

# CURRENTS

— F O C U S —

PLURALISM  
IN ACADEME

MAY, 1989

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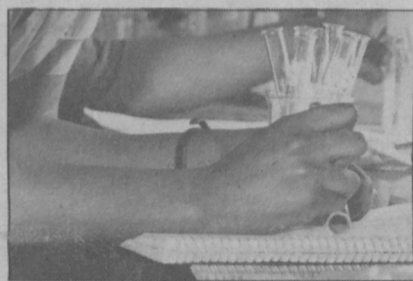
## NEWS

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*In the effort to bring more minority students into the academic pipeline, universities are asking tough questions about access and curriculum. Stony Brook faculty are shaping the national effort.*

## Society's Changes Bring New Students, New Needs

Once the "typical" undergraduate was a white male between the ages of 18 and 24. Rapidly changing U.S. demographics have revised that picture, posing new challenges for higher education.

Birthrates among this country's black, Hispanic and American Indian populations are increasing, while the birthrate for white Americans is falling. Also shrinking is the traditionally-aged enrollment pool. In 1982 there were 30 million people aged 18-24; by 1990 there will have been a 13% decrease. At the same time, experts predict, the proportion of ethnic minorities in this decreasing age group will increase—and has already increased, from 16% in 1980 to 21% in 1984.

Figure in another statistic: by 1992 half of all college students will be 25 years of age and 20% will be over 35. Many of these will be female heads of households and/or students returning to college.

Add the immigration factor. Asians currently represent 44% of all immigrants to this country. And Long Island is home to the second largest concentration of Hispanics in New York State.

How diverse is the University at Stony Brook? The Office of Institutional Studies reports a total of 2,758 "ethnic minorities"—African American, Hispanic, Asian and American Indian students—among the university's total undergraduate enrollment of more than 16,000. "But the numbers don't tell the whole story. We're more diverse than anyone could possibly imagine," says Marian Metivier-Redd, USB's special assistant to the president for affirmative action.

"Within each set there are subsets," she continues. "For example, among Asians there's a big difference between a recent immigrant and someone whose family has lived in Chinatown for decades. Among blacks, there are differences in national origin, language and color. Are they from a rural area? Urban? Suburban?"

"There's diversity within diversity." Fred Preston, USB's vice president for student affairs, observes, "As the campus becomes more diverse, we must maximize learning opportunities—and potential for learning—for our students. But," he warns, "that won't just happen on its own. We need to facilitate these opportunities."

One way is through USB's EOP/AIM (Educational Opportunity Program/Advancement on Individual Merit.) Administered by the university's Office of Special Programs, the program provides a number of services, including counseling (personal, academic and financial) for current students and a six-week, early intervention summer course for new freshmen. The office also sponsors a mentor program, recruiting faculty and staff to guide minority freshmen through their first year.

"Our goal is to encourage not separatism, but mainstreaming," says Lucia Rusty, staff associate for special programs. "We say to students, 'Let the bureaucratic structure work for you. Don't



The nation's population is growing more ethnically and culturally diverse—prompting universities to reexamine policies, practices and curricula.

fall between the cracks."

Though encouraged to mainstream, there are still opportunities for students to celebrate diversity. USB sponsors 25 ethnic social organizations, and hosts such monthly programs as Black History Month, Diversity of Religions and International Women's History Month. It also operates the UNITI (United Nationalities in Transcending Ideologies) Cultural Center in the Roth Quad residence hall, which presents cultural

events and exhibits.

An essential part of meeting the needs of an ethnically diverse campus, says Marian Metivier-Redd, is "educating people to appreciate and be flexible about their differences. You have to make people aware, get them to stop using labels." Toward that end, she conducts informal programs in campus residence halls, aimed at allowing different groups of students "to really get to know each

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## Demographics Prompt Universities To Re-examine Policies, Curriculum

• The California public school system adopts a new history curriculum that will teach students about civilizations of India, China and Africa as well as Greece and Rome.

• The American Council on Education publishes *Minorities on Campus: A Handbook for Enhancing Diversity*.

• California State University, Hayward, hosts a national conference to explore ways to move beyond academe's "Eurocentric frame."

• Secretary of Education Lauro F. Cavazos declares that efforts to increase minority participation in higher education will be the centerpiece of his department's activities this year.

Such are the signs of education's response to shifting demographics. By the year 2000, it is predicted, the U.S. will be a nation in which one out of every three people is non-white. The proportion of people of color—particularly Hispanics—in the college-going population will rise even more sharply.

For universities like Stony Brook, these changing demographics present a profound challenge. While high school graduation rates for all racial/ethnic groups have increased in the past ten years, college-going rates for minorities have risen little since 1976. In the case of African Americans, those rates have

actually declined.

At the graduate level, the problem is even more glaring. In 1986, African Americans earned 26.5 percent fewer doctorates than in 1976, and doctorates earned by Hispanics increased only slightly while the Hispanic population nationally was surging.

What educators traditionally have defined as an issue of social justice is now also being defined as an issue of economics. As *Business Week* noted in a cover story on "human capital," the nation's changing demographics will require "a massive job of education and retraining" from kindergarten through post-doctoral studies.

Scholars also are recognizing that the academic enterprise itself has a vital stake in attracting minority students to academic careers. Unless there is sharp improvement in the rates at which minority students are recruited into college, graduate study and careers in academe, noted Robert E. Fullilove, director of the professional development program at the University of California, Berkeley, in remarks delivered at a Stony Brook-sponsored conference, "the decline in the birth rate of white middle class males...will produce a critical shortage of faculty."

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# ALMANAC

## KUDOS



Dr. Jacob Bigeleisen

Jacob Bigeleisen, professor of chemistry, has been named Distinguished Professor by the State University of New York's Board of Trustees

Recognized world-wide as a leading authority in the field of isotope chemistry, Dr. Bigeleisen has been a Guggenheim fellow, a Tracy H. Harris Professor of Mathematics and Natural Philosophy, and a member of the National Academy of Science.

He is author of over 120 publications, including a landmark paper with Nobel laureate Maria G. Mayer in 1948 which serves as the basis of most current theoretical approaches to isotope effects on chemical equilibria. He has been on the Stony Brook faculty since 1978.

A symposium to honor Dr. Bigeleisen's career and 70th birthday will be held in the Health Sciences Center May 6.

Sidney Gelber, professor of philosophy, and Marvin Kuschner, dean emeritus of the School of Medicine, were the first USB faculty members to be named Distinguished Service Professors

The designation is conferred by the State University of New York Board of Trustees to full professors who have distinguished themselves in service not only to the campus and the university, but also to the community, state and the nation.

Dr. Kuschner came to USB in 1970 as a professor and chairman of pathology. Dr. Kuschner served as president of the medical board of University Hospital and president of the Associated Medical

*Currents*, serving the extended community of the University at Stony Brook, is published monthly during the academic year by the Office of Public Relations, 322 Administration Building, University at Stony Brook, Stony Brook, N.Y. 11794, (516) 632-6310. Subscriptions are available for an annual mailing fee of \$3. Checks should be made out to the University at Stony Brook.

*Currents Weekly Update*, published 30 times during the academic year, is distributed on-campus to faculty, students and staff. On the last Wednesday of each month, *Weekly Update* appears in *Currents'* expanded monthly edition.

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Schools of New York. He also served as chairman of the Environmental Health Sciences Review Committee of the National Institute of Environmental Health Sciences.

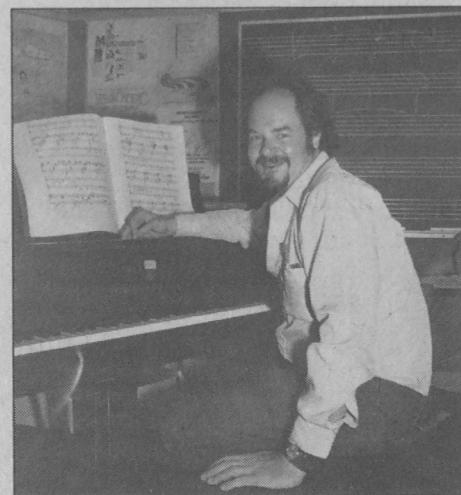
Dr. Gelber was Stony Brook's first dean of the College of Arts and Sciences. He also served as vice president for liberal studies, provost for arts and humanities, director for regional planning in the humanities and arts and chairman of the philosophy department. Most recently he was director of the doctoral program.



Dr. Lester Paldy

Lester Paldy, director of the Center for Science, Mathematics and Technology Education, has been named principal investigator on a \$133,000 grant from the National Science Foundation, awarded to the center to support its series of seminars for Long Island high school science teachers.

The three-year grant enables the center to present seminars to teachers at no charge. The one-day programs are intensive and bring teachers up to date on new developments in science, math and technology. They provide an opportunity for Stony Brook faculty to meet and talk with high school teachers and share ideas.



Peter Winkler

Peter Winkler, associate professor of music, was commended by Allan Kozinn in the *New York Times* recently in a review of a concert of six new works performed by The Stony Brook Contemporary Chamber Players.

The opening piece, "No Condition is Permanent," which was written by Mr. Winkler, was praised by the critic. "For all its variety, this entertaining score hangs together surprisingly well."

The Chamber Players were described as "a remarkably well-trained student ensemble."



Dr. Ruth Brandwein

Ruth Brandwein, dean of the School of Social Welfare, gained approval from the Suffolk County Legislature to head the county Department of Social Services.

Dean for seven years, she was selected for the county position from more than 60 candidates. Dr. Brandwein will oversee efforts to aid the needy at the county's

second largest department, with more than 1,500 employees and a budget of \$319 million plus another \$253 million in Medicaid funds from state and federal sources.

Frances Brisbane, a professor in the School of Social Welfare, will serve as acting dean in Dr. Brandwein's absence.

C.V. Krishnan, an adjunct professor in the Department of Chemistry and chemistry teacher at East Islip High School, has been selected by the Chemical Manufacturers Association to receive a \$5,000 National Catalyst Award for his outstanding contributions to teaching.

The award is given by member companies in the association in the U.S. and Canada, together with high schools, two- and four-year colleges for "excellence in teaching chemistry and chemical engineering; dedication to science instruction; and motivation of students to careers in science and responsibility as citizens."

Dr. Krishnan is one of six winners in the country to receive this award.

## BRIEFINGS

### GRANTS

Peter Bohni, assistant professor and dean of medicine, Faculty Research Development Grant-in-Aid, "Molecular Studies of Yeast Signal Peptidase," \$3,500.

Jeff T. Casey, assistant professor, W. Averell Harriman School for Management and Policy, Faculty Research Development Summer Stipend, "Wealth and Payoff Interactions in Decision Making Under Risk," \$3,500.

Daniel Finer, assistant professor of linguistics, Faculty Research Development Grant-in-Aid, "Selayarese Syntax," \$2,700.

Robert Harvey, assistant professor in the Department of French and Italian, Faculty Research Development Summer Stipend, "Aspects of Paternity in Satre's Ethical Thought," \$3,500.

Michael Kimmel, assistant professor of sociology, Faculty Research Development Summer Stipend, "Against the Tide: Pro-Feminist Men in America, 1776-1989—A Documentary History," \$3,500.

Joaquin Martinez-Pizarro, assistant professor of English, Faculty Research Development Summer Stipend, "Writing Ravenna: Politics, Literacy and Story-telling in Ninth-Century Italy," \$3,500.

Molly Mason, assistant professor of art, Faculty Research Development CPA Grant-in-Aid, "Studio Art—Sculpture," \$3,500.

Stephen Polcari, assistant professor of art, Faculty Research Development Summer Stipend, "Jackson Pollock," \$3,500.

Stephen Skiena, assistant professor of computer science, Faculty Research Development Grant-in-Aid, "The Act of Counting," \$3,500.

Frederick Grine, associate professor of anthropology, LSB Leaky Foundation Grant, "Tooth Wear and Diet in Early Homo," \$5,000.

June Starr, associate professor of anthropology, Fulbright Research Grant, \$2,800; Institute of Turkish Studies, \$5,000; and Wenner-Gren grant, \$6,000; "Turkish Legal Culture and Society."

William Arens, professor of undergraduate studies, Fulbright Senior Research Award, to research a single poly-ethnic community in Tanzania from its inception in the early 1920s to the present, \$13,000.

David D. Gilmore, professor and chairman of the Department of Anthropology, H.F. Guggenheim (check spelling) Foundation Research Grant, "Rural Revolutionism in Southern Spain: A Test Case," \$28,500.

David Hicks, The American Philosophical Society, \$2,500, and the United States Institute of Peace, \$30,000, "Brokers, Myths and Warfare on Timor."

Randolph Donahue, assistant professor of anthropology, received the following grants from the Institute for Long Island Regional Archaeology: "A Stage I-B Archaeological Survey of Sandcastles at Mt. Sinai," \$1,382; "A Stage I-A Archival Search of Sunrise Estates Development Site," \$1,173; "A Stage I Archival Search and Archaeological Survey of Hamlet Golf and Country," \$9,507; "Stage I-B Archaeological Survey of Dockside at Old Neck Creek," \$1,382.

### PRESENTATIONS

Howardena Pindell, professor of art, "Racism and the Arts," Center for American Cultural Studies, Columbia University, April 18.

Donald Kuspit, professor of art, "Post-War German Artists: Images and Issues," Yale University Art Gallery, March.

### PUBLICATIONS

Steven A. Fein, associate professor of medicine, "Unstable Angina—What Should We Do?" in *Emergency Medicine*, February 15, 1989.

Wallace Mendelson, professor of psychiatry, "How to Get a Good Night's Sleep," in *Woman's World*, March 7, 1989.

Raymond J. Dattwyler, assistant professor of medicine, "Negative Test for Borrelia Antibodies Can't Rule Out Lyme Disease," in the *Internal Medicine and Cardiology News*, March 1, 1989.

## 4,000 USB Students to Receive Degrees at Commencement '89

Nearly 4,000 candidates will receive degrees at Stony Brook's 29th commencement scheduled for May 21 at 11 a.m. on the athletic fields.

The ceremony will honor the class of 1989, which consists of those who have completed degree requirements for August 1988, December 1988 and May/June 1989. August 1989 degree candidates are also invited to participate in the commencement ceremony.

All candidates, faculty and staff participating in the day's ceremony are asked to assemble at 10:15 a.m. at the designated areas as outlined in the Commencement Planning Guide.

The Senior Selection Committee has chosen Daniel A. Burt of West Babylon as the student speaker. Burt will receive a bachelor's degree in psychology.

The valedictorian awards will be presented at the main ceremony. The recipients of these awards are not known until 24 hours before the ceremony. All other awards are presented at department ceremonies scheduled prior to and following the main commencement ceremony.

It has become a tradition that the

president of the University Senate acts as the grand marshal of the commencement procession. This year, Dr. William Van der Kloot, professor of physiology and biophysics and pharmacological sciences, will lead the commencement procession.

Three simultaneous processions of candidates, faculty, staff, honorary degree recipients and platform party will be accompanied to the commencement site by a Long Island piper band known as the Saffron Kilts. The Long Island Brass, a group composed of USB alumni, will provide the traditional "Pomp and Circumstance." The Office of Conferences and Special Events has arranged seating for 10,000 participants, friends and relatives.

Summa cum laude graduates, identified by wearing the traditional gold honor stoles, will lead the center aisle procession. This year, doctorate candidates will be hooded by their advisors during the commencement program.

Once again, the Stony Brook Dragon Riders Skydiving Club will jump into the commencement site. This has been scheduled for 10:50 a.m.

Wendy Greenfield.



Celebration will be the order of the day when USB holds its 29th commencement May 21. Photo by Sue Dooley.

### Distinguished Historian To Speak at Ceremony



Dr. Joan Wallach Scott

Joan Wallach Scott, an internationally renowned historian, will deliver the commencement address at the University at Stony Brook's 29th commencement ceremony.

She and two other scholars will receive honorary doctorates, conferred by State University of New York Trustee John L.S. Holloman.

The other scholars are Martinus J.G. Veltman, John D. MacArthur Professor of Physics at the University of Michigan, and Karl K. Turekian, Benjamin Silliman Professor of Geology and Geophysics at Yale University.

Dr. Scott's work has emphasized the consideration of gender as a category comparable to class in historical explanation. Her scholarship has won the respect of her peers since the 1974 publication of her demographic study on French glassworkers. Columbia University Press will publish her book, *Gender and the Politics of History*, this year.

A member of the permanent faculty of the Institute for Advanced Study at Princeton, Dr. Scott's scholarly works have influenced the training of graduate students in USB's Department of History. Her participation in the department's 1980 review were critical in the development of its graduate program and the interdisciplinary program in women's history.

Dr. Veltman is internationally recognized as a leader in physics.

In the early 1970s, Dr. Veltman and one of his students demonstrated that the Yang-Mills theory is renormalizable, a finding that opened new avenues of scientific inquiry for explaining physical phenomena.

Dr. Turekian is one of the nation's most distinguished geochemists. In addition to his position at Yale, he serves as curator of meteorites for the Peabody Museum of Natural History in New Haven, Conn.

He is widely recognized as a pioneer in his profession, undertaking a diversity of research that spans the fields of archeology, anthropology, terrestrial and oceanic geochemistry and cosmochemistry

Wendy Greenfield

### Rutgers Dean to be New Provost/Academic VP



Dr. Tilden G. Edelstein

prior to his appointment as dean.

