

"Let Each
Become Aware"

Statesman

Monday
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Volume 31, Number 28

Serving the State University of New York at Stony Brook and its Surrounding Communities

Javits Lecture Halls Reopen Amid Dispute

By Ray Parish

Students attending their first classes on Monday may find themselves in the north wing of Jacob Javits Lecture Center — in classrooms once contaminated with toxic soot from a fire there three semesters ago. University officials said on Friday that faculty will hold classes in rooms 101, 102, and 103 as scheduled, now that university staff and private contractors have finished cleaning the rooms.

Since the fire, which burned cleaning chemicals in a storage closet behind the rooms, the campus chapter of the New York Public Interest Research Group (NYPIRG) and student leaders have made the lecture center the focus of controversy. Under pressure of what University President John Marburger termed a "public perception problem," the university closed the building in June and began a \$100,000 cleanup. Though the lecture center remained closed for the first two weeks of the fall semester, Marburger decided to open all but rooms 101, 102, and 103 on the recommendation of a three-person independent expert panel appointed in the spring.

The university contracted Blackmon, Moring Steamatic Technology to clean rooms 101, 102, and 103. The room where the fire occurred and an adjoining staff corridor remain uncleaned. According to campus Environmental Health and Safety, a cleaning contract on those areas is now being bid. The cleaning of the classrooms entailed the remo-

val and replacement of carpets and desks, the removal of soot from the air handling system, and the application of a special sealant paint to walls and ceilings.

Even the cleaning of the rooms aroused controversy, as NYPIRG members Dave DeLucia and Stephanie Good continually challenged the effectiveness of the cleaning and the conclusiveness of the tests done to determine the levels of toxins. Good, who is a member of the campus ad-hoc committee formed to oversee the lecture center cleanup, and DeLucia also criticized the cleanup effort when workers stored bags of carpeting and bags of soot from the rooms in room 108 in the building. The room was left open and, according to Good, the air handling system was not shut off.

The expert panel was to have provided Marburger and the ad-hoc committee with a final report evaluating test results and the cleanup, and the results were sent to the expert panel. The panel made a recommendation, based on those test results, in a letter to Marburger on January 4 that the area was safe enough to allow workers in to renovate the rooms.

The panel also stated in the letter that it saw "no reason at the present time for any clean-up or resealing of walls painted over after the fire." This recommendation came despite evidence cited by DeLucia that a "black, gummy substance" had oozed through the paint in certain areas.

In a letter to Marburger dated January 21, the expert panel

stated that it will take a few more weeks to complete the final report. In lieu of the report itself, the panel offered Marburger its assurance that "... the lecture halls and can now be opened for full use as classrooms." Based on this recommendation, Marburger decided to open the rooms for the start of classes.

The decision to open the rooms came as a surprise to ad-hoc committee members William Wiesner, assistant vice provost of Undergraduate Studies, and Good. Both Wiesner and Good said that Marburger assured the committee at a recent meeting that the room would not be opened until the expert panel issued its final report. Also, neither Wiesner nor Good were informed of the decision.

Marburger confirmed that he did assure the committee that the rooms would not re-open without the panel's final report. However, he said, that the letter from the panel experts indicated that the room was perfectly safe.

Marburger said that he was faced with the decision to wait for the final report, for another few weeks — which would disrupt "the schedules of thousands," — or re-open the rooms. Marburger said that after speaking extensively with members of the committee and the assurance of the expert panel, he decided to re-open the rooms.

"I'm really surprised the ad-hoc committee wasn't called together," Wiesner said. Though he believes the lecture

(continued on page 3)



The deteriorating Child's Mansion whose future is still in limbo.

Statesman JoMarie Fecci

Mansion's Future in Question

By Mitch Horowitz

The vacant Childs Mansion in Crane Neck has drawn university and Brookhaven officials together in an effort to save the deteriorating estate. Still, the mansion's future remains as unsure as its past.

Nestled on the brink of the Flax Pond wetlands and the Long Island Sound, the mansion fell into the university's hands in 1969 when the Department of Environmental Conservation put the protected wetlands under permanent loan to the school.

Campus officials guess that restoring the World War One-era mansion, which is structurally sound but needs new plumbing and wiring, could cost up to \$700,000—a fee they are not prepared to pay.

"We are committed to making it safe and secure and preventing further deterioration," said University President John Marburger. This would involve little more, he said, than removing asbestos from the basement and

ensuring that the windows stay boarded and the doors secured.

To preservation advocates, however, that isn't nearly enough. "There is a real problem on Long Island with state and county ownership of sensitive buildings and particularly mansions," said Bob MacKay of the Society for the Preservation of Long Island Antiquities. "Public ownership is often a death knell for these properties."

MacKay said the university and DEC acted with "benign neglect" toward the mansion—something he deemed "appalling."

Another problem facing the mansion, meanwhile, is that its history has been obscured by conflicting stories. The most common account is that industrialist Eversly Childs bought the estate from the Spinola family in 1902 and in 1911 built his home onto the already existing Spinola homestead.

(continued on page 7)

University Plans Faculty Housing

By Mitch Horowitz

As many as 300 low-cost apartments will be built on campus this summer as part of a new university plan to provide housing for staff members and junior faculty, campus officials said this month.

Because Brookhaven high real estate costs have hampered the recruitment of new faculty and staff members, the apartments are needed as a housing alternative, campus officials said. The low-cost apartments mark the first time the university will gear housing toward its employees.

"We've attempted to recruit faculty and administrators who have said they just can't afford to live here," said Stan Altman, a professor in the Harriman School who is serving a special fellowship for housing in the university president's office. "You can't make that up with salaries."

While Stony Brook's salaries are competitive—between \$25,000 and \$35,000 a year for junior faculty—officials say they are not enough to keep campus employees in the running for area housing.

"The university can't attract young Ph.Ds and even Gruman has found they are having trouble bringing people to the area," said Lee E. Koppleman, executive director of the Long Island Regional Planning Board.

"A three-bedroom ranch (house) in Dallas is \$65,000, here it's \$200,000," Koppleman noted.

The townhouse-style apartments, which will include studio, two-bedroom and three-bedroom designs, could go for as little as \$500 a month, Altman said. He cautioned, however, that little is certain until a development company completes a feasibility study on the campus next month. Once the study is completed, a private mortgage investor will help finance the project.

While the apartments will be on the campus grounds—possibly behind Kelly Quad or in a wooded area by the Department of Environmental Conservation (DEC) building—they will not be open to undergraduate or graduate students.

The low-cost apartments are part of a much larger state project. Governor Mario Cuomo announced a plan in his State of the State address earlier this month for as many as 4,000 units of affordable housing units to be built in Suffolk County over the next few years. The key to the plan is to build the apartments and houses on cost-free state and

(continued on page 7)

WEEKLY CALENDAR

MONDAY, JANUARY 25

First Day of Classes!!!

