

"Let Each
Become Aware"

Statesman

Wednesday
August 29, 1984
Volume 28, Number 2

SERVING THE STATE UNIVERSITY OF NEW YORK AT STONY BROOK AND ITS SURROUNDING COMMUNITIES

Reagan Graded Low on Education

By the College Press Service

As the campaign begins in earnest, President Ronald Reagan is not getting any higher marks from the nation's education community than he has during the last four years, various higher education experts have said.

To assess the President's impact on colleges, College Press Service asked a cross section of officials and experts a variation of the same question President Reagan posed to voters in 1980: Are you and your campus better off now than you were four years ago?

Pointing to Reagan's attempts to gut federal financial aid programs, soft enforcement of campus civil rights laws, and a general "lack of interest" in higher education, some concluded Reagan has one of the worst higher education track records of any president in recent history. "We are certainly not better off than we were four years ago," said Shawne Murphy, president of the National Coalition of Independent College and University Students (COPUS) and a student at St. Olaf College in Minnesota.

"We've been fighting a continual uphill battle against the Reagan budget cuts," she said. "He's tried to take a big chunk out of education for the last four years, but fortunately Congress has come up with compromises that didn't make the cuts as bad as they could have been."

Indeed, during his first three years in office Reagan proposed cutting financial aid funding from 30 to 50 percent, sending shock waves through the higher education community.

Among other things, Reagan proposed eliminating some financial aid programs—student social Security benefits, Supplemental Education Opportunity Grants (SEOG) and State Student Incentive Grants (SSIG), among them—and restricting other programs.

"It's been clear since the 1980-81 school year that overall student aid has decreased by 20 percent, even with the rejection of Reagan's drastic proposed cuts," observed Kathy Ozer, legislative liaison for the United States Student Association (USSA) in Washington, D.C. "The administrations' policies regarding regulations, court decisions, and funding has clearly not been in the best interest of most students," she said.

For example, she said, the Reagan administration backed off a strict enforcement of Title IX of the 1972 Higher Education Amendments. Title IX prohibits federally-funded colleges from discriminating on the basis of gender.

Previous administrations forcefully required schools that received any form of federal funding to sign a statement verifying that no school programs discriminated on the basis of gender.

Reagan changed the policy, supporting court cases that made only those campus programs which directly got federal money swear they didn't discriminate.

The administration also proposed to begin granting tax exemptions to schools that discriminate on the basis of race.

The U.S. Supreme court ultimately approved Reagan's Title IX position, but upheld the Internal Revenue Service's right to deny tax exemptions to discriminatory schools.

REAGAN & EDUCATION SOME HIGHLIGHTS

Student Aid:

— Proposes slashing federal aid budget by 30 percent in 1982 and 50 percent in 1983, but Congress passes smaller cuts.

Women:

— Stops Justice Dept. from forcing colleges to certify they don't discriminate on basis of gender.

— Supports lawsuit making only those campus programs that get federal money subject to anti-discrimination laws. Before, the whole campus was subject to the law if any one program got federal funds.

The Economy:

— Lower inflation, lower interest rates, and less unemployment help schools and students to better finance higher education costs.

Taxes:

— Restores tax-exempt status to schools that practice racial and sexual discrimination. U.S. Supreme Court later rules that schools which discriminate should not be tax-exempt.

— Proposes an Education Savings Account which would allow parents to set aside \$1000/year in a special tax-exempt savings plan to finance college costs. Congress has consistently struck down the proposal for fear it would result in federal student aid cuts.

The Draft:

— Supports and defends the Solomon Amendment, which requires male students to prove they've registered for the draft in order to receive federal financial aid.

Other:

— Intensified crackdown on student loan defaulters. In many cities federal marshals began impounding students' cars and actively prosecuting student deadbeats.

— Ended student Social Security benefits, cutting the \$2 billion/year program entirely by 1985.

— Proposes to eliminate the Education Dept. by spreading its duties among other departments and agencies, but backs down because of vocal opposition.

At the same time, the administration supported efforts to take away faculty tax exemptions on job benefits like tuition breaks for the families and campus housing, noted Iris Molotsky of the American Association of University Professors (AAUP).

Students, USSA's Ozer added, have had "very little

input" in federal policies since Reagan took office.

Reagan's approach to education has been more on issues of prayer in school or discipline than on substantive issues like access, quality, and funding," Molotsky said.

(continued on page 5)

Attaining the Unattainable: Getting That 4.0 Average

By Steve Kahn

4.0. The pinnacle of excellence. The perfect grade point average that many Stony Brook students work long hours for, but for various reasons, never attain. It is a treasured achievement, for a handful of students who have developed their own studying routines.

In the spring semester of 1984, valedictorians Elizabeth Newman and Robin P. Feinman, who entered Stony Brook as transfer students, managed to earn perfect 4.0s. The achievement was not only for the semester, but for the entirety of their careers at Stony Brook.

Feinman transferred from Brandeis University in Waltham, Mass. to Stony Brook in the fall of 1981. Despite the added pressure of working thirty hours a week on a full-time job, she did not falter.

"I never crammed or did all-nighters," Feinman recalled. "I would study perhaps two to three hours a day on certain days, and on other days I did not study at all."

Feinman outlined her approach: "I would read the textbook two times, the first time, highlighting

key items to study, the second time, to understand the material I needed to learn."

"That's the key," Feinman pointed out. "It isn't memorization...but how the facts all fit."

Feinman, who is currently attending New York Chiropractic College in Greenvale, working toward a post-graduate degree as a doctor of chiropractic said that the techniques that she learned at Stony Brook are helping her handle the extra work of her post-graduate.

Feinman stressed, "I had to prove to myself that I was a good student...I need to do well. It's important to me."

Newman a psychology major from Setauket, could not be reached.

Even though they didn't attain a 4.0, the achievements of Jeffrey Kaufman, an engineering major, and Stephen Mernoff, a biochemistry major, both of Plainview, are equally impressive. Kaufman, who now is continuing his post-graduate education at Duke University, earned a 3.99 average, while taking 177 credits.

(continued on page 5)

**Bookstore to Move
Into Library**

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**Chase The
American Dream**

—page 5A

Discovery Launch Delayed for 24 Hours

Cape Canaveral, Fla.--Discovery, its space debut spoiled for third time, remained grounded today while engineers checked out a computer program to ensure that the shuttle misses no vital signals during liftoff. NASA rescheduled the launch for tomorrow morning--24 hours late.

With each new delay casting more doubt on the shuttle's dependability, officials nevertheless stopped the count-

down clock late last night, less than 12 hours before today's planned 8:35 a.m. EDT liftoff.

The postponement gives computer experts time to be absolutely certain they have fixed an electronic malfunction that could have prevented the new ship's booster rockets and fuel tank from peeling away after they exhausted their fuel. If they remained attached, their dead weight would block the shuttle

from reaching orbit, and it would have to ditch in the Atlantic and probably be destroyed.

"We feel we have come up with a good fix," said Jesse Moore, director of the shuttle program. "With the extra day we can review everything to make certain nothing has dropped through the cracks. I'm confident we're going to get Discovery off on Thursday morning."

Liftoff is now set for 8:35 a.m., with

Discovery carrying five men, one woman and the heaviest shuttle cargo yet -- 24 tons that includes three communications satellites.

NASA is under considerable pressure to get Discovery off the ground as soon as possible to persuade its commercial payload customers that the shuttle is a reliable space transportation system. Otherwise, the customers may defect to the European-built Ariane rocket.

National

--Ford has made a contract offer to its unionized workers, but they're not pleased.

The Ford offer contains no raise in base pay, and doesn't guarantee job security. The automaker does offer to continue cost-of-living raises, but the United Auto Workers' chief bargainer says he's not even going to submit the proposed contract to the rank and file.

General Motors has also submitted its contract proposal--and it, too, offers no increase in base wages. However, it does call for lump sum payments to its workers -- and a plan for increasing job security for unionized workers. There's been no immediate U.A.W. reaction to the General Motors proposal.

U.A.W. contracts with Ford and General Motors expire at midnight, Sept. 14. Tomorrow, the union's expected to pick one automaker as a strike target.

--Montana's Governor says his state "Literally is on fire." Major new fires were sparked overnight, and that's putting even more strain on the state's rescue workers -- who've been fighting scores of fires all over the state that have burned close to 100-thousand acres.

Several homes in northwestern Montana have been burned by the newest fires and hundreds of people

have been evacuated. Hot, dry winds fanning the blazes aren't expected to die down until tomorrow.

--A former *Wall Street Journal* reporter, his roommate and a broker were indicted today on securities fraud charges in connection with a scheme to trade stock with the help of inside information.

Campaign Notes

--Jesse Jackson said he'll be working for the Mondale-Ferraro ticket--but that doesn't mean he won't feel free to disagree publicly with the Democratic candidate.

After meeting with Mondale at his Minnesota home for more than two hours, Jackson said his support for the Democratic nominee will be "broad based," but when it comes to disagreeing with Mondale, Jackson says he has "not taken any vow of silence."

--Geraldine Ferraro, meanwhile, said President Reagan "never met an arms control agreement he likes." In a speech Tuesday night in Cleveland, Ferraro said all arms control talks have totally collapsed during the Reagan Administration.

International

--The president of El Salvador has set up a five-member panel to look into human rights abuses in his country. Jose Napoleon Duarte had promised during his election campaign to crack down on right-wing death squads, and on government agents who abuse their authority.

--Rabbi Meir Kahane, the U.S.-born member of the Israeli Parliament who wants to evict all Arabs from Israel, warned residents of a Palestinian town to "sit quietly" when he and his armed followers march in today.

Forecast

Expect cloudy skies with a chance of showers this morning. Temperatures should be a low 65 to 70 degrees in the New York metropolitan area, according to the National Weather Service.

Afternoon should be hazy and warm, with temperatures climbing into the 80s. Chance of showers and thunderstorms.

Tonight, expect warm, muggy weather, with temperatures in the 70s and a chance of thunderstorms.

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Bookstore Planning Move to Library

By Stephanie Hyde

After years of discussion, the Barnes and Noble bookstore has contracted to move their operation from the Stony Brook Union to the ground floor of the Frank Melville Library. The move, which should be completed by the spring semester, will allow the franchise to expand both in terms of square footage and in merchandise.

The new bookstore is to carry items ranging from foreign newspapers to a display of personal computers and computer software. Tom Bauer, Barnes and Noble manager, said the new store will be 11,000 square feet, as opposed to its present 7,000 to 8,000 square feet.

Barnes and Noble signed a contract this summer to renovate the library basement at a cost to the bookstore of \$350,000 to \$400,000, according to John Williams, assistant to the University's business manager and chairman of the Bookstore Advisory Group, a campus committee formed to look into the moving of the bookstore.

"We put together specifications for a bid to whomever would come in and do what we wanted," Williams said. "We had two actual bidders. Barnes and Noble was by far the best bidder over the United College Bookstores."

"It will be the kind of bookstore that you would expect on a college campus," said University President John Marburger, who has seen and approved of floor plans for the relocation.



The Barnes and Noble bookstore will be relocated in the ground floor of the Frank Melville Library. The move should begin during the winter intercession and will probably take six to eight weeks.

Williams said construction, which would begin during intercession, should be completed in six to eight weeks once it is started.

The Bookstore Advisory Group has recommended that the new store carry such items as foreign newspapers, personal items, and memorabilia with Stony Brook logos. The store will also house a copy center, equipped with self-service copy machines.

The computer section of the new bookstore will be carrying at least four major manufacturers of personal computers and have a salesperson who is knowledgeable in the field, Williams said. The contractor will be prepared to offer financial plans to student, faculty and staff for the purchase of the personal computers.

Williams said there will also be such promotional campaigns as book signings by authors at the new location.

Dave Timman, assistant director of operations in the Stony Brook Union, said there are some long and short term plans for using the space in the Union that the bookstore currently occupies. He said the Union Advisory board is considering turning the first floor into a study lounge for students. Timman said there may be a grocery store or a recreation hall replacing the bookstore in its Union location, eventually. "We're looking for input from people on what they would like," he said. "There has been the idea of Pathmark opening up a small grocery store, but we're not sure yet."

Marburger said he does not care what

type of operation would be opened in place of the bookstore. "The important point is that we've created more space in the Union."

Moving the bookstore from the Stony Brook Union to the library basement has been discussed at the university at least since 1980, Marburger said. "That part of the library was originally designed for a bookstore," he said. "Apparently it was not widely known at the time." The other option to moving the bookstore, was to enlarge the Stony Brook Union itself. "And I did not think it was likely to get money to make the Union bigger," Marburger said.

Marburger said he is concerned that local bookstore merchants would lose business after the Barnes and Noble expansion. "I'm anxious for the merchants in the community to not feel like we're trying to run them out," he said.

But at least two local bookstore owners said that the Barnes and Noble move and expansion will not hurt their business.

"I don't think it will affect me because I sell used books and serve the community too," said Pat Valluzzi, owner of Harbinger Books. "As for the community, it's difficult for them to get on campus to buy books."

"I don't think it will have a negative affect," said Bob Breun, owner of Stony Books. "Our business is built on reputation. Size doesn't effect service. Large facilities can provide more items, but will attitudes be improved?"

Student Back at Polity After Libel Suit

By Mitchell Horowitz

Student Ira Levy was recently appointed chairman of Polity's Student Activity Board (SAB) after resigning from an SAB position a year ago. Levy's resignation resulted in his filing a law suit against the undergraduate student government and two student newspapers, *The Stony Brook Press* and *Statesman*, accusing all parties of slander and libel.

Levy was nominated by Polity Presi-

dent Rory Aylward and was appointed by the Polity Council. "I have no problems that a lawsuit existed...I understand why he brought the lawsuit," Aylward said. "I'd be foolish to give him the position if I did doubt [his integrity]."

The lawsuit sprang from articles written in both student papers on Polity's accusations that Levy was involved in embezzlement of funds. Polity officials made the accusations in an open meeting government last year.

"One council does one thing" a new one reacts differently, said Polity Executive Director Roban Rabbi. None of the members of last year's council are currently involved with Polity.

Aylward and Rabbi declined to comment on the status of Levy's lawsuit.

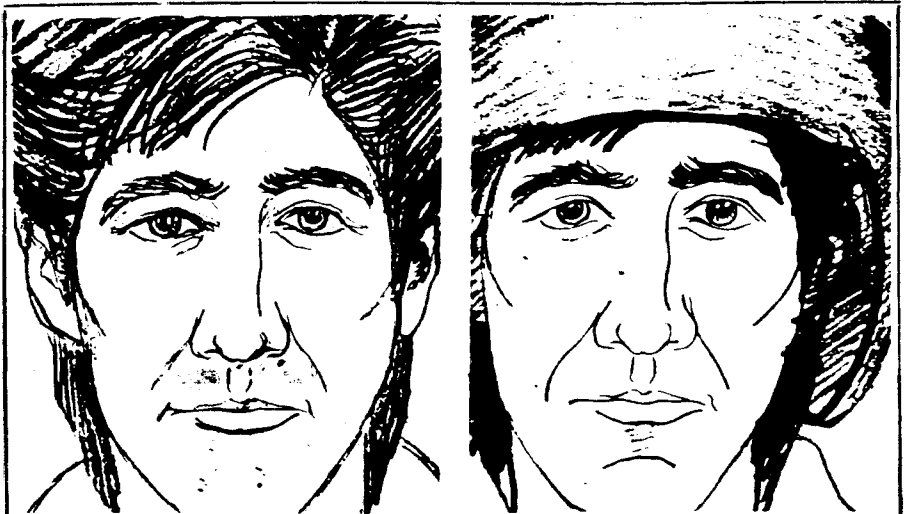
Though Levy is not a member of Polity, it was unclear at presstime whether or not Levy has dropped his lawsuit against the parties. *Statesman* officials said yesterday that the attorneys representing the newspaper have not been informed of any discontinuation of the suit. *Press* Editor Joe Caponi said he heard rumors that the suit had been dropped. "But I also hear the his [Ira's] lawyer would say differently.

