and artistic endeavors that came to the center would leave audiences changed forever with respect to their views on Slavic culture.

In addition, the Slavic Cen-

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Courtesy of Newsday

Low budget forces Theater Department to recycle sets

By HARRY ASIMENOS
Statesman Contributor

Low budget expenses given to the Theater Arts Department cause setbacks in production values for performances at Stony Brook University. With a budget estimate of \$5,500 a year for its performances, the department is not given sufficient funds needed to produce even two shows a semester. Instead of using the entire funds to buy new sets, the department reuses and recycles sets for its productions.

A storage room in the basement of the Staller Center is the designated place for recycling set pieces. According to Dave Barnett, technical director for the Theater Arts Department, set pieces and platforms that were used before can be used

again.

Along with Barnett, Peggy Morin, director of production for the Theater Department, decides which set pieces to keep and which to dispose of. "We keep the generic items that are universal and discard the unusable items that were specific to a show," Barnett said. By doing this, the department can reuse set pieces and save money for other costs. Still, expenses go toward touching up old pieces up and make them look new.

"The budget expenses are split up," Barnett said. "Not all costs go to set charges. It depends on the complexity of the show."

Since each performance can focus on one aspect of the theater, expenses can go to sets, lights, or costumes, he added. When it comes to how much

of the set on a production is reused, Dave Barnett said, that also depends on the complexity of the show. "Set expenses can cost on one show \$500; when another can cost up to \$2,000," he added.

The storage room has been used to keep reusable pieces since the late 1990's, but before then, set items were kept in Theater One at the Staller Center. "The set pieces were stored in Theater One before then, but it made the play area smaller," Barnett said. "We kept having to push up the seats for the audience and it made the stage area smaller." This was the primary reason for placing recycled sets in a storage room.

Before becoming a storage room in 1998, the room was once a dance hall, according to Peggy Morin. The location of

the storage room causes some problems. "The location of the room makes it a bit tricky," Brian Carfi said. Carfi is a theater major at Stony Brook and has visited the storage room many times, picking up and putting back set pieces.

"Large pieces need to be carried down or upstairs, but the staircase spirals," Carfi said. This only makes it "all the more fun" to place pieces in or out of the storage room, he added, "Especially since the elevator won't hold most of the things we take down there anyway."

Usual budget costs are earned through ticket sales and occasional grants to support a project. "Whatever costs we spend, we need to get back in ticket sales," Morin said. Tickets fund productions, she added.

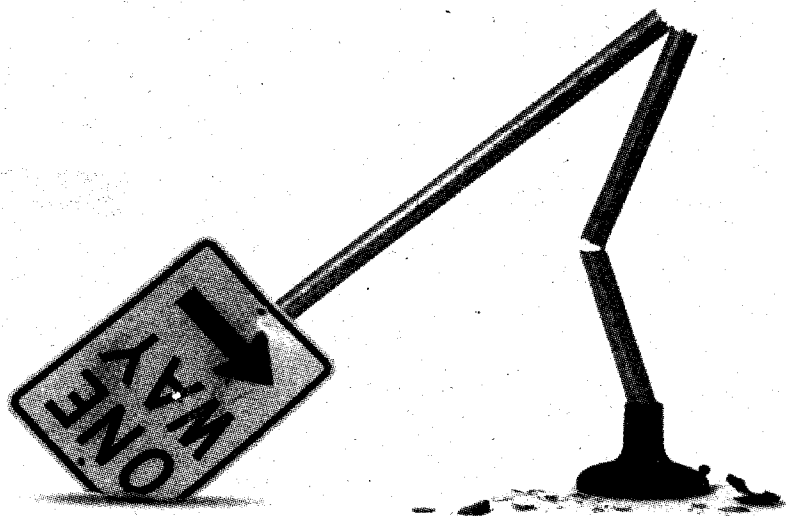
Currently the theater depart-

ment is discussing raising ticket prices, which are currently sold at \$6 to students. One reason for this is that a majority of tickets sold are "comp tickets", Morin said. "Students enrolled as a theater major or minor receive comp tickets."

By raising ticket prices the department hopes to raise its budget revenue, allowing them to gain a bigger budget for production expenses. "It would be nice to have a larger budget, but it's also challenging to have smaller budgets to see what we can do with it," Barnett said.

"There are negatives and positives to having a limited budget," Morin said. "The positive is that it forces creativity with production ideas. The negative is that we wish we could do more with higher production values."

