

# CAMPUS CURRENTS

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STATE UNIVERSITY OF NEW YORK AT STONY BROOK

Sept. 16, 1985

## SB Orders 21st Century Telecommunications System Costing \$11 Million



The wondrous capabilities of the new digital system are explored by Donald Marx, director of communications management engineering, (left) and Dr. Paul Madonna, assistant vice president for administration.

By Alvin F. Oickle

The State of New York, on Stony Brook's behalf, has awarded a contract for \$11 million to a Long Island subsidiary of IBM to provide one of the largest and most technologically advanced communications installations in the United States.

Officials representing ROLM Corporation of Jericho and the University have agreed to a contract for a major integrated voice/data telecommunications system that will be installed over the next three years to serve a campus community of nearly 25,000.

The ROLM CBX II-9000 Business Communications System will provide a single digital network including all voice, data, voice messaging and LAN (local area network) access for students, faculty and staff at Stony Brook, including the Health Sciences Center and University Hospital.

The network, including more than 10,000 lines, each capable of carrying both voice and computer signals simultaneously, will provide the campus with its own "next century" telephone system. This means that a telephone and a personal computer in the same room, for example, can be "hooked up" over a single set of wires. In addition, the telephones will provide a variety of modern telecommunications features such as call forwarding, conference calls, etc.

Dr. Paul Madonna, assistant vice president for administration, said the entire cost will be offset over the next decade by allocations already budgeted, "after which we expect a substantial annual savings of operational funds."

Donald Marx, director of Stony Brook's Department of Communications Management Engineering, said, "The use of digital ROLMphones, equipped with integrated data communications modules, will enable users to access multiple on-site host computers and LANs as well as remote data services via modem pooling. Proprietary ROLM software will be utilized with IBM Personal Computers to provide a database directory hook-up system for University employees."

The University's Educational Communications Center will house central equipment for the entire system. Smaller hubs will be stationed at the Health Sciences Center, Computing Center and South Campus.

Preparatory work has already begun on campus after more than two years of planning and negotiations. As part of its orientation program, Marx's department has requested heads of more than 200 academic and administrative areas to appoint a representative from each department to help coordinate the complex activities of the changeover from American Telephone & Telegraph Co. equipment, in use on the main campus since 1962, and from Stony Brook's own centrex system in the Health Sciences Center, in place since 1977. Unlike this equipment, the ROLM system will provide high-speed data transmission capacity.

The changeover will be accomplished in three phases:

- 1985-86: for startup next summer, the main campus and South Campus.
- 1986-87: for startup in summer 1987, Health Sciences Center and University Hospital.
- 1987-88: for startup with the fall semester in 1988, student residence buildings (a total of 4,000 outlets.) This number represents more than half the 7,000 residents; about half of them each semester rent phones in their rooms.

While all existing telephone sets, conduits and cables will be replaced, the tunnels and other facilities provided in the original campus construction will be used. Some digging will be necessary, but all efforts will be made to do so when it will least inconvenience campus activities, said Marx, who designed the system with the assistance of Carol Cooke. As telecommunications manager, she coordinated Stony Brook's RFP (request for proposal) development.

Carl Hanes, Stony Brook's vice president for administration, said: "This is the largest single equipment contract ever awarded in the SUNY system. It took over a year to develop RFP specifications and another year to negotiate and award a contract. We've faced every possible problem. This was one of the most difficult documents we've had to devise, but it's also one of the best."

**"We've bought the future"**

Marx said, "The system's ability to provide voice and data capabilities to the student dormitories was a key element in the contract."

Added Madonna; "Stony Brook is committed to enhancing the service provided to the student population and staff via the capabilities of the ROLM system. We've just bought the future."



The new digital switch system will mean the appearance on campus desks of thousands of instruments like these.

In addition to the digital ROLMphones, Hanes said, Stony Brook is evaluating the potential for other ROLM desktop devices, such as the Cypress Personal Communications Terminal, the Juniper IBM PC Complement and the Cedar Personal Communications Computer. Stony Brook also anticipates the addition of ROLM's voice-store and forward system, called PhoneMail, to its new CBX II-9000 system in the near future.

Dennis J. Finley, ROLM's general sales manager, gave this explanation of the system:

"The ROLM CBX II-9000 ROLMbus 295 features full availability architecture based on a nodal concept. A node is comprised of one to three equipment cabinets, each

containing its own fully redundant central processing unit, memory and critical electronics. Nodes can be located adjacent to each other or, as in the Stony Brook campus design, distributed to key sites. CBX II-9000 nodes can be connected via coaxial cable, microwave T-span or fiber optics and can be located up to 50 miles apart."

ROLM Corporation, a wholly owned subsidiary of the IBM Corporation, is a leading supplier of digital business communications systems with more than 18,000 systems installed worldwide. Products include the CBX II and VSCBX PBXs, the ROLMphone family of digital telephones, advanced workstations and voice messaging systems.

## Card System Starts, Parking Crunch Continues

To prevent long lines that formed as University employees and students renewed their paid parking privileges each month, Stony Brook instituted a card entry system that will enable users to renew their permits through mail. However, the campus community continued its attempts to deal with a more serious problem—an insufficient number of parking spaces.

The problem had been particularly acute for those who park at University Hospital. Several hundred Hospital employees staged a rally Wednesday, Sept. 11 in front of the Hospital to voice their concerns.

"People were very frustrated and there were a lot of rumors," said stationary engineer Denise Outlaw, one of those who attended the rally. "We hope this dramatized what we consider to be a desperate problem."

Vice president for campus operations Robert A. Francis estimated that Monday, Sept. 9 (the first day of the new card system), every parking space on campus was filled. Both he and Stony Brook president John H. Marburger indicated that more paid parking facilities would be needed to meet the demand. Stony Brook had already requested funds to solve the additional structures, they said, but that funding had been denied (most recently by the New York State legislature).

"For some reason, even parking structures are caught up in the political football of the budget," Marburger said.

Though the new card entry system

(continued on page 2)



Checking in with the new parking card system aimed at speeding entry and exit is student Ivan Gorodess.

# Stony Brook

## Pope John Paul Meets SB Students

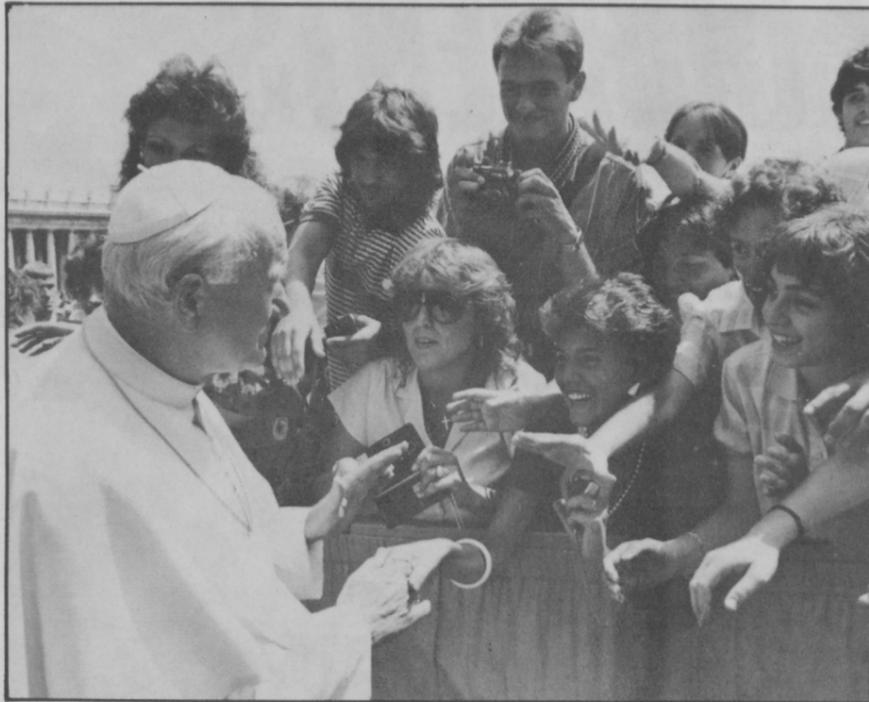
Ten Stony Brook students had an audience with Pope John Paul II in St. Peter's Square this summer and experienced Italy's cultural history.

They were part of a group of 52 students on Stony Brook's fifth annual month-long academic Summer Program in Rome.

They were accompanied by Dr. Mario B. Mignone, professor of French and Italian. Dr. Mignone is founder and director of the program. The trip was sponsored by the University's Division of International Programs.

