

Detained Gaza Protester Tells His Story



Courtesy of Jon Silverman

Jon Silverman, middle, went to the Gaza Strip to protest Israel's mandatory evacuation.

By JAMES BOUKLAS
Editor-in-Chief

Jonathan Silverman attended Stony Brook from 2000-2004. The Chabad Lubavitch, with the help of Stony Brook's Rabbi Adam, organized a trip to the Gaza Strip to protest the forced evacuation of Israelis from the territory during mid-August. Jon, with roughly a dozen other Jewish Americans, flew to Gaza to join the thousands of people who staged non-violent protests against this policy.

Statesman: What prompted you to fly out to the Gaza strip?

Silverman: Some people from Gushkativ, an area of Gaza, came over to the US and they were asking fellow Jews in America to support them. I was at this meeting and then I decided to go. It's like if your neighbor runs over to you and says his house is burning, you go and help him. I felt it was my duty, my obligation to go. I knew that if Jewish people would be evacuated from this area, the result would be that the territory would fall into the hands of terrorists, like Hamas. So I went

there to try to stop the land from being handed over and to stand in solidarity with my fellow Jews.

Statesman: When did you arrive in Gaza?

Silverman: August 8, and we were going to stay there as long as it took. It happened that the whole thing was over by August 21 - there was nothing more for us to do but go back to the United States and tell people about it.

Statesman: What was the climate like in Gaza?

Silverman: It was like Woodstock. People were happy, they were partying - it was a very fun climate up until the withdrawal [which started August 16].

Statesman: What was your goal?

Silverman: Our goal was to slow down, if not stop, the disengagement process. We formed human chains, we spoke to

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New Tech Draws Mixed Reactions

By STEPHEN CHEN
Contributing Writer

As technology continues to advance in the world around us, Stony Brook's classes are beginning to embrace new methods of instruction through the use of these tools. Many are already familiar with Blackboard and the online CAPA quiz system, but a slew of new equipment has already been put into use this past year.

For instance, numerous instructors have begun using wireless numeric keypads in their classrooms, commonly referred to as "clickers." "The clickers are a relatively simple means to get feedback," said Organic Chemistry Professor, Robert Kerber. Because the feedback from the clicker is real time, Kerber states that he could view the problems that students are having and go over them in class immediately.

Teaching a class of 400 students, Economics Professor Debra Dwyer states that she appreciated the ability to do lecture activities in her large class without huge amounts of paperwork to sort through. "The clicker engages [the students] so they pay attention more in class," said Dwyer, noting another advantage of the clicker system. "I think it's a really impressive system."

Daniel Charubhumi's opinion of the clickers are not as positive. "I like it better to write it out," Charubhumi, a junior biochemistry major, said. "The clicker doesn't give you a chance to think." Another concern Charubhumi had about the clicker is the ability to cheat, a concern that is shared by fellow student, junior biochemistry major, Nirav Makwana.

"The clicker makes it easy to cheat on quizzes," Makwana stated. "The person doesn't have to come in at all." Kerber states. "I don't think it's any unique feature of the

clicker." Kerber also mentioned that cheating the attendance is the only main draw of passing the clicker off to another student; however, he has not seen any major decline in attendance since putting the clicker to use.

Professors are also employing technology outside the classrooms as well. Kerber uses an educational package, which contains lecture summaries, practice problems with answers and even video taped lectures. "It puts my emphasis on the material as opposed to the authors [of the textbook]," says Kerber. Kerber also believes that the package becomes a useful tool for those taking the MCAT, allowing students to review the material necessary to do well.

Physics professor Thomas Hemmick also employs a slightly different approach outside the classroom. Hemmick started using a new textbook in conjunction with an online web assignment feature for his Physics 121 class.

"This is more of a learning environment," said Hemmick, "whereas CAPA was more of a testing environment."

The web assignment system that professor Hemmick has chosen to employ has more features than those found in a CAPA exam. Each assignment contains optional practice problems modeled after the actual problems to be submitted, interactive diagrams, links to websites for additional help and a preview feature so you can see exactly what your answers will look like without the carats and parentheses required by the computer before submitting an answer. Hemmick also stated that his class cheered when he told them there would be no CAPA quizzes in his class this year.

Charubhumi agrees with Hemmick. "It's much better than the CAPA system," said Charubhumi. "It's vivid and lively." Charubhumi

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Marine Students Work Out the Kinks

Students willing, ready to use Southampton

By LISA ASNIS
Staff Writer

Stony Brook currently has a three year lease on Southampton College's marine facilities for lab and class space. According to Mary Scranton, Professor of Marine Sciences, the support to officially own Southampton's campus is there, but the details have not yet been worked out.

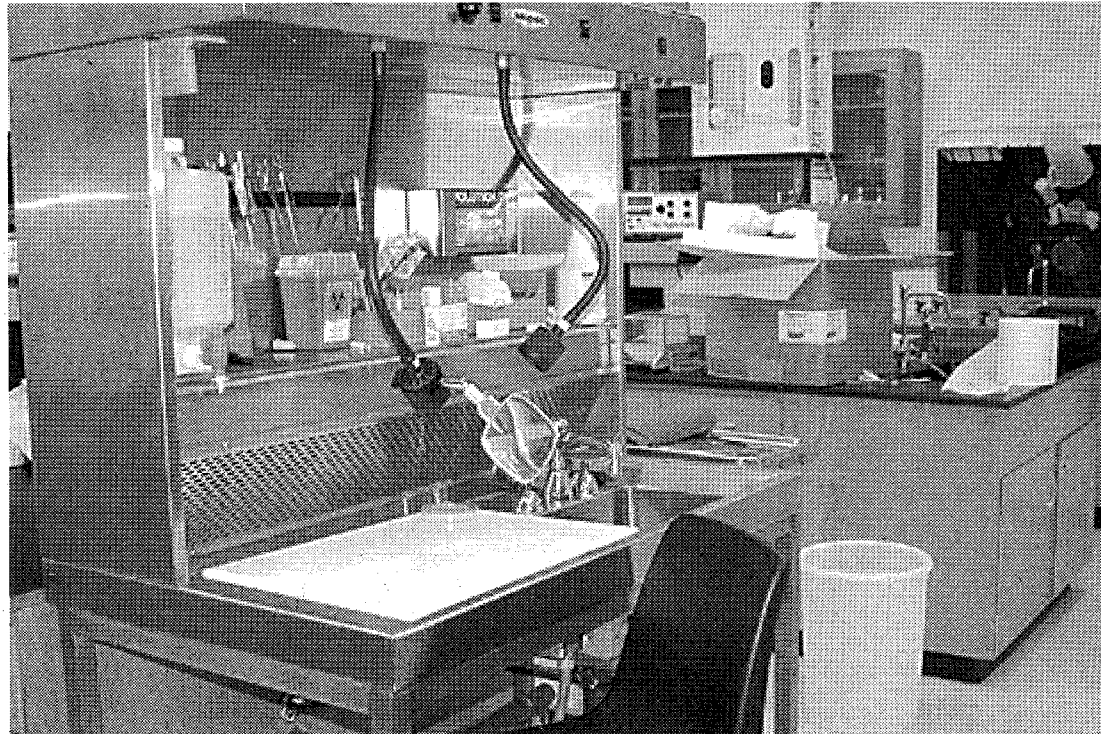
Before acquiring Southampton's facilities, students interested in the marine sciences only had a few options. They could either minor in marine science or major in environmental studies or biology, in which they would follow a marine science track. Now that Stony Brook has gained a marine science major, "[We are] really increasing the marine science courses, and offer a lot more field and lab-based courses," said Scranton. This new major allows students to concentrate specifically in the areas they are interested in. Sophomore Justin Grimm-Greenblatt, marine vertebrae major, said "I will have the opportunity to work along side students, staff and professors who are not just interested in biology, which covers an extremely large array of topics. I will get to work with people who are interested specifically in the marine sciences, both in the field and the classroom."

There is currently one experi-

mental marine biology class being taught out at Southampton. Professors hope to hold biological and physical oceanography classes out there in upcoming semesters. According to Scranton, Stony Brook hopes to host a few more courses out at Southampton that are experimental field labs oriented towards hands-on learning. The original plan was to have three courses taught out there this semester, but the enrollment was not very large because the marine science program is still being adopted and is in a transition stage. Most Southampton transfers were required to take core science classes, and could not yet enroll in these marine classes. Continuing Stony Brook students, however, are not as familiar with these courses, so the enrollment this semester is lacking. Professors and students alike are trying to get the word out.

Students and professors agree that Southampton's facilities are really beneficial to Stony Brook. "It gives us access to the water. We have always had an outstanding marine science program, but people have really had to work at getting at the water," said Scranton. Many students expressed their enthusiasm for this chance to have research experience on the water.

Currently, Stony Brook has buses running a couple of times per day out to Southampton's facili-



Courtesy of Stony Brook University

ties. The bus leaves Stony Brook's campus around one o'clock in the afternoon and returns at six o'clock. "If Stony Brook acquires the campus, the long term goal is to have a residential program out there," said Scranton. Along with the 40 minute commute, another negative factor is that the campus is also fairly deserted. Many students commented that they would prefer dorming to be available at Southampton, but having access to the marine facilities is

worth the commute. "We are really hoping that the university is able to purchase the campus, and in that case there will be a lot of ideas out there... there would be residential spaces," said Scranton. Since this is the first year this program is running, "There are parts of the program that haven't been completely ironed out yet, but it's the first year. All things considered, I feel like we're extremely lucky," said Junior Carly Kenkel, marine vertebrate biology major.

Some students have agreed that they would like to see more classes offered at Southampton College, as well as improved communication between the marine science faculty and students.

Faculty and students both agree that they would like to see Stony Brook's marine science program expand. "We are really hopeful that we will get a very bright, very energetic

Continued on page 7

Tuesday, September 13, 2005

11:06 am – In the University Hospital, a suspicious female was reportedly hitting a child but was gone upon arrival of the police.

11:40 am – In Harriman Hall, a suspicious backpack was found but was gone upon arrival of the police.

2:23 pm – In the Life Sciences Library, unknown persons were reportedly taking supplies from a storage bin but were gone upon arrival of the police.

4:02 pm – In the Wang Center's Jasmine restaurant, stolen money was reported.

Wednesday, September 14, 2005

10:44 a.m. – In the University Hospital emergency room, a dispute between a former patient and staff was reported.

12:41 p.m. – In Whitman College, graffiti on the wall was reported.

Thursday, September 15, 2005

1:44 a.m. – In the University Hospital, a small fire involving a smoldering flower pot was reported. The fire was extinguished upon arrival of the police.