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Dissecting the Asian tsunami

By NEHA MULTANI
Statesman Contributor

Last week the SAC's Ballroom housed a program called *The Day Before the Day After Tomorrow: Local and Global Responses to Natural Disaster*. This event was attended not only by students but also by professors and other faculty members from various departments. What made the event captivating were two distinguished professors named Malcom J. Bowman and Teng-fong Wong. Both professors had delivered lectures that explore the risk for coastal disaster in New York as well as what can be done to better predict tsunamis.

Professor Teng-fong Wong has been a faculty member in Stony Brook since 1982 and works in the Geosciences department where he takes keen interest in rock mechanics with focus on earthquake mechanics. Wong started the lecture by explaining how earthquakes create

destructive tsunamis. According to the information presented by Mr. Wong, an underwater earthquake in the Indian Ocean initiated the tsunami in Asia on December 26th. It was reported that faults, the discontinuities in the earth's crust, slipped along the Indian plate. When there is a deformation in the seafloor, it vertically displaces the overlying water, which can cause massive waves.

Wong had shown various slides about how there had been many tsunamis before. In Portugal there was an earthquake followed by a tsunami, which left a quarter million population dead in 1775. There was also a great wave in 1935 that was seen from a distance of three to four miles coming towards a bay in Chile. This wave tore up cottages and trees and left many people dead. In Hawaii, there was a tsunami in 1960 that left 61 dead and 282 seriously injured. "It is actually very exciting," Wong said, reacting to attendance at

the lecture, "as a matter of fact a student in the material science department in Stony Brook suggested that I deliver this scientific lecture."

Along with Professor Wong, Professor Malcom J. Bowman also delivered a very interesting lecture. Bowman is a Professor of Physical Oceanography and also a professor at Marine Sciences Research Center (MSRC) at SBU. Bowman is now leading the Stony Brook Surge group whose main responsibility is to predict any upcoming storms like hurricanes that can threaten the New York metropolitan area.

Professor Bowman showed various power points in which he talked about the tsunami that had struck many islands around the Indian Ocean reaching as far as Africa.

Professor Bowman went on to explaining the characteristics of a tsunami. Bowman also informed the audience that hurricanes in the Northeastern

area present the greatest threat to New York City. It has been reported that global warming has become such a crucial issue; there is now a one-foot increase in the ocean level every century.

To combat the expanding ocean, there a group of tsunami warning centers have been established that can give early warnings. For example, there is a San Andreas Fault Observatory at Depth (SAFOD), which measures the physical conditions under which earthquakes occur. There is International Tsunami Information Center, Pacific Tsunami Warning Center, and a total of 136 Global Seismic networks that encompass the area from the South Pole to Siberia and from Amazon Basin to Sea floor of North East.

The tsunami this winter was caught by seismometers around the globe as well as satellite altimeters. There was also an hour-by-hour propagation of waves across the Indian Ocean

around shown in the power points. "The Tsunami Center in Hawaii sent out warnings to China and Korea that there was an earthquake," Bowman said, "but the message didn't reach people around the Indian Ocean."

Bowman hopes that students will gain a "better understanding of what earthquakes are, where they occur and what a tsunami is" from his lecture. It seems that students found the program to be "very educational," according to junior, Madhumita Kunaparaju, "some of the facts were interesting like getting to know about the geology surrounding the city you live in."

Christian Mirchel, another junior, "learned a lot about the history of earthquakes and that the people who attended this event will now have a better understanding of earthquakes and Tsunamis." "Don't panic and don't move to Colorado" if a tsunami was to hit New York City, said Bowman.

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GET INVOLVED

Statesman production meetings are held throughout the day on Wednesdays and Sundays in Rm 057 in the basement of the Student Union. Anyone wishing to contribute to the newspaper is welcome to attend these meetings.

The Statesman encourages readers to submit opinions and commentaries to the following address:

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PO Box 1530
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To view previous issues, extra material, and to learn about how to get involved with the Statesman, visit our website at sbstatesman.org.

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WHO WE ARE

The Stony Brook Statesman was founded as "The Sucolian" in 1957 at Oyster Bay, the original site of Stony Brook University. In 1975 "The Statesman" was incorporated as a not-for-profit, student-run organization. Its editorial board, writing, and photography staff are student volunteers while its business staff are professionals.

