

"Know your limits,
then surpass them."

QUOTE OF THE WEEK
"A degree from Stony Brook only means you attended. It doesn't mean you learned anything."
-Soc. Prof. Stephen Cole
ON STUDENTS WHO SLIDE BY

VOL. II, No. 4

TUESDAY, FEBRUARY 18, 1992

N.H. primary race gives Stony Brook CRs a taste of big-time

Learning politics, made practical and fun

By Stephen L. Shapiro

New Hampshire voters go to the polls today in the first primary of the 1992 presidential contest, and a core of Stony Brook College Republicans will be watching with special interest to see if their dedication pays off.

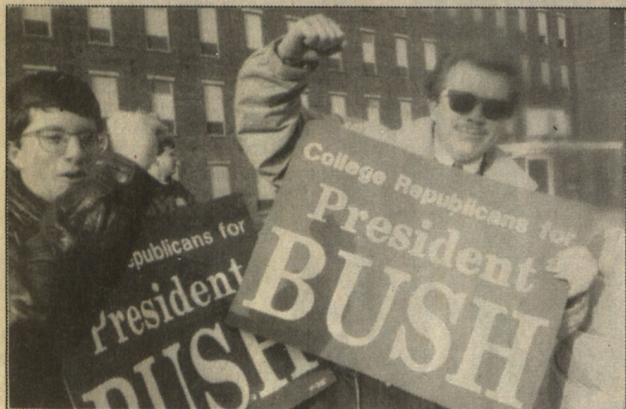
The streets of Manchester roared with cheers of "Four more years," "Bush/Quayle '92" and "CR's for Bush" two weeks ago, after a group of Stony Brook College Republicans arrived early Saturday morning, Feb. 1, at the Budget Traveler's Motor Inn, a converted shoe factory in Manchester.

The Stony Brook contingent—overwhelmingly pro-Bush—got to see Vice President Dan Quayle and his wife Marilyn, who were on hand to join college students in a "campaign kickoff" weekend. "If the enthusiasm that you hear right now continues," said Quayle to the boisterous audience, "I have no doubt that we will be victorious in November."

After Quayle's visit, the Stony Brook group was given a minivan, maps and began door-to-door campaigning in Laconia, a small city located approximately 50 miles from Manchester.

The Stony Brook group, for the most part, distributed literature and truncated the verbal portion of their campaign to answering questions. Among the concerns of community members was Bush's domestic policies such as his proposed economic plan, national health care and why students from New York picked such a frigid weekend to visit New Hampshire.

"We're here for educational purposes," said Ron Nehring, Stony Brook College Republican President. "Beyond our classrooms at Stony Brook on Long Island, we are learning about the democratic process."



Stony Brook College Republicans Ron Nehring and Ary Rosenbaum campaigning for George Bush in New Hampshire earlier this month.



Crowded classrooms are now commonplace at Stony Brook, according to students, faculty, and course schedulers alike. The room pictured above, Javits Lecture Center 100, is merely filled to capacity.

Said Ary Rosenbaum, a Stony Brook sophomore, "It was great to participate because we were a part of history that will be chronicled in textbooks."

"This weekend was unique from start to finish," said Doreen Alli, a senior attending Kean College in Union, New Jersey, who traveled with Stony Brook students. "As someone who will be entering the workforce in a matter of months and seriously interested in politics, the opportunities were greater than any employment agency could provide," said Alli, a political science major.

Republicans on the national level seemed pleased with the support Stony Brook students gave to the New Hampshire primary. "They did above and beyond what national expected, for they brought representatives from other schools that are in other states," said Tony Zagotta, the chairman of the College Republican National Committee.

Burglaries over break leave some residents hard-hit

Rate of burglary during intersession almost triples, from 20 to 58

By Christina Brown

Several burglaries that occurred in Douglass College over the winter intersession have become part of the increasing number of campus crimes.

A total of 58 burglaries were reported during the period between Dec. 17 and Jan. 28, almost three times as many as last intersession's 20 reported cases.

Douglass, a residence hall in Tabler Quad, was one of the hardest hit. Thousands of dollars worth of stolen goods resulted in the installation of combination locks on all suite room doors.

"I guess the thief figured Tabler was so far out in the woods that there wouldn't be any problem breaking in," said April Hepner, a senior living on the first floor in Douglass. "I was only gone a week and a half and I had over \$1,000 worth of my stuff stolen."

According to Scott Law, assistant director for safety and security for the Division of Campus Residences, a maintenance man was on a tour of Tabler Quad when he found a window that had been forced open.

Upon further investigation by the Douglass staff, several suite doors were found opened. The doors did not appear to be forced open. A locksmith who was brought in on the case could not determine how the doors were opened, said Law.

"We have no way of determining

how the rooms were entered. The locks could have been picked or keys could have been used," said Law. "But Public Safety, which began its investigation on January 7, is still looking into the matter."

Some students returning to their rooms early discovered the thefts.

"My classes started on Jan. 2, so on the 6th I came back and asked if I could be let into my room to get a book," said Hepner. "That's when I noticed a bunch of my stuff was missing. My TV was still there, but a lot of my jewelry was stolen."

Hepner, whose television was stolen after her room was burglarized a second time before she returned for the spring semester, filed a report with Public Safety claiming over \$1,200 worth of stolen items. Six other students filed reports in conjunction with this incident, said Doug Little, Public Safety community relations officer. Little asked that anyone with information about thefts that occurred during the intersession to contact Public Safety. He said any information would remain confidential.

Also, four incident communication reports were filed with Campus Residences. "Some rooms were burglarized," said Law, "others were just entered or in disarray."

"I had my high school jacket stolen

See BURGLARIES on page 3

Class sizes becoming too large for learning

Education suffers; fire safety codes ignored

By Jed Kliman

The scene is all too familiar to many Stony Brook students—a hot and stuffy classroom packed with students, some of them sitting on the floor against the wall, or on the stairs in the aisle, sweating or fidgeting uncomfortably. It's about as common these days as long lines in the Administration building or hot water shortages in the dormitories.

Most students, faculty and university administrators agree that overcrowded classrooms is a real problem at this university. But hard statistics on the subject are hard to find, and a variety of factors contribute to the problem, which looms larger under the shadow of impending budget cuts to the State University of New York system.

In senior Fran Walsh's sociology class, 87 students sit in a classroom that is limited by the fire code to only 75. "It was so hot I thought I was going to pass out," said Walsh.

Such a case is by no means unique. According to Judy Thompson, who schedules sociology classes, disregarding the fire code limit is commonplace because there are so many students trying to enroll in classes that are already full.

One example is Professor David Burner's History of the 1960's class, which has 291 students in a room meant for 218—almost 75 students over the so-called fire safety limit.

Though such examples are not hard to find, according to Ron Douglas, vice provost of undergraduate studies, there are no available statistics that indicate how the overall course schedule at the university has been affected by over-

crowding this semester.

But Douglas gave several reasons for the seeming increase in overcrowded classrooms. One factor, said Douglas, is the university-wide hiring freeze that restricts the hiring of adjunct professors and teaching assistants. Each year, 20 to 25 percent of Stony Brook professors take a leave of absence, either on sabbatical or for research purposes, said Douglas, and the freeze makes it difficult to replace these instructors.

Second, while the number of instructors has decreased, total university enrollment for this semester is just shy of 1991's all-time high enrollment for a spring semester, according to the Institutional Studies office.

Further complicating the matter, Stony Brook has a shortage of rooms that can be used for large classes. Douglas said, "None of the factors individually would create the effects we are seeing, but all of them are going in the same direction."

"It's sort of like global warming," said Eve Finkelstein, Assistant Registrar for Scheduling and Space, discussing the problem of crowded classrooms. "There are all these factors involved and it's hard to see where we're going to end up."

Some instances of overcrowded classes are unique to specific departments or programs. For example, Barbara Weinstein's Latin American history classes have been very crowded since the Study of Another Culture requirement became mandatory in 1986. This semester, Weinstein's History of

See CLASSES on page 4

Media money last seen...where?

By Lisa Gina Baltazar

A misunderstanding about the availability of money from last semester's media referendum has caused disruption of at least two of the four campus newspapers' plans early in the spring semester.

Students overwhelmingly passed the referendum, 733-222, last November. But the referendum, which called for four dollars to be split equally over the period of one year by Blackworld, Stony Brook Statesman, the Stony Brook Press, and USB Weekly, never resulted in an extra two dollar student activity fee charge for spring 1992, as it should have.

David Greene, the Polity treasurer, was not in during his office hours Thursday or Friday and did not return messages those days. Reached over the weekend, Greene said, "At this time, I really have no comment on that. I do know that there is a discrepancy on whether some newspapers got their funding, but I do not have the proper documentation with me."

Irene Augustino, who acted as Polity's executive director during the fall 1991 elections, when the media referendum passed, said she sent a memorandum announcing the referendum results to the Office of Student Affairs last Dec. 2. Upon approval, students were to be charged an additional two dollars in spring 1992 and in fall 1992. "Perhaps [Student Affairs] received the letter too late," Augustino said, "but I never heard

from them. Students were never billed."

Dr. Preston, vice president for student affairs, could not be reached for comment.

Polity did supply the four newspapers with their \$4,600 apiece, but from reserve money that other clubs had not spent, and from a Polity contingency fund, according to Augustino. Polity's executive director, Stressor Altamis, said, "The students weren't charged the two dollar activity fee increase, but \$4,600 was put in each newspaper's account at the beginning of this semester—each of the four newspapers got their equal share of the 50 cent per student per semester allocation."

But the referendum's failure to go into effect immediately this spring had several negative effects on some of the campus newspapers. Rupert Pearson, the editor-in-chief of Blackworld, said he was under the impression that Blackworld would not have any access to the referendum money until fall 1992. "We can still put our papers out this semester," Pearson said, "but we were hoping to do a lot more for Black History Month. We wanted to get a lot more articles and host a few programs. We don't have the money we anticipated, and now we must put other things on hold."

Pearson also said that Blackworld

See MEDIA on page 3

Black history: don't just celebrate in February

By Sonia Arora

For some African-American children educated in New York City public schools during the 1970's, Black History Month was recognized with only a poster of Martin Luther King in the lobby.

Asia Sharif, a senior English major at Stony Brook, remembers learning most of black culture and history at home, not in school. "My mother would buy books from second-hand stores near Columbia University," she said. "I learned about black history all year round—not just in February."

Although Sharif went to Martin Luther King High School in Manhattan, she learned about her heritage in only one English class—Black Literature.

"I think Stony Brook, however, is excellent when it comes to teaching black history, because people who haven't been informed about African-American history learn it here," said Sharif. "This is one time we all get together to learn about Granville T. Woods, Louis Latimer and Charles Drew."

The Africana Studies Program here at Stony Brook is coordinating a full calendar of events this month in celebration of black history. The events, including photograph exhibits, films, forums on current issues affecting the African-American community, and a candlelight vigil in commemoration of Malcolm X,



Performers in the Union during Bob Marley Day, Feb. 6.

are being sponsored by a consortium of more than 20 campus agencies and student groups.

The Black Faculty/ Staff Association, for instance, is sponsoring "A Visual Presentation of Black History Month" in the Union Art Gallery from Feb. 11-21, featuring photographs depicting the lives of black Americans, the common folk and famous artists in Harlem during the 1920's. Black and white photographs of W.E.B. DuBois, Langston Hughes and Zora Neale Hurston, borrowed from the Schomburg

Center for Research in Black Culture, are just a few of the many faces highlighted.

Perhaps the overriding aim of the programs and events of this month is to fuel the drive of African-American history not taught in public schools.

In fact, not many people know why Black History Month is celebrated in February. "It is ironic that Black History Month is celebrated in the shortest month of the year," said Tracy King, a senior

See BLACK HISTORY on page 4



And what exactly is this high technology incubator expected to look like? For details, and an artist's rendition, turn to page 3.