Art Exhibition

The Union Gallery presents an exhibition of the Long Island Black Artists Association. The gallery is located on the 2nd floor of the Student Union and is open from 12-4 p.m. Monday through Friday.

TUESDAY, JANUARY 26

Distinguished Speaker Series

The Fine Arts Center presents Donald Woods, subject of the film, "Cry Freedom" and an outspoken critic of apartheid, to speak at 8 p.m. in the Fine Arts Recital Hall.

Art Exhibit

It's "The Faculty Show '88". Members of the Art Department will exhibit 59 works of art by 17 faculty members. Tuesdays and Saturdays through February 26 at the Fine Arts Center from 12-4 p.m.

WEDNESDAY, JANUARY 27

English Proficiency Exam

The proficiency/placement exam will be given at 7 p.m. in Javits Lecture Center Room 100.

Auditing Registration for Seniors

The Senior Citizen Auditor Program registration will take place 10 a.m. - 3 p.m., SBS Building, Room S102.

Social Work Services Lecture

A Lecture on "Stress and the Healthy Family" by J. Gorum, D.S.W. will be given at 3:30 p.m. in the Medical Board Room, University Hospital's L 14.

THURSDAY, JANUARY 28

AIDS Seminar

"AIDS and Emergency Care: Risks and Precautions" will be lead by; M. Salzberg, M.D. and K.A. Ehrenberg, L.H. 4, L. 2 of the Health Sciences Center at 6 p.m.

FRIDAY, JANUARY 30

Last Day for students to drop a course without tuition liability

Artist Reception

A reception will be held for the artists whose work has appeared in the Union Gallery. Sponsored by the African Studies Department. 7:30-9:30 PM in the Gallery.

SATURDAY, JANUARY 30

American Indian Cookery Class

The Museum of L.I. Natural Sciences presents Barrie Kavasch, ethnobotanist and cookbook author. From 3-6 p.m., Kavasch will hold a cookery class—\$30 fee. Kavasch will also lecture from 7:30-9:30 p.m. on Indian food preparation. Samples will be available. There will be a \$5 fee for the 7:30 presentation.

AROUND CAMPUS

Compiled From University News Services

Anesthesiologist Receives Medal

Dr. Paul J. Poppers, M.D., professor and chairman of the department of anesthesiology, School of Medicine, here at Stony Brook, has been awarded the medal of the Jagiellonian University and the medal of the Polish Academy of Sciences, both of Cracow, Poland.

Poppers, of Old Field, was presented the university medal on behalf of the Nicolas Copernicus Medical Academy in Cracow in recognition of his contribution to anesthesiology, its development and support.

The university medal was presented to Poppers by Dr. Marek Zembala, M.D., provost of the Academy of Meccien, Cracow, who cited Poppers' activities and contributions.

Poppers delivered a series of lectures on the acquisition and computerized management of physiological data as an advancement of intensive care medicine, the physiology and pharmacology of

neuromuscular transmission, and while at the Cracow Institute of Gynecology and Obstetrics, the resuscitation of the newborn.

Poppers received his M.D. from the University of Amsterdam. A member of numerous professional and scientific societies, he is the honorary professor of anesthesiology at the University of Leiden in the Netherlands. He has also been made an honorary fellow of the American College of Obstetricians and Gynecologists. Poppers' bibliography includes more than 100 publications, including journal articles and textbook chapters.

University Hospital meets the health care needs of the residents of Long Island as a regional referral center supported by a variety of sophisticated medical and specialized services.

As part of the Health Sciences Center of the State University of New York at Stony Brook, the hospital also serves as a clinical base for teaching and research.

Doctor Receives Award

Dr. Christina Bethin, Ph.D., here at Stony Brook, has received a National Endowment for the Humanities Fellowship for University teachers.

As an associate professor in the department of Germanic and Slavic languages and literatures, she will research the syllable structure of languages using Polish as the primary data base and compare the language change in native Polish speakers to American Polish speakers.

A native of Rochester, New York, she lives in Stony Brook. She received her bachelor's degree at the University of Rochester, and earned her master's degree and doctorate from the University of Illinois at Urbana-Champaign.

In 1983, she was given the State University of New York Chancellor's Award for Excellence in Teaching, and last year, received the Stony Brook Award for Excellence in Undergraduate Service. She has been teaching at the State University of at Stony Brook since 1979.

ACROSS THE NATION

Compiled From The College Press Service

Colleges Avoid Enrollment 'Crash' But 1990 Forecast is Bleak

The national college student population is still bigger than ever, despite predictions offered since 1979 that it would decline as the number of 18-to-25-year-olds in the U.S. decreased, the U.S. Department of Education announced Jan. 5.

About 12.5 million students registered for classes in the fall of 1987, up from 12.4 million the previous year.

In 1982, the department predicted only 12.1 million students would show up on campuses in 1987.

And in the late seventies, demographers almost universally projected precipitous annual college enrollment declines from 1981 to 1991.

Now department officials attribute the growing enrollment to increased number of older and part-time students, women, minorities and foreign students on campuses.

"It seemed very reasonable about 1980 or 1982 to think college enrollment would be going down for a good part of the decade and into the next decade," said Vance Grant, a statistician with the department. "But you've got more part-time students, more older students, a larger proportion of young women and older women. This has had quite an impact on college enrollment."

The numbers of Asian and Hispanic students attending college also have increased, Grant adds.

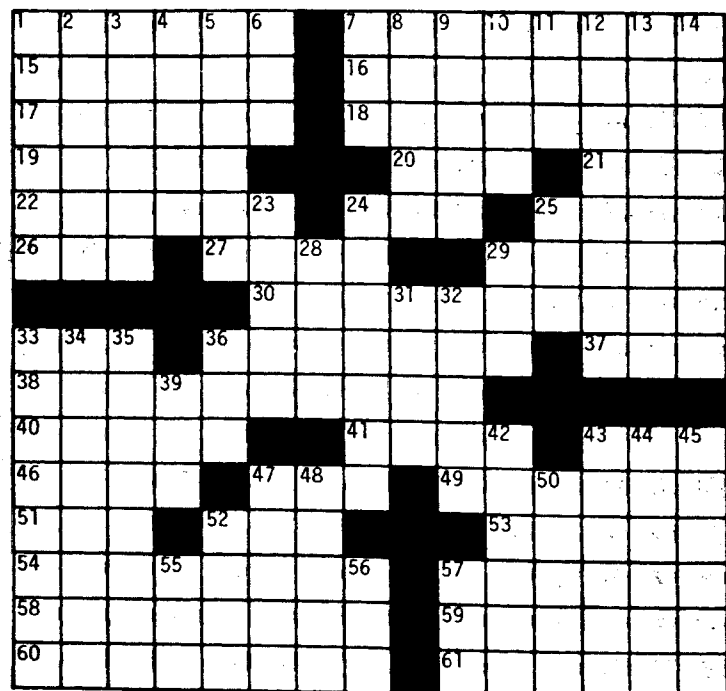
Many schools, acting on the projections, actively recruited and marketed courses to attract "nontraditional" students.