The Stony Brook Statesman is published twice-weekly on Mondays and Thursdays throughout the fall and spring semesters.

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How to talk to a patriot

(If you really have to)

By ALEXANDER DRELICK
Statesman Contributor

It is very difficult to determine what a patriot actually is in this post 9/11 society. For my purposes, a "patriot" is a person who: has one of those "God Bless America" or "Support Our Troops" made in Taiwan ribbon magnets, actually cares about the color coded threat level system, buys any book from Ann Coulter, Sean Hannity, Bill O'Reilly, Pat Robertson, etc., takes everything they hear from their friends (as long as its not progressive in any way, shape or form) as fact, and cares more about himself than anyone else. In other words, a patriot believes that if a person is not a patriot, he is a crazy, terrorist, liberal, vampire hippy whose sole purpose is to lead the country's moral values astray and replace them with values that allow abortion, drug use, and freedom of sexuality.

When I say conservative thinking, it refers to the fact that a bunch of self-centered, rich, white men dream up their view of a perfect society and spread it to the rest of the conservative population, tout-

ing it as "patriotic." Anything that is morally wrong, such as the internment of individuals for indefinite periods of time without a writ of habeas-corpus, is covered up with the idea that it is the best for the country, or "patriotic." Now, I haven't read about this sort of treatment anywhere, except for during the Civil War, and George W. Bush is no Abraham Lincoln. The "Patriot Act," as it is so aptly titled, is old news. What has happened has happened, but there are things we can do to fight against it.

A political debate implies that there will be a conversation. So I also must clarify my satire of Ms. Coulter's title since when you talk to a Conservative patriot, you won't be talking. Instead, you'll be lectured to for much longer than you intended. The following is a guide on the patriots' universal repertoire of ideas-- what to expect and ways you can stop them from treating you like a four year-old child.

First, learn the facts about what is really going on. You know someone is a "patriot" if he refers to Fox News Channel as "fair and balanced." It's

about as balanced as a fight between Evander Holyfield and myself. Don't watch the news, read the news. Commentary, like this one, will never be bi-partisan, so read the facts. If you watch television to get the facts, watch CNN. If worse comes to worse, try to find a reputable website, such as CNN's, to find your information. It's important to remember that anyone can post his or her views online and present them as fact.

Secondly, don't let anybody lecture you but a professor. In the case of a professor, he knows a lot more than you about what they're talking about; you cannot win. This goes especially if they have their Ph. D. in Anthropology. In that case they know everything about everything. When listening to a conservative rant, you will get beaten across the head about how the flat tax will stop our countries money troubles, how welfare promotes laziness, how our country has been led morally astray, how they love their country more than you do, how you hate America and how great their own thinking is. Don't let it phase you. If

you know what you're talking about, and even if you don't, question the patriot's thinking. Ask why he believe in his politics, and make him give you answer that is clear. If he can't give a confident answer, then walk away.

Third, and most importantly, be funny. Bring up funny things, like how much you love Michael Moore (if you don't, just say you do to make them angry). It's the only way we'll ever be able to fight back. Patriots don't have a sense of humor. Even if they do, they won't laugh at themselves. Try to make them feel as inadequate as possible, and make them go running back to the books to see what they are told to say. Don't yell over them, give them a chance to speak their mind, and listen to what they have to say. In essence, don't be like them.

Unlike these patriots, I don't have the answers to any of the problems facing our country. However, I don't go around acting like I do. I have some ideas, but they're just that: ideas. I'll leave our country's fate in the hands of the majority, for better or for worse.

LETTERS TO THE EDITOR

To the Editor,

I have written in regards to your 2/21/05 editorial "Negroponte: Why'd you do it?" Mr. Bouklas's take on the career of Ambassador Negroponte is at best fictional, at worst hysterical and deeply partisan.

From 1972 till 1982 Honduras was ruled by a military government. Thanks to President Reagan and the valuable help of Ambassador Negroponte, Honduras underwent a democratic revolution by electing a civilian democratic government that took office in 1982. Since 1981, (the year that civilian government was elected) Honduras has held six free elections. This is not to excuse death squads; however, the transition from military rule to democracy is always hard.