A graduate with honors from the University of Wisconsin from which he received a bachelor of science degree, Dr. Edelstein received his Ph. D. from Johns Hopkins University. The author and editor of several books, essays and reviews, he has presented numerous scholarly papers on subjects ranging from 19th century women's history to race relations. Dr. Edelstein served as a panelist for an Association of American Colleges program on "Experimental Education: The Washington D.C. Years" and discussed "Microcomputers and the Humanities" as a panelist at the IBM National Conference for Deans of Arts and Letters.

He has written extensively on Afro-American history and is working on a book of essays on race and gender. He is an expert in American history, particularly as it relates to the Civil War and Reconstruction, American studies, Afro-American history, 19th century women's history and race and ethnicity.

Dr. Edelstein serves as a historical consultant to the National Broadcasting Company's vice-president for broadcast standards. He has also been a historical consultant to Columbia Pictures Television.

Vicky Penner Katz

Dr. Tilden G. Edelstein, dean of Rutgers Faculty of Arts and Sciences, has been appointed Provost and Academic Vice-President of USB, effective July 1.

He will succeed Jerry Schubel, who will return to his former position as dean and director of USB's Marine Sciences Research Center.

Dr. Edelstein's career at Rutgers has spanned 22 years and included seven years of service as chairman of the history department and three years as associate dean of the Faculty of Arts and Sciences

### Snoreck Named Campus Services Vice President



Harry P. Snoreck

Harry P. Snoreck, assistant vice-president for facilities and services at West Virginia University, will become USB's vice-president for campus services June 1.

In the newly-structured position, he will be responsible for all plant operations for

the academic and health care facilities on the main campus and the Health Sciences Center, facilities engineering, vehicle maintenance, transportation services, purchasing, mail distribution, central stores and warehousing, central receiving, printing services, contract administration, auxiliary services and all Human Resources services for USB's 7,200 employees. Approximately 750 employees, including three assistant vice-presidents, are assigned to the area which has an annual budget of almost \$34 million.

Selected in a nationwide search, Mr. Snoreck brings to USB more than 30 years administrative and management experience, the last seven at WVU where, prior to his appointment in 1984 as assistant vice-president for facilities and services, he served as director of purchasing.

Mr. Snoreck, who holds a master's degree from Southern Illinois University

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Dr. Karl K. Turekian

## PLURALISM IN ACADEME

## Minorities in Higher Education: Confronting a Time Bomb

This article was written by Reginald Wilson and Manuel J. Justiz, and appeared in the Fall 1987 - Winter 1988 edition of Educational Record.

Dr. Wilson is director of the Office of Minority Concerns at the American Council on Education and 1988 Martin Luther King-Rosa Parks-Cesar Chavez Visiting Professor at the University of Michigan. Dr. Justiz is chaired professor of educational leadership at the University of South Carolina.

America is no stranger to demographic challenges. Our history is marked by a series of immigration waves that have molded and shaped our society. We have turned the "tired, poor and huddled masses" into the humanpower and mindpower that are our nation's greatest strengths.

Higher education, too, has had its share of demographic challenges, most of them in the more recent past. Where not so long ago, the typical undergraduate was white, male, and between the ages of 18 and 24, that student today is likely to be older, female, minority, part-time, and a commuter.

But these demographic changes are relatively miniscule compared to what lays ahead. The overall college-age population (18-to-24-year-olds) will continue to decrease in the coming decades, and that decline will result mainly from the shrinking white population. The black, American Indian, and Hispanic population is younger than the white population and growing at a faster rate. Thus, in contrast to whites, the proportion of minority college-age persons will rise, and dramatically so in the case of Hispanics.

And, if the influx of Hispanic immigrants continues at current rates, we will have to concurrently integrate the second largest wave of immigrants in the nation's history into our culture.

According to Harold Hodgkinson, author of *All One System: Demographics of Education, Kindergarten through Graduate School*, by the year 2000, America will be a nation in which one out of every three people will be non-white. The growth of minorities in the youth population, Hodgkinson predicts, "will change the [education] system faster than anything except nuclear war." The newspaper *Education Week* called these demographics higher education's "time bomb."

### The Clock is Ticking

The changing demographics are an explosive issue for higher education because colleges and universities have not brought minorities onto their campuses in numbers comparable to their representation in society. In the words of a 1986 report from the Education Commission of the States, "progress toward full participation of minorities in higher education has become distressingly stalled." Although high school graduation rates for all racial/ethnic groups have risen in the past 10 years, college-going rates for minorities have risen little since 1976, and in the case of blacks, have actually declined.

This lack of progress is reflected at every subsequent stage of the pipeline.



The growth of minorities in the youth population, says demographer Harold Hodgkinson, "will change the [education] system faster than anything except nuclear war."

Attrition is a major problem on many campuses, so fewer minorities are receiving undergraduate degrees. An inhospitable environment and prohibitive costs with questionable benefits deter minorities from pursuing graduate degrees. The insufficient pool of doctorates combined with a lack of commitment to affirmative action has produced the most minimal representation of minorities in the faculties and administrations of predominantly white institutions.

Left unchecked, the declining participation of minorities in higher education will have severe repercussions for future generations of Americans. We risk developing an educational and economic underclass whose contributions to society will be limited and whose dependency on others will grow. We also risk creating a culture and an economy that ignores the talents of a large number of its citizens.

This neglect occurs at a time when our nation clearly needs more, not fewer, highly educated individuals to sustain our competitiveness in a world economy. As the population rapidly ages, a heavy burden is being placed on youth to pay retirement bills. As Harold Hodgkinson points out, in 1950 there were 17 workers paying the benefits of each retiree. Four years from now, there will only be three workers providing funds for each retiree. One of the three will be minority.

Economically, we are shifting from an industrial to an information- and technology-based society. The sophisticated demands of our changing world will require higher literacy for all our citizens to be successful parents, adaptable workers, and conscientious participants in the democratic process.

### The Decline in Commitment

Twelve years ago, after a decade of concerted effort, minority participation in higher education was at an all-time high. Unfortunately, there has been a decline in commitment to raising the attainments of minorities in education. While many programs established during the past 25 years have addressed the need to increase

minority undergraduate and graduate enrollments, hire more minority faculty and administrators, and add courses to the curriculum that reflect the diversity of the student population, they have not accomplished their goals.

For one thing, many of the programs were ushered in through mandates of U.S. presidents, Congress, and the courts and have required serious enforcement from outside academe. Some have seen the federal presence as an intrusion into the academic community; yet, with the decline in federal enforcement during the Reagan era has come a decline in commitment to the goals of equal opportunity and access. At the same time, higher education is engaged in a struggle to keep costs down and raise standards. By and large, institutions are fighting to stave off losses, not working to promote new initiatives. This state of affairs has hurt minority participation in higher education.

As a result, once promising gains in minority recruitment at all levels of higher education have evaporated.

### College Participation

According to Bureau of the Census data, college enrollment rates for blacks dropped from 33.5 percent of high school graduates in 1976 to 26.1 percent in 1985. In this same period, the percentage of blacks completing high school increased from 67.5 percent to 75.6 percent.

For Hispanics the situation is not much better. While high school graduation rates increased from 51.9 percent in 1976 to 62.9 percent in 1985, the participation rate for 18-to-24-year-old Hispanic high school graduates declined from a high of 35.8 percent in 1976 to 26.9 percent in 1985. Meanwhile, the armed services have been steadily increasing their share of minority high school graduates. Students are told they can "be all they can be"; they are given emotional and financial support, while academe often promises an unfriendly environment at skyrocketing costs that many lower-income students simply cannot afford.

The intention of the Reagan Administration to reduce many student-aid programs and its efforts to shift more

of the burden of payment to students and their families has seriously affected low-income students and hit minority students especially hard. The results of a study by the American Association of State Colleges and Universities bear out the deepest concerns of the minority community. The study, "A Call for Clarity: Income, Loans, Cost," published in 1988 shows that dependent individuals from families with incomes under \$20,000 were less likely to enroll in college in 1982 than they had been in 1978, while those from families with incomes above \$20,000 had increased enrollments in the same period. From 1978 to 1982, the number of students from families with incomes under \$10,000 enrolling in college for the first time decreased by 16.8 percent. This decrease affected blacks most severely; they experienced a 30.6 percent reduction. Families with incomes between \$10,000 and \$20,000 experienced a decrease in first-time enrollment of 8.6 percent, of which Hispanics suffered the greatest decrease—21.1 percent.

As a result of financial limitations, many minority students who go on to college attend two-year rather than four-year institutions. Over half of all American Indian and Hispanic students and some 43 percent of all black and Asian students attend community colleges, compared to about 36 percent of white students.

### Declines at the Graduate Level

The percentage of degrees awarded to minorities declines with each successive level of education. Those minority students who leave school do not easily come back. And those who graduate do not often go on. In 1984-85, minorities earned 11.7 percent of all bachelor's degrees, 10.4 percent of all master's, 9.5 percent of all doctorates, and 9.8 percent of all first professional degrees. These declines result in an extremely limited pool for faculty recruiting.

The world of graduate study is not an accessible one for minority students. Black and Hispanic Ph.D. recipients are disproportionately concentrated in a small number of institutions. Sixty percent of the doctoral degrees awarded to blacks in 1980-81 were awarded by 10 percent of the doctorate-granting institutions. Hispanic doctorates were even more highly concentrated than black doctorates, with 59 percent of all Hispanic doctorates emanating from eight percent of doctorate-granting institutions. Moreover, in 1980-81, the majority of predominantly white doctorate-granting institutions awarded no degrees at all to any blacks or Hispanics. Ineffectual recruitment, limited financial assistance, and admission criteria that place undue emphasis on standardized test results are factors in this institutional disparity.

Research provides incontrovertible evidence that blacks and Hispanics are grossly underrepresented among advanced degree holders in mathematics, biology, physical science, and engineering. Meanwhile, blacks and Hispanics are overrepresented among advanced degree holders in education and the social sciences.

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## Programs Bring Minority Students Into Graduate 'Pipeline'

In an effort to bring minorities into the pipeline of graduate education, USB has embarked on several programs that allow undergraduates to get a taste of graduate school life.

The university last year established a joint program with Dillard University in New Orleans that allows students to do graduate work at USB's Marine Sciences Research Center (MSRC) for a year. Under the agreement, students enrolled in the program graduate from Dillard with a bachelor's degree and return to USB to pursue a master's degree in marine environmental sciences at MSRC.

Dillard students come to USB for the spring semester of their junior year and the fall semester of their senior year. They take 15 college credits (including 11 undergraduate and 4 graduate credits) and get a chance to do graduate research under the direction of a faculty advisor. Two students are participating in the program, and a Dillard graduate has now entered the master's program. The two undergraduate students are working with Dr. Malcolm Bowman on remote sensing, using data obtained from satellites to study marine problems.

"There are very few black marine scientists," said Jeri Schoof, executive assistant to MSRC dean and director Jerry Schubel. "The program hopes to increase that number."

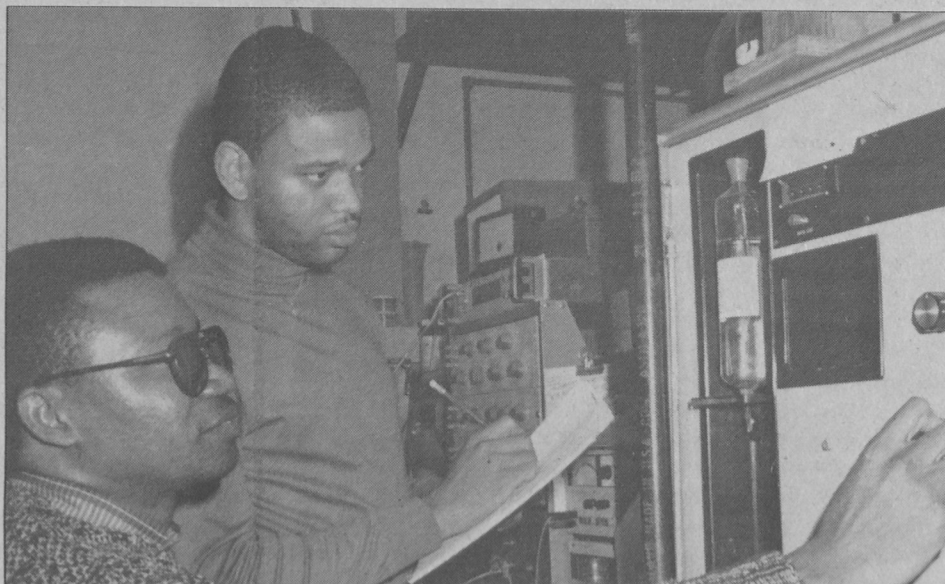
Another program that targets the minority shortage in the sciences is the Minority Research Apprentice Program (M-RAP), which is scheduled to begin this summer. Fifteen minority students from colleges and universities across the country, particularly the south and New York City, will be enrolled in the program, which offers an opportunity to do graduate research in physics, chemistry or marine sciences and receive eight credits. Each student will be assigned to a faculty advisor. Students will live on campus and receive room and board, tuition and \$1,000 stipends. The eight-week program, from June 19 to Aug. 11, is funded by the U.S. Department of Education for \$91,000.

Next summer, USB plans to offer M-RAP in the social sciences, specifically in economics, psychology and political science. Students would be assigned to faculty mentors under which they will do research projects. Those in the economics and political science program will be given instruction in the major computer software programs used in their field of study and will get a chance to apply this knowledge in research projects. The program is also funded by the U.S. Department of Education for \$93,500.

Another program geared to increasing minority representation in the social sciences is offered through the W. Averell Harriman School for Management and Policy.

The Summer Institute in Policy Analysis and Public Management for Minority Students is a seven- and a-half week residential fellowship program that offers preparation for graduate study in public policy analysis and management leading to professional careers in state, local and federal government. Designed for students who have completed the junior year in college, the institute includes study in policy analysis, international relations, quantitative methods and communications.

The program provides an introduction to career possibilities in public service and offers hands-on experience through field visits, guest speakers and case studies.



Hashali Hamukuaya, left, and Theo Brown, student from Dillard University in New Orleans, work in a Marine Sciences Research Center laboratory as part of a cooperative agreement between Dillard and USB. Photo by Ed Bridges.

Now in its 10th year, the institute is funded by the Ford and Rockefeller Foundations. Each year, 27 students, including blacks, Hispanics, Asian and American Indians, are accepted into the program, which runs from June 5 to July 26. Students who successfully complete the program receive a graduate fellowship that can be used at the major graduate professional schools of public management. The fellowship pays all tuition and related fees, plus a stipend of \$6,500 for the academic year. USB is one

of eight universities offering the program.

USB also offers two fellowships for under-represented students.

The Patricia Harris Fellowship supports students pursuing doctorate degrees. In its second year, the \$80,000 program funds students in physics, chemistry, cell and developmental biology and marine sciences.

The W. Burghardt Turner Fellowship Program funds 15 students who wish to pursue the master's or doctorate degree.

Wendy Greenfield

## Universities Re-examine

*continued from page 1*

A decade ago, there was a general belief that boosting financial aid and strengthening recruitment would be sufficient to increase minority participation. Today, the problem is acknowledged to be much more complex. For instance, the quality of pre-collegiate education also must be improved. Parents and counselors must encourage young people to make the commitment. Young people must find the strength to resist negative peer-group pressure.

Universities, moreover, must offer an environment that is hospitable to people of color. Indeed, universities around the country are reviewing policies and practices with a more sensitive eye toward their minority populations.

At the same time, growing numbers of scholars are challenging higher education's traditional emphasis on works by Western white males. The result, as *The Washington Post* has termed it, is a "grand slugfest over how to teach literature, history and the arts."

At Stony Brook, one finds all of these forces at work. A Task Force on Faculty Pluralism, appointed in January by Provost Jerry Schubel, will soon present recommendations to strengthen recruitment and retention of minority faculty members. The "other cultures" requirement in the core curriculum is likely to be expanded from one to two courses. And a series of convocations and meetings this semester have addressed the challenge of diversity, pluralism and multiculturalism in the academic environment.

Beyond these and other responses, Stony Brook also has played an important role in shaping the national dialog regarding minority scholarship and curricular reform.

For instance, the university in late 1987

hosted a three-day conference on the national need for African American, American Indian and Latino scholars. Out of this meeting, coordinated by Assistant Vice Provost Myrna Adams, emerged a "policy/action group" of faculty and administrators which recently issued a series of broad policy recommendations addressed to federal and state governments, professional organizations, institutions of higher education, and faculty. Featured in a recent page-one story in *The Chronicle of Higher Education*, the report—titled *Meeting the National Need for Minority Scholars and Scholarship*—has gone to a second printing.

E. Ann Kaplan, director of Stony Brook's Humanities Institute, has played a similarly pivotal role in the area of curricular reform. At her urging, the American Council of Learned Societies (ACLS) last May convened a group of about 30 educators—mostly directors of humanities centers—to discuss common concerns, including the future of funding and support for humanities research.

That meeting produced a consensus that the humanities were being unfairly attacked and that a response was warranted. Dr. Kaplan joined five other participants, including George Levine of Rutgers University, who coordinated the project, in writing an influential ACLS pamphlet titled *Speaking for the Humanities*. Published in full in *The Chronicle of Higher Education*, it presents, among other things, a powerful argument for more pluralistic approaches in humanities education.