The students attended classes daily and earned from three to six academic credits. They were required to speak Italian throughout the trip. Courses included the Italian language, culture, civilization and art, only the art courses given in English.

The students met, talked and shook hands with Pope John Paul II in St. Peter's Square during one of his Wednesday noontime public appearances. This meeting marked the closest a Stony Brook group has been to the pontiff.



**Greeting the Pope** exuberantly are Stony Brook Summer Program in Rome students Kenneth Contussi (to the right of Pope), Anthony Giaccio (at top with camera), Giacomina Tavano (shaking Pope's hand) and Joan Giaccio (in striped shirt at right).

(continued from page 1)

does not ease the shortage of actual parking spaces, Francis said, it is meant to alleviate other difficulties associated with parking at the University. "It will make the renewal process automatic, either by mail or by dropping the card in a designated slot," he said. "It will eliminate the long lines that were a tremendous source of aggravation and a tremendous loss of productive time for the people who had to stand in those lines."

### Upcoming Issue: more on the parking problem.

More lanes will be added to the entry/exit of the Administration Building parking garage and Health Sciences Center parking garages, he said.

Shortage of parking was particularly evident during the opening days of the fall semester, Francis said, because of a combination of factors. "It was payday and opening week. Also, grand rounds, a national board meeting and a couple of conferences had been scheduled."

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## Welcome New Faculty

This semester Stony Brook welcomes more than 75 new faculty. The names of these new members of the campus community are listed below:

**Anthropology:** Lawrence B. Martin, associate professor; Alex Weingrod, visiting professor of anthropology and sociology (fall semester only).

**Art:** Michi Itami, associate professor; Molly Mason, associate professor.

**Chemistry:** Stephen Rokita, associate professor.

**Computer Science:** Arie Kaufman, visiting associate professor; Grace V. Leavy, lecturer; Eliezer L. Lozinskii, visiting associate professor.

**Ecology and Evolution:** William Ash, visiting professor; Jessica Gurevitch, associate professor; Charles Helmar Janson, associate professor.

**Economics:** James Brown, associate professor; Boyan Jovanovic, visiting professor; Teresa Garcia-Mila, associate professor; James E. Rauch, associate professor.

**Electrical Engineering:** Hon-son Don, associate professor.

**French and Italian:** Angelica Forti-Lewis, associate professor.

**Library:** John R. Hufford, associate librarian; Christine King, associate librarian; Virginia Rasbold, associate librarian.

**Linguistics:** Daniel L. Finer, associate professor.

**Marine Sciences Research Center:** Howard G. Levine, research associate.

**Applied Math:** Rabah Amir, associate professor; Hung Chen, associate professor; Pradeep Dubey, professor (with tenure); Lenore Framl, lecturer and director of Math Learning Center; Chi-Ming Ip, visiting associate professor; Mikhail G. Katz, associate professor; Hung-Kung Liu, associate professor; Abraham Neyman, professor; Janos Pach, visiting associate professor; Santiago Ramon Simanca Peres, associate professor; Eugene Vriegrad, lecturer (changed from part time to full time).

**Mechanical Engineering:** Moez Mayourian, associate professor; Hong-sen Yan, associate professor (with tenure).

**Music:** Timothy Eddy, professor; Julius Levine, professor; Judith Lochhead, associate professor; Edward MacLaru, associate professor; Amy D. Rubin, lecturer; Arthur Weisber, performing arts professor.

**Neurobiology and Behavior:** David Alan Van Voorhees, lecturer.

**Philosophy:** Anthony E. Weston, associate professor.

**Physics:** Johanna Stachel, associate professor; Michael Rijssenbeek, associate professor.

**Political Science:** Evelyn Brodtkin, associate professor; Charles M. Cameron, lecturer.

**Psychology:** Jo Ellen H. Vespo, visiting associate professor.

**Science, Math and Technology Teaching:** Melanie Barron, associate professor.

**Social Sciences:** George E. Fournon, associate professor; Joan Kuchner, lecturer; Frank M. Marlow, lecturer.

**Sociology:** Karen A. Cerilo, associate professor; David Halle, associate professor; Eviatar Zerubavel, professor (with tenure).

**Theatre Arts:** Vivian Metalon, visiting professor; Carel Rowe, associate professor.

**Theoretical Physics:** Peter Forrester, research associate; Andrew Jackson, research associate; James G. McCarthy, research associate; Ismail Zahed, research associate.

**W.A. Harriman College for Policy Analysis and Public Management:** Gerrit Wolf, professor.

### Health Sciences Center:

**Allied Health Professions:** Kathleen Walsh, clinical instructor.

**Anesthesiology:** Paul Kolbert, clinical assistant professor.

**Anatomical Sciences:** Anne B. Demes, visiting associate professor; Carl Polatnik, research associate professor.

**Biochemistry:** Danny Reinberg, associate professor.

**Community and Preventive Medicine:** Anthony Polednak, research associate professor.

**Endocrinology:** Michael Berelowitz.

**Family Medicine:** Lucian Capobianco, clinical associate professor.

**HSC Library:** Colleen Kenefick, senior assistant librarian.

**Lab Animal Resources:** Charles Middleton, clinical professor.

**Medicine:** Richard Barnett, instructor; Harold Burger, associate professor; Rocco Caruso, instructor; Lee Kaufman, instructor; Dwight Martin, associate professor; William Schubach, associate professor; Barbara Weiser, associate professor.

**Microbiology:** Paula Enrietto, research associate professor; Stanley Fields, associate professor; Michael Hayman, professor; Nicholas Muzyczka, associate professor.

**Obstetrics and Gynecology:** Magdalen Hull, associate professor; Owen Montgomery, associate professor.

**Psychiatry and Behavioral Science:** Camella Loque, instructor; Helen Pan, research instructor; Michael Smith, associate professor; Rex Wang, lecturer.

**Physiology and Biophysics:** Richard Mathias, professor.

**Radiology:** Tae Park, associate professor; Linda Harkavy, clinical associate professor.

## Javits: Return to Detente

Former United States Senator Jacob K. Javits advised this country and the U.S.S.R. to "return to the condition of detente which applied in the early 1970s," during his lecture Sept. 5 on the upcoming Reagan-Gorbachev summit meeting.

Sen. Javits opened his remarks before more than 250 faculty and students in the Fine Arts Center Recital Hall by noting, "This is my final lecture of the 1985 series. Lord willing, I hope to return in 1986 for more." The comment was greeted with applause.

His lecture is reprinted here in its entirety:

"Mikhail Gorbachev, General Secretary of the Communist Party, U.S.S.R., and Ronald Reagan, President of the United States, are the epitome of the leadership of their respective countries. Their summit meeting in November 1985 at Geneva may not result in definitive agreements but will most likely set the course of U.S./U.S.S.R. relations for the remainder of this century and perhaps beyond. The results will be both long- and short-term; short-term in the hopes of relieving the present tensions which could spark confrontation and war both because of the armaments race and the extent of political and military confrontations, and long-term because of the competition between the U.S. and the U.S.S.R. for the future of the uncommitted nations of the world. These nations—three billion people who live in indigenous poverty and enjoy little freedom—constitute two thirds of the world's population. The U.S. objective must be peaceful competition and coexistence between communist and free societies, the reduction of armaments and the peaceful negotiation of issues which can lead to confrontation.

"The first priority must be the reduction of tension and therefore of incidents like the downing of the Korean airliner or aggression against Pakistan, the Peoples Republic of China or an effort to communize South Africa or a threat to the security of the trade routes to the Middle East (which could lead to confrontation and war). We must try to return to the condition of detente that applied in the early 1970s and to the rhythm and momentum of mutual nuclear arms reduction that characterized the SALT II treaty.

"The U.S. and the U.S.S.R. have distinctly diverse histories and cultures and it shows sharply in their different versions of what are human rights. It produces also the U.S.S.R.'s paranoia about security and internal conspiracy, and the U.S. psychology that the U.S.S.R. cannot be trusted under its existing leadership structure (in effect, a non-elected government).

"The summit should be biennialized and implemented by meetings at the ministerial level in the interim. The U.S. should pay great attention to trade, cultural affairs, sports and tourism as people-to-people connecting links. On trade we should pay far more attention to the views of our Western European allies. The U.S.S.R. should defuse the Brezhnev doctrine of 1968, which purports to commit it to so-called wars of national liberation. The free world should endeavor to integrate the U.S.S.R. and its satellites into the financial and trade institutions of the free world. On arms control we must realize that we have to yield something on the strategic defense initiative (Star Wars) to get something on reducing land-based nuclear missiles.

"Beyond all else the competition between the U.S.S.R. and the U.S. should be recognized as a 'long haul' and means to keep talking and avoid fighting should be established."