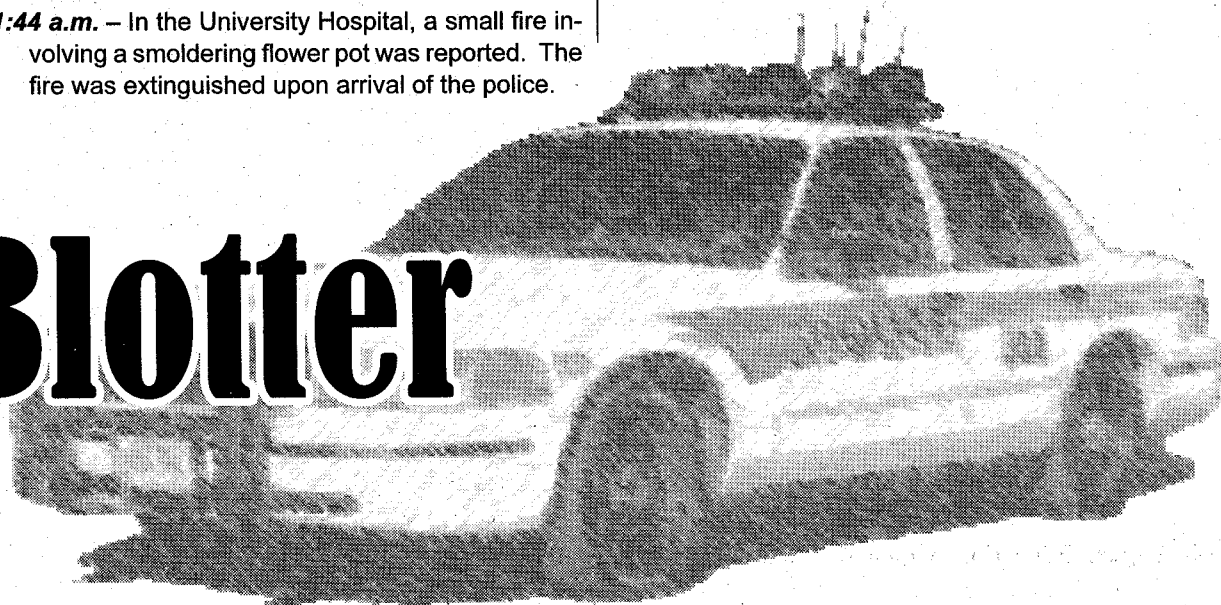
12:22 pm – In Dewey College, grand larceny of seventy-six DVD's and a chair was reported.

1:18 pm – A campus-wide flood was reported. Engineering Drive was closed at this time.

5:29 pm – In the University Hospital emergency room, one male was taking pictures with his cell phone but was asked to delete them.

Police Blotter

Compiled by Eugene Tan/Statesman



Faculty Spotlight: Dr. Peter Baigent

"This campus is on a roll"

By JAMES BOUKLAS
Editor-in-Chief

Dr. Peter Baigent, Interim Vice President for Student Affairs, was named to this position after the retirement of his predecessor, Dr. Frederick Preston, in May of 2005. He currently oversees the planning and operations of Campus Residences, Career Placement, University Counseling, Disability Support Services, Student Activities, Student Health Services, the Student Judiciary, Commuter Student Affairs, and Veterans Affairs.

Statesman: *Where are you from? What's your background like?*

Baigent: I grew up in the north of England, in Yorkshire - the epicenter of the industrial revolution. I grew up in an area of the wool industry that my father was involved in and my brother still is involved in. I got my bachelor's degree from Nottingham, but while I was an undergraduate, I used come to the States in the summers to work and to travel. I was here in the summers for the first man on the moon, Woodstock, and the Chicago convention - it was that sort of fairly turbulent time in the late 60's. I then came here to do graduate work at Syracuse, and that year, the first year I was here, was the Cambodian incursion and the whole series of ripples that led up to Nixon's resignation. That's my transition from Europe to America.

Statesman: *What prompted you to stay in America?*

Baigent: I think it's a usual sort of a story. If you look around, you'll find a good number of people who came to the States to do graduate work and stayed. It's a common story. When I went to University in England, only 4% or 5% of the age group went to University and there was a very small graduate effort. Here, at that time, there was, I think, about 40% of the age group that went to universities. European graduate course work was very poorly funded and I was the product of a working class family, so it wasn't something that could be funded on an ongoing basis out of a parental pocket.

Statesman: *What field did you study?*

Baigent: I came here to get a psychology degree, but I ended up getting a doctorate in Curriculum Development in Higher Education, which fits with

what I do.

Statesman: *What brought you to Stony Brook?*

Baigent: I came to Stony Brook in 1992. Clearly it was an attractive institution. It was also family interests - that winter had been the winter that the children were jumping from the snow banks to the top of the minivan, and my wife decided that she'd had enough of snow in Syracuse. So it was multiple sorts of things, and it was time to leave - I'd been at Syracuse for a long time.

Statesman: *What did you do there?*

Baigent: I had a whole series of positions from graduate assistant to financial aid counseling judiciaries to student activities and I ended up being Associate VP for Student Programs, which is running the student centers and the activities. I'd always been involved in managing the budget for the division and supervising health services and counseling services and different sorts of things - somewhat similar to here, though here I clearly have a wider purview because I tend to be fairly heavily engaged in the academic affairs part of the institution as well as the undergraduate area.

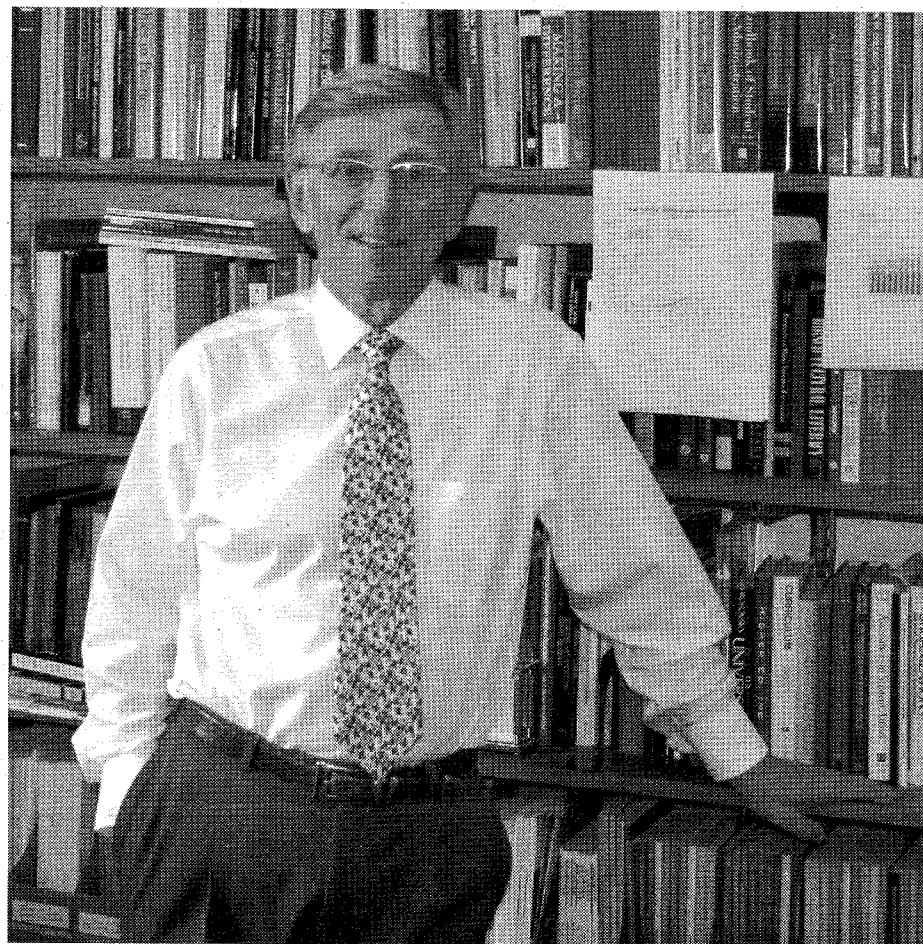
Statesman: *What did you come to Stony Brook as?*

Baigent: Associate Vice President for Student Affairs.

Statesman: *What have the past 13 years been like at Stony Brook?*

Baigent: It's been an incredibly good experience, and Dr. Preston and I turned out to be very good colleagues. It's been an era of enormous change at Stony Brook. When I got here, Dr. Marburger was president. He resigned from the position after my first year and then Dr. Kenny came, and we've seen a whole series of changes and especially an emphasis on undergraduate education.

When I got here, there was literally nothing that happened for new students coming in - students would pretty much have to fend for themselves. Now we have a fairly well orchestrated orientation process, and certainly Dr. Kenny's done enormous amounts of work on making the campus much more aesthetically pleasing. We've developed much more of a focus on student success and focusing on what things can be done to support the undergraduate and graduate



Adhip Karmaker/Statesman

Dr. Peter Baigent, Interim Vice President for Student Affairs, has been with Stony Brook University since 1992.

students.

If you would talk to someone like the provost, who's been here much longer than I have as a faculty member and administrator, there's been an enormous shift from when Dr. Preston came here some twenty-odd years ago. Back then, he was very much on his own. Now we've got much more of a collaborative, cross-divisional system.

I spend a good deal of my time with people in the provost area, in the Dean's office, in the arts and sciences, and with the administrative group where in the past it was a very stove-type organization.

I think of all the things, the ability for us to act in much more of a concert cross-university fashion than having parochial divisions has been the real change. As a university, we've spent an enormous amount of money renovating the residence halls, the SAC, Humanities and other places, and we're looking now at building the recreational center. These are the sort of bricks and mortar improvements that have occurred.

You can have brick and mortar happen but the major change that has happened, with President Kenny leading the Boyer Commission, with an emphasis on improving the undergraduate experience, has really been the best

thing that has happened.

The undergraduate colleges are an excellent example. You've got this sort of team approach to these colleges, and it helps to get first year students grounded enough to get off to a good start.