While they address widely divergent themes, the reports complement one another in important ways. Both, for instance, directly acknowledge America's changing position in the world economic community. Both also remind faculty that

## Library Science Scholarship Available

The University Libraries at USB, in cooperation with the School of Information Sciences and Policy at the State University of New York at Albany, is sponsoring an internship/scholarship program for minority students interested in careers in library and information science.

MILIS, the Minority Internship/Scholarship in Library and Information Science, is open to all minority students who are completing their junior year. Students selected for the program will receive a paid internship within the university libraries at Stony Brook during their senior year.

Students will be involved in the library's daily activities, and will have a mentor from the library faculty.

Upon graduation, if participants meet the academic requirements for entry, they will receive a full tuition scholarship with stipend to attend the School of Information Science and Policy at the State University at Albany.

The application deadline is June 30. For information, contact Judith Kaufman, personnel and development librarian, 632-7100.

openness to alternative perspectives enhance the potential for scholarly renewal.

Dan Forbush

*Excerpts from the reports are reprinted on pages 6 and 8.*

## New Students

*continued on page 1*  
other as people."

USB also holds several "town hall" programs each year. "It's based on the New England town hall concept, and is intended for faculty and staff as well as students. People with concerns and grievances can get them heard," explains Ms. Metivier-Redd. The campus also co-sponsors, with Suffolk County, affirmative action dialogues for major employers in the region, "to share information and keep affirmative action alive on a broader scale," she says.

The university is also expanding its efforts to recruit a more diverse population. The Office of Undergraduate Admissions holds open house programs tailored to the needs of ethnic minorities, and targets mailings to certain groups. "We're also increasing our outreach to Asian students," says Theresa LaRocca-Meyer, dean for enrollment planning and director of admissions. In addition, the Office of Special Programs administers a "Youth 2000" program, which provides counseling, workshops and other services for Long Island high school students from disadvantaged areas.

"We already have a diverse population on campus, but we need to do more," sums up Theresa LaRocca-Meyer. "The broader a pool of students we work with, the more cultures we'll have on campus, and the stronger an institution we'll be."

Sue Risoli

# Strengthened Graduate Education Essential for Continued U.S. 'Edge'

A "policy/action group" made up of some of the nation's most influential African American, American Indian and Hispanic faculty and administrators has highlighted the national need for minority scholars and scholarship as central among the "urgent challenges facing graduate education."

"The current focus on the need to improve pre-college education is essential," said the group's chair, Myrna C. Adams, assistant vice provost at the University at Stony Brook, "but as a nation, if we hope to maintain our economic, social and political edge, we must provide opportunities at all levels, from pre-kindergarten to post-doctoral."

"Graduate education, after all, generates new knowledge, produces skilled professionals and provides the teaching faculty for colleges and universities," she added.

Toward that end, the policy/action group—which as yet has adopted no formal name—has issued a series of broad policy recommendations to the "actors and institutions" who are responsible for our system of post-secondary education, including federal and state governments, professional and accrediting organizations, institutions of higher education and senior faculty.

Members of the group convened for the first time at a conference sponsored by the University at Stony Brook in November, 1987, and continued their deliberations at a follow-up weekend session hosted by USB last July. About 80 educators from Ph.D.-granting institutions and national organizations attended the first conference, while 50 attended the second.

The policy/action group grew out of these two meetings. Its recommendations, contained in a report titled *Meeting the National Need for Minority Scholars and Scholarship Policies and Actions*, are now receiving wide distribution among educational associations and federal and state agencies.

Stony Brook faculty and administrators on the policy/action group include—in addition to Dr. Adams—Susan M. Squier, associate vice provost, and former vice provost Robert L. Lichter. Homer A. Neal, former USB provost who is now chairman of physics at the University of Michigan, played an instrumental role in USB's hosting of the meetings, and continues to serve as a member of the policy/action group.

To sustain the momentum, a third session of the group is scheduled to take place this summer at the University of Michigan, said Dr. Adams.

"It is not necessary to have a new infusion of money from a major national foundation or from the federal government in order to make these policies and actions work," said USB President John H. Marburger. "There is money available. There are positions available. It is only necessary to raise the institutional priority level of these activities."

## Recommendations

Members of the group put faculty and their individual institutions at the heart of all recommendations. Some of the recommended actions do require allocated funds, but most simply would require a commitment to changing policies and procedures which bring more African American, American Indian and Latino scholars into the academy.

*Policy/Action for Faculty.* Whatever policies, strategies or actions might be suggested or recommended by any group, said the report, it is the faculty, more than

any other individuals, who have the primary responsibility for increasing the numbers of minority scholars and the development of minority scholarship.

Changes in faculty roles and behavior must occur in three areas: outreach and recruitment to expand the number of people in the target groups who are qualified for successful graduate study; mentoring to enable more members of target groups to find the career-oriented faculty support they need, and increasing the responsiveness of scholars in all disciplines to the requirements a plural society.

*Policy/Action for Institutions.* The report pointed out that no institutions can be excellent without being truly plural. Commitments to excellence abound, and they must now be matched by similar commitments to pluralism. University presidents, deans and department chairs must exercise conceptual leadership and must take responsibility for an explicit academic plan with goals of excellence and pluralism, for enhanced recognition of mentoring and for the use of incentive and reward systems to reinforce desired changes in faculty behavior.

*Policy/Action for the Federal Government.* Approximately half the report is devoted to recommendations to the new Bush administration, which the group calls upon to "participate in promoting a comprehensive, long-range agenda" to strengthen minority representation in graduate education. The most recent year for which statistics are available. Black American men earned

The federal agenda, said the report, must be long range with at least these goals: developing the minority talent pool, financing graduate students, redefining and reshaping research policies and practices, strengthening the placement and employment of minority scholars, supporting the creation of institutes to incorporate plural scholarship into the academy, and creating and maintaining an accurate data base on students at all levels of education.

To achieve these goals, the federal government should make use of financial aid, grants, awards and contracts, and the criteria which direct their allocation and distribution, as well as the federal ability to collect and disseminate timely and comprehensive information.

*Policy/Action for States.* Most American public universities and systems of higher education are organized at the state level. States are in the best position to evaluate and coordinate program offerings at this level and to monitor the educational pipeline, perhaps starting in kindergarten and preschool.

To make changes at the state level, the report calls on governors, state legislatures and educational leadership of states to make use of policy statements, appointments of minority candidates to leadership, policy and review positions, and the allocation of state funds to achieve educational equality.

*Policy/Action for Accrediting and Professional Associations.* Professional and accrediting associations should use their broad influence over institutional and



Myrna C. Adams. Photo by Ed Bridges.

faculty academic standards and behavior in support of pluralistic scholarship, said the group. They should take action through statements of principle, appointments to journal/editorial committees, recognition of new and plural perspectives, and acceptance of progress toward minority equity as a criterion for institutional accreditation. The group called on senior faculty to take the lead in accepting and carrying out these recommendations.

Single copies of the policy/action group's report are available at no charge from Myrna C. Adams, assistant vice provost, Graduate School, 2401 Computer Science Building, University at Stony Brook, Stony Brook, NY 11794-4433. For multiple copies, payment for postage and handling is required.

## Policy/Action Group Directs Recommendations on Minority Scholarship to Universities and Faculty

*In the following excerpt from Meeting the National Need for Minority Scholars and Scholarship, the policy/action group presents its recommendations to college and university administrations and to senior faculty.*

*Stony Brook faculty and administrators on the policy/action group include—in addition to Dr. Adams—Susan M. Squier, associate provost, and former vice provost Robert L. Lichter. Homer A. Neal, former USB provost who is now chairman of physics at the University of Michigan, played an instrumental role in the first Stony Brook conference and continues to serve as a member of the policy/action group.*

### The Institution

It is the institutions of higher education which mediate between pressures from "outside" (government policies, professional organizations, community groups and the like) and from "inside" (faculty or students who propose or oppose change). Well-meaning faculty and well-conceptualized programs will founder if institutions do not provide a day-to-day framework of leadership, administration, accountability, and incentives appropriate to the task; for every American college, no matter how much it appears to be part of a larger system, is largely autonomous in its day-to-day operations.

No institution can be excellent without being truly plural, but while commitment to excellence is everywhere stated in the explicit policies of institutions, similar statements of commitment to pluralism are absent. For the years ahead, the major challenge is for universities to dedicate themselves to social justice and then to translate the commitment into practice.

### Recommendations

To create the environment for institutional changes essential to bringing more African Americans, American Indians and Latinos into scholarly training and careers, university administrators—presidents, deans, department chairs—must exercise responsibility for **conceptual leadership**, for an explicit **academic plan** with the goals of excellence and pluralism, for enhanced recognition of mentoring, and for the use of **incentive and reward systems** to reinforce desirable changes in faculty behavior.

### Conceptual Leadership

Nowhere is conceptual leadership more important than in pursuit of educational equity. Such processes as affirmative action depend on conceptual clarity to undergird workable and effective systems, whether for recruitment, hiring, promotion or the allocation of resources.

We support the recommendations expressed in *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*, J.B. Justus, Project Director, 1987, pp 69-76. These recommendations, while specifically directed to faculty, department chairs, chief executives and their administrators at UC, are action-oriented and widely applicable.

Two of the recommendations aimed at chief executives are particularly appropriate strategies to increase the numbers of African American, American Indian and Latino scholars.

1) "Whatever the management style, affirmative action must be measured by the ability of an administrator to translate commitment into action. All managers

should be held responsible for their contributions to this institutional commitment. . ."

2) "To underscore the responsibility of department chairs to fulfill institutional commitments to affirmative action, [administrators] should institute appropriate communication and incentive structures (including orientation for new chairs, annual institution-wide goals, special funds and awards of positions as incentives)."

3) Programs of faculty and staff development must be designed, funded and implemented so as to ensure the fullest participation of all segments of the university community. The objective of such programs would be to inform, to educate and to develop normative institutional standards of conduct and practice devoid of overt and covert manifestations of racism and sexism.

### Academic Plan

4) The faculty leadership group of the university, including the chief administrative officer, deans, chairs, graduate directors and key individuals in faculty governance must develop an academic plan which incorporates the issues of cultural pluralism into the overall mission and operation of the institution.

### Incentives and Rewards

5) Institutions and their leaders should use the whole panoply of traditional incentives and rewards for faculty in order to improve and increase university effectiveness in increasing successful participation of targeted minority groups in the scholarly pursuits.

• Criteria for tenure and promotion should include positive weight for faculty

who work effectively with students and beginning faculty from targeted ethnic and racial minorities.

- Recognizing how valuable time is to faculty members, institutions should provide resources; research assistantships, secretaries, equipment, as appropriate—to acknowledge and make time available to faculty for these activities, and should make clear that the resources are provided for these supportive purposes.

- Other possible incentives for faculty include:

- fellowships and grants as recognition for outstanding work with targeted minority students,

- leave time for faculty to develop curricula, work on minority recruitment and mentor minority students,

- salary increments tied to success in nurturing targeted minority students,

- individual awards in the form of peer recognition, e.g., "Mentor of the Year Award."

6) Institutions can develop opportunities to nurture and develop African American, American Indian and Latino faculty by providing

- professional development leave time
- postdoctoral fellowships
- hiring set-asides specifically for target groups

- faculty exchange opportunities
- visiting professorships
- research and conference funds

## The Faculty

Whatever policies, strategies, or actions might be suggested or recommended by any group, in the end, the faculty, more than any other individuals, necessarily have and will continue to have primary responsibility for increasing minority scholars and scholarship.

It is the faculty who recruit graduate students, who are responsible for the awarding of assistantships and fellowships, and who must provide extended mentoring and guidance if students are to be successful in attaining advanced degrees. It is the faculty who are responsible for providing an academic environment which will enhance the success of these students. It is also faculty who preside over the growth and development of their disciplines.

At the graduate level, more than anywhere else in American education, faculty determine who will succeed.

Collegial behavior—acting as members of departmental and disciplinary groups—is typical of faculty in all fields. But it is individual faculty members who have the greatest impact on graduate students as they proceed toward advanced degrees.

Many of the recommendations that follow are calls to action and responsibility by individual members of the faculty. We recognize that pressures to conform may sometimes make individual action difficult, especially for junior faculty. We call on senior faculty to take the lead in accepting and carrying out these recommendations.

## Recommendations

Changes in faculty roles and behavior must occur in three areas: **outreach and admissions**, to expand the number of people in the target groups who are qualified for successful graduate study; **mentoring**, to enable more members of target groups to find the career-oriented faculty support they need; and **defining scholarship**, to increase the responsiveness of scholars in the disciplines to a plural society.

## Outreach and Admissions

1) Faculty need to review critically those criteria and procedures for admission which for underrepresented groups do not effectively identify students with scholarly potential, and then to propose and implement alternatives.

2) Faculty and teachers should attempt to identify talented young people early in their schooling, and encourage them to consider and prepare for academic careers.

3) To increase the quality and quantity of undergraduate applicants, faculty should develop and expand "bridge programs;" for example, programs designed to create links between the senior high school and freshman year, the senior undergraduate and first year of graduate school, and programs which engage undergraduates in quality research projects.

4) Faculty should become more directly and actively involved in recruitment, especially in predominantly minority institutions and among groups traditionally underrepresented at the graduate level.

5) Networks should be built or strengthened to expand the information base of minority students about schools receptive to them, through visiting scholar and faculty-student exchange programs, institutional partnership arrangements, and minority alumni associations.

6) The extent of outreach should be creatively expanded to underutilized minority talent pools in traditional "terminal" master's programs, to working professionals, and to ABDs and other returning scholars.

## Mentoring and Advising

7) To increase the effectiveness of faculty mentors, attention should be paid to the professional development of faculty in such roles; e.g., through periodic workshops and through systematic training in cultural knowledge and sensitivity to ethnic and racial groups.

8) All faculty, especially those in senior and emeritus roles, should be involved in mentoring; especially effective mentors should be tangibly rewarded.

9) Faculty advisers should be held accountable for fair, equitable and effective performance.

10) Graduate students themselves should play an active role in mentoring, through assisting in the orientation of new graduate students and through critiquing the ongoing mentoring process.

## Defining Scholarship

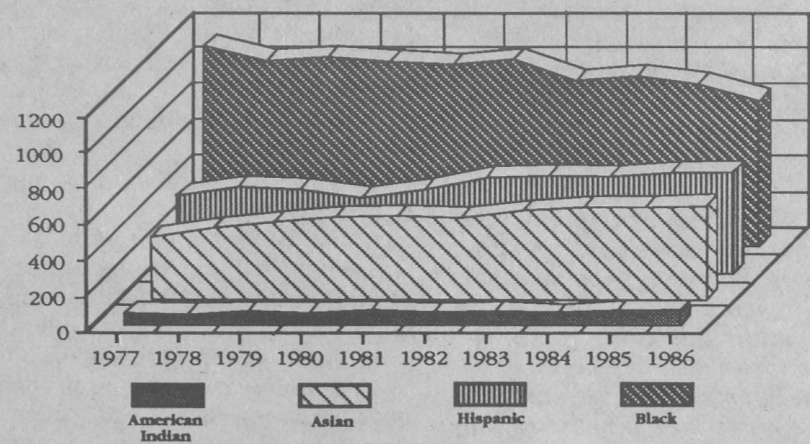
The twin issues of increasing the number of minority scholars and defining the scope and nature of scholarship to be more responsive to a heterogeneous society are inextricably entwined.

The pursuit of a scholarly life, which has its penalties as well as its rewards, will be more attractive to those groups we wish to recruit if the canons which define the limits of acceptable intellectual exploration are broadened to include the values and concerns which are central to people of color.

11) Faculty in all disciplines can advance the practice of openness toward new perspectives by themselves becoming sensitive to points of view different from their own, whether in matters of content, method, focus, form or any other taken-for-granted standard.

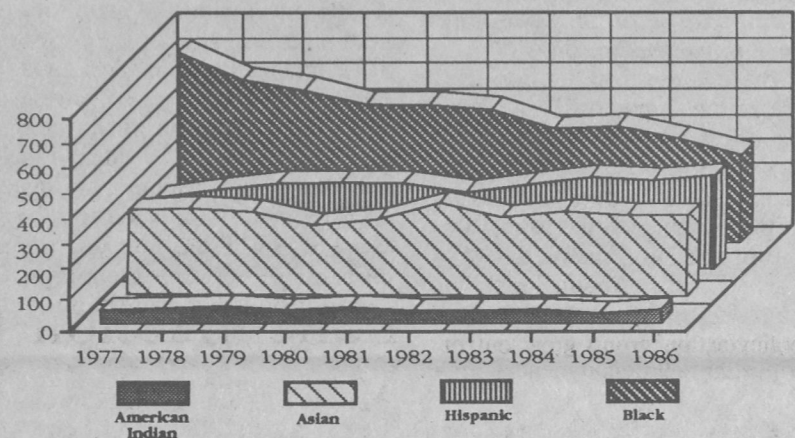
Willingness, on the part of faculty, to remain open to alternative perspectives enhances the possibility of scholarly renewal and development within the disciplines.

