

New Career Placement
Service Comes to SBU
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Wellness Fest Held at
SAC
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Fighting for the Future

SASU Launches
New Higher
Education
Campaign

"A Roll Model"

Paralympist Speaks On Campus

By ERIN ROSENKING
Statesman Editor

From the moment she was born, doctors set many limitations on Jean Driscoll's life.

Speaking in the Student Activities Center last Tuesday, Driscoll, whose visit was sponsored by the Campus Crusade for Christ, said that her parents were told that she would never walk, never go to a regular school and that she would be dependent on them her entire life. She was born with Spinal Bifida, a hole in the spinal cord which usually forms in a fetus at two to three weeks. The condition effects one in 1,000 babies and according to Driscoll, it is not uncommon for doctors to counsel parents to abort fetuses that are afflicted with the disease, claiming that the child will not have a normal life.

Driscoll doesn't have a normal life but it has nothing to do with what she calls the "bleak outlook" her life was given by doctors.

She defied their prophecies by walking at age two and attending regular school.

Even more remarkably, she went on to win seven Boston Marathons and medal winner in the Olympics. "I was told from the beginning that I couldn't dream big," Driscoll said. "Nobody would've thought I'd have these opportunities."

Growing up in Milwaukee, Driscoll told how she could never flex her ankles or feel her legs. Al-

though she lacked strength, she was able to walk by dragging her legs behind her but her feet would face out to the sides.

"I wanted to be like everyone else," Driscoll said, but she never let her disability get in her way. She said how she longed for the chance to run in the streets with the neighborhood kids but she boasted of being the crawl race champion. "All the other kids would lose because their knees were scraped up," Driscoll said. "I won every time because I had no feeling in my knees."

Despite her disability, Driscoll was able to ride a bicycle, an ability that ironically would lead to her confinement to a wheelchair. After falling off her bicycle during her freshman year of high school, Driscoll's hip was dislocated. She remembered the day well, it was a Wednesday, because it was the last time she would walk independently. "I was disgusted at the thought of a wheelchair," Driscoll said. "I kept asking myself, 'Why was God picking on me?'"

Although she described herself as "freaked out" by the wheelchair, a fellow student persuaded her to join wheelchair soccer, a game played like a combination of handball and basketball. Entering the gym, Driscoll couldn't believe what she saw. "People were falling out of chairs, they were tipping over, people were crashing into each other," Driscoll said. "The whole world of sport was opened up to me." She went on to play football, tennis, ice hockey and even

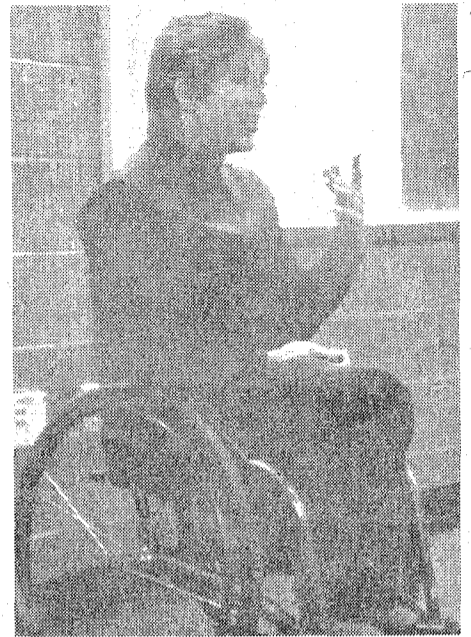
water skiing. "I learned about a whole new life in a chair," Driscoll said. "I was becoming a 'roll model,' pun intended," she joked.

Driscoll had no idea where her athletic abilities would take her. When she competed in her first Boston Marathon race she broke the world record for time by seven minutes.

"I just put my head down and let my arms go," Driscoll said of her win, which garnered her \$25,000. She also called her Olympic triumphs some of the "truly monumental moments of her life."

In spite of her successes, Driscoll takes little of the credit herself. "God has been so pervasive in my life," Driscoll said. She attributed all of her triumphs to her faith and she said that thanks to God, "I have a fire inside me."

Although the audience was sparse, they listened intently. Farrah Charles, a member of the group that sponsored the lecture, called Driscoll "awesome" and she was impressed by her endurance and commitment to her faith. Student Monica Whitehead was amazed by Driscoll. "She has a twinkle in her eye," Whitehead said. "She is an inspiration athletically and spiritually."



Statesman/Ruth Chung

Jean Driscoll

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A New Campaign

SASU Tackles College Issues at the State Level

By JENNIFER KESTER
Statesman Editor

The Student Association of the State University of New York (SASU) visited Stony Brook University this week at the end of a SUNY-wide tour to tell students about the agenda of higher education issues the organization plans to battle this year.

SASU, an organization comprised of the SUNY campuses of Albany, Binghamton, Buffalo, Oswego and Stony Brook, is an independent grassroots organization that is usually known for its ongoing efforts to curb tuition hikes and slashes on financial aid.

"Its function was to create a voice for students at the state-wide level," said SASU President Kirstin Swanson about the organization. "The students did not have enough decision making power."

The organization is financed and run by students.

This year, Swanson and the rest of SASU plan to concentrate their efforts on several broader key issues. She said that student activities fee autonomy, an issue that the Supreme Court will decide in the upcoming *Southworth vs. Grebe*, is one such issue.

The debate lies in the question of whether students should be able to choose to which student groups their mandatory student activities fees should go.

In the last legislative session, several bills were proposed, but not passed, attacking student fee autonomy. The Student Bill of Rights was one such bill that said students can be excused for not paying 25 percent of student activities fees, but must submit their objection to funding certain groups in writing. This, according to SASU statistics, would cause discrimination against women's groups, groups organized for students of color, and gay and lesbian clubs.