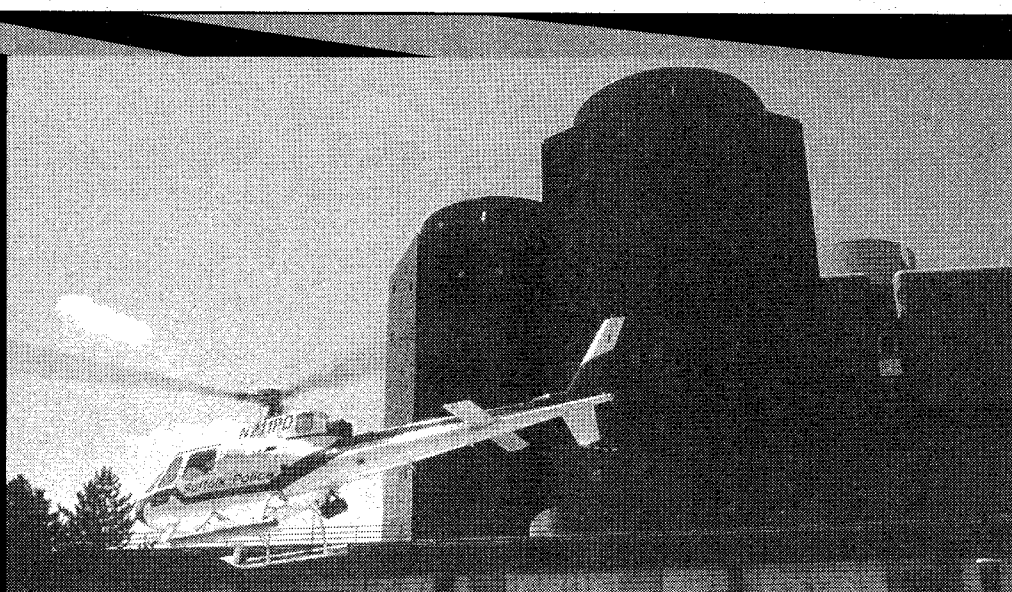
Statesman: *What does the future look like?*

Baigent: This is a campus, I believe, that is really on a roll. If you look across the whole environment, the research, the medical side, the undergraduate piece, student life - I think we're really on a fast track, we're really at the point now where we've seen students reporting that they feel very attached to the university, they've got a sense of community, a sense of involvement.

It's a very good story all around, but it's not something that we can be sanguine about. There's enormous energy within the institution to keep moving forward.

The management school is moving, we've got developments in HSC, and a prospective undergraduate program in journalism. There's a lot of good movement curriculum wise, we've had a record class come in this year. It really seems to be on a strong and sustained uptake. I'm incredibly optimistic.

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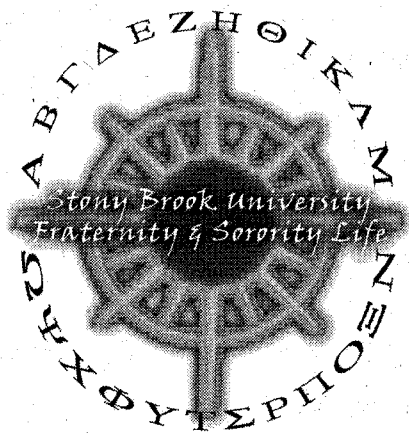
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If you are interested in joining a recognized organization, please visit the Inter-Fraternity and Sorority Council Office in the Stony Brook Union, Room 044 or call (631) 632-9392 for more information.

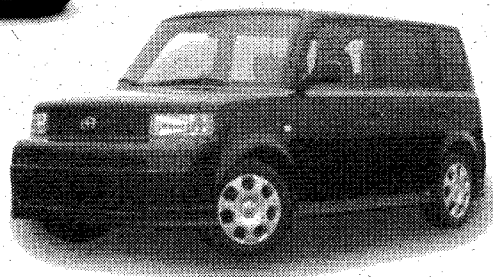


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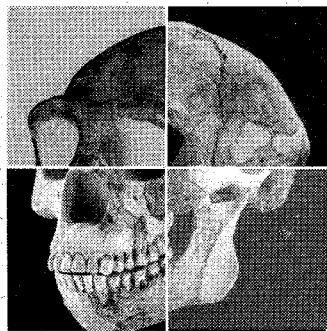
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WHO WE ARE

The Stony Brook Statesman was founded as "The Sucolian" in 1957 at Oyster Bay, the original site of Stony Brook University. In 1975 "The Statesman" was incorporated as a not-for-profit, student-run organization. Its editorial board, writing, and photography staff are student volunteers while its business staff are professionals.

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Technology is Only Good in Moderation

It has become a practice of schools that aspire to be prestigious to fully embrace new and expensive technology. In fact, it seems that the more technology a school has, the better academic reputation it gets. This perception is puzzling and based on little empirical data. If anything, the constant adoption of costly new technologies does more harm than good. Students and professors have to adapt to new ways of taking tests and quizzes, performing coursework, and the bugs associated with it all, without relief.

That said, it is good to keep up with the times. The Blackboard system, which is fairly new, is very useful when used appropriately. It is an excellent resource for sending messages to a class, posting grades in a public forum and having required readings all in one place. When professors take the time to learn how to use Blackboard, it is a very powerful tool for the classroom.

Electronic study aids are also a great idea,

but only when they are meant as an optional supplement. By having required readings on CDs, professors are making the mistake of assuming that all students have easy and ready access to computers to study. The beauty of a textbook is its versatility—it can be taken anywhere and simply read, online or off. By tying curriculum to a computer, you are limiting the ways in which students study, in addition to putting students without any computer in their dorm through the hardship of having to study in designated areas. The model of using books has been around for several centuries, and it can be said with a fair degree of certainty that it works. The infrastructure isn't at the point where studying on the computer is as easy or useful as working out of a book. Until it is, electronic reading needs to be optional.

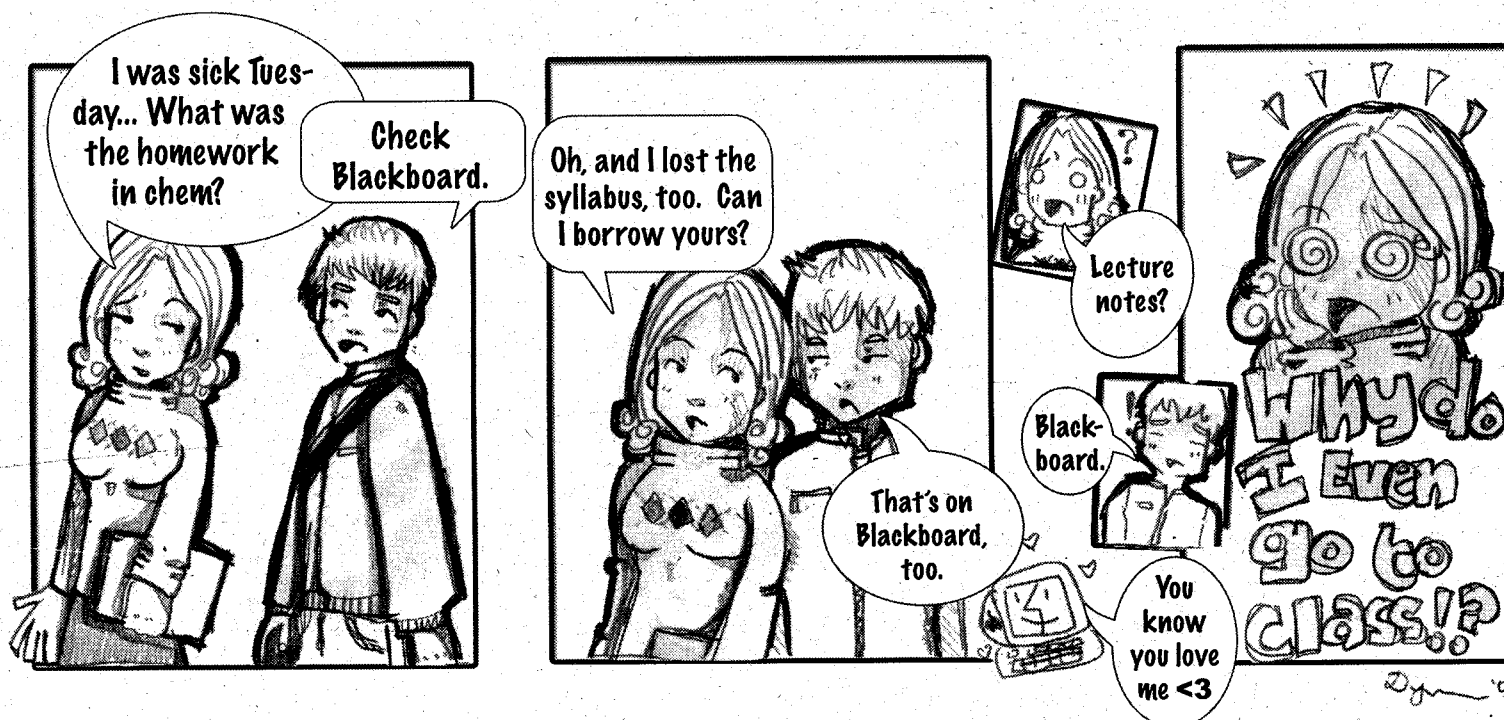
Taking quizzes using remote controls is a topic that has supporters on both sides of the issue. Some argue that it cuts out unneces-

sary overhead and allows professors to spend more time focusing on their students, while others dislike the idea of having to click their response instead of being able to take their time with questions. Until it can be shown that using remote clickers is objectively better than written exams, it's best to not fix what isn't broken. Until more students feel good about this system, it's better that it be relegated to a few specific classes, as it is now. After another couple of semesters, the university will have the data needed to see if this is really a better system over paper. Until that point, it should not be expanded.

On the whole, technology isn't a bad thing in the classroom, but it is best taken in moderation. It should be used in places where the advantages are clear and proven by use in other schools, like Blackboard. When it comes to unnecessary requirements of electronic learning, professors need to be conservative, for everybody's sake.

What The Heck!?

By Denise Yazak



Did you know...

The *Statesman* has a website.

www.sbstatesman.org

Protesting in Gaza...

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the police and army, we spoke to a lot of media.

We were trying to get the message out that this is a bad idea and would only cause more violence in the region and it would be dangerous for the life of Israel.

Statesman: *How many people were at the demonstrations?*

Silverman: My group was around 20 to 25 people. There were lots of people getting in [across the border]. When our story hit the papers, people got inspired and even more people came to us. There were lots of Americans, actually, there. Also there were a lot of Americans there who were not Jewish.

The demonstrations were big - it's difficult to know the exact number when you're in the middle of it - but there were many people, maybe 50 at the high point.

Statesman: *What are the most striking events that you've witnessed?*

Silverman: Soldiers crying because they

were being forced to do this. I saw kids crying, kids being taken by cops and put on buses. Everybody was at a big synagogue on the last day, on the 21st. There were all these kids waving flags on the top of the synagogue, that was pretty emotional.

Those were the most heart wrenching scenes.

Statesman: *What was it like to be a part of such heated protest?*

Silverman: I feel I did the right thing by going. I want to tell the world that this is a bad idea and that I was protesting it.

Statesman: *Has this changed you in any way?*

Silverman: Yeah. You can't go back to normal life after this, after you see something happen that is totally crazy. You can't go back to your regular life. You become part of a bigger ball game, on the international scale.

You saw a tragedy happen right before your eyes and you can't understand why this happened. I still want to be involved - now I'm much more aware of the news.