## Numbers of PhD's Awarded to US Nationals, by Ethnicity



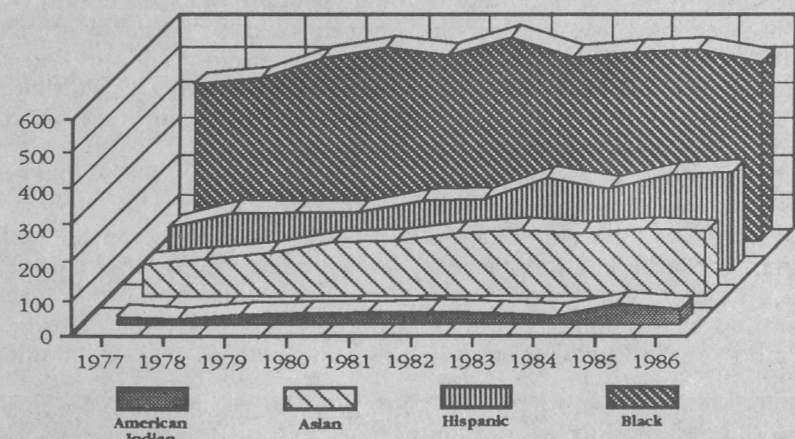
The total number of doctorate degrees awarded in 1986 was 31,770.

## Numbers of PhD's Awarded to US National Men, by Ethnicity



The total number of doctorate degrees awarded to men in 1986 was 20,526.

## Numbers of PhD's Awarded to US National Women, by Ethnicity



The total number of doctorate degrees awarded to women in 1986 was 11,224.

12) Faculty in all disciplines need to recognize the limitations that may exist in their departments, as well as in their disciplinary fields, for dealing with new elements in those fields. Where such limitations exist, faculty have a responsibility to seek appropriate remedies, whether within or outside their departments, institutions or disciplinary associations.

13) Faculty should, with administrators, periodically study ways to bring new perspectives into existing departmental structures or create centers for their development. This is particularly important for fields that have excluded

minority views because they are not recognized as part of the discipline's canon.

14) Professional associations and academic units that house scholarly journals should require that their composition of review boards, editors, and readers be inclusive of people of color.

15) Universities and professional associations should encourage, develop, and financially support opportunities for faculty to seek additional training in order to enhance their understanding of and competence with the scholarly contributions and concerns of people of color.

## Role of Humanities: To 'Dramatize Social and Cultural Pluralism'

Speaking for the Humanities, coauthored by E. Ann Kaplan, director of USB's Humanities Institute, was published earlier this year by the American Council of Learned Societies (ACLS). The essay has been hailed by educators around the country for its articulate response to attacks against the humanities voiced by Lynne Cheney, Allan Bloom and former Secretary of Education William Bennett, among others.

Such critics contend the humanities are failing to speak unequivocally for the universal values in the Western traditions of art, literature and philosophy. Such a critique, Dr. Kaplan and her colleagues answer, ignores the possibility that "changes in curriculum as well as changes in the social and moral structure of our society might reflect America's changing position in the world economic community or the emergence of non-Western powers on the world scene."

The essay covers issues including specialization, ideology and objectivity, method and substance, teaching and interdisciplinary centers. In addressing the subject of core curriculum—from which the following is excerpted—the authors argue that the "dramatization of social and cultural pluralism is one of the major roles of humanistic study."

...Nowhere does the vigor and pertinence of contemporary discussion in the humanities display itself more practically than in the debates about core curricula. Such debates are not new in the history of the humanities, but can be traced back at least to the articulation of the seven liberal arts in the trivium and the quadrivium. The model in most American education before the 1970's was that of the distribution requirement, in which

students were asked to choose courses from different areas—science, social science, humanities—to fulfill their non-major requirements. That model gave way, though not entirely and perhaps not in the majority of cases, to a model that gave students a freer range of choices. None of these models has proved fully satisfactory, and most institutions are now engaged in serious discussions of the content and rationale of basic courses, especially in the humanities.

Although public figures sometimes suggest that these issues are simple—that all would be well if every student were required to study certain specified and classic books—the difficulties in making definitive decisions suggest otherwise, even among those majority of humanities teachers who lament that their students do not have an adequate shared background of learning. The crisis, as we have said, is authentic and requires not retreats to traditions which in their own time were inadequate, but rethinking. What is to be the relationship between works traditionally taught as great—the vast majority of them by Western white males—and writing reflecting the experience and aspirations of other groups, either within Western societies or from other societies?

Developments in modern thought, as we have already suggested, have made us alert to what is left out when "the best that has been thought and written" is selected or when discussion focuses on "man." We have learned to ask whether universalist claims do not in fact promote as a norm the concerns of a particular group and set aside as partial or limited those of other groups. Characteristically in literary studies, for instance, a boy's experience of growing up



E. Ann Kaplan

has been deemed universal and a girl's marginal. Expansion of what is taught is one solution. "The central function of imaginative literature," writes William Empson, "is to make you realize that other people act on moral convictions different from your own." A particular virtue of literature, of history, of anthropology, is instruction in otherness: vivid, compelling evidence of differences in cultures, mores, assumptions, values. At their best, these subjects make otherness palpable and make it comprehensible without reducing it to an inferior version of the same, as a universalizing humanism threatens to do. The dramatization of social and cultural pluralism is one of the major roles of humanistic study. One may ask how racial tensions on campuses or in American society might be affected if students and citizens had empathetically grasped the experience of others, as literature and history can convey it.

There are, however, difficult issues here that require continuing debate: should one, in the interests of the representation of otherness, seek to include a "representative" sampling of works from non-Western traditions and of minority traditions within Western culture? Are we, in fact, aiming at a multi-racial international canon? The very possibility of a "canon" under these circumstances becomes questionable. Should we not insist, rather, on the necessity of reading works in relation to other works of their traditions and thus resist the idea of a more comprehensive canon, countering it with a series of deeper, more locally-accurate studies? When dealing with American materials, to what extent should the humanities advance awareness of cultural difference by promoting the notion of American culture as an arena of competing, marginalized, suppressed interests, situations, traditions, rather than as a common possession?

Grappling with such problems is one of the major tasks of the humanities; here the concerns of teaching and research intersect, for it is research that has brought forward the materials whose place we are now debating, and it is research—reflection on the nature of cultures and their histories—that will suggest solutions. Henry Louis Gates Jr.'s rediscovery of Harriet Wilson's 1859 *Our Nig* has helped reframe the whole history of black literature in the United States, and thus of the American novel itself. Similarly, feminist studies of traditional narratives—as for example Sandra Gilbert and Susan Gubar's *Madwoman in the Attic*—have significantly reshaped the way readers might think about the

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## New York State Minority Fellowship Named for Stony Brook Professor

Recognizing that financial support is a key factor in keeping minority students in the "academic pipeline," USB created a special fellowship program in 1987 for underrepresented ethnic minority graduate students. Fifteen such fellowships were awarded.

Today, the program has expanded to 36 fellowships, and has been renamed in honor of W. Burghardt Turner, professor emeritus of history.

Dr. Turner, who taught in USB's history department from 1968 to 1978, has a long record of public service on Long Island.

At a ceremony marking the renaming of the fellowships last December, Franklin W. Knight, a former USB faculty member who is now a professor of history at Johns Hopkins University, warned the new Turner fellows to beware of complacency

at a time when the "educational revolution is in danger of being stillborn."

The expectations of the sixties have not been fulfilled, Dr. Knight noted.

"The increasing marginalization of minority groups in the changing university structure and the changing workplace does not bode well for a country that will be composed predominantly of minorities in the next century, nor does it speak well for a democracy whose politicians stress the making of machines over the making of minds," he said.

Citing the Turner Fellowship Program as one indication that "we have diagnosed the problem and are actively seeking a solution," he called on the fellows to seize the opportunity, to give the "best shot," as Burgh Turner would have done.

"The future is what you make it."

### W. Burghardt Turner Fellowship Recipients

Ali, Kenshaka	M.A.	Theatre Arts
Agosto, Moises	Ph.D.	Hispanic Languages & Literature
Araya, Haile	M.A.	Linguistics
Benampaka, Daniel	M.A.	French & Italian
Brown, Deidre	M.S.W.	Social Welfare
Campbell, Threadwell	M.F.A.	Theatre Arts
Carrasco, Jacqueline	M.M.	Music
Cuevas, Lissette	Ph.D.	Chemistry
Downs, Christina	Ph.D.	Psychology
Estevez, Virginia	M.S.	Chemistry
Fairclough, Pamela	M.S.	Technology & Society
Fuentes-Rivera, Ada	Ph.D.	Hispanic Languages & Literature
Gayle, Michael	Ph.D.	Psychology
Gipson, Michael	M.S.	Harriman
Guerrier, Donald	M.A.	French & Italian
Huertas, Esther M.	Ph.D.	Hispanic Languages & Literature
Hogg, Christopher	M.S.W.	Social Welfare
Juarbe, Rose	Ph.D.	Comparative Literature
Kortright, Peter	M.S.	Technology & Society
Lizardi, Humberto	Ph.D.	Psychology
Marbury, James	M.M.	Music
Martinez, David	Ph.D.	Philosophy
Medina, Antonio	Ph.D.	Hispanic Languages & Literature
Millan, Madeline	Ph.D.	Hispanic Languages & Literature
Moncrieffe, Andrew	M.S.	Computer Science
Muntaner, Ada	D.A.	Linguistics
Nagel, Pablo	Ph.D.	Philosophy
Nieves, Cynthia	Ph.D.	Comparative Literature
Nieves, Marysol	M.A.	Art
Orloff, Lillian	Ph.D.	Anthropology
Otero, Cefin	M.A.	Theatre Arts
Rivera, Aida	M.S.W.	Social Welfare
Squicciarini, Vito	M.S./Ph.D.	Applied Mathematics & Statistics
Spikes, Deborah	Ph.D.	Molecular Biology & Biochemistry
Vasey, Natalia	Ph.D.	Anthropology
Watkins, Donna	M.S.	Technology & Society



W. Burghardt Turner (left), professor emeritus of history; Robert L. Lichter, former vice provost for research and graduate studies; and Joyce Turner at the December ceremony.



## Confronting a Time Bomb

continued from page 4

### Faculty and Administration

Higher education officials complain that the pool of minority scholars available to become faculty members and administrators just isn't big enough. In fact, more candidates are available than are finding appointments. Only 9.6 percent of all full-time faculty members are minorities. Since many of these are located at historically black institutions, the representation at predominantly white institutions is actually much lower. Minorities make up only 8 percent of the fulltime faculty at white institutions, and just 2.3 percent of these faculty are black. Many of these minority faculty members are to be found in ethnic studies, equity, remedial and compensatory programs, and bilingual education.

In 1983, minorities constituted approximately 10 percent of all administrators, only a slight increase over 1977. Blacks comprise about 7.2 percent of administrators while Hispanics comprise about 1.7 percent. Minority administrators are severely underrepresented in academic positions such as department chair, dean, and vice president for academic affairs.

During the next decade, nearly half of the current faculty in American colleges and universities will be replaced because of retirement or other attrition. The makeup and quality of those replacing retiring faculty will influence the ability of institutions to assimilate increasing numbers of ethnic minorities into the economic and social mainstream of the nation.

### Qualitative Issues

The problem of declining minority participation in higher education goes beyond the numbers and statistics; it is qualitative as well as quantitative. The poor quality of education at earlier stages of the educational pipeline available to minority students may limit their desire and ability to achieve. The quality of the environment on many campuses is a similarly negative influence on minority attainment.

Minority high school students are likely to live and attend school in poor districts, where less money is spent per student; where teachers are the least experienced and sometimes the least prepared; and where guidance counselors are in scarce supply. Those black, Hispanic, and American Indian students who do persist through high school are less likely than white students to be in a college preparatory program. They spend fewer years studying academic subjects, take fewer years of science and mathematics courses, and are less likely to take the SAT or ACT exams. The average SAT scores for American Indian, black, Chicano, and Puerto Rican students, respectively are 798, 722, 808, and 778 compared to 939 for white students.

When minority students arrive on campus, the institutional atmosphere unduly interferes with their academic achievement and personal development. Minority students often feel isolated from campus life. One consequence of isolation is attrition. Of the 1980 high school seniors who entered postsecondary education, 28 percent of American Indians, 31 percent of blacks, 28 percent of Mexican-Americans, 42 percent of Puerto Ricans, and 26 percent of white students had dropped out by February of 1984.

Other consequences of isolation are even more disturbing for minorities and for the institutions they attend.



The discontinuity between federal educational policy and minority population trends, the authors argue, is "one of the most critical issues currently facing policy makers and institutional leaders."

### The Rise of Racial Incidents

As recent reports in *The Chronicle of Higher Education* indicate, there has been an alarming rise in the number and intensity of racial incidents on campuses, culminating in the need to work anew on relations between black and white students.

The most publicized incident was a brawl at the University of Massachusetts at Amherst involving hundreds of white students attacking about 40 black students after the final game of the 1986 World Series. Other racial incidents have been reported at the Citadel, Fairleigh Dickinson University's Teaneck, N.J. campus, Manhattanville College, New Jersey Institute of Technology, the University of Wisconsin at Madison, Rutgers University, and the University of California at Berkeley. The list goes on.

In the wake of these incidents, many institutions are examining their institutional policies and practices to actively support the improvement of campus climate and to send a message to minority students about the commitment of the institutional leaders to their success and well-being. Specific policies on racial harassment and consequences for violations; mechanisms to hear and investigate complaints; and the presence of high-level administration with responsibility for minority affairs are all demonstrations of institutional commitment that are often lacking on campuses.

### Federal and State Policy Shifts

Unprecedented shifts in federal policy in the past decade have been a factor in the numbers of decline we see today. The federal government has neglected its responsibilities in ensuring compliance with affirmative action legislation and minority policy issues that are of overriding national importance. These shifts are forcing states to assume increased responsibility for financing education. It is possible that in the future the federal government will play a decidedly lesser role in supporting the participation of minorities in higher education and in increasing their representation on college faculties.

Because of the withdrawal of federal commitment, an important opportunity may be lost: the opportunity to take substantial corrective action to bring the nation's colleges and universities more closely into concert with the society they

serve. If recent projections of population trends and federal policy shifts are ignored, the fortuitous circumstances for increasing the numbers of minority faculty will pass. The alarming discontinuity between federal education policy and minority population trends is one of the most critical issues currently facing policymakers and institutional leaders.

### Higher Education's Role

The American higher education system is not solely to blame for the situation of minorities in the nation's colleges and universities, nor can it eliminate by its own efforts the barriers that prohibit minorities from participating fully in education, the professions, the sciences, and so on. There must be coordinated action taken uniformly at every stage of the education system—from early childhood programs to graduate school. At the same time, colleges and universities must respond immediately with improvements in policies, programs, and practices and with a significant movement from good intentions to actions.

The key to reversing poor minority participation in higher education is not a mystery. We know the reasons for minority attrition—limited financing, a hostile campus environment, racism, lack of relevance of curriculum, and academic difficulties. In the past, we have created recruitment and retention programs and seen impressive gains. What has been lacking in the past decade is commitment from higher education's leadership and faculties to sustain the gains of the early 1970s. This commitment must be expressed in the priority we give to programs on our campuses, in the seriousness with which we set goals and use timetables to monitor progress, and in funding levels.

Improving the campus climate is a longterm goal and requires a far-reaching agenda which can be more easily accomplished by taking some clearly defined steps. Administrators and presidents should bear in mind that institutions that are effective in retaining minority students take an active posture in seeking minority students out, in incorporating counseling and remediation into their programs, and in requiring faculty and staff to be responsive to their needs.

As far as finding minority faculty is concerned, there is a large cadre of bright minority college graduates that is escaping from the pipeline. These are not the "superstars" but individuals with potential for success as graduate students and faculty. While there must be national fellowship programs to encourage the most gifted to stay in academe, there must also be strong institutional commitment to "growing their own."

By the same token, national programs designed to increase the number of minority administrators through talent search, training and skills development, and networking opportunities are not enough. Initiatives such as the ACE Fellows Program or Harvard's Institute for Education Management must work in concert with efforts on campus to improve the episodic and ad hoc leadership development programs they offer. Campus leaders must actively adopt both an institutional philosophy and a practical plan for developing new leadership to include minorities. Moreover, challenging job opportunities must be available to minority leaders or their training will be wasted.

Another part of the unfinished agenda

for higher education lies in challenging the institution to expand its understanding of what is appropriate in the production and transmittal of knowledge. Our ability to understand, appreciate, and encourage the diversity of our students depends in part on the knowledge we have about their cultures, histories, values, and beliefs. Yet very few attempts have been made to see that the curriculum is transformed to include such material. We must support scholars in ethnic and women's studies and be willing to look at new methods, new questions, new areas of inquiry, new ways of thinking and looking at the world if we are to continue to develop a curriculum that not only responds to the new majority in higher education but also educates the dominant culture for a new age.

### Humanities

continued from page 8

nineteenth-century novel. Critical analysis of "non-literary" writings—of such writers, for example, as Darwin and Freud, of Wollstonecraft and Descartes, of Saussure and Kristeva—has entailed reshaping not only critical theory but the syllabi of our usual historical surveys.

Likewise, popular culture, instead of being excoriated as the cause of the degeneration of youth might be made part of contemporary education—as, at some few schools, it already has been. The study of the history of, and competing theories about, popular culture provides students with a framework in which to criticize the materials they consume daily and unthinkingly. In such studies, students are given the opportunity to reflect on what has been lost and gained in the changes they find in such areas as the quality of interpersonal relations, in the relationship of the individual to the law, in sexism and racism, as well as in the terrain of the aesthetic—the poetic and expressive uses of language, the concern with beauty, shape, composition. In our pluralistic academy, many different programs will be tried, with results that humanists will have to evaluate...