## Acknowledgement

The article "New Living/Learning Center Head Talks About Innovation," which appeared in the last issue of *Campus Currents*, appeared first in the *May Student Affairs Advocate*, (Volume 4, Issue 3).

## 50s



## 60s



## 70s



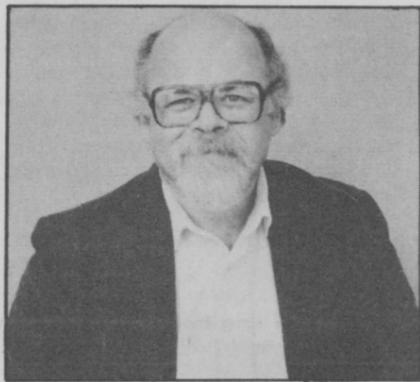
## 80s



Students from four decades have brought to campus a variety of "looks." From crew cuts and knee socks at Oyster Bay (left); to headbands, long hair and bell bottoms in the

'60s; to "clogs" and straight-leg jeans in the '70s. Today, anything goes, as students can be seen attending classes wearing sneakers and sweatshirts, or high-priced jeans and over-sized shirts and sweaters.

# Students Then and Now: Dick Solo Reminisces



Dick Solo

*Editor's note: Richard Solo arrived at Stony Brook in 1962 as a new faculty member in the Department of Chemistry. Stony Brook itself was new, having just made the transition from a State University College located at Oyster Bay. There were 750 students enrolled at the seven-building campus.*

*In 1974 Solo became director of new student orientation. In addition to witnessing the evolution of the Stony Brook student, he has watched the University grow into an institution that opened its doors to more than 15,000 students this semester. (And, over the years, 91 more buildings have been added to the original seven.)*

*Campus Currents visited Dick Solo recently and asked him to reflect on his experiences at Stony Brook. Here are his observations on the University and its students—past, present and future...*

**CC:** What were students like in 1962?

**Solo:** People who were looking for something different came here. I think the difficulty of the early years—the mud, the growing pains associated with new construction—were compensated for by the fact that everyone understood that this was quite a significant adventure.

Many of the people who came here—both students and faculty—were independent people who had some idea of what they were looking for. Even if they didn't they were relatively aggressive in just looking.

**CC:** Is there—has there been—a "typical" Stony Brook student?

**Solo:** Whether it was 1962 or '82 or today, you could never draw any kind of conclusion from all your experience about what the next student you might encounter would be like. Certainly you could deal with the statistical shifts, but this place has always seemed to have a diverse student body.

Students are not a collection derived from some simple expectations on the part of this institution or even themselves. A much more complex set of determinants leads to the decision to come to Stony Brook and be the person that the individual wants to be, and to begin to find that person. Which I like.

**CC:** So that's part of the lure of Stony Brook for you.

**Solo:** Oh, yeah. Some people say we don't have traditions in the usual sense. But I think one of our traditions is that people who come to Stony Brook are willing to design a good deal of their own values and know that there's enough freedom here to be supported in doing things within legal limits that they feel are important. They don't have to conform.

We certainly very early on were a nonconformist institution. During the '60s, this nonconformist group focused a great deal of its anti-authoritarian mood on the nearest authority, which was the running of a university.

**CC:** How widespread were student protests here at Stony Brook during that era?

**Solo:** Very few people chose physical violence as a means of expressing themselves. But I think Stony Brook was an active institution in terms of protest.

**CC:** What were the issues?

**Solo:** There were a number of issues, some political, married to issues like the meal plan and the mud. Often there was a fusion of concerns.

Many students were bystanders and many were leaders. There were many confused people. Fortunately, a number of the faculty saw them as people, not just students involved in some cause. We tried to get them to recognize that there wasn't some kind of military order and discipline imposed here. We wanted to give them some guidance if they needed it.

Many of the students certainly were not looking forward to giving their lives in Vietnam. There were people trying to sort their values—national values, personal values.

**CC:** What was the effect of all this on the campus as a whole?

**Solo:** There was a very enriching—yet painful—preoccupation on the part of the whole campus as to what we as an institution would be saying and doing with our students who were facing horrendous life decisions. In the midst of all this, there were developments throughout society of significant new social, sexual and drug behaviors.

Students in the late '60s and early '70s were facing life decisions that certainly I never had to face.

**CC:** The current perception about today's college students is that they are apathetic, uninvolved, interested primarily in their computer terminals and in finding lucrative employment. Can anything positive be said about them?

**Solo:** I think those generalizations are risky and probably misleading.

I think the students do tend to read and think and they are very interested in their courses. But they won't show you that unless you look carefully. You don't see this so overtly expressed, such as large groups forming some intellectual club and making efforts to express themselves collectively.

But I do think that in these peculiar market times people who go to college are somewhat intuitively unsure about the future. As a result of looking for slightly more secure pathways, they'd rather find a business with a guarantee of success than take the chance of growing as people intellectually and interpersonally.

But if I think back to the '60s, there was an escape route for the student activist. And that was, if everything

else failed, they could always get a job.

**CC:** Despite the fact that these are less turbulent, more conservative times, are there any particular challenges facing today's students that their '60s counterparts didn't have to deal with?

**Solo:** I think these are tough, tricky times. People are living more complex lives. The conservatism has driven more people toward looking to the buck as a motivating force, but the buck may be more elusive. The minority community has been given very little hope in terms of the future. Racism and sexism haven't gone away. There are people coming out of college now who are not guaranteed very much.

People say students must be fairly comfortable because there's no major international conflict; there's stability. I don't buy it. I think the brighter students—and not necessarily bright intellectually, but just "aware" people—are deeply confused about how to behave and what the directions are. I would say people are finding the ambiguities of life very difficult to cope with.

**CC:** You mentioned the type of student you've observed at Stony Brook over the years—the nonconformist, the student willing to "design" his or her own world. Where is that student in 1985? Is there a place for that student here?

**Solo:** There's still a place for that student here at Stony Brook; I wish we had more of them. But the expression of our students' abilities to be independent has become more focused on themselves as individuals. The '60s and early '70s tended to have a lot more of a desire for collective response. In a way I'm saddened by the change. I'd like to see both the individual and collective entities expressed fully in their challenging and complex ways.

I think that today—it's very difficult to be young and to find a direction in life. There are less clear-cut ways to succeed.

**CC:** Do you think today's students are up to the challenge?

**Solo:** Ready or not, the challenge is there. But the power in being young, I guess, is that if you don't know any better, the answer would have to be—of course.

# The Writing Center

## Helps Writers Communicate

By Sue Risoll

Humphrey Bogart looks at you, kid, from a *Casablanca* poster on the wall. On a nearby table lies a pile of manuals offering helpful hints and suggestions. Someone with an outstretched hand and reassuring smile invites you into one of four cheerfully decorated cubicles.

Which is why the Writing Center changed its name.

Stony Brook's center for writing instruction used to be known as the "Writing Clinic." But its philosophy—that no stigma should be attached to needing help with writing—and friendly atmosphere made the old name an inappropriate one.

"'Clinic' always sounded like someone was sick," said Dr. Pat Belanoff, Center director and associate director of Stony Brook's writing program. "It sounded like you had to have some terrible deficiency in your writing to come here."

"It also implied a one-shot treatment," she continued. "We want people to realize that their relationship with us can be ongoing."

That relationship is based on communication. Those who visit the Writing Center (open to any member of the campus community—faculty, staff or student) can look forward to a great deal of verbal interaction. Tutors will ask to see a sample of the person's writing, and then talk to them about what they hope to achieve in a particular writing assignment and find out what they want from the Center.

"We ask the person to explain to us what it is they want to write about," said Dr. Belanoff. "Having someone listen helps the writer focus. The first step is to get them to know exactly what it is they want to communicate, and to get into a 'back and forth' discussion that makes them think a little more about their writing."

One thing tutors don't do, she said, is copy edit. "People can't just drop something off and say, 'here, fix it up,' she said. "We will work on mechanics with them, but they have to do the fixing up themselves."

In addition to those mechanics—spelling, grammar—the Writing Center stresses the importance of rewriting. "It comes as a revelation to some people that even the best writers rewrite," said writing specialist Dennis Clark. Last spring the Center sponsored a seminar at which members of the University community—including Obie-winning playwright Amiri Baraka and Pulitzer Prize-winning poet Louis Simpson—explained their writing strategies. "They all said they rewrite," said Clark. "But some people are afraid to do that. They think they have to get it right the first time."

That reluctance can be just one of the psychological barriers to successful writing. Shoring up a writer's confidence is part of the job of Writing Center tutors.