Another bill called for no funding for political organizations. This bill would have required organizations fitting this description to be funded only through voluntary fees.

"Maintaining control of that fee is important to organize," said Sari Krosinsky, vice president of SASU. "If that control is taken away and administration takes control, they may not be as



Statesman/Michael Kwan

SASU students demonstrating in Albany last Spring (above). President, Kirstin Swanson (lower left), and Vice-President, Sari Krosinsky (lower right), were both on campus this week to promote SASU's campaigns.

responsive to student needs."

"The democratically elected student government should handle the fees," said Swanson. "That's their job."

Another campaign that the organization plans to pursue is a collaboration with Prison Moratorium Project to correlate the recent decreases in higher education spending and increases in prison building. A study released last year showed that New York's prison budget has grown to \$761.3 million, while budgets for state and city colleges have been slashed to \$615 million. The blame for this trend is placed on the Rockefeller Drug Laws, implemented during Nelson Rockefeller's gubernatorial term in 1973, that required mandatory prison terms for people possessing over four ounces of a narcotic or selling two ounces of any drug. There is now talk of initiating similar legislation on the state level too, Krosinsky said.

"We are getting legislators to see they should not be so incarceration happy," Krosinsky said. "Education is a better route and drug treatment, they are also a lot less expensive." She also pointed out that people of color were the hardest hit by the drug laws.

During these campaigns, Swanson said, SASU will continue lobbying for lowering tuition, and keeping financial aid intact. "This year we worked on a campaign and got partial increases to get more full time faculty and helped block TAP [Tuition Assistance Program] cuts," she said. "We also got an increase of \$6 million for community colleges and childcare."

The most immediate concern for SASU members is to ensure that there will be no mid-semester hike in tuition, which will be decided at this Tuesday's meeting of the SUNY board of trustees. "We are asking students to write letters to the chair of the SUNY board and the governor to

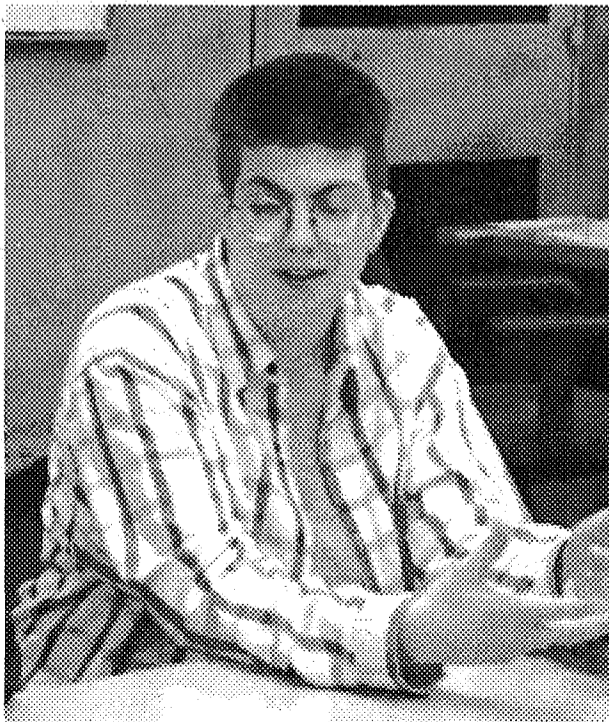
show how this is not a viable option," Swanson said.

She also encourages SUNY students to participate in other SASU activities. "Legislators don't know how the decisions they make affect students on a daily basis," she said.

Stony Brook SASU Chapter President Michelle McCoy is also trying to spread the word of the possible increase with letter campaigns.

The organization will be holding its annual fall organizing conference from November 12 through the 14 at Stony Brook, and Swanson said all interested in student activism and SASU should attend, since the conference targets organizing and leadership skills.

"You should get involved because it's probably going to affect you," Krosinsky said.



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On the Right Track

New Online Service for Jobs Available at SBU

By JENNIFER L.M. GUNN
Statesman Staff

As the fall semester reaches mid term, companies are beginning their searches for future employees, a process that typically involves a lot of time, paper, and competition. At Stony Brook, however, this process has been made easier through the Career Placement Center's use of InterviewTRAK, a feature of JOBTRAK.COM, the nation's top online job listing service.

The Career Placement Center at Stony Brook was among six schools to test InterviewTRAK, an online recruiting and registration service. In 1997, Stony Brook had no recruiting programs available and according to Marianna Savoca, employer relations manager at the Career Placement Center, it became a priority of President Kenny to establish a strong recruiting program on campus. Tim Luzader, director of the Career Placement Center, affirms that Stony Brook was looking to be up front technologically and that at the time, a number of vendors were striving to get a head start in the race for online recruiting. Stony Brook heard from many of them but was most impressed with JOBTRAK.COM and therefore became part of the year long testing program where Stony Brook used the software before it was on the market, thus allowing our University to directly influence what made it onto the final version of the software.

"We're cutting-edge technology to our students and employers," said Luzader.

InterviewTRAK, in essence, gives students a list

of employers visiting their campus for recruiting. Students can then submit their resumes ahead of time online, and if selected, can sign up for interview times thus avoiding the crowds. Keri Resh, Public Relations Manager for JOBTRAK.COM considers InterviewTrak "the most powerful, web-based, on-campus recruiting and student registration system available on the market." She added that besides efficiency, the system is online and therefore is available at any time from any where. While JOBTRAK.com is available for use anywhere, there is a mandatory thirty-minute introductory session required for registration on InterviewTrak through the Career Center.