Many observers maintain a decline is still coming, if not on time.

"The bubble will burst in 1990," predicts John Kraus, the director of institutional research at the University of New Hampshire. "The number of traditional college-age people will continue to decline at least through 1994," Kraus wrote in a recent Chronicle of Higher Education column. "The decrease," Kraus continues, "could amount to about 12% nationwide, possibly more in some regions."

Events for the Weekly Calendar may be sent to Statesman, P.O. Box AE, Stony Brook, NY 11790 or to the Student Union room 075 by Friday at 12 Noon. Attn: Weekly Calendar.

CROSSWORD PUZZLE



© Edward Julius Collegiate CW8706

ACROSS

- 1 Perman
- 7 Responded
- 15 Ingenious
- 16 Fetch
- 17 Rodeo activity
- 18 Pertaining to debating
- 19 Played a part
- 20 Part of MCO
- 21 N.W. state (abbr.)
- 22 Aspects
- 24 Cleopatra's killer
- 25 Middle East gulf
- 26 Record of brain activity
- 27 Lively dance
- 29 Tired
- 30 Elasticity
- 33 Depot (abbr.)
- 36 Writer Bernard —
- 37 Mr. Koppel
- 38 Hypothetical substance
- 40 Irritates
- 41 Move slowly
- 43 Playing marble
- 46 "— la Douce"
- 47 Extinct New Zealand bird
- 49 Capital of Montana

- 51 Signifying maiden name
- 52 Humor magazine
- 53 Enemies of clothing
- 54 Captain —
- 57 U.S. railroad
- 58 Rare-earth element
- 59 Do a floor job
- 60 Ones who try
- 61 Certain store-keeper

- 23 Inn for travelers
- 24 Former French province
- 25 Imitate
- 28 Lamprey and electric
- 29 Mr. Caesar
- 31 Old song, "— a Seesaw"
- 32 Box —
- 33 Rain lightly
- 34 "Walden" author, and family
- 35 Foods
- 36 Certain sports cars
- 39 Ending for pay
- 42 Garment worker
- 43 System of weights and measures
- 44 Instruction from Jack LaLanne
- 45 Sun bather
- 47 Mme. Curie
- 48 Aroma, British style
- 50 Game of chance
- 52 Indian servant
- 55 Suffix: geographical area
- 56 Hindu sacred words
- 57 South American country (abbr.)

DOWN

- 1 Skin injury
- 2 Hackneyed expression
- 3 Indication of a sale item (2 wds.)
- 4 Harvard vines
- 5 Fender — (accident)
- 6 Energy unit
- 7 Dog sound, in comics
- 8 Sign gases
- 9 Barber shop item
- 10 Songbird
- 11 German number
- 12 Hospital physician
- 13 Trial material
- 14 Poured, as wine

Solution on Page 18

Schedule Processing is Slow

By Irwin M. Goldberg

Today some students will be able to attend classes with schedule in hand while others will have to stop at the Records/Registrar Office for a copy of their schedules.

William Strockbine, of Records/Registrar said that there was no delay in the mailing of the schedules and that by last Friday, everyone should have received their schedule.

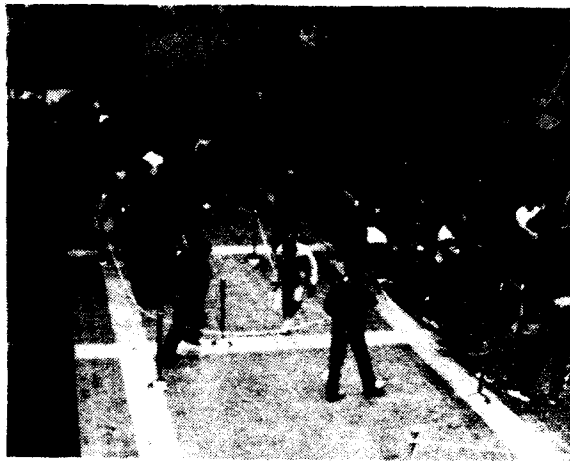
The schedules were sent to be printed and to the mailroom on January 13 and 14, Strockbine said, and the majority of them were mailed out January 14 and 15. The processing was not only done during the week, as Strockbine pointed out. "We had crews on in the computing center and the mailroom (on the weekend)."

He also pointed out that on the pre-registration slip it states that final schedules would be mailed after January 15. A worker at the registrar's office said that the last of the schedules were sent out on January 19. Strockbine confirmed this and added that this was due to the closing of the post offices for Martin Luther King Day.

Many students feel that it is unfair that they must wait until the week before classes for their schedules. Dave Corsetti said, "I find it hard to believe that it takes this long to process grades and schedules." He added that students should be advised of their schedules before returning for the semester, even if it is a tentative schedule.

Strockbine said that ideally, they would like to have the schedules out "a couple of weeks before the term begins." As soon as the schedules are confirmed, a student can pick up a copy at the registrar's office as long as they have I.D.. As far as grades are concerned, "if a student really needs them sooner, s/he may look at the posted grade sheets that each instructor is given (and hopefully uses)." Strockbine also said that if the student goes to the registrar's office with an I.D. and a valid reason, s/he can receive a copy of his/her grades.

According to Strockbine, before any of the final schedules can be made up, each request must be checked to make sure that each of the pre-requisites has been met. "There are over 80,000 grades from the fall semester," said Strockbine. "the last large course grades weren't



Statesman/Ray Parish

Students wait in line at Registrar's last Friday.

received until January 4."

After the grades are received, and the pre-requisites have been verified, the class requests are fed into the computer which goes through a sectioning program. According to Strockbine, this program cross references all available information on each section of every course to enable all requests to be filled in some manner. For example, if one section is filled the computer will try to fit a student into another section. This might result in a conflict with another class, and may also explain why a schedule may not look like the original time requests. Afterwards schedules are then sent to be printed and mailed out.

"I just received my grades Friday but not my schedule. It's a pain not to know where my classes are. We shouldn't have to wait," said Brian Tubby, a student.

According to Strockbine, the biggest problem is waiting for the grades before proceeding with the scheduling. He said that he is currently working on an alternate method of scheduling such as eliminating the pre-requisite screening.