INSIDE

Payne's common sense
Controversial columnist Les Payne gives speech at Staller Center as part of the Black History Month festivities. See page 3.

"See how they glide"
Prof. Stephen Cole, who teaches a 300-level sociology class, expounds on the theory that the average Stony Brook student is academically unmotivated. See page 5.

Sushi anyone?
James F. Barna reviews the grand opening of a Japanese restaurant in Mount Sinai. See page 6.

Off to the races...
The men's basketball team puts together a win streak as the post-season looms closer. See page 7.

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Arnold Gallardo/USB Weekly

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founded 1991

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USB Weekly is a student newspaper published Tuesdays at the State University of New York at Stony Brook. Our office is located in the basement of Central Hall, room 042. Business hours are 10 a.m. to 4 p.m., Monday to Friday.

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The Officers Board of USB Weekly meets weekly to plan future events of the newspaper. If you have any comments or suggestions, send them to USB Weekly at P.O. Box 613, Stony Brook, New York. Or call (516) 632-7681 or fax (516) 632-6452.

This week at USB — February 19-25

Wednesday, February 19

"Second Annual African-American History Month Arts and Crafts Fair." 10:00 a.m.-5:00 p.m. Featuring artists, craftspeople and vendors from Long Island, New York and New Jersey. Special sale of books and records. Sponsored by the Department of Student Union & Activities and the Black Faculty-Staff Association. Fireside Lounge, Stony Brook Union. Call 632-6822 or 632-7193.

Student Union & Activities, Panel Workshop - "Names Project" AIDS Memorial Quilt. 11:00 a.m.-5:00 p.m. Bi-level, Stony Brook Union. Call 632-6828.

Black History Month, Film Series: James Baldwin. 12:40-2:00 p.m. Stony Brook Union Auditorium. Call 632-6828.

Campus Life Time, Wallyball Mini Tournament (limited registration day of event). 12:40-2:10 p.m. Indoor Sports Complex. Call 632-7168.

University Hospital Sibling Preparation Program. For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

Humanities Institute's Ethnicity in the New America: The University of the Future Seminar Series. Mario Valdes, University of Toronto, president, Modern Language Association, and author of World-making: The Literary Truth Claim and the Interpretation of Texts. 4:30 p.m. Room E-4341, Library. Free. Call 632-7765.

Intramural Department, "Certs/Trident: 4-0n-4 Coed Volleyball Tournament." 6:30 p.m. Indoor Sports Complex. Call 632-7168.

Union Crafts Center, "Pottery Making II." 7:00-9:00 p.m.; 8 Wednesdays. Previous wheel experience required. Improve technique with special attention to individual needs, achieving larger, taller work in more complex forms and a wide variety of projects. Includes clay, firing and Membership. Instructor: P. Van Roy. Crafts Center, SB Union. \$80/students; \$100/non-students. To register, call 632-6828/6822.

Black History Month Presentation, George "Big Nick" Nicholas, Jazz quartet. Legendary jazz saxophonist. 8:00 p.m. Poetry Center, 238 Humanities. Call 632-7400.

Thursday, February 20

Black History Month Health Fair. 10:00 a.m.-4:00 p.m. Sponsored by Alpha Phi Alpha Fraternity. Stony Brook Union. Call 632-6828.

"Second Annual African-American History Month Arts and Crafts Fair." 10:00 a.m.-5:00 p.m. Featuring artists, craftspeople and vendors from Long Island, New York and New Jersey. Special sale of books and records. Sponsored by the Department of Student Union & Activities and the Black Faculty-Staff Association. Fireside Lounge, Stony Brook Union. Call 632-6822 or 632-7193.

Candlelight Vigil in Commemoration of Malcolm X. 6:00 p.m. Academic Mall in front of Administration Building.

Union Crafts Center, "Pottery Making I." 7:00-9:00 p.m.; 8 Thursdays. A good foundation in the methods of throwing on the potter's wheel. Fee includes 25 lbs. of clay, tools, firing and Membership. Instructor: P. Van Roy. Crafts Center, SB Union. \$80/students; \$100/non-students. To register, call 632-6828/6822.

Union Crafts Center, "Clay Sculpture II." 7:00-9:00 p.m.; 8 Thursdays. Advanced techniques utilizing various methods in creating textures and surface designs as well as assembling processes. Clay, glazes and Membership included. Instructor: M. Romano. Crafts Center, SB Union. \$80/students; \$100/non-students. To register, call 632-6828/6822.

Friday, February 21

Last Day for graduate students (except CED/GSP) to add/drop a course.

Black History Month Event, Gallery Talk. 6:00 p.m. Union Art Gallery, 2nd Floor, Stony Brook Union. Call 632-6828.

Black History Month Event, Poetry Reading. 8:00-9:00 p.m. U.N.I.T.I. Cultural Center, Roth Cafeteria Building. Sponsored by Blackworld. Call 632-6452.

Saturday, February 22

Black History Month Event, "Celebration of Self." 10:00 a.m.-6:00 p.m. U.N.I.T.I. Cultural Center, Roth Cafeteria Building. Call 632-7470.

Union Crafts Center, "Pottery Making I." 10:15 a.m.-12:15 p.m.; 8 Saturdays. A good foundation in the methods of throwing on the potter's wheel. Fee includes 25 lbs. of clay, tools, firing and Membership. Instructor: P. Van Roy. Crafts Center, SB Union. \$80/students; \$100/non-students. To register, call 632-6828/6822.

Union Crafts Center, Paper Marbling Workshop.

10:15 a.m.-4:00 p.m. One-day workshop explores the process of transferring patterned paint onto paper. Equipment, materials and techniques for paper, silk and wood will be discussed. All materials included. Instructor: R. Galassi. Fiber Studio, SB Union. \$30/students; \$40/non-students. To register, call 632-6828/6822.

Office of Admissions, "Financial Aid Workshop." 11:00 a.m.-2:00 p.m. Harriman Lecture Hall. Call 632-6874.

Men's Basketball vs. Manhattanville (Skyline Conference Game). 7:00 p.m. Indoor Sports Complex. Call 632-7287.

Department of Music, Stony Brook Symphony Orchestra. Bradley Lubman, director & principal conductor. Features Sheila Silver's Dance of Wild Angels (1990) New York Premiere; a Concerto (TBA); and Beethoven's Symphony No. 4 in B-flat Major, opus 60. 8:00 p.m. Main Stage, Staller Center for the Arts. \$8; \$6/students and seniors. Call 632-7230.

Monday, February 24

Africana Studies and the English Department Presentation, "Doing the [W]right Thing: Editing Richard Wright." Arnold Rampersad, Princeton University. 7:00 p.m. Poetry Center, 238 Humanities. Call 632-7470 or 632-7400.

Union Crafts Center, "Stained Glass Workshop." 7:00-9:00 p.m.; 8 Mondays. Learn basic techniques of designing and cutting using the foil method to execute a small stained glass project. Materials fee \$10. Instructor: L. Kazioikowsky. Fiber Studio, SB Union. \$80/students; \$100/non-students. To register, call 632-6828/6822.

Village Cinema Film Series, Go Masters (1982, color, subtitled, 123 min.). A divided family, caught in the political struggle between two nations, competes in the ancient game of "Go." This first co-production between China and Japan presents an allegory of the relations between the two countries over thirty years. 8:00 p.m. Theatre Three, 412 Main St., Port Jefferson. \$4; \$3.50/students, seniors and members of the Arts Council. (Cosponsored by the Humanities Institute, the Greater Port Jefferson Arts Council, and Theatre Three.) Call 632-7765, 928-9100, or 473-0136.

Tuesday, February 25

Department of Psychiatry Grand Rounds, "Case Conference - Adult C & L." Gregory Fricchione, associate professor, psychiatry. 11:00 a.m.-12:30

p.m. Lecture Hall 4, Level 2, Health Sciences Center. Call 444-2988.

Africana Studies and the Political Science Dept. Presentation, Adam Clayton Powell, Jr., The Political Biography of an American Dilemma. Author, Charles V. Hamilton, Columbia University. Book signing and wine and cheese reception. 3:00 p.m. Javits Conference Room, Main Library. Call 632-7470 or 632-7667.

University Counseling Center Group Shop Workshop, "Support Group for Survivors of Rape/Date Rape." For Women Only. Explores the physical, legal, social and emotional aftereffects in a confidential and supportive environment. 6:30-7:45 p.m.; Tuesdays (through May 5). Free. Preregistration required. To register and for room location, call 632-6715.

Union Crafts Center, "Bartending." Section 1: 7:00-8:30 p.m.; Section 2: 8:45 - 10:15 p.m.; 8 Tuesdays. Complete introduction to mixed drinks and liquors as well as bar management. In-class practice (simulated liquors), lectures and demonstrations. Certificate available. Fiber Studio, SB Union. \$60/students; \$75/non-students. To register, call 632-6828/6822.

The Alternative Cinema at Stony Brook, Black Orpheus (1959, Portuguese with English subtitles, color, 103 min.). Classic tale of doomed lovers, Orpheus and Eurydice, retold against the madness of carnival in Rio. 7:00 and 9:30 p.m. Stony Brook Union Auditorium. \$2; \$12/series. For further information, call 632-6136.

Union Crafts Center, "Floor Loom Weaving I." 7:00-9:30 p.m.; 8 Tuesdays. Learn to warp and dress a four harness floor loom. Complete a basic sampler in class using a variety of yarns, colors and patterns. Fee includes Membership. Materials fee \$10. Instructor: J. Downs. Fiber Studio, Stony Brook Union. \$80/students; \$95/nonstudents. To register, call 632-6828/6822.

Union Crafts Center, "T'ai-Chi 'Ch'uan." Section A: 7:30-8:30 p.m.; Section B: 8:30-9:30 p.m.; 8 Tuesdays. Ancient Chinese form of moving meditation, stress reduction, health exercises and personal growth. Wear loose clothing and soft sneakers. Instructor: Jean Goulet. Room 036, lower Bi-level, Stony Brook Union. \$35/students; \$45/non-students. To register, call 632-6828/6822.

Black Films. 8:00 p.m. Sponsored by Sigma Gamma Rho Sorority, Inc. U.N.I.T.I. Cultural Center, Roth Cafeteria Building. Call 632-6577 or 632-6828.

CLUB LISTINGS will return next week. Please drop any pertinent information in USB Weekly's mailbox in the Polity suite.

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Douglass College hit by intersession burglaries

BURGLARIES from page 1

and my roommate had a blank check taken," said Kunta Natapraya, a resident assistant in Douglass. "I didn't report mine because it's not likely that it will be found. I was really lucky, though, because I had some gold jewelry in my drawer that wasn't taken."

In response to these thefts, combination locks were installed on all suite room doors the week prior to students

returning for the spring semester, said Law.

Hepner, though, was still upset. "Yeah, the combination locks are great, but they should have been locked after they were put on," she said. "I was the first one in my suite to come back at the end of January and I found my combination lock open. I'm sure that's how my room was entered a second time."

The frequency of such crimes could be decreased or even eliminated if stu-

dents were more careful with their property, said Little. "We put signs up all over the buildings telling students to take home their valuables and how to secure their rooms," he said. "We do our best to follow up and make arrests, but, to tell you the truth, these crimes could have been avoided if the students had taken some of their things home."

Responding to the increase in recorded burglaries on the Stony Brook campus from 234 in 1990 to 338 in 1991,

Little said, "Crime stats are up all around. It's going to take a community effort, between Public Safety and the students, to keep crime to a minimum."

"Well, I guess I learned my lesson," said Hepner, who said she is still discovering items that are missing. "The only good thing that's come out of this is that I'm studying more because I don't have my TV."

Payne comes through in speech

By Patti Huang

He wanted to write "the great American novel" when he was in the 10th grade. "Then," said Les Payne, a Newsday columnist, "I noticed that not many people who were writing great American novels were eating two meals a day."