Levy himself, as well as Polity's lawyer were unavailable for comment. Levy's lawyer, John Ray, who practices in Miller Place, did not return phone calls.

"For my money he was never convicted...I don't believe in holding that over somebody's head," Aylward said.



Ira Levy



Police Seek Sex Abuser

University Police detectives have a composite sketch of a man believed to have sexually abused a University Hospital employee on campus Thursday. They are seeking the same man in connection with the sodomy of a hospital researcher, which occurred three weeks ago.

The man, described by police to be a caucasian in his late teens or early twenties, has fled the scene of both crimes on a motorcycle, according to police.

The hospital employee was approached by the man while he was riding a small, black motorcycle in a surfaced lot behind the hospital Thursday at about 7:30 PM. He asked if she knew the time, police said, and then he grabbed her breast. He drove away when she yelled.

The sodomy occurred three weeks ago while the researcher was jogging behind the Stage XVI apartment complex. The perpetrator allegedly exposed his genitals and then sodomized the woman, according to University Police Detective Winston Kerr.

The man is described as having a fair, pale complexion, being 5'10" to 6' tall, with dark hair, and a medium build.

At the time of the sexual abuse, he was wearing blue jeans, a blue and green large, checkered shirt, a light blue T-shirt under the checkered shirt, and a blue motorcycle helmet with black trim. He fled through the fenced exit off Danial Webster Drive.

If anyone has information, contact the University Police detective at 246-3333.

—Elizabeth Wasserman

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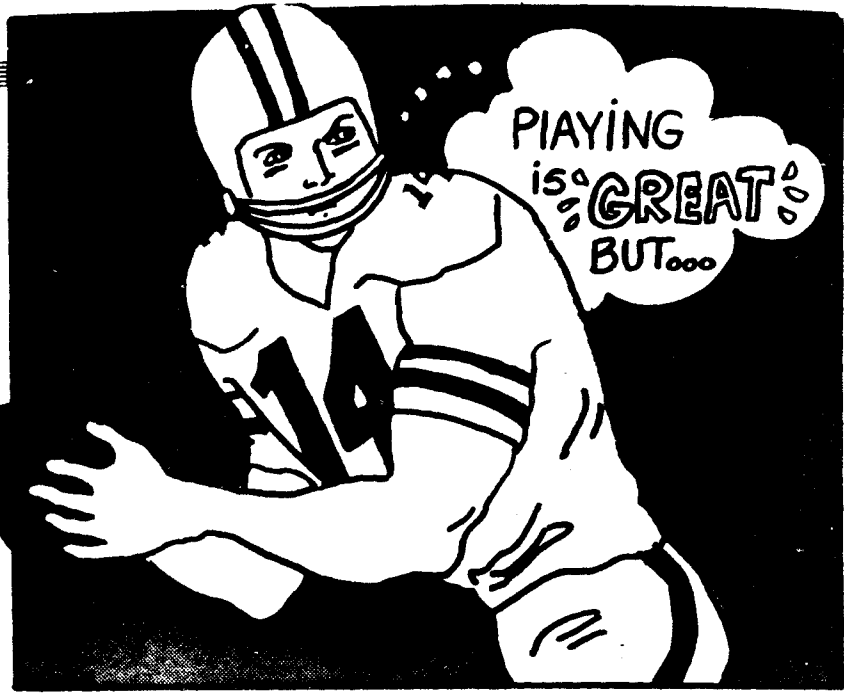
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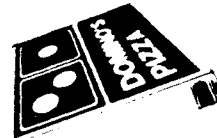
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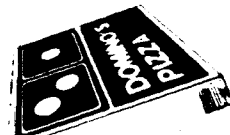
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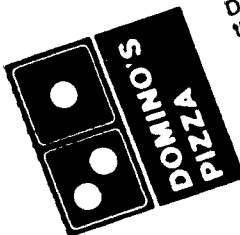
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Reagan Lets Colleges Discriminate, Cuts Aids

(continued from page 1)

Administrators, too, complain the president has done little good for higher education in the last four years. "We had hopes that the administration, given its rhetoric, would have been more responsive in making regulations less burdensome," said Larry Zaglaniczny, who is with the American Council on Education.

"Instead there's a lot more," he said, because of new requirements for students to prove they've registered for the draft, income statements, and needs tests that most now be filed with financial aid forms.

Other higher education officials are more neutral in the assessment of Reagan's performance. "We've simply been too overwhelmed with state funding cuts and impositions that we really haven't noticed many of the effects from Reagan," said Art Martinez, president of Orange Coast Community College in California.

Federal aid cuts, for instance, "haven't really affected us because up until this year fees and tuition were free for state residents," he said.

The president, however, is not without fans on

campus.

"Boston University and its students are far better off now than they were four years ago," proclaimed University President John Silber. An improved economy and lower inflation and interest rates "have been of enormous benefit to students" and allowed schools to moderate the drastic tuition increases of several years ago, he pointed out.

As far as student aid is concerned, "it's a false claim that there's been a reduction in the aid available," Silber argued. Aid has increased every year, he said, "although not as much as some people wanted."

And the administrations' support of the Solomon Amendment—which required male students to prove they've registered for the draft in order to receive federal aid—demonstrates that students are still citizens of the U.S. and can be expected to serve their country," he said, adding the new law is a "valuable lesson in civics" for students.

But Silber is wrong, the ACE's Zaglaniczny said. "To say that student aid wasn't gutted in Reagan's proposals is not true," he contends. "Many students have been denied a college education, and many more would have been if congress hadn't managed to hold off the worst effects of Reagan's proposals."

Many colleges, of course, have benefitted from the

FINANCIAL AID UNDER REAGAN

— in billions of dollars —

Fiscal Year	Reagan Proposal	Actual
1981	XX	\$ 3.529
1982	\$ 3.315	\$ 3.555
1983	\$ 1.798	\$ 3.553
1984	\$ 3.563	\$ 3.967
1985	\$ 3.650	XX

Source: Council for the Advancement and Support of Education
Includes federal funding for Pell, SEOG, SSIG, NDSL, and Work Study Programs

College Press Service

improved economy, increased corporate contributions, and from the more streamlined management techniques they developed in adversity.

Asked to consider such indirect benefits before listing ways the Reagan administration has helped American colleges, the AAUP's Molotsky replied, "I'm thinking..."

After a moment of silence and a low-keyed chuckle, however, Molotsky sighed, "there just isn't anything positive to say."

The Lucky Tell How to Get That 4.0

(continued from page 1)

Mernoff, who is now attending the New York University School of Medicine, earned a 3.97 while taking 150 credits.

For Kaufman, the approach was similar to Feinman's but not identical. "You've got to do a little bit every day," he noted. "You can't study ten hours a

day."

But if someone trying to cut corners wanted to find out secrets from Kaufman, they will be sadly disappointed. "There is no secret to technique. Everyone has his own style."

Kaufman detailed his Stony Brook technique, "I made an outline of the materials that I read. I also used to copy

over my class notes. It took a little work."

Unlike Feinman, who never had to worry about cramming, Kaufman points out that he couldn't avoid cramming. "But I kept it to as little as possible," he added. Kaufman added a note for students with grades of 3.5 to 3.8

attempting to raise that figure: "Keep on doing what you're doing. You've got to spend your time wisely, and find ways to use it better."

At Duke, it is undetermined how his grades will fare. "There is much more material to cover at Duke, and less time."

Changes in Bus Schedule

Along with making the adjustment from summer to fall routine, Stony Brook students will have to adjust to the reduced bus service on campus.

According to Maureen Dell'Orfano, supervisor of transportation, the main changes are the elimination of night time and weekend bus runs.

The commuter shuttle buses from South P-lot to the Engineering Loop will run every five minutes from 7:30 AM with the last bus leaving at 6:30 PM.

There will still be only one bus to cover the rest of the campus, the last run for that bus will be at 5:45 PM out of the engineering Loop.

The cuts are an extension of last semester's attempt to erase the department's budget deficit. A total of 20 drivers were laid off last semester under the assumption that they would be hired back this semester. Dell'Orfano said that because they were not rehired the services had to be cut.

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Reagan Should Study Up On Education

Last week in Dallas at the Republican National Convention, hundreds of college students enthusiastically cheered the President's version of the past three and one-half years and his vision for the future. These students must not have familiarized themselves with his administration's record on higher education, presumably an area of interest to them.

President Reagan failed to mention several important issues when he briefly touched on education.

Reagan neglected to mention that the administration proposed cutting student financial aid funding from 30 to 50 percent. They were only partially successful, since the 1980-81 school year, overall student aid has been decreased by only 20 percent.

The administration has also attempted to elimi-

nate entire aid programs, including student Social Security benefits, Supplemental Education Opportunity Grants (SEOG) and State Student Incentive Grants (SSIG).

The President has also tried to reverse the advances that have been made in higher education in regard to race and gender discrimination. The Reagan administration has only marginally enforced Title IX of the 1972 Higher Education Amendments (which prohibits federally-funded colleges from discrimination on the basis of gender).

Additionally, this administration proposed to begin granting tax exemptions to schools that discriminate on the basis of race. Previously, the Internal Revenue Service had the power to deny tax-

exemptions to schools that discriminate on the basis of race.

President Reagan's vision of the future for higher education is actually a rekindling of the past. If Reagan is successful in enacting his proposed "reforms" in American higher education, the nation's colleges and universities will once again educate primarily white males from wealthy or upper middle-class families; much as this country did for its first 175 years.

In this era of high technology and increasing international competition, it is vital that our colleges and universities remain open to all students from all backgrounds--not just to a small privileged minority.

Have Something to Say?

Statesman will accept all letters and viewpoints from its readership. They must be typed, triple-spaced, signed and include your phone number and address. Letters must not exceed 350 words, and viewpoints must not exceed 1,000 words; both are printed on a first come, first served basis. They can be delivered in person to Union room 075 or mailed to P.O. Box AE, Stony Brook, N.Y. 11790.

Statesman

- Fall 1984 -

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Letters

Register Cars

To the Editor:

Starting September 17, 1984 the Traffic Office Personnel will be registering student vehicles and issuing campus stickers that must be displayed on the vehicle in order to park the vehicle on campus.

Vehicles not displaying a campus sticker will be subject to ticketing and or towing.

The Traffic Office is located on the first floor of the Administration Building, Room 192. The Office will be open from 9:00 AM-1:00 PM and 2:00 PM-4:00 PM, Monday through Friday.

The Requirements for car registration are

1. A non-refundable campus sticker fee of \$2.50 must be paid at the cashier's window, 2nd floor lobby, Administration Building. The receipt for same must be presented when picking up the campus sticker. An OpScan Form, (filled out in #2 pencil only) the vehicle registration and I.D. Card or class schedule must also be presented.

2. A resident student MUST HAVE either a Junior or Senior status in order to park in resident student lots.

3. Freshman and Sophomore residents are required to register their vehicles in order to park in either North or South parking lots. They will receive commuter stickers. These stickers DO NOT allow parking in resident student lots. Freshman and Sophomore resident students with employment or medical notes approved by the Traffic Department will be issued resident student stickers.

4. A letter of permission to operate a vehicle on campus will be required if the vehicle is registered to anyone other than an immediate family member (last names must be the same).

5. Upper classmen are prohibited from registering a vehicle in any way related to a freshman, sophomore or commuter student.

6. All outstanding summonses must be paid.

ALL COMMUTERS

7. All commuters must obtain a parking sticker and register their cars at the Traffic Office.

Please contact the Traffic Office at 246-6013 for further information.

Lt. Harry Cupolo
Traffic Office

ALTERNATIVES

STATESMAN'S WEEKLY MAGAZINE OF THE ARTS



The Fine Arts Center, Stony Brook's hub of culture and entertainment, prepares for another season of shows. For this week's events, see Dennis Britten's "Stage Cues" on page 3A.

Statesman Doreen Kennedy

**Stage Cues
Returns**

-page 3A

**'Bill' Makes
World Debut**

-page 7A

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MUSIC

Dull Funk, Metal Junk

Wish Thing
Torch Song
I.R.S.

by Evan Russell

Wish Thing, the debut L.P. by Torch Song, is an inoffensive and mildly entertaining record. It's in the same vein as all of the boring, electronic, white funk that's around today but it is, admittedly, a bit better than most. Some of the songs are vaguely interesting and the musicianship is fairly good, but it has all been done before.

The problem with this sort of quirky electronic stuff is that it's only remarkable when it's brand new (Human League's *Being Boiled*, and more recently Art Of Noise's *Beat Box*) or if it's done extremely well as was Herbie Hancock's *Rockit*. All the gangs of imitators who follow can only be noteworthy for their competence or incompetence. Torch Song is competent, but dull.

"Prepare to Energize," which is billed as the album's dance hit, is the runaway worst song simply because it's full of clichés. Some of the other songs at least manage to capture a bit of the listener's attention.

One of the foremost problems with Torch Song is Laurie Mayer's voice, which is watery and bland and thoroughly expendable. Torch Song is a group in the Eurythmics mode, but without a fine voice and totally devoid of tune or melody. Pop songs must have melodies to succeed, or, if they are going to capitalize on a lack of melody, they must be more daring than this. The middle ground Torch Song has found just doesn't work.

See you in Hell
Grim Reaper
RCA Records

by Rich Pepitone

To popular music lovers, the term "heavy metal" conjures up thoughts of loud music with incoherent lyrics screamed by a lead singer who sounds like he is being tortured.

So the album sticker on Grim Reaper's *See you in Hell*, which claims that they are "Britain's #1 Heavy Metal Band," does not exactly fill one with excitement. How many British heavy metal bands are there? Does one get to be the

best by being more obnoxious than the others?

But, as heavy metal bands go, Grim Reaper is one of the tamer groups, sometimes nearing the thin line between heavy metal and "hard rock." The title song, in particular, seems geared to appeal to more rock-oriented audiences; in fact, it has already turned up on MTV as a video.

Unfortunately, as if they felt guilty about deviating from their expected heavy metal performances, most of the rest of the album is relegated to loud, repetitive music, marked by an ever-present bass and Steve Grimmett's noisy, unrecognizable lyrics. Songs like "Dead on Arrival" and "Liar"

are very hard to listen to all the way through.

It was therefore very surprising to find, buried in the second side, the proverbial diamond in the rough — a nice little song called "The Show Must Go On." Seemingly more suited to a group like Tom Petty and the Heartbreakers, it is actually more of a ballad than an overpowering rock tune.

But an album should not be purchased for two songs. Unless you are a big heavy metal fan, Grim Reaper does not provide much heavy metal deviation from other bands like Judas Priest or Ratt, and they don't do it as well as Def Leopard or Quiet Riot.



