

UNIVERSITY AT STONY BROOK • SUNY •  
**CURRENTS**

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**FOCUS: THE MULTICULTURAL DIMENSION**

# Educating Students for a World Without Borders

By Gila Reinstein

Stony Brook is a cultural rainbow, its diversity reflected in an evolving curriculum, a broad spectrum of academic and extracurricular programs and a multiethnic student population.

Curriculum at Stony Brook is based on an educational philosophy sensitive to the global community in which we live. The new Diversified Education Curriculum that goes into effect September, 1991, is designed to broaden undergraduates' perspectives, requiring them to study American pluralism in addition to the European tradition and the world beyond Europe.

This year new courses have been added to expand students' horizons: ethnomusicology, for example, introduces music from around the world. Other subjects, such as "Chinese Economy Since 1949," restructured and updated, are being offered after a lapse of several years. On another front, the university continues its efforts to recruit faculty members from diverse backgrounds, as well as those with expertise in cross-cultural studies.

Two staunch advocates of cultural diversity in the classroom are the academic deans for the Humanities and Fine Arts and the Social and Behavioral Sciences.

"Students need to develop a broad perspective that reflects the diversity of the world they are about to enter," says Andrew Policano, dean for social and behavioral sciences. "Our diverse student population is one of our strengths. The ideal is that every student should engage in the study of different cultures."

What should the content of an undergraduate education be, and who should serve as role models for the students? asks Patrick Heelan, Stony Brook's dean for humanities and fine arts.

"Our students need a more sophisticated grasp

*Gila Reinstein, senior news writer and periodicals editor, coordinated the writing of this issue.*

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of their own native culture to be able to cope with the environment beyond the university," Heelan says. "America is no longer a melting pot. We need to acknowledge that the contribution of other cultures has a positive value."

"Should a college education integrate everyone into Western culture?" In teaching students about their own culture, Heelan wonders, should a university teach their cultural myths or the interpretations that scholars put on them? Scholarship helps people to interpret the contents of these stories in such a way that others beyond the culture can also share them. "What constitutes scholarship and learning, however, is defined by the culture we are in."

### New Diversified Curriculum Adopted

While theoretical issues are discussed, the work of the university goes on. This fall Stony Brook adopted new general education requirements which will go into effect for freshmen entering in September, 1991. The new program, called the "Diversified Education Curriculum," will replace the Core Curriculum for the College of Arts and Sciences and the W. Averell Harriman School for Management and Policy.

An innovation of the new curriculum is the section called "Expanding Perspectives and Cultural Awareness." Under this heading, students will be expected to take courses that examine "Implications of Science and Technology," "European Traditions," "The World Beyond European Traditions" and "American Pluralism."

This last category is a new requirement designed to help students build upon their knowledge of the diverse traditions within American society. "The American Pluralism requirement was created because people were concerned not just with the study of another culture, but with

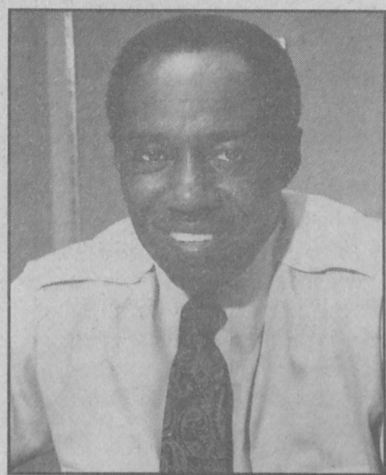
*continued on page 12*

## FOCUS: THE MULTICULTURAL DIMENSION

The Multicultural Campus:  
A Living Social Mosaic

By Frederick R. Preston

The University at Stony Brook has historically been heralded for its dynamic academic and social diversity. One need only review enrollment statistics to understand how this translates into community demographics. Currently our student



Frederick R. Preston MAXINE HICKS

body includes more than 17,000 full- and part-time students who come from all parts of the country and more than 85 nations around the world.

Demographic statistics are but one aspect of this rich and vital cultural mosaic. Just as society at large is not composed of five discrete, easily identifiable, homogeneous racial, ethnic and cultural groups; i.e., African Americans, European Americans, Latin Americans and Asian Americans, so neither is the Stony Brook community. Our social fabric is blessed with a myriad of significant cultural shadings and complexities. Individuals may be the result of several generations of "Americanization" or have just arrived in the United States. Every ethnic group comprises subgroups and individuals who differ economically, religiously and politically.

The essence of multiculturalism in the university community is found in the constant flow and exchange of ideas and shared experiences that support the growth and development of its members. In this regard, diversity is defined as a living social mosaic that shapes the motion and industry, and affects the very fiber from which the institution is woven. In this type of environment learning is a truly holistic experience, as every aspect of student life is an exploration of differences and similarities. At the core, it is this essential and dynamic energy that makes Stony Brook a special place to live in and learn from.

Old timers and newcomers alike agree the academic year would be incomplete without the rich sights, sounds (and often flavors) offered up by numerous student cultural organizations. Many of them such as the Latin-American Student Organization or the Caribbean Students Organization have been in existence almost as long as the institution itself. More than 25 student organizations and clubs currently reaffirm the cultural bounties present in our environment. One need only attend an exhibit of Chinese art, a Saturday "Schmooze" lecture sponsored by the campus Hillel organization, view the Black Woman's Weekend annual fashion show, or feast on the traditional foods served during Caribbean Weekend events to gain the most basic appreciation of the cultural riches amongst us. These forums for cultural sharing bring joy to both the givers and receivers.

Defining cultural diversity in the context of campus life at Stony Brook does not end there. Academic and professional development organizations that strive to meet the diverse needs of an eclectic student populace have been established. Diversity is exemplified in our student government as the current roster of elected officers reflect African-American, Caribbean, Latin-American and European-American cultures. It is worth noting this characteristic is not commonly reflected in other student government organizations nationwide. Students in leadership positions are challenged to understand and respond to the varied needs of their multicultural constituents. While the learning value in these areas may be hard to quantify, the qualitative benefits are essential components of the overall living-learning university environment. Not only are our students, staff and faculty better equipped to understand global dynamics, they are better prepared to resolve related issues affecting our society.

In less than 10 years, we will enter the year 2000. As we

continued on page 7

Frederick R. Preston is vice president for student affairs.

- 4 **The Keller International Studies Program**  
Faculty master Hussein Badr and residence hall director Wayne Blair talk to *Currents* about how Keller residents combine interpersonal and academic interests to form a cosmopolitan community.
- 6 **Programs Reach Out to Help**  
Faculty and staff are making special efforts to draw traditionally underrepresented groups into the framework of university life.
- 8 **Committed to the Students She Serves**  
Ana Maria Torres, dean of student services at the Health Sciences Center, plays a key role in improving the quality of student life.
- 8 **Providing Opportunities**  
Carmen Vazquez, director of student union and activities, says students must take advantage of the many opportunities available at a university.
- 9 **Stony Brook's Korean Connection**  
Korean alumni who have returned to their homeland feel emotionally connected to their *alma mater*.
- 9 **Host Families Help Bridge the Culture Gap**  
Members of the Three Village community open their homes and hearts to students from all over the world.
- 10-11 **Stony Brook's Diversity: Facts and Figures**  
Demographics reflect the university's multicultural personality.

Due to intersession, *Currents* will not be published in January. The Office of University Affairs wishes the Stony Brook community a happy and safe holiday season.

Coming Next Issue

## FOCUS

THE UNDERGRADUATE  
EXPERIENCE

- Profiles of 10 Student Leaders
- An Interview with Dean Paul W. Chase
- Commuter College



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The University at Stony Brook is an affirmative action/equal opportunity educator and employer.

## Freeze Enacted on Hiring and Other Transactions

Due to a projected \$1 billion deficit in the state's 1990-91 budget, Stony Brook has enacted an immediate freeze on hiring, out-of-state travel, air travel, equipment purchases and other transactions.

The freeze went into effect Nov. 5 and will remain in place at least until Dec. 20, at which time the SUNY Board of Trustees will act on a proposal to impose major cuts throughout the system.

The magnitude of these cuts will depend substantially on whether the legislature accepts both a tuition increase for the spring semester and a five-day furlough for all state workers. Even if these and a number of local cost-saving measures are enacted, however, President John H. Marburger estimates that approximately 200 layoffs would be necessary for Stony Brook to complete the fiscal year. (See text of statement below.)

The aim of the freeze is to achieve im-

mediate savings and ensure that no actions are taken that would reduce the university's flexibility in adopting longer term measures. Its major elements were determined last month by President Marburger in consultation with Provost Tilden G. Edelstein and Glenn Watts, vice president for finance and management.

Direct expenditures from federal and private grants and contracts are not subject to the limitations of the freeze, and special restrictions to be applied to University Hospital and Long Island Veterans Home operations are still to be determined.

The interim guidelines prohibit all of the following transactions supported by state, IFR, DIFR and Indirect Cost Revenue:

- The advertising or filling of any position, permanent or temporary, whether by promotion, transfer or new hire. Formal letters of offer mailed on or before Nov. 2 will be honored, but no additional letters of

offer for 1990-91 may be processed until the current restrictions are lifted.

- The payment of overtime for non-emergency functions or the hiring of temporary employees, including office temporaries, to perform normal functions resulting from employee turnover. College Work Study hiring is not restricted.

- The reclassification or promotion of any position. Temporary reassignment of staff to meet workload pressure is encouraged.

- All out-of-state and all air travel. All airline tickets should be canceled and credit obtained. Individuals who have purchased airline tickets that carry penalties for cancellation will be reimbursed for the amount of the penalty. If no credit can be obtained by canceling the ticket, the employee may be given the option of making the trip with the understanding that no other travel costs will be reimbursed.

- Equipment acquisitions, whether by lease, lease/purchase, or purchase.

- Contracts for outside services, whether new or renewal.

- The acquisition of real or personal property, whether by lease, lease/purchase, or purchase, including new office space for expansion, consolidation or relocation.

- The design of any capital project not currently underway and contracts for the construction of any capital project or any phase thereof not currently under bid, including rehabilitation and remodeling, except for projects that are totally financed from bond funds or other non-General Fund sources. Health and safety projects and DIFR projects will be reviewed and may be advanced if they are determined to be critical.

Exceptions to the limitations on expenditures will be granted to deal with emergency situations and to meet legally binding commitments. Emergency situations are those in which there is imminent danger to life or property and immediate action is required to prevent loss. In the event that turnover reduces health and safety employee positions by 10 percent, limited recruitment may be authorized.

All requests for exception to the expenditure limitations should be submitted to the appropriate vice president, and if approved, forwarded to the Office of the Vice President for Finance and Management. Requests will be consolidated and presented to the President for his review.

If approved, the exceptions must be reported biweekly to SUNY Central. Because the duration of the limitations on expenditures are expected to last no more than two months, it is anticipated that there will be few requests for exception and that only the most critical will be granted.

## President's Statement on Budget Crisis

Following is the text of the statement President John H. Marburger delivered to the university community Nov. 21 regarding the 1990-91 budget crisis.

Since the governor's announcement Nov. 17 of a plan to eliminate \$1 billion in 1990-91 State General Fund expenditures by reducing selected local assistance payments (school aid, community college aid, etc.), dramatically cutting all state agency budgets and using available income fund balances, Stony Brook and other SUNY institutions have been anxiously waiting to learn how we will be affected. In addition to the latest reduction in State General Fund support, Stony Brook and other SUNY institutions face huge unfunded increases in their utility budgets. Together, these items constitute more than 7 percent of the SUNY General Fund budget.

With only a little more than one quarter of the fiscal year available to implement a savings plan, large numbers of SUNY employees would have to be laid off to realize the full amount of the reductions and cover the utilities deficit. Layoffs would be exceedingly disruptive to the university and personal disasters for the individuals and their families. As a one-time measure to realize savings in the current fiscal year, the governor has proposed a five-day furlough for all state workers. In

addition, the trustees, at their Nov. 16 meeting in Buffalo, called for a tuition increase.

These two measures would greatly lessen the need for layoffs, retrenchments and program reductions, but we would still have a very serious problem. Even if a furlough plan is accepted by the legislature, and if the governor and legislature agree to let SUNY implement a significant tuition increase for the spring semester, a large number of layoffs would still be necessary. With careful energy conservation, tight restrictions on hiring, and prudent management of all resources, we estimate that approximately 200 layoffs would be necessary for Stony Brook to complete the current fiscal year.

No specific assignment of the governor's reduction has been made for Stony Brook at this time. In addition, it is unclear whether the legislature will authorize the tuition increase and expedite the furlough of state workers. It is expected that the legislature will reconvene in early December to consider these and other measures proposed for dealing with the state's financial condition, but it is unclear as to when we will know if a tuition increase and furlough will be authorized. Without these measures, Stony Brook will have to take very extreme measures to balance its 1990-91 budget.

## Professors Team Up With Soviets on Supercollider Project

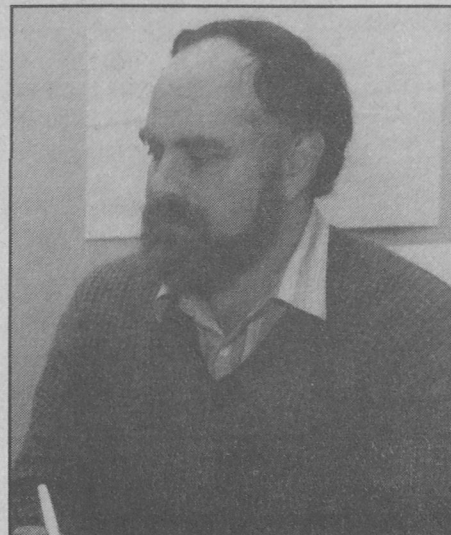
Approximately 120 physicists from the Soviet Union have agreed to contribute their expertise—and \$200 million in equipment—to a Stony Brook-based consortium that hopes to build one of two subatomic particle detectors at the Superconducting Supercollider (SSC). The SSC will be a 54-mile underground loop located near Dallas, which will allow scientists to accelerate particles to gain new clues about the fundamental nature of matter and energy.

The detector team, called EMPACT/TEXAS, is headed by Stony Brook physics professor Michael Marx. EMPACT, which stands for "Electrons, Muons and Partons using Air Core Toroids," is one of three research groups contending to build the detectors. The other teams include a group based at the Lawrence Berkeley Labora-

tory in California and another headed by Samuel Ting, Nobel laureate physicist at the Massachusetts Institute of Technology.

EMPACT/TEXAS was one of the finalists to receive first-round funding from the SSC this summer, chosen from 16 proposals. Two are expected to be selected in December to elaborate on their designs. Other Long Island participants in the 300-member EMPACT team (in addition to Stony Brook) include scientists and engineers from the Grumman Corp., Brookhaven National Laboratory and Adelphi University.

The Soviet participation, says Marx, gives EMPACT's chances "an enormous boost. Without them, we would not be viable." The contribution is the largest foreign commitment to the SSC thus far.



Michael Marx

PAT COLOMBRANO

## Campus Steps Up Conservation

Bundle up, Stony Brook. Winter is here, and so is the need to conserve every kilowatt.

With the university in the midst of a major fiscal crisis, every dollar that can be saved by conserving power, fuel and water can be translated into retaining programs and jobs in the months ahead, says Carl E. Hanes, deputy to the president for special projects and chair of the Energy Conservation Committee.

The university will be closing down much of the campus for 11 days this month, and in January will shift to an "Energy Saver" operating schedule. In addition, a new State directive has been issued that will require Stony Brook, along with all other state agencies, to reduce energy consumption by 20 percent by the year 2000 through increased energy conservation efforts.

Employees are being asked to voluntarily take leave or accrued vacation time between the close of business on Friday, Dec. 21, and the morning of Wednesday, Jan. 2, so that buildings can be shut down to conserve energy. Employees performing essential services will be relocated to a central area, where possible.

Departments have been asked to shift operating hours from 8:00 a.m. to 4:00 p.m. from Jan. 2 through Jan. 25, a period when classes are not in session. "These two measures should result in a combined savings of about \$250,000," Hanes said.

But, he adds, it is individual efforts that will really make the difference. "If each person would save just one kilowatt (1,000 watts) a day, we could save an additional \$170,000."

A typical small space heater eats up 1,200 watts an hour, a coffee pot 1,100 watts and an office copier, 1,500. "Even an electric typewriter left on when not in use takes 100 watts. A laser printer left running uses 750 watts," Hanes notes.

Such things as space heaters may become obsolete under the State energy conservation executive order signed by Gov. Mario Cuomo. The directive would ban such items in all state buildings.

Also in the directive is a requirement that state agencies conduct energy audits of buildings of 10,000 square feet or more; submit annual energy conservation plans; limit building temperatures and shut down heating and air-conditioning equipment on weekends, holidays and during all other unoccupied periods. Stony Brook, which has many of the energy saving programs already in place, is studying the guidelines and adjusting its operations accordingly, Hanes said. Stony Brook's Energy Conservation Program has resulted in a five percent reduction in energy consumption over the past two years.

The committee recently issued an "Energy Savings Calendar" that provides details on seasonal use of utilities. For additional copies or other energy conservation information, call the Energy Hot Line at 632-6631.

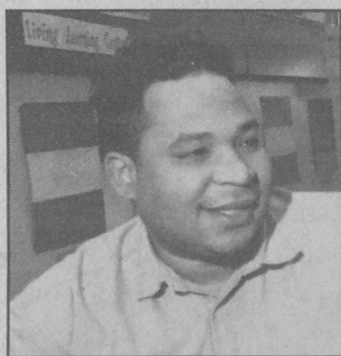


# The Keller International Studies Program

## Extending Borders for Stony Brook Students

**T**he Keller International Studies Program is one of three Living Learning Centers at Stony Brook. The program is intended for undergraduate students of all majors who are interested in adding an international component to their studies. Located in Keller College, in Eleanor Roosevelt Quad, the International Studies Program combines academic and interpersonal elements.

Keller houses 240 students, graduate and undergraduate, foreign and American. About 24 students are formally enrolled in the program, which is an accredited academic minor. Additional students participate in the seminars each semester without joining the program.