In 1998, Stony Brook had 2,119 registered users on JOBTRAK. "I would like to see that increase by leaps and bounds," said Savoca. It is a notable increase from the 835 registered users just the year before, according to the Career Center.

InterviewTrak is available nation wide and is now, according to JOBTRAK, used by sixty schools throughout the country. The system has logged hundreds of thousands of users and has scheduled interviews for equal numbers. With the expanding use of InterviewTrak there is possible reason for concern that the attempt to get jobs may get more competitive with more students vying for positions. Tim Luzader doesn't believe the competition will be a problem noting that it "won't be competitive to the point of being a detriment to Stony Brook students."

With an increased number of schools signing on to the program, it is the hope that more employers will sign on and therefore more opportunities will become available through the system.

As for the success of the program in terms of placements, neither Stony Brook nor JOBTRAK have been able to accurately track the data. Both sources say that it is a difficult task to keep track of everyone and their subsequent placements but according to Savoca, in terms of "anecdotal data" the results have been "very positive."

Christopher Gregory, a Research Analyst at the NPD Group Inc. a Long Island based Marketing Firm, and a graduate of Stony Brook, worked with InterviewTrak. "This service was most useful," he said. Gregory, had four interviews on campus, later got two off-campus interviews and was eventually offered two out of the four jobs. One of those jobs is his current employer.

Trish Daniti, an Actuarial Analyst at William Mercer in New York, and also a graduate of Stony Brook had nothing but praises for the services of the Career Placement Center as well as JOBTRAK. From JOBTRAK, Daniti landed interviews with two companies and now works for one of those companies.

JOBTRAK.com with its more than 400,000 job listings, and its system InterviewTrak are just a few of the programs available through Stony Brook's Career Placement Center. Upon entering the center as a newcomer you have many options available to you. Savoca believes that there are myths surrounding the Center. One, is that the Center is only for Computer Science Majors. Two, is that the Center is only for Se-



Career Placement Center

Statesman/Ruth Chung

niors embarking on the job market. Both of these are misconceptions that have the Career Center attempting to raise awareness around campus. "We serve all students," Savoca said. "This is a free service—use it!" The Center serves everyone from Freshman to Seniors and even Alumni, that is people with a degree from the University.

Alfreda S. James, Internship Program Manager for the Center works to develop internships with organizations that don't already have internships as well as with those organizations and companies that do. "We're here to supplement the classroom experience," said James. "We're the bridge between the campus and the community." In order to qualify for a credit-bearing internship one must have 57 credits completed at Stony Brook and according to James internships prove an invaluable experience. Internships afford the student an opportunity to see what its like in the workforce where you not only represent yourself as you do as a student, but rather you represent your company, and so many other things. Currently, James estimates that 300 students do credit bearing internships through the Center each year, which she considers a "good number."

The Career Placement Center also runs a program called the Student Employment Initiative aimed at finding part-time employment for Stony Brook students. The Initiative, according to Andrea Lipack, Student Employment Coordinator, not only includes training on how to find jobs, and proper work habits but also is making strides to help find jobs on the bus route for those that do not have cars but need employment off campus.

The Center offers a library of books on career opportunities, and related topics, computer programs that help students identify what their interests are, as well as counselors on staff to talk one on one with students offering important and helpful information for students just starting out in college to those already graduated. In addition, the Center sponsors Job and Internship Fairs every semester.

Sophomore Jennifer Greenfield found the Career Center extremely helpful. A former Biology major heading towards a Physicians Assistant Program, Jennifer took a test that assessed her interests and switched to Sociology with a minor in Journalism. "It helped me to make the decision to change majors to what I want and not what others expected of me," said Greenfield. "I am much happier now."

"It was wonderful," said Trish Daniti. "I don't think I would have this without their help."



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Editorials

Do Sweat the Small Stuff

On those cold and snowy winter days when you can't seem to get warm, nothing feels quite as cozy as a thick college sweatshirt fresh out of the dryer. But if you pause a moment to wonder about the origin of that very same sweatshirt, you just might get chilled to the bone.

Now that the weather is turning cold, everywhere you turn there is a proud student displaying some sort of Stony Brook logo on their outerwear, be it jackets or sweatshirts. And throughout the seasons, SBU hats and t-shirts are as common as sneakers and khakis. While it is nice to see a student body dressed and ready to show pride in their school, it is scary to know that this apparel was possibly produced under sweatshop conditions.

These circumstances can be truly disturbing including 24 hour shifts, forced child labor and timed bathroom breaks. But most horrific, when a woman becomes pregnant, often her only options are getting fired or undergoing an abortion.

Although there have been no implications of sweatshop

Do Your Part to End Sweatshop Abuses

produced clothing at any of the SUNY schools, Stony Brook's chapter of the New York Public Interest Research Group has teamed up with the Economics Society to see to it that students are prepared to be on the look out for these clothes. They also want to get the University's support in gaining public disclosure of such factories.

Although the majority of the clothing in Wallace's bookstore on campus does come from factories within the U.S. some of the clothes do come from countries that are known for sweatshops like Mexico and Pakistan. But don't be fooled into believing that the "Made in the USA" label ensures sweatshop free production. NYPIRG tells us that out of 5,000 garment factories in New York City, 4,500 of them function as

sweatshops. NYPIRG has arranged for a march on December 9th in New York City to protest sweatshops.