Grim Reaper

STAGE CUES

by Dennis Britten

We have an exciting theatre season ahead of us this semester at Stony Brook — full theatre productions, one-acts, student productions, and many other theatre, dance and music events being held at the Fine Arts Center, the Calderon Theatre on South Campus and many other spots around campus. In this column, I will do my best to keep you posted on

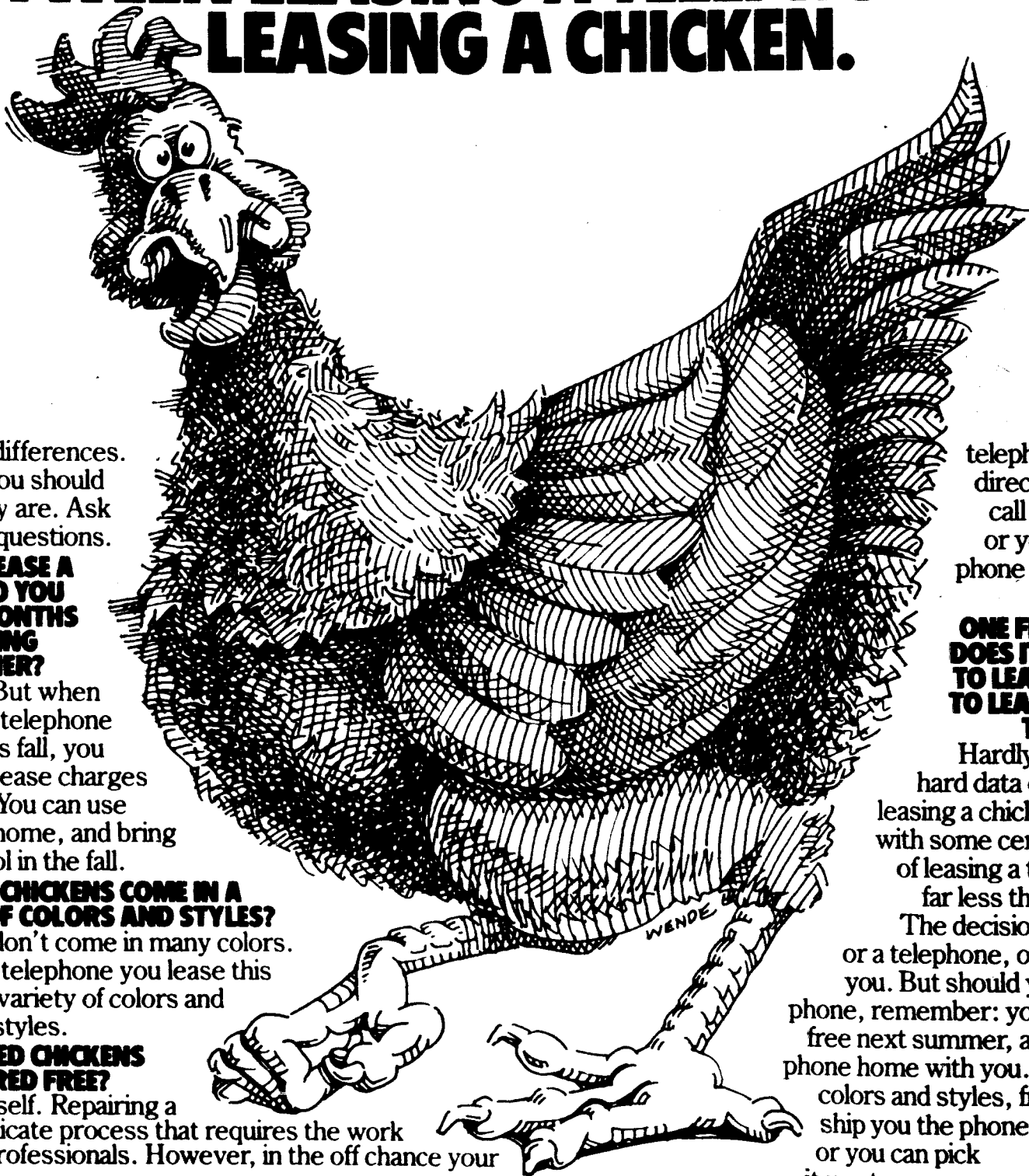
the dates and times of auditions for events, the events themselves and interesting news and gossip as it happens. So, if you don't want to miss anything, be sure to read "STAGE CUES" weekly! And if you have information for "STAGE CUES," please contact me or drop it in the box provided in the Theatre department mail room, Rm. 3051, before Monday, the week of publication. Also, please include a phone number I can call if necessary. Forms are provided.

CASTING: University Productions will present Thornton Wilder's *Our Town* this semester. It will be directed by Prof. Tom Neumiller. Auditions will be held in Theatre II at 7:00 PM, Aug. 28 and 29 with call backs on Aug. 30. A sign-up sheet can be found in the hallway of the Fine Arts Center between Theatre I and II. Scripts are available in the Theatre Dept. office. For further information concerning auditions, contact Prof. Neumiller at 246-8695.

Auditions for *Choral Ensemble Singing* during the year will be held Aug. 27-31. The repertoire for the year will include Beethoven's "Ninth Symphony," Bernstein's "Chichester Psalms" and Kodaly's "Missa Brevis." The sign-up sheet can be found in the Music Dept. on the door of Room 2344, Fine Arts Center. For further information, contact Margurite Brooks at 246-5671.

Have an entertaining week!

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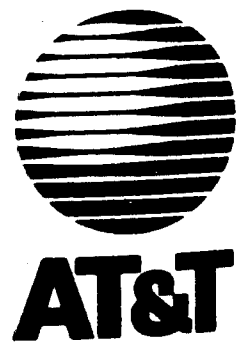
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profile
for fall '84

School Days

*A look at the
hottest issues and
handiest answers in
education from
kindergarten to college.
Turn the page and see where
you are on the road back
to school.*

What you take means more than what you get

by Andrea Rosenberg

In the past, high school average has been strongly considered by colleges when deciding which students will be admitted, and today grades still hold a lot of weight. But more than ever, colleges are looking past the curriculum grade point average to the curriculum itself.

Admitting policies at the State University at Stony Brook are evidence of the trend of colleges searching for the challenged, well-rounded student. Many colleges in the liberal arts tradition, such as the University, are taking a "multi-dimensional" approach. Rather than ranking factors considered for admission as to importance, each applicant is reviewed individually, taking into account all of these factors as a package.

High school average and an advanced curriculum "combined are probably more meaningful than any other individual index," said Michael McHale, associate director of admissions at the University. But this is not as beneficial as viewing the total student, he said.

"You have to take a look at a lot of factors," said McHale. "Although we're still looking very closely at high school average, the multi-dimensional approach gives us a better opportunity to review students for admission," he said.

"In the end, we're talking about predictability," McHale said. "Grades by themselves do not necessarily predict success perfectly. But grades, in conjunction with a well-rounded high school curriculum, in conjunction with Regents and honors courses and Regents test scores, give colleges a notion of how well a student will do at a university."

Stony Brook has recently taken this desire for the well-rounded education one step further with the institution of minimum high school course requirements for admittance, beginning with the class of 1985.



Melville students pick courses during arena scheduling. They'll find that the curriculum they choose will mean a great deal to college admissions officers.

Prerequisites for general admittance include three years of mathematics, three years of foreign language, three years of science, three years of social studies and four years of English and writing courses. For those majoring in the social and behavioral sciences, the University looks for an additional year of math, and those

majoring in hard sciences should have chemistry and physics as well as an extra year of math.

These requirements are not written in stone, and exceptions are made from time to time, but "the vast majority of students do meet the multi-dimensional criteria

that has been established," said McHale.

As for the SAT and other standardized tests, McHale said high school students unnecessarily worry too much about them. These tests count the most in the case of the borderline student, he said. "The institution doesn't have a cutoff," he said. "Where the standardized test will help a student, we will use them."

But other colleges, such as C.W. Post in Greenvale, more strongly consider standardized tests. C.W. Post requires combined SAT scores of 900 for "outright acceptance," said Christine Natali, associate director of admissions at C.W. Post. But C.W. Post, too, takes a multi-dimensional approach to acceptance, and will enroll some students with lower scores in a curriculum where course load is limited and students are closely monitored.

"It's not a black and white thing," said Natali. "It's looked at in the total picture."

As well as standardized test scores, C.W. Post closely looks at high school average and the type of curriculum taken, said Natali. "We give equal consideration to all three," she said. "I think the record in school is most important in borderline cases."

C.W. Post also requires two years of college preparatory mathematics and two years of foreign language in high school, but, again, will make exceptions.

A student bound for college then should probably concentrate on taking as many solid courses as possible in high school. Even in these days of declining enrollments colleges are looking for more requirements not less because their main concern is not what a student has done but what they will do in college. For the student who has not done well in high school for whatever reason, the SATS and other standardized tests are a last ditch way to prove to college admission offices that he or she can do the work.

profile/fall '84

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Many experts feel full-day kindergarten is too much for young children.

Experts are wary of full-day kindergarten

by Elisa Hendrey

This spring a significant number of parents turned out at several Three Village School Board meetings to argue in favor of extended day kindergarten, as an option to accompany the present half-day program. According to Louise Bates Ames, co-founder of the Gesell Institute of Human Development at Yale University, "not a day goes by that someone doesn't phone about this problem — it is brought up constantly."

Most of the people who call the Gesell Institute, Ames said, are teachers and parents, and "they are very upset." Ames, herself, is "one hundred percent against extended day kindergarten."

Ames opposes a longer kindergarten program for two reasons. One is that she believes fatigue to be a major problem. "Even first graders are fatigued with a

full day," she said.

Ames' other objection is to giving kindergarten students more academic work. "They're altogether too academic already. Their eyes, their hands and their sitting ability are not ready for a full day."

Ames believes that many of the parents who advocate longer kindergarten hours do so because they are in need of day care. "I'm sympathetic," Ames stated, "but the day care problem should be settled separately. It's not the school's problem. It would be fine and kind," she added, "if society could afford it and would take the moral responsibility for it."

Ames attended a conference on August 15 in Elmira, New York, where she said that State Education Commissioner

Continued on page 18

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Bridge - Beginners
Computer Literacy
Dental Assisting
Fitness Aerobics I - Beginners
Fitness Aerobics II
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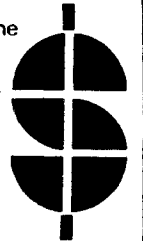


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Italian Grammar I & II
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Courses offered for late bloomers, returnees

by Elisa Hendrey

Who are non-traditional students and what does Suffolk County Community College offer them?

There are many kinds of students who are labeled "non-traditional." Generally, they have postponed going to college after high school graduation — a substantial number of them for many years. Marriage, military service and jobs may have caused them to defer academic goals.

Some non-traditional students may simply be "late bloomers," men and women who realized as the years passed by that college might have something to offer them. And some of the non-traditional students fall into an altogether different category. They are highly talented and motivated people who are ready to profit from extra challenges beyond the regular curriculum.

SCCC has developed programs to meet the needs of students in all of these categories. WIN is a noteworthy recent addition to the list. John Saal, WIN coordinator, explains the purpose of the program, which is open only to recipients of social services benefits who are referred to the college by the County Department of Labor. "The whole idea underlying this is to get them (WIN participants) into a position where they can support themselves and their children, to make them self-supporting." Saal said that the vast majority of enrollees are mothers in their 20's and 30's.

WIN took in its first 250 students this January. So far, according to Saal, their achievement has been gratifying. "I've looked at the records," he said, "and there were a number who had straight 'A' work in all courses and many on the



Suffolk County Community College

dean's list (which requires a 3.2 grade average)."

WIN is a one-year certificate program in areas that the Department of Labor has identified as ones in which there are likely to be jobs. They include accounting, banking services, business management, data processing, drafting, electronics, machine tool technology, travel and tourism, word processing and horticulture.

Saal explained that, although the college is not, for instance, training expert accountants in a one-year period, a WIN graduate "might get a job as an accounting clerk in a small company or doing a very specific job in a large

company. They are going out with a great deal of knowledge of business and accounting principles."

Both the Department of Labor and the college will help students find employment when they complete the WIN course of studies, which follows the regular programs in the college catalogue.

Although the first WIN class will not finish the program until December, Saal said that the president of SCCC recently met with Anita Romano, director of Suffolk County Social Services and the Commissioner of Labor, who expressed enthusiastic support for WIN.

One of the strongest features of WIN in terms of cost, Saal said, is that there is no special charge to the taxpayer. Tuition and college costs are being paid by state and federal grants for any citizen who is eligible.

Another special offering for non-traditional students is the Educational Opportunity Program (EOP), which is available statewide. EOP is designed to give extra help to students whose test scores or high school grades are low. EOP Coordinator Randolph Manning said that the program stresses giving additional support services to these students.

"We make the admissions process a bit easier," he said. We have workshops to help them complete forms and we monitor them during the process." In addition EOP testing prior to registration aims at placing students properly according to their skill level. Once classes start, EOP staff monitor class attendance and review progress reports from instructors. "We don't wait for students to contact us," Manning said. "We reach out to them with counseling and things like

helping them find a tutor if they need one."

Manning characterized EOP students as "a very mixed population" in terms of age, sex and the length of time they have been out of school since high school.

A new Honors Program on the SCCC campus gets under way this fall semester with an initial enrollment of 120 students. Some of these men and women have been recruited from high school, while others are already studying at SCCC. The goal of the program is to challenge the students' intellectual and creative capacities regardless of the program or emphasis they are enrolled in, according to Lucas Carpenter, assistant to the president.

The Honors Program takes an interdisciplinary approach and offers honors seminars. Admissions standards require a high school grade point average of 3.5, a letter of recommendation from a high school teacher and a composite score of 21 on the test known as ACT. Students already enrolled in college must have maintained a 3.5 grade point average.

The Shadow Program and College for a Day are both designed, according to Carpenter, to help students get a feel for the college campus and student life. Under the Shadow Plan, students spend a day accompanying prospective students around the campus and to classes. The College for a Day program is "more or less the same," says Carpenter, but prospective students visit the campus unaccompanied.

All these special programs reach out to attract, welcome and encourage students who look to Suffolk County Community college as a place where the faculty and staff are ready to work both with individual talents and individual problems.

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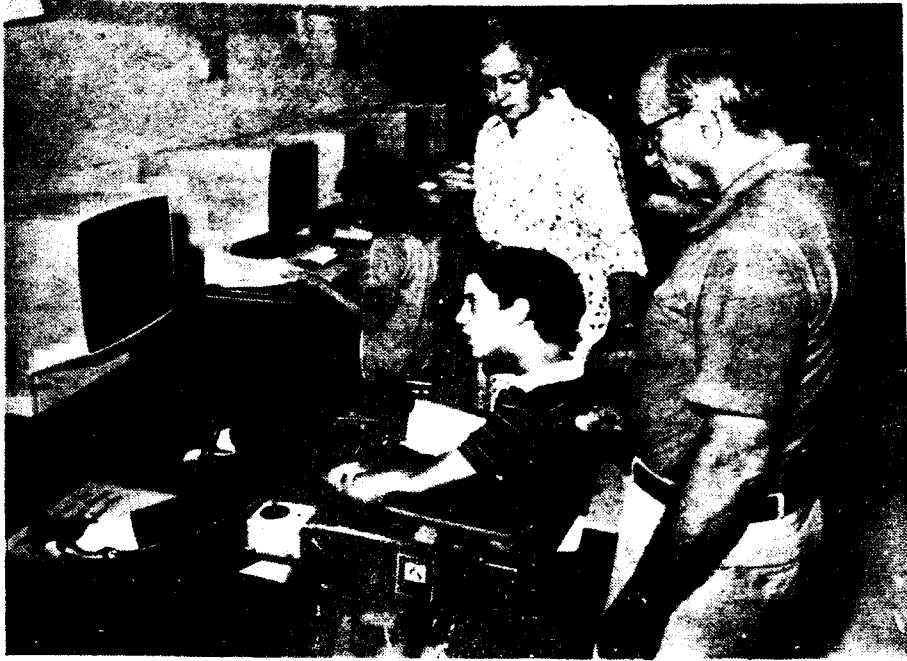
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Rehabilitation engineer Myron Youdin, right, and rehabilitation counselor Elizabeth Jefferson, at rear, inspect a special work station that helps disabled student James Thompson, seated, use a computer terminal.