"A large number of people, even faculty who've written a lot, often don't have a lot of confidence about their writing," said Clark. "Or they might tend to think of criticism of their

writing as criticism of them. You have to be sensitive to that."

"Dignifying the person's ideas," said Dr. Belanoff, "is the key. You look at a paper and start by saying, 'I know there's good in this; what is it.' If you believe that all writing has some kind of a germ of good in it—which I do—then it's not being phony to do that."

Although most of the writers who come to the Center are undergraduate students, "we're open to all members of the campus community," reminded Dr. Belanoff. Sometimes University staff members come by "to ask for help writing a resume or a letter of application, but we wish more staff people would come in," said Clark. "The ones who do see us, though, leave feeling pleased with what they learned."

One group the Center would like to see more often is faculty members who have given writing assignments to their classes. "We would love it if a faculty member would call us up and say, 'I've given the class this assignment and told the students they can come to you,'" said Belanoff. "It's hard for a professor teaching a large class to talk over a paper with every one of his or her students. We would be delighted to work out any arrangement possible with a faculty member—we feel we could really be effective at providing that kind of assistance."

And sometimes such an arrangement ultimately is more beneficial for students, Clark noted. "Too often students are writing to please the teacher, and they delve inside that person's head instead of their own. We ask them to explain to us what they want to say, not what they think they should say, and it produces better writing."

For the tutors, too, there are benefits. "Tutors can be friends," said Dr. Belanoff. "It's nice when you can

relate without feeling responsible for giving the person a grade. You feel it and the students feel it."

Many of the tutors are students themselves. In addition to Clark, a full-time writing specialist, there are six undergraduate "peer" tutors and seven graduate student tutors. The Center now sponsors a training class for undergraduates who want to become tutors. "Some of them don't especially want to teach as a profession," said Clark. "They just do it because they like being involved with the Center and what we do here."

Last semester the Center logged almost 1,000 visits. Many of those were "repeats." "A session can be exhausting work for both writer and tutor," said Clark. "Many times people will come in once a week for several weeks. We talk, they go away and write and come back to show us a first, second or third draft. It works best if you deal with grammar at one session, and maybe a different problem at the next."

Though this semester has barely begun, the Center is "open for business" and its tutors are busy. Now that the University has made curriculum changes to ensure that all undergraduates can demonstrate writing proficiency (see accompanying story by Dr. Peter Elbow, director of Stony Brook's writing program), Clark and Dr. Belanoff anticipate an even greater number of visits to the Center. "We're here to help if people need us," said Dr. Belanoff. "Everyone—I don't care how good you are—can benefit from getting a little help with their writing."

The Writing Center is located in Room 198 of the Humanities Building. Walk-ins are accepted, but appointments are preferred. For more information or to schedule an appointment, call (24)6-5098.



Writing Center instructor Dennis Clark discusses the mechanics of writing with student Lucy Benolich.

## New Writing Requirements

By Peter Elbow

In the past three years the University has moved from a one-part to a three-part writing requirement.

The old requirement (which is still in force for students who entered under its jurisdiction) obliges students either to pass a proficiency exam or English Composition 101 before graduation. The College of Arts and Sciences' version is more stringent: students who fail the Exam must take and pass EGC 101 and the Exam.

This requirement (enacted in 1977) was a move toward "quality control," but has nevertheless given rise to two problems. First, too many students end up exempt from any writing instruction whatsoever—students who write relatively well on exam tasks but not on substantive papers assigned by faculty. Second, since it is only a graduation requirement, too many students put off any study of writing till late in their educational careers; and as a result, faculty have been discouraged from assigning essays because they face classrooms full of students unprepared for university-level writing.

The new three-level writing requirement stems from recommendations by the University's Neville Curriculum Review Committee (which were subsequently modified and refined by numerous committees and overwhelmingly passed by the University Senate). It is based on the premise that all students should take a writing course at the start of their university studies, and that because writing is a complex skill which is mastered only slowly, the University needs to maintain some pressure on students to keep up their writing skills throughout their college years.

The first-level requirement (already in effect for two years) says that all students must take a writing course in their first year. (Most take EGC 101, a few must start with a preparatory course, and a few others take a more advanced course—based on the results of a placement exam for all students.)

This new requirement demands a C or higher in EGC 101—not just a passing grade. And students cannot get a C unless a portfolio of four of their papers is judged C level by at least one other instructor in addition to the student's own instructor. This portfolio system is a way to increase consistency of grading and of writing tasks among sections of such a large course. (There were nearly 50 sections each semester in 1984-85.)

The second-level requirement links writing to the nine general education core courses which will be required for all students to enter Stony Brook a year from now (under the University's ongoing curriculum reform). The General Education Committee reviews all Core Course proposals to ensure that to the degree feasible, these courses assign a significant amount of writing—the quality of which should substantially affect the student's grade in the course.

The third-level requirement says that students may not graduate unless their major department looks at their writing and judges it adequate for the demands of that discipline. (This goes into effect in several years.)

Transfer students now have greater demands placed on them by the University—in keeping with the increased demands on students who start out at Stony Brook. Transfer students must take the placement exam given to freshmen and, unless they do well, must take a writing course at Stony Brook—even if they've taken a writing course elsewhere.

## Correction

The individuals in the photo that appeared in last issue's "Personnelized" section were identified incorrectly. Margaret M. Mitchell, assistant vice president for Human Resources, is on the right. Stenographer Nancy Smith is on the left.

# PERSONNEL IZED

Brought to you by the Department of Human Resources

## New OD Services: Making Change Work



**Michele Burnette**, Human Resources Manager, OD and Communication.

The Department of Human Resources is announcing its new services in the area of Organization Development and Communication. The task of our OD manager is to help you improve your areas through a planned process of change. The process is fourfold:

- **Diagnosis**—data is collected from individuals and groups within an area. This is done through a combination of interviews, questionnaires and observation.

- **Feedback**—after analyzing the data, the collective sense of the organizational problems are reported back to those from whom the data was collected.

- **Discussion**—of what these data mean and planning the steps that should be taken as a consequence.

- **Action**—taking these steps.

On group levels, issues of setting goals and priorities, roles and responsibilities, procedures and processes and relationships among team members can be explored. On the individual level, examples of issues to be explored may be recruitment and selection and training and development. We also can help you look at how your group interacts with another group(s), and at Stony Brook as a group itself.

Communication and training are natural extensions of Organization Development. The steps you decide to take may (or may not) include training of personnel. In addition, change is hard on everyone concerned. Insuring that the channels of communications are left open helps to make the change easier.

We won't just give you pat answers. A plan of action will be designed and tailored to your specific needs.

If you would like further information on how OD can work for your area, please contact Michele Burnette, Human Resources Manager, Organization Development and Communication, at (24)6-6035.

## "We Like to Think of Ourselves as Winners"

For the most part, employees want their managers to succeed. People want to be a part of a successful—that is, winning—group. When managers have trouble, they either "turn to" or "turn against" their people. Those who succeed turn to their people.

When questioned about what he did when he got into trouble, one very successful manager said, "I simply go to my people, explain my problem and ask for them to help. It never fails."

In a recent study, a group of males were asked to rate themselves on "their ability to get along with others." One hundred percent of the people questioned put themselves in the top half of the population. And a full 25

percent said they were in the top 1 percent. In the same study, 60 percent said they were in the top fourth of the population in athletic ability; and only 6 percent said they were below average. We like to think of ourselves as winners, even when we have to practice a little self-deception to do it.

Throughout our lives we receive many "failure messages." We are told that we are not smart enough, not fast enough, not successful enough, not pretty enough, not good enough. We desperately want to succeed—to win. Good leaders make winners out of their people. Look for ways to make them succeed rather than fail.

## Colorectal Cancer Screening

Date: Thursday, Sept. 26  
Time: For schedule, check flyers to be included in paycheck envelopes.  
Locations: Main Campus—Javits Lecture Center, Rooms 105 and 106; Health Sciences Center—Lecture Hall 3, Level 2.