The problem is, what exactly can you do? These days, it is far more than just college apparel produced under sweatshop conditions. Practically everything from toys to beads bear a label from Taiwan, Honduras and China and even if you are concerned about sweatshop labor, sometimes you are left with very few options. But it is integral to remember that while demonstrations and marches can be very useful for promoting public awareness, they are only effective to a point. Unfortunately, money speaks louder than words and if you really want to get these factories out of commission, you have to kick them where it hurts the most: in the pocket. Being concerned about this issue forces you to make a commitment to not buying such products. This may mean not getting the latest pair of Nikes and skipping the Stony Brook sweatshirts as gifts this holiday. Can you live with wearing something a 5 year old child was forced to make?

Letter to the Editor:

Working to Save Your Bank Account

To The Editor:

I appreciate the support the Statesman gave in your September 9th editorial "Book 'Em: Future Legislation Could Save You Money" lends to my efforts to advance legislation in Albany aimed at providing relief from exorbitant textbook prices that students at our University here in Stony Brook are forced to pay.

My textbook bill, A7515-B (Englebright), calls for simple fairness regarding the dissemination of information regarding textbooks. Anyone at the campus who supplies information to a seller of textbooks must provide that same information to any other seller of textbooks who requests it. My expectation is that this will foster competition between "on-campus" and "off-campus" textbook stores thereby acting to lower the outrageous cost of textbooks students must buy.

Stony Brook students can help make this legislation happen. Students should communicate their support, by fax or e-mail to their State Senator James Lack, LACK~.SENATE.STATE.NY.US as well as State Senator LaValle, Chair of the Senate Higher Education Committee, LAVALLE@SENATE.STATE.NY.US and the Governor, gov.pataki@chamber.state.ny.us, as well as Denny Farrell, Chair of the Assembly Ways & Means Committee, farrellh@assembly.state.nv.us. Please send copies of those letters or messages to my office at enalebs@assembly.state.nv.us so that we can keep students updated on any new developments.

Student letters should request full support on the bill in the Assembly A7514-B (Englebright) and the "same as" language in the Senate S5204-B (Kuhl). (To see a copy of

the actual bill, go to the Assembly website at <http://assembly.state.ny.us> click "Assembly Legislative Information System" then "New York State bill information") Additionally when writing, students should request the legislator's assistance in passing this bill in their respective committees and houses. As for addressing the Governor, students should ask him to use his influence to move this bill along in each house and sign it into law when it comes to his desk.

If you believe that this bill should become law, then we need to take action, examples of which are outlined above, now and through the next state legislative session, which begins in January 2000.

Steve Englebright,
Member of Assembly,
4th District
& Lecturer, Geosciences
Department, SBU

Show Her the Money

Student Receives Grant but No Check in Sight

To the Editor:

Wouldn't it be nice if pamphlets were everything they're cracked up to be? Take one of the pamphlets here on campus, for example, like the one advertising the Community Development Grant at Stony Brook. This pamphlet offers students small grants up to \$500.00 on a monthly basis to support creative programs which "celebrate community." According to the pamphlet, one of the purposes of this grant is to "make the university a *just* community, a place where the *sacredness* of a person is honored...and each member is *sensitively supported*." Sounds beautiful, doesn't it?

The question is, how *just* is the reality when a student who is supposedly awarded this grant never receives the money? How exactly does it *honor* that person's so-called sacredness if they are repeatedly given the runaround, lied to, and brushed aside by these 'servants' of student affairs? Is it really worth that person's time if, *over seven months after* they have been promised that money, they are *still* devoting hours of their time running from office to office and can't find a single person who seems to know anything about where their money is?

Student Arika Cantrell, grant recipient, isn't sure. She attests that she could have "gotten that money quicker picking cans up off the street." She adds "at least if I had done that, I would actually have the money, which I don't know if I'll ever see at this point." She learned the hard way not to trust in pamphlets (or even award letters) after personally paying out of her own pocket the airfare for a guest artist who was performing in an event sponsored by the Hispanic Arts Club. "The club was sponsoring this musical theatre event, and when we heard it was possible to receive funding for that kind of thing, we decided to put in an application in hopes that we would be able to fly in a special performer for our show. When we received confirmation that our project had been approved for \$200.00, I went ahead and volunteered to buy the ticket right away since our show date was approaching. I figured that the grant money would arrive shortly after."

But it didn't. The show came

and went, the performer arrived and flew back home and no money appeared. After a couple of weeks had passed, Cantrell began to grow anxious and contacted the Student Activities office, where the proposal had been submitted originally. No one returned her calls or responded to her e-mails, but luckily she happened to show up at the office one afternoon when someone was actually there (a miracle in and of itself). After finally locating her file, she was told that she would have to provide a copy of the original airplane stub of the performer that had flown in—something that may have been nice to know about *ahead of time!*

"Her papers were lost, re-directed and rewritten, always with the promise that 'this should be the last thing we need from you.'"

Luckily for Cantrell, it turned out that the performer had happened to hold on to his ticket stub and she was able to have him send it to her. She then submitted the stub to the Vice President's Office for Student Affairs along with some additional documentation proving she had not 'lied' about the way in which the money had been spent.

Unfortunately, the story did not end here. Throughout the rest of the spring semester, whenever Cantrell tried to establish the status of her grant, she was sent from loop hole to loop hole, all due to miscommunications and general incompetence between the Vice President's Office and the Student Activities Office. Her papers were lost, redirected and rewritten, always with the promise that "this should be the last thing we need from you." As the semester approached its close, Cantrell still had not received her funding, but did have the promise that it would be sent to the professor who had sponsored the event due to a 'minor technicality' which prohibits the state from giving money directly to students (just another reminder of the great level of *trust* they have for students). Plans were made for the

professor to sign the check over and give it to Cantrell when she returned for fall semester.