College for the handicapped

Suffolk County Community College and the Office of Vocational Rehabilitation of the New York State Education Department have cooperated in designing and administering an educational program to enable handicapped students to enter college. Operating in two five-week sessions, the Summer Vestibule Program has served 19 students who are either severely orthopedically handicapped or severely hearing impaired.

The purpose of the program, according to G. Elizabeth Jefferson, rehabilitation counselor and program administrator, is to provide "early vocational and career planning to enhance the possibility of success for these special students."

Prospective students are first evaluated to determine what level of education they are best suited for. Some are encouraged to complete a two-year

course of study at Suffolk and then transfer to a four-year school. Others are advised to take a two-year or one-year terminal degree. While others are directed into specific vocational or on-the-job training.

This summer students are enrolled in such courses as basic English, typing, basic mathematics and data processing.

What makes the Vestibule Program unique, however, is that it also assesses what learning aids a student requires both at home and at school and then provides the student with those aids.

This component of the program involves the rapidly growing field of rehabilitation engineering and is supervised by Adjunct Professor Myron Youdin (electrical engineering, Ammerman Campus). Thus far, Youdin has

Continued on page 8

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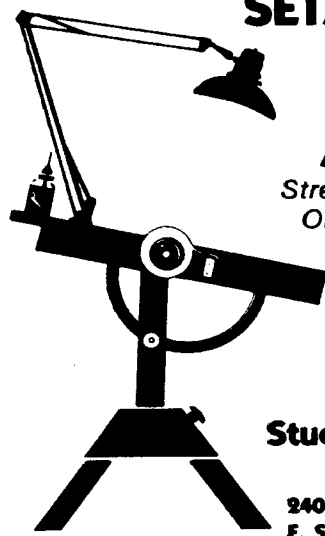
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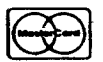
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Colleges try to lure students as pool of potential

by Daniel Lorber

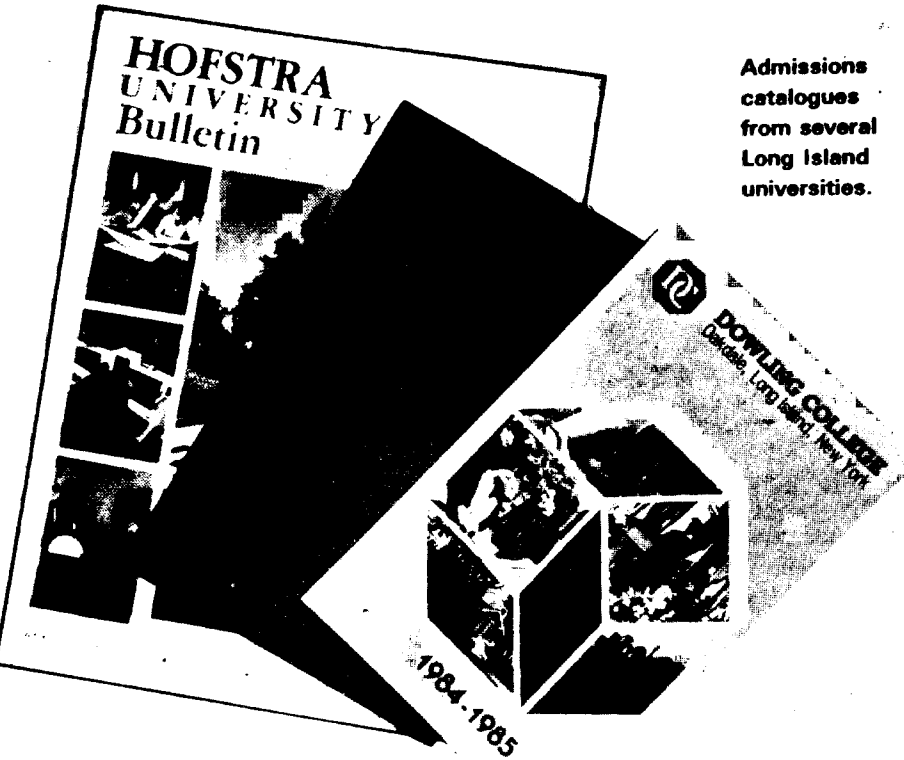
Without a steady crop of baby boom students to fill their halls, private, state- and city-run colleges are having a hard time keeping enrollment up. Many, though, have found a way to prevent their population decline: they've developed enticements to attract students from the remaining pool.

"We want to offset the decline in high school graduates, which should continue through the 1990s," said Mike McHale, assistant director of undergraduate admissions at the State University in Stony Brook. But McHale, who is also coordinator of undergraduate recruitment, does not want to sacrifice quality for increased enrollment. "On the contrary, we want to raise the grade point average of incoming students and better the profile of both the students and the University."

The University here and other Long Island colleges are hard pressed to keep classrooms filled. In the '60's and '70's when the number of prospective students seemed limitless, new colleges and universities began popping up all over the landscape and established institutions expanded their campuses.

But as the volume decreased, schools found campuses beginning to empty. Institutions that at one time only had to keep their front door unlocked to recruit, now find they have to implement all kinds of programs which will woo students.

For Suffolk County Community College this means putting together an honors program. For Farmingdale it means establishing a steering committee in Miami. Stony Brook offers free financial assistance seminars. Adelphi has a scholarship program for transfer



Admissions catalogues from several Long Island universities.

students. Hofstra is upgrading everything from landscaping to computer facilities.

They all have plans to change the present situation and to make their school seem more attractive.

Dr. Lucas Carpenter, administrative assistant to the president at Suffolk Community, admits there has been a decline in enrollment but feels it has not reached dangerous proportions yet.

"We have implemented a marketing analysis program which, in time, will show us certain factions of the population

which are more apt to attend Suffolk than others," he explained. "This, in conjunction with an increase in advertising, will help quite a bit."

Carpenter also pointed to low tuition costs and a quality education that is offered to Suffolk County residents, as well as ease in qualifying for financial aid as other reasons why prospective students might be attracted to Suffolk.

The school also has a "Shadow Program" in which a current student will guide a prospective student on a normal

day at the college. And Suffolk boasts an on-campus child care center. "As the average age of our students is 29, this facet is very attractive to those with children," Carpenter said.

One incentive directed towards high school graduates is the new honors program. Eligible students would need to have a high school minimum grade average of 3.5, and letters of recommendation from school officials to qualify. "This would make them eligible for a series of select interdisciplinary courses which would increase their opportunities to transfer to prestigious four-year schools after they graduate from Suffolk," said Carpenter.

A few years ago Hofstra University in Hempstead faced huge problems in attracting students. Then, the school went through an incredible change. In the last two years the school has added an olympic-size swim center, the largest in the New York area; a large performance hall for dinner-theatre; a skating rink; gourmet food shop; and total facilities for the handicapped.

Hofstra has been rated as one of the top ten schools in the country for producing accountants and has been added to Barrons listing of 227 Most Prestigious Colleges in the United States. The school has also added \$1 million in computer hardware, increasing to 200 terminals with unlimited student use. All this, in conjunction with adding 1,100 residential accommodations, has brought students back to Hofstra.

In the next two years Hofstra plans to build the largest, most advanced TV studio of any at a university in the East, in conjunction with a learning media center. The school will also add \$250,000 in new

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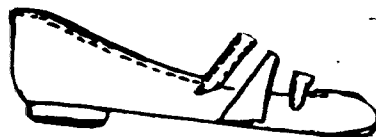
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and additional computer terminals and 22 more on-campus living accommodations at a cost of about \$2.8 million.

On the other side of the coin is St. Joseph's College in Patchogue. Marion Salgado, director of admissions there, says the school has had to do little extra to attract students; the school is cruising along at normal enrollment without incentives.

"We're not having any problems with enrollment," she boasted. "In fact we have more students signed up this year than at the same time last year."

Salgado said St. Joseph's is recruiting students solely on the basis of its academic reputation, with a little help through personal recommendations from faculty members and former students.

At Farmingdale Agricultural and Technical College, problems aren't too severe, either. But according to Patricia Williams, director of alumni affairs and public relations, the school has instituted some programs which it hopes will keep enrollment up.

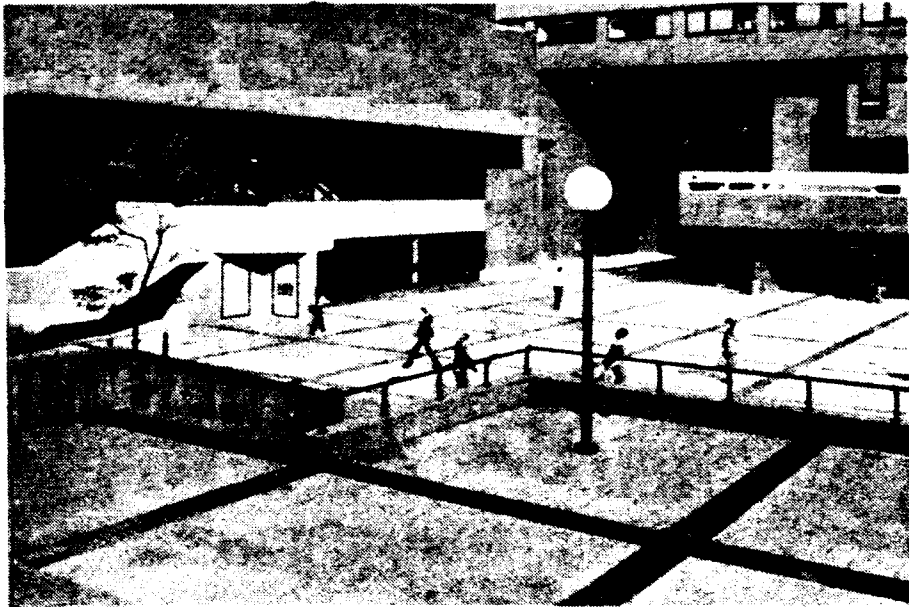
"We've established a number of regional alumni chapters, including one in Albany. We've also established a steering committee in Miami and are contemplating another in California."

What colleges are finding more and more is that students are becoming increasingly concerned with money and how far their money will go towards an education. It is not a matter of getting the cheapest and easiest education that money can buy so much as getting the best education possible for the money.

Dale Newman of Rocky Point was accepted to both the Adelphi and the State University at Stony Brook schools of nursing. Adelphi is a private school with a very prestigious nursing program, but with a two-year tuition cost of \$10,000. Stony Brook's nursing program is well respected and has a two-year tuition cost of about \$2,500.

Newman was faced with a difficult decision. "I felt that I had to look at my education as an informed consumer choosing between two products. I knew Adelphi had one of the best nursing programs anywhere, but I also knew that I would leave both schools as an R.N. and that my most valuable education would come on the job," she explained. "Stony Brook seemed to be undervalued, but only because it was state-run. So I compromised a bit on reputation and saved a lot of money. I chose Stony Brook."

Continued on page 8



Schools are developing excellent facilities, such as the State University at Stony Brook's Fine Arts Center, above, to attract students.

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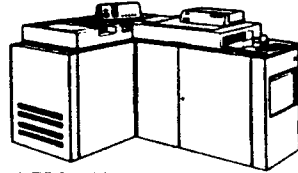
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Luring students to fill classes

Continued from page 7

Adelphi is no different from many Long Island schools. It is having a tough time finding students. To attract students there, it has designed a scholarship program in which it will pay one-third of the tuition cost for accepted transfer students.

According to Mike McHale, the State University at Stony Brook has implemented a number of programs to attract new students. "We've increased the number of on-campus programs for visiting high school juniors and seniors so that they can become familiar with the campus and meet both students and faculty," he said. "We then send out a questionnaire to the high school students that took part in the program. We study their comments closely and, consequently, are always changing the program."

In an article about American colleges in Family Circle of October, 1983, Stony Brook ranked very high. According to McHale, the article is being reprinted and sent along with admissions review books to prospective students, especially those out-of-state.

The State University at Stony Brook has also implemented: a Medical School Forum, made up of a panel of distinguished medical school representatives, which addresses students that are interested in a medical career; a guidance counselor workshop in which the school invites high school counselors from all over the state to learn about Stony Brook so that they will relay information to interested students; and a financial assistance workshop in which parents are invited twice a year to learn all about the possibilities of financial aid.

McHale also claims that the University doesn't wait for a student to come to it.

"We utilize a student search service which supplies us with a list of students with the qualities we are looking for. We then get in touch with those students," McHale explained. "We also send a personal letter to New York State Regents Scholarship winners."

With the New York State Regents anticipating a decline in enrollment of about 24.2 percent over the next nine years and suggesting that newly designed recruiting programs will not be able to make up for the declining number of 18 year old applicants, Long Island schools are looking ahead to fierce competition for all students, including older, part-time and transfer students.

Handicapped

Continued from page 5

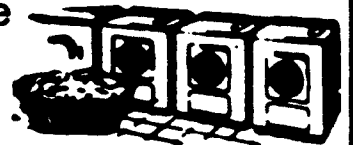
designed such aids as a light device which flashes to enable a deaf typist to know when the typewriter carriage has reached the righthand margin, special customized lapboards for wheelchairs and more conveniently located switches on computers. These learning aids are actually constructed by Suffolk Community College engineering students. Professor Youdin said that the Vestibule Program is enabling him to gather information for the SCCC Rehabilitation Engineering Center "so we can offer advice to anyone needing assistive aid."

Jerold Donowitz, district manager of the Office of Vocational Rehabilitation, indicated that the program is "unique on Long Island" and said that he was "very pleased" by the cooperative effort between his office and Suffolk Community College. "We all view it as a growing program for next year, and our goal is to expand it to include all emotional and learning disabled students."

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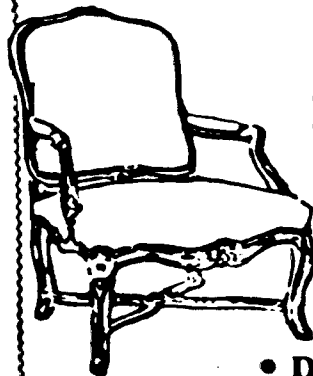
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An 'up' year at SUSB

State University at Stony Brook officials are looking forward to new term enrollment of what probably will be its best-qualified student body ever as fall classes get underway.

Enrollment will continue this year to remain stable, perhaps with a slight increase, apparently unaffected by the demographics of a shrinking national college-age population.

Advance registration figures indicate about 16,300 students were on campus Monday, the start of fall classes for the 1984-85 academic year. Final fall enrollment last year was 16,171.