I had dreams about this for a week, I thought I was still there for like a week. People who were on the trip with me that I spoke to were a little traumatized.

I'm a better person for doing this trip - I'm a more informed citizen. I'm really glad that I went.

Tech at SB...

Continued from page 1

also notes that the physics web assignments are very easy to follow and understand. "I might just use the web assignments to study for the tests."

The biggest problem with all this new technology is exactly that-- it is new. Many professors have come across many unforeseen problems in the early stages of implementation. Dwyer states, "[using the clickers] was a disaster the first time." This was due to bottlenecks of information, as the system was not designed for her class of 400. Kerber concedes that the first version of the educational package had numerous typos and mistakes. Hemmick had problems with getting students to be able to log in, as the textbooks that shipped did not include access codes to the web assignment site.

These problems have, for the most part, been resolved, allowing classes to proceed without major problems. The professors using these new technologies have not been able to see any clear evidence that the technology itself is really helping students at this point, due to their lack of experience with the technology as well as the many other variables encountered each semester.

However, even without the evidence, the professors all feel that the new techniques are helping students, so they remain optimistic. As Dwyer stated, "anything that encourages interaction between student and teacher is a good thing at Stony Brook."

Marine Sciences...

Continued from page 2

population of students that are passionate about marine sciences," said Scranton. According to Scranton, the marine science program would eventually even like to start offering a semester at sea for the entire SUNY system, "students at other schools would love to study marine biology, but just don't have the access."

Although this semester has just started, student interest in the marine sciences seems to be on the rise. Students have started a marine science and a scuba club. Students claim they are going to share their interests as well as represent themselves on campus. "I think it is going to be a popular major. I think a lot of students are going to come to Stony Brook specifically to be in the marine science program," said Scranton. Junior Jennifer Hobbs, majoring in marine vertebrate biology, is attending Stony Brook exactly for this reason. "This is my first year studying for a marine science degree, and I came specifically to Stony Brook in order to accomplish this goal. There aren't many colleges in New York State that offer the degree, especially, with such a strong emphasis on research," said Hobbs.

There are currently almost 70 marine science majors. About two thirds of these students are Southampton transfers. According to Scranton, there are more students enrolled in the major than had been expected, and the department is still signing in people.

University Convocation

& Humanities Building Opening Ceremony

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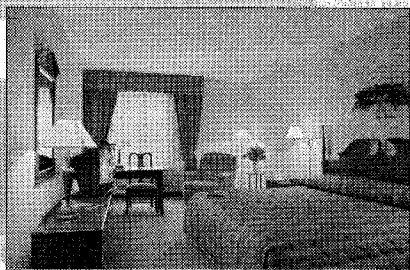
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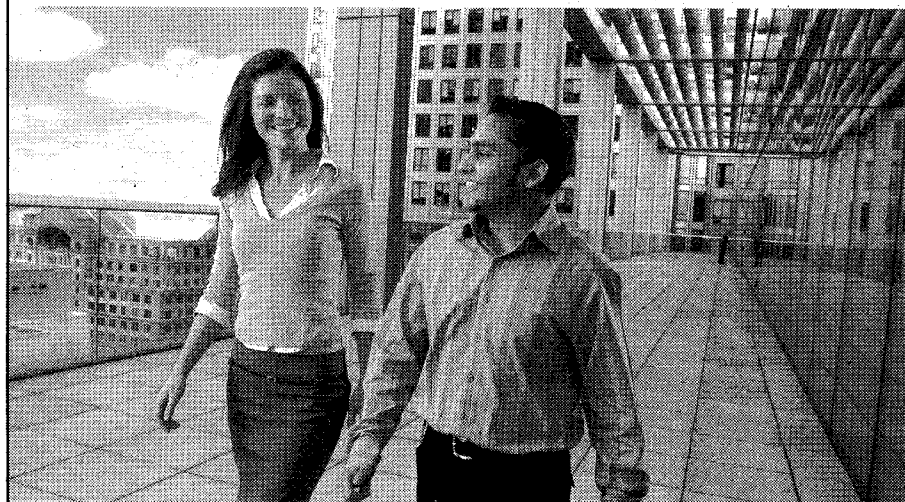
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The History of Stony Brook

A weekly feature chronicling the little known origins of our Alma Mater

"The Nation's Most Beautiful Campus"

By ROSIE SCAVUZZO
Entertainment Editor

The State University on Long Island at Oyster Bay opened on September 17, 1957. The school had 148 students, no tuition and William Robertson Coe's stunning arboretum estate "Planting Fields" which would serve as a temporary campus while Stony Brook was being constructed.

The Coe estate is a place filled rich with history that begins with the Matinecock people of Long Island and continues when the Dutch settlers came to Oyster Bay in the mid-17th century. In 1913, Coe bought the 353-acre Planting Fields and rebuilt it as an English Tudor Revival with Indiana Limestone and half-timbering accents after a fire destroyed the original mansion. The vast 65-room mansion housed Coe's family of six as well as 30 servants. After \$1 million in renovations by 1921, the Coe family began to transform the landscape of Planting Fields into an arboretum complete with lush trees, gardens and an Italian Blue Pool Garden. The entire project, mansion and grounds, cost around \$2.3 million. Although a lot of money at that time, the end justified the means.

With the transformation of Planting Fields from an estate to a school, reconstructions had to be made. After electricity, heating and fire alarm systems were installed, after the bedrooms were converted to classrooms and after the servants' quarters converted to the men's residence hall, Coe Estate was ready for its students.

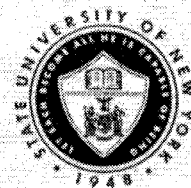
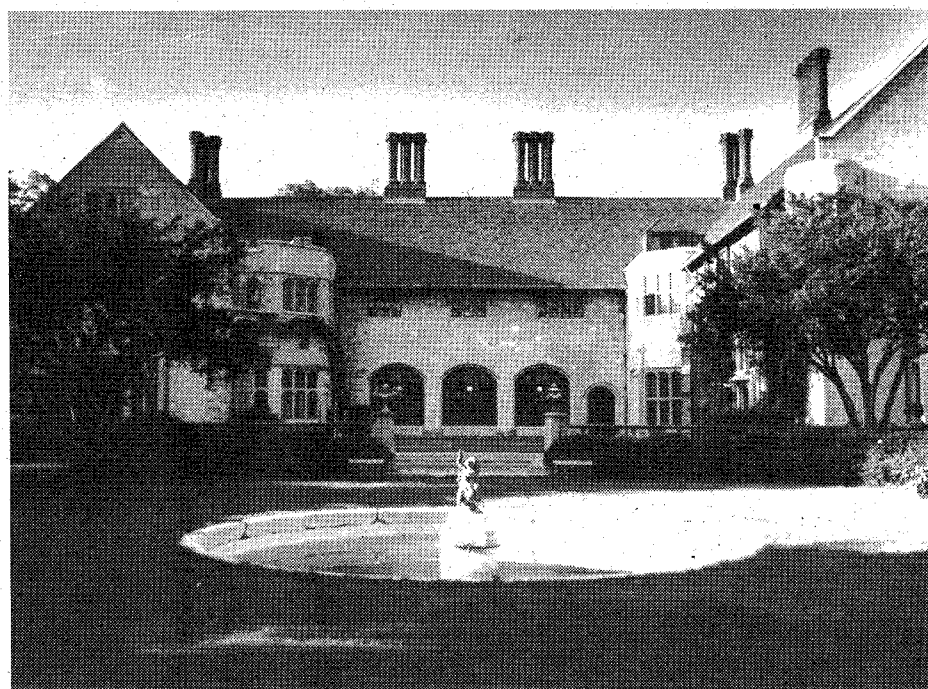
The first dean of the State University College on Long Island was Leonard K. Olson. In the hope to make Stony Brook a great institute of learning, he traveled the nation and gathered the school's first acclaimed faculty members from Oxford, Yale, Columbia, and the University of Chicago. Their educational system was based after that at the University of Chicago, where Dean Olson was from. According to Robert Kerber, Professor of Chemistry, "The education at Coe estate was modeled after the system used in the University of Chicago. They taught natural sciences, but they began by studying the

ancient philosophers like the works of Aristotle."

In its school days, the main floor of Coe Hall contained things similar to the average college commons. Coe Hall's main floor contained a dining area, an "all-purpose room," the Coffee Shop, a lounge, a library and the Great Hall. What made this campus unique was its décor. Similar to what you might see at an Oxford or a Yale, the first floor was filled with gigantic portraits, tapestries and moose and elk heads. The library was filled with walls of old, leather-bound books which could be read by the beautiful and newly installed electric chandeliers and lamps. Another beautiful addition was the Elizabethan-inspired, carved granite staircase which led to the upstairs classrooms. The second floor was just as beautiful with hand-carved railings and stained glass panels. The third floor housed faculty offices and a student-faculty lounge. Learning and growing in an environment filled with such history and beauty must have been invigorating for the students who attended.

As the school grew, SUNY expanded the Coe Campus to include not only science and math teacher preparation, but also degree programs in science, mathematics, and engineering. According to Kerber, this was the first step in the development of a research-based institution. "The State College on Long Island began with the original intent of training science and math teachers," said Kerber, "so the science background and emphasis of Stony Brook was always there." The teacher preparation program remained free, but tuition was incurred for those in science, math or engineering. At \$375 for in-state and \$455 for out of state residents, SUNY began its long tradition of raising the money bar. Because of the influx of students and faculty, additional offices, labs and classrooms were built nearby.

As with any new University, students and faculty at Stony Brook looked to bring spirit and tradition to its campus. The main social center was the Coe Hall Coffee Shop. This was a place where stu-



STATE UNIVERSITY OF NEW YORK

announces

the opening of a new college

STATE UNIVERSITY COLLEGE ON LONG ISLAND

at Oyster Bay

in the fall of 1957



Main entrance to the classroom and administration building.

Continued on page 11

Courtesy of Special Collections and University Archives

The Most Beautiful Campus...

Continued from page 10

dents and faculty could mingle and relax between classes. At the very beginning, with no sports teams or extra-curriculars, other forms of recreation were developed. October 30 proved to be one of these traditions dubbed "Nameless Day." With all classes cancelled, the day began with a picnic on Coe Hall Estate grounds and dancing in the cafeteria. Students challenged faculty in softball and volleyball, tug-of-war competitions and egg-tossing contests. When the snow came, students created another tradition, using cafeteria trays as toboggans and sliding down Coe Estate's hilly terrain. This is a tradition that can still be seen at our campus at Stony Brook.

The first student publication, the *Sucolian* (from the State University College on Long Island) was published in February 1958 and in its first issue contained an interview with Dean Olson, faculty biographies, a sports report, and a gossip column. A year later the paper was named the *Statesman* and remains the school's official newspaper until today.