## Campus Job Opportunities

### Classified—Main Campus

Title	Status	Location	Base Salary	Contact Person	Date Posted
Typist	*S	Orthopaedics	\$10,807	B. Delfyett	8-30-85
Typist	*S	Elec. Engineer	\$10,807	B. Delfyett	8-30-85
Info. Proc. Spec. I Trainee	*S	Traffic Office	\$10,807	B. Delfyett	8-30-85
Stenographer	*S	Fine Arts Center	\$11,866	B. Delfyett	8-30-85
Sr. Steno	R	Neuro. & Behav.	\$14,811	G. McHale	8-30-85
Sr. Steno	*S	ITP	\$14,811	B. Delfyett	8-30-85
Sr. Steno	*S	Microbiology	\$14,811	B. Delfyett	8-30-85
Sr. Steno	*S	Career Devel.	\$14,811	B. Delfyett	8-30-85
Comp. Oper.	R	Com. Science	\$15,677	G. McHale	8-30-85
Asst. Purch. Agent	*S	Purchasing	\$19,706	B. Delfyett	8-30-85
Cleaner	S	HSC Phys. Plant	\$11,306	B. Delfyett	8-30-85
Maint. Asst. (HVAC & Plumb.)	S	Phys. Plant MC	\$14,013	B. Delfyett	8-30-85
Asst. Stat. Eng.	*S	HSC Power Plant	\$14,013	B. Delfyett	8-30-85
Lab. Mech.	S	Physics	\$17,563	B. Delfyett	8-30-85
Stenographer	R	Economics	\$11,866	G. McHale	9-6-85
Sr. Acct. Clerk	R	CPMP	\$14,811	G. McHale	9-6-85
Lab Animal Care	S	DLAR	\$11,866	B. Delfyett	9-6-85
Sr. Lab. Tech.	R	Med./Pulm. Dis.	\$17,563	G. McHale	9-6-85

For more information, visit Human Resources, Room 390, Administration Building or call 246-8314.

### Classified—University Hospital

Title	Status	Location	Base Salary	Contact Person	Date Posted
Mail & Supply Clerk	*S	General Serv.	\$10,807	S. Parsons	8-30-85
Cleaner	S	Housekeeping	\$11,306	S. Parsons	8-30-85
X-Ray Aide	S	Radiology	\$11,306	S. Parsons	8-30-85
Hosp. Attd.	S	Pharmacy	\$11,306	S. Parsons	8-30-85
Lab Worker	*S	Spec. Rec.	\$11,306	S. Parsons	8-30-85
Stenographer	*S	Medical Rec.	\$11,866	S. Parsons	8-30-85
Stenographer	*S	Electrocard.	\$11,866	S. Parsons	8-30-85
Stores Clerk	*S	Rec. & Stores	\$11,866	S. Parsons	8-30-85
Nursing Sta. Clk.	*S	Gyn./Surgery	\$13,254	S. Parsons	8-30-85
Nursing Sta. Clk.	*S	Labor & Delivery	\$13,254	S. Parsons	8-30-85
Comp. Operator	*S	Elect. Info. Syst.	\$15,677	S. Parsons	8-30-85
T&R Nurse II	*S	NICU	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	Surg. Inten. Care	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	17 S. MICU	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	16 N-Med. Acute	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	15 N-Med. Acute	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	Nursing/Oper. Room	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	PICU	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	Burn Center	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	15 N-Med. Acute	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	17 S-MICU	\$22,041	K. Nykolyn	8-30-85
T&R Nurse II	*S	Labor & Deliv.	\$22,041	K. Nykolyn	8-30-85
T&R Nurse III	*S	10 N-Psych. Unit	\$26,002	K. Nykolyn	8-30-85
Clerk	*S	Med. Records	\$10,807	S. Parsons	9-6-85
X-Ray Aide	S	Radiology	\$11,306	S. Parsons	9-6-85
DMT	*S	Med. Records	\$11,306	S. Parsons	9-6-85
DEMO	*S	Med. Records	\$11,306	S. Parsons	9-6-85
Hosp. Attendant	S	16 N-Med. Acute	\$11,306	S. Parsons	9-6-85
TH Sterile Supp. Tech.	*S	CSS	\$12,541	S. Parsons	9-6-85
Motor Veh. Oper.	S	Gen'l Serv.	\$13,254	S. Parsons	9-6-85
Sr. Med. Records Clerk	*S	Med. Records	\$14,013	S. Parsons	9-6-85
Supervising Janitor	*S	Housekeeping	\$14,811	S. Parsons	9-6-85
Info. Proc. Spec. II	*S	Med. Records	\$14,811	S. Parsons	9-6-85
T&R II	*S	Acute Ped.	\$22,041	K. Nykolyn	9-6-85

For more information, visit Human Resources, Room 132, third floor, Health Sciences Center or call 444-2525.

### Professional—Main Campus

Title	Status	Location	Base Salary	Contact Person	Date Posted
Stud. Act. Asst.	NTP (S)	Stud. Union & Act.	18K-23K	B. Fornadel	8-30-85
Tech. Spec.	NTP (S)	Theatre Arts	19K-22K	B. Delfyett	8-30-85
Tech. Spec.	NTP (S)	Orthopaedics	18K-21K	M. Badalamente	8-30-85
Res. Assoc.	NTP (R)	Psychology	19K	B. Delfyett	8-30-85
Tech. Asst.	NTP (R)	Ob./Gyn.	13K-21K	B. Delfyett	8-30-85
Res. Asst.	NTP (R)	Biochemistry	15K-23K	B. Delfyett	8-30-85
Asst. to Chair.	NTP (S)	Mech. Engineering	13L-24K	B. Delfyett	8-30-85
Res. Asst.	NTP (S)	Comm. & Prev. Med.	15K-20K	B. Delfyett	8-30-85
Asst. to Dir.	NTP (S)	Property Cont.	13K-24K	B. Delfyett	9-6-85
Tech. Asst.	NTP (S)	Library	14K-24K	B. Delfyett	9-6-85
Tech. Asst.	NTP (S)	Library	14K-24K	B. Delfyett	9-6-85
Research Assoc.	NTP (S)	Psychiatry	19K	L. Morin	9-6-85

For more information, visit Human Resources, Room 390, Administration Building or call 246-8314.

### Professional—University Hospital

Title	Status	Location	Base Salary	Contact Person	Date Posted
Asst. Nurs. Dir.	NTP (S)	Nursing/Staff	15K-31K	G. Mundie	8-30-85
Asst. Dir. of Nurs.	NTP (S)	Nursing Admin.	19K-37K	J. Entine	8-30-85
X-Ray Tech.	NTP (S)	Radiology	13K-24K	F. Brady	8-30-85
Asst. Tech. Spec.	NTP (S)	Radiology	13K-24K	F. Brady	8-30-85
Tech. Asst.	NTP (S)	Blood Bank	13K-24K	R. Borley	8-30-85
Tech. Asst.	NTP (S)	Lab/Chem.	13K-24K	J. Hartnett	8-30-85
TH Pharmacist	NTP (S)	Pharmacy	15K-31K	M. Moriates	8-30-85
TH Pharmacy Asst.	NTP (S)	Pharmacy	13K-24K	M. Moriates	9-6-85
TH Pharmacist-TPN	NTP (S)	Pharmacy	15K-31K	E. Coutrier	9-6-85

For more information, visit Human Resources, Room 132, third floor, Health Sciences Center.

### Key

S—Must meet minimum qualifications as specified by NYS Civil Service Commission.

\*S—Requires NYS Civil Service Examination in addition to meeting minimum qualifications as specified by NYS Civil Service Commission.

R—Must meet minimum qualifications as specified by the Research Foundation.

P/T—Part-Time

For Civil Service Test Announcements, visit the Department of Human Resources, Main Campus or University Hospital.

"Personnelized" lists employment opportunities as a service to the Stony Brook community. Faculty and professional positions are posted for 30 days. Classified positions are posted for 10 days. "Personnelized" cannot guarantee the availability of any position. Please refer to the most recent "Campus Job Opportunities" or the contact persons indicated above.

# GALA NIGHT SINGING

*Opera Gala participants included soprano Carol Vaness, bass Paul Plishka, mezzo-soprano Susan Quittmeyer, mezzo-soprano Rosalind Elias, bass James Morris, soprano Catherine Malfitano, soprano Aprile Millo, baritone Alan Titus, actress Madeline Kahn, baritone Brent Ellis, soprano Evelyn Lear, soprano Erie Mills, opera editor Robert Jacobson, tenor Jerry Hadley, pianist Eugene Kohn and producer Matthew A. Epstein.*



## Opera Gala Raises \$30,000 for 2 AIDS Projects at SB

A gala Labor Day weekend benefit in East Hampton raised more than \$150,000 for the battle against AIDS, acquired immune deficiency syndrome. When accounting is complete, more than \$30,000 of the total is expected to be donated to the Long Island AIDS Project, administered through Stony Brook's School of Allied Health Professions, and the Department of Infectious Diseases' Retrovirus Laboratory at Stony Brook.

The benefit, held in the East Hampton High School, was organized by the East End Gay Organization for Human Rights and the Linda Leibman Human Rights Fund. The evening featured 14 stars of the Metropolitan and New York City Operas, who donated their talents for the cause, and was attended by prominent people such as New York City Mayor Edward I. Koch.