We may lament the insuperable difficulties of constructing a core of courses that we believe all students should take. And certainly, most of us carry around in the top of our heads a list of famous writers, artists, historical events. Why not simply require knowledge of them and be done with it? The list is too long and too short—too long to allow adequate treatment of all, too short to include members of anyone else's list. It is imperative that critics of the humanities' failure to construct or advocate a core curriculum recognize that every inclusion constitutes a choice, an exclusion. We need to be certain that we understand the grounds on which we are making those choices, allowing those exclusions. And once we try to think the choices through we find ourselves involved in the kinds of fundamental questions about standpoint, cultural difference, aesthetic, moral, and political values that belie universalist claims and assertions of utter disinterest. We do not claim that the effort to make those decisions should not be made, only that they should not be made self-delusively, self-righteously, without recognition of the nature of the contemporary epistemological and ideological debate. How we make such choices will be the subject of the core course of a core curriculum, for such a course would indeed be a humanist course in values, in history, in language, in the very meaning and significance of cultural literacy.

## USB to Improve Campus Security by Expanding Coverage, Modifying Policies

Adopting recommendations made by an *ad hoc* committee of students, faculty and administrators, the university over the last several months has expanded coverage and modified policies with an eye toward bolstering campus security.

The latest steps — which range from increasing the presence of public safety at the Stony Brook Union to better regulating access to the campus — reflect recommendations from several campus areas including student organizations, public safety and residence life and an *ad hoc* committee of faculty, students and administrators which was formed following an incident last October in which eight youths—none USB students—fired a rifle, stole equipment and stabbed a performer following a party sponsored by a fraternity in Tabler Cafeteria.

That committee was chaired by Fred Preston, vice president for student affairs. Implementation of the recommendations is being coordinated by a team led by Richard Brown, associate vice president for finance and management.

The following are some of the recent

### Health Care Students Post Excellent Results On Qualifying Exams

One hundred percent of the 1988 graduates of the physician assistants program in the School of Allied Health Professions passed the exam given by the National Commission on Certification of Physician Assistants.

Graduates of USB's physical therapy program also performed well on their state examination, with 96 percent passing.

This achievement ranks USB second of all physical therapy programs in the nation.

Professionals in both fields are in short supply across the country.

Education of physician assistants is oriented towards community medicine, specifically disadvantaged and rural areas. P.A.s are considered particularly effective in increasing patient access to cost-effective, quality health care in areas which have traditionally been underserved by physicians.

A physician assistant must work for a physician or a hospital and often serves in clinics, private and group practices, and in industry.

Graduates can consult with a physician to determine the appropriate diagnosis and therapy, take thorough medical histories, perform physical examinations, collect data, counsel patients and coordinate treatment by other health care professionals.

The median score attained by the 29 USB graduates was 553, compared to the median score for all those who took the test of 490.

Only two other schools of the 48 who offer physician assistants programs outperformed USB.

New York does not require certification for physician assistants, but does require graduation from an approved program and licensing; however, New York is the only state to give a practical exam for physical therapists as well as a written test. Every state gives a written test.

Only one student out of 23 did not pass the physical therapy test, but the individual can take the exam again.

Three programs tied for first with 100 percent passing the test. The third-ranking program had 86 percent passing.

Tamar Asedo Sherman

initiatives implemented by security.

**Access.** Large boulders have been placed adjacent to the gate of the south entrance to prevent the possibility of cars circumventing the gate after midnight, when the south and north gates are closed. A phone will be installed shortly at the main gate to enable security officers to directly confirm statements of would-be guests. The State Department of Transportation recently conducted a traffic analysis to determine the feasibility of closing the north and south gates at 10:30 p.m. Identification procedures at the main gate have been strengthened. Long-range plans call for construction of a permanent

gate house with a turn-around lane to redirect unauthorized vehicles back to Nicholls Road.

**Student Union.** Two Public Safety officers are now assigned to inside the Student Union from 9 p.m. to closing on Thursdays, Fridays and Saturdays. Communications and coordination has been improved between the Student Union staff and Public Safety, particularly as it relates to the scheduling of special events.

**Communications.** Resident student security staffers are now equipped with two-way radios to provide instantaneous contact with the Department of Public Safety.

**Parking Enforcement.** An evening ticketing/towing program is in place, with one parking enforcement agent actively concentrating on areas around residence halls and the Student Union. Public Safety officers also are participating in the program.

**Education.** The Department of Public Safety has expanded its ongoing educational program, particularly with the publication of *Personal Safety On Campus*, a new handbook which was recently distributed to all students, faculty and staff.

Vicky Penner Katz

## Marburger Shares His Thoughts on Security at Stony Brook

*In the following, President John H. Marburger shares his thoughts regarding campus security.*

The issue of safety is a magnet for controversy on campuses throughout the United States. Parents, students, faculty and employees have different concerns and different perspectives on what the problems are and what should be done about them. Those who regard themselves as potential victims insist that the institution offer absolute protection. Those who do not feel threatened resent the restrictions on personal freedom that security necessarily implies.

The issue is clouded further by concerns of employees responsible for responding to criminally threatening behavior. They feel that they themselves are at risk and demand forms of personal protection such as firearms and increased staffing. Universities try to accommodate all attitudes and to balance available funds for security among conflicting demands.

At Stony Brook, as elsewhere, the most common criminal action is theft—from offices, automobiles and residence hall rooms. Statistics show that it is more common than crimes of violence by a factor of 50 to one.

And yet it is the relatively infrequent crimes in which people are placed at risk of physical harm that receive most of our attention. This is as it should be, but we must all keep in mind that crimes against persons are overwhelmingly committed by personal acquaintances. Rape, willful injury, physical abuse and harassment are perpetrated on campuses most often by persons whom circumstances bring them into more or less intimate contact with the victim.

This is why awareness programs are so important: we can exert more control over the risk of personal violence by changing our own behavior. Institutions provide locks and barriers to protect property, but knowledge is the most effective protection against crimes committed by persons whom we willingly admit to our presence.

But occasionally violence is brought to us by strangers with ill intent. It is this situation that causes most concern, and fear of it leads us to accept extraordinary limitations on our freedom in the name of security.

### \$4 Million for Security

It also leads to expense. Apart from the substantial cost of physical



John H. Marburger. Photo by Ed Bridges

arrangements such as lighting, security hardware and maintenance, Stony Brook spends more than \$4 million annually campus-wide for Public Safety personnel and operations. That far exceeds the budget for any academic department.

Security expenditures are shaped by a variety of campus committees, some of which have been active for many years. Stony Brook files an annual report with SUNY on the activities of these committees and our responses to them.

Last year, for example, I created a Personal Safety Action Team to implement the recommendations of two Presidential Advisory Task Forces on Women's Safety, one for the HSC campus and one for the main campus. These task forces had produced long lists of prioritized actions desirable for enhancing personal safety on their respective campuses. The Action Team, chaired by George Marshall, director of environmental health and safety, is translating the recommendations into projects and completing them as funding and personnel become available. High priority projects receive preferential treatment in the campus and state budgeting processes.

### Priority Projects

Projects implemented as a result of recommendations from these committees include the blue light emergency phone system, increased lighting at sites designated by the committees, increased frequency of repair of door hardware and locks in residence halls, increased numbers of building guards throughout campus, improvement of paths in

designated parts of both campuses, placement of stop signs at designated intersections, and increased education and training programs.

Another supplementary safety initiative was launched in response to a series of shooting incidents on campus beginning spring 1986. The most recent incarnation of this initiative culminated in a series of recommendations developed by Vice President Preston in consultation with a special committee. The recommendations, endorsed by the Stony Brook Council, are being implemented by an action team led by Associate Vice President Richard Brown.

Actions taken to date under this initiative include, among others, nighttime restriction of campus access by gates and a manned main entrance guardhouse, improvement of communications during special events, publication and dissemination of the *Personal Safety on the Campus* handbook and establishment of new security system for the Stony Brook Union. I have reallocated funds to improve the guardhouse at the main entrance and to launch the blue light telephone system.

### Staffing

One question that always arises is "Do we have enough uniformed public safety officers?" There must be some optimum number to serve the campus effectively.

The necessary numbers depend very much on how the officers are deployed. At the current staffing level of 51 uniformed supervisors and officers—four supervisors are assigned to the hospital—our numbers exceed the coverage in surrounding communities. I do not believe that budget problems have limited our public safety staffing to unreasonably low numbers. At this point, it is as important to give our officers the support they need to perform their jobs at the maximum level of effectiveness.

This does not mean providing them with guns, but it does include developing a positive and helpful attitude toward public safety operations within the university community. Concern about safety can lead to bitterness and fear, or it can lead to constructive awareness about how to carry on our lives safely in an imperfect society. Our constant goal is to provide a safe environment without excessive restraints on personal freedoms or budget reallocations that damage our primary missions.

# The Chapin Rent Controversy: A Chronology and the University Perspective

An 8.75 percent rent increase to go into effect June 1 is being protested by some residents of the Chapin Apartments. The following chronology—provided to news media reporting on the issue—summarizes the university's perspective.

## History

In 1985, at the urging of USB officials, the State Dormitory Authority retained the New York City consulting firm, William A. Hall Partnership, to make a comprehensive survey of the structural problems in the Harry Chapin Apartment Complex with an eye toward developing a rehabilitation program.

The 12-building, 240-unit Chapin apartment complex on the east campus, houses single graduate students, graduate and undergraduate students with families, some Health Sciences Center resident physicians and some International Exchange Program students. It was opened in 1980 by the State Dormitory Authority which oversaw its construction in a turn-key operation.

Though aesthetically appealing, it quickly became evident to university administrators that there were deficiencies in construction, ranging from loose siding and shaky floors to window and plumbing problems, most of which were beyond the financial ability of the Stony Brook campus to solve.

For several years, USB officials sought funds to repair and renovate the complex, an effort that eventually proved successful when the findings of the consultant convinced the State Dormitory Authority to begin a four phase renovation program which got underway in April, 1988.

In establishing what needed to be done, the consultant found that among other things, the contractor had used unseasoned wood for the exterior of the buildings which caused the siding to warp, allowing water to penetrate interiors; that windows and roofs were improperly installed; and that the site was improperly graded. The State Dormitory Authority is suing the contractor.

## Renovations

Phase 1 of the renovation plan involved removing the wood clapboard exterior in all 12 buildings and residing them in vinyl. The \$1.3 million project also included making some roof repairs and replacing all windows. The exterior work had to be done first in order to protect future interior renovations from damage from the elements.

During the past year, campus personnel have completed substantial work in addressing plumbing and electrical problems and replacing some bathroom vanities. More than 50 apartments were painted and some modest improvements were made in heating and hot water service. The maintenance staff has worked hard to improve conditions at Chapin, often responding to problems which will ultimately be corrected during the next phases of renovation.

Phase 2, to begin in the summer of 1989, will involve four buildings (I, J, K and L) which have the highest levels of uninhabitable rooms in the complex. The K and L buildings will be done first, followed by I and J. It is estimated that it will take six months to renovate each set of buildings, so that work will begin on I and J, sometime in December, 1989 or January, 1990.

The work involves replacement and reinforcement of floors, toilet and vanity repairs, kitchen remodeling, ceramic tile replacement and additional repairs to

roofs, leaders and gutters. The project also involves revamping the entire heating system. Over the next two years, similar renovations will take place in the remaining eight buildings, provided funds are available. All phases of the work will require relocation of some Chapin residents since an average of 160 beds will be lost at any given time while renovation takes place.

## Housing Plan

USB's Division of Campus Residences has a plan in place to accommodate current and future applicants for graduate and family housing at Chapin while the renovations are underway.

Around June 1, the first two buildings (K and L) will be removed from service. The Division of Campus Residences anticipates that single residents in the affected buildings can be accommodated in other Chapin units through normal attrition. All current family residents in buildings K and L (which has 54 single residents and 48 bed spaces of family housing) should be able to be accommodated by designating some of the existing single resident apartments elsewhere in the Chapin complex as family housing. Rather than displacing occupants of an additional 46 beds of family housing in December or next January when the renovation process moves to the I and J buildings, they will be offered family units elsewhere in Chapin this summer, a time when a sizeable number of family housing bed spaces normally become available. Priority will be given to those residents with the longest occupancy in family housing at Chapin and to families with children.

Incoming graduate students, who might otherwise have been assigned to Chapin, will be given priority for single-bed rooms in Stimson College or in other residence halls elsewhere on the main campus. Significant remodeling is underway at Stimson and is scheduled to be completed by the start of the fall semester. These efforts are intended to make the environment more comfortable for an increased graduate population.

## Rents

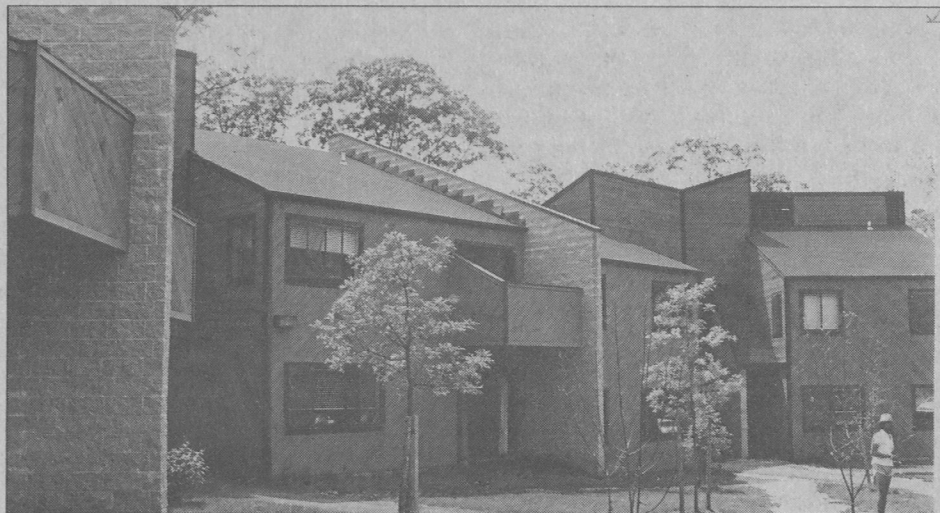
State law requires all residential facility operations to be self-sustaining, so that fees reflect actual operating costs including debt service.

Rent increases at Chapin over the last five years have averaged 4.57 percent (6.25 percent in 1984-85, 0 percent in 1985-86, 8.52 percent in 1986-87, 6.30 percent in 1987-88 and 1.80 percent in 1988-89).

A planned 8.75 percent rate increase for 1989-90 does not include any cost for the rehabilitation of the apartments nor does it reflect a \$363,000 loss in revenue that will occur with the closing of buildings while renovation takes place.

Rents at Chapin now range from \$415 for a studio apartment to \$756 for a two-bedroom apartment, but many residents share two and three-bedroom apartments, dropping the monthly rent to a low of \$164.

The 8.75 percent increase in rents which go into effect June 1 range from \$36 more per month for a studio (to \$451) to \$66 more per month (to \$822) for a two-bedroom family unit and a \$14 per month (to \$178) for the student sharing space in a three-bedroom apartment. (By comparison, students living in residence halls on the main campus pay a flat, per 15-week semester fee of \$1,113 for a double room and \$1,213 for a single).



Chapin Apartments, before renovations on the exterior siding last year.

The increase reflects several factors including an artificially low increase of 1.8 percent negotiated between the university and Chapin residents last year after a brief rent strike. Also figuring into the total are real cost increases resulting from inflation and negotiated salary increases. Like other campus residents, Chapin residents contribute one-seventh of the total cost of operating campus residential facilities and one-seventh of the salaries of Campus Residences administrators. In the case of Chapin residents, the rents underwrite the cost of an on-site director and two clerical staffers and 10 operations personnel from electricians to painters to groundskeepers and a plumber assigned to the complex on a full-time basis. Also figured into the rent is debt service on the Chapin complex which totals \$827,800 including a \$64,800 State Dormitory Authority management fee which had in previous years, erroneously been charged against main campus dormitories.

The combined rent increase for the current and coming year totals 10.55 percent. During the comparable period, rents from main campus residence halls, which experienced comparable operating cost increases, have increased 14.5 percent.

Last year, the university was able to provide a one-time \$105,000 subsidy to Chapin residents, \$65,000 of which was in response to the unusually high level of uninhabitable rooms in the complex. Some of those previously uninhabitable rooms have since been rehabilitated. Most of the others are in the four buildings in the renovation project that will begin this summer. The balance of the subsidy represented a reduction in energy expenses and discretionary funds provided on a one-time basis by the Office of the President.

## Housing Problems

USB has not been immune to housing problems that are broader in scope than the university itself. Housing costs are generally higher on Long Island than elsewhere and are particularly costly in the Three Village area. This has been hard on graduate students, especially those with families, who cannot afford the high rents or prices of homes off campus. (By comparison, students in many upstate SUNY schools can find off campus houses for \$300 to \$400 a month. Similar houses on Long Island rent for \$1,200 or more).