The demographic college-age population decline apparently has not affected the University, campus officials say, thanks to the increasing visibility and reputation of the University. There has also been a significant increase in the qualifications of students applying for admission.

"As a result, the initial pool of ap-

plicants being attracted by Stony Brook seems to be getting better and is including a higher percentage of students well-suited for Stony Brook and likely to enroll here," said Dr. Graham B. Spanier, the University's vice provost for undergraduate studies.

Prospective students in general appear increasingly aware of "the scope and nature of Stony Brook's programs," said Director of Institutional Studies Raymond Maniuszko. "Every study we've been doing of why students choose Stony Brook shows a keen awareness of the University's growing national reputation, an awareness, for example, of developments such as the publication of high ratings for Stony Brook programs by the National Research Council or the popular Family Circle magazine's survey of college deans last fall which listed Stony Brook as one of the nation's top 11 public colleges and universities."

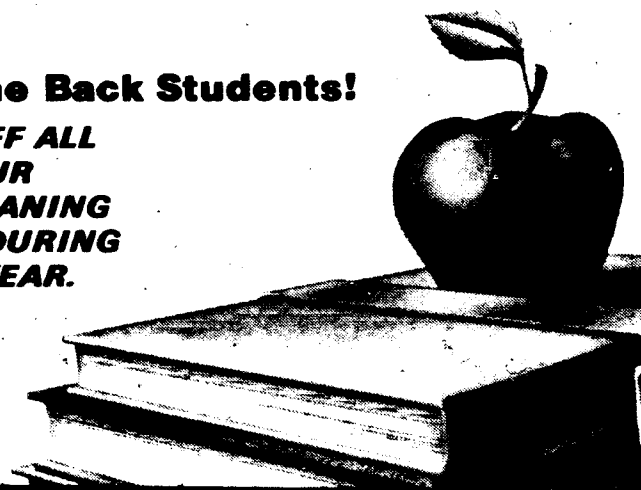


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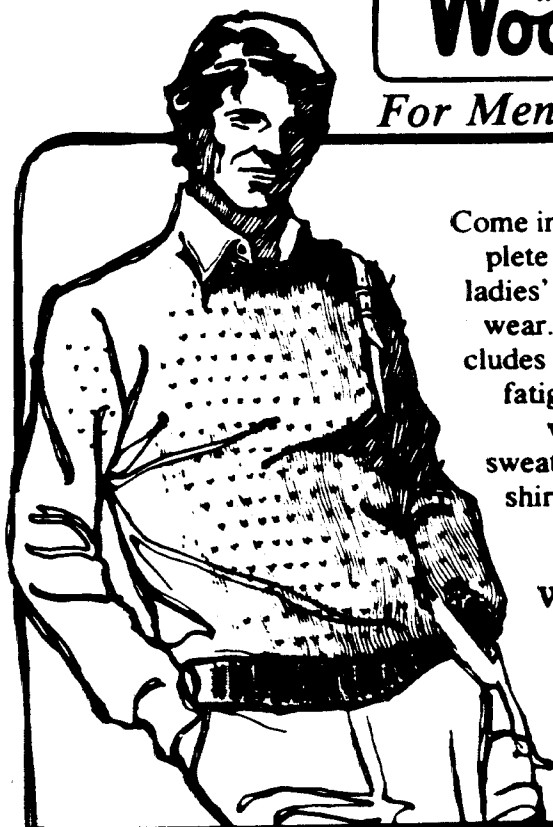


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An early taste of college

by Andrea Rosenberg

Academically talented high school students who seek challenge in courses not traditionally available in high school can get an early taste of college life at the State University at Stony Brook. The Young Scholars Program offers outstanding high school students the opportunity to complement their school work with part-time University coursework.

"Basically, the idea was to open up opportunities for bright high school juniors and seniors to take college courses in a college setting," said Joan Moos, associate vice provost.

Participants in the Young Scholars Program are taught by college professors and learn with college students. "We thought that students should come to a college campus," said Moos. "We decided it would be a good experience for the students to interact with college students."

Pat Long, who co-directs the program with economics professor William Dawes, said this program helps the student become better prepared for college. "The student actually coming to campus and being in a college classroom and not being treated any differently than freshmen...they are actually seeing what's going to happen in a college setting."

Most classes offered in the program meet in the late afternoon or early evening for the convenience of high school students. The University will try to schedule students who would like to car-pool by placing them in courses that meet at the same time.

Young Scholars Program courses are



usually honors sections of introductory classes and are designed to complement rather than duplicate the high school curriculum, said Moos. "These are things you cannot get in high school unless it's an exceptional high school," she said. Courses offered through the program this fall include political science, economics and philosophy.

But the program is individualized for the needs of the student, and Young Scholars may enroll in classes not offered in the program selection. For instance, Michael Weisberger, a senior at Ward Melville High School, is being permitted to take a calculus class. Weisberger, who already completed the calculus course at the high school, said he enjoys mathematics and want to continue with more challenging courses not offered at the high school. "I have no reason to stop taking math," he said.

Ward Melville High School senior Danielle Willis will attend a seminar entitled "Moral Choices and Values in Literature," a freshman honors section.

"I wanted to supplement what I was doing at the high school," said Willis. "I prefer the University atmosphere to the high school," she added.

Students receive a University transcript for each course completed, listing the course title, credits and grade. Students may use these courses toward a degree program at the University or as transfer credit at another college or university.

And if they so choose, Young Scholars may take their college experience beyond academics. Each student is given an official University identification card and can use the library and gym, and take part in student activities.

Applicants to the program should have junior or senior standing with a strong "B" average or higher, but unusually well-qualified sophomores will be considered. Each student should submit a completed application to the program with copy of his high school transcript. Approval from the student's guidance counselor or school principal is required.

On the left, this year's young scholars gather Saturday for orientation with professor William Dawes, on the right. Left foreground is Danielle Willis, right Dan Padwa and Michael Weisberger. Below is brochure of program.



Tuition for the program is \$45 per credit, and financial aid for tuition is being sought for the future. Fees are paid for by the Stony Brook Foundation.

Any students interested in the program should contact his high school guidance office or the University Office of Undergraduate Studies at 246-3420.

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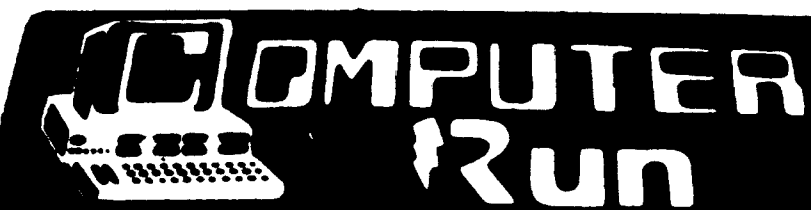
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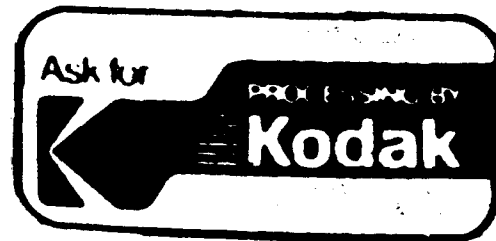
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Helping youngsters overcome the anxieties of

Some children look forward to the start of school. Others are more apprehensive and soon begin to find reasons for remaining at home and not attending class. It might be a headache, an upset stomach, the teacher doesn't like them, or the boy in the next seat teases them. Morton Moskowitz, president of Jewish Community Services of Long Island announced that that agency's professional staff is prepared to help parents and adult students effectively deal with this important occurrence.

In most instances, said Melvin Frankel, executive director of Jewish Community Services, "the excuses being voiced indicate anxiety and fear of a new situation. They are really feelings of insecurity and require sensitive handling by parents."

The excuses being voiced indicate anxiety and fear of a new situation. They are really feelings of insecurity.

Younger children most frequently have difficulty in the early days of school. However, Frankel pointed out, this kind of behavior is not uncommon at the beginning of any new school experience, including nursery, elementary, junior high and high school and even college. "The only difference is that the older students have more sophisticated ways of expressing their fear of the new and unknown," the head of the family counseling agency added.

What can parents do when youngsters balk about going to school? Sympathy and understanding are called for, Frankel urged, but an even greater degree of firmness, blended with patience and love, is desirable. "Unless there is some confining illness," he declared, "the child should be at school. Physical complaints should be medically evaluated, but if they prove to have no organic basis, youngsters should be given the support they need in order to overcome their anxiety."

Frankel pointed out that parents of kindergartners and early grade students can do certain things in advance to



prepare their children for school. They might play going to school and walk over to the building together so that it becomes a familiar outing. He also suggested trying to meet another youngster from the class before school begins so the two children can share the experience.

Parents of young students can also be supportive by letting them take a cherished possession to school, providing a special lunch, or allowing them to wear a favorite piece of clothing. "These are all ways of easing the apprehension these children are feeling," Frankel said.

After the fear of school has subsided,

Frankel added, parents should try to explain to their children that the complaints of sickness were really expressions of fear and apprehension. "Pointing out the difference and helping youngsters to learn how to verbalize their feelings can be useful in later situations, such as going to camp, that also call for

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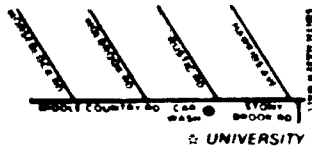
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starting school

separation," he declared.

If a pattern of resistance to school persists, Frankel maintained, "some further inquiry might be necessary to determine why the child is behaving in this way. Children, especially young children and adolescents, like to do what their peers do. If they don't, it might indicate some personal or emotional difficulty."

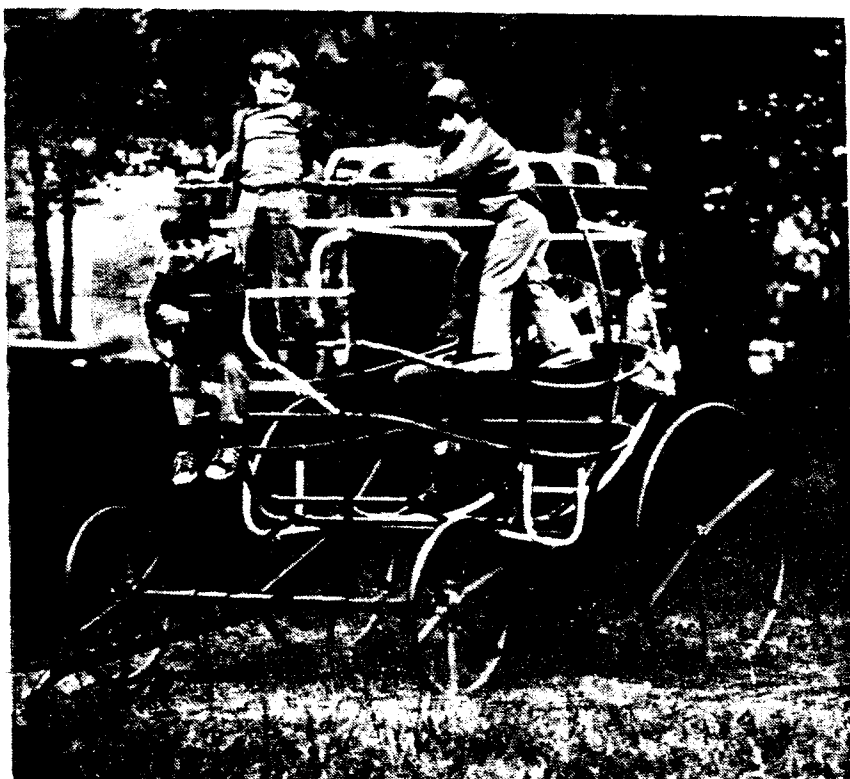
Agencies such as Jewish Community Services of Long Island, which has an office in Smithtown, can provide professional evaluation for children as well as counseling for parents and the entire family. The type of help most suitable is determined by a careful review and assessment. Frequently school authorities will recommend that parents seek out help so that a problem does not result in a chronic school phobia or compromise the child's school adjustment and potential.

"We want to try to avoid problems in

the upper grades," Frankel asserted, "for then it's not a simple question of having a headache or being teased, it might be a serious difficulty with under-achieving, poor relations with peers, truancy or conflicts with teachers."

Individual, family and group counseling is available at the Smithtown office of the Jewish Community Services of Long Island. Service is strictly confidential and fees are based upon ability to pay. The telephone number is 724-6300 and only a call is required to arrange an appointment.

"...Children, especially young children and adolescents, like to do what their peers do. If they don't, it might indicate some personal or emotional difficulty."



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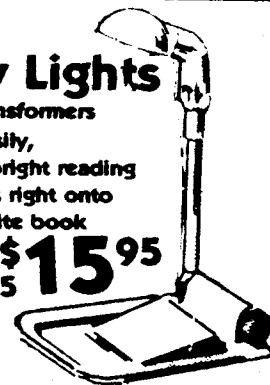
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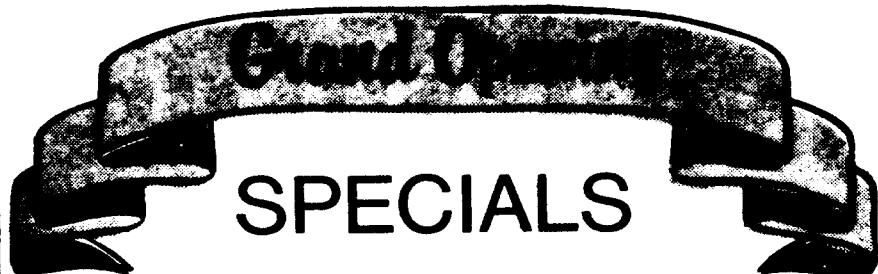
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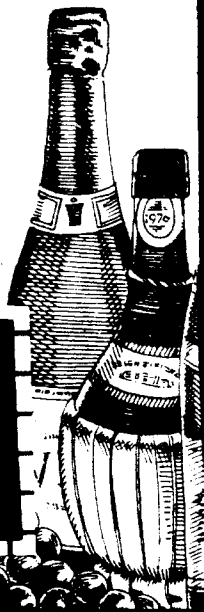
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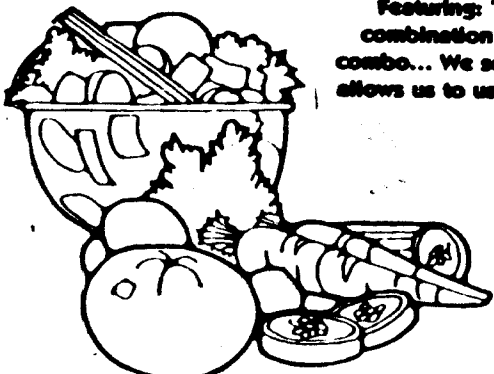
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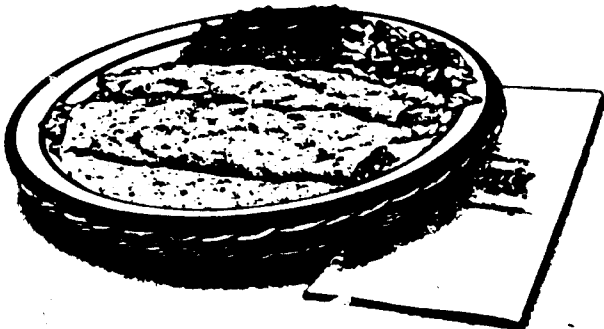


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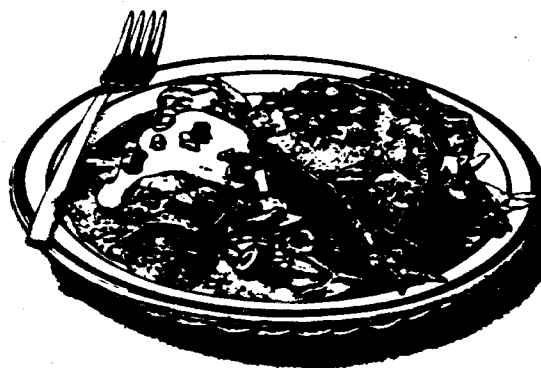
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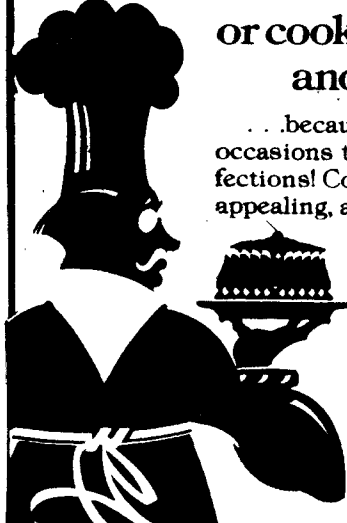
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SUPPLEMENT TO THE THREE VILLAGE HERALD/aug. 29, 1984/pnoffie

Experts feel kids aren't ready for full-day kindergarten

Continued from page 3

Gordon Ambach's idea "of a full day of school for four year-olds" was debated. According to Ames, one of the few people who spoke in favor of Ambach's proposal was Irving Lazar of Cornell University's Department of Human Service Studies.