With women beginning to dorm at Coe Estate, the university's first sorority, Beta Phi, was created. These 12 women encouraged "school spirit and student activity, while trying to improve social life on campus." Their contributions to campus included the planning and creation of organized dances, a girls' softball team, toy drives and campus tours along with some of the male resident students.

The crew team was the University's first team

and brought home the first athletic trophy in the first intercollegiate meet against Clark University. Sophomore John Roberts suggested the team name to be "the Soundsmen," in a campus naming contest. SUNY changed its team colors from blue and gold to red and gray soon after.

Life at Coe Estate was much like any new university. There was a great deal of growth and community building. After several years with a growing student body and the reallocation of space proving more and more difficult, the administration began to prepare for the move to the school's new campus. While the village of Stony Brook was beautiful and the campus grounds proved to offer vast space for the creation of a new, beautiful campus, the process was slow and the campus' décor would be not tapestries and marble staircases, but would be of construction sites and scaffolding.

At the time, a local newspaper called the campus at Oyster Bay "the most beautiful university in the nation." While this might have very well been the case, the campus at Stony Brook would raise the bar for reputation. Over the next 50 years, Stony Brook University would continue to beautify the campus and be deemed be one of the most promising universities and research institutions in the nation and the world.

Nyitray, Kristen J., and Ann M. Becker. Stony Brook University State University of New York. "The College History Series." Charleston: Arcadia Publishing. 2002.

Tell Dr. J

Reach Dr. J anonymously at: sbstatesman.org/news/telldrj

Dear Dr. J,

I met this guy on Facebook and we've been messaging each other back and forth for a few weeks now. Things are getting pretty intense in our messaging, but I would never take it any further and meet with him. I have a boyfriend, and he doesn't know about it. That isn't considered cheating, is it?

Getting Off Online

Dear GOO,

I'm curious that you say things are getting pretty intense with Facebook guy, but that you would never take it further. You sound so certain of that and yet unsure if what you are doing is cheating - cheating being something that I think each person has to define for themselves. If these intense passionate conversations with Facebook guy are just casual fun, then more so than cheating I am wondering how you define boyfriend?

I think your very asking of the question suggests that you think you are cheating a little, and what you really want to know is how guilty you should feel. Personally, I don't think cheating is a right or a wrong thing as much as a clear sign that something is not all you wish it could be in your relationship. Maybe you're bored or unhappy with him and straying to get some quality attention. Maybe you're worried he's bored with you and are trying to find someone else before he does.

I suggest a mental exercise. Imagine the next time you see your boyfriend telling him about the Facebook liaison. How would he react? Would he flip out, e.g., show all of your friends that special videotape you made together, join a cult, shave your cat, etc? Or, would he be okay with it, which would mean one of two things - that he has a pathetically low self-esteem, or, because he's doing much worse things himself. Which leads to my next question: How would you feel if he told you about his extracurricular activities? Indifferent? Jealous rage? Curious and aroused?

Your answers to these questions should give you some clues for how to proceed. If your boyfriend really loves you but you're not so much into him, then be fair to him and consider ending it. If neither you nor your boyfriend think the relationship is that serious, then do whatever you like - have a good time online and off. Do realize that if you choose not to tell your boyfriend and he finds out later on, you risk losing the relationship. On behalf of best friends everywhere, I can tell you that there is nothing worse than listening to a person who was bored with a relationship a week ago cry his or her eyes out when the significant other becomes the wiser and ends it. In short, you reap what you sow.

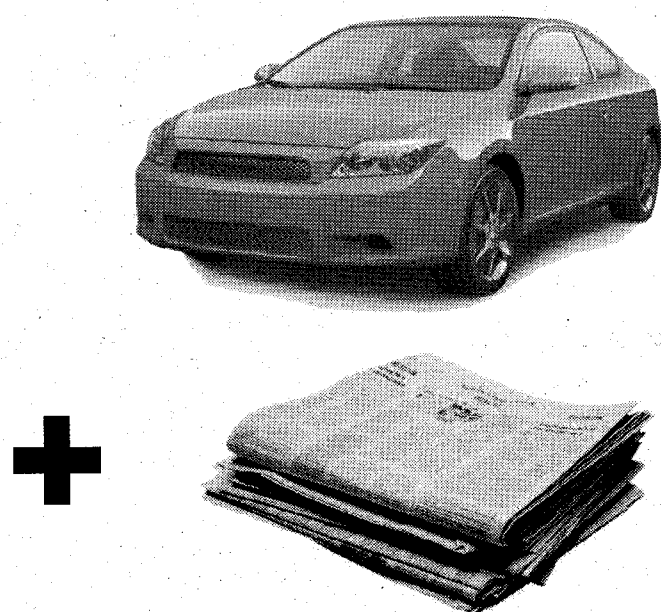
• • • •

We ask you to send any of your questions and concerns anonymously to:

Tell Dr. J
telldrj@sbstatesman.org

Tell Dr. J will appear every other week in our twice-weekly publication. When writing your question, please keep in mind that Tell Dr. J is not intended to replace face-to-face counseling if you are currently in distress. The University Counseling Center, located on the second floor of the Student Health Services building, offers free and confidential professional counseling to Stony Brook students. The center is open Monday through Friday from the hours of 8 a.m. until 5 p.m., with extended hours until 7 p.m. on Tuesdays. All you need to do to make an initial appointment is call 631-632-6720 (2-6720 if you are on campus) and say "I'd like to speak to a counselor."

The Stony Brook Statesman Monday, September 19, 2005



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SB Bytes: Get Your Music, Cheaper

By JAMES BOUKLAS
Editor-in-Chief

We, college students, are the driving force behind adoption of technologies. When the latest gadgets come out, we set the standards. Be it an iPod, PSP, or the latest DVD burner, we're the ones who buy this gear, and put it to heavy use before everyone else adopts it. This weekly column will look at the latest trends in technology and what's worthy of use by you.

This week, we'll look at the best way to listen to music, a staple of college life. The first thing you need is a player - there's nothing better than looking at the latest major MP3 player to make it to market - the iPod Nano. While its name gives the impression that Apple's marketing team has finally run out of original ideas, this looks like one classy player to own. It doesn't hold the amount of music that a normal iPod or Creative Zen does, but at over 1,000 songs in your pocket (for the 4GB model) at 20% the size of the original iPod, this is something to look at. Its absolutely tiny - its actually thinner than the Shuffle, which is the size of a pack of gum, for the sake of reference. If you take the width of five credit cards and 80% of the surface area, you have the Nano.

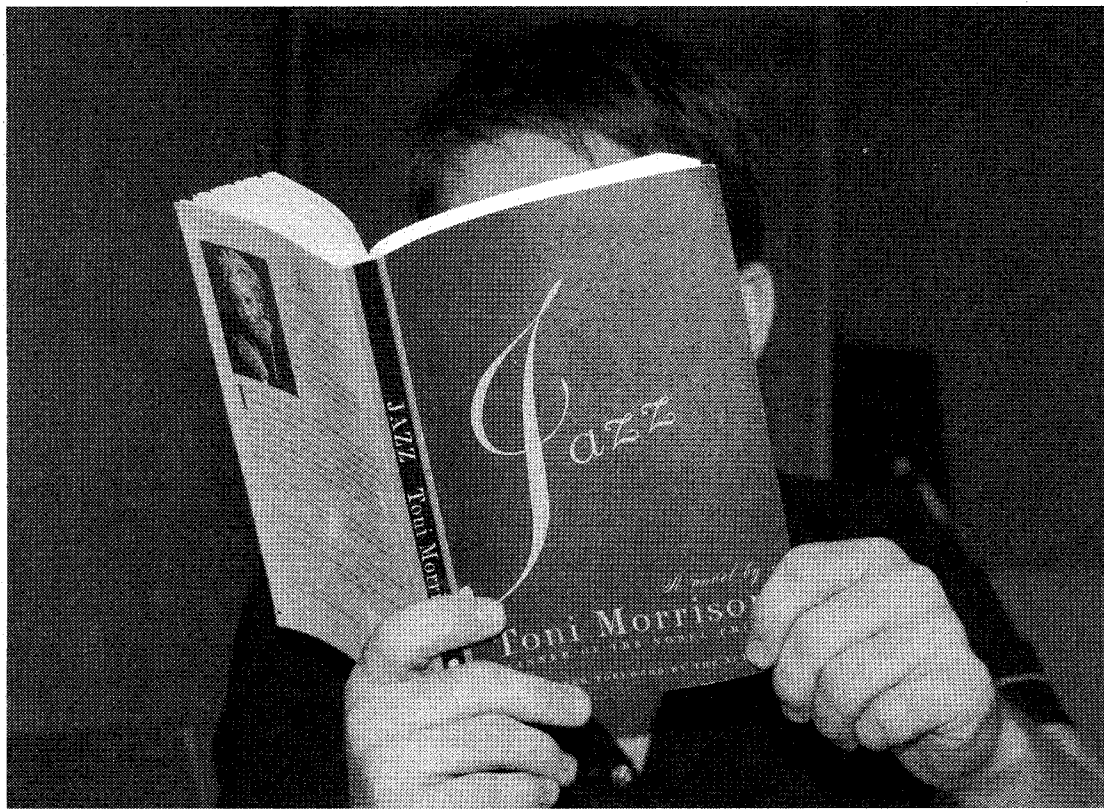
It's small, but what else? The folks at arstechnica.com put the Nano through a "stress test," so to speak, and came up with some interesting results. They abused it by sitting on it, dropped it while jogging, threw it out of a car window going 50 mph, and ran over it with a car. Surprisingly, it didn't skip a beat throughout most of the tests - that is, until they ran it over with a car - twice. Sitting on it didn't do any damage at all, in fact. Its durability, size and price (\$200 for 2GB, \$250 for 4GB) makes this the right player for most students.

This begs the question, where do I get music for my player? You could always buy CDs and rip the songs to your computer, but that gets pricey. Apple offers their own online store to buy songs through their software, iTunes. While less expensive than most CDs, it's still more than most would like to spend. To use a phrase that would draw Reagan's ire, God bless Russia - more specifically, their online music outlets. There are a couple of notables, namely MP3search.ru and allofMP3.ru. While both are widely used and highly rated, I tend to prefer the former - allofMP3 required more "personal verification information" than I'd like to give the former Soviet country, including my Social Security Number. No such problems at MP3search, though. For \$0.10 a song, it won't break the bank, but be warned that they require a \$20 minimum to start an account.

How can they offer music so cheaply? I don't know, but to my knowledge it is legal. There might be a day when they close their doors, but until then they sell MP3s dirt cheap and without any pesky copyright protection.