Students still in need of a schedule should go to the registrar's office with their I.D. card to obtain a copy, Strockbine said.

Lecture Center Halls Reopen

(continued from page 1)

center is safe, Wiesner said that Marburger did say he would wait for the final report. "That is what he told us," Wiesner said. "I want to know why he changed his mind."

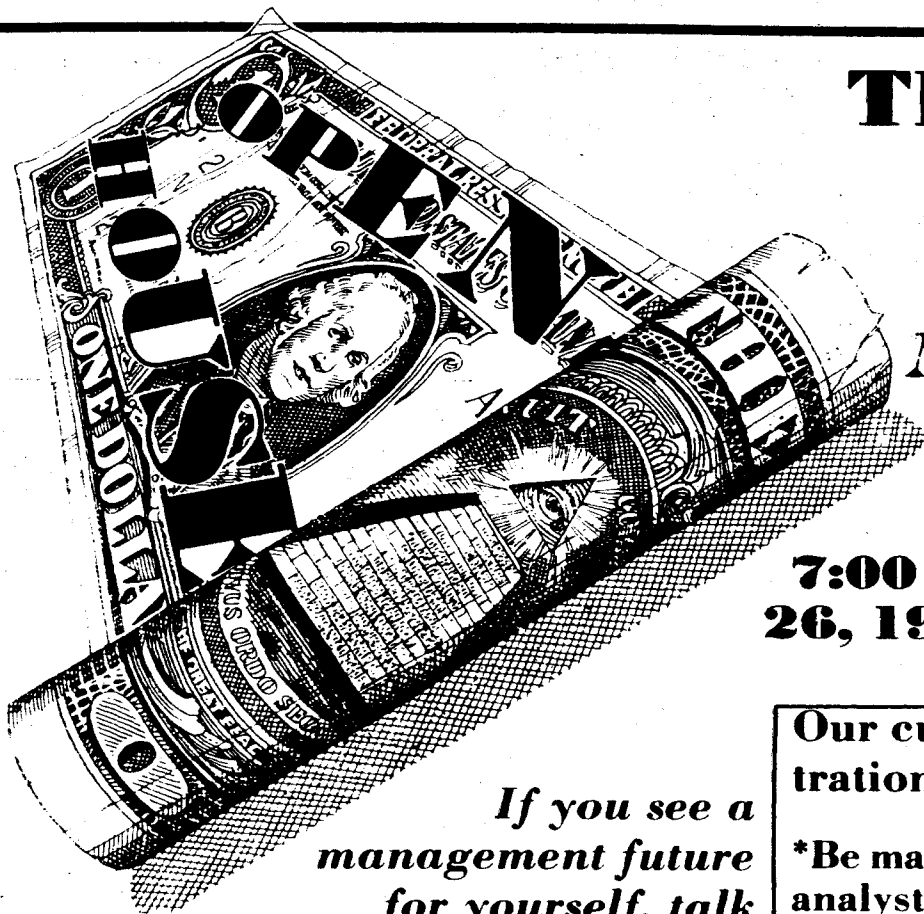
Good agreed that Marburger had apparently broken his "agreement" with the ad-hoc committee, but she, unlike Wiesner, does not believe that the tests done so far have proved the lecture center is safe.

Aldona Jonaitis, vice provost for undergraduate studies, said that the administration had made alternate plans to relocate classes in the event the room could not be opened, but she expressed relief that the students would not be faced with a repeat of last semester classroom shuffling.



Statesman JoMarie Fecci

John Marburger



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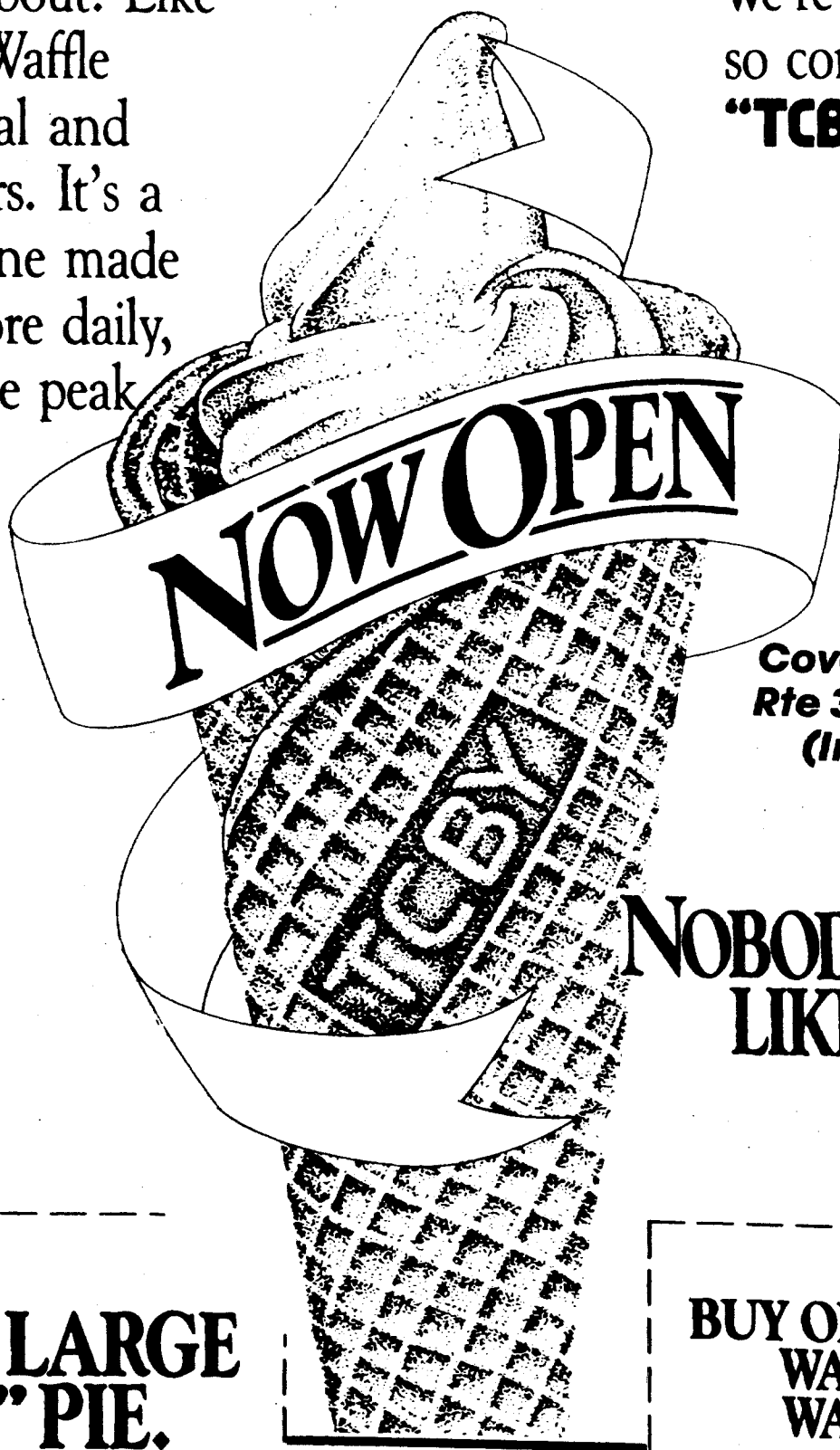
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Preston Returns From Semester on Sabbatical

By David Avitabile

Frederick Preston, vice president for Student Affairs, has returned to campus after spending a semester long sabbatical developing plans to evaluate and enhance the position of minorities in academia.