Payne, an assistant managing editor at Newsday, spoke Feb. 6 at the Staller Center as a Black History Month event sponsored by the Office of Special Programs.

A love of reading, especially the works of authors such as James Baldwin, H.L. Mencken, and Richard Wright, piqued Payne's interest in writing. He began his career at Newsday in 1969.

"I liked journalism because of the influence of it," said Payne, who disagrees with the commonly-held belief that the media is powerful. "The media has influence, not power," he said. "There is a difference between the two."

I noticed that not many people who were writing great American novels were eating two meals a day. —Les Payne

Payne, a native of Alabama, would not say any more about his age than that he was born "in the 40's." He graduated from the University of Connecticut in Hartford before serving in the U.S. Army. "It was very hard for African-Americans to go into their field of choice," said Payne. "But it was easy for them to go into the military."

The problem still exists today, according to Payne, who said that less than a dozen of the 1400 Press Corps members who covered the Gulf War were African-Americans.

In a question and answer session

after his speech, Payne spoke candidly of his views on, among others, Supreme Court Associate Justice Clarence Thomas and City College professor Leonard Jeffries.

"Clarence Thomas is confused," Payne said. "He thinks his parents came over on the Mayflower and not on a slave ship."

To a question about Jeffries, Payne replied, "He should publish his work but he has to sharpen his point. He's too loose with his words."

Speaking of his own work at Newsday, Payne said he himself must select his words very carefully. He referred to an article he had written on the Bernhard Goetz case for which he underwent great criticism, especially from the Jewish community.

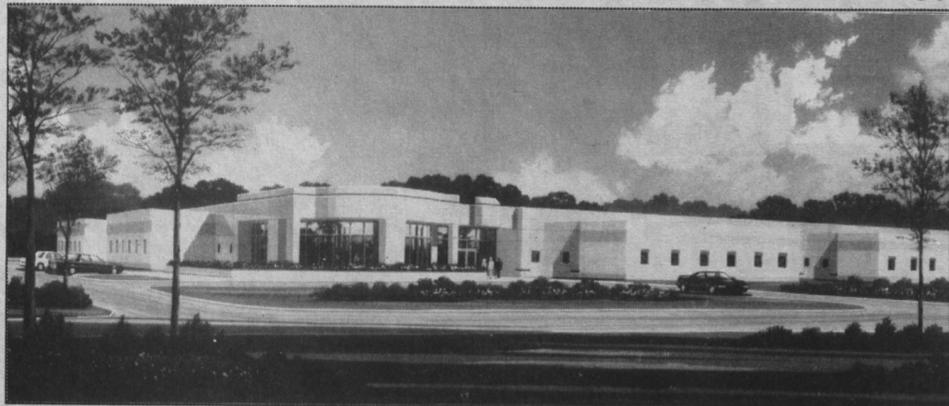
Payne, after seeing another writer refer to Goetz as the "golden blond gunman," used the same description in one of his columns. "I thought it was a nice description," said Payne, who could not understand the response of outrage by the Jewish community. "I still don't really understand it today," he said.

His work is constantly scrutinized not only by readers, but also by his colleagues. "There are four or five white editors at Newsday who challenge every word I write," said Payne. "They look at my piece and they say, 'What do you mean "the"? Do you mean "some"? Do you mean "all"? What do you mean?'"

Payne, though perhaps not the author of "the great American novel," sparks controversy in many areas with his Sunday column in the "Currents" section of Newsday.

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Artist's rendition of high technology incubator being constructed now on the East Campus.

Mastropolo Arts

"Incubation concept" catches on at Stony Brook

By Stephen L. Shapiro

Groundbreaking ceremonies were held last month on the University at Stony Brook's East Campus for the Long Island High Technology Incubator, anticipated to promote Long Island's economic recovery.

On January 17, civic leaders looked on with representatives of the Long Island business community as the first shovel of dirt was turned over to mark the beginning of construction on a planned \$5-million facility that will house approximately 30 small start-up companies.

The incubator, when completed, will stimulate technologically-oriented companies by supplying them with low-cost clerical services and space, according to university spokeswoman Vicky Penner Katz.

Rising on a five-acre wooded site adjacent to the new 1,000-car parking garage, the facility will include laboratory space and areas for research and development. Limited on-site parking and accessibility for the handicapped is also planned, said Katz.

"We weren't sure that the incubation concept would catch on," said its president, Francis Hession. In turn, "we conservatively planned the building with the idea that we could always expand."

Incubator tenants will be selected by an extensive screening process, according to deputy to the president for special programs Carl Hanes, who is serving as secretary-treasurer of the Incubator. Consideration include how the tenant may meet the needs of the Long Island business community, its networking capabilities and its ability to sponsor student projects, research and employ-

ment.

Once a company has "graduated" from the incubator, a tenant support system will encourage companies to remain within the region.

More than 100 construction workers will be employed to build the 42,000 square foot facility. Designed by Ehasz-Giacalone Associates of Garden City, it is being constructed by A.D. Herman Construction Company of Stamford, Connecticut. Concrete has already been poured and steel footings installed, and the incubator is expected to be completed by September.

The incubator is overseen by the Long Island High Technology Incubator, Inc., a not-for-profit membership corporation of the Stony Brook Foundation and the SUNY Research Foundation. Four board members serve as incubator administrators.

THE COMMITTEE ON CINEMATIC ARTS PRESENTS:

SPRING '92 FILM SCHEDULE

February 21
February 28
March 6
March 13
April 3
April 10
April 17
April 24
May 1
May 8

Other People's Money
My Girl
Strictly Business
Father of the Bride
Beauty and the Beast
Prince of Tides
Cape Fear
JFK
Addams Family
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The history of Black History Month

BLACK HISTORY, from page 1

English major.

The origins of Black History Month can be traced to historian Carter G. Woodson, who started Negro History Week in order to pay tribute to black achievements. According to Professor Floris Cash, the chairperson of the Africana Studies Department, "Dr. Woodson chose February because it centered around the birthdates of Frederick Douglass and Abraham Lincoln."

Woodson, who received his Ph.D. from Harvard, acted on his belief that blacks were left out of the history textbooks, said Cash, by institutionalizing the teaching and study of the history of African-Americans.

Negro History Week was extended to a month in the 1960's by college students throughout the nation. Since then it has been celebrated by the black

community in churches and public schools.

"Black History Month," said Professor Cash, "is one of the best ways by which we can extend the spirit of multiculturalism."

Professor Cash said, "We wouldn't like to limit participation to one month. We would like these programs to be featured throughout the year."

Which is something similar to what Tracy King's mother had taught her. "And that," said King, "is that black history should not be isolated to one point."

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Big plans fall into place for learning communities

By Sam Sprinkle

Students and faculty involved in the Federated Learning Communities (FLC) at Stony Brook will be attending a four-day conference from Feb. 20-23 at Harvard University to learn more about the causes of and solutions to global problems.

FLC, an academic program on campus for 17 years, is designed to give students insight into world problems while they earn credit for an academic minor, according to Theodore Goldfarb, acting director of the program this year.

This year's theme is "Global problems, national priorities." AIDS, religion, war, political economy, Third World nations' standards of health, and environmental protection are but a few of the many subjects discussed.

When the 15 Stony Brook students arrive at Harvard this week they will debate and discuss global issues with students from other universities, from international terrorism to development on a world scale. The Stony Brook delegation will represent the country of Jamaica in discussions of global problems. These talks, modeled after the United Nations' methods of diplomacy, will help students come to grips with real issues in the world today.

"I became interested in the program because I am interested in learning more about international and national affairs," said Pajarita Charles, a junior social

science major and double minor in FLC and biology.

Simone Pero, a senior interested in global studies, political science, and the environment, said, "I also enjoy studying different issues in a small group atmosphere."

"It doesn't take an A average to get into our program," said Goldfarb. "Students and faculty get to know one another more than usual. It's a real community."

Students interested in FLC should call 2-7164. The theme for the 1992-93 academic year is American Pluralism.

By Hemant Kairam

After six months of trying, Keller International College has succeeded in arranging a meeting of representatives from the African National Congress and the South African consulate on the University at Stony Brook campus.

The forum, to be held in Keller's main lounge at 8:00 p.m. Feb. 27, will feature discussion and debate on current issues in South Africa as it attempts to break away from the system of apartheid, said Wayne Blair, Keller's residence hall director.

Blair said he hoped the forum would give students a better idea of the changes South Africa has been through in the past few years and the challenges it faces in planning color-blind elections and reorganizing its government as South Africa moves away from legalized apartheid.

A moderator will help lead the discussion, which will feature one representative from the ANC and a group from the South African consulate. A question and answer session will follow.

Admission to the forum is free.

mental projects involves protecting Long Island's Pine Barrens, which Eudine said contain vital drinking water.

Wendy Flecha, NYPIRG's education intern, is working to remove standardized testing in kindergarten through second grade. "These measures do not truly reflect a student's ability and only hurt a child's self-esteem," she said.

Throughout the meeting, the audience was encouraged to select their project area of interest and to urge others to help.

"Outside your door, there's a world needing change. If everyone watched less television and gave an hour or two help resolve these issues, this world would be a far better place," said Potter.

NYPIRG springs into gear

Group sets agenda in first meeting of semester

By Martha Ferreira

Approximately 80 students were encouraged to take action last Wednesday in issues ranging from protecting the environment to funding higher education, at the New York Public Interest Research Group's (NYPIRG) first general interest meeting of the spring semester.

"We need to educate (Governor Mario) Cuomo about the need for higher education for all," said Jeremy Potter, project coordinator for NYPIRG.

Within the past year, the State University of New York has been adversely affected by the most severe budget crisis in the history of the university. In addition, with New York State approaching a \$3 billion deficit for the 1992-93 fiscal year, both state and university officials have estimated cuts to the university which could total \$143 million.

Cuomo has proposed a \$800 tuition increase to SUNY schools, to take effect in September. Also, according to Potter, SUNY students may receive further cut-

backs in financial assistance such as the state's Tuition Assistance Program awards and in federal Pell grants.

Aside from funding higher education, NYPIRG plans to address other issues, including environmental hazards, abolishing standardized testing, assistance for the disadvantaged with the Small Claims Court process and consumer protection.

Dan Garity, a NYPIRG state representative, emphasized that it's up to the students to shape the future. "With the recession climbing uphill, students — now more than ever — need to get involved," said Garity.

Debbie Eudine, an environmental project intern heading NYPIRG's Waste Reduction and Packaging (WRAP), said environmental hazards need to be better understood for the "preservation of the Earth." One of WRAP's goals is to decrease the amount of excess garbage through recycling.

One of NYPIRG's other environ-

Overcrowded classes becoming the norm

CLASSES from page 1

Modern Brazil class has 142 students, but in the past she has taught to as many as 400 — up from roughly 40 students before the SOAC requirement was implemented. "Teaching to 400 students felt like being the mayor of a small town," said Weinstein, who said she feels that the quality of education goes down drastically as the number of students increases.

"It's been steadily getting worse and it's going to get drastically worse when the new budget cuts are implemented," said Weinstein, who said graduate teaching assistant cutbacks will reduce the quality of education by making it more difficult for professors to assign papers. Added Weinstein, "The university will stop being a viable institution if it gets much worse."

Michael Schwartz, a professor of

sociology, said that many classes legally sized under the fire code are still crowded enough to adversely affect the quality of education. Schwartz was also especially concerned that students in larger classes receive less teaching in writing.

Professors in most departments reserve the final say in admitting students to their classes, but Rhoda Selvin, assistant vice provost for undergraduate studies, said professors are not to blame because they are only trying to help out students. In Fran Walsh's sociology class, each of the 87 students taking the class is a graduating senior, and, said Thompson, "You can't just slam the door on a graduating senior."