When September finally rolled around, not only had the money not arrived, but all traces of Cantrell's file had disappeared and no one seemed to know anything about it. The man who had handled her file at the Student Activity's office was no longer working in that department and the woman who had replaced him was nowhere in sight and did somehow not feel it necessary to post office hours. The Vice President's Office, to make matters worse, was sure that they had nothing to do with the affair. It

'told the truth' about the money she had spent, even though she was not now able to 'provide full documentation' (never mind what she had submitted earlier). This 'leniency' was granted only after it was made clear that their demands were not only unfair but actually impossible to meet with the event now so far behind them.

Of course, a week after Cantrell submitted the requested letter, she returned to find yet another request for further documentation, this time in the form of a bank card receipt or cancelled check. Too bad for Cantrell that she purchased the ticket with cash. And so Cantrell continues in her struggle to receive the funds.

She says that at this point, it's not even about getting her \$200.00 dollars back. "It's about principal," she says, "and I want people to know the truth about how students are treated around here."

She's also wondering how much 'truth' remains yet to be discovered. She remembers being told in the Vice President's Office that there was a history of problems with students receiving the money that was rightfully theirs. This leads to the question of where exactly all this money goes when students do not receive it. It has to be sitting *somewhere* in the hands of *someone*. Whoever the veiled, enigmatical figure of authority is that controls the distribution of funds may be the one to answer that question, although maybe they would rather that be kept in secret. Cantrell, however, does not intend to give up on her own struggle until the truth has been laid bare. "I don't know how these people can be comfortable with themselves and the lives that they lead when there is such obvious hypocrisy and disregard for the students they are supposedly 'serving,'" says Cantrell. "Regardless of who is really responsible for this or whose fault it ultimately is, the reality is that students are deceived into believing and trusting in an institution that is apparently more concerned about the quality of its own excrement than the obligations and responsibilities it claims to have toward its students. And somehow, I don't think we should put up with that. I think we deserve something better."

Enrique M. Escalona,
Graduate Student

Wellness at Stony Brook

By TINA CHADHA
Statesman Staff

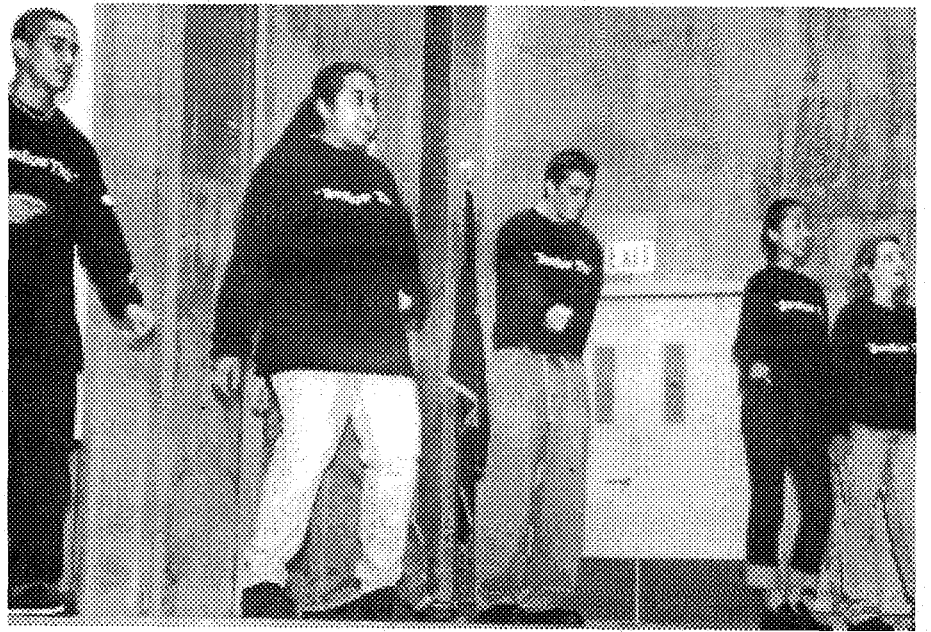
"Mambo Number Five", "Murder She Wrote" and "Vibrant Thing" are some of the popular songs that could be heard playing at the Student Activities Center yesterday. The deejay, food and free gifts were all part of the First Annual Wellness Fair, introducing wellness to the Stony Brook community. Speaking on this subject was Dr. Donald B. Ardell. Following the speech was the premiere performance of "SWALLOW THIS."

Ardell, a Florida native, is the reigning

1988 Triathlon champion. He is an international expert on personal and campus wellness. According to Ardell's report, "Wellness entails a disciplined, conscious pursuit of a state of physical and psychological well being." In his short speech Ardell said, "Everyday we all make choices on how long we are going to live and how well. The good news is that wellness is a richer way to be alive." He added, "The bad news is culture is set up so it is not the natural thing we do." When asked what he thinks of wellness at Stony Brook, Ardell replied "It is a good beginning; there are opportunities to direct the program so the emphasis is placed on emotional and intelligent relationships rather than on physical fitness." He went on to say, "Fitness will come later, first we should help people feel good about themselves."

Later came the premier performance of "Swallow This", a program to prevent alcohol and other drug abuse through theater. Nine students performed skits dealing with actual Stony Brook students' personal stories on experiences with alcohol and other drugs. "We chose stories that were touching and valuable," said Sara Bourace, one of the cast members.