Many of the performers had interrupted vacations and concert tours to appear in East Hampton. Soprano Kathleen Battle arrived directly from London where she had experienced an airplane bomb scare earlier in the day.

Other opera stars who appeared at the concert were Roberta Peters (celebrating a record 35 years with the Met), Rosalind Elias, Brent Ellis, Jerry Hadley, Evelyn Lear, Catherine Malfitano, Aprile Millo, Erie Mills, James Morris, Paul Plishka, Susan Quittmeyer, Alan Titus and Carol Vaness.

Singer-actress-comedienne Madeline Kahn made a surprise appearance on stage and later auctioned a concert poster, designed by Paul Davis, for \$1,700. The poster had been signed by all the performers.

### 24,000 cases by '86

Dr. Rose Walton, benefit co-chair and chairperson of the Department of Allied Health Resources in the School

of Allied Health Professions, addressed the audience with some sobering statistics. She said that there are now more than 12,000 reported cases of AIDS, as defined by the Centers for Disease Control in Atlanta. "Of that number," she said, "half are already dead. That 12,000 is expected to be 24,000 next year." She also said that up to two million Americans are believed to have been exposed to AIDS and reminded the audience that it is not known how many of those people—5% to 20% to 100%—will eventually develop the deadly disease, which has killed 90% of those diagnosed prior to 1983.

The opera benefit was unique, Dr. Walton said, not only because of the stellar level of the professional artists enlisted, but because it will assist medical research, patient services, and political action to secure more funding for AIDS, considered by many to be the nation's number one health problem.

### 500 L.I. calls/month

The Long Island AIDS Project, administered through Stony Brook's School of Allied Health Professions, is a community service organization providing education, information, referrals and direct assistance to people with AIDS, their loved ones, families, friends and others affected by AIDS in Nassau and Suffolk counties. A hot-line is staffed by trained volunteers who are supervised by a professional staff. Volunteers also help provide home and hospital visitation, transportation and support to those in need. The project is coordinated by Ms. Jane Holmes.

The project received more than 500 requests for services and information in July and anticipates an

ever-increasing demand for education, information and services. The project is funded by the New York State AIDS Institute and by private contributions.

### Seeks ways to treat AIDS

The Retrovirus Laboratory at Stony Brook is involved in AIDS research targeted at understanding the mechanism of the spread of the HTLV-III/LAV retrovirus (detected in AIDS patients) and aimed at learning more about the mechanism of the immune system and why some individuals who are infected become ill and others do not. The investigation is designed to develop methods of treatment.

Stony Brook scientists also are conducting research focused on developing treatment regimens for specific infections, including the retrovirus HTLV-III/LAV, and some of the "opportunistic" infections associated with AIDS (such as toxoplasmosis and cryptosporidiosis). The greatest need, at the moment, is for research equipment.

The Stony Brook team, headed by Roy T. Steigbigel, M.D., assists the Long Island AIDS Project in maintaining a research project screening clinic for people who are concerned about AIDS or AIDS-Related Complex (ARC). The laboratory also accepts referrals to its own infectious disease clinic for individuals who are in need of further evaluation.

In addition to the projects at Stony Brook, the opera gala benefitted the Gay Men's Health Crisis and the Retrovirus Laboratory at St. Luke's-Roosevelt Hospital Center, both in New York City.

The benefit's honorary committee, chaired by James Levine, included such notables as Edward Albee, Clive Barnes, Carol Bellamy, Leonard Bernstein, Judith Hope, Marilyn Horne, Arthur Laurents, Joseph Papp, Beverly Sills, Gloria Steinem, Rise Stevens and Lanford Wilson.

## 1985 Fall Sports Calendar

### Football (M)

Sept. 14	<b>Ramapo</b>	1:00
Sept. 20	Hofstra	7:30
Sept. 28	Wagner	1:30
Oct. 5	<b>Worcester St.</b>	1:00
Oct. 12	<b>Kean</b>	1:00
Oct. 20	Fitchburg	1:00
Oct. 26	<b>Brooklyn</b>	1:00
Nov. 2	SUNY Maritime	1:00
Nov. 8	St. Peter's	7:30
Nov. 16	<b>Brockport</b>	1:00

Head Coach: Sam Kornhauser

### Cross Country (W)

Sept. 14	Wagner	
	Invitational	
Sept. 21	<b>Stony Brook</b>	11:00
	Invitational	
Sept. 29	Trenton State	
	Invitational	
Oct. 5	N.Y. Tech	
	Invitational	
Oct. 12	Allentown	
	Invitational	
Oct. 19	<b>PAC</b>	11:00
	<b>Championships</b>	
Oct. 26	NYSIAW	
	Championships	
Nov. 9	ECAC	
	Championships	
Nov. 16	<b>NCAA III</b>	11:00
	<b>Regionals</b>	

Head Coach: Rose Daniele

Home meets are conducted at Sunken Meadow State Park in Kings Park, NY.

### Cross Country (M)

Sept. 14	Wagner	
	Invitational	
Sept. 21	<b>Stony Brook</b>	11:00
	Invitational	
Sept. 28	Bergen CC	
	Invitational	
Oct. 5	N.Y. Tech	
	Invitational	
Oct. 12	Allentown	
	Invitational	
Oct. 19	<b>PAC</b>	11:00
	<b>Championships</b>	
Oct. 26	Albany	
	Invitational	
Nov. 2	CTC	
	Championships	
Nov. 5	ICAAAA at NY Tech	
Nov. 16	<b>NCAA III</b>	11:00
	<b>Regionals</b>	

Head Coach: Gary Westerfield

Home meets are conducted at Sunken Meadow State Park in Kings Park, NY.

### Tennis (W)

Sept. 20	Kings College	3:30
Sept. 21	<b>St. John's</b>	1:00
Sept. 24	Nassau CC	3:30
Sept. 26	Baruch	3:30
Sept. 28	<b>Wagner</b>	12:00
Oct. 1	<b>Fordham</b>	3:30
Oct. 4	New Paltz	2:30
Oct. 5	Skidmore	12:00
Oct. 8	<b>Molloy</b>	3:30
Oct. 10	Queens	3:30
Oct. 12	<b>Brooklyn</b>	1:00
Oct. 15	<b>Dowling</b>	3:30
Oct. 19	<b>Concordia</b>	1:00
Oct. 21	<b>Suffolk CC</b>	3:30
Oct. 24	NYSIAW	
	26 Championships	

### Soccer (W)

Sept. 14	Scranton	3:00
15	Tournament	1:00
	(Scranton, Elmira, 3:00	
	Southampton)	
Sept. 18	<b>Suffolk CC</b>	4:00
Sept. 24	<b>Adelphi</b>	4:00
Sept. 28	Ithaca	1:00
Sept. 29	Hamilton	12:00
Oct. 3	West Point	4:00
Oct. 5	<b>Columbia</b>	1:00
Oct. 9	<b>Southampton</b>	4:00
Oct. 12	<b>Vassar</b>	3:30
Oct. 16	Manhattanville	4:00
Oct. 19	Binghamton at Manhattanville	11:00
Oct. 24	Iona	3:30
Oct. 26	<b>Siena</b>	12:00
Oct. 29	<b>Farmingdale</b>	3:30

### Soccer (M)

Sept. 7	<b>Otterbein</b>	1:00
Sept. 11	CCNY	4:00
Sept. 14	Drew Invitational	3:00
Sept. 15	Kutztown	1:00
	Washington College	3:00
Sept. 21	<b>Trenton State</b>	3:00
Sept. 26	<b>Queens</b>	3:30
Sept. 28	<b>Dowling</b>	11:00
Oct. 5	<b>Alumni</b>	11:00
Oct. 9	<b>Vassar</b>	3:30
Oct. 12	Kings Point*	11:00
Oct. 15	Manhattanville*	3:30
Oct. 17	Southampton	3:30
Oct. 19	SUNY Maritime*	12:00
Oct. 22	<b>C.W. Post</b>	3:30
Oct. 26	SUNY Centers	11:00
27	Tournament at Buffalo	10:00
		1:00
Oct. 30	Old Westbury*	3:30
Nov. 1	<b>Baruch</b>	3:00
Nov. 5	Staten Island	3:00

Head Coach: Shawn McDonald

\*Suburban Intercollegiate Soccer Conference Game  
Saturday home games to be played at the Selden Campus of Suffolk CCC.