So, to recap, for roughly \$250 (\$200 for Nano, \$50 for music), you can carry around any 500 songs you please, all downloaded legitimately, in a player that's not only virtually indestructible but fits inside that small pocket in your jeans. There's always the option of pirating your music, but with lawsuits filed against several thousand US citizens for filesharing in previous years, there's little reason to. Songs are \$0.10 a piece, and for that you can afford to play by the rules. If you were waiting for the right time to jump on the music player bandwagon, do it now.

Get Your Read On: Jazz



Adhip Karmaker/Statesman

By JEREMY FALLETTA
Staff Writer

This column will be taking a look at various literature, some old and some new, but all work that college students might be interested in, either academically or for leisure. It will not contain plot summary or analysis, but will simply describe the factors which make the literature engaging.

Title: Jazz (229 pages)
Author: Toni Morrison
Published: 1992

"Sth, I know that woman. She used to live with a flock of birds on Lenox Avenue. Know her husband, too. He fell for an eighteen-year-old girl with one of those deepdown, spooky loves that made him so sad and happy he shot her just to keep the feeling going. When the woman, her name is Violet, went to the funeral just to see the girl and to cut her dead face they threw her to the floor of the church. She ran, then, through all that snow, and when she got back to her apartment she took the birds from their cages and set them out the windows to freeze or fly, including the parrot that said 'I love you.'" Thus begins Toni Morrison's sixth novel, *Jazz*. Winner of the Pulitzer Prize, and also the Nobel Prize for Literature in 1993 (for *Beloved*), Morrison is one of the cornerstones of literary excellence in the twentieth century, and she's still alive to boot.

In *Jazz*, Morrison looks at 1920's Harlem and its black inhabitants. Just like the music, the writing in the book follows a very "jazzy" pattern, which is to say there's not much of a pattern at all. She constantly bounces from one narrator to another, some alive, some dead, some at least partially omniscient. Not only does the perspective change,

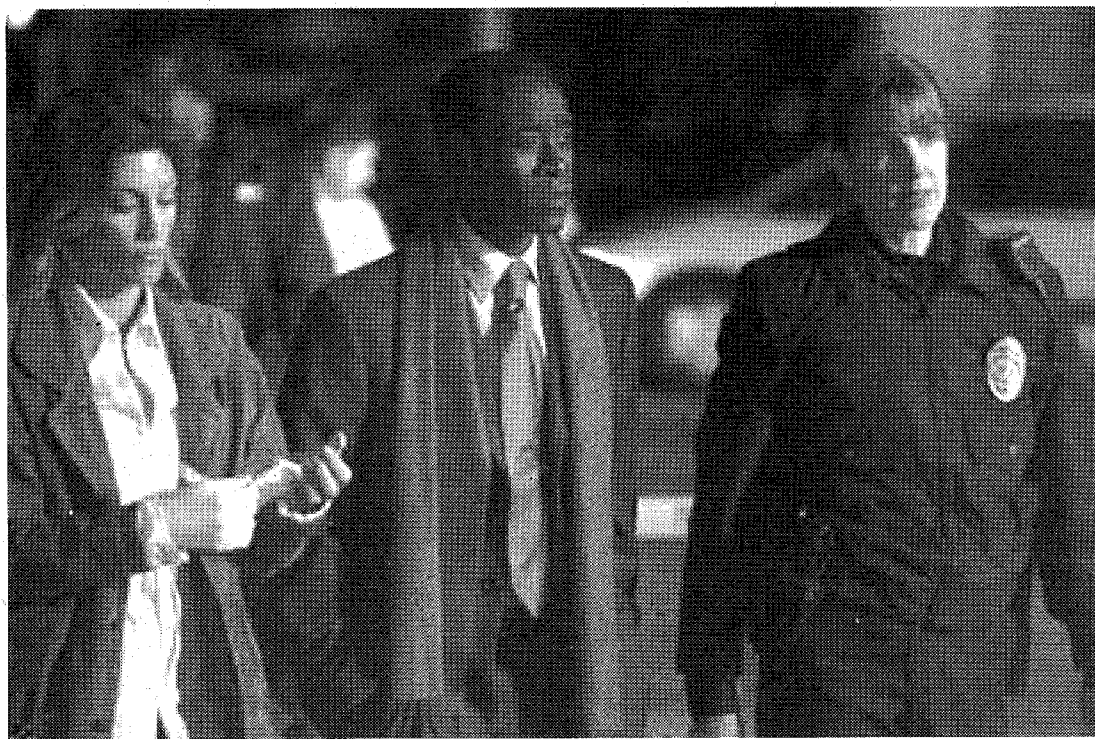
but the timeline fluctuates as well, highlighting the past of multiple characters in order to gain a better understanding of the way they act in the present. All of this transitioning takes place smoothly and does not jar the reader, which is pleasant.

The novel is about searching - every character seems to be searching for something, yet almost none of them find what they are looking for. It turns out, however, that it is not the end result, but the process, that is important. The characters, in large part, are left fulfilled at the end of the novel. Thereby, so is the reader. *Jazz* is a very satisfying novel to read.

Not only is the plot engaging, but Morrison's language is stunningly beautiful; she achieves absolute brilliance in several passages. "I told you again that you were the reason that Adam ate the apple and its core. That when he left Eden, he left a rich man. Not only did he have Eve, but he had the taste of the first apple in the world in his mouth for the rest of his life. The very first to know what it was like. To bite it, bite it down. Hear the crunch and let the red peeling break his heart." Passages like this one serve to make the characters so deep-down believable and real that the reader feels that he or she is actually acquainted with several of them. Morrison manages to evoke sympathy for characters on two diametrically opposed sides of a conflict, which is no easy task.

Jazz cuts through its plot elements swiftly and efficiently, and takes its time with the more delicate passages which reveal the thoughts of the characters and the stimuli behind their actions. It is analytical, but hardly boring. For anyone who has even been in love, or experienced the pangs of longing, it is very easy to relate to. If you like other works by Toni Morrison, you will hardly be disappointed by this one, and if you've never read her before, this is a great place to start.

Staller Movies: *Crash*



Courtesy of the Staller Center for the Arts

BY DENISE YAZAK
Staff Writer

Crash's storyline circles around themes of racism and discrimination. Before you yawn and move on to another article, realize that this film isn't an after-school special. This movie is raw. The characters are based on attitudes and ideas that sadly do exist among people nowadays. Some of the interactions will make you uncomfortable, but maybe that's a good thing. It's like taking twenty steps back and looking at people in a way you never have.

By saying that, I mean that even though we see real live-action racism in our midst, we have no idea how far it spans. Nobody is safe in *Crash*. There are the typical old-fashioned white people with negative outlooks on their black counterparts, but it goes deeper. Hispanics, Koreans, Iranians... Almost every character is guilty of some sort of unfair bias. In the small interwoven stories that compose this movie, all the facets of each character are shown. Even the characters who seem to have the most

virtue hold their own grudges and judgments.

In one particular scene, Jean, a character played by Sandra Bullock, opens up to a cop about her negative outlook on black people. From that moment on, I could no longer picture her as "miss congeniality." It was amazing how you could see the fear in her. She strays from the usual ditzy, cute roles she is typecast in, and pulls it off well.

Though the cop-and-criminal based plot lines are intense, this movie is held together by the well-developed characters more than anything. They bring a heated subject to life, and many of them surprise the audience by breaking out of their usual roles, and showing a darker side of human nature.

From the unsettlingly racist Officer Ryan (Matt Dillon) to Anthony (Ludacris), who is the opposite and unafraid to say it like it is, *Crash* does not tiptoe around the issues, but confronts them head on as realistically as possible. It will frustrate you to see so many closed-minded people unwilling to get past the barriers of race and ethnicity, but that is how this movie accomplishes its goal.

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Stony Brook *In Vogue* Fashion Week

BY AMY DRAGANI
Contributing Writer

This past week was New York's City celebrated Fashion Week, one of the most important and exciting times to be a designer, model or fashion fanatic. The top fashion designers take full advantage of this spectacle to debut their fresh new looks for the fall and spring. Stony Brook students can use the top fashion (and top dollar) designs to get an idea of what they can look for at local stores. Similar styles can be found at stores in the area if you know what to look for!

The Bill Blass show revealed some 60s influence both in skirts and dresses. Vintage looks were woven throughout many of the shows during the week, including Carmen Marc Valvo whose designs were very classic and clean. Vintage is a fantastic way to turn for anyone and for any occasion. Thrift stores and second-hand stores are a good way to find unique looks that are both original and traditional. Another great way to acquire a vintage look is searching through parents' and even grandparents' old clothes (if they still have them!). Vintage is not only fun, but it's cheap.

Fashion Week was also a showcase for some beautiful new formal gowns and evening dresses. Formal dresses, like those of Oscar De La Renta and Reem Acra, were formfitting, straight and simple in cut. However, the fabric, prints and embroidery made these gowns extraordinary. It's not an easy task to find formal gowns that are beautiful and flattering as well as original and unique.

Dress stores in the area like Pzaz, Ariana's or Distinctive Dressing carry fancy dresses for a reasonable price. Stores such as Caché or Jessica McClintock are more expensive but carry truly fashionable designs. As for evening dresses, designer Monique Lhuillier debuted a gorgeous strapless cocktail dress in cream chiffon with black sequins tastefully placed. A couple weeks ago I found a dress that had a very similar style, cut, color and fabric for less than \$140.00-much more reasonable than the designer couture.

The everyday fashion trends made use of ruffled or laced shirts under fitted jackets for a casual yet feminine look. Oversized, long tops are cinched at the waste with a belt and worn over well fitting jeans or even a skirt. This look can most definitely be achieved at H&M in the Smith Haven Mall. H&M always carries styles not found in other stores, and the prices are fabulous.

H&M is also where faux fur, another fall fashion trend, can be found. During the week, PETA (People for the Ethical Treatment of Animals) criticized celebrities wearing and advocating the use of fur in fashion such as Jennifer Lopez and Vogue magazine editor in chief, Anna Wintour. The obvious alternative is faux fur; H&M carries a faux fur vest for less than \$70.00 for those who can pull it off!

Some might be interested in Fashion Week not for the fashion but for the celebrities. Celebrities from Venus and Serena Williams to Paris Hilton attended the shows, and some celebrities even debuted lines of their own. Jennifer Lopez is back again with her looks for the upcoming seasons. P. Diddy and Beyonce are making a mark on the fashion world, and Gwen Stefani is finally putting her fashion personality to work. Her line, called L.A.M.B (Love, Angel, Music, Baby) debuted Friday night.

This year's Fashion Week in New York was exciting, fun and uninhibited-a week long party. It leave fashionistas with some great ideas as to what will be hot and how we can make it our own.

Fashion tip of the week: Put some of yourself into your clothes-make them unique. There's nothing better than a trendy piece coupled with true personality!