During the course of his sabbatical, Preston said that he developed two major plans. One plan is aimed at creating a research project which will generate data on the quality of minority student life on several eastern campuses. The other project proposes the development of a program through which national college administrators encourage minority members to continue their education through graduate school.

Preston said he worked in conjunction with James A. Malone, director of the Institute for Intergenerational Education at Hunter College, and Dennis Madson, vice chancellor for Student Affairs at the University of Massachusetts at Amherst, to develop the outline for a year-long study of minority student life.

Three campuses - CUNY Hunter College, Amherst, and Stony Brook - are targeted for the study which will focus on the experience of Black and Hispanic students with regard to their expectations, relationships, coping strategies, extracurricular participation, on-campus housing experiences, and academic achievement.

According to Preston, the researchers will also attempt to determine the existence or lack of discrimination on these campuses.

"We developed a proposal which would

enable us to do this SUNY-wide, but the funding still needs to be located," Preston said.

Preston said the project he designed for the National Association of Student Personnel Administrators - of which he is a board member - is one which will "encourage and assist Black and Hispanic undergraduate students in entering Student Affairs graduate programs."

The program offers three participatory activities focused on enlightening minority undergraduates on the benefits of continuing education through graduate school, according to Preston.

The first is a field experience project with a mentoring element. The second is a seminar program orientating participants with Student Affairs graduate programs and informing them about the field as it relates to national issues. The third component of the proposed program is a scholarship fund to award grants to high achieving participants, Preston said.

Preston said he also discussed a plan to aid minority members who had graduated college, but were not yet employed, with two other organizations, the National Council of Educational Opportunities Association and the National Council on Black American Affairs, while on sabbatical. The plan, Preston said, would help minorities by disclosing employment opportunities in the field of Student Affairs Administration.

Broadening his sabbatical studies of minorities in society, Preston served on a

Statesman/Alan Golnick

Signs of the Times

You're not seeing double, just a reminder of the outcome of last year's race for the county legislature. Republican Peter Pitsiokos used to operate out of an office in the Mario's shopping center on Route 25A until Democrat Steve Englebright won the election. The campaign office is now a repair store for video cassette recorders, but Pitsiokos' name appears to have staying power.

housing resource panel of the New York American Institute to investigate the issue of housing for blacks in New York. As a member of the panel, Preston said he specifically addressed the adequacy and afford-

ability of the housing available to the black population. Preston said he read and assessed a report by the institute entitled, *Housing New York's African Americans: Adequacy and Affordability* while on the panel.

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Join Statesman - Call



The deteriorating Childs Mansion in Crane Neck.

Statesman JoMarie Fecci

Officials Ponder Mansion's Value

(continued from page 1)

Clouding the home's past, however, are conflicting dates, tales of Childs spitefully destroying the Spinola home and the question of whether the mansion was actually built on the foundation of the home of the colonial Jones family.

"Part of the problem is that we just don't know," said Beverly Tyler of the Three Village Historical Society.

All that is sure is that the house was vacated in the 1950s and wetlands researchers occasionally inhabited it after the DEC bought the wetlands estate in 1966.

In order to secure historical preservation money set aside from the 1986 Environmental Quality Bond Act, a building must first win a spot on the national register of historical landmarks—something unlikely for a building without a venerable past, preservation officials said.

Meanwhile, there are those who believe the mansion is not worth preserving. "My recommendation was to take the place down," said William Wise, the associate director of Stony Brook's Marine Science Research Center, who oversees the Center's research by wetlands. "If the university even had [the money] I don't think the project would justify it and I don't think we're going to find a benefactor."

But Suffolk County Legislator Steve Englebright said the mansion's value "is only starting to be fully understood." The Wetlands were probably a major part of the area's linen trade before the industrial revolution, he said. "To separate the structure from the context of the Flax Pond is a real mistake. There is a real story there about the development of this community."

Englebright said the mansion could also be one of the first homes in the country built with steel beams.

"It's a very significant example of an early estate house," said Barbara Van Liew, editor of Preservation Notes, a semi-annual preservation newsletter. "There's very fine detail in the woodwork and the location is very interesting."

Englebright said he planned to look over 19th century documents and maps shortly in hopes of fleshing out the mansion's past.

Housing Plans

(continued from page 1)

county land.

The construction at Stony Brook—the first step in the overall project—will be used as a model for the county.

If both the campus and county plan is carried out to its fullest, Koppelman said, "It would be by far the most significant affordable housing built in the decade" in Suffolk County. But he added that even though the overall plan would far top the 671 units of affordable housing built in the county in the last fiscal year, it would make only a 10 percent dent in the county's current need for 50,000 affordable units.

Community officials reacted with enthusiasm to the Stony Brook end of the project. "We've had a problem in our community for many, many years now because of our proximity to the university and its problems of housing its graduate students and low-level employees and untenured faculty," said Kathi Bogenberger, president of the Three Village Civic Association. "So we're thrilled to get them back onto the campus where they belong."

But the apartments—contrary to what was said when the plan was announced—will not be open to graduate students. Graduate students held protests last May over, among other things, a lack of decent housing on and off campus.

"What it sounds like to me is that graduate students are going to have the same problems we've had all along, only the crisis will not just continue but it will actually get worse," said Bonnie Hain, president of the Graduate Student Organization. Hain noted that upcoming campus renovations will temporarily close some graduate housing and Brookhaven is cracking down on the sharing of apartments.

Altman said graduate housing would be included in the feasibility study as part of a separate effort.

According to current campus plans, the Federal National Mortgage Association, a New Deal-era deregulated mortgage investor, will help finance the apartments and the Stony Brook Realty Corporation, a non-profit group staffed by university officials, will be in charge of the rentals.

MPC and Associates, a development company, is completing a study that will plot out the construction and costs. When the company completes its study on Stony Brook next month it will turn its attention to the county. The development company will prepare a plan due out in April for building affordable housing throughout Suffolk County.