In the first skit a young girl confessed to her boyfriend she had cheated on him one night while intoxicated and contracted AIDS. Also included were satires of popular songs, such as Suzanne Vega's hit "Tom's Diner." Kathleen Flynn-Bisson, the health educator



Statesman/Ruth Chung

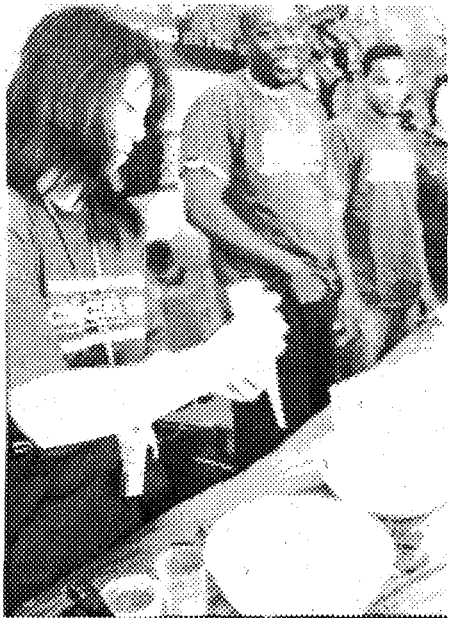
The cast members of "Swallow This" address real college problems.

in charge, said 30 percent of Stony Brook students would rather not have alcohol at parties and 80 percent of students would rather not have drugs at parties. She also explained the dangers of alcohol poisoning. It is important to always lay the intoxicated person on their side to prevent their choking.

After the show, audience members went back to the lobby of the Student Activities Center. There were 40 different tables of information on programs and services that are offered on campus. Tables included Division of Campus Residences, AIDS Peer Edu-

cators, The Career Placement Center, University Counseling Center, Interfaith Center, Department of Public Safety, The Protestant Campus Ministry and S.A.F.E.

"Do you know how many people on campus have AIDS?" asked Erica Nadell, an AIDS peer educator. Thirteen in every 1000 people on Long Island are infected with the disease. At the University, two to three people in every residence hall are already infected. Erica explained that AIDS peer educators are there to educate students on ways to prevent contracting AIDS.



Statesman/Ruth Chung

Participants create "stress balls."

The Stony Brook Statesman Thursday, October 21, 1999

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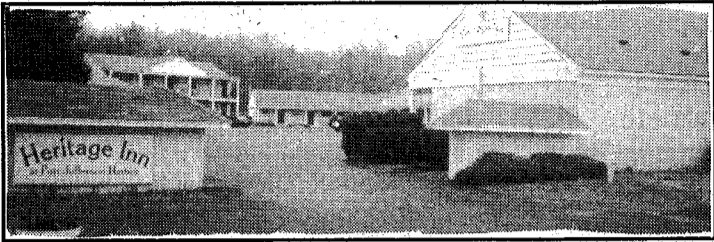


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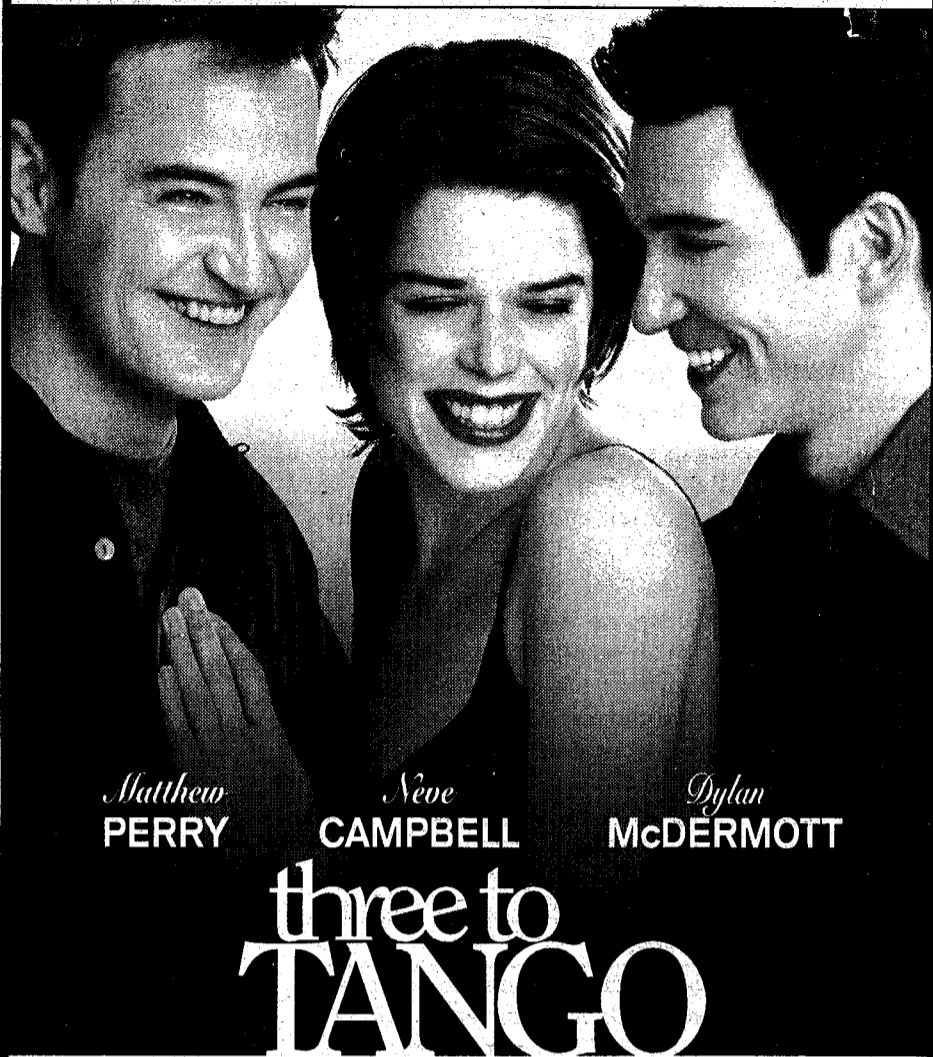
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OPENS OCTOBER 22

Planning for Grad School? Don't miss these important events!