### Volleyball (W)

Sept. 18	<b>Molloy/NYU</b>	6:00
Sept. 20	Albany	5:00
21	Invitational	9:00
Sept. 23	Bridgeport/Dowling	6:00
Sept. 25	<b>Baruch/Fordham</b>	6:00
Sept. 27	<b>Stony Brook</b>	5:00
28	Invitational	10:00
Oct. 2	Iona	5:00
Oct. 12	Oneonta	9:00
	Invitational	
Oct. 15	<b>C.W. Post</b>	7:30
Oct. 19	Vassar	9:00
	Invitational	
Oct. 22	Brooklyn	6:00
Oct. 24	<b>Pace</b>	7:00
Oct. 25	Binghamton	5:00
26	Invitational	9:00
Oct. 29	Queens	6:00
Oct. 30	<b>Southampton</b>	7:00
Nov. 2	St. Francis/Columbia at Hunter	11:00
Nov. 8	NYSIAW	9:00
9	Championships at Potsdam	9:00

Coach: Teri Tiso

**Bold** print indicates home events  
• Pending individual or team qualification  
TBA-To be announced  
DH-Doubleheader

## Fall '85 Poses Many Questions for Patriot Football Team

By Steve Kahn

Life is full of questions. The Stony Brook football team faces these questions this fall:

- Can John Ragimierski do as well at quarterback this season as he did last fall at linebacker and wide receiver?

- How will Chuck Downey fare this season in kickoff and punt returns after his standout 1984 season?

- How much of an effect will the new defensive coordinator, Jim Steigerwald, have on the defensive unit?

- The kicking and punting game last season was not as good as it could have been. Will John Buonora make it better this fall?

- Will standout transfer tight-end Jimmy Hayes perform as well at Stony Brook as he did at Hobart College and St. Anthony's High School in South Huntington?

The answers to these pressing questions, and to many more, will be answered as the Stony Brook football team plays a schedule filled only with NCAA Division III opponents for the first time. There will be no club opponents this fall.

Seasons have a way of changing predictions, but here's how the 1985 Patriots looked as they were getting ready for their season's opener.

### Offensive running game strong

With the graduation of Ray McKenna, there is a new No. 1 quarterback. Junior John Ragimierski of Mastic, a former all-Long Island player at William Floyd High School, has converted from playing linebacker and wide receiver. Paul Ryan, a junior from Lindenhurst, and Kevin Giuffrida, a sophomore from Staten Island, were not about to give up the No. 1 spot easily during pre-season, and either one could take over.

The running game should be strong. Halfbacks Jorge Taylor, a senior from the Bronx, and Ralph Tuckett of Brentwood are returning veterans. Also challenging for a running-back position is Nicholas Iannone, a freshman from Eastchester High School.

There will be some familiar players catching passes for Stony Brook.

Experienced Darrell Simmons adds stability as wide receiver. The tight end position is open. Mark Funsch did not return, but transfer student Jimmy Hayes, is ready to take over. Hayes caught 48 passes during his senior year at St. Anthony's in Smithtown.

The offensive line is a coach's dream—all veterans. Mike Stellato is at center, Tim Kennedy and Sal Romano at guards, and Jeff Bitton and Tom Bradley at tackles.

### Defense adds depth

Head Coach Sam Kornhauser considers his secondary as the area with the strongest improvement.

He has returning starters Paul Emmanuel, a senior from Old Westbury, and Chuck Downey, a sophomore from Deer Park, plus seven newcomers (five freshman prospects, one transfer and one newcomer). "Their addition" add depth right away," said Coach Kornhauser.

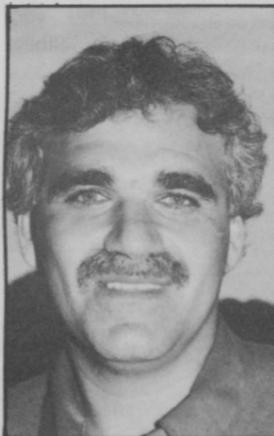
Kornhauser will receive assistance from two new coaches. Defensive coordinator Jim Steigerwald was a 5-year head coach at Hauppauge High School. The linebackers are coached by Dave Caldiero, who coached at Nassau Community College last season.

Starting at the outside lineback positions are two 1984 returnees: John Pisano, a senior from Central Islip, and Chris Clay, a junior from Mastic. Backups are freshmen Chris Cassidy from Levittown and Matt Chartrand from West Islip. On the inside, senior Ed Plitt of Islip Terrace will get help from newcomers Ed Gilbert and Ken Dolan of Valley Stream, and Doug Jordan.

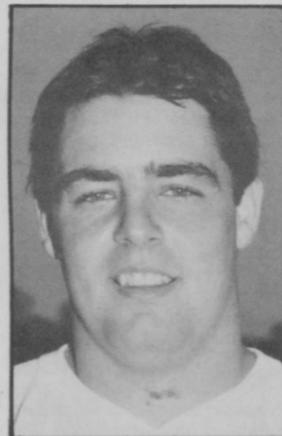
### First Division III Schedule

Stony Brook meets a tough Hofstra University, 9-1 last season, in the second week of the season. Wagner College, an equally reputable opponent, is slated for the following week. If the Patriots get by their first three games without much damage, the schedule will not be nearly as difficult, and the team should be able to do well. Having four of their final seven games at home against generally traditional rivals gives Patriots' fans plenty to look forward to.

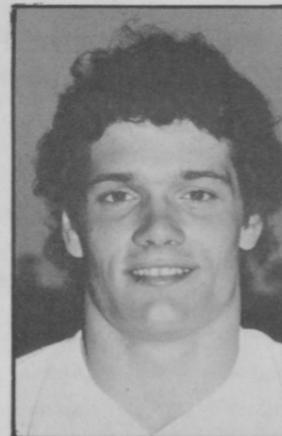
Coach  
Sam Kornhauser



Tight End  
Kim Hayes



Quarterback  
John Ragimierski



## Group Shop Offers 'Small Circles'

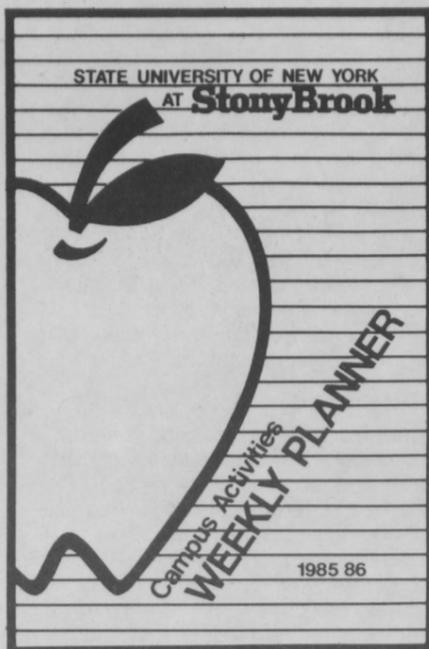
With a fall schedule covering everything from stress management to understanding the meaning of dreams, the Group Shop is once again offering a variety of free groups and workshops to the campus community.

The Group Shop's philosophy is to provide faculty, staff and students with "small circles" of communication, to help lessen the sense of isolation sometimes experienced on a large campus. The groups are designed to increase awareness of oneself and others, and to develop more effective coping skills. Style and format of the groups vary depending on the subject matter.

Some of this semester's groups include: "Get It Done Yesterday,"

"Post-Divorce Parenting" and "Creative Approach to Decision Making" (billed as a workshop for "overachievers, perfectionists, preprofessionals, pregrad, faculty ortho-meta-para-professionals, workaholics, first borns, yuppies that must carry the family name and superstars").

Preregistration is required. The registration deadline is Wednesday, Sept. 25. For more information, call the University Counseling Center at (24)6-2280.



An apple a day can keep you organized and on time for class, meetings, appointments and assignments. Student Union and Activities, Division of Student Affairs, in conjunction with the Publications Office and the Print Shop, have published a colorful weekly planner tailored to campus use. The booklet contains such useful information as the academic calendar, on-campus clubs and activities, building hours and much more. The calendars are the result of the specific efforts of Carmen Vazquez, assistant director of student activities, and student assistant Jean Ewing. They credit their idea to Tom Matthews of the SUNY Geneseo campus. The Weekly Planners are available at the Barnes & Noble and Stony Books bookstores for \$3.00.

## ACADEMIC CALENDAR

### Fall Semester 1985

August 26, Monday: Foreign students arrive.

August 26-30, Monday-Friday: Final registration and payment (or proper deferral) of fees for all students not previously registered (schedule announced prior to registration). Foreign student orientation.

August 27, Tuesday: Residence halls open for new student check-in.

August 28-30, Wednesday-Friday: Undergraduate student orientation for students not having participated previously.