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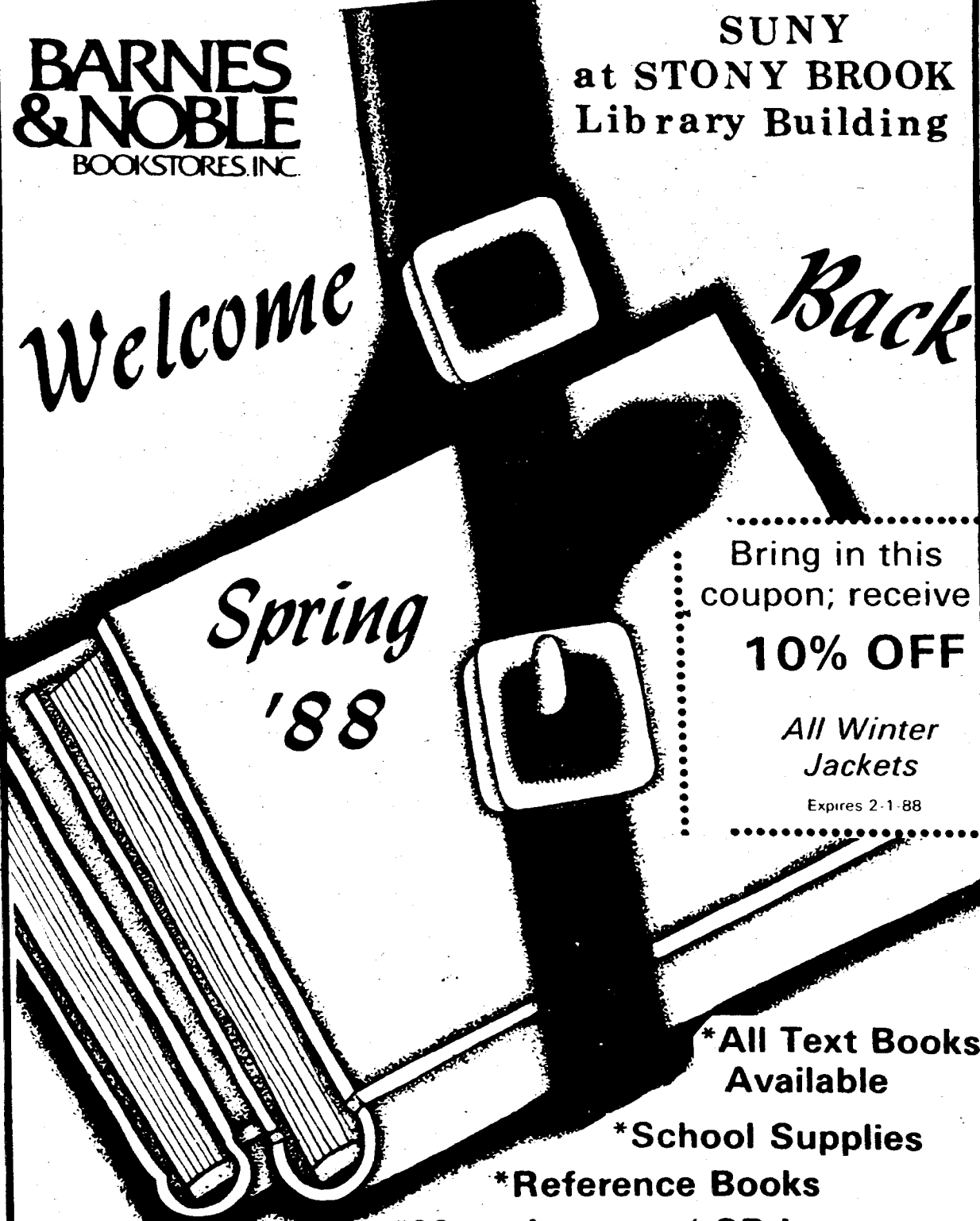
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Without A Voice Students Are But Sheep

If men are to be precluded from offering their sentiments..., reason is of no use to us; the freedom of speech may be taken away, and dumb and silent we may be like sheep to the slaughter.

—George Washington

The recent Supreme Court ruling granting public school officials authority to censor school newspapers has made sheep of American youths.

According to members of the High Court, the student's First Amendment rights are violated only if the object of censorship "has no valid educational purpose." Those judges who supported the 5-3 ruling further defend their decision by arguing that school-sponsored newspapers exist as educational projects not intended as student public forums.

The Supreme Court decision has muted one of the few sources which amplifies high school students' voices. In most public high schools, the faculty and administration determine course curriculum and materials discussed within the classroom. Student-run media—newspapers, radio stations, and magazines—have in the past offered students the freedom of expression seldom found elsewhere within their educational environment.

The Hazlewood principle reportedly said the decision would result in a mere broadening of the editorial board to include the voices of administration and faculty. The fact that the principal

removed two pages of the student newspaper without consulting the student editors demonstrates his failure to understand the meaning of an editorial board. It also demonstrates the inability of students to voice their own opinions on school's issues without the interference of school officials. On the board, which in the first place is to be comprised of editors only, each member has a vote. The Hazlewood board's power was completely overruled by the principle. What about democracy, as well as freedom of the press?

What is left of the educational merit of extracurricular or elective activities: giving students an opportunity to hold positions in which they learn to make decisions and take responsibility for the outcome, in light of this ruling? What does a censored student newspaper have to offer that an English class does not—a lesson in writing stories which reflect the correct view; the administration's view. Where will students learn to develop their own opinions and defend them?

This ruling assumes that students are not able to judge for themselves which topics are "safe" to investigate and discuss on the pages of their newspapers. The subjects which the principle of the Hazlewood School found to be inappropriate for student contemplation were divorce, teenage pregnancy, and birth control. These are indeed highly controversial issues which may be viewed differently by students than by school administrations.

What harm does an open debate on the pages of

a school newspaper render? What is the motive of the administration's desire to silence the student's voices? Do they wish to deny that society holds such problems, or is this case merely an opportunity for administration to transform the students to a silent group to whom, "reason is no use?"

The public schools, with the power to cut off the voice of the students, not only render the students even more helpless than they are now or have been in the past, but work to create a more docile group of American citizens. People who are raised to believe they are not fit to judge what topics are worthy of addressing are hesitant to voice and defend their opinions. A democratic nation filled with sheep is extremely vulnerable to the manipulations of its government.

A democracy depends upon the fine balance of power, one in which it is understood that education and a loud voice are strong defenses for the public. Such power, as newspapers often evidence, often relies on the control and distribution of information. An education under a dictatorship does not prepare one to be a member of a democratic society. In order to have a loud and effective voice one must be trained to use it. Public schools under this ruling will fail to provide this. Our students will leave school worse off than when they entered.