Theodore Kennedy, a professor of anthropology, blamed the university for the problem of overcrowded classrooms. "I think they knew in advance that such a day would come, and they simply didn't think about it very well," he said.

To help alleviate the space crunch, Kennedy suggested using university space such as the theatres in the Staller Center, which he recommended to be used for testing rooms on a regular basis.

Some students welcome the larger, more crowded classrooms. "I don't mind at all. You go to class less and it doesn't matter, and tests are easier than papers," said one sophomore, who preferred to remain anonymous.

Other students, though, are outraged with the overcrowded classes. "The smaller the number of students, the more students can get from the class," said Patrick Pyronneau, a senior majoring in Political Science. "I wish I could have afforded to go to a private school," said Pyronneau, "because the quality of education here is going way down as the classes go way up."



Walter Schneider/Blackworld

The Stony Brook Gospel Choir performing last month in the Staller Center before "The Meeting," a play about an imagined get together between Malcolm X and Martin Luther King, Jr.

No night manager, but Union still runs smoothly

By Jed Kliman

The Department of Student Union and Activities seem to be operating business as usual despite the Jan. 20 resignation of the Stony Brook Union evening coordinator Mike Ring, said Ed Quinn, assistant director for building operations.

There has been no permanent replacement yet for Ring, who accepted a position at the Taylor Business Institute in Manhattan after working three and a half years as for the Union.

Mike Collazo, a graduate assistant who has previously worked as an assistant manager, was hired to fill in for 20 hours a week until a permanent replacement is hired, said Quinn. In addition to Collazo, Quinn said that the daytime professional staff has been rotating shifts to supervise larger Union events such as

Tokyo Joe's.

The evening coordinator position entails assisting with and supervising the set up and break down of all Union events at night, said Quinn. Other responsibilities include supervising student managers and coordination of Union services, such as the Public Safety and janitorial staff.

A search committee is currently reviewing applications for the position, but Quinn said it probably will not be until spring break that a permanent replacement is hired and not until the fall semester that the replacement is fully trained.

Without a full-time replacement, Student Union and Activities had originally decided to not extend building hours for special events, but Quinn said they have since decided they would consider

time extensions for events on an individual basis, and only events on Thursdays, Fridays or Saturdays. "We're trying to use our resources the best we can," said Quinn.

So far, this semester, here have been some instances of set ups and room assignments not running smoothly. However, said Quinn, this is typical for the beginning of any semester.

And Rico Regnier, one of twelve student assistant managers, said, "Things are going beautifully."

Free Concerts Go Unnoticed

By Christina Brown

For those who enjoy classical music, but dislike the long lines and high prices of Manhattan venues, the Staller Center is the place to go. Besides its exciting regular schedule, the Staller Center hosts The Noontime Concert Series and graduate student recitals, classical music performances which are free to the public.

"Graduate and Noontime recitals are requirements as well as wonderful opportunities for music students to perform in a concert atmosphere," said Robin Pouler-McGrath, assistant to the chair of the music department.

According to Joan Vogelle, the music department's graduate secretary, recitals are required to earn a graduate degree in music. Masters degree candidates must perform one recital, which acts as their final. Doctoral students must perform four recitals plus a final recital. These performances are usually taped so that teachers, the students themselves, and even the music library will have a record of the recital.

McGrath continued, "Graduate recitals are usually the least publicized because the students sometimes rearrange or even cancel their recitals at the last minute. It's hard for us to say exactly when a performance will occur."

Despite these problems, the music department does print up a monthly recital listing, which can be found in the lobby of the Staller Center.

"For the most part the recitals are accurate. We try to print them up after the changes have been made," said Douw Fonda, the music department's publicity teaching assistant.

Recitals are held in the Staller Center's Recital Hall at noon, 4:00 pm

and 8:00 pm daily.

The Noontime Concert Series is also performed in the Recital Hall. These are recitals given voluntarily by the music students. These are usually an hour long and feature several different artists performing everything from the classics to recent music. They are held every Tuesday and Wednesday through February and March and Wednesdays in April.

"Noontime recitals have become so popular that we had to add Tuesday performances, in addition to Wednesday. They're great because if you have a lunch hour free you can come in and enjoy a performance," said McGrath. She continued, "These recitals are more casual; they give students a chance to fine tune their pieces before they have to perform their required recitals."

Whether they are fine tuning or performing their final recitals, music students maintain an air of professionalism. Fonda said, "These recitals are great because not only is the quality of playing extremely high, but it gives students a chance to perform in front of a real audience. It prepares them for the pressures of a professional career." Fonda said that not enough people are taking advantage of these free recitals. "Students should really come to see these recitals. They're very entertaining."

The Staller Center provides a welcome oasis of culture outside of New York City. Unlike its regular concert series, the center's graduate recitals and The Noontime Concert Series are open to the public and free.

A Fiery Pianist

Christopher O'Riley performs at Staller

By James F. Barna

Christopher O'Riley brought a powerful piano performance to the Staller Center Saturday night. Widely acclaimed as one of the most important young artists performing today, O'Riley played an energetic program, largely consisting of lesser known composers. The mood of the performance was Latin as O'Riley began by playing selections from Brazilian composers.

He started with a brief selection entitled "A mare encheu" (Full Tide) from Heitor Villa-Lobos' *Guia Pratico* or *Practical Guide*. *Guia Pratico* is an eleven volume series of piano pieces. "A mare encheu" is the second piece in the first volume. Villa-Lobos is perhaps the best known of all Latin American composers, having traveled extensively through Europe.

O'Riley next played "Nove De Julho" (Ninth of July) by Ernesto Julio de Nazareth. Before he started, O'Riley characterized this piece as a cross between Chopin and Scott Joplin.

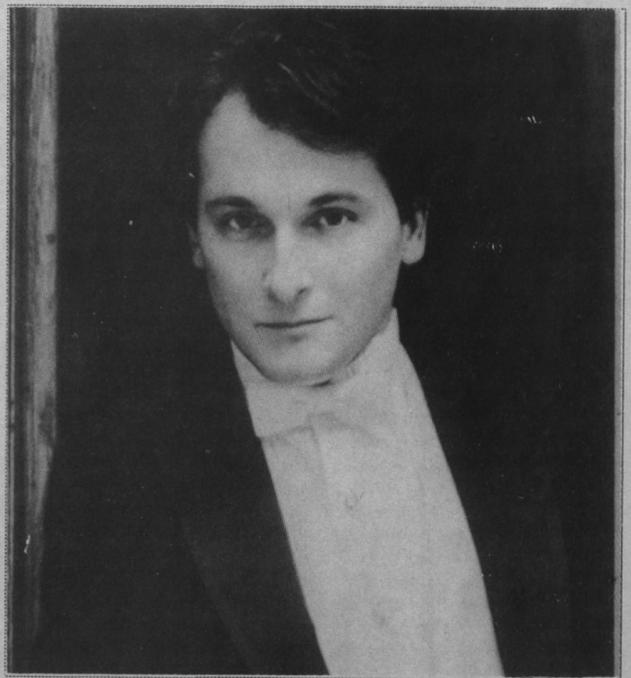
Next came another Villa-Lobos piece entitled "Plantio de caboclo" (Native planting song) from *Ciclo Brasileiro* or *Brazilian Cycle*. The *Ciclo Brasileiro* is a set of four pieces composed in 1936; "plantio de Caboclo" is the first piece in the set.

This was followed by a short piece by Darius Milhaud entitled "Tijuca", from the ballet *Le boeuf sur le toit*. Milhaud served as French cultural attache in Rio from 1916 to 1918. According to Riley "Tijuca" was based on the game of trying to play a salsa in A-major and A-minor at the same time.

Next was *Sunny's Game* by Astor Piazzolla, and then "Festa no sertao" (Jungle festival), the third selection from Villa-Lobos' *Ciclo Brasileiro*.

These six short pieces were performed as a continuous set by Riley, who paused only briefly between each piece. They worked well together because of their treatment of jazz piano coupled with Brazilian salsa melodies. To close out the first half of his performance, O'Riley shifted gears and played Sergei Prokofiev's *Sonata No. 8 in B-flat*, completed in 1944. After the intermission, O'Riley played several more traditional pieces. He started with Alexander Scriabin's *Prelude in B-flat*, followed by his *Valse in A-flat*. This was followed by the *Andante Spianato and Grand Polonaise* by Frederic Chopin. The final piece was *Rapsodie Espagnole* by Franz Liszt.

It was these latter works which saw Christopher O'Riley's mastery of the



Christopher O'Riley

piano. Although the earlier works were performed emotionally and energetically, it was the Scriabin and Chopin which showed O'Riley's virtuosity.

These three works alone would have exhausted many pianists, with their long runs and complex phrasing. The length of the concert and physical requirements of the program seemed to be a musical endurance test. O'Riley, who played as

much with his face as with his hands, showed himself to be a marathon runner among pianists.

By the end of his performance, O'Riley was breathing heavily, sweat dripping from his brow. He clearly had put all his strength into his playing. From the standing ovation and resounding applause of the audience, it was clear that they were appreciative.

Orchestra to Feature Professor's Work

USB Symphony Orchestra to Perform *Dance of Wild Angels* By Sheila Silver

By Jenna M. Baggett

The Stony Brook Symphony Orchestra will feature the New York premiere of Sheila Silver's *Dance of the Wild Angels* at its February 22 performance. Ms. Silver is an Associate Professor of Music at USB. *Dance of the Wild Angels* was commissioned by the Los Angeles Philharmonic New Music Group and premiered there in March 1990.

The program includes Chopin's *Piano Concerto in E minor*, with soloist Mi-Jung Im, winner of this year's Stony Brook DMA Concerto Competition, and Beethoven's *Symphony No. 4 in B-flat Major*. The orchestra is directed by

Bradley Lubman.

Sheila Silver's works have been played throughout the United States and Europe. She has received many awards including the Prix de Paris and the Prix de Rome. She is two time winner of the International Society of Contemporary Music's National Composers' Competition and winner of the Indianapolis Symphony Orchestra Competition.

Tickets for the USB Symphony Orchestra, otherwise known as the graduate orchestra are \$8, with seniors paying \$6.



By James F. Barna

The name *Benten* is drawn from Japanese mythology. There are seven gods of luck, six male and one female. The female god of luck is named Benten. This name seems very appropriate to this restaurant.

The location of Benten is so inconspicuous that one tends to pass it by even with its red, white and blue grand

opening banner and flags. The restaurant is nestled between a candy/nut store and an ice cream shop in North Gate plaza, a very suburban shopping center, just west of where route 347 ends, on 25A.

Though it presents an uninspiring facade, the restaurant's interior features a simple decor which makes good use of the somewhat limited space. The decor is well suited to the bright colors and careful preparation of Japanese cuisine. The friendly manner of the hostess, dressed in a cheery kimono, and the chef hint at the fact that Benten is a family run restaurant. They greet new patrons with a warm enthusiasm that one fails to see in most restaurants.

The meal consisted of tuna nanban as an appetizer, miso soup, sushi, a mixed entree of chicken teriyaki and lobster and vegetable tempura, and red bean and green tea ice cream for dessert.

The tuna nanban was a gentle appetizer which provided a delectable first taste for the palate. It consisted of bite size pieces of tuna in a light brown sauce with onions. It had a chewy texture, and a sweet savory flavor. The tuna nanban was quickly followed by miso soup. Miso soup is the basic soup of Japanese cuisine. It is made with a fish stock, and bean paste with tofu and wakame seaweed. At Benten, the soup had a bold, mature flavor that is often missing from many restaurants' miso soup.

Next was the sushi. There was a variety of fish, including tuna, squid, mackerel, fluke, and shrimp, as well as a california roll. A california roll contains crab meat, avocado, and cucumber rolled with rice in nori seaweed. The sushi was presented in a visually stimulating manner; the fish was cut expertly, and garnished attractively. The tuna almost melted in one's mouth.