The Chapin residents are represented by the Chapin Apartments Residents Association (CARA) which has been negotiating with the university in hopes of obtaining a rent freeze. On April 14, some Chapin residents participated in a campus rally that underscored their position and have put their April rent checks into an escrow account established by CARA to protest the projected increases.

## Defining the Rates

When the State Legislature mandated in 1977 that campus residential facilities be self-sufficient, the trustees of the State University system required that campus residents would be involved in establishing rental rates.

On the USB campus, as elsewhere, this is done through student committees selected by residents. While main campus residence halls have had few problems recruiting volunteers for this purpose, the same has not been true at Chapin, a reflection in part of the greater constraints in terms of free time for graduate students, especially those with families.

This past year's effort to get a committee together fared no differently than in past years, despite vigorous attempts by administrators to encourage participation in the rent review process.

Representatives of Campus Residences attempted to revive CARA as early as last August. They also advertised for volunteers for the rent review committee in the Chapin newsletter and personally contacted residents in hope of getting a committee formed no-later than mid-October because of the complex nature of the task that lay ahead.

Volunteers didn't step forward until November, creating a tight deadline to review the information and come up with a proposal in time for the Dec. 15 deadline, which was later extended until the end of December. (The university, meanwhile, was working against a January 6 deadline in which to submit its budget request).

The committee consisted of three Chapin residents, but only one of the three played a consistent role in the discussions. Another dropped off and was replaced and the third graduated.

When the deadline for submitting a rent recommendation passed, the university, drawing upon the expertise of its own personnel, came up with a proposal it felt reflected the spirit if not the specifics of discussions the CARA representatives had with administrators. CARA submitted its recommendations in March, nearly three months after the deadline had passed.

## The University's Position

USB remains open to discussion on the matter but is prepared to go to court should CARA choose that route. In the face of continuing improvements to the complex, the conditions at Chapin that last year influenced a decision to roll-back some of the rental increase, are no longer justified. The result of not assessing Chapin residents their fair share of rental costs could result in the burden being shifted to other campus residents in order to make up the difference. Dr. Fred Preston, vice-president for Student Affairs, is committed to preventing this type of inequity.

## Public to Sample Academic Fare During Stony Brook's Open House May 6

For some, memories of pop quizzes, mid-term exams and college finals may be enough to get the scholastic juices flowing. But if you really want to re-live the feeling without the sweat, plan on taking in "College Day" — a series of lectures by USB professors — which constitutes the morning-into-early afternoon portion of the university's annual Open House.

While the afternoon Open House segment is free and open to the public, pre-registration and a small fee is required to attend the "College Day" sessions, which are also open to the public. The fee for "College Day" for USB Alumni Association members is \$12 and includes five lectures, lunch and a cocktail party reception. The fee for the same package for non-Alumni Association members who are USB graduates is \$14. The general public can attend individual lectures at \$6 per session.

From 12:30 p.m. on, there will be displays by on-campus and community groups, musical performances and a craft show supplemented by guided tours of academic areas including a visit to USB's super conducting linear accelerator, a laser demonstration, a tour of USB's High Pressure Lab which can reproduce conditions in the earth to depths of 600 miles and a stop at USB's Phonetics Lab where visitors will be given prints of their voice from a computer that analyzes speech.

On the Academic Mall, the university's Marine Sciences Research Center will have one of the more extensive outdoor displays, demonstrating the use of oceanographic gear in a large water-filled tank. In addition, there will be "mystery boxes" filled with marine life for children to touch, a display charting the path trash can take toward the creation of an artificial reef or building ash block, a display of fish and shellfish specimens and a crowd-circulating shark.

A large tent on the Academic Mall will house several other displays including:

- Staller Center for the Arts: Staller Center personnel will be distributing brochures and other information on fine arts events scheduled for USB's premiere

performing arts complex.

- School Of Continuing Education: You'll get information on wide variety of programs offered by CED along with answers to your questions from CED staffers.

- Stony Brook Union: Organizations that make their home in the Union — from the Crafts Center to WUSB, the student radio station, to the New York Public Interest Research Group — will be represented under the tent, with brochures and examples of their work.

- Barnes and Noble Books: The campus bookstore will be displaying and selling items emblazoned with the Stony Brook name and seal.

- Guide Dog Foundation: The Smithtown-based Guide Dog Foundation, which provides seeing-eye dogs to the blind, will have a display and demonstration of its work, one of several community groups participating in the open house program.

- The Museums At Stony Brook: Everything you've ever wanted to know about the Museums and its world famous collection.

Also under the tent will be two special activities for children, one sponsored by the Museum of Long Island Natural Sciences which is based at USB and the other, USB's Stony Brook Child Care Services which will be giving out balloons, offering face painting and will have a bake sale. The Museum, meanwhile, will have special displays for pint-size visitors.

Members of Thespian Troupe 2035 at Smithtown High School East, will be taking their show on the road, so to speak, in a performance of musical selections on a special Open House stage starting at 1:55 p.m. The Middle Country Public Library's "Flashing Fingers," a sign-language club, will entertain in sign at 2:20 p.m. Youngsters and the young-at-heart will get a treat starting at 3:10 p.m. when the Middle Country Library's Puppetry Club gives a performance on the Open House stage.

University Hospital's new critical care ambulance, a Department of Public Safety



Stony Brook welcomes the community to campus during the Open House, to be held May 6. Lectures, displays, and children's games are just some of the activities that will be offered.

emergency van and fire fighting apparatus from Setauket and Stony Brook will also be on display.

The "College Day" lectures will begin at 10 a.m. when neurobiology professor Paul Adams talks about "Molecules That Think: Ion Channels In The Brain." Dr. Adams, who has been at Stony Brook since 1981, is a world class expert on nerve cell communication. In 1986 he was named a MacArthur Fellow, colloquially known as the "genius award" and last year he was designated a Hughes Investigator by the Howard Hughes Medical Institute, virtually guaranteeing long-term support for his research.

Other "College Day" presentations are:

- "The National Budget Deficit: Myth and Realities Of The Bush Agenda" at 11 a.m. with Dr. Andrew Policano, Dean of the School of Social and Behavioral Sciences. An expert in monetary and fiscal policy, he has published widely in the field and has given Congressional testimony on federal tax policy.

- If budget realities are closer to home, you might want to sit in on a talk at 11 a.m. by USB Director of Admissions Dr. Theresa La Rocca-Meyer who'll be offering a road map through the "muck and mire" of getting children into college.

- At Noon, Department of Sociology chairman Norman Goodman will explore the question of "Is Marriage Dying?" One of USB's most popular and stimulating scholars, Dr. Goodman's research focuses on the sociology or marriage and the family. In 1986 he was named a Distinguished Teaching Professor, the highest award that SUNY can bestow for excellence in teaching.

- Following lunch, Dr. Jordan Cohen, Stony Brook's new Dean of Medicine, will discuss "Health Care Costs - Time For Radical Surgery?," a look-see at the impact high costs are having on America's medical system. Dr. Cohen came to USB last year from the University of Chicago. He is a noted researcher in the field of kidney disease.

- At 3:30 p.m., Terry Netter, director of the Staller Center for the Arts since 1979, talks about "The Necessity of Art In Life." A professional artist for 25 years, his paintings are represented in public and private collections throughout the nation. Proficient in six languages, he earned degrees in teaching, philosophy and theology before beginning formal studies in art.

- Also at 3:30 p.m., Dr. Robert de Zafra, a familiar figure to early alumni, will speak on "Looking Up From The Bottom Of The World: Ozone Research In Antarctica." Dr. de Zafra, who spent his first year on the faculty at Oyster Bay and moved with the

university to Stony Brook, has spent the last 10 years researching man-caused ozone depletion. He will describe his work, together with the perils and pleasures of life in Antarctica.

Alumni can lunch with President John Marburger at the University Club. Long-time USB professor Lee Koppelman will be the keynote speaker. Dr. Koppelman, who late last year stepped away from his post as Suffolk County Planning Director to head USB's Center for Regional Policy Studies, is noted for his pioneering programs in water quality, farmland preservation and housing.

All alumni are invited to a cocktail party at 4:30 p.m. hosted by President and Mrs. Marburger in the art gallery at the Staller Center. The reception will honor the Class of '64. At 7:30 p.m., the Class of '64 will hold a 25th Reunion dinner dance at the Harbor Hills Country Club. Other alumni and guests, meanwhile, can round out the day by choosing from two special performances at the Staller Center for the Arts, for which special discount tickets are available. For Broadway musical fans, there's "A Funny Thing Happened On The Way To The Forum." Classical music buffs can hear Solisti New York, the latest offering in USB's Chamber Music Series. Alumni tickets are \$6 and \$8, respectively.

For information about the Open House, call 632-6320.

Vicky Penner Katz

## USB's Small Business Development Center To Celebrate Opening

While alumni, students, faculty and staff gather on one end of the campus for College Day/Open House, Saturday, May 6, an open house of another sort will be celebrated at the W. Averell Harriman School of Management and Policy.

"The day will mark the official opening of the New York State Small Business Development Center's Stony Brook Regional Center, an event to be highlighted with a ribbon cutting ceremony at 11 a.m. followed by a reception that's expected to draw elected officials, representatives from the Small Business Administration and university officials," said Dr. Gerrit Wolf, Dean of the W. Averell Harriman School of Management and Policy.

The Center, funded jointly by the U.S. Small Business Administration, USB and the State of New York, offers support services to small and start-up businesses under the direction of Judith McEvoy

Vicky Penner Katz

## Everyone's Lending a Hand for Campus Clean-Up



President John H. Marburger was one of several early Pride Patrol recruits to get a jump on the university's annual Campus Clean-up this Friday, April 28. Also pitching in are Willie Garcia (left) and Bill James (center) of the university's Department of Physical Plant. Volunteers may join the patrol by calling the Office of Special Events, 632-6320. Photo by Ed Bridges.

**Department Schedule of Convocations & Receptions for Commencement 1989**

Department	Time of Convocation	Time of Reception
Anthropology & Linguistics	Following main ceremony Room 101, Javits Lecture Center	Following convocation Fifth floor lobby, SBS
Art & Art History	1:45 p.m., Art Gallery Staller Center for the Arts	Following main ceremony Art Gallery, Staller Center
Biological Sciences	9 a.m., USB Gymnasium	8 a.m., Union Ballroom
Chemistry & Engineering Chemistry	9:15 a.m., Room 116 Old Chemistry Building	8:30 a.m., South Chemistry Plaza
Comparative Studies	Following main ceremony Room 143-B, Old Chemistry	Following convocation Room 143-B, Old Chemistry
Continuing Education	Following main ceremony Second floor lobby, SBS	Following convocation Second floor lobby, SBS
Dental Medicine	3 p.m., Recital Hall Staller Center for the Arts	Following main ceremony Second floor lobby Administration Building
Earth & Space Sciences		Following main ceremony First floor lobby, ESS
Economics	1 p.m., Main Stage Staller Center for the Arts	Following convocation Galleria, Melville Library
Engineering & Applied Sciences	Following main ceremony USB Gymnasium	Following convocation First floor lobby, Engineering
English	3:30 p.m. Tabler Quad Cafeteria	Following convocation lobby, Tabler Cafeteria
Harriman School	Following main ceremony Room 137, Harriman Hall	Following convocation Room 137, Harriman Hall
History	8:30 Alliance Room Melville Library	Following convocation Alliance Room
Languages	8:30 a.m., Recital Hall Staller Center for the Arts	Following convocation Galleria, Melville Library
Liberal Arts	8:30 a.m., Lecture Hall 100 Javits Lecture Center	Following convocation Javits Lecture Center
Marine Sciences		Following main ceremony Endeavor Hall, MSRC
Mathematics	Following main ceremony Room S-240 Mathematics Building	Following convocation Room S-240 Mathematics Building
Medicine & Basic Health Sciences	8:30 Main Stage Staller Center for the Arts	Following main ceremony Level 3, Gallery Health Sciences Center
Music	Following main ceremony Recital Hall Staller Center for the Arts	Following convocation Second floor lobby Staller Center for the Arts
Nursing	May 20, 2 p.m. Main Stage Staller Center for the Arts	Following convocation lobby, Staller Center
Philosophy	Following main ceremony Room 214, Harriman Hall	Following convocation Room 214, Harriman Hall
Physics	9 a.m., Room S-240 Physics Building	Following convocation Room S-240, Physics
Political Science	Following main ceremony Lecture Hall 100, Javits Lecture Center	
Psychology	3 p.m., Main Stage Staller Center for the Arts	Following convocation Union Ballroom
Social Welfare	May 20, 10 a.m., Main Stage Staller Center for the Arts	Following convocation lobby, Staller Center
Sociology & Social Sciences	Following main ceremony Tabler Quad Cafeteria	Following convocation First floor lobby Tabler Quad Cafeteria
Theatre Arts	Following main ceremony Theatre II Staller Center for the Arts	Following convocation Theatre II Staller Center for the Arts
Allied Health	June 25, noon, Level 5, Terrace Health Sciences Center	1:30 p.m., Level 3, Galleria Health Sciences Center

**Graduation Notes**

**Parking Advisory**

With more than 8,000 guests joining degree candidates, faculty and staff on campus for Sunday's commencement, special parking arrangements will be in effect. Buses will be running throughout the day between the commencement program site on the athletic fields and the South P Lot. Bus stops will be identified with "Commencement Bus" signs.

In an effort to reduce the congestion of private cars at the commencement site, a plan to limit car access to the interior roads will be in effect.

Between the hours of 10:30 a.m. and 11:30 a.m. Sunday, both the Main Entrance and the North Entrance will be closed to all traffic. Cars will be directed to enter the campus via the South Entrance (off Nicolls Road) and the South P Lot Entrance (off Stony Brook Road) and park in the South P Lot. Continuous bus service will be available to transport guests from the South P Lot to the commencement site.

**In Case of Rain. . .**

The Office of Conferences and Special Events has arranged a

contingency plan in case of heavy rain.

A special information telephone, 632-7787, will be in service on commencement day.

Severe weather conditions will require cancellation of the outdoor central ceremony, scheduled for 11 a.m. on the athletic fields. A decision to cancel will be made at 8 a.m. on Sunday, May 21. Information will be broadcast over area radio stations only if a decision to cancel is made. Inquiries may be made by calling either 632-6320, or 632-7787, beginning at 8 a.m.

If the outdoor ceremony is canceled, a doctoral ceremony will be held for doctoral candidates, their advisers, all faculty and the platform party at 11 a.m. on the Main Stage of the Staller Center for the Arts. Departmental convocations and receptions are scheduled regardless of the weather. However, the Office of Conferences and Special Events advises candidates for bachelor's and master's degrees to check with their departmental commencement representatives prior to Friday, May 19, for rain plan information and other details of the events.

**Snoreck**

*continued from page 3*

and a bachelor's degree in mathematics/computer science from the University of Nebraska at Omaha, was director of the Resources Management Division, Heavy Aircraft Industry, Air Force Logistics Center, Oklahoma City, from 1977 to 1978. He was base commander at Tinker Air Force Base, the equivalent of a city manager/mayor, from 1975 to 1977.

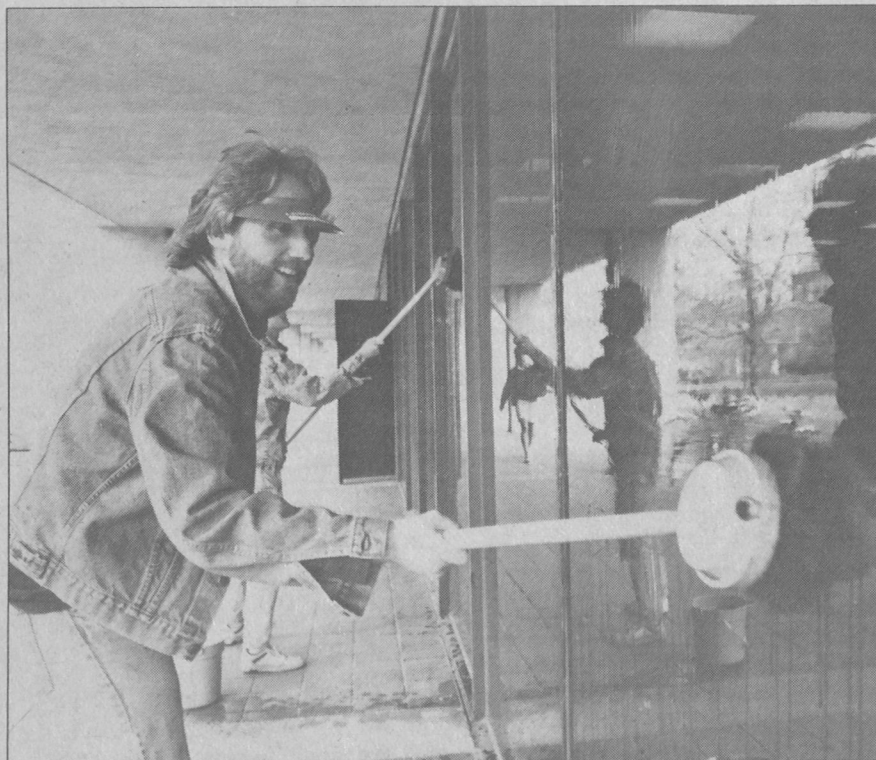
A professor of aerospace studies at

WVU from 1978 to 1982, he is currently pursuing a doctorate in education. He is a member of Kappa Delta Phi and Phi Delta Kappa national honor societies for educators and of the American Personnel and Guidance Association (APGA). He also served as Assistant Dean of Men at the U.S. Air Force Academy in Colorado.