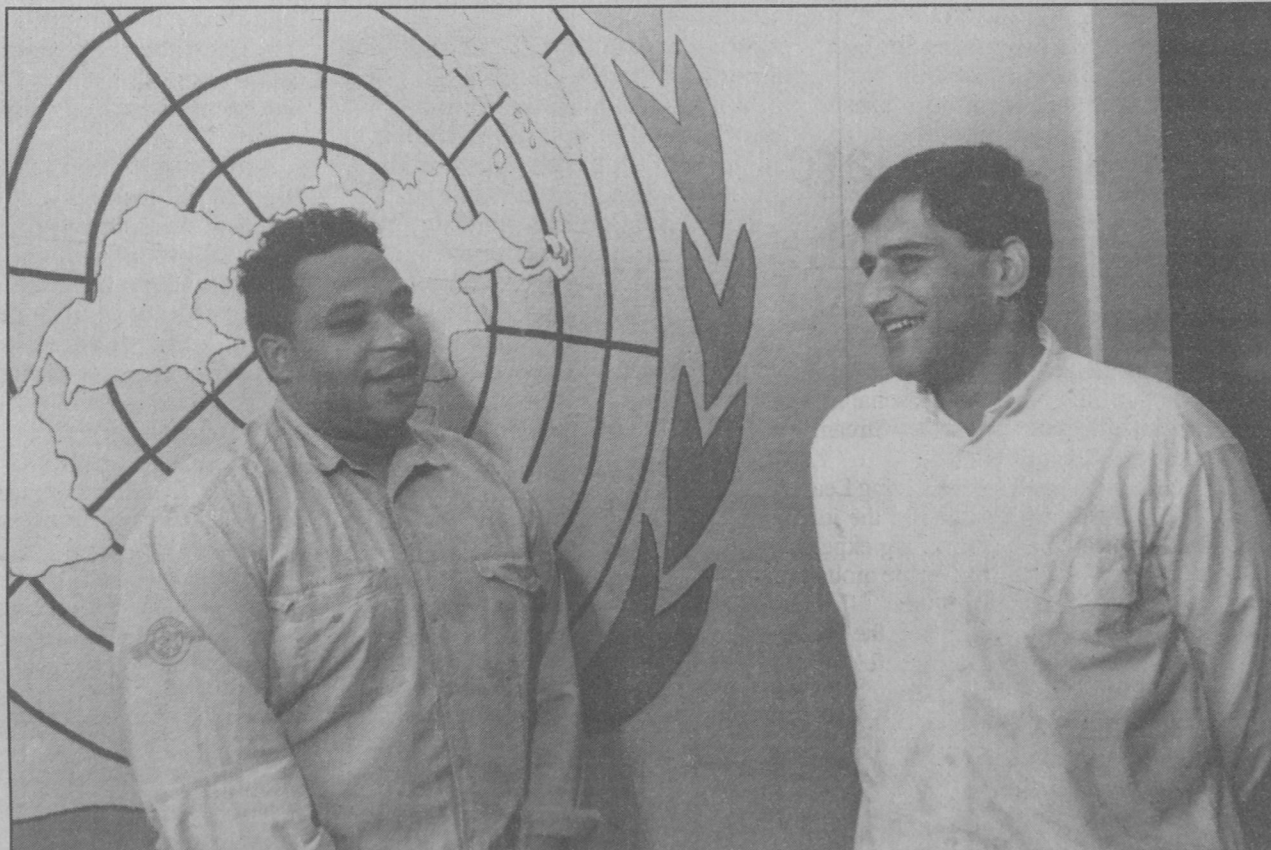
Wayne Blair



Hussein Badr

The International Studies Program is growing: The number of students enrolled in seminars tripled between last year and this. The number of students formally registered for the minor has doubled since last year.

Directing the program is Hussein Badr, associate professor of computer science. As faculty master of Keller College, he works closely with Residence Hall Director Wayne Blair, who is pursuing a master's degree in the Department of Technology and Society.



Wayne Blair (left) and Hussein Badr in the Keller lounge.

PHOTOS BY MAXINE HICKE

**CURRENTS:** What attracted you to work with the International Studies Program?

**BADR:** I've always been interested in international affairs. I like the idea of the program. It gives me the opportunity to do something different on campus, something that goes beyond the traditional classroom and teaching computer science. This is refreshingly different.

In addition, my background is international. I was born and brought up in Alexandria, Egypt. My father worked for the United Nations and we traveled a lot. I left Egypt in my teen years to study at a boarding school in England, and then at the University of Edinburgh in Scotland. More recently, from 1987 to 1989, I taught in Colombia, in the Department of Electrical Engineering at the University of Los Andes in Bogota. Shortly after I came back to Stony Brook last fall, I became involved in the Keller Living Learning Center.

**BLAIR:** I was a student at Stony Brook, earning my undergraduate degree in Africana studies and computer science in 1988. Now I'm finishing coursework for a master's degree in technology and society. As an undergraduate, I attended some of the international studies minor classes. I was a resident assistant in Stimson College, became a graduate assistant in Benedict College, with responsibilities as assistant to the residence hall director. And now I'm residence hall director of Keller.

My background is also international. My great-grandfather was Scots and I'm a mix of African and Chinese, too. I was born in Jamaica and went back and forth between there and New York City. I spent elementary school in New York and high school in Jamaica, but my senior year of high school was here. Even when we lived here, we went back to Jamaica every summer.

**CURRENTS:** What was it like for you, growing up between different cultures?

**BADR:** I moved between Britain and Egypt and, for a time, Algeria. I enjoyed the changes while I was living through them, but in later years, it has seemed to me that I belonged to neither culture. I am an American citizen now, but I feel that neither the United States nor Egypt is fully home. In my

experience, the seven years I spent in England, particularly the years between age 14 and 18, spent in a small, coed, Quaker boarding school, marked me more than the 17 years spent in the United States. Those are the years when young people find their values and their place, intellectually.

**BLAIR:** Socially, I had friends on both sides. We went back and forth so often, I was able to balance the two. There were times I would prefer being back in Jamaica—especially when it was freezing here. I learned to switch back and forth extremely quickly between the Jamaican patois and the Queen's English. And I learned to speak the American vernacular, so my friends here could understand me. Living in both places gave me the opportunity to see the difference between the American culture and other cultures. I find I'm not too America-focused or Jamaica-focused.

**CURRENTS:** What do you see as the role of the International Studies Program?

**BADR:** The purpose of the academic minor is to introduce students to international studies, to help them to see the world as it is: interdependent, multicultural.

We want them to develop the consciousness that the world is not all American. I would dearly like to bring to them, in a gentle way, the realization that the American perspective is not typical of the rest of the world. The American students make automatic assumptions that lead to amazing distortions. They assume that the way things are done here are the right way. Americans have been called "lay missionaries." They take America as a model for the world and believe that if all the world followed but America's lead, the world would be a better place. The world is much more complicated than that.

America is the way it is because it grew organically out of a unique historical experience. It is not typical of the rest of the world.

**BLAIR:** American students don't look beyond their own borders. They cannot see or understand how people from another culture are different. I think it's especially important at this time, with the world getting smaller, for students to broaden their horizons.

## A Resident Shares His Thoughts

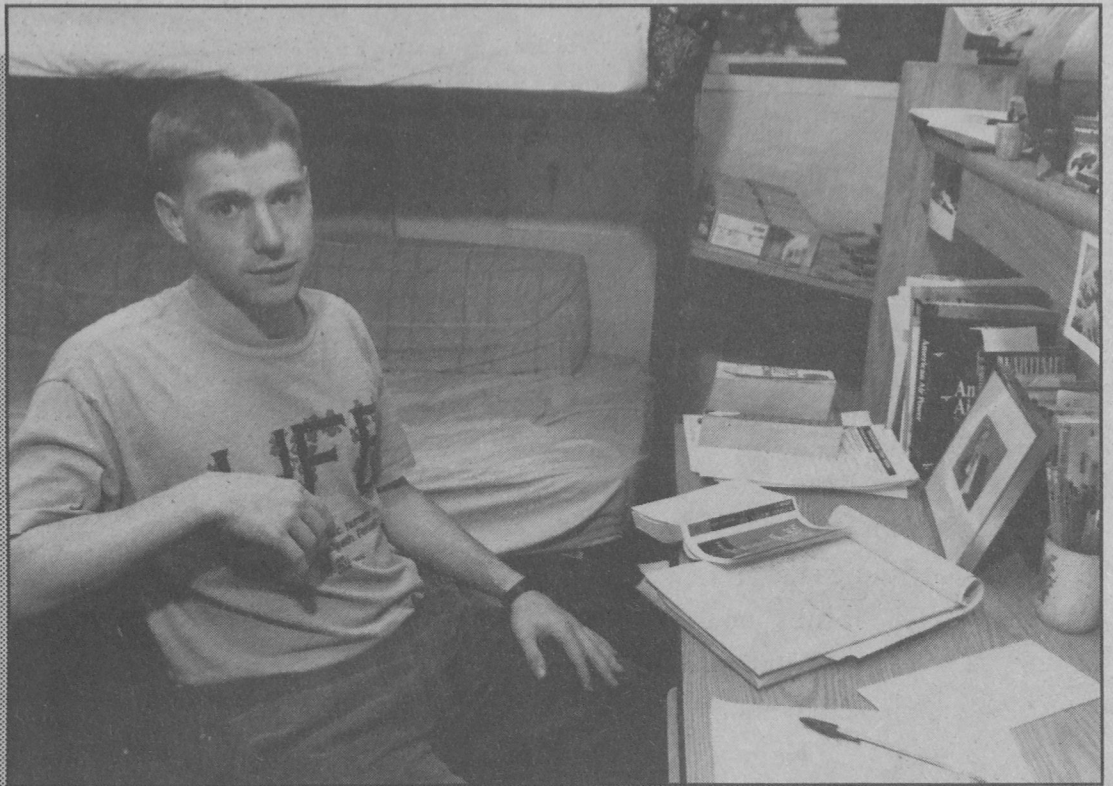
Gary Romano is a sophomore at Stony Brook, planning a double major in history and political science with a minor in international studies. Romano, whose hometown is Valley Stream, NY, is a resident assistant at Keller.

Romano's enthusiasm for the Living Learning Center is high. He says, "Living in the international hall has been the best learning experience I've had at Stony Brook. It turned me around in a lot of ways and helped motivate me."

Initially Romano signed up for the International Studies Program because he felt that his double major would still leave gaps in his education. "There are few international courses in history and political science," he says. "The courses are mostly about America. This [the international studies minor] gives me a chance to take international courses."

Another aspect that pleases Romano is that the seminars at Keller are up-to-date. "The courses focus not only on the past, but also what's going on now." Last year's seminar on gender roles and this year's course on the Gulf crisis help him, and other participants, stay informed.

Studying in an informal setting with fellow students from all over the world, Romano says he gains "insight into things I'd never get" from a more traditional course. "What



Gary Romano in his Keller room.

MAXINE HICKS

we study is totally fresh and very innovative."

Life at Keller earns high grades from Romano, who especially enjoys the social and cultural mix of students from all over. "It's one thing to know about an area of the world and another to meet someone who has actually lived there," he says. "There are very highly motivated people here, both faculty and students. This program keeps me going. It's something out of the ordinary."

**CURRENTS:** What is the academic component of the minor?

**BADR:** Three one-credit seminars are offered each semester. This spring, we will offer the course, "Introduction to International Studies" and a colloquium on human rights—the different perceptions of different societies—and, as a special topic for the advanced seminar, "Rebel Slave Communities in the Americas." The role of the seminars we teach is to give structure and cohesion to the studies the students pursue in the academic departments.

In addition, students sign up for 15 credits (five courses) from academic departments in their area of concentration. They choose a world region and take courses that relate to it—courses in political science, history, cultural studies and economics.

Each student does one three-credit independent study, generally with me, that culminates in a research paper. We see the independent study as a capping course to bring everything they have learned together. Students pursue either a very specific or a broader, general topic.

**CURRENTS:** In addition to coursework, what does life in Keller offer to make it special?

**BLAIR:** Keller is the international college at Stony Brook. By tradition, there are more international students here than in other residence halls. Every Sunday night we show a foreign film. Within the quad there are social events with an international theme that all students are invited to. The United Nations America Club is moving into the residence hall. It will be housed in a room we have set aside. The staff of the residence hall is multicultural. When we all got

together at the beginning of the semester, we sat around a table and realized that among the seven members of the staff, we could say grace in 14 languages. We have someone from the Caribbean, who was born in the Netherlands; one who is Irish-Italian, another born in China and raised in Vietnam; one is from Yugoslavia, raised in France; another from India.

**BADR:** We also bring in a series of speakers and guests, to which everyone is invited.

**CURRENTS:** What plans do you have for the future?

**BLAIR:** We're planning a monthly newsletter on international themes, and to line up faculty guest speakers on a series of topics.

**BADR:** By next fall, we want to concentrate all the International Programs students in one part of the building. We're discussing a language hall, perhaps a *Maison Française* or an Italian table at dinner.

**CURRENTS:** Are you pleased with the way the program is growing?

**BADR:** Yes, it's been very successful. The most effective and convincing method for students to get information about anything is by word of mouth from other students. This semester students have been appearing out of the woodwork to participate. We plan to keep it open. People are welcome to sign up or just to sit in, to find out if they want to join. And students can join at any time.

## The Committee to Celebrate Diversity

A good doctor cares about the whole patient, not just the symptoms of an illness. Dallas Bauman, like a good doctor, doesn't limit himself to the technical side of supervising the campus residence hall system, but extends his concern to the whole student.

That explains how he became involved with the Committee to Celebrate Diversity. "The committee was based on something we were doing in the residence halls," he says. "We expect the RAs [residence assistants] to do a lot of programming on diversity. We took the seed of the idea of celebration and created a planning committee to consider expanding this idea." Instead of limiting the focus to programs in the residence halls, the committee proposed embracing the entire campus in this initiative.

Three years later the Committee to Celebrate Diversity is going strong. "We see diversity as an asset to campus life," Bauman says. February is always designated Black History Month and March, International Women's Month. April features a region of the world, this year Latin America and the Caribbean. The committee chooses themes for October, November and December that vary from year to year. This year, October was "International Experiences," November, "Diversity of Abilities," and December, "Diversity of Religions."

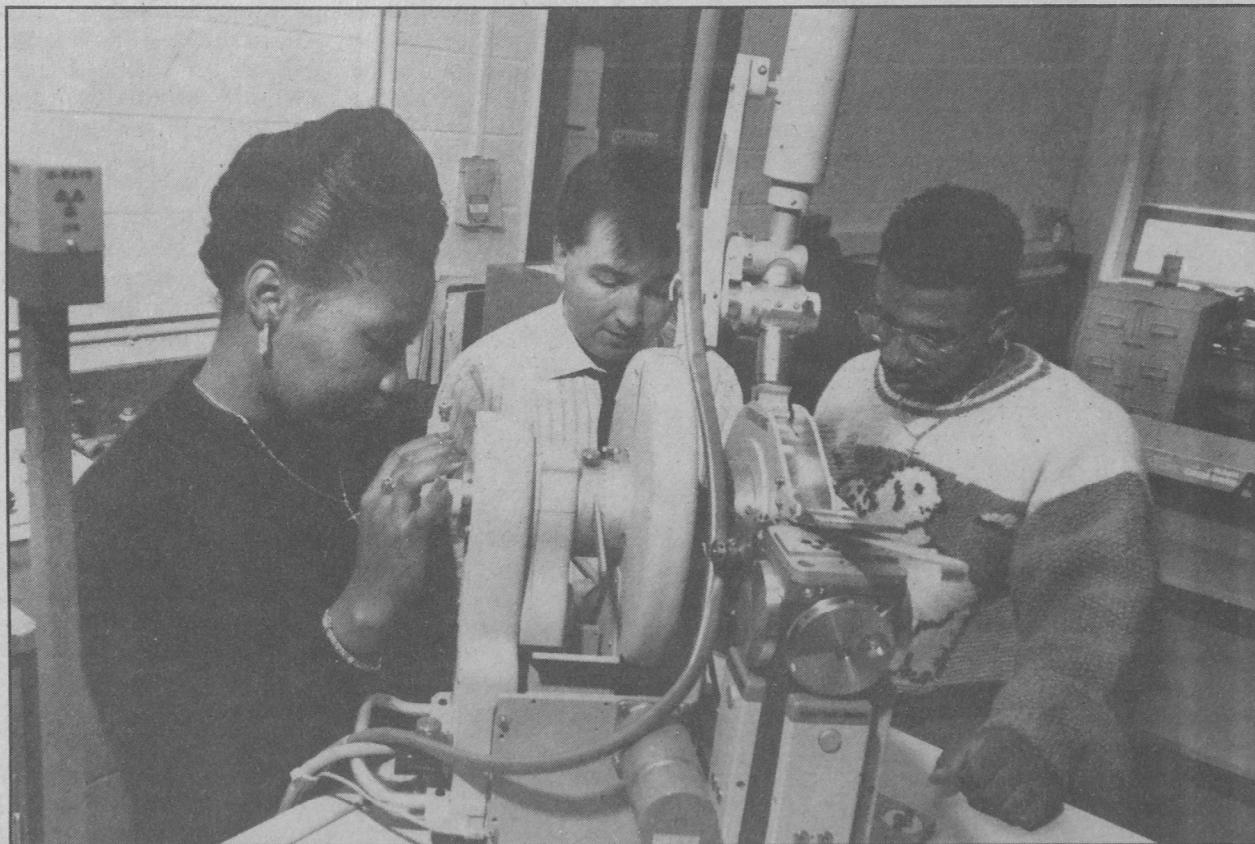
The Committee to Celebrate Diversity encourages campus organizations to plan and carry out events, but does no programming of its own. Through the committee, events are coordinated and publicized, and each month a \$500 prize is awarded to the group sponsoring the event deemed most successful in encouraging acceptance of diversity, consistent with the theme.

The operating philosophy is, "If you change the behavior, the attitudes will follow," Bauman says. "The point is to increase awareness of the rich diversity that exists on campus, and through awareness, to increase acceptance."



# Programs Reach Out To Help

Stony Brook is making a special and successful effort to draw traditionally underrepresented groups into the university community



Michael Dudley, assistant professor of engineering and materials science, is a mentor to Claudette Lewis (left) and Dervine Rattray. Dudley is showing the students an x-ray diffractometer that measures crystallographic structures of materials.

## Another Source of Encouragement

Another source of assistance to underrepresented or economically disadvantaged undergraduates is at the College of Engineering's Department of Technology and Society which administers the Collegiate Science and Technology Entry Program (C-STEP). C-STEP was created to encourage such undergraduate students to pursue courses that will lead to careers in engineering, science, health or health-related fields.

"A lot of those courses are extraordinarily difficult and have a high attrition rate," says Edith Steinfeld, who codirects the program with associate professor David Ferguson. "Our job is to help those students make it through those tough times, with the aid of study groups and, in some cases, individual tutoring."

C-STEP, which is funded by the State Department of Education, is in its fifth year at Stony Brook. This year, 250 undergraduates will partake of its services, which in addition to 25 study groups, also includes a "test bank," a study resource room and a newsletter. C-STEP also offers an optional four-week summer program for incoming freshmen as well as internships for upperclassmen.

"The summer program, which usually draws around 20 to 25 students, builds an intense kind of relationship between the students that seems to last throughout their years here," Steinfeld observes. "They learn to be really comfortable in the university setting and with university life and usually wind up being our strongest students."

Many of these students will go on to become study group leaders, C-STEP hall representatives and peer group advisers. Also, they are frequently tapped to speak to minority high school and junior high school students about educational and professional opportunities in engineering, health and the sciences, says Steinfeld.

This past summer, C-STEP was able to arrange six nursing internships at University Hospital along with internships in physical therapy. Expansion of the internship program into other health, science and technological fields is anticipated as the program matures and develops a higher profile.

**A**n alphabet soup mix of acronyms—from AIM to M-RAP—spell financial relief and academic support for thousands of underrepresented and/or economically disadvantaged undergraduate and graduate students who can sign up for special programs tailored to their needs. Several campus agencies are involved in administering the programs that can provide anything from a day of one-on-one tutoring to four-year's worth of financial underpinnings.