The entree plate consisted of onion and green bean tempura, lobster tail tempura, and chicken teriyaki with bean sprouts, broccoli, potatoes and carrots. The chicken teriyaki was plump, juicy and flavorful. The charcoal grilled flavor added a nuance to the chicken. The lobster tempura was a welcome surprise. It had a tender luscious flavor. The lobster as well as the vegetable tempura

had a batter which produced a very light crust yet allowed the food to keep its full flavor.

Ice cream, a favorite dessert of the Japanese people, was served lastly. There was red bean and green tea ice cream. Japanese ice cream is unique in its subtle flavor. Unlike American ice cream which has extremely sweet or chocolaty flavors, Japanese ice cream has flavors such as green tea and ginger, which are intriguing to the palate and just sweet enough to satisfy.

The meal was the best this reviewer has eaten in any Japanese restaurant east of New York City. The flavor was well balanced, the portions were large and the service was cheerful and sincere. Though Japanese cuisine is never cheap, the prices at Benten are noticeably less than Japanese restaurants in Port Jefferson and Huntington.

From the exuberant responses of the restaurant's patrons, it was clear that Benten has a strong, and growing clientele. Repeatedly, customers went out of their way to thank the chef for his expertise.

With its helpful staff, even the novice to Japanese cuisine will feel at ease at Benten. The restaurant features Bento lunches starting at \$7.50. Bento lunches offer portions of salad, fish, vegetables and meat, all served attractively in a lacquered box. The restaurant is located at 331 Route 25A, in Mount Sinai, just west of Port Jefferson. The phone number is 473-7878.

Itadakimasu.

INK & SILVER

by Arnold Gallardo



Are you no longer satisfied with the normal college grind? Is singing "Paradise by the Dashboard Light" at the local dive no longer the fun Friday night time that it once was? Are you itching to cultivate the pompous aire which you so admire in your professors and teaching assistants? Well then, how about the arts? Be an arts reviewer for

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Magic happening in the pool

Students and disabled learn from each other in aquatics program

By Jed Kliman

By the third day of class, some students at Stony Brook will be jumping from the diving board blindfolded and swimming with an arm and a leg tied up. No, this is not Torture 101, but the very unique adaptive aquatics program at the university.

Dr. Peter Angelo, the class instructor, said these exercises "give students an idea of what it's like to be handicapped in the water."

The adaptive aquatics program at Stony Brook, which was the first such program in the nation when it began 27 years ago, is still one of only a few programs in the country to instruct students in assisting disabled people in the water. The unique aspect of this program, said Dr. Angelo, is that students receive hands-on experience working with real disabled people, not merely simulations as in some other national level programs. The program is free for handicapped participants.

The class, which meets every Thursday evening at the university pool, is set up so that students are matched up with a disabled person whom they will work with for the entire semester. "This," said Dr. Angelo, "allows students and the disabled participant to develop a trust in each other over the course of the semester."

Occasionally, said Dr. Angelo, if the match-up doesn't work a change will be made, but for the most part there are no problems.

Kristy Stueber, a sophomore transfer student in her second semester of the program, said, "I was scared stiff before I got my assignment, but once I got in the water I was fine." Stueber said she was scared because she had never worked with handicapped people before and she didn't know quite what to expect.

Participants range in disability from physically handicapped to mental, emotional and/or multiply handicapped, and come from all over the island. Dr. Angelo said about half of all participants are children. When Dr. Angelo, or "Doc" as some students address him, calls St. Charles Hospital for participants, he tells them to "give me the severe ones." This, said Dr. Angelo, gives students exposure to a broad range of disabilities to learn with. "Most other programs in the country wouldn't touch the types of handicapped we deal with," said Dr. Angelo.

When class is in session, the pool is bustling with bodies floating and swimming everywhere. According to Dr. Angelo, there are roughly 60 students in the class who assist 40 handicapped participants, and every participant does their own thing in the water. David Indelicato, a hyperactive eight-year-old, dives off the board and touches the pool floor; Mary Berlenbach, a 28-year-old head injury victim, walks in the water; and Clarissa Minerva, a 17-year-old with Down's Syndrome, swims laps. Support for the participants comes from students, other participants, and family and friends who either sit in the bleachers or line the pool side.

Maryann Stahl, mother of Timmy, a multiply disabled fourteen-year-old, said the students who have worked with her son over the last two years "are excellent, very patient. They learn along with him." Stahl, smiling as she looked at her son in the water, said, "I never expected to see Timmy swim."

"This class," said Stahl, "is a super-need for the disabled. It gives them a positive feeling about themselves. A lot of magic happens in this pool."

Other parents had similar sentiments about the program and the students. "The students are all such caring people. Supportive isn't even the word to describe them," said Jean Indelicato, David's mother. "They are special people for special kids." David, she said, began the program in February, 1991 and was swimming well by May.

Although the program is not part of the physical therapy program at the university, many students involved in the class are interested in physical therapy. Dr. Angelo said students use this experience to gain hands-on experience they couldn't get elsewhere, and use this as an edge when applying to physical therapy school.

The program, however, certainly offers a lot more to students than a jump on their career, said Dr. Stewart, who assists Dr. Angelo as chief medical advisor for the class. "The class," said Dr. Stewart, "gives students a better sense of who they are in respect to the rest of the world." Also, Dr. Stewart said, "the program gives students immediate feedback." He said students get to see progress not only in the disabled people but in themselves as well.

Junior Joe Gabriel, taking the class for the third semester, works with Chris Evans, an autistic woman. "It is really rewarding to see how much they improve," said Gabriel.

Adaptive aquatics allows students to receive credit for every semester they advance in the program, with a maximum of 12 credits possible, or seven semesters worth. Dr. Stewart said many students "can't leave. Many stay for the full four years."

The current class veteran is Stefan Flink, now in his tenth semester. Flink said the program becomes larger every year, with more students and participants. Since the fall semester there are five more students enrolled in the class

and another five handicapped participants. Like many other students in the class, Flink is interested in pursuing a career in physical therapy, and praises the program for the opportunity to get hands-on experience.

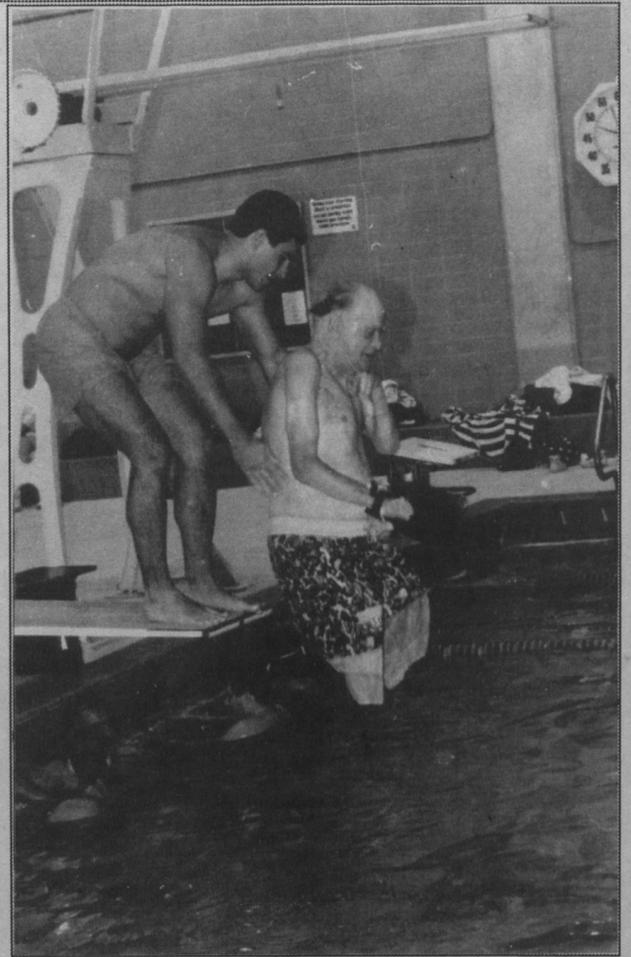
Senior Zshana Vlakniv, now in her sixth semester with the program, said the real strength of the program stems from the professor. "Dr. Angelo," said Vlakniv, "gives 100 percent. He is incredibly responsive to the needs of both students and participants. He is an exceptional human being."

Dr. Angelo has been with the adaptive aquatics program since 1966 when the program was founded as the first of its kind in the nation. Currently, Dr. Angelo is coordinator of aquatic instruction at Stony Brook, which includes his position as adaptive aquatics instructor. "Working with disabled people over the years has changed me a lot," said Dr. Angelo. "It has humbled me, made me more sensitive. It has really changed my whole life." Dr. Angelo said he recognizes his shortcomings in that he is not emotionally equipped to work with the disabled full time, but only for short periods.

On his desk is a plaque given to him in May from his students, the handicapped participants and their families recognizing Dr. Angelo's dedication and unprecedented excellence in heading the program. One portion of the engraving refers to Dr. Angelo's efforts as being "beyond realms of personal gain or public recognition."

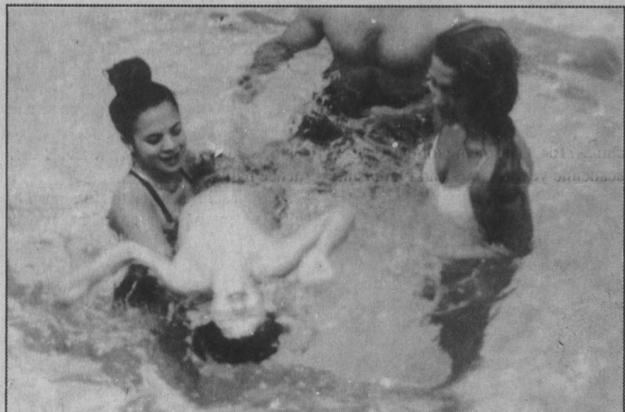
The tight SUNY budget has taken its toll on the adaptive aquatics program. Parents, students, participants and Dr. Angelo all agreed that better facilities for the participants are needed. Maryann Stahl said there needs to be more direct wheelchair accessibility to the pool, as well as changing rooms for the disabled. Also, on several occasions the pool wasn't warm enough, which, said Stahl, is dangerous for participants who can't move fast enough to generate body heat. Stahl carefully stated that she aims these complaints not at the program but at the university. "There needs to be more cooperation from the university itself," said Stahl.

Dr. Angelo said the program deserves more recognition and attention. Currently, Dr. Angelo is filming a two-minute video of his job as adaptive aquatics



John Baker "jumps" from the diving board.

Chris Vacirca/USB Weekly



Students assist one of many children who participate in the adaptive aquatics program.

Playing hookey and getting by

Students who do minimal work to get their degrees

By Gail Hoch

He's a junior who's been missing most of his classes regularly for three years. Last semester, he attended his five courses about three times each.

"To take exams and find out how I did basically," says the biology and psychology major, who wishes to remain anonymous.

And although he doesn't consider himself to be exceptionally bright, he obtained a 3.53 semester grade point average, his "best" yet, he says.

Such students who miss classes regularly and do well or are satisfied with average grades are the norm rather than the exception at Stony Brook, according to Stephen Cole, professor of sociology.

"A degree from Stony Brook only means you attended. It doesn't mean you learned anything," said Cole.

Cole, who is particularly interested in the lack of motivation to learn among students and had his own theories on the subject, gave his 45 students enrolled in SOC 362 (Contemporary Sociological Theory) last semester an option to write a lengthy paper detailing their college experiences in lieu of reading an additional book and taking an exam. "I thought this might be a more useful experience for them to reflect on this question - why they're here," said Cole.

Thirty-five students chose to write the paper, which required them to write honest reflections on reasons for not attending classes, how they pass courses without doing the required reading, and what their lives are generally like at the university.