Mr. Snoreck, who is married, will be relocating to Port Jefferson.

Vicky Penner Katz

**Last Year's Clean-up: A Tremendous Success**



Among its many projects last year, the Pride Patrol put a shine on the windows of the Melville Library. This year, similar projects will be completed on Campus Clean-up Day April 28. Photo by Sue Dooley.

# THIS WEEK

APRIL 26 THROUGH MAY 3

## WEDNESDAY

APRIL 26

**BUDDIE Day**, faculty and staff are encouraged to accompany an employee or student with a disability. Also, Thursday, April 27. If interested, call 632-6748. Part of Able-Disable Week activities.

**Pediatric Grand Rounds**, "Seizure Disorders," Dr. Mary Andriola, Department of Neurology. 8 a.m., Lecture Hall 6, Level 3, Health Science Center.

**Multi-Media Poetry Fair**, 11 a.m. - 10 p.m., The Peace, Disarmament & Arms Control Center, Old Chemistry Building.

**Department of Theatre Arts Guest Actor Lecture**, "Shakespeare and the Actor," William Converse-Roberts, "The Days & Nights of Molly Dodd." 11:30 a.m., Theatre II, Staller Center for the Arts.

**Department of Microbiology Seminar**, "*c-myc*, *c-myb* and *v-rel* Induce Three Biologically Distinct Avian B-Cell Lymphomas," Dr. Eric Humphries, University of Texas. Noon, Room 038, Life Sciences Laboratory.

**History and German Department Colloquium**, "The Thirty Years War: The Great Watershed in the History of Europe," Dr. Knud Jespersen, University of Odense, Denmark, and visiting professor, Yale University. Noon, Room N-303, Social & Behavioral Sciences Building.

**Operations Research Seminar**, "Determining Point Positions from Their Pairwise Distances," Dr. Steven Skiena, assistant professor of computer science. Noon, Room P-131, Math Tower.

**N.O.W Speakers Series**, "Eleanor Roosevelt: A Humanitarian Revisited," Rita Ransahoff. Noon, Room S-216, Social & Behavioral Sciences Building.

**Noontime Recital**, featuring graduate students in the Department of Music. Noon, Recital Hall, Staller Center for the Arts.

**Archaeology Lecture**, "Long Lost Mesopotamian Capitol Rediscovered," Elizabeth Stone, associate professor of anthropology. 2 p.m., Room 111, Javits Lecture Center.

**Biophysics Seminar**, "Biological Structure Determination Using Electron Microscopy and Image Processing," Phillip R. Smith, New York University. 4 p.m., Room 145, Level 5T, Basic Health Sciences Tower.

**Film**, Ettore Scola's "We All Loved Each Other So Much," 7:30 p.m., Rosebud Theatre, Room 3220, Staller Center for the Arts.

**Contemporary Music Series**, featuring graduate students in the Department of Music. 8 p.m., Recital Hall, Staller Center for the Arts.

## THURSDAY

APRIL 27

**Blood Drive**, 8:30 a.m. - 1:45 p.m., USB Gymnasium. For information call 632-6167.

**Doctoral Recital**, Margaret Van Dijk, harpsichord. Noon, Recital Hall, Staller Center for the Arts.

**Live Interactive Conference**, a live video teleconference will be broadcast focusing on communication aids and assisting devices for persons with disabilities. 1 p.m., Educational Communications Center, Room 120, Javits Lecture Center. Part of Able-Disable Week activities.

**Comparative Literature Colloquium**, "The Disempowerment of Psychoanalysis in

Eighties Cinema," Krin Garrard, associate professor of comparative literature. 2 p.m., Room 143-B, Old Chemistry Building.

**Slide Presentation**, "Reel Women: Pioneers of the Cinema." Presented by Ally Acker, a look at women behind the scenes of the film industry since 1896. Sponsored by the Humanities Institute and the Department of Women's Studies. 4 p.m., Room E-4341, Melville Library.

**Department of Biochemistry Seminar**, "Molecular Mechanisms Involved in the Regulation of Gene Expression by Integration Host Factor; A Multi-functional DNA Binding Protein of *E. coli*," Dr. Martin Freundlich, professor of biochemistry. 4-5 p.m., Room 038, Life Sciences Building.

**Ninth Annual President's Reception Honoring Professional Employees**, 4 p.m., Staller Center for the Arts.

**Film**, "Road Warrior," 7, 9:30 p.m., USB Union Auditorium. \$1.50, \$1 with SBID.

**Contemporary Ensemble**, 8 p.m., Staller Center for the Arts. Tickets \$5/3. For information call 632-7230.

## FRIDAY

APRIL 28

**Campus Clean-Up**, 9 a.m. - 3 p.m. For information call 632-6320.

**Master's Recital**, Jacqui Carroscio, violin. Noon, Recital Hall, Staller Center for the Arts.

**Department of Biochemistry Seminar**, "Deregulation of *myc* and Other Gene Expression in Lymphoid Cells," Dr. Adrian Hayday, Yale University. 1-2 p.m., Room 038, Life Sciences Building.

**Interdisciplinary Seminar Series in Decision Behavior**, "Advances in Behavioral Economics," Richard H. Thaler, Cornell University. 1:30 - 3:30 p.m., Room 102, Harriman Hall.



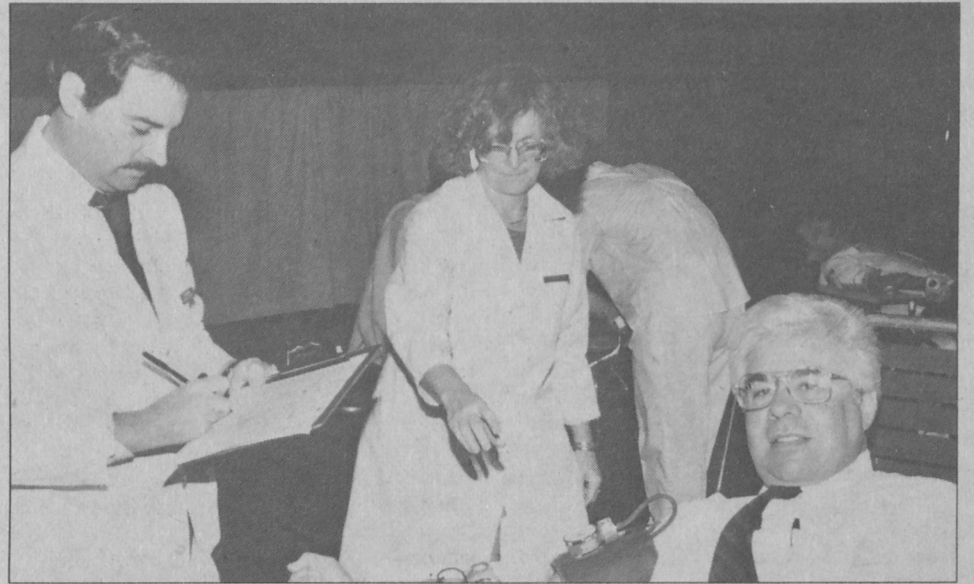
The Third Annual Oozeball Tournament will be held April 30 at 10 a.m. at Roth Quad.

**Linguistics Colloquium**, "The Theta Criterion Revisited," Ann Farmer, USB. 2 p.m., Room N-505 Social & Behavioral Sciences Building.

**Doctoral Recital**, Mary Papoulis, violin. 4 p.m., Recital Hall, Staller Center for the Arts.

**First Annual Roth Quad Regatta**, 4 p.m. on Roth Pond. Cardboard boat race open to all students, faculty and staff. Sponsored by Roth Quad Council and Building Legislatures of Roth Quad. For information call 632-2673.

**Elsa Jona Quality of Campus Life Award Dinner**, honoring students who have improved campus life. Sponsored by the Faculty Student Association. 6 p.m., University Club.



Lou Rose, right, personnel director in the Office of Human Resources, was one of many USB faculty and staff members who donated blood at last year's Spring Blood Drive. This year's drive will be April 27 from 8:30 a.m. - 1:45 p.m. in the USB Gym.

**Figure Drawing Workshop**, non-instructional practice drawing from a live model. 7-9 p.m. Meets every Friday through May 12. Admission \$3. For information call 632-6822.

**Film**, "The Accused," 7, 9:30 p.m. and midnight, Javits Lecture Center. \$1.50, \$1 with SBID. Also Saturday, April 29.

**First Annual Dinner Dance Awards Night**, music by "Range of Motion." Sponsored by Students Toward an Accessible Campus (STAC). 7:30 - midnight, USB Union Ballroom. Tickets \$6. For information call 632-6748. Part of Able-Disable Week activities.

**Master's Recital**, Melinda Newman, oboe. 8 p.m., Recital Hall, Staller Center for the Arts.

**Two Session Workshop**, "Dance Therapy: Reducing Stress and Increasing Creativity." Next session May 5. Sponsored by the Group Shop and the University Counseling Center. Advance registration required. For information call 632-6715.

## SATURDAY

APRIL 29

**Undergraduate Orchestra**, David Ciolkowski, conductor. 1 p.m., Recital Hall, Staller Center for the Arts.

**Men's Tennis**, vs. US Merchant Marine Academy, 2 p.m.

**Doctoral Recital**, Ruth Price, piano. 4 p.m., Recital Hall, Staller Center for the Arts.

**Master's Recital**, Rex Whicker, baritone. 8 p.m., Recital Hall, Staller Center for the Arts.

## SUNDAY

APRIL 30

**Third Annual Oozeball Tournament** (volleyball in the mud) 10 a.m. - 5 p.m., Roth Quad. For information call 632-6330.

**Men's and Women's Outdoor Track**, host the Stony Brook Invitational, 10:30 a.m.

**Doctoral Recital**, Lisa Brooks, violin. 1 p.m., Recital Hall, Staller Center for the Arts.

**Doctoral Recital**, Hilary Metzger, cello. 8 p.m., Recital Hall, Staller Center for the Arts.

## MONDAY

MAY 1

**Al-Anon Meeting**, Room N-110, Social & Behavioral Sciences Building. Meetings held every Monday. For information and time of meeting call 632-3395.

**Men's Baseball**, vs. Hunter, 3:30 p.m.

**Recent Chinese Cinema Series**, panel discussion, "Tradition, Politics, and Style in New Chinese Cinema," with Ester Yau, Nick Browne, Brian Henderson and Bill Nichols. 4 p.m., Room E-4341, Melville Library. Presented by the Humanities Institute.

**Interdisciplinary Seminar Series**, "Representing the French Revolution," Dr. Sandy Petrey, professor of comparative literature and French and Italian. 5 p.m., Room E-4341, Melville Library.

**Meet the Composer**, "The Music of Donald Martino," accompanied by the Contemporary Chamber Players. 4 p.m., Staller Center for the Arts. Tickets \$5/3.

## TUESDAY

MAY 2

**Aerobic Swim**, 7:15 - 8:30 a.m., Gym Pool. Tuesdays/Thursdays through the semester. To register call Marilyn Zucker, 632-6136.

**Film**, "Babette's Feast," 7, 9:30 p.m., USB Union Auditorium. \$1, 50 cents with SBID.

## WEDNESDAY

MAY 3

**Operations Research Seminar**, "Fixed Cost Spanning Forest Problems," Dr. Darko Skorin-Kapov, University of British Columbia. Noon, P-131, Math Tower.

**Distinguished Corporate Scientist Lecture Series**, "Design of Inhibitors of Human Renin," William J. Greenlee, Merck Sharp & Dohme Research Laboratories. 2 p.m., Room 038, Life Sciences Building.

**Men's Lacrosse**, vs. Drew, 3:30 p.m.

**Men's Baseball**, vs. US Merchant Marine Academy, 3:30 p.m.

**Science Seminar**, "Movement and Switching in Protein Structures," Dr. Donald Casper, Brandeis University. 4 p.m., Conference Room 145, Level 5T, Basic Health Sciences Tower.

**Long Island Chapter of the Association for Women in Science**, meeting and lecture, "Novel Algal Blooms in Long Islands Bays: The Brown Tide," Elizabeth Cosper, Marine Sciences Research Center. 7:30 p.m., Room S-240, Math Tower.

### Event Listings

To be included in *This Week*, events must be submitted to *Currents* calendar editor 12 days prior to publication. Listings for the May 10 issue must be received by Friday, April 28.

We remind all event sponsors that arrangements for parking should be made with Herbert Petty, assistant director for public safety at 632-6350.

## EVENT HIGHLIGHTS

### Able-Disable Week to Feature Educational, Social Activities

Exhibitions of resources for persons with disabilities and social events are some of the highlights of the first Able-Disabled Week at USB Monday, April 24 through Friday, April 28.

"The focus is to show that disabled persons are not handicapped and can participate in most areas, with some modifications," says Judy Hayward, co-chair of the president's advisory committee for the disabled on campus and associate director of the Department of Environmental Health and Safety.

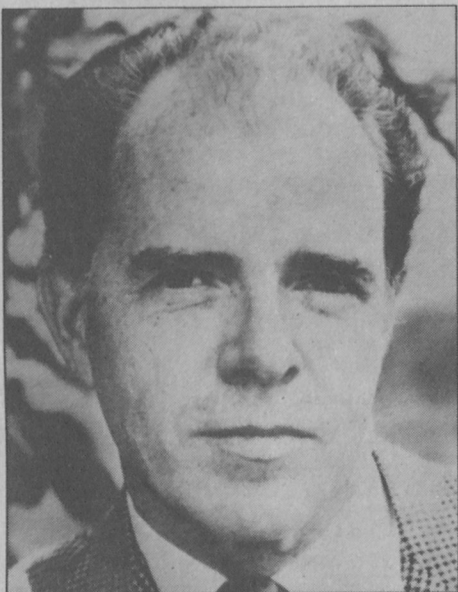
BUDDIE Day on Wednesday and Thursday, April 26 and April 27, will give able-bodied students and administrators a chance to experience the world from the point of view of a disabled student, as abled and disabled are paired off for the day.

A ribbon-cutting ceremony to dedicate the new automatic doors installed in campus buildings and a specially equipped campus van will be held at 10:30 a.m. Monday, April 24, in the Humanities Building. President John H. Marburger and Bruce Blower, director of Suffolk County Handicapped Services, will proclaim the week Able-Disabled Week.

Wonder dogs that are trained to help disabled people will be present at the Student Union ballroom on Tuesday, April 25, for an expo of films, paralympics and resources to make life easier and more enjoyable for the disabled. Dogs are trained to perform services such as pushing a wheelchair, to respond to signals, or as companions to keep disabled youngsters company and help them make new friends.

A dinner-dance awards night will culminate the week from 7:30 p.m. Friday, April 28, until midnight in the Student Union ballroom, sponsored by Students Toward An Accessible Campus. Music will be provided by Range of Motion. Tickets are \$6 a person.

The president's advisory committee is concerned with three areas: the accessibility of campus facilities, the adaptability of educational programs, such as through the use of computers, and the recruitment and retention of disabled students and workers.



William Kennedy

### Pulitzer Prize-Winning Author To Read from Works May 15

Pulitzer Prize-winning author William Kennedy will read from his fiction Monday, May 15 in a special Main Stage presentation at the Staller Center for the Arts at 8 p.m.

Mr. Kennedy will be introduced by Thomas Smith, associate director of the

New York State Writers Institute at SUNY Albany and host of the nationally syndicated "Public Radio Book Show." Overall host and master of ceremonies will be novelist and USB professor Thomas Flanagan.

Using his home city of Albany, New York, as a central theme for his work, Mr. Kennedy has written four books in a planned cycle of novels dealing with life in Albany from colonial times to the present.

Among his works are *The Ink Truck*, published in 1969, *Legs* in 1975, *Billy Phelan's Greatest Game*, 1978 and *Ironweed* in 1983, which won the National Book Critics Circle Award and the Pulitzer Prize.

He also penned the screenplay for the movie and co-authored the screenplay of *The Cotton Club* with Francis Ford Coppola in 1984.

The presentation is sponsored by the Office of the Provost, Newsday, the Humanities Institute and the Department of English.

### Environmental Reporting is Topic of Workshop May 12

USB will team with the New York State Press Association, to present a day-long program for community journalists on environmental issues Friday, May 12.

The program, which will run from 9:30 a.m. to 4:30 p.m., will give reporters and editors from weekly newspapers on Long Island and elsewhere, an opportunity to update their knowledge of environmental matters, examine public policy and the politics of the environment and consider how they can both report and prod local action on environmental issues.

"The challenge for the community press is to interpret broad environmental concerns and policies in order to make them meaningful on a local level," noted conference coordinator Bernard Paley, a past-president of NYPA and publisher of *The Smithtown News*.

Provost Jerry Schubel, a marine scientist who developed the program, noted that the university's goal is "to improve the exchange of information on important environmental issues with journalists, to provide them with objective statements on the range and nature of the problems and to provide them with some insight on how to better deal with the complex environmental issues" that sometimes has even the technical community at odds with one another.

The day's activities will be held in the Alliance Room of the university's Melville Library. Pre-registration by May 5 is a must. There is a \$15 fee which covers lunch and coffee breaks.