It's the Office of Special Programs that handles the majority of programs geared to undergraduate students from underrepresented ethnic groups and the

economically disadvantaged, says Alfreda James, who became acting director of Stony Brook's Educational Opportunity Program (EOP) in August.

Better known as AIM (Advancement on Individual Merit), the 20-year-old state-funded EOP program has made getting a college degree a reality for thousands of young men and women who might have otherwise ended their formal education with a high school diploma. At present, 629 undergraduates are attending Stony Brook as AIM scholars, 125 of them freshmen.

"These are young people who wouldn't ordinarily be admitted to Stony Brook," says James, who oversees a program that gives these underachievers-with-promise an intensive educational experience quite unlike that given typical college students. "But first they must apply and meet the AIM academic criteria which includes earning a high school average ranging from a low of 78 to a high of 84.9. And they must have taken tough academic subjects like mathematics, science and a foreign language," she adds.

Choosing from among more than 2,000 applicants for just over 100 places in the freshman class isn't easy, admits Judy Berhannan, the admissions counselor in charge of making the final selection of candidates for the AIM program. Applications are closely scrutinized, with Berhannan looking for those benchmarks that indicate that a would-be student has met the criteria, sometimes against all odds. "Some of these youngsters have overcome a lot, just to graduate from high school," she says.

Once accepted into the AIM program, students receive help before the traditional school year gets underway. This year's crop of AIM students, for example, began school

here in July, participating in a mandatory six-week residential program that included taking placement exams in mathematics and English and getting instruction in mathematics, English, humanities and the sciences and word processing. The students were given a \$15 per week stipend plus most meals and an array of social events that closely paralleled what they could expect as they face campus life and the rigors of academia.

Throughout their four years here, AIM students get free tutoring as needed, a personal counselor who monitors their academic progress and helps them select courses and programs, workshops and a monthly newsletter, *Target*, which provides up-to-date information on program policies, financial aid, career development, housing, new courses, internships and fellowships.

Though the program's success heavily depends on the relationship that's built between student and EOP counselor, it works, says James, who has the numbers to prove it. Seven percent of AIM students made the Dean's List both semesters last year, she says, and the attrition rate by AIM scholars is about that of the general university population.

The Office of Special Programs also runs a Mentor Program that pairs students—mostly from underrepresented groups—with faculty, staff and, more recently alumni, who help students cope with issues and problems they may face on campus. Felicia Brown, associate vice provost for minority recruitment and former head of the Mentor Program, is particularly pleased with the alumni aspect of the program which was added last year. "They are good role models, especially for black and Hispanic students, and provide our undergraduates with a network of professionals." Lucia Rusty is serving as acting director of the Mentor Program.

This fall, 175 students signed up for the program, but only 145 mentors volunteered, some of them doubling up. Some 14 students will have to wait to be paired. "Hopefully more people will volunteer to be mentors, especially in the sciences, engineering and health fields where there is a real need. Most people who sign up to be a mentor have a great deal of sensitivity and the students reciprocate. It's a very worthwhile experience all around," Brown says.

The "Shadow Program" is also offered each semester to give students a chance to spend a day shadowing a member of the university's professional, technical or medical staff. That, too, has a positive effect and not only for the student. "It's not unusual for someone who has been shadowed to later volunteer to be a mentor," she finds.

## Africana Studies' Outreach Program

Stony Brook undergraduates are reaching out to the homeless children of Long Island, offering magic tricks, puppets, poetry, pizzas and tutoring. The children are temporary residents of Love "M" Homes, shelters in Ronkonkoma and Port Jefferson, and they are invited with their parents twice a month to the campus. Buses bring them to Stony Brook for help with their homework, cultural activities, food and fun.

Organized by Floris Cash, chair of the Africana Studies Program, and cosponsored by the Center for Excellence and Innovation in Education, under the direction of Eli Seifman, the project is a community service effort for individual university students, fraternities, sororities and other campus organizations. The program premiered in October.

This fall, the outreach activities included poetry-writing and puppet workshops, a magic show, a celebration of Caribbean cultures, an exploration of the African holiday, Kwanza, and a program focusing on the importance—and accessibility—of higher education. "College is for Everyone," is set for Monday, Dec. 10, 5:00-6:30 p.m. in the UNITI Cultural Center, Roth Quad Cafeteria. At that time, university counselors and members of Minorities in Engineering Club and the Teacher Opportunity Corps will provide information and encouragement.

Refreshments have been donated by McDonalds, Domino's Pizza, Roy Rogers, DAKA food service and student volunteers.

*"Expansion of opportunity at the graduate level is directly controlled by faculty, for it is they who admit graduate students, who award assistantships and fellowships, who mentor and advise, and ultimately help to create employment opportunities."*



Myrna Adams

### Summer Studies Increase Exposure

The summer months also set the stage for other programs of particular benefit to African Americans, Latinos and other underrepresented groups.

Stony Brook students joined some 60 participants from institutions around the country in Minority Research Apprenticeship Program (M-RAP) and Research Experiences for Undergraduates program (REU), two virtually identical federally funded summer research programs at Stony Brook that are designed to encourage minority undergraduates to pursue careers in research. Both M-RAP and REU participants can receive free housing and meals, round-trip fare from their home or college and a \$2,000 stipend to cover their expenses while participating in the program.

M-RAP, an eight-week program funded through the U.S. Department of Education, gives minority undergraduate men and women entering their junior or senior years a chance to collaborate on research with faculty in a broad range of fields, from the behavioral and social sciences, natural sciences and mathematics. Participants come from schools around the country as well as Stony Brook. To qualify, M-RAP participants must demonstrate financial need.

REU is funded by the National Science Foundation (NSF) which helps underwrite the institution's costs in offering summer research opportunities for all students but especially those from underrepresented groups. This past summer, nearly three dozen minority students participated in REU-financed programs here in psychology, chemistry and physics made possible through three NSF grants to those departments.

Wendy Katkin, associate dean of the College of Arts and Sciences, who oversees both the M-RAP and REU programs, is keeping her fingers crossed on funding applications for next summer. If approved, Stony Brook plans to increase M-RAP and REU offerings in chemistry, physics, psychology, mathematical sciences, political science, marine sciences and economics, and broaden the program, to include applied math, sociology and biology.

"They've both been very successful," says Katkin of the programs which have made their mark in encouraging college students from underrepresented groups to pursue research careers. "Many of the participants are from small institutions, particularly in the south, which lack the opportunities for research at an institution of the size and scope of Stony Brook," she explains. "The experience of working on an individual project or collaborating with a faculty member or graduate students in an ongoing program, prepares them for graduate school or a specialized career and encourages them to begin thinking of themselves as scientists or mathematicians." About 70 percent of the students from underrepresented groups who participated in the Stony Brook program have chosen to go on to graduate school, a striking figure when compared to the national average of just 10 percent.

### Booking on Future Librarians

Minority students pursuing careers in library and information sciences can get a paid undergraduate internship

and graduate fellowship through Stony Brook's libraries. Candidates must be in their junior year and if selected, must work 10 hours per week in main campus libraries. After graduation, interns may qualify for graduate fellowships with full tuition scholarship and funds to cover other expenses to the School of Information Science and Policy at SUNY Albany.

Interns are involved in the daily activities of Stony Brook's libraries and may attend meetings of the library science professional organizations. A faculty mentor is assigned to each student, says Judith Kaufman, personnel and development librarian who oversees the fledgling program.

### Cutbacks Tough on Graduate Recruitment

Myrna Adams, former assistant vice provost for graduate studies who was recently named by the provost to serve as associate provost for affirmative action initiatives, is used to packing and unpacking her bags, traveling around the country to tell minority undergraduates about the graduate opportunities that await them at Stony Brook.

"I pick the places that have major graduate recruiting fairs and the historically black colleges, also institutions with significant numbers of white students who go on to get doctorates," she says, a practice that will be deeply trimmed in the face of new state budget constraints.

"When I started doing this back in 1985, my recruitment budget was \$10,000. Last year it was \$40,000 but now it's been cut back to \$10,000," she says.

The budget cut coupled with higher air fares will force Adams to reevaluate many of the minority graduate student recruiting fairs at which Stony Brook would normally have been represented and to put annual visits to individual colleges and universities on a less-frequent basis. "It's been gut-wrenching. I feel like we're going backwards and that we will lose some of our momentum."

That worries Adams, who has shaped Stony Brook's program to move minorities along the graduate educational pipeline. Stony Brook is the center from which a national conference emerged on the need for more African American, Native American and Latino scholars. It also houses a new national organization, OpenMind, to increase the presence and influence of culturally diverse scholars—researchers and educators—in colleges, professional schools and universities.

"If I can't travel, we'll have to put a greater reliance on direct mail, piggy-backing where we can on OpenMind's national mailings," says Adams.

It's familiar territory to the low-key administrator with an understanding of national needs. In a recently published article, she noted that "expansion of opportunity at the graduate level is directly controlled by faculty, for it is they who admit graduate students, who award assistantships and fellowships, who mentor and advise, and ultimately help to create employment opportunities. Therefore, faculty commitment must exist before any institutional efforts can successfully increase the number of ethnic minority students who can earn doctorates."

### Two Programs Providing Aid

At Stony Brook, two major programs help underwrite the cost of a graduate education for underrepresented minorities: the W. Burghardt Turner Fellowships and the Patricia Roberts Harris Fellowships.

The W. Burghardt Turner Fellowships is the campus name for the State's Minority Graduate Fellowship Program which was created by the SUNY Board of Trustees in 1987 to recruit, enroll and retain minorities traditionally underrepresented in SUNY's graduate and professional programs.

Stony Brook has 75 Turner Fellows, reflecting a nearly \$800,000 commitment from the state toward the program. "There is no typical student. Their disciplines vary, from computer science to English, but the single largest concentration of Turner Fellows is in music," Adams says.

Those selected as Turner Fellows receive a \$10,000 stipend plus a tuition scholarship while they pursue their graduate degree. Support is also provided during dissertation. Departments are integral to the success of the program, Adams says, since they provide two years of support for Turner Fellows in doctoral programs.

Stony Brook also has eight Patricia Roberts Harris Fellows, women and minorities pursuing graduate work in the marine sciences, physics, chemistry and cellular biology. Eligible students receive \$10,000 for a year of graduate studies plus tuition, with possible renewal for up to four years.

In addition, Stony Brook recently became one of 25 top-funded NSF institutions around the country agreeing to help facilitate the entry of women and minorities into science and engineering careers, particularly faculty positions. The plan also calls on the institutions to improve pre-college science and mathematics training and increase the number of women and minorities receiving undergraduate and graduate degrees in science.

## The Multicultural Campus: A Living Social Mosaic

*continued from page 2*

look ahead and attempt to compose the future, our first step will be to understand and analyze certain demographic projections that provide the basis for our coming realities. Immediately apparent are several factors of note; the proportion of the population considered "minority" will be growing. By the year 2000, one third of the total population will be non-white, comprising ethnically and culturally diverse groups. Immigration statistics are another key factor. It is clear that we will continue to receive immigrants from other nations and cultures. Currently Asian immigrants represent 44 percent of all immigrants entering the United States. The impact of this trend will be manifested well into the next decade.

As time goes on, Stony Brook and society at large will continue to become more diverse. Given this reality the educational community is challenged to lead by example and foster the exchange of ideas, experiences and information. In the process we should encourage all members of our community to learn more, debate more, and to understand and celebrate the multicultural resources inherent in our diverse environment.

Surely the university is the optimum environment for discovery, given its research focus—its strength to attract individuals from all over the world at both the undergraduate and graduate level. This is perhaps what it was intended to be, and perhaps even more than that which the original architects of the university envisioned.

As the higher education community evolves in this regard, we must remember that ethnic minorities—African-Americans, Latin-Americans, Native Americans, Asian Americans—are still underrepresented at all levels of the community. The challenge before us is to reverse this imbalance, as we continue to foster individual and communal growth and learning.

*Frederick R. Preston*  
Frederick R. Preston



PROFILE: Ana Maria Torres



Ana Maria Torres

MAXINE HICKE

*"This is the point when students are developing their identity. For the bicultural ones, it can be very heavy."*

Committed to the Students She Serves

Things are changing for the better at Stony Brook, says one key administrator.

"For the past two years there has been a change in the way we treat students. The opening week activities and the entire freshman year experience are wonderful," says Ana Maria Torres, associate dean of student services for the Health Sciences Center. "We have begun to treat new students as young colleagues, people we are proud of."

From the Office of Student Services, Ana Maria Torres handles the affairs of students in all five schools of the Health Sciences Center, processing applications, registration and records, financial aid and student activities.

"It's like the old fashioned deans' office," she says, where all business is administered from one central location. Torres and her office keep track of the comings and goings of 1,980 students. She sees the faculty in close touch with the students. And they get attention from Torres, too: "I can't help it," she confesses, "I like working with students."

Torres has been director and associate dean of student services at the Health Sciences Center for the past five years. But that is not all she does.

"I function in two capacities," Torres says. Beyond her official job, she volunteers as mentor and adviser, task force member and advocate for Latino students and staff all over the Stony Brook campus. Why does she add committees and student organizations to her responsibilities? "Because of who I am, because of my background," she says.

Torres was born in the Dominican Republic. When Trujillo came to power, her physician father was on the dictator's list of enemies, and the entire family moved to Puerto Rico.

"When we were growing up, we would ask my father, 'Are we Puerto Rican or Dominican?' and he would say, 'You developed those bodies eating Puerto Rican plan-

tains. You're Puerto Rican.'"

After studying social sciences at the University of Puerto Rico, Torres came to the United States for graduate study at SUNY Buffalo. There she became adviser to foreign students, and there she met her husband Carlos, a physician from Paraguay. After he completed his studies and she finished her coursework, they moved to Long Island.

Her commitment to encouraging underrepresented populations, particularly but not exclusively Latino, involves her with many offices and committees on the main campus. Because there are so few Latinos among the faculty and staff, "each Latino member of the staff has to represent so many issues."

Torres is pleased that the demographics of the university have changed to make room for a higher percentage of Latino and African American students. "We need to help these students in many areas. Some need academic assistance. Generally relationship problems don't get to the point of discrimination, but students sometimes find a reluctance on the part of other students to accept them. That leads to a sense of isolation that we are not dealing with," she says.

Students, especially undergraduates, need help coping with their feelings, "so they don't withdraw. This is the point when students are developing their identity. For the bicultural ones, it can be very heavy. They are going in and out of two cultures, and the university is another culture."

Torres speaks with pride of the programs in her division and the students under her care. "All of the academic programs are high quality. Our students are sought after when they graduate." And, says Torres, "We are well known for the quality of our students and the education we give them."

PROFILE: Carmen Vazquez



Carmen Vazquez

MAXINE HICKE

*"Let them see that the dream can be a reality, and that we are in our roles to guide and encourage them."*

Providing Opportunities

As one who works with students every day, Carmen Vazquez understands their struggle to adjust to college. She also appreciates what the university can offer them.

"Stony Brook offers a world of opportunity to all students," says Vazquez, who was recently promoted to director of the Department of Student Union and Activities. "It's how you take those opportunities and make them work for you" that determines a student's adjustment to the college life. "This is a milieu that provides a laboratory or opportunity where people learn how to live, learn and work together," she says.

Vazquez heads a busy office in the Stony Brook Union that oversees the activities of more than 150 student organizations, including 22 fraternities and sororities. Many of the clubs are devoted to a particular cultural experience: Club India, the Latin American Student Organization, Spirit of Young Koreans and Hillel are but a few.

"On one level, these clubs provide a forum where students can learn more about their own culture. This is critical at their stage of development. These clubs are a haven," Vazquez explains. On a different level, the clubs sponsor events that "give a flavor of other cultures" to the campus community as a whole. Membership—even in fraternities and sororities—is open to all.

For students whose first language is not English, there are special problems. "Students with an accent feel shy. Everything feels like a struggle for the student who a first generation American, the only one in his or her family to go to college, the only one in the classroom" from a particular culture, says Vazquez, who was the first from her family to attend college. "Students worry, language is so much a part of our culture that to an outsider, an accent may sound like an impediment. But that accent is part of the student's sense of identity."

Vazquez was born in the Bronx. Her father, then 62, was a carpenter and painter, a native of Spain. Her mother, then 43, a licensed practical nurse, was from Panama. When she turned nine, her family moved to East Marion on the North Fork of Long Island. And every year, for two months,

young Vazquez travelled to Panama to visit her grandmother.

"It's a cultural phenomenon across the board for Latinos," she says, "We are family and relationship-oriented, more so than career-driven." Close-knit families provide a strong network of support.

This same closeness, however, causes problems for some students who feel torn between the demands of school and the expectations of family. When the family needs them, they want to be available. On the other hand, they also want to succeed at school. Consequently, family members may resent the student's devotion to study. Also, both family and student may be struggling with serious financial problems. Full- or part-time work "is a necessity" for many students, especially for students from "groups already economically oppressed."

Vazquez would like to see a smoother transition for students entering the university from Latino, African American, Asian and other non-traditional backgrounds. The three-year-old SBU 101 course is an important start in that direction, Vazquez says. "SBU 101 is not the sole answer, but it's a way of getting students to address the expectations of their new environment. In the course, they learn how the university system operates, they learn the language—'drop, add, curriculum'—and they gain skills in how to manage time, how to communicate. We must provide them with information and understanding of the rules and norms in this new environment," she says.

SBU 101 is a one-credit, elective course for entering freshmen. In its pilot year, 80 students were enrolled. This year the number is up to 200.

"In the past 30 years, demographics at Stony Brook have changed. We are seeing more African American, Latino and Asian students." Vazquez would like to see more efforts made to recruit and retain faculty and staff from African American and Latino backgrounds to provide students with role models. "Let them see that the dream can be a reality, and that we are in our roles to guide and encourage them."



# Stony Brook's Korean Connection

Stony Brook Alumni in Korea feel "an emotional connection" to one another and to their *alma mater*, says Kyu-Hyung No (Ph.D., '85, Political Science) of Seoul. Approximately 50 or 60 former students get together twice a year to "morally stimulate each other." The Korean alumni association provides a network of support and an opportunity for members to socialize with those who share memories of student life at Stony Brook. The group also raises funds for the university, particularly to support the Korean Studies program.

Most earned graduate degrees here and have gone on to successful careers in academics, business and government. According to No, 35 members "have professorships in prestigious universities and others belong to government sectors, state-run research institutes and the private sector." One alumna, Sun Ho Jung, served in the Korean parliament, and another, Ok Young Yoon, was chief of the Office of Marine and Fishery.

No, who spent from 1980-85 at Stony Brook, is an active member of the association. He received his undergraduate degree at Seoul National University and came to Stony Brook because it was the only doctoral program he could find in political psychology. His dissertation examined how Americans vote in Congressional elections, relating theoretical hypotheses to actual results. Looking back, No says, "I enjoyed life at Stony Brook very much. I loved the faculty members. Dr. Helmut Norpoth was my adviser, and he became the mentor of my life."

Norpoth, who received a visit from No this fall, says, "No has done very well. He came to learn American political science, methodology, how to do statistical research in the political arena, and he succeeded." Stony Brook's program is one of very few in the United States that brings together political science and psychology, according to Norpoth. The department continues to attract many non-American graduate students, notably from South Korea, Taiwan, China, India and Europe.