It is interesting to note the bloodiest year of anti-communist death squad activity occurred in 1980. Yet, Mr. Bouklas makes no mention of the person sitting in the White House at the time; the inept Jimmy Carter. Carter, as you recall, had spent four years in Washington overseeing the withdrawal of US support to US allies who abused human rights. The fact that left-wing totalitarian governments filled the void was beyond Carter's concern. The fact that Cuban Special Forces engineered the fall of Somoza to Marxist forces supplied and directed by Cuban Special Forces also escaped Carter's notice. Once in power, the desire of the Sandinistas to export communism throughout the region was overpowering, and this desire to spread communism would be done at the point of a Cuban supplied gun.

If any guilt can be pointed Negroponte's way, it is only that he was the point man of the Reagan administration's successful policy of turning back the forces of communism, and bringing long term stable democracy to the region.

Respectfully;

Karen Cole

CONTINUATIONS

Reiki Healing...

Continued from page 1

tion incorrectly.

Also according to Milano, the benefits of Reiki are profound: it can be used to "reduce stress, improve the Immune System, relieve pain, increase one's sense of peace and healing, and even improve one's relationships."

Stony Brook's Reiki Healing Workshop is non-invasive and free for all students. As part of the program, students are guided through meditation, a "healing of the hands," and a massage (if you so chose) at the hands of Bernholc, Licensed Massage Therapist/Reiki

Master.

If are interested in Reiki or want to "return your body balance" and "heal your mind, body, and spirit," you can contact the Wellness Center, Extension 2-7209, or attend an upcoming Reiki Healing Workshop. Healing Circles are held every other Thursday in the **Student Activity Center, Room 308, from 6:30pm - 8:00pm. Upcoming Healing Circles will be held on: March 3rd/17th, April 7th/21st, and May 5th.**

So, when the stress of midterms, papers, and finals gets too great, try a Reiki Healing Workshop—it does the body good!

Czerwinski...

Continued from page 1

ter showcased Slavic food and drink, Folk music and dancing and even Slavic rock and jazz music. The center also included lodging facilities, and Czerwinski allowed people from Slavic cultures to come to America and be part of the center.

Professor Czerwinski was also a profound writer of fiction, poems and articles on his studies. He had many collaborations with cultural organizations which allowed him to win over 30

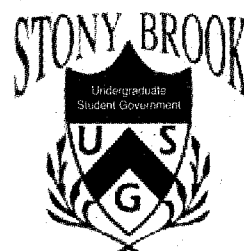
awards, honors and grants.

Professor Czerwinski died on February 16th at St. Mary's Nursing Home at Erie, PA. His health had been degenerating for several years. He was around his family of 10 children until the end of his life. He is survived by his two brothers and two sisters.

Funeral services were held on Saturday February 19th, and he was buried at Mary Queen of Peace cemetery. A memorial service will be held at SBU where he had many friends. The date and time will be announced soon.

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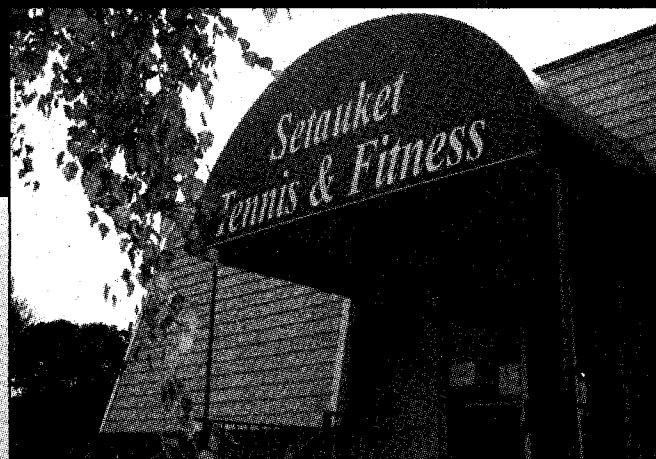
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Contributing to the Statesman

7

By JAMES CASTON
Statesman Editor

There seems to be some confusion about who can write for the Statesman. The short answer? Anyone can write for the Statesman.

As a news organization we are in constant need of people to cover campus events, sports, student government meetings, changes in campus policy, new campus construction, or anything else that effects the lives of students.

Other ways to contribute include copy-editing, reporting, taking photographs, drawing graphics, assisting in layout, and maintaining our website.

You can also contribute by writing commentary or opinion pieces.

The best way to get involved is to show up to our general meetings. We meet every Wednesday at 1pm and every Sunday at 8:30pm in our office in the Student Union basement. Everyone is welcome to attend. Whether you've written for us before or are a new student, we want you to voice your opinion.