Don Asher, acclaimed author of, *Graduate Admissions Essays: What Works, What Doesn't and Why*, is coming to Stony Brook as part of Graduate School Week.

WHEN: Wednesday, October 27
6:00pm – 8:00pm
WHERE: Career Placement Center
Refreshments will be served.

GRADUATE SCHOOL FAIR

Approximately 40 programs will be represented at this year's graduate school fair!

WHEN: Thursday, October 28
11:00am – 3:00am
WHERE: Student Activities Center
(SAC), Main Lobby

APPLYING TO GRADUATE SCHOOL WORKSHOP

Monday	10/25/99	1:30pm – 3:00pm	Career Placement Center
Monday	11/1/99	1:30pm – 3:00pm	Career Placement Center
Thursday	11/11/99	1:30pm – 3:00pm	Career Placement Center

Location: Melville Library, Room W-0550 (at the foot of the zebra path)
Hours: M, W-F 8:30am – 5:00pm, T 8:30am – 7:00pm
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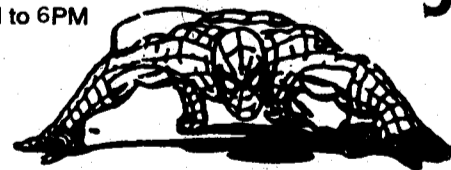
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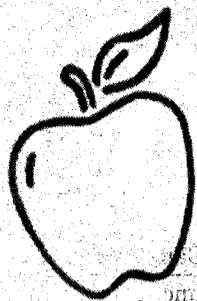
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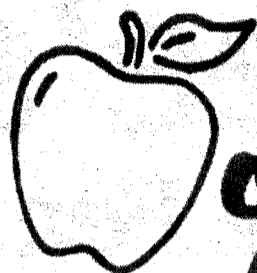
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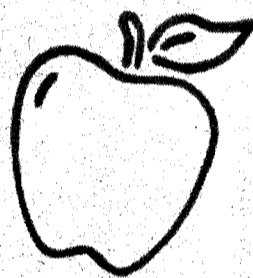
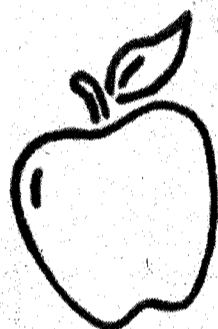


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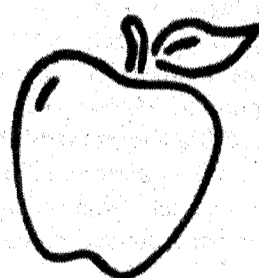


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Features

Three's Company Art Show Featuring Student Work

By JENNIFER L.M. GUNN
Statesman Staff

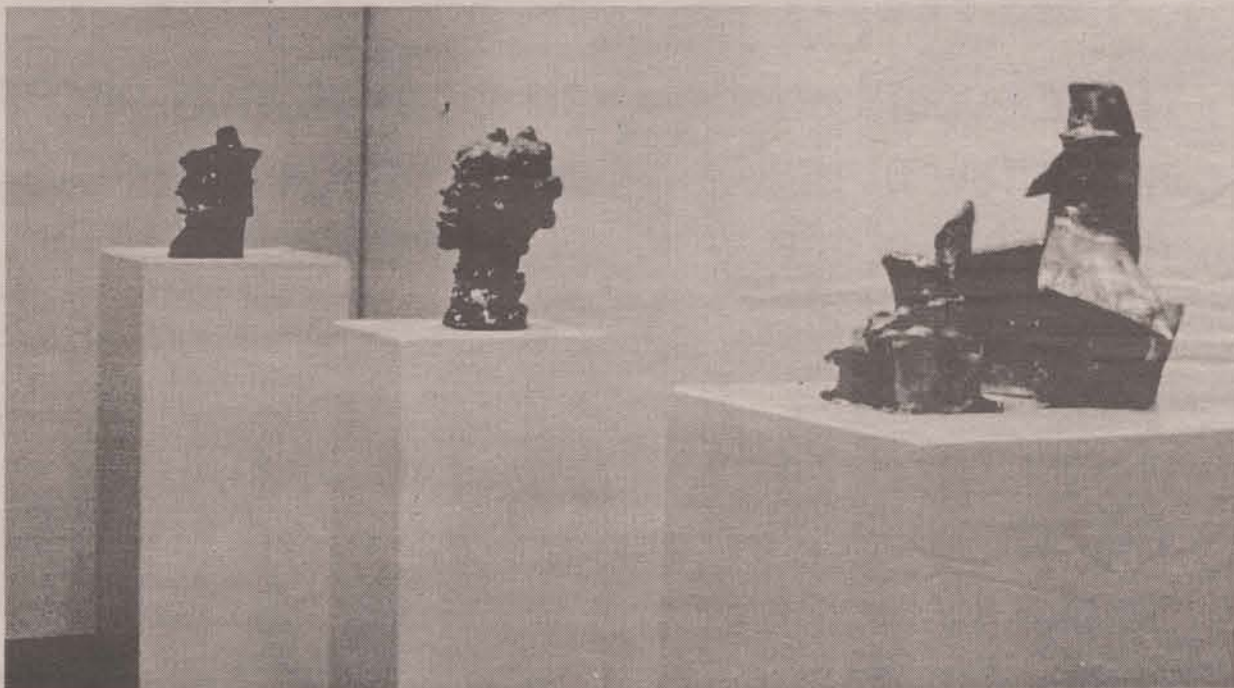
The Stony Brook Union Art Gallery opened a senior undergraduate art exhibition titled "A Trilogy" on Tuesday. Including the artwork of three artists, the diverse works of painting, sculpture, and an interactive series will be shown for a limited time.