Back at Cornell after the conference, Lazar explained his position on full day kindergarten. "Even a six-hour day is socially useless. The majority of mothers need eight to nine hours of day care for their children. Good day care is scarce and expensive. It's our social responsibility," Lazar said, "to see that children are well-cared for and to allow mothers to earn a living wage.

Strictly in terms of education, Lazar believes there is "no advantage in six hours over three hours" of kindergarten.

Lazar maintains that the children of working mothers are going to be in group

care of some sort, and what worries him "is that mothers can't get off work to pick children up after a few hours, so the children have a key around their necks, and that's just too god-damned dangerous. We say we care about children, but we invest less than any other western nation on our kids."

socialization and others would rather sit and stare at a rock."

Lazar doesn't believe that fatigue is a genuine problem in itself. A good program, he said, should provide rest time.

Lazar, like Ames, is concerned about the desire of many parents to have their

parents during the planning stage of the program was that their children would suffer fatigue from the longer school day. This fear was not subsequently borne out, with only seven out of 87 families reporting in April, 1983, that the program had tired their children.

Seventy-three families rated their children's reaction to the extended day kindergarten as "very positive," 13 said it was "positive," one rated it fair, one rated it negative and none rated it very negative. Given the choice of sending their children to programs of a half day, an extended day or a full day, 60 chose the extended day, four preferred half-day and 20 desired a full-day kindergarten.

In terms of what parents thought would be the difference for their kindergartners if the extended day were discontinued in favor of a half-day program, 54 felt the children would learn less, seven said they would be less fatigued, 14 believed their children would like school less and 35 said their children would be less relaxed. One couple felt that their child would learn more at home, 33 said their children would be less adept at peer relationships and 79 believed that their children would receive less individual attention at school.

The evaluation reported that the most prevalent comments from teachers were that the extended day was more relaxed, there was more opportunity for children to interact with one another and for teachers to get to know their students and that there was more diversity.

Whether the Three Village School District decides to go the way of Shoreham-Wading River, or to offer the extended day as an option, or simply to remain with half-day kindergarten as its only program will, without doubt, be debated in depth this year. Given the district's record of offering options, it may be a fairly safe bet that if the cost does not prove too great, parents will have a choice of programs in 1985.

'I'm not against kids being at home. Whether a child should go a full day when it is not needed depends on the kid. Some kids love the socialization and others would rather sit and stare at a rock.'

What Lazar sees as ideal is the option of a half day or a full day program. "That's nifty," he said, adding, "I'm not against kids being at home. Whether a child should go a full day when it is not needed depends on the kid. Some kids love the

children advance when they may not be ready for it. "American parents are very pushy." By way of contrast, he said that in Singapore, where "schools and kids are terribly important, kids learn to read when they are interested — at three or at eight or whatever."

Balance is what is needed and a curriculum geared to the needs of the individual student. In Lazar's view, "You will always find schools that expect more than they should and schools that expect less than they should. There are always going to be idiots in every line of work."

Shoreham-Wading River is a school district that initiated a five-hour extended kindergarten day in September of 1982. The district has since completed an evaluation of the first year of the program, and the results, based on parent and teacher reactions, are overwhelmingly favorable.

The objectives of the extended program were to provide greater program flexibility and individualization as well as a more appropriate pace for skill development. Along with these academic goals, there was the desire to increase interaction between students and between teacher and student in a relaxed, unhurried atmosphere.

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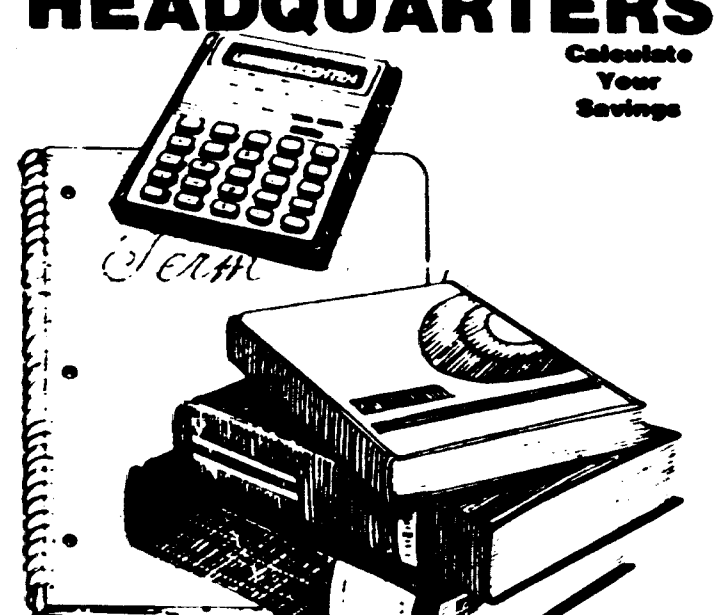
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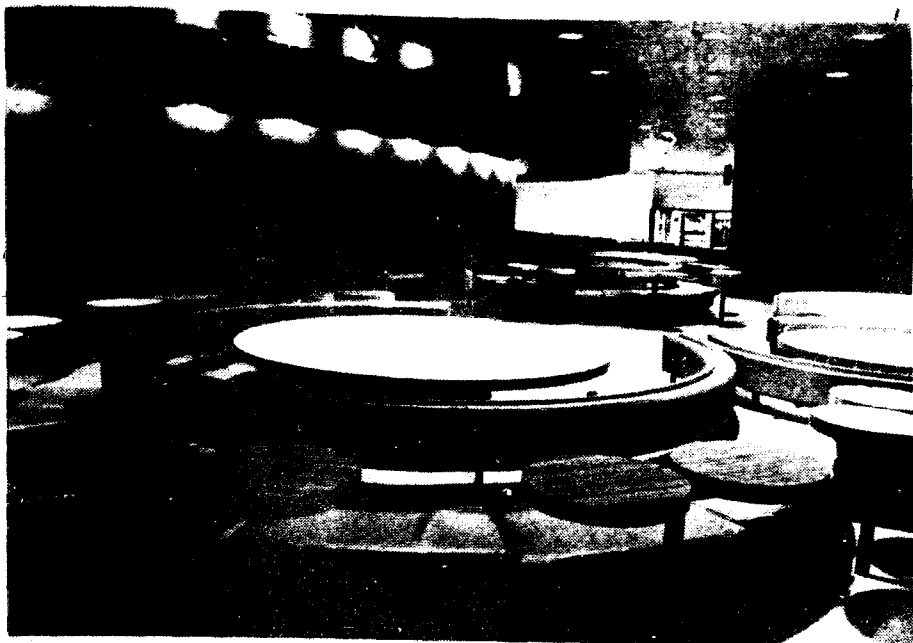
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A new look to SUSB courses

There will be a new look to the undergraduate curriculum beginning this fall at the University, one designed to give students an integrated, global educational perspective, combining some of the best features of historical approaches to higher education. The changes are resulting from the most intensive curriculum reform process ever undertaken on campus. It has been underway for three years, moving at a rate faster than has been possible at most other major universities attempting such complex restructuring of their academic programs.

The general education curriculum — the courses offered and required for all students at the universities — has been unfocused in recent years, notes Dr. Graham B. Spanier, vice provost for undergraduate studies, who chairs the campus-wide Curriculum Reform Implementation Committee.

"In the 1950's, faculty throughout the country decided what courses students should take, and the model was generally classic," Spanier noted. "Then came the '60's, explosive growth in higher education, a great many new courses, far more students going on to college and, by the late '60's, very strong student lobby-

ing and faculty sentiment for the right to choose whatever courses the students wanted, within a very broad framework.

"As a result, some institutions abandoned many specific requirements entirely and now find that "buffets" have superseded "four-course meals" to a greater than desirable degree.

The explosive '60's did, however, have an important broadening effect on college curriculums, an effect which Stony Brook's current changes seek to preserve," Spanier added.

"The new undergraduate curriculum should give Stony Brook students a combination of the best of both curricular worlds," Spanier said, "the broad selection of courses and freedom of choice that came out of the '60's, within an updated version of the pre-'60's structure which guarantees coherence and a solid general education. This will provide a base for the student's specialized major studies and a frame of reference for dealing with change later in their lives."

"Universal, integrated themes have been a major thrust in the current reform process," said Professor Theodore Goldfarb, a long-time faculty member in the Department of Chemistry, who has

Continued on page 22

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The wonder of books is reason enough alone

by Mary Anne Weber

I was in the Emma Clark Library the other day when I overheard a conversation between two pint-sized readers, neither one of which looked old enough for first grade.

"How many books have you read?" said the little girl. "Five," said the little boy.

"Then you won't get anything," sneered the little girl. "You have to read seven."

"Then I'll cheat," said the little boy matter-of-factly.

That's awfully young to learn the secret of success in a competitive educational system that seems to care little about what you really learn and how you learn it. Being number one, getting grades, winning awards, that's what's important. And if you can't or won't do it totally by yourself, well you can always cheat.

Whatever happened to reading for the joy of learning or just for the pleasure of the words? I taught myself how to read before going to school only because my parents had already convinced me of the wonder of books. Neither of my parents were college graduates. They never took an education course but they knew how to teach children to love learning.

There were two early gifts that opened the world of books to me: a set of Bookhouse books that followed me through my childhood and my children through theirs; and a library card.

My sister and brothers followed my lead. We all preferred a good book to television and we never entered a contest or competed for grades in order to be persuaded to read. We learned because we were curious to know, and if what we wanted to know wasn't in the curriculum, well grades weren't everything nor was school the only place you could learn.



Teaching kids the wonder of reading can give them a positive attitude about learning.

Supper table conversation often centered on what we'd read or been taught and we were free to challenge, to question — with respect of course — but nonetheless we were not expected to believe every word printed or accept the pronouncements of the teacher as coming ex cathedra.

My parents expected us to do well in school but we were also granted the right to reach high and fail, the right to be wildly enthusiastic about some subjects and bored with others, the right to be talented in some areas and dull in others.

How different today's atmosphere. I brought my children up with the same

love of books I was brought up with. The library and the bookstore remain among their favorite places. Even my youngest, seriously handicapped as he is, loves his books. Gnomes and Barble — his best attempt at describing the place — was and is his favorite store and nobody in the family ever tells him he shouldn't love books because he can't read very well.

When it came time for school my children entered eager, curious and already reading, only to be met with texts so dull they'd put a whirling dervish to sleep. Even reading for fun couldn't be fun, you had to see how many books you could read and constantly prove to the

teacher who was the best reader. Of course what that led to was reading the easiest books you could find instead of the tough but interesting ones that were above the child's level, whatever that's supposed to mean.

Every writer knows that to write well you must read omnivorously from Aristotle's "Poetics" to the backs of cereal boxes. Only when you've read a lot do you begin to appreciate what "good" is and have some feel for how words should be used. It's the same thing with reading.

Reading is a very personal journey that should begin with curiosity and end with love. How fast or slow you go should be

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to learn

nobody's business but your own and has nothing to do with the process anyway.

By all means have storytelling and enticing book displays, records and tapes. (My first introduction to Sean O'Casey was a recording by Siobhan McKenna.) But don't measure a child's worth by how many books he reads or how well he gives back what an adult wants to hear.

Do you really want children to take joy in books? Then give them books. Don't tell them that if they don't learn how to read

at six they are life-long failures. Don't insist there are good books and bad books. It's all grist for the mind's mill and judgment will come later.

Above all don't make reading a must and a competition. Make time for reading for reading's sake with no questions, no book reports, no expectations except that the child will enjoy it. Maybe then five-year-olds won't attempt to cheat to fulfill some adult's fantasy of what's supposed to be.

COLLEGE NOTES

Career conference

An all-day conference with the theme of "Career Opportunities in Civil Service" will be held at the State University of New York at Farmingdale on Thursday, November 8. The conference will be sponsored by the Career Development Center.

In the morning, from 9-10:30 am, there will be a session with presentations from representatives from federal, state, Nassau County and Suffolk County civil service agencies. From 10:45 am-12:15 pm there will be a Civil Service Career Information Fair. In the afternoon session, from 2-4 pm, there will be workshops on Test Preparation and Test Anxiety.

The conference fee will be \$15 for the morning session, \$15 for the afternoon session, or \$25 for the day. Registration is limited. For information, contact conference coordinator Anita Tritell, assistant dean of student life planning and career development at 420-2412 or 420-2296.

Liberal arts center

The Career Development Center at the State University of New York at Farmingdale will sponsor a Liberal Arts Career Forum on Thursday, October 11. The purpose is to provide information about educational requirements and employment opportunities in liberal arts.

The career forum will be held from 11 am to 12:30 pm in Gleeson Hall, Room 202 on the Farmingdale campus. It will be open to the public without charge. For further information, contact Anita Tritell, assistant dean of student life planning and career development at 420-2412 or 420-2296.

New degrees at SUSB

With two new master's degree programs starting in theatre arts, there will be a total of 45 different graduate degree programs available for the approximately 4,500 graduate students at the State University at Stony Brook this fall.

Included are 24 master's degree and 21 doctoral degree programs. The new theatre arts graduate degrees are a one-year master of arts program and a three-year master of fine arts program in dramaturgy.

The University's approximately 12,000 undergraduates this fall will be enrolled in 59 degree programs leading to the bachelor of arts, bachelor of science and bachelor of engineering. New undergraduate minor fields of study are being offered for the first time this fall in Middle Eastern Studies, Judaic Studies and Socio-Legal Studies.

There are dozens of new undergraduate courses this fall with titles such as The Media and Black America, Chemical Ecology, History of Medicine, Analysis of Algorithms and both Basic and Advanced Athletic Training.