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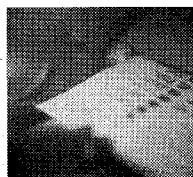
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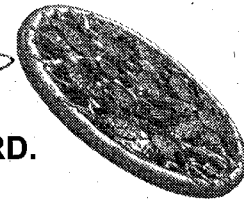
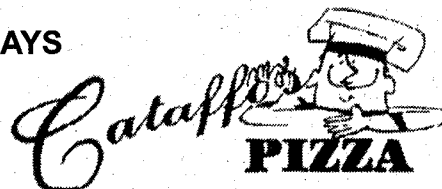
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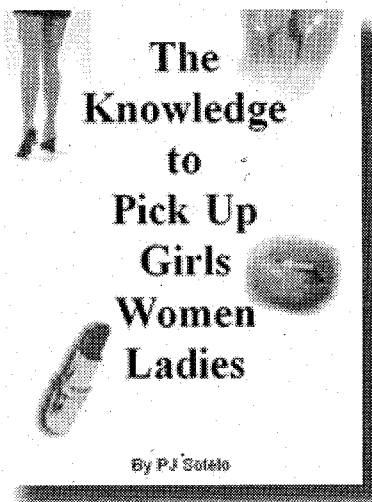
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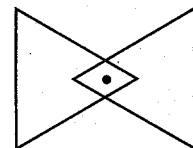
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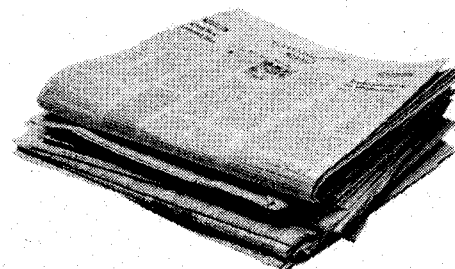
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11:00 a.m. to 2:00 p.m. WOLFSTOCK VILLAGE

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2:00 p.m. GAME TIME!

- Cheer as the Stony Brook Seawolves take on the Georgetown Hoyas at LaValle Stadium. Tickets are only \$7; children under five are free.

5:00 p.m. BARBECUE

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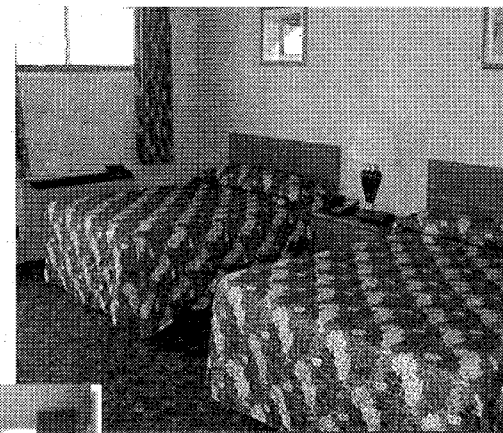
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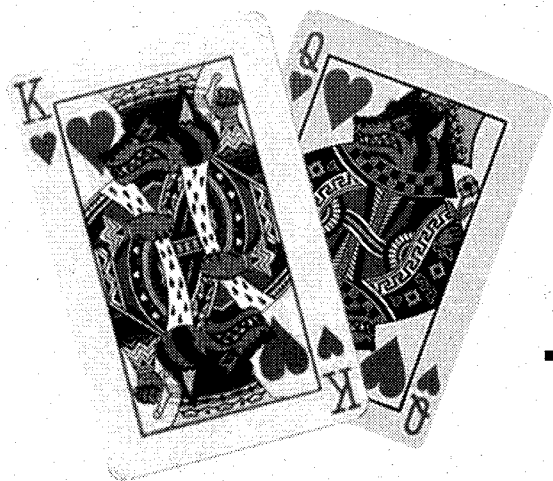
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AA/EOE

'Wolves Rally to Break Sacred Hearts

By ANDREW FEI
Staff Writer

After two consecutive defeats by Lehigh and St. Johns where the Seawolves went scoreless, the Women's Soccer Team rallied at home on Friday night against Sacred Heart's Pioneers with a second-half comeback. The Seawolves now have a record of 2-5-1, while Sacred Heart falls to 1-4-1.

The first half was dominated by aggressive and physical play with Sacred Heart picking up eight fouls compared with the Seawolves' four. Seawolves' head coach Sue Ryan described the opponent as "a hard team, they go hard to the ball." Along with going hard for the ball, Sacred Heart also went hard to the goal. In the first half Sacred Heart had six shots to the Seawolves' one.

The deadlock was broken at the 37th minute when Sacred Heart's number 6 Erica Rico scored unassisted. The Seawolves responded quickly in this fast paced match, stringing up many passing plays among its forwards, but to no avail as they remained a goal down going into halftime.

In the second half the Seawolves "came out a different team," as coach Ryan later said.

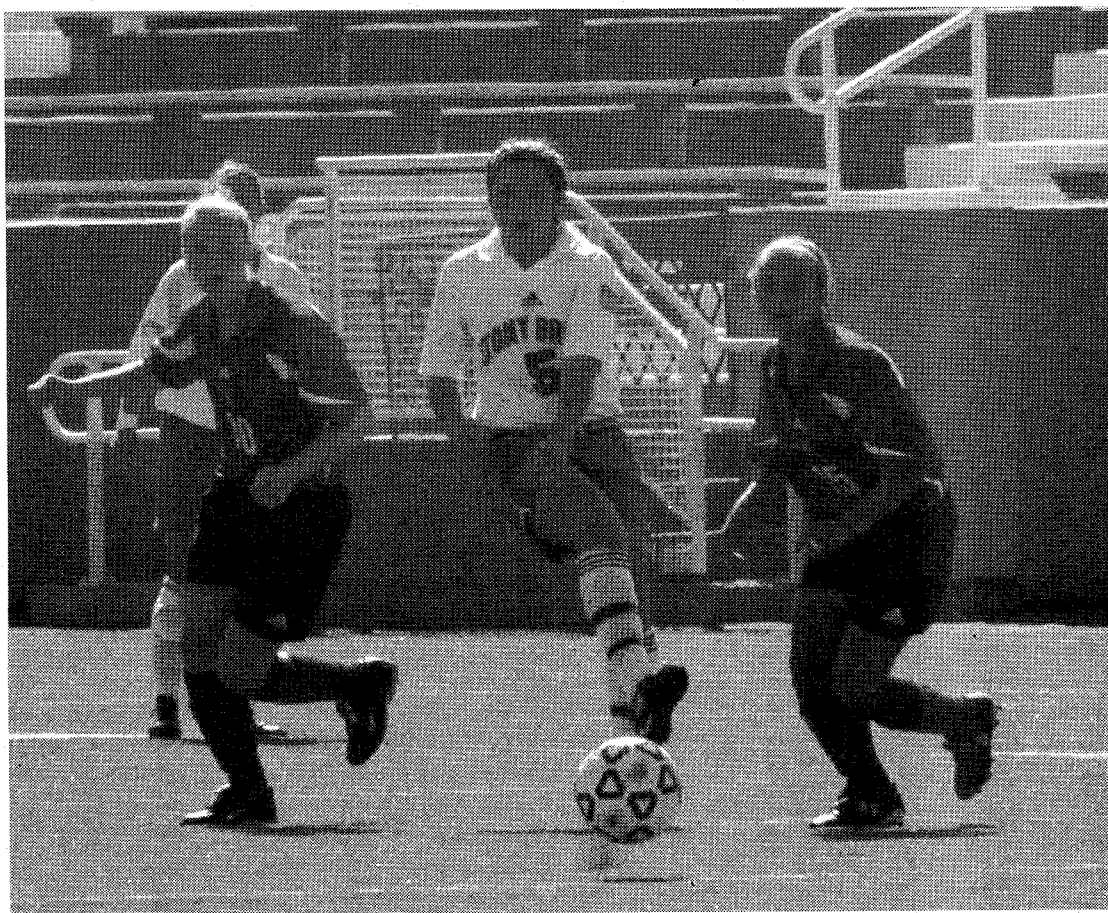
Indeed, the Seawolves managed seven shots compared to Sacred Heart's 5. However, whereas the Sacred Heart's shots were often wide, the Seawolves' shots were dangerous and precise.

The tying goal came at the 54th minute when Tiffany Fasullo received a magnificent lob pass from Trine Allenberg. Fasullo's shot was low and quick, and although the Sacred Heart goalkeeper Ashley Mocarski managed to get a touch of the ball, the ball nonetheless bounced into the goal.

Just a minute after this, the Seawolves almost managed another goal with great passing among the forwards, but the shot was too high for the goal.

Finally, in the 57th minute the Seawolves attained their winning goal. It came as an unassisted ten-yard shot by Kate Attenberger on the right side of the field.

For the remaining time, the Seawolves simply played a tough midfield to maintain pressure and leaving only long range shots for Sacred Heart. Brooke Barbuto, Brittany Benthin, Fasullo and substitute Allenberg were especially effective in the later stage, combining to make some great plays through the midfield. Meanwhile, with pressure by Sa-



Nicole Dulmer/Statesman

A 'Wolf maneuvers through her opponents, securing Stony Brook's win against Sacred Heart.

cred Heart on the left side of play, Danielle Lewis, Kirsandra Seaton, and Chelsea Van Horn were especially important in holding them at bay.

Due to the previous two losses

coach Ryan said "we don't want to lose another game." For this game she said, "the real difference was that the team had a little more fire, a little more edge."

Now, the goal for the Sea-

wolves is to "pull together two games back to back," said coach Ryan. The next opponents for the Seawolves will be St. Francis on Sunday September 18 at Stony Brook's LaValle Stadium.

SPORTS IN BRIEF

Football Falls To No. 23 Hofstra

Hempstead, N.Y. - The Stony Brook football team dropped a 55-0 decision to the No. 23 Hofstra Pride in a non-conference matchup Saturday night. In a game stopped twice due to lightning in the first half, Hofstra (2-0) raced out to a 21-0 lead in the first quarter and never looked back. The setback drops the Seawolves to 1-1 on the season.

After forcing Stony Brook to punt on its first series, the host Pride wasted little time in getting on the board. On Hofstra's first play from scrimmage, Anton Clarkson connected with Devale Ellis on a 69-yard touchdown bomb down the right sideline to give Hofstra a 7-0 lead just 2:02 into the game. Immediately following the touchdown, a lightning storm moved into the area, delaying the game for 45 minutes.

After play resumed, Hofstra extended

its lead on its next possession, marching 74 yards on 10 plays and finishing off the drive with a Terry Crenshaw three-yard touchdown run. As the Pride prepared to attempt the extra point, lightning re-appeared in the Hempstead area halting the game for the second time.