No has warm feelings about Stony Brook, which he found to be a welcoming environment, despite his initial homesickness and disorientation. During his years in the United States, he became active on campus, helping to set up the Korean Student Organization on the graduate level. His second year on campus, he served as its president.

Since July, 1990, No has been president of a young research and marketing firm in Seoul called Research and Research. He says that the alumni group has "senior members who have done very well in their careers. The junior members like myself look to them as models."

Most of the Korean alumni are male, but their wives are welcome members of the association. Many helped see

their husbands through graduate school and share the Stony Brook memories. No's wife, Jae Eun Park No, is an exception. She earned her Ph.D. in music from Stony Brook in 1986, with a concentration in composition. On the strength of her talent and education, Jae No was commissioned to write music for the 1988 Seoul Olympics. In addition to teaching at several universities in Korea, she hosts a regular radio program introducing contemporary Western music to her listeners. Six other women graduates of Stony Brook are members of the Korean alumni association.

"Unofficial spiritual leader" of the association, according to No, is Stony Brook professor Myung Oh (M.S. '70, Ph.D. '72, Electrical Engineering), former Minister of Communications for the government of South Korea and current chair of the Taejeon Expo '93, a major international exhibition for science, technology and trade.

Last spring President John H. Marburger visited Korea. The alumni arranged for him to meet with Prime Minister Young Hoon Kang, the ministers of education, science and technology, and the presidents of Seoul National University, the Academy of Korean Studies, and other universities as well as leaders in the business community.



Kyu-Hyung No and Helmut Norpoth

## Host Families Help Bridge the Culture Gap

"We meet to create memories. We part to cherish them." That inscription, written by a student from India, is just one of the messages on the "graffiti wall" at the home of Richard and Rhona Goldman in Stony Brook.

The Goldmans, and others like them, have opened their hearts and homes to the students who come to Stony Brook from all over the world. They are participants in the host family program, and they have found that bridging the culture gap brings special rewards.

For instance, Rhona Goldman and her son, Todd, witnessed the marriage of two Chinese students who had met each other in their Stony Brook home. In addition to sharing in the joy of the event, Rhona Goldman made a bouquet for the bride, Xiaomei Tang, and lent her a dress.

Tang met the Goldmans, her host family, when she came to the university to study computer science in 1987. Rhona Goldman is the coordinator for the host family program, which began in 1968. Its purpose, said Goldman, is to help the foreign students "understand American culture and life . . . and have friends." A host family, typically, will invite the foreign student to Sunday dinner, take him or her on an occasional day trip, or share a holiday meal, "whatever they're comfortable doing," Goldman said. It is not a residential program—the students have places to live.

"I like the exchange of ideas with people from different cultures," said Goldman. "Some of the best conversations we've had have been with our foreign students."

The principal purpose of his visit was fundraising, but he also visited Chonnam University, with which Stony Brook has an exchange agreement. The agreement with Chonnam was renewed and "agreements of cooperation" were signed with Yonsei University, Seoul National University and the Academy of Korean Studies.

Stony Brook has about 330 Korean students, including nearly 160 from Korea and the balance, permanent United States residents. Marburger's visit to Seoul, together with the enthusiastic loyalty of the Korean alumni, will keep those numbers growing.

One of the most rewarding experiences is Thanksgiving dinner, she added. "The foreign students can't believe an average American family can have a spread like that," she said. "Many have never even seen a turkey."

In fact, said Carol Trump, another host, one of her family's students told her that in Shanghai, his home, there was only one turkey. "How do you know that?" she asked. "It's in the zoo," he replied.

The Trump family of Port Jefferson has been hosting foreign students for nine years and has had students from as many as 18 different countries around the dinner table at Thanksgiving. Hosting these students, she said, "is very enriching. It makes you look at your own home, your possessions in a completely different way." Hosting foreign students has been beneficial for her two sons, too, Trump said. "They're very comfortable talking with the foreign students, and they've learned a lot. We'll have the students over, then get the atlas out."

This year there are 1,350 foreign students at the university\*, said Lynn King Morris, assistant dean for international programs. The largest number come from China, then Taiwan, India, Korea, Germany and Greece. Eighty percent are graduate students, and many study science and mathematics. Music is also a popular field of study among the foreign students.

The host family program places first-year students, who "miss their families terribly," Morris said. Last year local families hosted 110 students, some taking three or four. The Interfaith Center also participates in the program and recently coordinated a pot luck dinner on campus for the students and their host families. In the spring the campus will host a square dance for all the participants in the program.

And the program, said Chinese student Tang, is wonderful. "I loved it," she said. "You get very lonely. I work very hard for the future. I never go to parties. This is a way to make friends."

Those interested in making friends with a student from another country can call Goldman at 751-7257. There are 150 new foreign students at the university this year, and said Goldman, "We always need more families."

\* Editors' Note: The current number of foreign students at Stony Brook is 1,464. Reprinted with permission from *The Times/Beacon Newspapers*



Chinese students Xiaomei Tang (left) and Ye-Zong Tang recently married in Hauppauge. The couple met at the home of Rhona and Richard Goldman, a host family in Stony Brook.



# STONY BROOK'S DIVERSITY: FACTS AND FIGURES

**T**his year, Stony Brook has more students than ever before. Total student enrollment for the 1990-91 academic year is 17,632—the highest in Stony Brook's history. This figure includes undergraduate and graduate, full-time and part-time, East and West Campus students.

Three hundred of our undergraduates are studying abroad this year. Sixty-three different countries welcome them through the SUNY Study Abroad programs, including Great Britain, France, Italy, Germany, Australia, Japan, Soviet Union, Poland and Peru.

On campus, the university is hosting 1,464 foreign students who come from 87 countries. The largest contingents are from the Peoples Republic of China, Taiwan, Hong Kong, Korea, India, Japan, Germany and Greece. Most of these are graduate students. For the first time, students from Niger and Tibet are studying at Stony Brook.

Forty undergraduate exchange students are currently enrolled, and they come from Germany, France, Poland, Italy, Korea, Brazil and Canada.

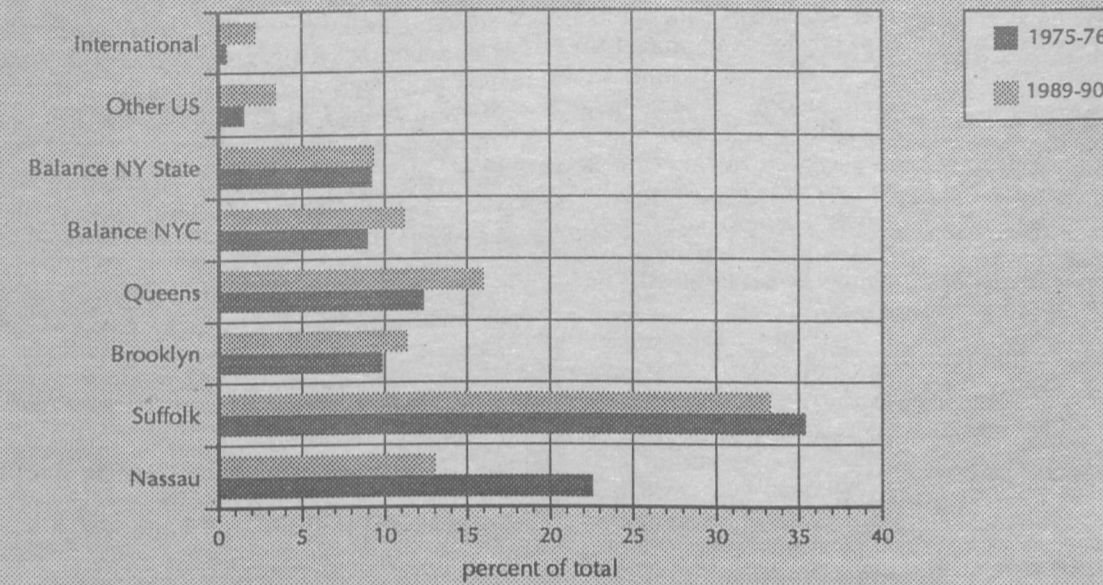
## Country of Family Origin

For United States citizens, the country or countries considered most important in family national origin:

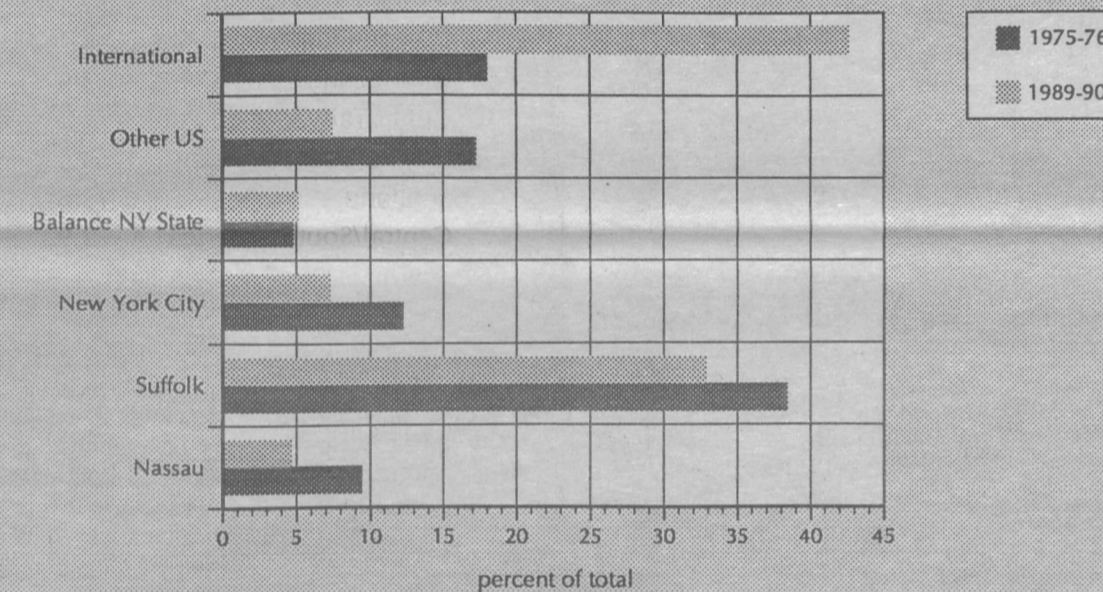
Ireland	31.2 %
Italy	30.0
Germany	25.8
Great Britain	13.5
Poland	9.9
Soviet Union	8.2
France/Belgium	6.0
Scandinavia	5.8
Baltic/Slavic	5.1
Austria/Hungary	5.1
Caribbean	3.9
China/Taiwan/ Singapore/Hong Kong	3.9
Scotland	3.6
Central/South America	2.9
Spain	2.2
Africa	2.2
Israel	2.2
Indonesia	1.9
India	1.9
Asia	1.4
Korea	1.2
Middle East	1.2
Puerto Rico	1.0

Note: Multiple responses from participants cause the total to exceed 100 percent  
Source: Poll of graduating seniors, 1989.

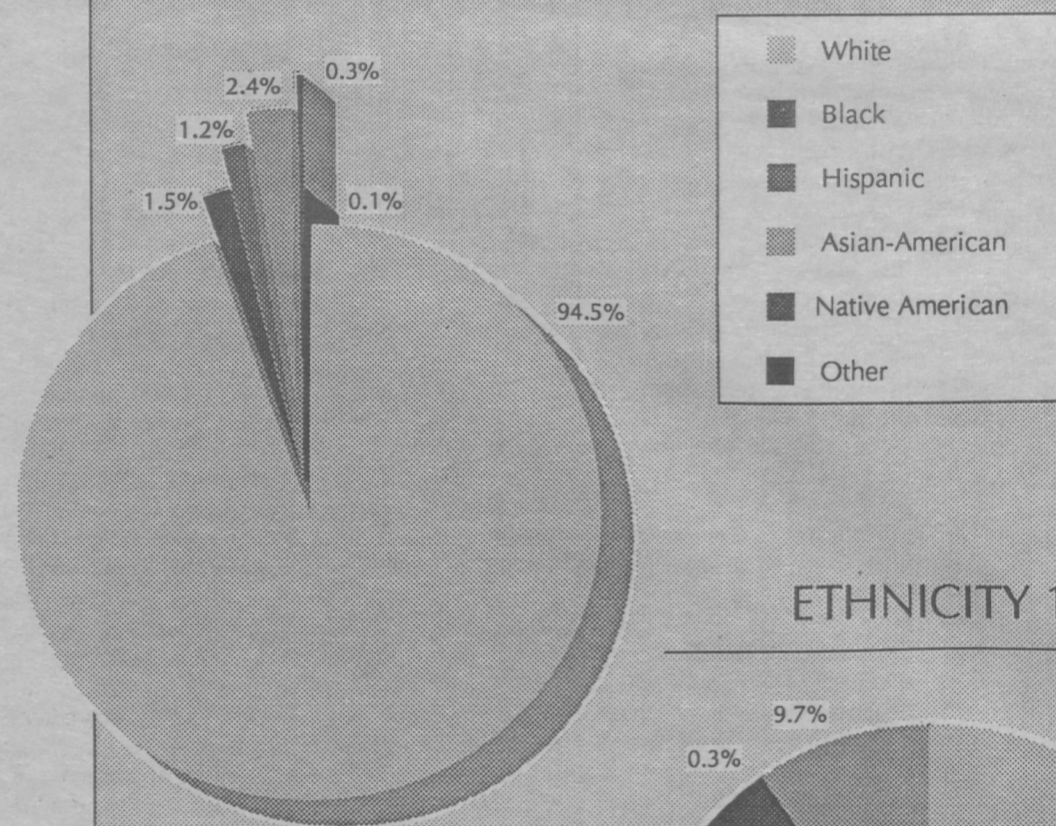
## GEOGRAPHIC ORIGINS OF FULL-TIME FRESHMEN



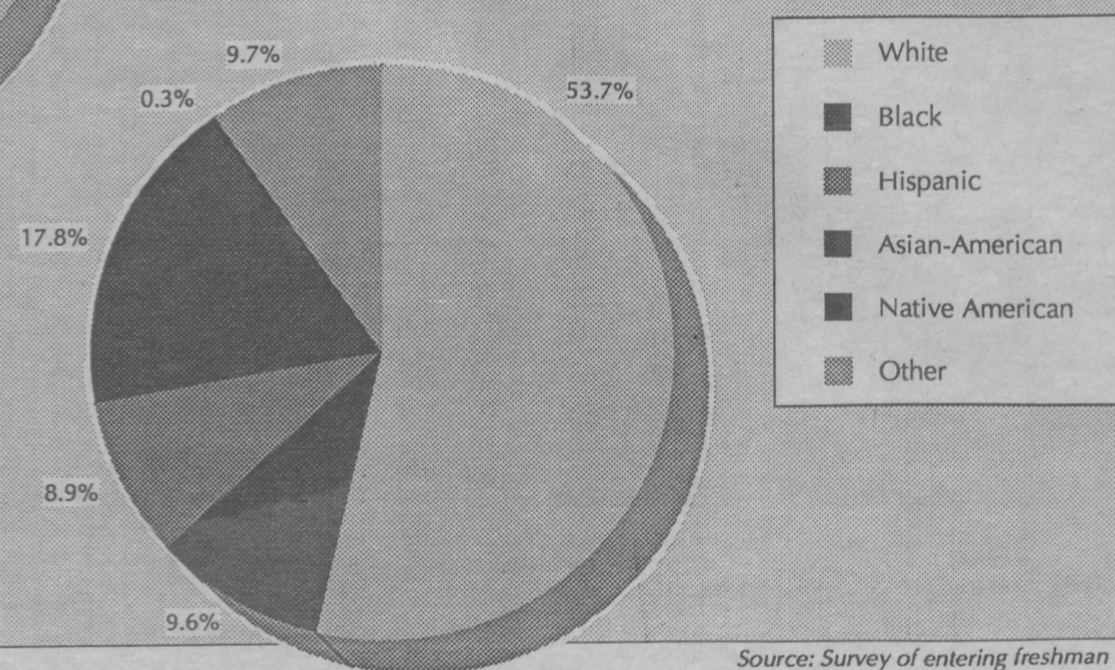
## GEOGRAPHIC ORIGINS OF FULL-TIME GRADUATE STUDENTS



## ETHNICITY 1973-74

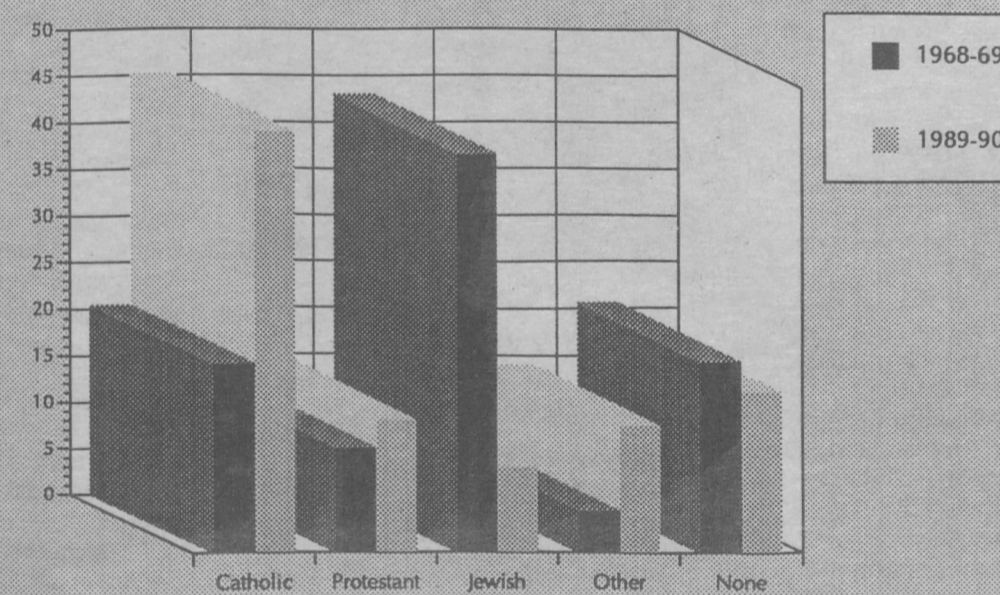


## ETHNICITY 1989-90



Source: Survey of entering freshman class.

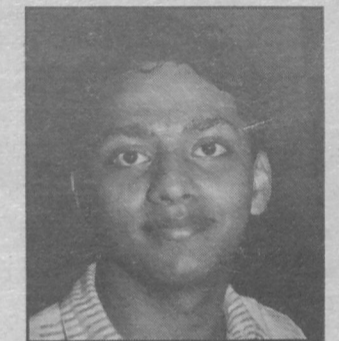
## RELIGIOUS PREFERENCES



Source: Survey of entering freshman class.