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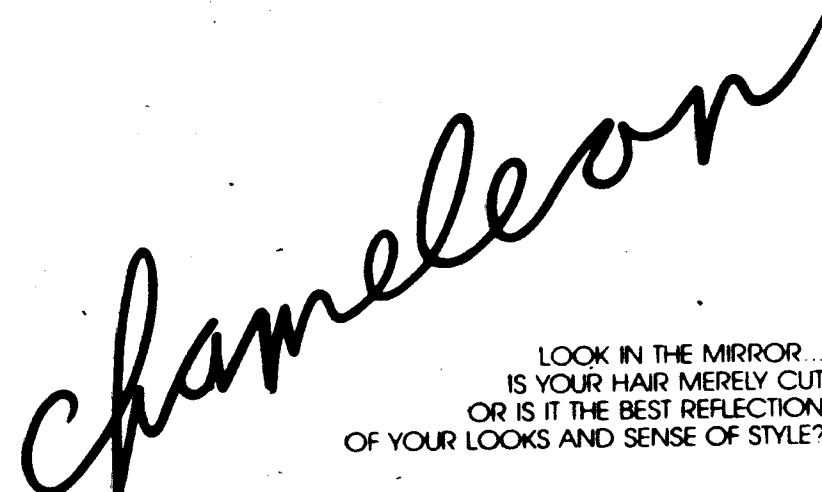
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Spruced-up courses

Continued from page 19
been on special assignment in the office of the vice provost for undergraduate studies during the past year as coordinator of curriculum reform and who will be making curricular refinement a permanent university concern in his role as Stony Brook's recently appointed associate vice provost for undergraduate studies. More than 100 faculty members serving on ten implementation committees have been working with Goldfarb, assistant vice provost for undergraduate studies Rhoda Selvin, vice provost Spanier and other administrators in the curricular reform process.

Strong new emphasis on the importance of writing and quantitative skills for all students also marks the curriculum changes. Every student will be required to pass at least one non-remedial course beginning this fall. Writing will be emphasized in all general education courses. Similarly, by the end of their second semester, all students will have to demonstrate mathematics proficiency or take appropriate course work during the following semester. In addition, all students will have to complete at least one quantitative skills course at the college level before graduating.

Proposals implementing these changes were adopted by the Stony Brook faculty at University senate meetings before the end of the spring semester. Other changes approved by the faculty include plans to greatly expand the opportunity and ability of all students to gain hands-on experience in the use of computers for word processing, quantitative work, instructional assistance and a variety of other purposes.

The new requirements will go into effect during the next two years, beginning this fall with the new writing requirement. All undergraduate students who enter the University as freshmen in September 1985 or thereafter will have to complete a common set of minimum distribution requirements. Nine credits each must be earned in the arts and humanities, the social and behavioral sciences and the natural sciences.

"An optional new history of culture course is being developed," Goldfarb noted, "to provide a coherent introduction

to both the arts and humanities and the social studies." Among the nine credits required in each division will be at least one course that introduces the student to the methods used by scholars in that disciplinary area to gather, organize and analyze data and new ideas.

Another novel and significant new requirement is that the final course in the natural science area must build on the introduction to the sciences developed in the earlier courses and relate science to other areas of human knowledge and social development.

Other changes approved by the faculty include plans to greatly expand the opportunity and ability of all students to gain hands-on experience in the use of computers for word processing, quantitative work, instructional assistance and a variety of other purposes.

The coming fall semester will be the busiest time in the University's history for both course revision and development of new courses as faculty move toward full implementation of this new global approach to curriculum for the University's undergraduates.

Both the new curriculum requirements and continuing curriculum reform will be overseen by a new General Education Committee, the first faculty group that will have a permanent, ongoing responsibility for insuring that all courses are closely integrated with curriculum objectives.

A specific charge to the committee is to make sure that course contents reflect scholarship concerning the contributions of minority members and women. Among the important tasks that remain are the structuring of general education honors programs and educational activities in the residence halls.

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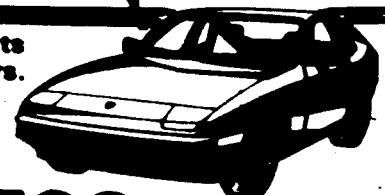
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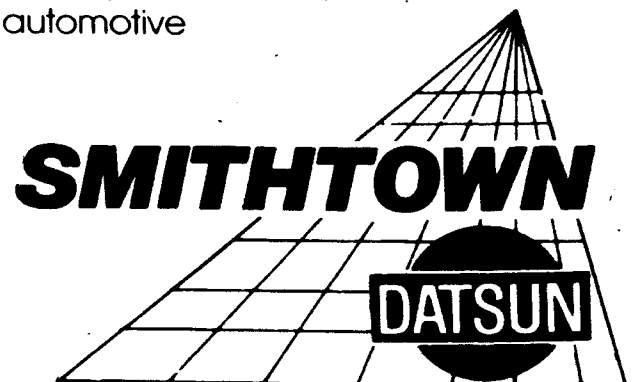
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CINEMA

Chasing an American Dream

by Scott Mullen

It has happened to most of us before. We read about popular people, the rich and famous, and we fantasize about how life would be with them. We tape their posters on our walls, we develop "crushes" on them, we scream at their concerts, we die for autographed pictures. And then, finally, we realize that a relationship with this person is a little far-fetched. The posters come down, and life goes on.

But for Nick D'Angelo in *Oxford Blues*, no relationship is out of the question and no mountain is too high to climb.

Nick is in love with Lady Victoria, a young British noblewoman who graces the covers of *People* and *Rolling Stone* magazines. Victoria, having rejected the marriage proposal of her latest beau, is off for her first semester at Oxford. Seeing his chance, Nick comes up with tuition money and finagles a transfer from the University of Nevada-Las Vegas to Oxford, all the better to chase his dream girl.

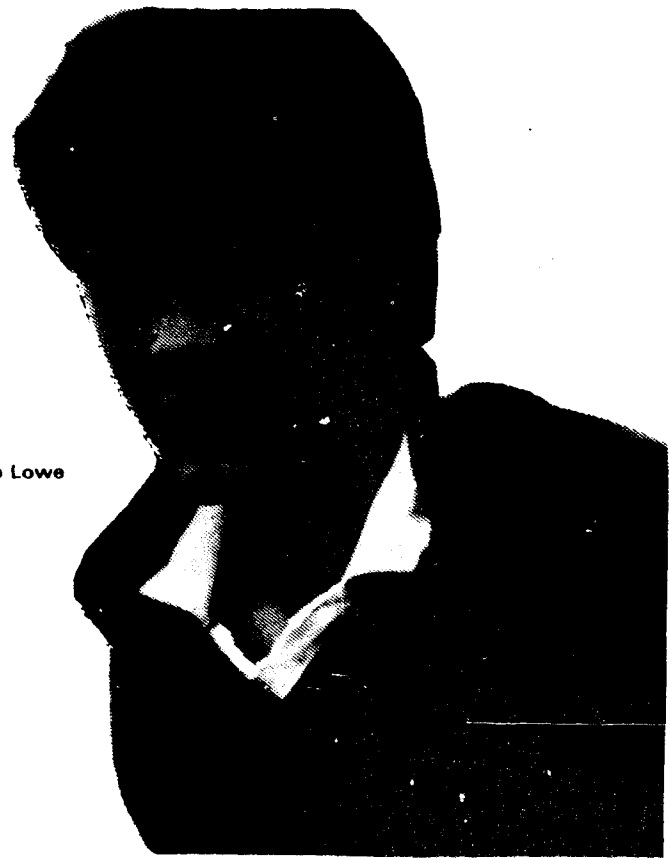
So what does it all add up to? Although far-fetched in some places and contrived in others,

"*Oxford Blues*" is an entertaining, bittersweet comedy about the trials and tribulations of a Yankee at Oxford.

The reason this movie works — even though the plot seems a little contrived (the fact that Nick, a parking attendant, happens to be one of the best rowers around and thus gets on the rowing team at Oxford, etc.) — is because film has a lot of heart. The banter between the characters is honest, the emotions are real, even the villains are humans that have their good sides. Nick, our hero, has his bad traits, but these somehow make his character more believable.

As Nick, actor Rob Lowe is convincing and likable. In his first central starring role (after supporting roles in *The Outsiders*, *The Hotel New Hampshire* and *Class*) he carries the film very well. In a way, this movie is made for him — as teen heartthrobs go, he is presently one of the most popular.

Lowe is backed up by a fine supporting cast, led by Ally Sheedy and Amanda Pays. Sheedy plays Rona, an outgoing student from New Jersey who vies for Nick's affections. Although it is basically the



Rob Lowe

same role that she played in *War Games*, it is a role she is well suited for and, as a result, she pulls it off very well. Amanda Pays gives a fine performance as Lady Victoria, remaining sophisticated yet vulnerable throughout the film.

A nice little comedy/drama that

doesn't stoop to low humor, "*Oxford Blues*" will appeal to anyone who has ever yearned to meet the person of their dreams but was afraid to give chase. Although it contains many standard plot contrivances, it has enough twists to make for an entertaining evening.

CONTEST

Back-To-School Sweepstakes

For those of you who have spent the summer laying on the beach, reading *Harlequin Romances* or *Popular Mechanics*, it's time to return to your roots and think about all of the wonderful literature that you've encountered in the past. Here is a list of 25 characters that have appeared in literature throughout history. All you have to do is come up with the title of the work that they appeared in and the author of that work.

Because of budget problems at *Statesman*, the winner, who will be the one with the most correct answers submitted by Friday, August 31, will win a paperback copy of "The Great Gatsby," a 3-Musketeers Bar, 17 random cards from the Trivial Pursuit "Baby Boomer" edition,

and the honor of having their name appear (along with the answers) in the Wednesday, September 5 issue of *Statesman*.

All entries must be submitted to Union, Room 075 by 3:30 PM on Friday, August 31. Neatness will be appreciated, but originality will not be rewarded. Ties will be broken by random drawing.

1. Becky Thatcher
2. Hilda Caulfield
3. Hester Prynne
4. Jane Porter
5. Lemuel Gulliver
6. Ford Prefect
7. Dorothy Gale
8. Lucy Van Pelt
9. Nick Carraway
10. Winston Smith
11. Carrie White
12. Queequeg
13. Phineas Fogg
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17. Douglas Roberts
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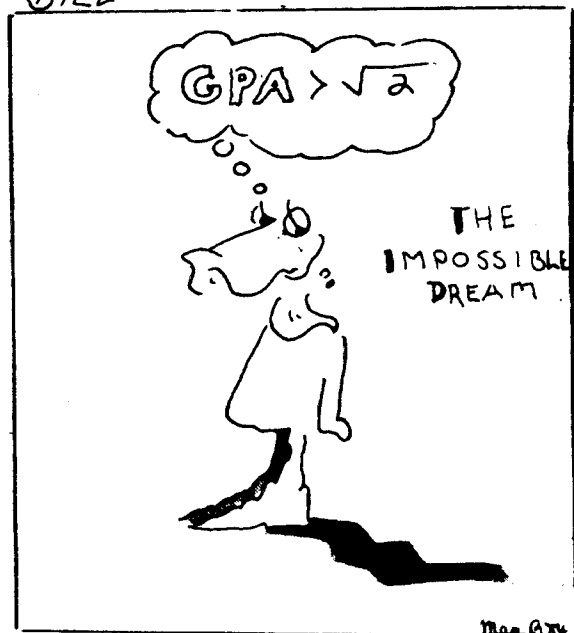
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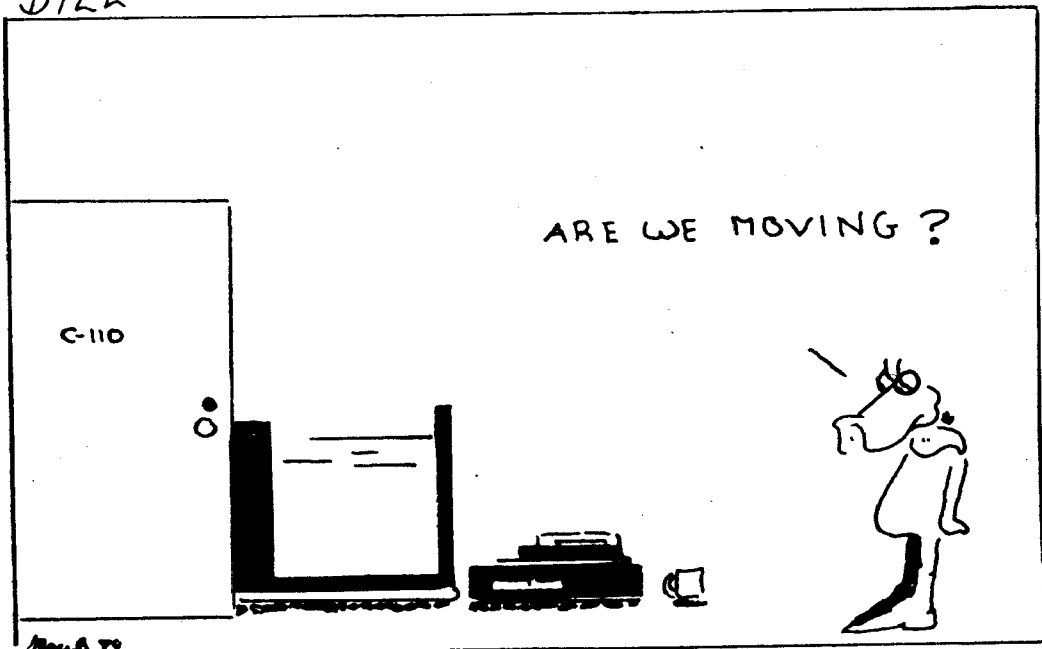
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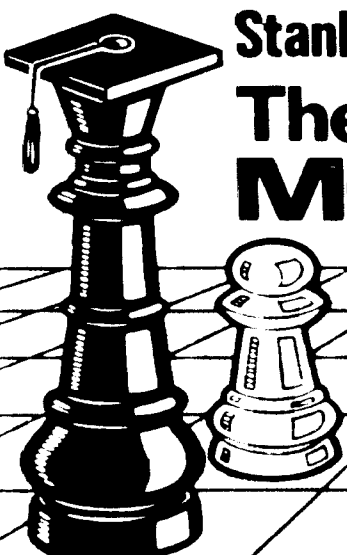
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Slight Rise in U.S. College Costs Seen

New York, N.Y. (CPS)--The total cost of attending college this school year will increase only 6 percent over last year, a new report by the College Board concluded.

Over the last few years, said College Board President George Hanford, college costs have increased 10 to 11 percent a year as colleges boosted tuition to keep pace with high interest rates and inflation.

The comparatively small increase in this year's college cost increases marks what many experts hope is an end to the double-digit increases of the last several years.

At public schools, moreover, the increase amounts to only a five percent rise over last year, making the total cost \$4,881 for four-year resident students,

and \$3,998 for students at two-year schools.

Private school students are not faring quite as well. Costs of attending private colleges are up 7 percent over last year, for a total cost of \$9,022 at four-year schools and \$7,064 at two-year institutions, the study of over 3,000 schools nationwide reveals.

Total college costs in the survey include tuition and fees, books and supplies, room and board, personal expenses, and transportation.

While total costs will rise only six percent this year, however, the study also shows that tuition and fees will increase eight-to-nine percent at both public and private schools.

Students at four-year schools, for example, will pay average tuition and fees

of \$1,126, while their counterparts at private colleges pay an average of \$5,026.

The Massachusetts Institute of Technology will be the most expensive school to attend this year, the survey shows, where total costs will average \$16,130.