Artist Michelle Kendall, a continuing education student doing prep courses for her Master's in Fine Arts, presents a series of paintings including landscapes and portraits. According to Kendall, her piece "Landscape #1" features a local scene using somewhat bright colors while "Landscape #2" displays her interpretation of land on eastern Long Island on an overcast day.

Kendall's portrait series is more abundant and features singular "head-shots" that are powerful and appear to be almost protruding off the canvas. The portrait "Joan" is of an older woman and portrays a sense of realism and has added unique hints of color. The piece not only attracts you through Kendall's use of color but also through her intricate depiction of the person, highlighting such features as the eyes and the skin.

Kendall attended Florida State University and is pursuing her MFA in painting. "I hope to be a professional painter," she said.

Artist Michael Christie's approach is much different. His art is an experiment taking on an interactive approach. Christie's work takes us through a series of what he calls "experiences." "Experience I" began in October of 1998, ac-



Untitled sculptures by Kevin Garcia are on display in the Union Art Gallery

Statesman/Michael Kwan

ording to Christie, when he set up a blank canvas in an art classroom leaving a note that read: "Attention Students, Teachers & Guests, I need your help. Please feel free to express yourself in anyway you wish."

The response was large. Students and various others who came upon the canvas picked up the brushes

that were provided. Initially they worked neatly around each other, adding to the canvas person by person. Christie's claim is that the experiment taught him something about human nature.

"What began as an experiment in conceptual painting turned into a lesson in sociology," says Christie on his in-gallery description of "Experience I."

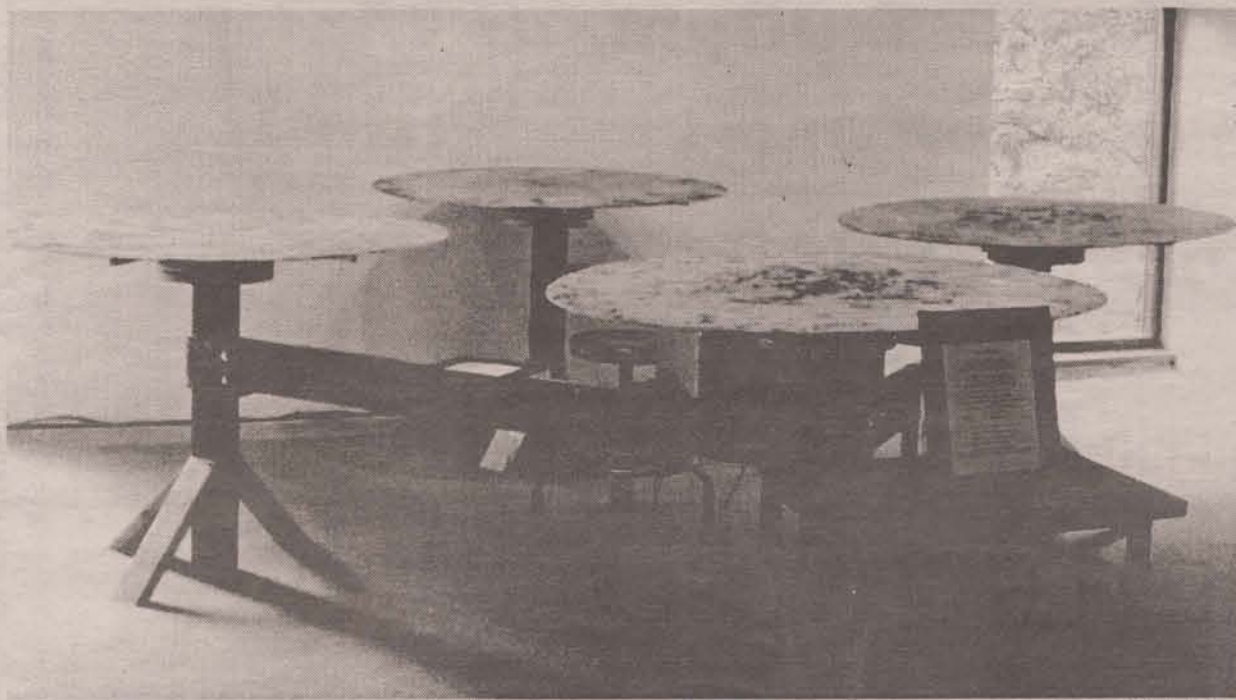
As time went on, Christie says that the artists lost respect for each other's boundaries and began painting over one another, creating a canvas not with disconnected parts but rather a tangled group of boundaries crossed.

Christie's other "Experiences" include an interactive group of spinning painted circles which invites the patrons to listen to music and/or watch videos while connecting with the circles. In addition, Christie has an "Experience" which involves patrons sitting down in a wooden structure while reading and listening to Shakespeare's *Hamlet*.

The third and final artist, Kevin Garcia, presents a series of sculptures. All of his pieces are untitled and appear abstract. The pieces are all notably different and that in itself continues the theme of the exhibition.

All three artists display unique works in the varying genres of art.

The exhibition runs through October 29th and the gallery is located on the second floor of the Union. It is open from 12-4 PM Monday through Friday. This coming Friday, October 22nd, a reception will be held with all artists in attendance.



Exerience III by Michael Christie's.

Statesman/Michael Kwan