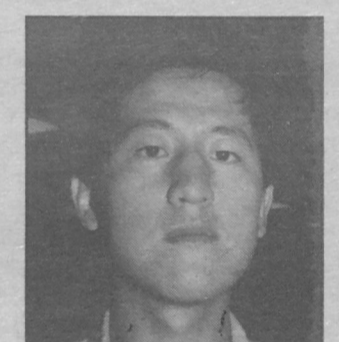
Donna Fletcher, United States



Amish Patez, Malaysia



Christiana Bierman, Germany



Gongyi Shi, China



Seble Gabre-Madhin, Ethiopia



Pia Allienda, Chile

PHOTOS BY MAXINE RICE



continued from page 1

the study of subcultures," says Rhoda Selvin, assistant vice provost for undergraduate studies. Courses that fulfill the requirement, "will come under close scrutiny this semester," Selvin says. "We think this [new requirement] is a direction that will work for us."

In order for a course to be included in this category, it must either explore ethnic, religious, gender or intellectual traditions in America through a multicultural perspective or the relationship of a specific ethnic, religious or gender group to American society as a whole.

"Our hope is that the ethnocentricity of the majority of our students (whether their background is European or non-European) will be confronted," says Vice Provost Ronald Douglas in his report on the curriculum.

### Helping the Faculty

Facing the demands of the new American pluralism requirement, Policano admits, "Few courses are pluralistic in the sense we need them to be. Most are too narrowly focused on one area; too few courses consider the contributions and identities of different cultures in a pluralistic sense. It is important to recognize that the curriculum reflects the strengths of the faculty."

Because there is a tremendous investment in the development of an area of expertise, many faculty members have devoted themselves to intensive study of one region of the world or one culture. This focused study has been very successful in many ways but the university now faces the challenge of developing an understanding of the diverse cultures and traditions that underlie American society. A major goal of the university is to reflect this diversity in the curriculum.

Towards that end, the divisions of humanities and fine arts and social and behavioral sciences are working on a proposal that will enhance the faculty's ability to teach multicultural courses. With Associate Dean Wendy Katkin, Policano and Heelan are applying to the U.S. Department of Education through the Fund for the Improvement of Postsecondary Education.

"We propose a three-week seminar during the summer to allow faculty members to exchange syllabi and readings and conceptual approaches to diversity. Hopefully after this, the faculty members would be able to enrich the courses they teach," explains Policano.

"Faculty members genuinely want to move in this direction," says Joan Moos, associate vice provost for undergraduate studies. "Cultural diversity is not only an ideal but a fact of life on campus. We've all had our scope of understanding change because of it," Moos says.

### An Array of Multicultural Offerings

A glance through the current catalog and course book shows that from Africana Studies through Women's Studies, the undergraduate college already offers a broad array of multicultural courses. Most of the social and behavioral disciplines examine a variety of cultures.

During the 1990 fall semester, for example, the Department of Anthropology is offering courses that study the native peoples of North and South America and the Caribbean as well as cultural studies of Indonesia, the Arabian Gulf and Yemen. The curriculum in each department has something to offer that addresses multi-ethnicity. Many psychology, history, economics and sociology courses approach multicultural issues.

The Africana Studies Program has been successfully growing. This is due mainly to the program's ability to attract students from the campus at large. In 1986-87 there were 27 courses offered in the program and 996 students enrolled. Last year, 1989-90, 30 courses drew 2,067 students. The increase in student enrollment took place without any addition to the faculty of the program, which numbers five full time members plus one adjunct. This has produced large classes: Leslie Owens' course, "Civil Rights

Movement" (fall semester, 1990) has about 300 students; Louis Rivera's "Introduction to the Caribbean Experience" has 180. According to Floris Cash, chair, the Africana Studies Program would like to expand into the black experience in the urban environment and eventually offer a graduate certificate, when the faculty grows to keep pace with student interest.

Enrollments are high in linguistics courses, too. Linguistics not only studies the nature and structure of language but also English as a Second Language (ESL) and American Sign Language. Those studying to teach ESL learn how to use language to help ease the cultural differences across societies. Policano says that the interest in ESL is so high, "We simply cannot handle the demand."

Political science examines the politics of various regions, and Stony Brook recently introduced a new course on the politics of Asia and revised a second. Each course will give students a broader perspective on political systems, Policano notes. "World Politics," "Women and Politics," "Contemporary African Problems" are further courses that address the issue of diversity.

Courses in the arts and humanities explore multicultural themes. Foreign languages, by their very nature, expose students to the cultures of other peoples. Stony Brook's art, music and theatre departments teach courses in both Western and non-Western cultures.

### A Global Approach to Music

Jane Sugarman, new to the Department of Music, is an ethnomusicologist. Her appointment, "signals an important new direction in the department," says Richard Kramer, chair. Sugarman is teaching a course called "Music Cultures of the World" fall semester, and "Music and Gender" in the spring. Another new faculty member, Joseph Auner, is working with Sugarman to develop a course called "Cross-Cultural Music from Stravinsky to World Beat." American pluralism is explicitly addressed in Andrew Buchman's "History of Jazz," and Peter Winkler's "Rock Music" and "American Popular Music."

Barbara Frank, a new member of the Department of Art, specializes in the art of Africa. The department offers courses that focus on Asian, Oceanic, West and East African, Northwestern Native American, and PreColumbian art, as well as European and American art courses.

Farley Richmond, chair of the Department of Theatre Arts, has a strong scholarly commitment to Asian theatre and to the study of theatre both within and beyond the American mainstream. The mission of the Department of Theatre Arts is to produce courses and productions that are multicultural and cross-cultural, according to Richmond.

In the play analysis course, for example, students analyze works by playwrights from African American, Asian American, European American and Latino backgrounds. In the spring semester graduate theory course, students read essays by Japanese theorist Zeami and Indian theorist Bharata, along with those of Aristotle.

### Crossing Disciplines and Cultures

The Department of Comparative Studies is an important center for multicultural learning on campus. Roman De la Campa, chair of the department, calls it "a microcosm of the division," offering language, literature, cultural studies, philosophy and religion. De la Campa says that the faculty—who come from a variety of disciplines—share "a desire to understand multiculturalism. They want to go beyond national and linguistic boundaries to study theoretical problems in a cross-cultural context."

The undergraduate Comparative Studies program includes the classics (Greek and Latin), Judaic Studies, Korean Studies and Religious Studies, as well as multicultural, cross-disciplinary courses designated "Humanities": "Images of Women in Fiction"; "Sin and Sexuality in Literature"; and "Film and Television Studies." Comparative Literature, the graduate division of the department, has three components, says De la Campa. At the center is the traditional comparative European literature program. In addition, students may pursue comparative literature of the Americas, both North and South; and East-West comparative literature, which involves Korean, Chinese and Japanese studies.

The Humanities Institute, under E. Ann Kaplan's direction, encourages intellectual exchange among scholars from the United States and other countries through visiting fellows, lectures and seminars. As a gathering place for scholars of all theoretical persuasions and diverse ethnic backgrounds, the institute promotes an exchange of ideas with a decidedly international perspective.

This year, the Humanities Institute will host several American theorists, including James Clifford, whose work combines sociology, ethnography and history; Joan Wallach Scott, who studies women's history, labor and language; and Houston Baker, director of the Center for Black Literature and Culture. In residence during fall semester is Krzysztof Debnicki of Warsaw University in Poland, whose area of expertise is technology and culture in India. The institute's film series focused on Latin America last year, the Soviet Union this fall, and will turn its attention to Jews in the American Cinema in the spring of 1991.

Gender studies are another cross-departmental, cross-cultural emphasis within the division, says Heelan. The departments of English and Comparative Studies, as well as the Humanities Institute provide opportunities for students to explore aspects of Women's Studies.

### A Diverse Faculty

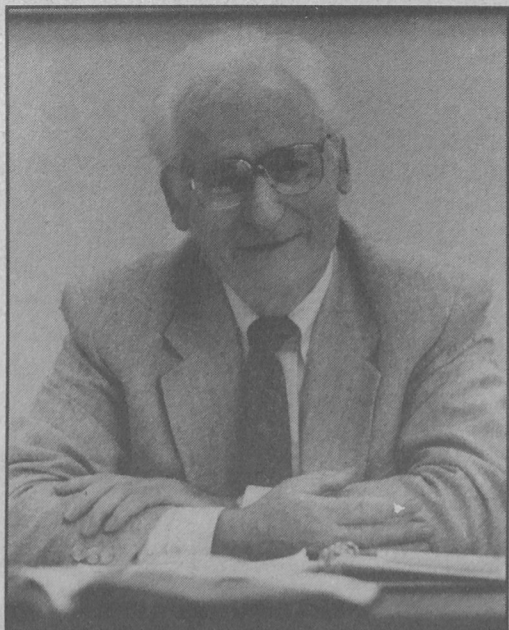
Heelan notes that although the student population is multiethnic, the faculty is "not so multicultural."

The university has a strong commitment to hiring faculty from underrepresented groups. Policano admits that this is often difficult to do because so few minority candidates are available. The solution is a long-term one, he says. "It's our job to induce more students from underrepresented groups to enter graduate school to produce more qualified Ph.D.s." In the meantime, "We are aggressively pursuing the recruitment of underrepresented faculty."

As positions become open, the university is trying to fill them in areas that need bolstering, such as Latino studies, says Associate Provost Ben Walcott. Although Stony Brook doesn't offer a formal program in Latin American studies, new faculty have been hired to expand the offerings in that field. Both Ian Roxborough, for example, who teaches the sociology of Latin America, and Paul Gootenberg, who teaches Latin American history, joined the faculty this year.

Who gains by all this? Everyone. Faculty, students and staff. The entire spirit of the university is infused with what Moos calls, "the excitement which genuine diversity brings

to campus." De la Campa calls it, "the globalization of the university," and he says it is "an unstoppable force. It is a reflection of a borderless economy, a borderless environment," in the world we share.



Patrick Heelan

*"America is no longer a melting pot. We need to acknowledge that the contribution of other cultures has a positive value."*



Roman De la Campa

*"The globalization of the university is an unstoppable force."*

# Quilt Makers Busy as a (Sewing) Bee

Joan Bowen is in stitches. So are Marcia Wiener, Floris Cash, Barbara Harris and close to a dozen others.

But it's no laughing matter that's brought this diverse group of university staff, faculty and students together.

It's a quilt. A Stony Brook quilt. And it's taking shape fast.

"All parts of it had to be ready by Thanksgiving," says Bowen, a Central Stores clerk, as she carefully stitches around the edge of a cloth helicopter hovering above the Health Sciences Center/University Hospital logo she reproduced on her 12 x 12-inch muslin square. Like the others, she joined the quilt project in response to a flyer sent out last spring by Wiener, director of the Union Crafts Center, where the quilt makers were meeting one recent lunch hour.

"I thought it would be nice to have a Stony Brook quilt to complement the quilts that will be on display at the Union Art Gallery in February to mark Black History Month," Wiener explained. "Up until recently, we met here each week from noon to 1:00 p.m. to learn, talk and sew. Now that we're getting close to completing the first stage, we get together every other week, working on our squares at home."

The Stony Brook quilt, three feet by four feet when complete, will feature 12 designs ranging from the recycling symbol to the university's new monogram. The quilt will be joined and bordered by machine, using red sashing to set off the cream-colored squares that carry the designs of departments, divisions and organizations within the university community. The batting and red backing will also be machine-stitched.

The quilters, few of whom had previous sewing experience, are being guided by Lois Hartzell and Peggy Fowler, members of the Smithtown Stitchers, a group of sewing enthusiasts.

"I'm a weaver, not a sewer," says Wiener, who like her fellow quilt makers, has become intrigued with the intricate applique stitches they've learned in order to complete their individual squares.

Once the squares, inner layer and backing are joined, the group will reassemble to begin quilting the entire work, a job that is expected to take several months more. The assembled but unquilted version is what the public will see when the group's work goes on display in February.

"When it's completely finished, we hope to take it around the university so it can be

seen by different people," Wiener says.

In addition to Wiener and Bowen, the quilt makers include Rita Burke, administrative aide in the Office of Research Services; Floris Cash, chair of the Africana Studies Program; Dorothea Clarke, grant administrator in Research Services; student Dorothy Dinnigan; Barbara Harris, associate for sponsored research in the Office of Research Services; Barbara Hollins, data entry machine operator in Central Receiving; Joan Kuchner, social sciences lecturer; Linda Levy, information processing specialist in the Office of Human Resources; and Lee Peters, senior stenographer in the Department of Comparative Literature.



Stony Brook quiltmakers Joan Bowen (left) and Marcia Wiener (center) get some advice from Peggy Fowler, one of the two members of the Smithtown Stitchers who have been helping the group in the project.

## Harriman Professors Play Key Role in Hungarian Economic Transition

As massive social, political and economic changes sweep across Eastern Bloc countries, two professors at Stony Brook's W. Averell Harriman School for Management and Policy are helping to make a difference. Last spring, professors Glenn Yago of the school's Economic Research Bureau and Manuel London, director of the Center for Labor/Management Studies along with Jeff Tanenbaum, staff associate at the Economic Research Bureau, traveled to Budapest to begin the first of four SUNY projects designed to help Hungary convert its state-owned economy into a competitive free-market system.

The SUNY project, which also involved faculty members from Albany, was initiated at the request of the U.S. ambassador to Hungary, who was seeking a team of experts to help the country in the privatization of government-owned industries.

"There are 2,000 companies that need to change ownership," says Yago, who organized the first part of SUNY's endeavor, which was funded by the Andrew W. Mellon Foundation of New York. Yago, a well-known expert in corporate restructuring, began with a one-day training session attended by members of Hungary's State Property Agency (SPA), the newly-created agency responsible for divesting government-owned enterprises. During the session, Yago covered the restructuring basics: how to estimate the value of a company, how to effect ownership change, how to go about the competitive business process and more. As part of his assistance, Yago offered to develop a data base to guide SPA on its way.

Following the training session, Yago, along with London and some two dozen top-ranking American professors and business people, began three

days of conferences. Held before 200 Hungarian officials at the Budapest University of Economic Sciences (formerly Karl Marx University) the conference covered all major aspects of privatization, including the human resource needs of the country.

"Until now, people in Eastern European countries have had close to full employment, and everybody was fully utilized," says London, who participated in the restructuring of AT&T before coming to Stony Brook. "If we don't provide gainful employment and fulfilling jobs for people, the country faces a potential for alienation." Among the issues London discussed were redeployment, the kinds of retraining needed in the country's new competitive economy and what the new educational needs of a more westernized society might be. "Hungary's most important asset is its people, who are

highly literate and well-skilled," says Yago.

In the meantime, according to Yago and London, changes in Hungary will be slow in coming. Yago sees the task of capitalization taking from five to ten years.

According to London, "the whole idea

of democracy is to increase the standard of living of the population. As a result of privatization, there will be substantial layoffs. Hungary has got to pay attention to these human resource needs or the country will face a major problem."

## Multicultural Events Highlighted at the Staller Center

The Staller Center for the Arts is the premier cultural center on Long Island. Concerts, ballets, plays, art exhibitions, lectures and special events bring the culture of the world to campus.

The main season events at the Staller Center, running September through May, feature a wide variety of professional performances that are rich in cultural diversity.

Three major orchestras are set to visit the university during the 1990-91 year: the Shanghai Symphony Orchestra of China, the Gewandhaus Bach Orchestra of Leipzig, Germany, and the American Philharmonia Baroque Orchestra. The Shanghai Symphony's program, on Oct. 20, included Chen Gang's concerto for erhu (Chinese violin), "The Butterfly Lovers."

The Staller Center's drama series includes a play by South Africa's Athol Fugard, "Master Harold" . . . and the boys, as well as two American adaptations of British classics: Shakespeare's *Two Gentlemen of Verona* and Gilbert and Sullivan's *The Mikado*.

The 1990-91 season inaugurated a new series, called "Varieties," which will bring musicians and dancers from Africa in a performance of Africa Oye! as well as the Hubei Song and Dance Ensemble of China.

Other offerings of music and dance span the centuries from medieval to contemporary, and represent cultures from the Old World and the New.

Every summer the International Theatre Festival brings to the stage of the Staller Center productions from around the world. Last year's offerings included a French circus, Chinese acrobats, a Czech drama and an American-South African musical, among others.

The Distinguished Lecture Series, co-sponsored by the Office of the Provost and *Newsday*, invites guests to the Staller Center to address the university community on timely—and timeless—topics. This year's speakers include the Dalai Lama of Tibet; the Rev. George E. Tinker, a Native American theologian; Asian-American writer Maxine Hong Kingston; Maki Mandela, daughter of South African political activist Nelson Mandela; and anthropologist Helen Fisher.

The Staller Center is also home to the performances of the academic departments of theatre and music.

The Department of Music's concerts, choral and instrumental, incorporate works from all over Europe and the United States. Formal concerts and informal recitals provide university students and the community at large with a rich variety of performances from which to choose.

Students and faculty in the Department of Theatre Arts mount six full-scale productions during the academic year. The 1990-91 season will include French, African and Canadian plays, as well as American. Past years have seen productions of Greek, Indian, Spanish, British, African American and Japanese plays.



Glenn Yago (left) and Reynold Bloom, SUNY associate provost for international programs, talk in front of a statue of Karl Marx at the Budapest University of Economic Sciences.

# Lady Patriots Capture Second in NCAA Tournament

By Bob Orlando

In their first appearance in the NCAA Division III East Region Tournament, the Stony Brook women's volleyball team finished second after falling to Juniata College three matches to one in the tournament final. The Lady Patriots finished their most successful season ever with 39 victories—a school record—and 8 losses, and first place finishes at the New York State Women's Collegiate Athletic Association Championships, the Hunter Invitational, the Binghamton Invitational, and the Stony Brook Invitational.

"If our team could come together early in the season, I knew we would have one of our finest ever," said head coach Teri Tiso, whose team also had a 23-game winning streak in mid-season. "However, I didn't realize we would be this good."

In their first NCAA tournament game, Stony Brook defeated SUNY College at Brockport 11-15, 15-9, 18-16 and 15-6 in the semi-finals. "We had the jitters in the first game," said co-captain Meghan Dowd. "We've never been in the NCAA tournament before, but we pulled it together and we came out with a big win against Brockport."