Bennington College in Vermont comes in second for a total cost of \$16,040, followed by Harvard at \$15,750, Princeton at \$15,625, and Barnard at \$15,558.

Yale, Brandeis, Tufts, Brown, and Sarah Lawrence College, in that order, round out the list of the ten most expensive schools to attend.

But the College Board figures may be a bit deceiving, points out Meridith Ludwig, with the American Association

of State Colleges and Universities (AASCU), which is conducting a similar survey for release later this fall.

"Many schools are still involved in the legislative process [for state funding] and tuition and fees haven't been set yet," she pointed out.

"We expect [this year's cost increase] to be a little less than last year's," she speculated, probably around "six-to-eight percent" when all the figures are in.

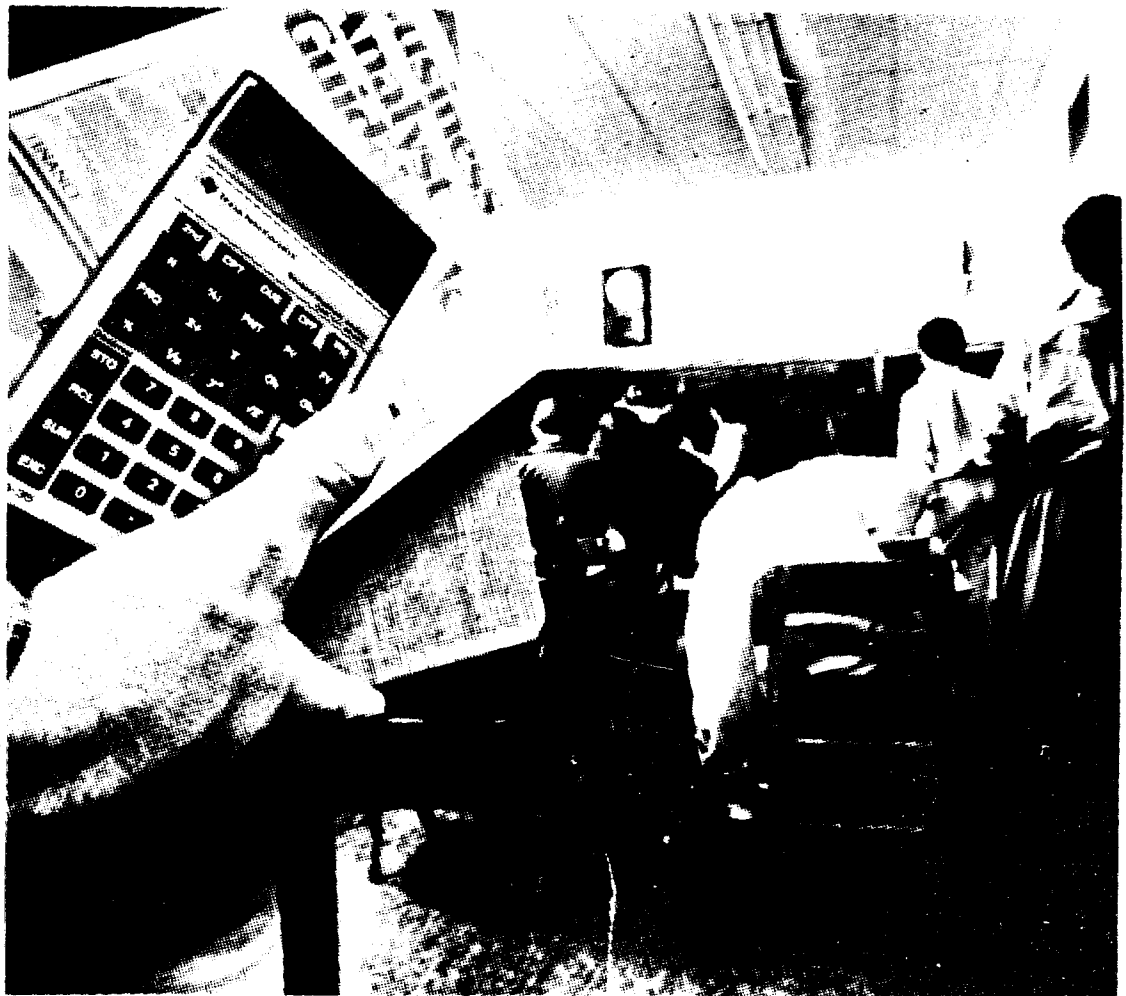
The cost increases of the last few years came because college had put off things like building maintenance and salary increases during the seventies in an effort to hold down tuition and fees, said Kathleen Brouder, associate director of College Board's Scholarship Services.

Monday,
September 1

0 at 7
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Get Your Start at Statesman
Meet the Staff in Room 058 of the Stony Brook Union.

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**Applications close for Election Board and Fallfest on
September 10 at 4:30pm. Applications close for all positions
September 17 at 4:30pm.**

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There will be a Treasurer's Meeting on Wednesday, Aug. 29th
Tuesday, September 4th; Thursday, September 6th.
(all at 8:00pm in Union Room 214)

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1984-1985 EOIAA Committee

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on this year's committee.
Contact Brian Kohn at Polity.

**The first PSC Meeting of the year
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Classifieds

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CAMPUS NOTICES

NEW COURSE The following course was accidentally omitted from the spring class schedule: HIS 413, History of American Socialism, Thursday, 2:15-4:45. For more information, call Prof. Cleland, 751-0340.

PROTESTANT WORSHIP Service—Beginning Wednesday, August 29th noon. Interfaith Lounge, 157 Humanities. Rev. Evelyn Newman Champlain.

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No Complete Game, but 5-1 Win for Mets

By The Associated Press

New York--Walt Terrell, looking to complete his fourth game of the year, argued for a long time with Manager Davey Johnson before the pitcher was yanked for a pinch hitter in the bottom of the eighth inning.

"We've had a lot of those arguments this year," said the 26-year old right-hander, "but Davey's won all of them."

Terrell, 10-10, throwing 114 pitches, allowed only six hits and one run through eight innings Tuesday night

while walking two and striking out four before reliever Jesse Orosco struck out the side in the ninth to notch the New York Mets' 5-1 victory over the Los Angeles Dodgers.

"Everything I had tonight was good," said Terrell, who started on three days rest. "I've been trying lately to throw too hard. It hurt me. This time, I tried to not overstride and get ahead of the hitters. It was working. With the way I was going, I was a little surprised to see that Davey took me out."

Johnson, who described the young hurler as a "tough hook", batted Rusty Staub in place of Terrell with two outs and none on. The rookie manager closed his dugout discussion with Terrell by "guaranteeing" him that Orosco would nail down the win.

Orosco, making a rare appearance in a non-save situation, struck out pinch hitters Candy Maldonado and Steve Yeager to open the inning, but Yeager reached first when Orosco's strike-three pitch bounced in front of the homeplate

and rolled to the backstop. The left-handed ace then forced Steve Sax into a fielder's choice and finished the game by fanning Bill Russell.

Despite their victory, the second place Mets actually lost a half-game in the standings and moved five and one-half games behind the division leading Chicago Cubs, who swept a double header from Cincinnati.

S.B. Rugby Ready For Fall Schedule

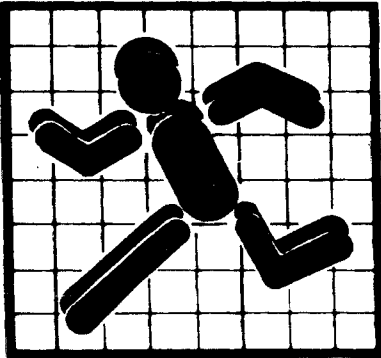
By Jim Passano

The Stony Brook Rugby team is gearing up for their coming season by working and generally promoting a positive attitude.

Many players from last year's team have come back to join this season's squad. Among them are Alan Ripka, Mike Cash and Franc Dannielli. Others include Paul Meyers and Mike Mackay. Some newcomers are John D'Amico, Ray Schmaltz and Mike D'Phillips. In reserve the team has Alan Kierts and Anthony Chierico. One of the most noticeable recruits to the squad is Bill Cariello, who played on the Patriot ice hockey team.

William Mann, the team's coach, believes the team's chances for this coming season are good. He said, "The team looks sharp and we're looking forward to an outstanding season."

Stony Brook opens its season on Sept. 19 by traveling to New Haven, Conn. to take on Yale University. Other good competition to look out for is when the Pats play Army, Seton Hall and Hofstra University, a Division I team.



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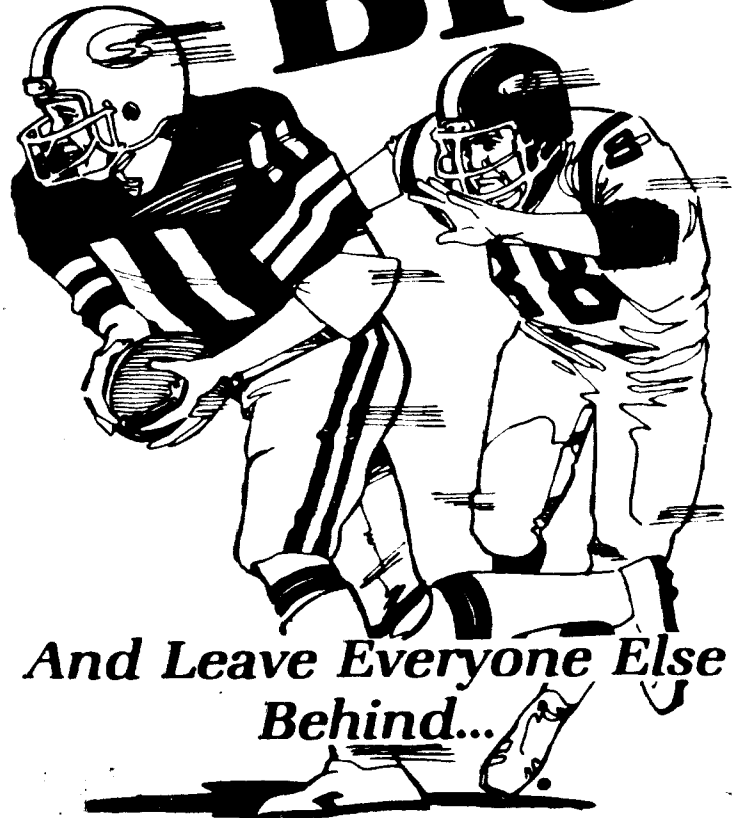
The program is designed to pay recognition to the female or male athlete participating in any number of sports at the State University of New York at Stony Brook.

The athlete who displays outstanding performance or achievement for that week will be awarded a Budweiser Satin Jacket, recognizing he or she as the athlete of the week. In addition to the jacket, an article with the athlete's picture will appear in the Statesman noting their accomplishment.

NOTE: Athletes to be selected by athletic department at SUNY Stony Brook.

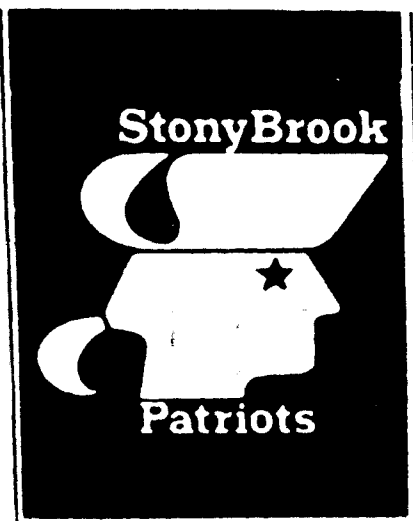
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Statesman SPORTS

Wednesday
August 29, 1984

Soccer Team Ready For Fall

By Jim Passano

Coach Shawn McDonald's Patriot soccer team is going to be very busy this year because, he said, "We are playing the toughest schedule we ever had this year."

The team will be playing three upstate SUNY teams this season, all of them predicted to provide tough competition. In addition, the Patriots intend to play Division I ranked Hofstra University, who they tied last year in a tightly played 1-1 game. Also on the schedule is a Division II team from the New York Institute of Technology.

As far as the team roster goes, the squad has 13 returning players and 25 new players. McDonald expects more players to join.

McDonald believes they can do well this year. "Of the 13 returnees, most were starters. The team is quicker this year and generally working hard," he said. Back from last year's squad are starters Tony Mazze, Paul Doherty, and Vinny Paez. Last year's Most Valuable Player, Mike Skotzko, and Most Improved Player, Matt McDade are back, among the other team members. The others include Paul Nasta, Mike Beltero, Andre Montazen and Roy Richards.

McDonald is also fortunate to have

several new players who can put a lot of punch into the Patriot's game, he said. Eddie Lee is a transfer student from the SUNY College at Potsdam that McDonald describes as "very quick and aggressive." Lee is expected to be a starting player this season.

Freshman Nick DeRosario, from Mount St. Michael's Academy in the Bronx, will be a valuable addition to the team, according to McDonald. "Nick is a very smart player and quite skilled," he said. Another freshman, Eddie Marinich comes from Lindenhurst High School where he was an all-league midfielder.

Starting off on Sept. 6, the Patriots will host Hunter College at 4PM. After that, Stony Brook travels upstate to take on SUNY Binghamton, one of the three upstate SUNY schools they will be playing this season. This year Stony Brook will be competing in the SUNY Centers' competition. The competition is for a trophy which is awarded to the team that has earned the most points in games against the other four-year SUNY schools. Later on in the season, Stony Brook will be challenging SUNY Albany and SUNY Buffalo, the other two schools classified as centers.

The soccer team is strong, according to McDonald, who believes if the Pa-



Stony Brook player breaks away from two Hofstra opponents during last season's game, which resulted in a tie. Statesman/Ken Rockwell

triot's can repeat last season's 9-4-4 record they will have achieved a lot.

"We are playing all tough games. To

accomplish the same record as the previous one we will have shown a developed Stony Brook team," he said.

Castiglie Shooting For the Top



Patriot Basketball Coach Joe Castiglie

By Jeff Eisenhart

When the Stony Brook men's varsity basketball team opens their season in November, there will be a new face giving instructions from the bench.

That new face belongs to Joe Castiglie.

Castiglie, 27, takes over for Dick Kendall, who was dismissed after guiding the Patriots to a disappointing 11-14 season.

Castiglie is no stranger to Stony Brook basketball. He played on the varsity team for three years before finally sitting out his senior year. As a junior, he had the honor of being team captain for the team of 1977-78. During that year, the Patriots went 28-6, while going all the way to the final four of the Division III championship tournament.

Last season, Castiglie returned to Stony Brook and served as an assistant coach under Kendall.

Born in Brooklyn, Castiglie spent his early childhood in New York City, until he was 12, when he moved

with his parents to the Long Island suburb of St. James. There he attended St. Anthony's High School, where he played on the varsity basketball team under Coach Gus Alferi. Castiglie credits Alferi as one of his biggest influences. He said, "I have wanted to coach ever since I met Gus Alferi."

And coaching he did. Castiglie began coaching during his senior year at Stony Brook when he coached the junior varsity squad at Smithtown East High School. After graduation, he moved across town to Smithtown West, where he coached the junior varsity for four years. Last year, Castiglie returned to Stony Brook as an assistant coach.

As a player, Castiglie was a hard nosed, aggressive defensive specialist. Now, as a coach he plans to bring his type of game back to Stony Brook. For the coming season, Castiglie has promised Patriot fans that they will see a lot of defense, and a team that is going to work hard everytime they set foot on the court.