What the papers did for Cole, he said, was confirm his belief that there is a "massive amount of cheating that goes on." Several students described cheating methods such as hiring people to take tests, buying papers, and writing material on their bodies before exams.

"Most of the students said that the faculty didn't even care," said Cole. "Not all of the faculty of course, but many faculty."

However, Cole was surprised that wanting "to get ahead in life" was not as high a priority for students as he had believed. Rather, many students emphasized the importance of happiness and leisure time, said Cole.

"What is surprising to me is there seems to be a much lower level of achievement motivation among Stony Brook students than I would expect," he said. "People are willing to accept lower standards of living and working less."

Many students admitted in their papers that they rarely attend classes. "The idea is to get through and do as little as possible to get the degree," said Cole.

Carin Fox, a sophomore (not in Cole's class last semester), said, "My second semester I didn't even read, just common sense." She says she got a 2.5 GPA that semester. "It was well," said Fox, "considering I slept all day."

Last fall, Fox obtained a 3.4 semester GPA. She said she went to class "more so, but not as much as I could have."

Faculty and students possess different views of education, said Cole. The faculty, he said, has a very traditional

"A degree from Stony Brook only means you attended. It doesn't mean you learned anything."

- Stephen Cole
Professor of Sociology

view of education: "that students come to college to learn the subjects that we teach." A large number of students, he said, aren't interested in these things and, consequently, aren't motivated to learn them. "They don't see how it's related to their lives," said Cole.

According to Cole, the kind of education Stony Brook and many universities offer isn't relevant to students' futures. This, among other factors such as the importance of education, accounts for many students' unwillingness to learn course material, said Cole.

Encouraging students to go to their classes by taking attendance, said Cole, is difficult to do in larger classes and is inconsequential in changing students' attitudes toward their courses. "Forcing people to be someplace where they don't want to be just doesn't work," said Cole. "They have to be motivated to learn."

The aforementioned Stony Brook junior said he doesn't feel he's missed out on anything by skipping classes. He used time reserved for class either sleeping or studying for exams. Because he

did these things rather than attending classes during which many professors teach "useless theories," he said, "I feel like I did better."

In addition to classes' irrelevance to students' lives, Cole said good grades are an insignificant factor in determining many students' futures. "For potentially all of the students grades don't make a difference," said Cole. Many students take classes in conjunction with the Pass/No Credit option, observed Cole, and many faculty determine grades on a curve.

Cole was careful to point out that not all students lack desire to learn, and added that students who aren't motivated to excel are not an exclusive Stony Brook problem. Problems with the educational system at Stony Brook are part of a larger scheme: "Success in the United States," said Cole, "does not depend heavily on education."

When asked if he faithfully attended his classes as an undergraduate, Cole responded by saying his first year of college "was like a religious experience."

"I did all my work," he said. "It was a fantastically exciting thing."

A day in the life of a Stony Brook student

(The following is an excerpt from a paper submitted by a sociology major enrolled in Professor Cole's SOC 362 class last semester.)

What I like best about my days is that I get up in the morning whenever I wake up and I go to sleep at night whenever I want to. What goes on in between is a process of choices and decision-making that I am in charge of (after all this is my life).

First choice of the day is always to shower and get dressed, because lounging around in your suite in your pajamas all day is really unattractive. After I get ready for the day I make a few phone calls and a few visits to various people that live in the building to see what, where, and who I will be having lunch with. Lunch usually lasts for about one to three hours, depending upon the company.

Next I check my calendar, which has all my quizzes, homework, and tests labeled on it. I stuff my school bag with the necessary texts and notebooks, a fresh pack of gum, diet drink, lipstick and compact, meal card, keys and a hair tie to match my outfit. It is now about 2 p.m. and I'm off to my home away from home. The library.

At the library I make a few visits to some classmates and friends to see who's turn it is or who feels like going to class today. After this decision, I head towards periodicals where I stay for about three hours or more depending upon my workload for the day.

Next I either meet a friend or friends for dinner at the Union or I journey back to Kelly Quad where I'll be sure to find at least three other suitmates lounging around either watching television, study-

ing, talking on the phone, fighting, but most likely eating. Here we gather together to discuss our day and what our plans are for the evening. Now it is prime time for me to check my messages and talk on the phone for an hour or two.

Subsequent to this I adjourn to the suite room with some books to join in on some unwinding, studying and socializing with my suitmates. This lasts for about three hours and then the "silly time" arrives. What I mean by this is that by now all seven of us are home and finished for the day. (If I had an exam the next day, I would seriously avoid this event.)

My suite might as well have a sign over the door flashing "Grand Central Station." This is the highlight of my day. Silly Time can be any form of socializing whether it be watching a movie, engaging in deep philosophical conversation, eating, listening to music, gossiping and hanging out with friends that constantly stop by. A great amount of laughing occurs (I think laughter is essential to the survival of one's life at Stony Brook). Now I'm pooped, I check my calendar and change into my pajamas, by the time I get into my bed and fall asleep it is about 4 a.m.

Without a doubt, my day is filled with social events, but I do not neglect my studies. Being happy is the single most important factor in my life. Without happiness, I have no drive. I am happy; therefore, I am motivated and determined to be what I want to be. I just have a different way of accomplishing this.

Pats Post Three Consecutive Wins

By Edwin Chase

The men's basketball team put together a three-game winning streak last week with wins over Skyline Conference rivals: King's Point, New Jersey Tech and Staten Island; bettering their season record to 15-9.

The importance of each win is twofold for the Patriots; they not only stand to receive a higher ranking in the post-season championships, but they are also building momentum and getting into a groove at the right time. The Patriots are seeking to avenge an early round knockout in the Division III NCAA Championships last year.

Stony Brook began play last week on Tuesday night against the pathetic U.S.M.M.A. Mariners (2-20), who have yet to win an inter-conference game. A home crowd of 250 fans watched the Patriot offense run the ball up and down the court with virtual ease in blowing out the over-matched Mariners 76-45.

Junior guard Emeka Smith, who averages over 24 points per game, led an offense, in which all 11 players scored, with 17 points. Perhaps even more impressive was the dominating play of rookie Michel Lamine, who not only pulled down rebounds on both sides of the court, but often wound up finishing a break-away with an intimidating slam-dunk.

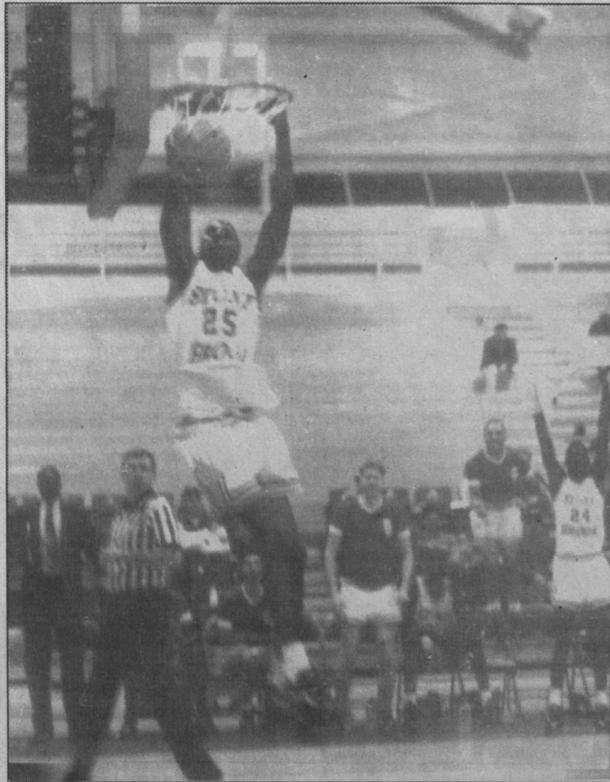
The Patriot starters played an aggressive man-to-man defense that rarely let the Mariners get off a good shot. When substitutions were made to give the starters a well-deserved rest and the bench players some much-needed playtime, the Patriots resorted to a smart 3-2 defense that caused confusion and turnovers.

The only sign of a Stony Brook weakness that 'reared its ugly head' throughout the course of the game was the poor free-throw shooting; a sign that can be expected of a young team.

Thursday, Stony Brook faced the much tougher New Jersey Tech team, which had beaten them 91-75 earlier in the season. Entering the match, the Highlanders had won nine of their last ten games, featuring a formidable, three-point shooting backcourt and a devastating full-court press on defense.

Enlivened, in part, by the previous, lopsided win and by the loud cheers of the fans who turned out for Red and Gray night, the Patriots played their best game of the season, by soundly defeating New Jersey Tech, 88-65.

Although the offense sputtered oc-



Ricky Wardally finishes off breakaway with a slam dunk, while teammates celebrate during Thursday night's game.

asionally in the first half, the Patriot defense, led by forward Ricky Wardally, who posted 12 rebounds and two blocks, never let up. The Patriots closed the half, 34-26, with two turn-around jump-shots by Wardally.

At one point, late in the first half, the USB ball-control offense held possession for more than four straight minutes. This proved to be a key part of the Patriot game plan, because it kept the ball out of the dangerous hands of the Mariners' three-point shooters.

Lamine started off the second half, where he left off two nights before, with a slam-dunk. That play set the tempo for the fast-paced period, in which USB shot an incredible 61% from the field. Emeka Smith had a wild second half, including three consecutive three-point plays, and a total of 23 points and 6 assists for the game. Wardally and senior guard Mike Francis had the 'hot hand' as well, posting 22 and 27 points respectively.

The explosive play of the Patriot offense combined with its swarming defense worked the game's tempo to a

fever pitch. After the game Smith said, "The Highlanders were the only team we faced this year that didn't play a special half-court defense against us. I felt really comfortable driving to the basket against their man-to-man coverage, because Mike (Francis) kept hitting all those outside shots."

Late in the game, with the crowd on its feet, Ricky Wardally sealed the upset with a break-away slam-dunk. "This was a big win for us. A real rivalry has developed between us and New Jersey Tech, because they always play tough against us," said Assistant Jeff Bernstein.

Saturday night the high-flying Stony Brook offense took its act on the road, blasting Staten Island 75-61. It was a total team effort, with all five USB starters scoring in double figures, led by Mike Francis with 21 points, who hit five three-pointers for the second game in a row.

The Patriots wind-up the regular season this Saturday night at home against conference rival Manhattanville, looking to improve their 6-3 Skyline Conference record.

ning and did not let up until we had won," said Arnold, whose aggressive style of play sets a good example for the younger players.

The Lady Patriots finished their last homestand by improving their home record to 8-3. However, most of their troubles this season have come on the road; and their play at the Marymount Tournament last weekend proved to be no exception.

Stony Brook began the tournament on Saturday with a lopsided loss to LeMoyné, 49-90, in the first round. They also lost the third-place game on Sunday to Nazareth 75-84, thus abruptly ending their chances of a .500 season and a post-season berth. Bascom collected 16 points and 16 rebounds, while Arnold added another 16 points to the losing cause.

"We needed to win those last four games if we had any hope of getting into the state tournament," said coach Horst, who looks forward to a bright future with his talented young team. The Lady Patriots will finish the regular season this week with road games at Skidmore and Clark.

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The weight team takes a break from practice.

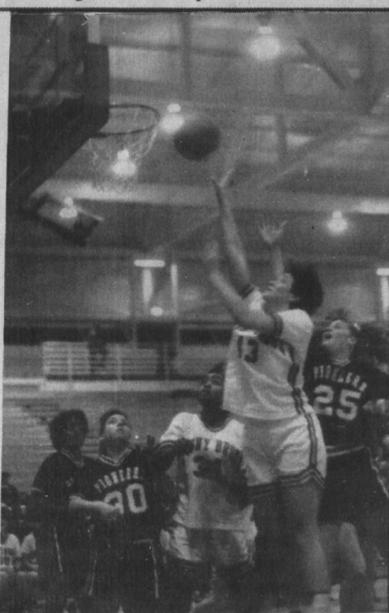
turn in Stony Brook's favor. Freshman guard Kim Douglas started getting the ball to team point leader Joan Gandolf, who either made the basket or drew the foul. Rookie sensation Erika Bascom closed the half with a basket and foul that she converted into a three point play; which increased Stony Brook's lead to 38-31.