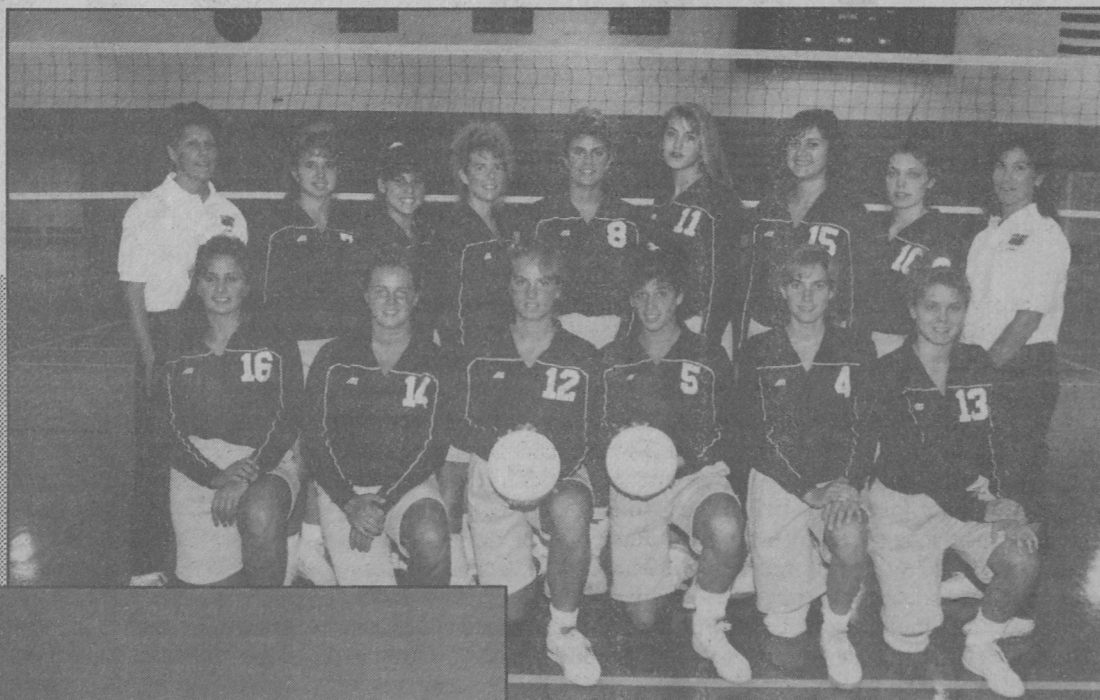
After losing the opening game, Stony Brook settled down to win the next three. In the pivotal third game, each team exchanged side outs several times in an emotionally draining game. Stasia Nikas blocked a Brockport attempt-to-kill with the score 15-16 and recorded a point to tie the score. Jill Pessoni served the final two points of the game for the victory. "I knew we wouldn't lose that game," said Dowd.

The fourth game was a little easier for the Lady Patriots as Dowd served five consecutive points to widen a 6-5 margin to 11-5, a lead Brockport would not overcome, and give Stony Brook its first NCAA tournament win.

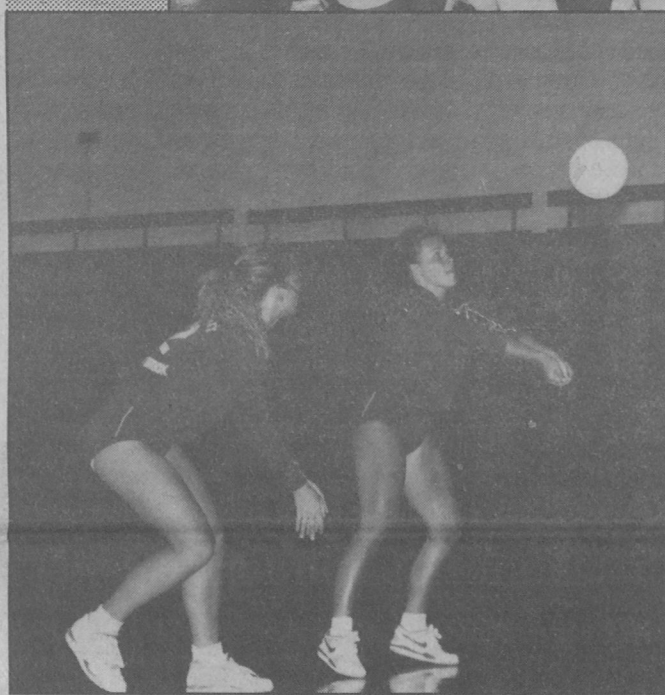
In the finals, Stony Brook fell to Juniata College 9-15, 8-15, 15-11 and 12-15. This was Juniata College's 10th appearance in the tournament.

Earlier in the season, the Lady Patriots won the New York State Women's Collegiate Athletic Association Championships

*Bob Orlando is a graduate assistant in the Office of Sports Information.*



The 1990 Stony Brook women's volleyball team.



Meghan Dowd (left) and Claudine Tomaiko

Nov. 3-4. The team defeated Rochester 2-0 in the quarterfinals, SUNY College at Cortland 2-0 in the semifinals, and Rochester Institute of Technology 2-0 in the finals for the championship.

The victory over Cortland was the first time Stony Brook beat the team from Upstate New York. "Cortland beat us early in

the season when we were hurt," said Nikas. "This time they took us lightly and we took advantage of it."

"The Cortland match was physically challenging for me," said Dowd. "I gave everything I had into winning that game. We operated on nervous energy and sheer desire."

Throughout the successful season, the Lady Patriots overcame adversity and injuries. Claudine Tomaiko suffered a knee injury that required surgery early in the season. Fortunately for the team, they had depth at the off setter position in Jill Pessoni. "Jill had a tough time the first day," said Tiso, "but by the second day, she fit in very well."

There were several turning points in the season, but the most notable was the loss to

Fordham University early on. It was from here that the team won 23 consecutive games. "The loss to Fordham was our turning point," said Tiso. "We know we could have won the match. We didn't like losing and we decided to do something about it."

Among many surprises this season were the improvement of Nikas and the emergence of setter Melissa Axelrod. Nikas ranked second on the team this season in kills with 326, and second in digs with 191. "Stasia is an excellent athlete," said Tiso. "She has become one of our leaders." Axelrod recorded 725 assists for the season. "Melissa possesses a great desire to succeed and to win," said Tiso.

Stony Brook's success did not come overnight, but was the result of team effort and hard work. "I was tough on them early in the season," said Tiso. "I never let up. They responded well to the conditioning and training goals we set. They worked hard to reach the next level. I am proud of this team," she added. "We went further than I expected. Now, we know what it takes to win. Next year, we will be right back."

## One Tie, One Loss: Women's Soccer Takes on Florida International

Stony Brook's NCAA Division I women's soccer team traveled to Florida Oct. 4-7 for games against Florida International and Barry University and turned in a pair of respectable performances.

Even though the Lady Patriots did not win either game, the team returned from the trip satisfied with their play. Stony Brook tied Florida International 0-0 after a hard fought game and lost to Barry, 2-1.

"Our tie with Florida International was good considering we just made a long trip," said Stony Brook head coach Sue Ryan. "I thought we played especially well against Barry and I was pleased with our performance. It's a boost for team morale to be able to spend a weekend playing in Florida. It brought our team closer together."

In the first match of the trip, the team took on Florida International the evening of Oct. 5. Stony Brook started tentatively, as the team was out shot 9-2 in the first half. The strong play of sweeper Michele Turchiano and goalkeeper Lana Peterson kept the game scoreless.

As the game progressed, Stony Brook's intensity increased, and the team created a number of scoring opportunities in the second half. However at the end of regulation play, the game remained scoreless.

In each of the two 15-minute overtime periods, several dangerous situations occurred inside each team's penalty

box. Florida International held a 3-1 shot advantage at the conclusion of overtime, but Peterson's 17 saves and strong game resulted in a tie game.

"That was a good game for us because Florida International had many good shots," said Peterson. "[Florida International player] Gwynn Caldwell had several good shots from outside the box. They were just as hard as if taken from the six yard line."

On Sunday, Stony Brook faced defending NCAA Division II national champion Barry University. Barry opened the scoring at 27:50 as senior sweeper Kyllene Carter penetrated the Stony Brook defense. Carter beat a defender and unleashed a shot in the upper left corner of the net.

The Lady Patriots quickly responded and tied the game less than four minutes later on a play set up by Colleen McGowan. As Barry's goalkeeper came out to play inside the 18-yard line, McGowan raced forward to pressure her. The keeper misplayed the ball and forward Debbie Persche was in position to put a shot on goal. Barry's goalie blocked the shot, but sophomore Michele Barry followed the play and kicked in the rebound to tie the score at 1-1.

Barry took the lead four minutes into the second half as



Michele Turchiano

Heather Jaeger converted a long pass from Brandy Evans to make the score 2-1. Despite being out shot 11-1 in the second half, the Lady Patriots did not yield another goal and the game ended 2-1. Barry improved its record to 9-2 with the victory.

# FORTNIGHT

COMING EVENTS AT THE UNIVERSITY AT STONY BROOK • DECEMBER 1- 21, 1990

## Staller Chamber Series Features Soprano Dawn Upshaw

Opera star Dawn Upshaw will perform music ranging from Renaissance to contemporary at the Staller Center for the Arts on Saturday, Dec. 15, at 8:00 p.m. Her performance is part of the Staller Center Chamber Music Series.

On the program will be *The Blessed Virgin's Expostulation*, by Henry Purcell, and *Simple Daylight*, a six-part song cycle by John Harbison composed in 1988. *Drei Lieder der Ophelia* by Strauss, *Ariettes Oubliees* by Debussy, and songs by Schumann and Rachmaninoff complete the program.

Upshaw will be accompanied by pianist Gilbert Kalish, Stony Brook professor of music. Kalish is head of Chamber Music and Keyboard Activities at the Berkshire Music Center at Tanglewood, where he also serves a chair of the faculty. His discography of some 80 recordings includes literature for solo piano, songs and lieder as well as chamber works.

Upshaw gave her New York debut recital in 1985. Her first major role at the Metropolitan Opera, Adina in Donizetti's *L'Elisir d'Amore* followed in 1988. She was immediately accepted as a major solo artist with

the company. She has performed with the Kronos Quartet (a Staller Center sell-out last season), the Arditti Quartet of London (coming to the Staller Center April 6, 1991), the Berlin Philharmonic, the Concentus Musicus of Vienna, and at major opera houses around the world.

This past summer, Upshaw sang at the festivals of Ravinia, Tanglewood, Blossom and the Mann Music Center. Upcoming in 1991 will be her debut at the Salzburg Easter Festival and the Vienna State Opera. She has recorded with Deutsche Grammophon, EMI, Teldec, and others. Her Nonesuch recording of music by Barber, Menotti, Stravinsky and John Harbison's *Mirabai Songs*, with David Zinman and the Baltimore Symphony won a Grammy Award in February, 1990.

The next concert in the Chamber Music Series will be the Tchaikovsky Chamber Orchestra, under the direction of Lazar Gosman, on Saturday, Jan. 26.

Tickets for the concert are \$17.50, half price for Stony Brook students, and may be purchased from the Staller Center Box Office. Call 632-7230.



Dawn Upshaw

JACK MITCHELL

## Mozart's Requiem — A Musical Tribute



The Stony Brook Chorale, Camerata Singers and Stony Brook Symphony Orchestra will join together to present Mozart's *Requiem* on Saturday, Dec. 8, at 8:00 p.m. in the Staller Center for the Arts.

The *Requiem* in D Minor, Mozart's final work, will be conducted by Timothy Mount,

director of choral music. The choral ensembles are composed of graduate and undergraduate music students and community members. The Stony Brook Symphony Orchestra, directed by Bradley Lubman, is made up of graduate music students.

Mount chose to put the *Requiem* on this year's program because 1991 marks the 200th anniversary of Mozart's death. Mozart was writing the work during his last illness and died before all the details were completed. The stage play and film, *Amadeus*, dramatizes the events surrounding the composition of this masterwork. The concert will open with Mozart's Piano Concerto no. 23 in A major, Bradley Lubman, conducting, and Tina Togli, pianist.

Tickets are \$7; \$5 for Stony Brook students and senior citizens. To purchase tickets, call the Staller Center Box Office at 632-7230.

## Sing-Along With the Wind Ensemble

Come and share the holiday spirit when the Stony Brook Wind Ensemble holds its pre-Christmas concert, Wednesday, Dec. 5, at 8:00 p.m. in the Staller Center for the Arts.

For part of the program, conductor Jack Kreiselman will invite the audience to participate in a holiday sing-along. Also on the program are performances of Handel's *Care Selva*, Bach-Gounod's *Ave Maria*, and music from Richard Rodgers'

*Oklahoma*. Soloist for the *Ave Maria* will be soprano Florence Hechtel.

Another make-your-own-music opportunity will come on Sunday, Dec. 9, at 3:00 p.m., when the University Orchestra and vocal soloists invite the community to join them for the annual *Messiah* sing-along. Scores may be purchased at the door.

Both these concerts are free and open to the public. For information, call the Department of Music at 632-7330.

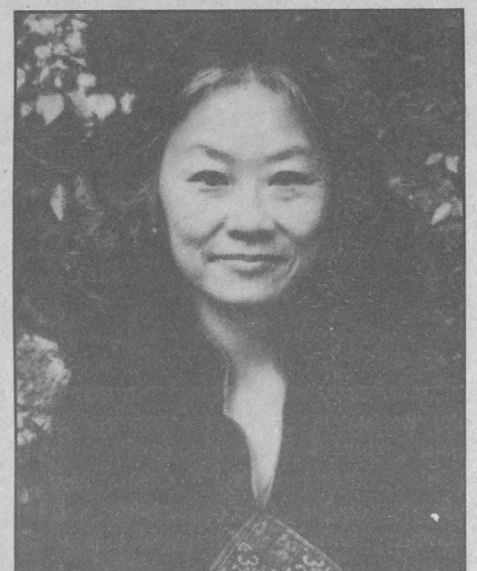
## Author Maxine Hong Kingston Shares Traditional Chinese Talk-Story

Maxine Hong Kingston, author of *Tripmaster Monkey—His Fake Book*, *The Woman Warrior* and *China Men*, will speak at Stony Brook on Monday, Dec. 10, at 8:00 p.m. in the Staller Center for the Arts. Her performance, which will be in the style of the traditional Chinese "talk-story," is part of the Distinguished Lecture Series, co-sponsored by the Office of the Provost and *Newsday*.

Hong Kingston, a Chinese American, was born and educated in California. She was named the Asian/Pacific Women's Network Woman of the Year in 1981. She won the National Book Critics Circle Award in 1977 for *The Woman Warrior*, and the National Book Award in 1981 for *China Men*, both works of nonfiction. *Tripmaster Monkey*, her first work of fiction, was published in 1989 and received enthusiastic reviews.

Hong Kingston has taught at high schools and universities, and presented workshops, lectures and readings on campuses across the United States, China, Australia, Southeast Asia and Great Britain.

The "talk-story," according to Hong Kingston, is a "tradition that goes back to prewriting times in China, where people verbally pass on history and mythology and genealogy and how-to stories and bedtime stories and legends. They pass them down through the generations, and it keeps the



Maxine Hong Kingston

community together." Hong Kingston uses the talk-story style in her writing and maintains that the tradition is very much alive today in Chinese American society.

The next lecturer in the Distinguished Lecture Series will be Maki Mandela, eldest daughter of Nelson Mandela, who will speak on "Change in South Africa" on Tuesday, Feb. 5 at 8:00 p.m.

All lectures in the series are free and open to the public. For information, call the Office of the Provost at 632-7000.

# CALENDAR

## SATURDAY

DECEMBER 1

**Men's and Women's Indoor Track Teams** host the Stony Brook Classic. 9:00 a.m., Indoor Sports Complex.

**Women's Swimming** hosts the Defender's Cup. Opponents include Southern Connecticut State University, Queens College, SUNY College at New Paltz, SUNY at Albany. 11:00 a.m., Indoor Sports Complex East Wing.

**Staller Center Chamber Music Series, Waverly Consort, *The Christmas Story*.** A fully staged and costumed production with eight singers and five instrumentalists playing beautiful reproductions of medieval instruments. *The Los Angeles Times* says "this is the way to begin the Christmas season." \$17.50; student tickets half price. 8:00 p.m., Main Stage, Staller Center for the Arts. Call 632-7230.

**COCA Film, Spike Lee's *Mo' Better Blues*.** \$1.50, \$1 with Stony Brook ID. 7:00 and 9:30 p.m. and midnight, 100 Javits Lecture Center. Through Sunday.

## SUNDAY

DECEMBER 2

**Interfaith Center Bilingual Spanish/English Liturgy.** 10:30 a.m., Peace Studies Center, Old Chemistry. Call 632-6562.

## MONDAY

DECEMBER 3

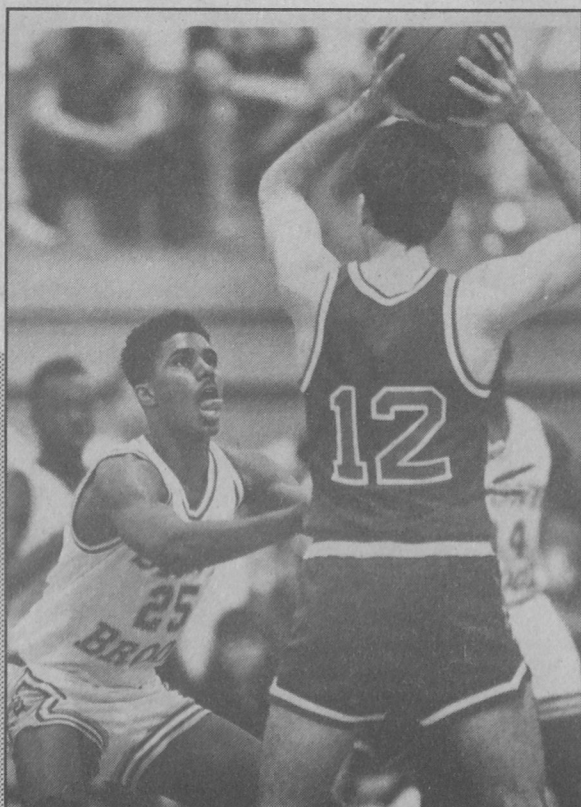
**FSA Flea Market.** Bargains Galore! 8:30 a.m.-4:00 p.m., SB Union Bi-level. Every Monday and Thursday.

**Physical Chemistry Seminar, "Neutron Diffraction on Liquids,"** John Enderby, University of Bristol. Noon, 412 Chemistry.

**Humanities Institute Visiting Lecturer Series, "Beautiful 'Science' and Cultural Relativism,"** Michael Holquist, Yale University. 4:30 p.m., E-4340 Melville Library. Call 632-7765.

**Humanities Institute Film Series, Soviet Cinema, *Mirror*.** Cosponsored by the Humanities Institute, the Greater Port Jefferson Arts Council, the Port Jefferson Village Cinema and Theatre Three. \$3. 8:00 p.m., Theatre Three, 412 Main Street, Port Jefferson. Call 632-7765.

**The Stony Brook men's basketball team takes on Lehman College Thursday, Dec. 13 and Staten Island Dec. 15. Both games begin at 7:00 p.m. at the Indoor Sports Complex.**



BOB O'ROURK

## TUESDAY

DECEMBER 4

**Faculty/Staff Winter Blood Drive.** 8:30 a.m.-1:30 p.m. Location to be announced. Call 632-6303 for an appointment.

**Union Crafts Center Holiday Fest.** A three-day festival welcomes shoppers to choose holiday gifts made by area artists and craftspeople. Featured items include ceramics, clothing, jewelry, stained glass and holiday food. Free balloons. 10:00 a.m.-5:00 p.m. SB Union Fireside Lounge. Call 632-6822. Through Thursday.

**New Graduate Apartments Ribbon Cutting Ceremony.** Adjacent to Kelly Quad. 4:00 p.m. Call 632-6320.

**Bloorganic Literature Meeting, "Quantitative Structure-Activity Relationships (QSAR): Design and Analysis,"** Scott Sieburth, professor of chemistry. 7:30-9:30 p.m., 603 Chemistry. Call 632-7880.