Following another 45-minute delay, Stony Brook's best drive of the half came on its next series as the Seawolves drove to the Hofstra 30 but faced a fourth-and-5 from the Hofstra 30. On the next play, Sherief Little intercepted a Josh Dudash pass and returned it 75 yards for a touchdown to extend the Pride's lead to 21-0 with 3:39 to go in the opening quarter.

The Pride continued their surge in the second quarter, outscoring the Seawolves 17-0 to take a 38-0 halftime lead.

For Stony Brook, Rod Williams rushed for 39 yards on 10 carries. Chris Tomasky had eight tackles to lead the defense. Stony

Brook was last held scoreless on November 15, 1997 in a 7-0 loss to C.W. Post.

Volleyball Loses to Dartmouth, Finishes Second in Marist Invitational

Poughkeepsie, N.Y. - The Stony Brook volleyball team fell 3-0 (27-30, 27-30, 18-30) to Dartmouth in the 2005 Marist Invitational. The Seawolves went 2-1 over the weekend to finish second in the tournament. With the win Dartmouth claimed the tournament title and improves to 4-3. The loss drops the Seawolves back to .500, at 5-5.

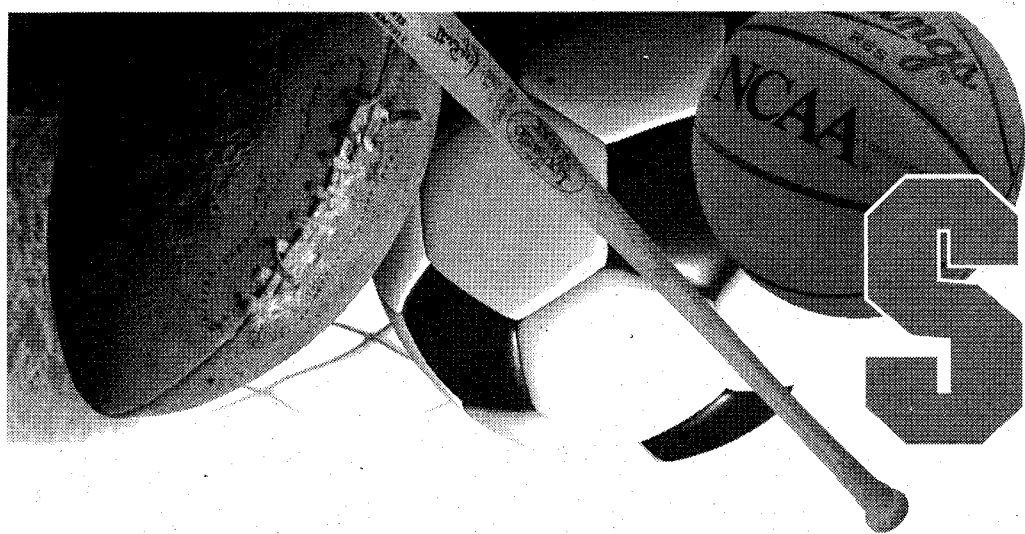
Dartmouth jumped to a quick 7-1 lead in the opening game. The lead would grow to as many as nine at 17-8. Stony Brook fought back to tie the game at 25-25 off of an Amy Oleksiej kill, but would not hold a single lead in the game and fell 30-27.

In game two, the Seawolves came out

strong and held an early 5-2 advantage following a Claire Lindner ace. They would extend the lead to 7 at 17-10, before Dartmouth went on a 9-2 run to even the game at 19. With the game knotted at 20, Dartmouth rattled off four straight points to hold a 24-20 advantage. SB would cut the lead to one at 24-25, but could not regain the lead and dropped Game 2 30-27.

In the final game, Dartmouth utilized a 12-0 run to open up an 18-6 lead. Stony Brook would get no closer than seven the rest of the game as Dartmouth won Game 3 30-18.

Morgan Sweany fueled the Stony Brook attack, finishing the match with 19 kills and a .341 attack percentage. Sweany was the only Seawolf to finish with double-digit kills and extended her streak of double-digit kills to 11, dating back to last year. Lindner dug a team-high 11 balls in the loss.



Statesman SPORTS

'Wolves Slaughter Lafayette Leopards

BY KEITH WEINBERG
Contributing Writer

From the moment the Stony Brook Seawolves hit the field, even the most casual observers were able to tell that they were ready to play. The team was running up and down the field with pure energy, jumping, kicking, and clapping all in unison, and that was just their warm-up routine. Reminiscent of the Lord of the Dance, it was definitely a sight to see for any fan, making the night worthwhile before the game even started. By the time the pre-game introductions concluded, in which both teams must have shouted "let's go boys!" over 100 times, the crowd was trembling in anticipation.

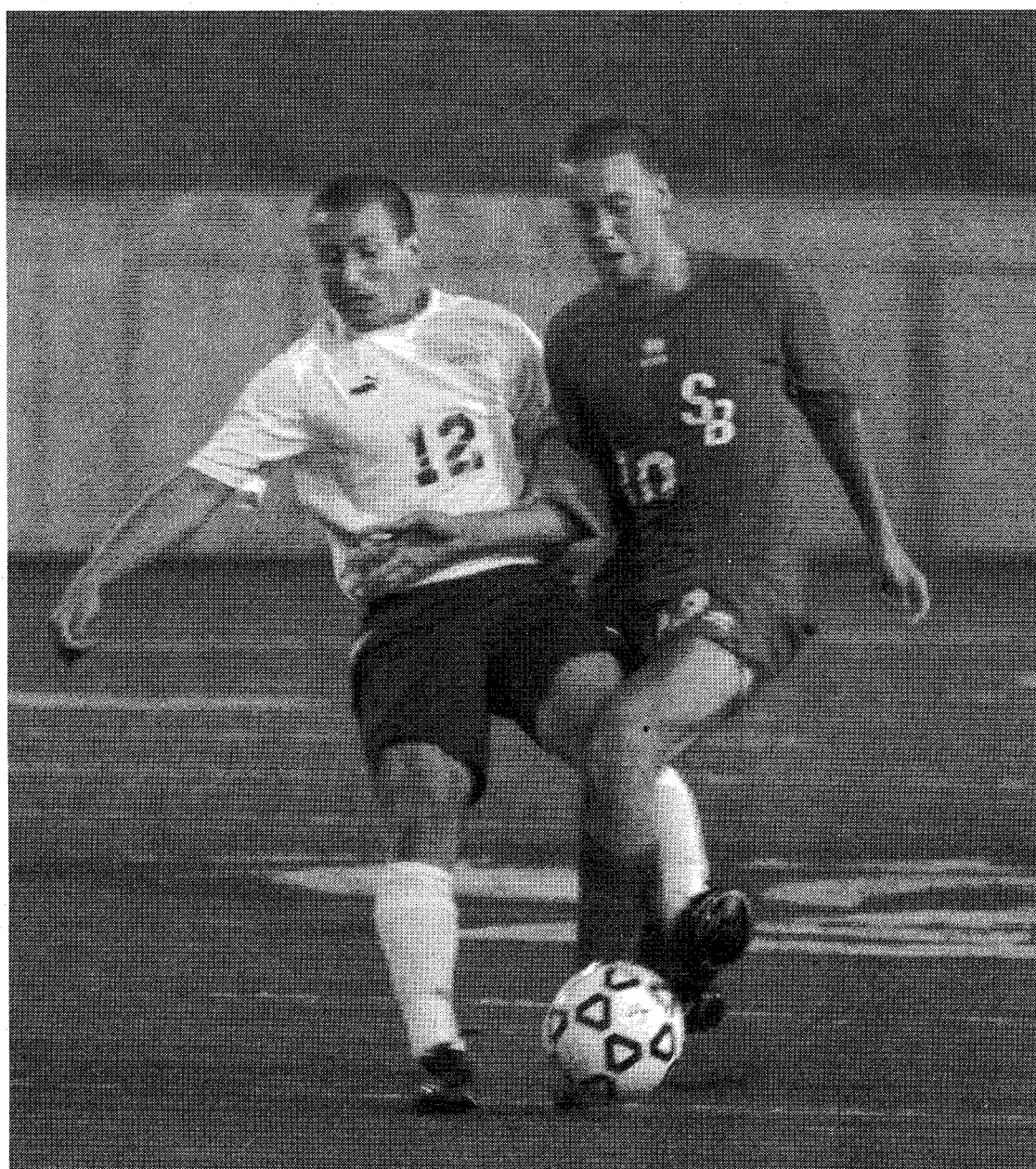
The game unfortunately did not start off with the same excitement. While much of the play took place in the Lafayette end, Stony Brook had little to show for it. The Leopards also wasted their share of opportunities, the closest being off a corner kick in the 23rd minute. Play picked up, however, within the final minutes of the half, as Stony Brook placed a header just wide of the goal on a corner kick in the 37th minute. A short time later, Stony Brook forward Chris Megaloudis brilliantly dribbled the ball through a Lafayette defender and sprinted undefended towards the goal. Once the Leopard goalie was forced to commit, Megaloudis centered the ball to senior midfielder Chris Scarpati who placed the ball into the open net for the team's first goal.

Contrary to the first half, the second half yielded much quicker results for the surging Seawolves. In just the 12th minute, Stony Brook Senior defender Mark Zajkowski scored his first career goal when he headed a corner kick from

sophomore Michael Palacio giving Stony Brook a 2-0 lead. The Seawolves continued to dominate play throughout the second half before executing a brilliant odd man rush for their third goal. Senior Douglas Narvaez started the rush off a failed Lafayette free kick by dribbling towards the Leopard end before dumping it off to Michael Palacio for a 2 on 1 break. Palacio and junior Adam Ciklic passed the ball back and forth before Ciklic scored on a shot from fifteen yards out giving the Seawolves a 3-0 lead.

The win was Stony Brook's fourth in a row and increased their undefeated streak to five games. Their 4-1-1 record is good for fourth in the America East although conference play is yet to start. Also to note, Stony Brook's Chris Megaloudis has been named America East player of the week after his four goal outburst against Philadelphia.

While the thin crowd demonstrates that soccer in America is still just south of curling in terms of popularity, Seawolves Zakeya Warren, a junior psychology major stated while "I don't usually come to the Stony Brook games... I enjoyed watching them win." While one would think that a 3-0 onslaught would make any fan happy, senior Political Science major Eric Bredhoff stated that "This game reminded me of how exciting it is to watch the paint in my room dry." In the end however, with Stony Brook soccer on the verge of greatness within the America East, the team needs your support. With conference play starting this coming Friday against Hartford, the Seawolves hope to fill the stands as they continue their quest towards the America East crown.



Adhip Karmaker/Statesman

A 'Wolf gains steals the ball from Lafayette, helping to secure the 3-0 win.

**"I don't usually come to SB games....
I enjoyed watching them win."**