The Lady Patriots defense tried to put pressure on Gandolf by double and triple teaming her everytime she got the ball. This tactic only succeeded in letting other Stony Brook players get open for an easy shot. Freshmen forwards Bascom and Shannon Hunt frequently capitalized on these opportunities, scoring 17 and 13 points respectively.

Although the Lady Patriots' efficient offense was able to maintain its lead throughout the rest of the game, it was their aggressive rebounding and defense that kept William Paterson from mounting a significant comeback. Assistant coach John Horst, who took the helm when head coach Dec McMullen underwent kidney stone surgery, said after the game, "We had to play a physical half-court game to make up for our lack of quickness and height."

Captain Jessica Arnold made big plays on both sides of the court in her final home game as a Lady Patriot. Arnold and Gandolf combined for more than 20 rebounds, which severely cut down the Lady Patriots' second and third chance opportunities on offense.

"This win was an incredible team effort. We went at them from the begin-



Arnold Plays Last Home Game

By Edwin Chase

Last week the Lady Patriots' hopes of post-season play were virtually destroyed when they lost two of three games, dropping their overall record to 10-13.

The women's basketball team began the rollercoaster week by upsetting visiting William Paterson, 73-65, on Thursday's Girls and Women in Sports Day.

The Lady Patriots got off to a sluggish start, but junior guard Diane Barry tied the score, 15-all, with a three-point shot, midway through the first half. At that point, the momentum took a sharp

THE EXTRA POINT

BY PETER PARIDES

My Most Memorable Moments

A few months ago, I celebrated my column's first anniversary. This event got me thinking. Is Stony Brook, specifically its athletic program, devoid of a rich history? The answer to this question is No.

Four and a half years ago, I took my first step on this campus, wondering what possessed me to choose Stony Brook. Just a few months before, I was all set to go to Penn State. Hell, I even sent in an application for football season tickets. The Nittany Lions were the defending national champions in football and the second ranked wrestling team in the nation. What more could you want? But I suddenly changed my mind and decided to come to the 'Brook'. Four and a half years later, I have come to realize that, to me, this place has as rich an athletic history as any school in the country.

I think I came to this realization the very first time I entered the new Indoor Sports Complex, in October 1990. As I stepped onto the basketball court, it all started coming back to me. I remember, as a freshman, sitting in the bleachers in the old gym, watching Joe Castiglie, then the part-time men's basketball coach, guiding the guard-center tandem of Scott Walker and Tom Blumbergs. I remember telling my friends that a fellow freshman playing on the team would be a great player in the years to come. That freshman was Yves Simon, now an assistant coach for the Patriots. My junior year was marked by the emergence of guard Emeka Smith as the star of the team.

Then I became a senior and the Pats moved into the Indoor Sports Complex with Castiglie as the program's full-time coach and Curtis Bunche, a flashy player with explosive talent, as their shooting guard. Now as a graduate student, I am watching a different team guided by a

Peter Parides is a first-year graduate student studying history.

different man, Bernard Tomlin. There will certainly be more memories to come.

Another great moment of recollection came as the Patriot football team defeated the Wolverines of Wesley College on Homecoming 1991.

I remember, as a freshman, going to my first football game. Though the team struggled that day, I enjoyed the play of a number of Patriots: Doug Foster, who was then only a freshman; Bob Burden, then a sophomore; Doug Jordan; Bill Schade; Dave Lewis; Al Bello; and the two team leaders — seniors Paul Kiyap and Chuck Downey, a former Division III all-American who tried out for the Philadelphia Eagles.

Have these names been forgotten; thrown into the ash heap of history? They certainly haven't. Kiyap and Downey came back to see their former team play in the 1991 Homecoming game. As Downey went to take a seat in front of me, a student stood up and shouted, "Chucky's here. Make some room, Chucky's here."

These memories don't end with my freshman year. The greatest football game I've ever witnessed at Stony Brook took place when I was a sophomore. It was Homecoming 1988, with the heavy-underdog Pats facing off against nationally-ranked Fordham. Stony Brook played its heart out in an excruciatingly tense defensive game, winning 3-0.

More enjoyable than watching the Pats win a momentous game, was seeing my RA from my freshman year, Brian Levitt, then a fifth-year senior, record three sacks. Levitt had just rejoined the team after a two-year hiatus. As a freshman in 1984, Levitt was a starter on the Patriots' offensive line.

That game was not the only memorable one that season. I remember being saddened as Bello, one of the best linebackers ever to play for Stony Brook, was injured early in the last game of his senior season, thus ending his college

career abruptly. 1988 was also the year in which most of us saw freshman running back Mike Lugo win Liberty Conference Rookie of the Year honors.

I would be remiss if I didn't touch upon the most drastic change that a Patriot athletic team has gone through in the past four years. That is the elevation of the Stony Brook lacrosse team to Division I status. When I started out here, the team was a Division III squad. After a mediocre season, the program was raised to Division I status, with John Espey coming from Duke to coach the Pats. In their very first Division I game, with a new lineup consisting mainly of transfers like goalie Rob Serratore and midfielder Ron Capri, the Patriots stunned everyone by knocking off the Fighting Irish of Notre Dame.

Then, in my junior year, I watched the lineup of Serratore, Capri, Tony Cabrera, Lou Ventura, and Greg Freeland, to name just a few, carry the Patriots to a 12-2 record. Their 12-game winning streak that year was the second longest in the nation. Last year, joined by freshmen like Terence Vetter and transfers such as Rob Walker, the Pats, who played a much tougher schedule than in 1990, posted a respectable record of 9-6. Though the Patriots go into this year without the likes of Vetter, they can rely on the seasoned play of their many talented veterans.

Alright, I've established that Stony Brook holds many memories for me and that it does indeed have a rich history. But perhaps I should have gone to Penn State anyway. At Penn State, though, I would not have been able to go onto the field like I did after the 1988 Fordham game to congratulate my former RA. I just can't imagine myself running onto the field at Beaver Stadium in College Park to congratulate D.J. Dozier or Blair Thomas. At Stony Brook, I was able to play a very personal part in Patriot athletics; and to me, that's what matters most.

USB Track Team Gets National Ranking

By Jeff Speakman

The Men's Indoor Track team has recently been awarded a top 20 national ranking, for its efforts in many impressive outings throughout the east coast. USB broke into the top 20 list with a rank of fifteen; three spots ahead of perennial track giant Albany.

This high ranking is a worthy tribute to the determined group of athletes and dedicated coaching staff that make up the winter track team. Several team members are expected to qualify for the National Championships on March 14th and 15th, while still more are preparing for a trip to the ECAC Championships the week before.

A number of gifted underclassmen make up USB's impressive weight team, which competes in the 16 lb. shotput and the 35 lb. weight throw. Strength coach Bill Sholly, who has been guiding the team for three seasons, recently said, "Physically, the present team is as strong as any I have ever coached." Amazingly, all members of the weight team look to qualify for the ECAC Championships.

Tony Forti, the sole upperclassman on the weight team, remarked, "I like to think that my veteran experience has acted as a guiding light for the younger team-members." Forti, who feels he can improve on his current season best, hopes to make a comeback in the last few meets before the championships in March.

Junior Mike Pellerito, still recovering from a serious back injury, somehow

managed a shotput of 43 feet and 10 inches. This remarkable feat automatically qualifies him for the ECAC Championships.

"I'm anxious for the beginning of the spring season," Pellerito explains, "Jeff and I are expected to qualify for the National Championships in the discus; so I just hope to make it through the ECAC's in one piece."

Sophomore weight thrower, Jeff Faragasso, a newcomer to the indoor arena, was just a few feet shy of qualifying for the ECAC's in his first meet. Fellow sophomore Brent Spineo, a transfer from Lockhaven University, said optimistically, "Soon everyone will realize that Stony Brook's track program is more than a Division III-caliber team, we possess the power, speed and endurance that is strictly Division I."

The two freshmen who make up the women's weight team have already made unbelievable accomplishments this early in their collegiate careers. Dawn McDermott, the school record holder with the 20 lb. weight, has also made impressive progress with the shot; while Claudia Puswald, silver medalist in the shot at the CTC Championships, is refining her technique with the hopes of garnering a gold medal in the upcoming championships.

Entering his sixth season at Stony Brook, Head coach Steve Borbet expected only greatness from his runners. Now he is looking to win the ECAC's, but Borbet expects to send a squad to the Nationals as well. "Roger Gill should qualify in the 400, and Dave Briggs should make it in the 1500."

Borbet was disappointed with the sickness and injuries that have plagued his team this year. "Last year we won the ECAC's; and I feel that our second place finish at the PAC Championships last week, will help put our team back on the winning track."

Senior Dave Briggs, school record holder in the 600 and 800-meter events, says that his studies have kept him from concentrating on his races. However, with the Nationals in sight, Briggs recently said, "My efforts are now devoted to racing."

Speedster Roger Gill, who has had a frustrating bout with bronchitis this season, is the school record holder in the 200 and 400-meter events. Gill, who is also the anchor of the 4 x 400 relay team, nick-named the 'USB Express', is a mere three-tenths of a second shy of qualifying for the nationals in the 400.

"You can expect the Express in the Nationals" boasts Gill, who is joined by team members Anderson Vilien, Chris Wilson, Jerry Canada, and alternate Dan Tupaj. Although Canada feels the team hasn't fully peaked yet, he still believes they can compete with any Division III team.

Freshman transfer Brian Tillotson, whose time of 8.28 seconds in the 55-meter hurdles is just four one-hundredths of a second off ECAC qualifying standards, hopes to hit the magic mark of 7.8 seconds, which will earn him a trip to the Nationals. "If I clear my mind of everything and keep my focus, I know I can do it. If I think about the race too much, I make mistakes."

Freshman Jason Clark has already qualified for the ECAC's in the 3000, while Pat Reigger is just shy of the qualifying standards.

Racewalker Mark Barber has already placed at the prestigious Millrose Games held in Madison Square Garden, and is now looking towards the Nationals.

The Women's Indoor Track team has its own list of standouts that will be attending the season-ending championships. Freshman Connie Morawski is an ECAC qualifier in the 55-meter hurdles; while in the open 55-meters, Dora Stewart's time of 7.89 seconds is a hair off the ECAC qualifying mark of 7.84.

Within the next few weeks, freshman Carey Cunningham and junior Delia Hopkins also expect to qualify for the ECAC's in the middle distance events.

With so many athletes looking to qualify for the National championships held in Wisconsin, and still more looking to qualify for the regional ECAC championships; it seems obvious that coaches Borbet, Cifuni and Sholly have transformed Stony Brook's indoor track program into that of a national contender.

USB Weekly

founded 1991

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All the news we can afford to print

Whatever its reasons, the delay in getting money from last semester's media referendum to the four campus newspapers is a costly one to the university community. What makes this delay especially sad is that on the surface, at least, a simple breakdown in communication is how the delay has been categorized.

Last semester, students voted to add two dollars to their activity fee each semester for two semesters — spring 1992 and fall 1992 — in order to increase the coffers of the four newspapers by \$4,600 per semester for one year. The \$4,600 is based on 50 cents — each organization's equal share of the pot — per student with a base of 9,200 activity fee-paying students.

Though the four newspapers — Stony Brook Statesman, Blackworld, the Stony Brook Press, and USB Weekly — are in varying stages of financial maturity and health, all could well use the money, whether to pay off debts or obtain badly needed equipment.

So where's the problem? Well first, it seems that communication between Polity and the Office of Student Affairs was lacking. Polity says it sent out a letter notifying

Student Affairs of the student activity fee increase. Student Affairs never saw to it that students were billed accordingly for the spring, which is when the money was supposed to become available to the media organizations.