**Contemporary Chamber Players.** Program includes Moe's *Riprap*; Wuorinen's *New York Notes*; Wolpe's *Piece for Trumpet and Seven Instruments*; and Crumb's *An Idyll for the Misbegotten*. Free. 8:00 p.m., Recital Hall, Staller Center for the Arts. Call 632-7230.

## WEDNESDAY

DECEMBER 5

**Union Crafts Center Holiday Fest.** 10:00 a.m.-5:00 p.m., SB Union Fireside Lounge.

**Wednesday Noontime Recital.** Works by Ravel, Schubert, Liszt and Rachmaninoff performed by students in the Department of Music. Free. Noon, Recital Hall, Staller Center for the Arts. Call 632-7330.

**Campus N.O.W. Meeting,** general business. Noon, S-216 Ward Melville Social and Behavioral Sciences Building. Call 632-8066.

**Physics Colloquium, "Spin Structure of the Nucleon,"** Xiangdon Ji, Massachusetts Institute of Technology. Refreshments served at 3:45 p.m., lecture begins at 4:15 p.m., 137 Harriman Hall. Call 632-8110.

**Humanities Institute Researching the Researcher Seminar Series, "On Methodology,"** George Miller, Princeton University. 7:00 p.m., E-4340 Melville Library. Call 632-7765.



### Staller Center Chamber Music Series

presents the Waverly Consort,

Saturday, Dec. 1

*The Los Angeles Times* says,

"this is the way to begin the Christmas season."

Tickets are \$17.50; student tickets are half price.

The performance begins at 8:00 p.m. on the Main Stage of the Staller Center for the Arts.

**Interfaith Center Diversity of Religions Discussion, "Views of Sins and Punishment."** Focuses on different religious perspectives. 7:30 p.m., SB Union. Call 632-6565.

**University Wind Ensemble Christmas Concert.** Jack Kreiselman, conductor. Program includes Handel's *Care selva*; Bach-Gounod's *Ave Maria* with Florence Hechtel, soprano soloist; Rodgers' *Oklahoma*; and a Christmas sing-along with audience participation. Free. 8:00 p.m., Main Stage, Staller Center for the Arts. Call 632-7230.

**Graduate Student Chamber Music Winter Series.** Graduate ensembles to be featured include the Brahms Clarinet Quintet, the Mozart Horn Quintet and the Beethoven Piano Trio. Works by Brahms, Schubert, Mozart, Messian and others. Free. 8:00 p.m. Recital Hall, Staller Center for the Arts. Call 632-7330.

## THURSDAY

DECEMBER 6

**School of Continuing Education Trade and Technical Seminar, "Desktop Publishing Workshop: Design and Layout Using Page-Maker."** Hands-on instruction to design and layout desktop publications. \$395, Stony Brook faculty and staff receive a 10 percent discount. 9:00 a.m.-4:30 p.m., Ward Melville Social and Behavioral Sciences. Call 632-7071. Through Friday.

**Union Crafts Center Holiday Fest.** 10:00 a.m.-5:00 p.m., SB Union Fireside Lounge.

**Distinguished Corporate Scientist Lecture Series, "Biochemistry of Hypocholesterolemic Agents,"** Al Alberts, Merck, Sharp & Dohme Research Laboratories. Sponsored by the Center for Biotechnology. Noon, Lecture Hall 6, Level 3, Health Science Center. Call 632-8521.

**Physical Chemistry Seminar, "Insights Into Casien Micelle Structure Through SAXS, Spectroscopy and 3-D Molecular Modeling,"** Harold Farrell, Eastern Regional Research Center. Noon, 412 Chemistry. Call 632-7880.

**Humanities Institute Interdisciplinary Feminist Studies Colloquium, "Rereading Freud on Female Psychology,"** Elisabeth Young-Buehl, Wesleyan University. 4:00 p.m., E-4340 Melville Library. Call 632-7765.

**Hillel Foundation Chanukah Dinner Celebration.** Comedienne Ellen Orchid will be featured. Advance tickets available at 165 Humanities. Dinner 5:00-7:00 p.m., comedy show begins at 7:00 p.m., Roth Quad Cafeteria. Call 632-6565.

**Association for Women in Science Lecture, "The Colorful, Flavorful World of Particle Physics,"** Vera Kistiakowsky, Massachusetts Institute of Technology. 7:30 p.m., S-240 Math Tower. Call 282-2139.

**Department of Theatre Arts Production, *Anowa*.** African folktale with regional music by Ama Ata Aidoo. Directed by Loyce Arthur, assistant professor of theatre arts. \$8; \$6 USB students and senior citizens. 8:00 p.m., 2:00 p.m. matinee Sunday, Theatre II, Staller Center for the Arts. Through Dec. 9, and Dec. 13-16. Call 632-7300.

## FRIDAY

DECEMBER 7

**Intersession Housing Applications Due.** Call the Division of Campus Residences, 632-6750.

**School of Social Welfare Continuing Education Program, "Aging in America."** Includes the latest research findings as well as the newest service delivery methods. \$45. 9:30 a.m.-3:30 p.m., location to be announced. Call 444-3161.

**Physiology and Biophysics Seminar, "The Iodide Carrier of the Thyroid Gland,"** Nancy Carrasco, Albert Einstein College of Medicine. 4:00 p.m., Room 140, Level T-5, Basic Health Sciences Tower. Call 444-2287.

**COCA Film, *Flatliners*.** \$1.50, \$1 with Stony Brook ID. 7:00 and 9:30 p.m. and midnight, 100 Javits Lecture Center. Through Sunday.

**Astronomy Open Nights, "The Birth of the Stars Like the Sun,"** Michal Simon, professor of earth and space sciences. Lecture will be followed by viewing through university telescope, weather permitting. 8:00 p.m., 001 Earth and Space Sciences. Call 632-0710.

## SATURDAY

DECEMBER 8

**Museum of Long Island Natural Sciences Saturday Family Series, "Using Nature's Gifts Craft Education."** A program for children (accompanied by a parent) to learn how Colonial Americans used natural materials. Preregistration required. \$11 members, \$13 nonmembers. 10:00-11:30 a.m., Earth and Space Sciences. Call 632-8230.

### Classes Resume

**Monday,  
January 28  
for the  
Spring Semester**

**Men's Swimming vs. Marist.** 1:00 p.m., Indoor Sports Complex East Wing.

**Stony Brook Symphony Orchestra.** Program opens with Mozart's *Piano Concerto #23 in A Major*, Bradley Lubman, conductor and Tina Toglia, pianist. Also featured are the Camerata Singers and the Stony Brook Chorale singing Mozart's *Requiem*, Timothy Mount conducting \$7; \$5 USB students and senior citizens. 8:00 p.m., Main Stage, Staller Center for the Arts. Call 632-7230.

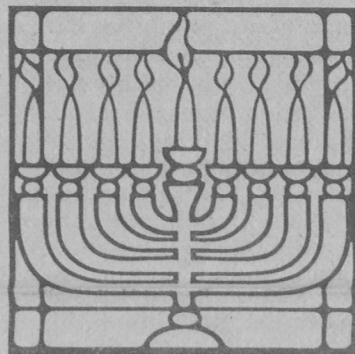
**SUNDAY  
DECEMBER 9**

**Squash vs. Franklin and Marshall.** 2:00 p.m., Indoor Sports Complex.

**Department of Music Annual Messiah Sing-Along.** Choral music lovers are invited to participate in this annual sing-along. Featuring soloists and the University Orchestra. Donations accepted. 3:00 p.m., Recital Hall, Staller Center for the Arts. Call 632-7230.

**MONDAY  
DECEMBER 10**

**University Hospital Auxiliary Clothing Drive.** Winter and fall clothing, toys and small household items are needed for the auxiliary's Nearly New Boutique. No shoes, huge items or books please. 8:00 a.m.-3:00 p.m. Room 155, Level 3, Health Sciences Center. Call 444-2699.



**HILLEL FOUNDATION  
Chanukah Menorah Lighting**  
Held each evening, Dec. 11-18,  
at the Stony Brook Union.  
For information, call 632-6565.

**Hillel Foundation Chanukah Celebration.** Refreshments will be served. 4:30 p.m., 159 Humanities. Call 632-6565.

**Langmuir Living Learning Center Lecture,** "Women, Sex and the Catholic Church," Helen LeMay, professor of history, and Sr. Margaret Ann Landry, Catholic Campus Ministry chaplain. 7:00 p.m., Langmuir College Lounge. Call 632-6562.

**University Distinguished Lecture Series,** Maxine Hong Kingston, author of *The Woman Warrior*, *The China Men*, *Tripmaster Monkey-His Fake Book* and other works of fiction and nonfiction, presents an evening of storytelling in the traditional Chinese "talk-story" style. Sponsored by the Office of the Provost and *Newsday*. 8:00 p.m., Main Stage, Staller Center for the Arts. Call 632-7000.

**The Child and Family Studies Program**  
is sponsoring a  
research seminar,  
"Media, Violence and Children"  
December 6 at 4:00 p.m.  
236 SB Union.

**TUESDAY  
DECEMBER 11**

**Large Music Poster and Plants Sale.** 10:00 a.m.-5:00 p.m., SB Union Bi-Level.

**Hillel Foundation Chanukah Menorah Lighting.** 5:00 p.m., SB Union. Call 632-6565.

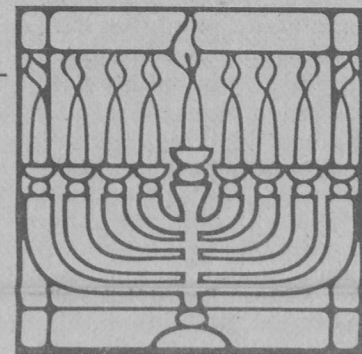
**Graduate Student Chamber Music Winter Series.** Graduate ensembles to be featured include the Brahms Clarinet Quintet, the Mozart Horn Quintet and the Beethoven Piano Trio. Works by Brahms, Schubert, Mozart, Messian and others. Free. 8:00 p.m. Recital Hall, Staller Center for the Arts. Call 632-7330. Also Wednesday.

**WEDNESDAY  
DECEMBER 12**

**Large Music Poster and Plants Sale.** 10:00 a.m.-5:00 p.m., SB Union Bi-Level.

**Wednesday Noontime Recital.** Schubert's *Impromptus, op. 142*, Bartok's *Duos* and a selection of operatic arias will be performed by students in the Department of Music. Free. Noon, Recital Hall, Staller Center for the Arts. Call 632-7330.

**Hillel Foundation Chanukah Menorah Lighting.** 5:00 p.m., SB Union. Call 632-6565.



**THURSDAY  
DECEMBER 13**

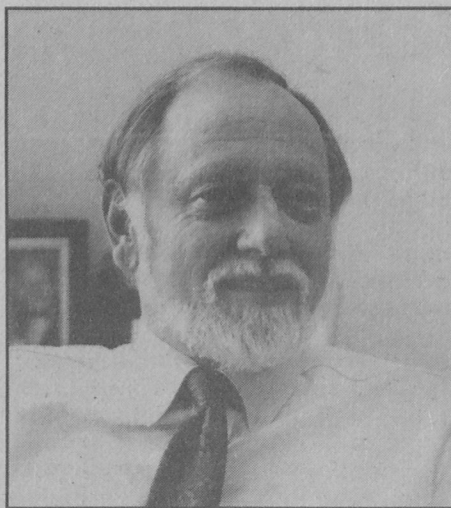
**1990 Service Awards.** Honors Stony Brook employees who have worked at the university 20, 25, and 30 years. Ceremony held 4:00-5:00 p.m. in Recital Hall, followed by a reception in Staller Center for the Arts lobby from 5:00-6:00 p.m. Call 632-6320. See list of recipients on page 19.

**Hillel Foundation Chanukah Menorah Lighting.** 5:00 p.m., SB Union. Call 632-6565.

**Men's Basketball vs. CUNY Lehman College.** 7:00 p.m., Indoor Sports Complex.

**University Orchestra,** Jack Kreiselman, conductor. Program includes Rossini's *La Gazza Ladra Overture* and Liszt's *Hunnenschlacht*. The University Orchestra is composed of undergraduates and members of the community. 8:00 p.m., Main Stage, Staller Center for the Arts. Call 632-7230.

**Department of Theatre Arts Production,** *Anowa*. African folktale with regional music by Ama Ata Aidoo. Directed by Loyce Arthur, assistant professor of theatre arts. \$8; \$6 USB students and senior citizens. 8:00 p.m., 2:00 p.m. matinee Sunday, Theatre II, Staller Center for the Arts. Call 632-7300. Through Dec. 16.



BUE DOOLEY

**William Lennarz, chair of the Department of Biochemistry, will speak on "The Molecular Basis of Gamete Recognition in Sea Urchins: Studies on the Sperm Receptor," at a Physiology and Biophysics Seminar, Monday, Dec. 17 at 4:00 p.m. in Room 140, Level T-5 of the Basic Health Sciences Tower.**

**FRIDAY  
DECEMBER 14**

**Last Day of Classes;** last day to withdraw from the university; last day for graduate students to submit theses and dissertations to Graduate School for December graduation. Final examinations will be held Dec. 17-21.

**Hillel Foundation Chanukah Menorah Lighting.** 4:00 p.m., SB Union. Call 632-6565.

**COCA Film, Die Hard II.** \$1.50, \$1 with Stony Brook ID. 7:00 and 9:30 p.m. and midnight, 100 Javits Lecture Center. Through Sunday.

**SATURDAY  
DECEMBER 15**

**Women's Basketball vs. Sacred Heart University.** 2:00 p.m., Indoor Sports Complex.

**Hillel Foundation Chanukah Menorah Lighting.** 5:30 p.m., SB Union. Call 632-6565.

**Men's Basketball vs. CUNY College of Staten Island.** 7:00 p.m., Indoor Sports Complex.

**Staller Center Chamber Music Series, Dawn Upshaw, soprano.** A remarkable blend of vocal and musical charm, "at present one of the country's finest sopranos" with "a lovely, liquid, sensuously affecting voice," says *The New York Times*. \$17.50; student tickets half price. 8:00 p.m., Main Stage, Staller Center for the Arts. Call 632-7230.

**SUNDAY  
DECEMBER 16**

**Hillel Foundation Chanukah Menorah Lighting.** 5:00 p.m., SB Union. Call 632-6565.

**MONDAY  
DECEMBER 17**

**Physiology and Biophysics Seminar, "The Molecular Basis of Gamete Recognition in Sea Urchins: Studies on the Sperm Receptor,"** William Lennarz, chair of the Department of Biochemistry. 4:00 p.m., Room 140, Level T-5, Basic Health Sciences Tower. Call 444-2287.

**Hillel Foundation Chanukah Menorah Lighting.** 5:00 p.m., SB Union. Call 632-6565.

**Humanities Institute Film Series, Soviet Cinema, Jazzman.** Cosponsored by the Humanities Institute, the Greater Port Jefferson Arts Council, the Port Jefferson Village Cinema and Theatre Three. \$3. 8:00 p.m., Theatre Three, 412 Main Street, Port Jefferson. Call 632-7765.

**TUESDAY  
DECEMBER 18**

**Hillel Foundation Chanukah Menorah Lighting.** 5:00 p.m., SB Union. Call 632-6565.

**FRIDAY  
DECEMBER 21**

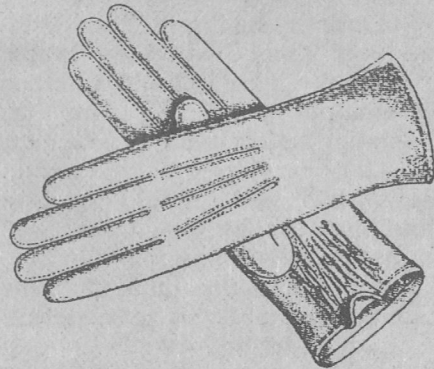
**Fall Semester Ends.** Residence halls close at 8:00 p.m.

**Men's and Women's Indoor Track Teams** host the All-Comers Meet. 5:00 p.m., Indoor Sports Complex.

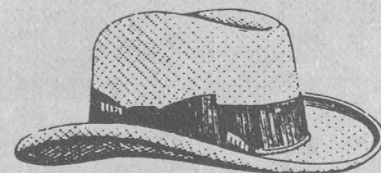
**ART EXHIBITS**

**Dec. 1 - Dec. 15:** Group Exhibition, "Poetic License." Curated by Howardena Pindell, professor of art. Includes works in a variety of media by artists not currently affiliated with or represented by a New York commercial art gallery. Open Tuesday through Saturday, noon-4:00 p.m., and one hour before Staller performances. University Art Gallery, Staller Center for the Arts. Call 632-7240.

**Dec. 3-13:** Student Exhibition, "Paintings and Drawings." Features the work of Kathy Fox and Mary Sherard, students in the Department of Art. Monday-Friday, noon-5:00 p.m., SB Union Art Gallery. Call 632-6822.



**The University Hospital Auxiliary** needs winter and fall clothing, toys and small household items for its Nearly New Boutique. (No shoes, huge items or books please.) A collection will be held Monday, December 10 from 8:00 a.m.-3:00 p.m. in Room 155, Level 3 of the Health Sciences Center. For information, call 444-2699.







New York State senators (from left) Owen Johnson (R-C, Babylon), Kenneth LaValle (R-C, Port Jefferson), James J. Lack (R-C, East Northport) and Caesar Trunzo (R-C, Hauppauge) attended the Oct. 2 dedication of the Marine Sciences Research Center's boathouse, which will be built of construction blocks made of stabilized waste ash.

### Marine Sciences Boat House Constructed with Ash Blocks

On Oct. 2, the Marine Sciences Research Center took a giant step in its development of environmentally safe, economically feasible uses of ash from the combustion of garbage and trash. The Waste Management Institute dedicated a structure—which will house the MSRC's small boats—built of construction blocks made from chemically and physically stabilized solid waste ash.

It took 11,000 blocks to make the 60-foot by 90-foot steel-framed boathouse, located adjacent to the center on South Campus. Fabricated by Barrasso and Sons, the blocks are made of ash, Portland Cement and sand. The ash was obtained from the Westchester Resource Recovery Plant, a trash-to-energy facility operated by Wheelabrator Technologies.

Dedication of the boathouse followed three years of field studies on two artificial fishing reefs made of ash blocks and placed off Long Island's North Shore. The scientists have found no evidence of contaminants leaching from these blocks, nor have there been traces of contaminant materials in the tissues of the organisms that now make their homes in the nooks and crannies of the artificial reefs.

### Blue Light Phone Conversion

Over winter break, emergency phones located throughout campus will be converted from regular telephones to emergency button dialing. The phones will be directly linked to Public Safety by pressing one button. The phones will no longer have the ability to make non-emergency calls.

Below appears a list of the blue light phones being converted:

- University Hospital Parking Garage, second level
- University Hospital middle surface lot
- Health Sciences Center parking garage, second level
- Chapin Apartments bus stop
- Humanities
- Earth and Space Sciences
- Frank Melville, Jr. Memorial Library (outside Career Development Office)
- Engineering Loop (near bus stop)
- Life Sciences
- South P-Lot
- Computer Science
- Indoor Sports Complex
- Stony Brook Union
- Administration (loading dock)
- Administration (front door)

### Stony Brook Foundation Names Three New Board Members

At the annual Stony Brook Foundation meeting this fall, three new members were appointed to the board of directors. John Bransfield, Jr. of East Williston, Gordon Ray of Huntington and William Wisser of

Jericho will each serve three-year terms.