August 31-September 1, Saturday-Sunday: Residence halls open for returning student check-in.

September 3, Tuesday: **Classes begin;** late registration begins with \$20 late fee assessed.

September 5, Thursday: Senior citizen auditor program registration (telephone 246-3305 for information).

September 13, Friday: Last day to file for December graduation; undergraduates file application at the Office of Records/Registrar; graduate students (except CED) file at Graduate School Office; CED students file at CED Office. Last day for May graduation candidates (undergraduates) to file degree application at Office of Records and receive notification before Advance Registration for Spring Semester.

September 16-17, Monday-Tuesday: Rosh Hashanah recess.

September 18, Wednesday: End of late registration period. Last day for undergraduate students to add a course or to drop a course without a W (Withdrawal) grade being recorded. Last day for all students to drop a course without tuition liability. Last day for undergraduates to change status to or from full-time/part-time.

September 20, Friday: Classes follow Monday schedule.

September 25, Wednesday: Yom Kippur. Classes not in session (no classes after 4:30 p.m. on September 24).

September 27, Friday: Last day for graduate students to add or drop a course.

October 17, Thursday: Last day for payment of deferred Fall Semester fees.

October 30, Wednesday: Fall quarter housing period ends.

November 1, Friday: Last day for removal of Incomplete and NR (No Record) grades from the Spring Semester and Summer Session. Last day for undergraduate students to withdraw from a course without withdrawing from the University; last day to change courses to or from Pass/No Credit.

November 5, Tuesday: Election Day (classes in session).

November 13-22, Wednesday-Friday: Prime Time for students (intensive academic advising period).

November 18, Monday: Advance registration for Spring Semester begins (schedule announced prior to registration).

November 27, Wednesday: Thanksgiving recess begins at close of classes.

December 2, Monday: Classes resume.

December 13, Friday: **Last day of classes;** last day to withdraw from the University. Last day for graduate students to submit theses and dissertations to Graduate School for December graduation.

December 16, Monday: Final examinations begin; final grades due in Registrar's Office 48 weekday hours after last class meeting or scheduled examination.

December 20, Friday: Final examinations end; Fall Semester ends; residence halls close for Fall Semester; winter recess begins at close of examinations.

December 21, Saturday: Intersession housing begins.

January 3, Friday: Last day for departments to submit Completion Statements for December master's and doctoral degree candidates.

### Campus Currents Deadlines

Information to be included in *Campus Currents* news stories and articles should be submitted two weeks prior to the issue date. Items to be included in the events listing should be submitted by the dates in the third column.

For Issue Dated	Copy Due	Events Listings Due
September 30	September 16	September 30
October 14	September 30	October 4
October 28	October 14	October 18
November 11	October 28	November 1
November 25	November 11	November 15
December 9	November 25	November 29

# EVENTS

Campus Currents lists events of general, campus-wide interest. Submissions may be sent to: Editor, Campus Currents, 121 Central Hall 2760.

• MONDAY, SEPT. 16-WEDNESDAY, SEPT. 25

### HIGH HOLIDAY SERVICES Conservative/Egalitarian

Rosh Hashanah: Monday, Sept. 16; 9:30 a.m., 6 p.m. and 6:45 p.m. Tuesday, Sept. 17; 9:30 a.m. and 6:45 p.m. All services in Tabler Quad Cafeteria except for 6 p.m. service on Monday, Sept. 16 (to be held at Roth Quad Pond).

Shabbat Shuvah: Friday, Sept. 20; 6:30 p.m., Roth Quad Cafeteria. Saturday, Sept. 21; Arms Control, Disarmament and Peace Studies Resource Center (Old Chemistry Building), 9:30 a.m.

Yom Kippur: Tuesday, Sept. 24; 6:15 p.m. Wednesday, Sept. 25; 9:30 a.m. and 4:45 p.m.

### Orthodox

All orthodox services to be held in Mathematics Building, Room P-131 except for 6 p.m. Rosh Hashanah service (to be held at Roth Quad Pond).

Rosh Hashanah: Monday, Sept. 16; 9 a.m., 6 p.m. and 6:45 p.m. Tuesday, Sept. 17; 9 a.m. and 6:45 p.m.

Shabbat Shuvah: Saturday, Sept. 21; 9:30 a.m.

Yom Kippur: Tuesday, Sept. 24; 6:15 p.m. Wednesday, Sept. 25; 9 a.m.

Tickets not required to enter services (voluntary contributions to Hillel are requested and appreciated). Child care available at some services. For more information, call the Interfaith office at (24)6-6842.



• MONDAY, SEPT. 16-THURSDAY, OCT. 17

**PHOTOS:** "Jacob K. Javits and the Presidents" (photo exhibit), Frank Melville, Jr. Memorial Library, Room E2320, 9 a.m. to 5 p.m. Open to the public, no charge for admission.

• MONDAY, SEPT. 16-FRIDAY, SEPT. 20

**ART:** "Sampler Plus—Fiber Arts Exhibition," Stony Brook Union Gallery (second floor), weekdays 1-5 p.m. Exhibit will feature examples of pattern weaving, tapestry, rug weaving, inkle and basketry plus demonstrations daily. Open to public, no charge for admission.

• MONDAY, SEPT. 16-THURSDAY, SEPT. 19

**EXHIBIT:** "Homage to Bolotowsky: 1935-1981," Fine Arts Center Gallery, weekdays 1-5 p.m. and evenings prior to Fine Arts Center Main Stage performances. No charge for admission.

• WEDNESDAY, SEPT. 18

**FILMS:** Three films on artist Ilya Bolotowsky—*Fire Escapes*, *Metandia* and *Narcissus in a Gothic Mood*, Fine Arts Center Art Gallery, 1 p.m.

**FILM:** *The Policeman*, Stony Brook Union Auditorium, 8 p.m. Admission is free.

**SPEAKER'S SUPPER.** Carmela Cuomo (coastal marine scholar) will speak on "Work is Ministry," Stony Brook Union, Room 201, 5:30 p.m. Admission \$4 for students (free with meal plan card); \$6 for others. Sponsored by the Catholic campus parish. Reservations must be made by previous Sunday. For more

information call Interfaith Center at (24)6-6844.

• SUNDAY, SEPT. 22

**MUSIC:** Cleveland Quartet, Fine Arts Center Recital Hall, 3 p.m. For ticket information, call the Fine Arts Center Box Office at 246-5678.

• MONDAY, SEPT. 23

**MEETING:** Arts and Sciences Senate Meeting, Javits Lecture Center, Room 109, 3:30 p.m.

**FOLK DANCE:** Israeli Folk Dancing, Stony Brook Union Ballroom, 8-10 p.m. New dances will be taught. All are welcome.

**BAGEL LUNCH:** Humanities Building, Room 157, 12-2 p.m. For community students (and others). Free.

• TUESDAY, SEPT. 24

**MEETING:** Professional Women's Lunch Group (sponsored by campus chapter of National Organization for Women), End of the Bridge Restaurant, 12 p.m. All are welcome to attend. Please RSVP to Rosemary Nolan at (24)6-8242.

**FILM:** *The Bicycle Thief*, Stony Brook Union Auditorium, 7 and 9 p.m. Admission 50¢ with Stony Brook I.D., \$1 without. Tickets available at Stony Brook Union Box Office or at the door.

• THURSDAY, SEPT. 26

**FILM (DOUBLE FEATURE):** *Summer of '42*, 7 p.m.; *Racing with the Moon*, 9 p.m. Stony Brook Union Auditorium. Admission 50¢ with Stony Brook I.D., \$1 without. Tickets available at Stony Brook Union Box Office or at the door.

• FRIDAY, SEPT. 27-SATURDAY, SEPT. 28

**FILM:** *The Breakfast Club*, Javits Lecture Center, Room 100; 7, 9:30 and 12 a.m. Admission 50¢ with Stony Brook I.D., \$1 without. Tickets available at Stony Brook Union Box Office or at the door.

• SATURDAY, SEPT. 28

**MUSIC:** Polish Chamber Orchestra of Poznan, Fine Arts Center main stage, 8 p.m. For ticket information, call the Fine Arts Center Box Office at 246-5678.

• SUNDAY, SEPT. 29

**FILM:** *Mr. Bug Goes to Town*, Stony Brook Union Auditorium, 2 and 4 p.m. Admission 50¢ with Stony Brook I.D., \$1 without. Tickets available at Stony Brook Union Box Office or at the door.



**Conductor** Agnieszka Duczmal will lead the Polish Chamber Orchestra of Poznan when it opens the Fine Arts Center's Music Series.