The Supreme Court decision was an ill-conceived one and should be reassessed, not only for the sake of student's constitutional rights, but for the sake of the future of the nation.

Statesman

Spring 1988

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Statesman will publish next on February 1.

Instructor Learns A Lesson From Students

By Debra Swoboda

This is an open letter to the students of my Developmental Psychology class this fall semester. I wanted to try to express in systematic form what it is that I have learned from you. We talked in class several times of how education can be a cold and oppressive experience — at Stony Brook or anywhere else. Yet, it is important to recognize those moments in our lives when we rise above what it expected of us, when learning becomes a labor that challenges us, gives us insight, changes our way of viewing others. Our interactions this semester has facilitated this process for me.

Because I had never taught a class as large as ours in a lecture hall atmosphere, I was initially very nervous and intimidated. I quickly learned that the typical student and faculty attitude of disdain for large Stony Brook classes is well deserved. Three times a week, 185 of you sat in chairs that did not move, suffering extremes of heat and cold, straining to see a blackboard you could not. The size of the class necessitated multiple choice exams, promoting memorization and regurgitation more than critical thinking. From a teacher's perspective, I began to realize that the structure of the class constrained humane and individualized interaction in several ways.

First of all, I noticed that every classroom behavior took on exaggerated proportions. Talking became more disruptive and boredom became more apparent. A banal or dry point immediately fell flat: silence in a lecture hall is deafening. Watching students laboriously take down every word I said took on qualities of a Zen-like experience. Perhaps these were the reasons other faculty gave me the advice, "if you can get 15 students to follow and discuss the real issues, you have accomplished a lot."

The structure of the classroom shaped our interaction in a second way. Control became an issue, whether I wanted it to be or not. You could control the process by sleeping, talking or shuffling your books to signal the period was over. I could control the process by speaking softly or threatening you with possible test questions. At exam time, I made up different versions of the test to minimize cheating, ordered you to put your books on the floor, chastised for forgetting a pencil, warned you that you had 5 minutes left. My behavior was that of an authoritarian even as I exhorted you to question, critique, share your experiences. I felt schizophrenic.

On top of this, the classroom structure created a "sea of faces" effect. With eye contact being difficult and not knowing all your names, you became an entity rather than a group of individuals with different skills and interests. I could pass most of you on campus and never recognize you: I identified speakers as "you in the red shirt" or "you in the third row." At times I felt like a talk-show host, asking myself how I could entertain you if the material sparked no comments. Discussion took on a "Phil Donahue quality:" if we failed to thematize or draw solid conclusions, the comments you made appeared to be equally valid. The 55 minute period often limited us from drawing out the importance and legitimacy of each comment. Thus, many of our discussions degenerated into a relativism of opinions. It was discussion, but an unsatisfying and frustrating form of discussion.

And then something began to happen. You began to talk to me — in office hours, after class, walking across campus. Students who were mothers began to share their wisdom. Male students told me their fears of parenting, divorce, daycare. Daycare and hospital workers related problems with particular children. Psychology majors told me the heated class discussions contained too many opinions and not enough facts. Natural science majors expressed their support of the core curriculum focus of the course — they wanted more sociology and anthropology. Religious students told me that the sociological focus in my lectures on daycare, sexuality and education denied the real moral issues underlying their analysis. I needed to hear these things. The problems, support, and criticism were all messages I needed to hear.

Your comments helped me see the importance of connecting one's heart and one's head for real learning to take place. This was especially true given the nature of the material we were studying. Developmental psychology involved many issues that intrinsically spark emotional and often unquestioned beliefs. Relevant questions provoked strong reactions: "Can only women mother?"; "Should we raise androgynous children?";

"Is daycare harmful to infants?"; "Is physical punishment bad?"; "What is acting your age?"; "Is concern for the truth more moral than concern for others?" People vehemently disagreed over the underlying issues as well: "What is a good parent?"; "Are there innate sex differences?"; "Are some children brighter than others?"; "Should we try to maintain the institution of the nuclear family?" At the beginning of the semester, I assumed you had not thought about these issues, or if you had, that you needed to question your assumptions. I came in with statistics and studies to convince you of a more "correct" position on the issues. As you talked with me, however, you help me understand how the content and format of the class needed to change. Instead of asking you to disconnect your emotions from your thinking, I asked you to discuss your experience, question your assumptions, and talk to one another.

**" ... Can only women mother?
Should we raise androgynous children?
Is physical punishment bad?
What is acting your age?
Is concern for the truth more moral than
concern for others? ..."**

At first I thought that I did not seem to be suited to teaching a large lecture class, since my skills seemed to lie in facilitating small group discussion and writing skills. I wondered if there were two types of educators — lecturers and teachers — and if I was simply unable to be the former. Yet, deep down I believed that a good teacher is someone who challenges students to question, be compassionate, and be responsible — regardless of classroom conditions. Talking with you help me to resolve this, and to rely upon what I already knew — that a good lecturer/teacher remains open, and promotes meaningful dialogue about the issues. I realized that although the structure of the classroom worked against real learning, that the nature of the material and our common desire to learn made it possible. Being a good lecturer was only a part of the process.

Once I began to think differently about the structure of the course, I tried to lecture to you less and to talk to you more. You helped me remember that education really is a one-to-one process. As you talked to me as parents, children, students, friends, I began to learn from your comments and to feel free to make mistakes. I think some changes began to transpire around mid-semester because of our joint effort. We listened to each other more, we laughed more, and we learned more. In sup-

porting me, you taught me better how to support you in learning difficulty and often controversial material.

I learned a lot in the process about my teaching style as well, I know that I emphasize the importance of understanding theory, and that analyzing theoretical perspectives is one of the most difficult things for students to do. I asked you to view the research we studied on two levels — in terms of the reliability of its conclusions as well as the theoretical assumptions if operationalized. I did so because I believe critical learning involves, on the one hand, recognizing and interpreting the "facts." It also involves, however, putting oneself "in the shoes" of the researcher, understanding his/her assumptions about human nature, society, the sources of our problems and their solutions. As students, we have to do more than simply ask if the "facts" seem to be true from our experience: we have to question the underlying assumptions both we and the researcher are using. To interpret research in this light, I think, is an invaluable intellectual and social exercise. Your comments to me confirmed that you found this difficult to do, but extremely useful for understanding your own biases and "theories." Hopefully, this intellectual skill will help you choose and commit yourself to a theoretical orientation — and thus to values and standards by which to form opinions, evaluate what you learn, and live a fuller life. Your struggle with this process helped me understand the skills I hope to contribute to any material, in any classroom.