Bransfield is currently president of the Long Island Region of Norstar Bank. He also is director, trustee and former chair of the Long Island YMCA, chair of the C.W. Post Real Estate Institute, president of the Farmingdale Foundation, director of the Long Island Philharmonic and director of the Long Island Builders Institute.

Ray is senior vice president of NEC America in Melville. Long affiliated with Stony Brook, Ray is a member of the W. Averell Harriman School for Management and Policy Advisory Board and the Marine Sciences Research Center Visiting Committee. He is also a member of the Long Island Association board of directors, the NEC Research Institute and the U.S. Council for International Business.

President of Wisser Enterprises of Jericho, Wisser is a member of Stony Brook's Energy/Cogeneration Advisory Committee. He is also a founding member of the President's Club of New York Institute of Technology and a member of the New York State Trooper Foundation board of directors.

Four members of the board were re-elected to three-year terms. They are: Richard Gelfond of Manhattan, principal, The Argosy Group; John J. Hart, Jr. of West Bayshore, partner, Pelletreau and Pelletreau; John V. Scaduto of Long Beach, Nassau County Treasurer; and Joyce Turner of Patchogue, chair of the Suffolk County Economic Opportunity Commission.

### Architect Named for High Technology Incubator Facility

The architectural firm of Ehasz-Giacalone Associates of Garden City, has been selected to design and provide construction cost estimates for the Long Island High Technology Incubator. The incubator, expected to be completed and ready for occupancy by April, 1992, will be located on the Stony Brook campus.

Announcement of the architect was made Oct. 23 at a reception held at the university to dedicate the incubator site and to celebrate the successful funding of the facility. Last May, Gov. Mario Cuomo approved a bill providing \$2.3 million in low-cost loan funds which, with an additional \$500,000 grant and the remainder of the original incubator planning appropriation, will provide a total of \$3.3 million for the facility.

According to Francis P. Hession, president of the nonprofit Long Island High Technology Incubator, Inc., the architectural design of the facility will be completed by June, 1991, and will be ready for occupancy by April, 1992. The incubator will house 12 to 30 start up companies and will be managed by the Long Island High Technology Incubator, Inc.

At present, an interim incubator program is housed in temporary academic space on campus. Four companies are now in the program, and two have "graduated" to nearby Stony Brook Technology Center.

### 'Tis the Season' Shares the Holiday Spirit

For the second consecutive year, the Division of Campus Residences will sponsor "Tis the Season," a program that provides toys to emotionally and physically challenged children during the holidays.

The Tis the Season Committee will purchase, wrap and distribute hundreds of toys to children in local hospitals. Last year, children at University Hospital's Pediatric Unit, North Country Learning Center in Stony Brook and Forest Brook Learning Center in Huntington received the gifts.

Last year, more than 900 students and staff contributed \$3,400 to the program. This year, the committee has set a \$5,000 fundraising goal.

To make a donation or volunteer, call Scott Law, O'Neill College residence director, at 632-6763.

### Librarianship Awards

Nominations are now being solicited for the 1990-91 President's/Chancellor's Awards for Excellence in Librarianship. These awards recognize professional achievement in the field of librarianship.

A nominee for this award must have a full-time appointment as a professional librarian, and must have completed at least one academic year in such an appointment prior to September, 1990. Persons on sabbatical any time during 1989-90 are not eligible. Previous recipients of the President's Award may be renominated, though recipients of the Chancellor's Award may not.

Nominees should be individuals whose service to the university is extraordinary in the areas of:

- *Skill in Librarianship:* The candidate must superbly and creatively perform the responsibilities of librarianship.
- *Service to the University and Profession:* The candidate must be generous with personal time, easily accessible, flexible and adapt readily to the needs of the library, the institution and the constituents served.
- *Scholarship and Continuing Professional Growth:* The candidate must keep abreast of developments in the field. Evidence in this category should include references to publications, membership in professional organizations and attendance at meetings and seminars.

Any member of the campus community

may place names in nomination. Nominators are responsible for compiling support files. A strong file is essential for the ultimate success of a nomination. Each file should include the nominee's *curriculum vitae*, supporting statements and a statement from the candidate.

Completed files must be submitted to the selection committee no later than Jan. 18. Send the information to Evaluation Subcommittee of the University Senate Standing Committee on the Library, 310 Administration, ZIP-0701. Call 632-6265.

### Professional Service Awards

Nominations are now being solicited for the 1990-91 Awards for Excellence in Professional Service. These awards provide an opportunity to recognize outstanding performance by campus professional employees.

Nominees must have a non-teaching, full-time professional appointment at Stony Brook, the Research Foundation or any integral unit of the university and must have completed at least one year of continuous full-time professional service in the position for which they were nominated prior to September, 1990. Vice presidents and individuals acting in that capacity are not eligible for the award, nor are previous winners.

The following criteria shall be used in selecting the award recipients:

- *Within the Position Description:* The candidate must perform superbly in fulfilling his/her job description;
- *Beyond the Position Description:* The candidate must demonstrate excellence in professional activities beyond the parameters of the job description, working creatively, demonstrating flexibility and adaptability to institutional needs.

Consideration should be given to leadership, decision making and problem solving. Evidence in this category would include professional recognition, initiation of ideas, development of proposals and committee activities.

Any member of the university community may nominate a candidate. Nominators are responsible for compiling support files for their nominees. A strong support file is essential for the ultimate success of a nomination. Each file must include the nominee's *curriculum vitae* and supporting statements.

Completed files must be submitted to the selection committee no later than Dec. 12. Send nominations to Selection Committee, Award for Excellence in Professional Service, 310 Administration, ZIP-0701.



### Stony Brook Foundation Donor Recognition Dinner

Alurna Marilyn Simons, B.A. '74, Ph.D. '84, accepts her President's Circle Award, at the annual Stony Brook Foundation Donor Recognition Dinner on Oct. 5 at the Health Sciences Center. More than 200 people attended the event.

KUDOS

**Paul N. Baer**, professor and chair of the Department of Periodontics, was awarded a silver medal and certificate and inducted as an honorary member of the Turkish Society of Periodontology at a joint meeting of the International Academy of Periodontology and the Turkish Society of Periodontology held in Istanbul in September.

**Robert Cess**, professor of mechanical engineering, was one of 70 scientists worldwide to be invited to a conference on global warming in Las Vegas this fall which kicks off a Department of Energy program to obtain measurements of atmospheric radiation from the Earth's surface. Cess is also coauthor of the Intergovernmental Panel on Climate Change report presented at the Second World Climate Conference in Geneva this fall.

**Aldustus E. Jordan**, associate dean for student affairs at the School of Medicine, has been appointed to the Suffolk County Youth Board and the Suffolk County Community Coalition for Minority Males by Suffolk County Executive Patrick Halpin and the Suffolk County Legislature.

**John A. Reeves**, director of the Division of Physical Education and Athletics, recently has his book, *Select Soccer Drills*, published by Leisure Press. The book, coedited by Malcolm J. Simon, includes 125 drills from the most successful high school and collegiate soccer coaches in the country.

The University at Stony Brook was ranked 14th in a list of the 100 "best buys" among public institutions in the special fall issue of *Money Guide, America's Best College Buys*. Stony Brook was one of 10 SUNY institutions to make the list which was based on tuition costs and 17 measures of academic performance.

TRANSITIONS

**Sally Kuisel** has been appointed researcher/writer for the Stony Brook Foundation. In this position, Kuisel will conduct prospect research and write a newsletter for donors.

**Craig Lehmann**, associate professor of health sciences, has been appointed chair of the Department of Medical Technology in the School of Allied Health Professions.

OBITUARIES

**Christine Rothman**, who had recently been named director of the Intensive English Center and the Summer Institute in American Living, died Oct. 28 after a brief illness. She was 46.

A scholarship fund has been established in her memory. Contributions can be made in care of Christine Rothman Scholarship Fund/Stony Brook Foundation and send it to James McKenna, associate provost, International Programs, 101 Central Hall, University at Stony Brook, Stony Brook, NY 11794-2700.



KEN WISHNIA

Dedication of the Solzberg Library

Sydney and Muriel Solzberg (second and third from left) were recently on campus for the dedication of the Jonathan Solzberg Memorial Library, named for their late son who was a student in the Department of Philosophy. The library, located in Harriman Hall, has more than 10,000 volumes covering a variety of subjects including philosophy, psychology and fiction. It will be a nonlending library open for research and pleasure. Joining the Solzbergs are Patrick Heelan, dean of fine arts and humanities; Walter Watson, professor of philosophy; and Donn Walton, professor and chair of the Department of Philosophy.

Corrections

In the November issue of *Currents*, the unidentified groundskeeper pictured on page 4 ("Campus Services Boss Plays Tough") was Pedro Rivera.

In the 1989-90 President's Report, Ira S. Cohen, professor of physiology and biophysics, was inadvertently omitted from the list of National Institutes of Health MERIT Award recipients.

135 University Employees Honored With 1990 Service Awards

At a ceremony at the Staller Center for the Arts on Dec. 10, 135 Stony Brook employees will be presented Service Awards in recognition of 20, 25 and 30 years of service to the university. The recipients are as follows:

30 YEARS

- Albert Carlson      Neurobiology and Behavior
- Joseph Pequinney      English
- Robert Schneider      Research Services
- Bernard Semmel      History
- Bernard Tunik      Neurobiology and Behavior
- George Williams      Ecology and Evolution

25 YEARS

- Per Alin      History
- Dana Bramel      Psychology
- Frederick Brown      French and Italian
- James Bucher      Power Plant
- Marjorie Bunn      Accounts Payable
- Donald Bybee      Counseling Psychology
- Lawrence Coleman      Engineering
- Thomas D'Zurilla      Psychology
- Robert Dodd      Earth and Space Sciences
- Kenton Draigh      Educational Com. Center
- Leland Edmunds      Cell and Developmental Biology
- Joanne Elsesser      President's Office
- David Fossan      Physics
- Harold Friedman      Chemistry
- Daniel Frisbie      W. Averell Harriman School
- Aaron Godfrey      Comparative Literature
- Charles Hansen      Physics
- William Hollander      Administrative Systems
- Robert Kerber      Chemistry
- Linwood Lee      Physics
- Marvin Levine      Psychology
- Robert Lewis      Physics
- Jacob Lipkind      Frank Melville, Jr. Memorial Library
- John Ramsey      Physical Education
- Rosalie Rozensky      School of Medicine
- John Russell      Germanic and Slavic Languages
- Rudolph Schlott      Chemistry
- Robert Schutte      Graphic Support Services
- Anna Seitz      HSC Custodial Services
- Charles Staley      Economics
- Hang-Sheng Tuan      Electrical Engineering
- Lin-Shu Wang      Mechanical Engineering
- Charles Wurster      Marine Science Research Center

20 YEARS

- Valerie Adamec      Public Safety
- Stan Altman      President's Office
- Edgar Anderson      Allied Health Professions
- William Arens      Anthropology
- Estelle Auerbach      Frank Melville, Jr. Memorial Library
- Bruce Bashford      English
- Joseph Bedesheim      Chemistry
- Janet Benson      Frank Melville, Jr. Memorial Library
- David Bertsch      Com. Management Engineering
- Beverly Birns      Social Sciences
- Joan Boytos      Accounting
- Irma Brady      Custodial Services
- James Bush      Utilities-Plant
- Dolores Calaitges      Stony Brook Foundation
- Caroline Chamberlain      Custodial Services
- Ferdinand Cicerelli      Residential Physical Plant
- Evelyn Cooper      Custodial Services
- Patricia Costello      Stony Brook Union
- Alona Crutchfield      Medical Administration
- E. J. Czerwinski      Germanic and Slavic Languages
- Charles Donahue      Frank Melville, Jr. Memorial Library
- Claire Dugan      Applied Mathematics and Statistics
- Herbert During      Public Safety
- Timothy Eddy      Music
- Julianna Feka      Custodial Services
- Mary Ficuciello      Frank Melville, Jr. Memorial Library
- Josephine Fusco      Continuing Education
- Rose Galante      Frank Melville, Jr. Memorial Library
- Sandra Gatten      Surgery
- Peter Gordon      Grounds-Maintenance
- Gerald Green      Family Medicine
- Thomas Gugliemelli      Coram Health Clinic
- Carl Hanes, Jr.      President's Office
- Patrick Heelan      Philosophy
- Mary Henriksen      Computing Center
- Evelyn Hersh      Radiation Oncology
- Alyce Hobbs      HSC Human Resources
- Clifford Huffman      English
- Gabor Inke      Anatomy
- Dorothea Jahelka      Stony Brook Union
- William Janovsky, Jr.      Residential Physical Plant
- Steven Jonas      Community/Preventive Medicine
- Edward Jourdan, Jr.      Chemistry
- John Kachinski      HSC Custodial Services
- Gilbert Kalish      Music
- Eugene Katz      Division of Biological Sciences
- Jean Keane      Housekeeping

- William Keane      Custodial Services
- Charles Kim      Microbiology
- Richard Koehn      Center for Biotechnology
- Richard Kuisel      History
- John Leffert      Physical Plant
- Helen Lemay      History
- Jeffrey Levinton      Ecology and Evolution
- Donald Lindsley      Earth and Space Sciences
- Edna Loeffler      Custodial Services
- Esther Marcus      Social Welfare
- Carmen Marichal      Custodial Services
- Remigio Marichal      Physical Plant
- Mario Mignone      French and Italian
- Frederick Miller      Pathology
- Masataka Mori      Physical Education
- Karen Nimmons      Human Resources
- Susan O'Leary      Psychology
- Rafael Ottenwalder      Residential Physical Plant
- Denise Outlaw      HSC Maintenance
- Monika Palmieri      Student Accounts-Billing
- Francis Parrino      Public Safety
- Lynn Patterson      Frank Melville, Jr. Memorial Library
- Patricia Peiliker      Physics
- Deane Peterson      Earth and Space Sciences
- Nicholas Roma      Residential Physical Plant
- Stephen Rose      Social Welfare
- Martin Rosenfeld      Allied Health Professions
- Chih-Han Sah      Mathematics
- Donald Samuels      Chemistry
- Michael Schwartz      Sociology
- George Semevolos      Power Plant
- John Semevolos      Power Plant-HSC
- Mortimer Shakun      Dental Health
- Ronnie Smith      Information Services
- Joseph Solfaro      Grounds-Maintenance
- Vivian Stabiner      Psychiatry
- June Starr      Anthropology
- Charlotte Steele      Frank Melville, Jr. Memorial Library
- Martin Stern      Oral Surgery
- Phyllis Taylor      Computing Center
- Doris Tweedy      Frank Melville, Jr. Memorial Library
- James Underwood      Custodial Services
- Benedict Vitale      Earth and Space Sciences
- H. Barry Waldman      Dental Health
- William Weisberger      Institute for Theoretical Physics
- Melvin White      Residential Physical Plant
- Grover Whitehurst      Psychology
- Joan Wiebke      Physical Education
- Charles Wrigley      Physics

# Learning to Understand Each Other

By William Arens

As a graduate student in social anthropology in the late 1960s, I opted to do my dissertation research in a rural agricultural town in Tanzania which was populated by a few thousand migrants. The residents of this un-gainly-named community of Mosquito River had voluntarily come together from different parts of the country in search of a better future for themselves and their children by engaging in the farming and trade opportunities at hand. Although not an especially novel idea, the project diverged from the typical dictum which encouraged the study of a single cultural group, expressed as, "one anthropologist, one tribe."

I no longer recall in detail what I had expected to encounter in such a peculiar setting. However, what I did find, to become the stuff of a dreary dissertation, was that despite variations in traditional language, customs and religion, the residents had achieved a functioning community with seeming ease.

They had managed to do so by emphasizing in public what they had in common—which was much, for the idea of African "tribes," i.e., discrete cultural units, was very much a self-satisfying Western fiction. In their homes, the same people held onto what they valued as distinct and important cultural traditions. Thus through a conscious effort at judiciously blending, surrendering and retaining cultural traditions, they formed a peaceful and coherent-enough community. Moreover, they believed as migrants this was their social responsibility.

My ability to define and carry out such a project in itself suggested that anthropology had come a long way since it was self-defined by its early practitioners as the study of oddities by eccentrics. What I experienced in Africa was not very exotic or different in format, at least, from my own background growing up in New York.

What we understood at the time about ourselves was that the United States had been transformed since its founding by a handful of homogeneous European settlers inserting themselves among an indigenous population of previous migrants from Asia. Understanding the world of cultural difference has been the constant experience of both anthropologists and ordinary Americans for some time now. Yet, the question remains whether or not we have made any progress in grasping the cultural "other" we all find ourselves among on a constant basis as residents of the now typical American community.

For social anthropology, it has become fashionable recently to despair that this ultimate goal of understanding each other will ever be possible to accomplish in any complete and meaningful sense. The gulf between us, taking form in the easily recognized varieties of the human experience and the less obvious but more crucial fact that some, including the anthropologists, are representatives of dominant and others, subordinate cultures, has led to a crisis of confidence. It is now argued that the presumed gains over the past century have been little more than the mere accumulation of information fashioned by literary devices in such a manner as to convince ourselves that we know other cultures better than before.

There is, however, a positive side to this scenario, for the present anxiety expresses a concern for understanding others rather than merely explaining them, which was the initial interest of social anthropology. This shift from explanation of the other, portrayed as an external object distinct from ourselves, has been replaced by an attempt at a deeper understanding. This goal not only characterizes the subject as much like ourselves, but identifies it in a fashion similar to how we would like to be considered. The crisis now experienced derives from the definition of a more complex and humane problem worthy of consideration.

Our society faces a similar dilemma. As we now celebrate our interest in the cultural differences brought to this country through Ellis Island mainly from Europe, we nonetheless hear and read about the inability of domestic ethnic groups to live in complete harmony. In some parts of the country, the situation has deteriorated to the extent that there is now talk of mandatory courses on ethnic relations for first-year university students.

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Even though there are  
cultural and ethnic  
differences,  
Americans have chosen to  
come and stay together

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Moreover, the news reports consistently comment on similar problems in other parts of the world, as empires dissolve and emerge in ethnic violence. There is, however, a worthwhile distinction to be made here, for the residents of this country, similar to "my" collection of Tanzanian migrants, have either come or stayed together by choice, generation after generation. For a variety of reasons having to do with the colonial or imperial experience, this is not the case in the other parts of the world now receiving so much attention. As a result, we can reasonably expect some sorting out of their situations in a manner that would be neither acceptable nor reasonable in this country.

Our only option here in America is continually to confront the interesting experience of variety and accommodate the arrangement. In the process, we should bear in mind that understanding cultural differences is not a single event, but rather a process which will never be complete. If this remains the dominant attitude, there may be moments of legitimate concern, but rarely a good reason to despair over the long term. Perhaps the best reason to continue the struggle is to contemplate the opposite: a world, and in the instance of the United States, a society, of cultural uniformity. How could we possibly find interest in sameness? The struggles and rewards appear to go together.



William Arens

MARTIN HIGGS

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