But, Polity still had the money to give, from other clubs' unused funds and from its own contingency funds. That's according to financial manager Irene Augustino. However, trips and calls by at least two of this newspaper's editors to the Polity treasurer's office revealed a different story. David Greene informed them that no money had come through and that none would be made available.

It is hard to stay away from the enraging possibility that perhaps no media organization would have received the money that the students had voted them. But it is maddening enough that it took a full three weeks into the semester for it to be clear that money would be available.

That's three weeks of canceled contracts, and issues, three weeks of scraping by on funds that were once thought to be extra — and that's three weeks that the campus media couldn't do its job like it should have.

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General meeting for ALL staff members

1 p.m.

Wednesday, February 25

Central Hall 042

We are also looking to expand our staff in the following areas:

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photography
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Blame it on society

By Prof. Stephen Cole

In recent years, education in the United States has been sharply criticized. Many students graduate from our colleges who cannot read complex material or write a coherent sentence. Last semester I had students in Sociology 362, a required course in sociological theory for sociology majors, write a paper which gave me some insights into why our system of higher education is failing for a large portion of its students.

Many of the students seemed uninterested in sociological theory and were not doing the required work. Rather than have the students read or (pretend to read) an additional book and take the last exam, I decided to offer them the opportunity to write a paper. This paper was to be an ethnographic account of their life at Stony Brook. They were to describe in detail how they spent their day with particular attention on what they did when they skipped class and how they were able to complete degree requirements while only doing a small part of the required work. The students were also asked to say what their goals in life were. The thirty-five students who wrote the paper provided more than four-hundred fifty pages of text which gave me a much greater insight into why the current American system of education cannot be easily fixed.

First let me make clear that my paper assignment was not a survey. The students who wrote the paper were in no sense a random sample of Stony Brook students or even the students in my class (ten students took the exam and did not write the paper). The only way to check the validity of my conclusions would be to conduct a systematic study. It should also be kept in mind that what I say below does not apply to many Stony Brook students who are highly motivated and genuinely interested in learning traditional academic material.

The papers confirmed my belief that students get through Stony Brook with a minimum amount of work. They cut classes, fail to do required readings, and use a variety of techniques to get a

Professor Stephen Cole is a member of the Department of Sociology.

passing grade in courses for which they've done virtually no work. Why don't they do the required work? In order for them to do the hard work required of many courses, you need at least one of three things: intrinsic interest in the subject matter, some positive reward for doing the work, or some negative sanction for not doing it. For many students in my class, neither of these were present. Consider grades as a potential positive or negative reward. None of the students in my class wanted to fail, after all, if you fail you can't graduate and get the credential you need to become part of middle class society. Thus students were motivated to do the minimum amount of work required to pass the course. This minimum amount is so small that for all practical purposes a student could pass my course and many others at Stony Brook by doing virtually no work. There were so many students in my class who were not adequately learning the required material, that if I had failed them all, over half the class would have failed. Any professor who did this would find few students enrolled in his or her class in the following semester. Also, such a grading policy would not be very popular among students' parents who don't want their tax payer supported university to flunk out a large portion of their sons and daughters.

But what about the negative sanction of giving students a low grade like a D or a C? This doesn't serve to get students to the work because most students don't care very much. Students would like to get an A rather than a D and will use all sorts of interpersonal strategies aimed at convincing instructors to give them higher grades, including begging, crying, and intimidation. But if faced with a choice between doing a lot of work to get a good grade and a little work to get a poor grade, many will choose the latter.

Students correctly believe that whether they get an A or a C will have little or no effect on anything else in their lives. Grades matter for only a small group of students: those wanting to go to a medical school, a prestigious law school or prestigious graduate school. Most of

the students writing papers in my class didn't fit into one of these categories. For a large portion of Stony Brook students the degree is simply a credential that they need to enter into a middle class occupation. The people doing the hiring will want to know that they had the degree but not what their grades were or even how much they learned. Furthermore, the students correctly perceive that in American society there is not much connection between academic performance and success in the job world. Sociological research suggests that interpersonal skills and connections are generally far more important in getting ahead than any academic subjects taught at school.

The most surprising thing to me about these essays was that they suggested that most students do not have strong achievement motivation. Contrary to expectation, most students were not strongly motivated to become rich. Students like material possessions, but if given a choice between working hard to earn \$100,000 a year or taking it easy and earning \$50,000, most would choose the latter. The students' primary goal was to be "happy" and by this they meant having a good family life, friends and enjoying their leisure time. Leisure and social relationships rather than work are to be the center of these students' lives.

The conclusions I reached from studying are relevant for considering how American education can be improved. As long as the value system and the reward system of the larger society remain unchanged, all the tinkering in the world (including increasing the amount of money spent on education) will have little impact. The current debate in American society about how to improve our education system is fundamentally misguided. The system must be considered within the context of the society and culture in which it is imbedded. American education yields poor results not because our school systems is worse than those in other countries but because our society places very little value on being intellectual, thus reducing the intrinsic motivation of students to learn for its own sake. In addition, there is not much connection in American society between

doing well in school and doing well in life. Let me give an illustration by comparing the United States with our economic nemesis: Japan.

Japanese students learn a lot more in school than Americans. This is not a result of the quality of their education system, but rather of the role of education in the Japanese social structure. If a Japanese student wants to have a successful life he must work hard at every academic level from preschool to the university. Japanese students are motivated to do this work because their whole future lives depend upon their school performance. The core of the Japanese corporate world engage in a practice known as "lifetime employment". This means that a person's first job is his last. The companies use the prestige of schools and performance therein as the most important criteria in hiring. There is a direct and highly visible connection between educational achievement and occupational success. Under such circumstances, Japanese students work hard and the society creates the type of system which enables them to do so. In the United States what school you graduate from and your grades, generally have little influence on your first job and even less on subsequent ones thereafter. Most Americans change jobs many times. Could we make our school system like the Japanese? If so, would it work? The answer is clearly no. Americans don't want that type of school system and even if an attempt were made to imitate it, the students wouldn't work hard as long as the rest of society stayed the same.

This should not be taken to mean that there is nothing that the United States or Stony Brook in particular could do to improve the quality and utility of the education that our students get. The essays that my students wrote suggest that there are some ways to improve the system. I discuss these at length in a book I am currently writing on American education.

NYPIRG's agenda

By Jeremy Potter

This semester the New York Public Interest Research Group (NYPIRG) plans to continue its fight for a cleaner environment, consumer protections, students rights and a more just society. By working with NYPIRG Stony Brook students are able to bring about specific changes in the New York State legislature and at the local level. These are some of the issues NYPIRG at Stony Brook will be working on this semester:

Environmental Preservation

New York State is drowning in a sea of garbage that, through landfilling and mass burn incineration, pollutes our environment and threatens our health. We will lobby at the state and local level for the passage of legislation to strictly limit the use of excess packaging which accounts for one third of our waste stream.

Standardized Testing Reform

Standardized tests are a basic part of the American educational system. Yet these test have been proven to display gender, racial and economic biases. NYPIRG is working to eliminate their use in kindergarten through 2nd grade and have them replaced with fairer and more reliable authentic assessment evaluations.

Small Claims Court Action Center

The Small Claims Court Action Center helps student and community members use the Small Claims Court system to protect themselves when they have been ripped off. Students are trained in the courts processes and how to advise clients to file a claim and collect a judgment.

Funding for Higher Education

SUNY Stony Brook tuition keeps rising and at the same time cuts to SUNY Stony Brook's budget damages the quality of the education Stony Brook students receive. This semester NYPIRG

will work to freeze tuition and prevent further cuts to the SUNY budget.

Voter Registration

Only 30% of people between the ages of 18-24 are registered to vote. Because students do not vote their voice is often ignored when decisions are made in local, state and national government. NYPIRG is working to change that by registering students to vote across New York State.

James Bay II

The James Bay hydroelectric project in Canada, if completed, will flood an area the size of Lake Erie and irreversibly damage the ecology of a territory three times the size of New York State. NYPIRG is working to stop construction of James Bay II.

Suffolk County Watch

This semester NYPIRG will be publishing a citizen's guide to the Suffolk County Legislature. This guide will inform citizens about the structure of County government, how the legislative process works and how citizens can work to influence the legislative process.

Tax Reform

Every year many property tax owners are over assessed thousands of dollars on their property taxes. This semester NYPIRG will be researching and publishing a report examining property tax assessment inequities in the Town of Brookhaven.

By working with NYPIRG staff and students on these and other issues students are able to learn lobbying, media and grassroots organizational skills. If you would like to work with NYPIRG this semester, on any of these issues, I urge you to attend NYPIRG's General Interest meeting February 12 at 1:00 p.m. in Union rm. 236. If you can't attend the General Interest Meeting but would like to find out more about NYPIRG call the NYPIRG office at 2-6457 or stop by in Union room 079.

Jeremy Potter is the Project Coordinator for NYPIRG.

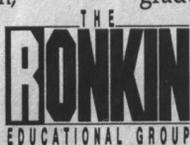
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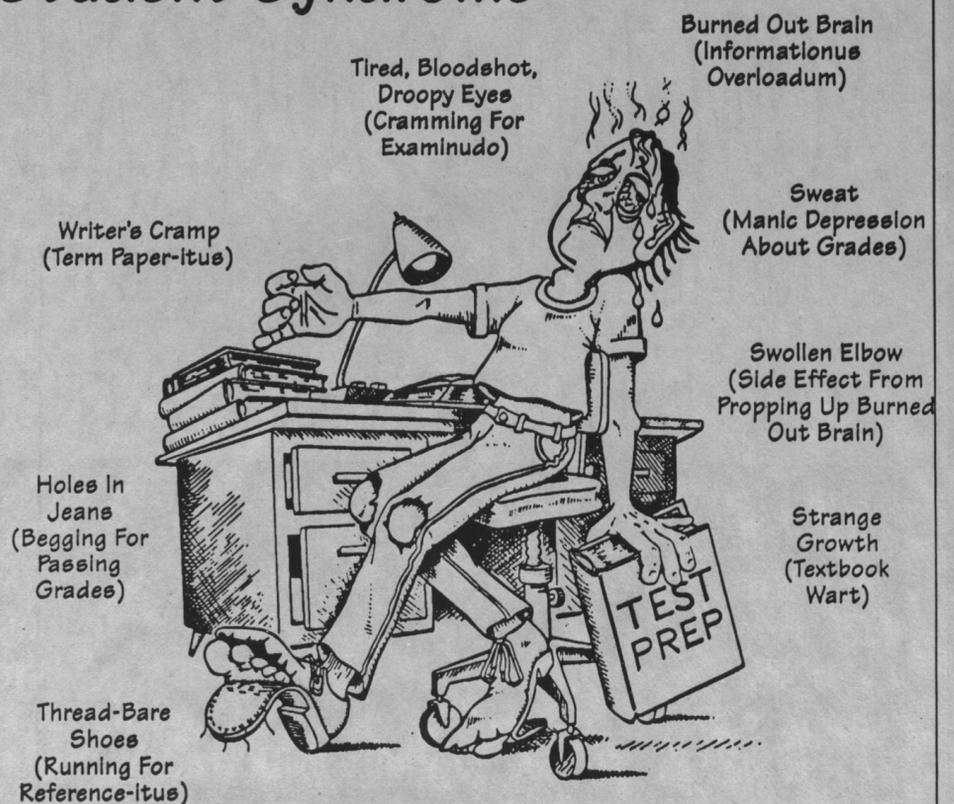
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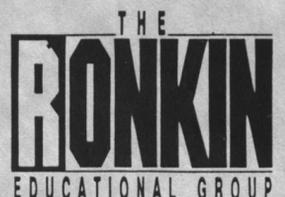
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