If you'd like to work for the paper on a regular basis you can pick up a beat. By following a beat that interests you you can become an active participant in the news process. For instance, sports writers are granted seats in the press box where they have access to stats, interviews and, most importantly, doughnuts.

News writers can often have the opportunity to interview very influential members of the campus

community. You might be granted a private interview with Shirley Strumm Kenny or get to walk the dining facilities with the director of Campus Dining Services.

We also understand that many students in the Journalism minor are offered extra credit for submitting articles for publication in campus papers. Now, it seems to me that this is a great way to make a quick buck. Once you become a staff writer for the Statesman you can earn money for your articles. Since you've already done the work, why not get paid for it?

We'd like to extend this offer to other campus publications as well. If you're bi-weekly or monthly production schedule doesn't accomodate a time pertinent article you are more than welcome to submit it for publica-

tion in the Statesman.

To any clubs or organizations reading: Have your event covered in advance by sending us your press releases.

If you haven't written before or would like a crash course in writing news, sports, etc, for a newspaper, attend our meetings and schedule a time to sit down with an editor. You can also write your articles with an editor during production on Sunday and Wednesday nights.

Submissions to the Statesman should be no more than 800 words.

To get in touch with an editor you can call 2-6479, send an e-mail to staff@sbstatesman.org, or stop in during office hours, 9am through 5pm, Monday through Friday.

Who? We welcome everyone.
No experience necessary.

What? Writing
Photography
Drawing
Copy-editing
Website

Where? Rm 057 Union
(in the basement)

When? Wednesdays at 1pm
Sundays at 8:30pm

Submit articles to:
submit@sbstatesman.org

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CAMPUS VOICES



BY ROSIE SCAVUZZO & ADHIP KARMAKER

What was your worst midterm experience?

"The worst comp sci midterm I ever took, I thought I was doing okay until the teacher came over and was convinced that the girl next to me was blatantly cheating off my exam. He moved both of our seats which made the rest of the test a little more stressful. We both ended up passing. He was wrong."

Chris Chirico
Sophomore



"It was my first midterm ever as a freshman. Psych. I procrastinated and then ended up studying all night until the morning of the exam. I fell asleep and woke up when test had already started. I panicked and blanked out. I winged it though."

Annlyn Bristol
Junior

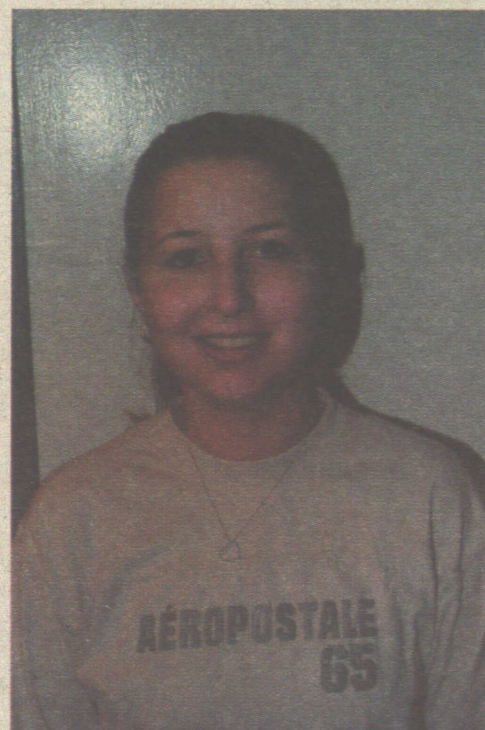


"I just hate Orgo tests. There is just so much to memorize, and my brain just can't hold all of that information!"

Yelena Bogdan (pictured left.)
Junior

"I'm a chemistry major, but it just seems that after every single Orgo midterm, I start to reconsider my major again."

Kathy Gurnevich (pictured right.)
Junior



"I studied all night and I had a headache. So I took a nap and woke up an hour and a half after the test was over."

Katrina Theodorou
Sophomore



"I had a test in Roth. You'd think since that is where I live I would have gotten there on time. I was 45 minutes late and showed up in my PJ's, a tie-die shirt, and flip-flops. The TA wouldn't give me my test b/c he said I needed to calm down."

Jane Dong (pictured left.)
Junior

"The highest test grade I ever got in Chem was when the night before I did a power hour and went to my test completely plastered. I got an 87...It was the best I ever did"

Maria Patestas (pictured right.)
Junior