To register, call Sue Dennis at the New York State Press Association, 800-322-4221.

### WUSB to Broadcast Reading By Famed Nigerian Author

WUSB-FM will provide a delayed broadcast of a reading by internationally-acclaimed Nigerian author and poet Chinua Achebe, Sunday, April 30. Professor Achebe will speak at USB earlier in the day.

Seating for Dr. Achebe's free, 1:30 p.m. presentation in the Alliance Room of the Library is limited. The delayed broadcast will allow those who could not get a seat to hear the noted writer who will be introduced by friend and fellow novelist Nuruddin Farah of Somali, a visiting professor of Africana Studies.

WUSB will broadcast Professor Achebe's presentation at 3:30 p.m. WUSB is located at 90.1 on the FM dial.



The Nikolais Dance Theatre will perform at the Staller Center for the Arts May 13 at 8 p.m. Tickets can be purchased at the Staller Center box office.

### Nikolais Dance Theatre Comes To Stony Brook May 13

Alwin Nikolais, one of the world's most influential choreographers, will bring his dance theatre to Stony Brook Saturday, May 13 for what promises to be a breath taking performance.

The curtain rises on the Main Stage at the Staller Center for the Arts at 8 p.m. Tickets are \$18, \$16 and \$14 for the performance.

Nikolais, whose career spans five decades, has left a mark on every theatrical

medium. His work in lighting, sound costume and choreography has influenced the visual composition of contemporary stage.

Nikolais formed what would later become the Nikolais Dance Theatre in 1948, and began to develop style of abstract dance no other choreographer had considered. He once stated that dance is "the art of motion, which left on its own merits became the message as well as the medium."

For tickets and information call the Staller Center box office, 632-7230.

## NOTICES

**The Faculty Student Association** has a banking service window in Room 282 of the USB Union which can cash checks for a minimal fee. Also has American Express money orders for 75 cents. Open Monday - Friday, 10 a.m. - 4:30 p.m.

**Discount Movie Tickets** are available at \$3.50 to United Artist movie theaters and \$4 tickets are available to the Brookhaven and Commack Multiplex theaters. Available from Cynthia Pederson, between 1 - 3 p.m., Tuesdays and Fridays in Room 108, Humanities Building.

"**The Message**," a weekly half hour show hosted by Stony Brook students. The show will be aired on WUSB on Sundays from 11 - 11:30 p.m.

**The Employee Relations Council** is sponsoring a Spring Dance for faculty and staff Friday, May 12 at 6 p.m. The party begins with a get-together hour featuring Peter Winkler on the piano, hor d'oeuvres and a cash bar. Dinner will follow at 7 p.m. Dancing will follow with music played by dee-jay Sly Kelly. For information call Cynthia Pedersen, 632-6136.

**Summer College for High School Students.** Applications will be accepted beginning May 1 for high achieving high school student who will be seniors in Fall, 1989. Designed to serve as an introduction to the academic challenges that college provides. Those accepted will receive undergraduate credit and may choose from five freshman level courses. Closing date for applications is Friday, June 2. For information call the Office of Summer Session, 632-7070.

**Summer Session registration begins May 1,** 164 undergraduate and 64 graduate courses will be offered. Two six week sessions run May 30 - July 7 and July 10 - August 18. For information call the Office of Summer Session, 632-7070.

**Introduction to the Use of PC's.** This course is designed to provide an introduction to the use of a personal computer at home or at work. It assumes no prior knowledge or experience with computing of any kind. \$195 course fee. Meets 5:30 - 7:30 p.m., May 10, 15, 17, 22, 24, 31. For information, call the School of Continuing Education, 632-7071.

**Construction Cost Estimating and Bidding.** Program will develop more than 50 estimating techniques that can be immediately applied. Participants will be able to assess the validity of presently used methods and will be introduced to new ways to improve accuracy and efficiency of estimating. \$395 course fee. Course held May 11 - 12. For information call the School of Continuing Education, 632-7071.

**Residential Real Estate Taxes.** Course meets five consecutive Mondays beginning May 17, 7 - 10:15 p.m., \$95 course fee. For information call the School of Continuing Education, 632-7071.

**Introduction to Spreadsheets: Using Lotus 1-2-3.** This course introduces the student to the powerful tools embodied in the industry standard Lotus 1-2-3 package. It assumes a modest familiarity with PC's but no prior experience with spreadsheets. \$195 course fee. Meets 5:30 - 7:30 p.m., May 23, 25, 30, June 1, 6, 8. For information call the School of Continuing Education, 632-7071.

# THIS MONTH

MAY EVENT HIGHLIGHTS

## ART EXHIBITS

**May 1 - May 12:** Sculpture Group, Student Exhibition: featuring student work in Molly Mason's classes. USB Union Gallery. For information call 632-6828.

**May 3 - May 19:** Senior Show '89, includes paintings, sculptures, ceramics, and works on paper by graduating seniors in the Department of Art. The works in the exhibition were selected by faculty and represent the best work of this year's graduating class. Staller Center Art Gallery. For information call 632-7240.

## MUSIC

**Monday, May 1:** "The Music of Donald Martino," accompanied by USB's Contemporary Chamber Players. One of America's distinguished composers will discuss his music with the audience. 4 p.m., Staller Center for the Arts. Tickets \$5/3. For information call 632-7230.

**Saturday, May 6:** Chamber Music Series, Solisti, New York. Ransom Wilson, conductor and flute soloist, will direct an ensemble of 20 of New York's finest musicians. Reception to follow. 8 p.m. Staller Center for the Arts. For information call 632-7230.

**Wednesday, May 10:** Tara Helen O'Connor, piccolo soloist. Program will also include a jazz concert with Peter Winkler, pianist. Featuring orchestrations by Aaron Richards. 8 p.m., Staller Center for the Arts. Tickets \$5/3. For information call 632-7230.

## READINGS

**Wednesday, May 10:** Poetry reading, "Taproot: Old Writers." This event presents a selection of senior citizen writers and poets from the Taproot Writing Workshop. 7:30 p.m., The Poetry Center, Room 239, Humanities Building. For information call 632-7373.

**Monday, May 15:** William Kennedy, author of *Ironweed* and *Legs* will read from his work. A reception will follow. Sponsored by *Newsday*, the Department of English, the Humanities Institute and the Office of the Provost. For information call 632-7319.

## THEATRE

**May 3 - May 6:** "A Funny Thing Happened On The Way To The Forum." Music and lyrics by Stephen Sondheim. John Cameron, director. Main Stage, Staller Center for the Arts. For information call 632-7230.

**Saturday, May 13:** Nikolais Dance Theatre. Alwin Nikolais, one of the world's most influential choreographers, brings his dance theatre to Long Island. 8 p.m., Main Stage, Staller Center for the Arts. For ticket information call 632-7230.

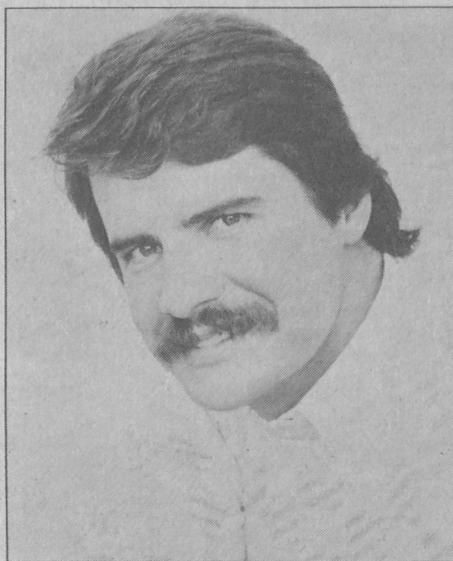
## FILMS

**Tuesday, May 2:** "Babette's Feast," 7, 9:30 p.m., USB Union Auditorium. \$1, 50 cents with SBID.

**Friday, May 5:** "Rain Man," 7, 9:30 p.m. and midnight, Javits Lecture Center. \$1.50, \$1 with SBID. Also Saturday, May 6.

**Monday, May 8:** "Hibiscus Town," 7:30 p.m., Room E-4341, Melville Library. Part of "Recent Chinese Cinema" series. Presented by the Humanities Institute. Admission free. For information call 632-7765.

**Tuesday, May 9:** "Sleeper," 7 p.m. and "Love and Death," 9:30 p.m., USB Union Auditorium. \$1, 50 cents with SBID.



Ransom Wilson directs Solisti, New York, which performs at the Staller Center for the Arts May 6.

**Wednesday, May 10:** Marcel Carne's "Children of Paradise" (France). Sponsored by the Stony Brook Film Society. 7 and 9:30 p.m., USB Union Auditorium. \$2.

**Thursday, May 11:** "Koyaanisqatsi," 7, 9:30 p.m., USB Union Auditorium. \$1.50, \$1 with SBID.

**Friday, May 12:** "Die Hard," 7, 9:30 p.m. and midnight, Javits Lecture Center. \$1.50, \$1 with SBID. Also Saturday, May 13.

## LECTURES

**Wednesday, May 3:** Distinguished Corporate Scientist Lecture Series, "Design of Inhibitors of Human Renin," William J. Greenlee, Merck Sharp & Dohme Research Laboratories. 2 p.m., Room 038, Life Sciences Building.

**Wednesday, May 3:** Interfaith Dinner Series, "20th Century Children's Bibles: Adam and Eve in the Garden: Who did What and Who Says What They Did," Ruth B. Bottigheimer, Department of Comparative Literature. 5:30 - 7:30 p.m., Room 210, USB Union. Students, meal card or \$5, nonstudents, \$7. For information call 632-6562.

**Wednesday, May 3:** Long Island Chapter of the Association for Women in Science, meeting and lecture, "Novel Algal Blooms in Long Islands Bays: The Brown Tide," Elizabeth Cosper, Marine Sciences Research Center. 7:30 p.m., Room S-240, Math Tower. For information call 282-5205.

**Wednesday, May 4:** Long Island Center for Italian Studies Lecture, "On the Origins of Political Humanism: Dante, the Imperial Myth and the Political Invention of Mankind," Dr. Claude Lefort. 4:30 p.m., Room N-4006, Melville Library.

**Thursday, May 4:** University Distinguished Lecture Series, "For the World to Survive," The Rev. William Sloane Coffin, president of SANE/FREEZE and human rights activist; 1979 Christmas service minister for Iran hostages. 4 p.m., Recital Hall, Staller Center for the Arts. For information call 632-7000.

**Friday, May 5:** Astronomy Open Nights, "Satellites of the Outer Planets," Dr. Jack Lissauer, Department of Earth & Space Science. 8 p.m., Room 137 Harriman Hall.

**Sunday, May 7:** Sundays at Stony Brook, "Chaos and Fractals," Dr. James Glimm, Dr. John Milnor, Dr. Robert Nathans and Dr. Bruce Stewart. 1:30 - 3:30 p.m., Alliance Room, Melville Library.

**Wednesday, May 10:** Humanities Institute Faculty Colloquium Series, "The Unbearable Weightiness of Being: Satire on Paternity," Robert Harvey, assistant professor of French and Italian. 4 p.m., Room E-4340, Melville Library. For information call 632-7767.

**Wednesday, May 17:** Distinguished Corporate Scientist Lecture Series, "Molecular Biological Approaches in Drug Development for Diseases of the Nervous System," Jeffrey F. McKelvy, Abbott Laboratories. 2 p.m., Room 038, Life Sciences Building.

## SEMINARS

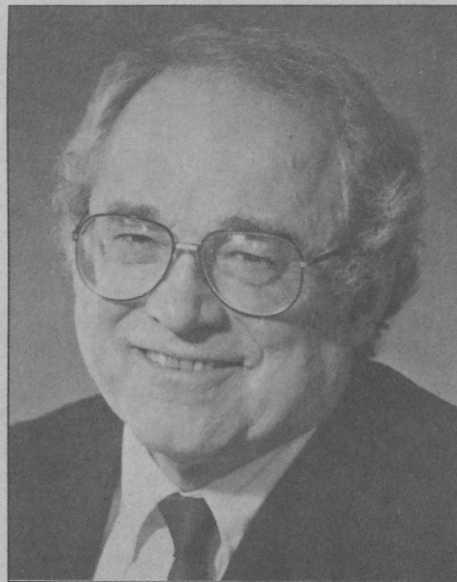
**Monday, May 1:** Recent Chinese Cinema Series, panel discussion, "Tradition, Politics, and Style in New Chinese Cinema," with Ester Yau, Nick Browne, Brian Henderson and Bill Nichols. 4 p.m., Room E-4341, Melville Library. Presented by the Humanities Institute. For information call 632-7765.

**Monday, May 1:** Interdisciplinary Seminar Series, "Representing the French Revolution," Dr. Sandy Petrey, professor of comparative literature and French and Italian. 5 p.m., Room E-4341, Melville Library. For information call 632-7765.

**Wednesday, May 3:** Operations Research Seminar, "Fixed Cost Spanning Forest Problems," Dr. Darko Skorin-Kapov, University of British Columbia. Noon, P-131, Math Tower. For information call 632-7180.

**Thursday, May 4:** Institute for Social Analysis Seminar Series, "Public Policy and the Economic Structure of Long Island," Lee Koppelman, director, Center for Regional Policy Analysis. 1 - 2:30 p.m., Room N-405, Social & Behavioral Sciences Building.

**Thursday, May 4:** Physical Chemistry Seminar, "Single Molecule Detection in Flowing Sample Streams by Laser Induced Fluorescence as an Approach to DNA Sequencing," Richard Keller, Los Alamos National Laboratory. Noon, Room 412, Chemistry Building.



Rev. William Sloane Coffin, human rights activist and 1979 Christmas service minister for the hostages held in Iran, will speak as part of the University Distinguished Lecture Series May 4 at 4 p.m. in Recital Hall.

**Wednesday, May 10:** Comparative Literature Colloquium, "That There is Language: Heidegger, Derrida," Dr. Christopher Fynsk, State University of New York at Binghamton. 4:30 p.m., Room 143-B, Old Chemistry Building. For information call 632-7592.

**Thursday, May 11:** Chemistry Seminar, "Ultrafast Experiments on Small Barrier Isomerisations," Dr. Paul Barbara, University of Minnesota. Noon, Room 412, Chemistry Building.

**Thursday, May 11:** Department of Biochemistry Spring Seminar Series, "Hepatic 6-Bisphosphatase: Generation of a Chimeric Enzyme by Gene Fusion," Dr. Simon Pilkis, professor of physiology & biophysics. 4 - 5 p.m., Room 038, Life Sciences Building.

**Friday, May 12:** Operations Research Seminar, "On Matching Book: A Problem in

Banking," Martin Shubik, Yale University and Matthew J. Sobel, USB. Noon, Room P-131, Math Tower. For information call 632-7180.

**Wednesday, May 17:** Science Seminar, "Acetylcholine Receptor Structure," Dr. Robert Stroud, University of California, San Francisco. 4 p.m., Conference Room 145, Level 5T, Basic Health Sciences Tower.

## SYMPOSIA

**Friday, May 5:** "Mathematical Modeling in Biology." One day conference featuring keynote lectures by Dr. Charles Delisi, Mt. Siani School of Medicine and Dr. Charles Peskin, New York University. Lunch will be served. 8 a.m. - 4 p.m., Room S-240A, Math Tower. For information call 632-8367.

**May 22 - May 24:** "Recent Advances in Molecular Neurobiology." Keynote Speakers: Bert Sakmann, MPI Göttingen and Charles Stevens, Yale University. Presented by the Department of Biochemistry and the Center for Biotechnology.

## USB EVENTS

**Monday, May 1:** Applications will be accepted for Summer College for High School Students. Designed to serve as an introduction to the academic challenges that college provides. Those accepted will receive undergraduate credit and may choose from five freshman level courses. For information call the Office of Summer Session, 632-7070.

**Monday, May 1:** Summer Session Registration Begins. For information call the Office of Summer Session, 632-7070.

**Saturday, May 6:** Stony Brook Open House, tours of laboratories, entertainment and a wellness clinic are some of the activities. For information call 632-6320.

**Monday, May 8:** Open Meeting, the Long Range Planning Committee of the University Senate will present a status report on the University Master Plan. Open to all students, faculty and staff. 3:30 p.m., Room 109, Javits Lecture Center.

**Monday, May 8:** First annual "Score for Scholarship" golf and tennis tournament. Proceeds to support undergraduate scholarships. Sponsored by the Stony Brook Foundation. For information call 632-6535.

**Thursday, May 11:** University Convocation, "Stony Brook: Obstacles and Opportunities: A Progress Report," J.R. Schubel, provost. 12:15 - 1 p.m., Recital Hall, Staller Center for the Arts.

**Saturday, May 20:** Last day to register without paying late fee for first summer session.

**Sunday, May 21:** Stony Brook Commencement

## SPORTS EVENTS

**Monday, May 1:** Men's Baseball, vs. Hunter, 3:30 p.m.

**Wednesday, May 3:** Men's Lacrosse, vs. Drew, 3:30 p.m.

**Wednesday, May 3:** Men's Baseball, vs. US Merchant Marine Academy, 3:30 p.m.

**Thursday, May 4:** Women's Softball, vs. Southampton, 4 p.m.

**Saturday, May 6:** Men's Lacrosse, vs. Providence, 1 p.m.

**May 12 - May 13:** Women's Softball, NYSWCAA Championships (at Stony Brook). Times to be announced.