My training as an academic at Stony Brook has been a struggle to balance my research with my development as a teacher. At times I have had to choose between being productive and being available. At other times, I realize that what I have learned in the classroom is invaluable to my own research. Our interaction has helped me reaffirm that our intellectual development is mutually interdependent. I have come to the conclusion that much of the criticism of the quality of education at Stony Brook is valid but one-dimensional. To me, a good education is a right, but something for which you have to struggle. Education involves hard work, but should be undertaken with a spirit of love and concern for others. And education is ultimately a political process, for knowledge makes one responsible — responsible for oneself, for the welfare of others, and for creating the good society. Lousy teachers and big classes are easy to criticize, but working with others to humanize the process is a much more difficult (and rewarding) task. Learning with you this semester has helped me rethink the balance between research and education, and has renewed my faith in the possibilities of education. Your support, criticism, and humor have made me a better teacher and student. Thanks from the bottom of my heart.

(The writer is an instructor)

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**Letters And Viewpoints
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LETTERS

Dismal Parking

To the Editor:

I am writing regarding the article that appeared in *Newsday* on November 16 about the parking situation at Stony Brook. The article dealt mostly with the situation at the Hospital and Health Science facilities, but barely touched the desperate situation existing on the main campus.

In my 12 years at Stony Brook, parking has always been bad, and due to recent occurrences, will now become even worse. Today a large faculty/staff parking lot adjacent to the gym has been eliminated due to construction of a field house. In addition, as stated in the article, next Spring another large lot will be eliminated to build a paid-parking garage. These are two of the large lots on campus and most contiguous to the central core of buildings. Temporary parking has been made available in other far areas—a map shows us their location and it will be "a good stretch of the legs" to park and walk to job locations every day, and even more so for staff on late evening hours. Another alternative is to park on the perimeter of the campus and bus to buildings, but would mean leaving home a half hour earlier, since the buses lumber all over campus and take away mobility during the day, i.e. off-campus lunches, appointments, etc. Compassionate campus police consistently ticket cars that park in undesignated spots, even though it is done in desperation by employees who arrive at their jobs after 8:30 a.m. I wrote to the administration this summer expressing our concern about the loss of parking spaces, but had no response. In addition to the years of inconvenience ahead due to the loss of so many spaces, I challenge the concept of paid parking for employees. The idea that an employee has to pay his employer to park and go to his job defies reason. If this were Fordam or NYU, with campuses that merge with city streets, parking garages would be an acceptable necessity. However, this campus has sprawling acreage and lots of room to make accessible, free parking close-by the buildings most frequented.

I would like the unions that represent the employees on campus (C.S.E.A. and U.U.P.) to see the injustice in this situation and take a stand. I might add that the administrative staff of this school will not be inconvenienced, since they all have reserved spots.

Charlotte Wilbert

Coupled Couples

To the Editor:

Apartments for married couples at Stony Brook are arranged for two couples to live in a two bedroom apartment. Each couple has their own bedroom, but they must share a living room, dining room, kitchen, and even a bathroom.

Can you imagine that two wives have to cook on a stove at the same time! If a couple watches T.V. in the living room, the other couple is forced to watch what they are watching or not watch T.V. at all. When you open the refrigerator, you must know which is your food. Imagine what would happen if you

ate somebody else's food! It is also a big problem to keep the apartment clean, especially if one couple is a lot sloppier than the other.

It is not suitable for married couples to share apartments with other married couples. Every couple has the right to live in their own apartment, without sharing it with another couple.

Stony Brook has one bedroom apartments for married students, but only for couples with a child. I believe that whether a couple has a child or not, they should have the opportunity to live in their own apartment. A couple who has a child needs their privacy just as much as a couple without a child.

In conclusion, I suggest that Stony Brook should build more one bedroom apartments for couples, and it shouldn't matter if they have a child or not.

Wei-Pyn Wong

Registration Frustration

To the Editor:

You may not believe that it took me three hours to register for a course for Spring '88, but it really happened.

A month ago, I received a letter from the administration department which informed me that I should register for my courses on November 19, from 1:30 to 4:00 p.m. and that I should be able to register in less than 15 minutes! They must be joking!

Before I went to register, I had told myself that I had to go early. I arrived at the administration department at 12:00 and there were at least one hundred students who had been waiting in line. I waited at the end of the line. Two hours later, I still stood virtually at the same spot. I waited and waited, and still didn't get to register until 3:00.

It wasn't until after I had registered that I noticed that only one computer was being used to manage all the application forms. I was so angry. Why do they only use one computer to manage the hundreds of application forms they receive? And why do they tell us that we should be able to register in less than fifteen minutes?

I think that they should use more computers and they should change the registration schedule to allow students more time to register for the following semester.

Chen Ko

Not Amused

To the Editor:

I was surprised by the statement in Joe Cheffo's article on p. 10 "...if I ever did decide to go to India (perhaps if I get tired of civilization)..." It's a pointless and stupid remark, certainly not funny, that I am sure offended Indian students on this campus as well as many others. Given the insensitivity of the comment, I have to wonder if Mr. Cheffo would recognize what is civilized and what is not. Isn't it your responsibility to make sure that comments like that don't get published?

Professor Arthur Bernstein

Bus Fuss

To the Editor:

Transportation is the obvious problem on campus. Current campus buses run only every thirty minutes. Waiting thirty minutes for a bus wastes a lot of time for the students. Especially in winter; it's very cold at the bus stop, thus, not too many students take the campus bus.

In addition, many students do not have their own car, so they need to take the Long Island Railroad to go home on weekends. It would be nice if the campus buses ran on weekends to take us to the station. Carrying suitcases to the station from Kelly Quad can be quite tiresome!

The school should offer more campus buses on weekdays. The buses should run every ten minutes. Also, the school should start the weekend bus service. The bus should run every thirty minutes.

Jim Chen

Primary Opportunity

To the Editor:

This coming week-end, January 30th and 31st, a bus will be going from Long Island campuses to New Hampshire carrying volunteers who would like to work for Jesse Jackson in the New Hampshire presidential primary. The bus is free. Volunteers will go door to door in Manchester, New Hampshire, soliciting potential voters for Jackson. The bus is open to faculty, staff, or community volunteers as well as students. Anyone who is interested in going can call the undersigned at home (751-0340) or school (632-7503) to reserve a seat.

Professor Hugh G. Cleland

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ALTERNATIVES

"Faith" Should Attract Many New Converts

By Ray Parish

When George Michael's new album *Faith*, turned up in a pile of mail on my desk two weeks ago, I glanced at it, saw the track "I Want Your Sex" and tossed it onto a stack of miscellaneous refuse containing things too valuable to be thrown away but not worth paying attention to. I had heard "I Want Your Sex" at a dance club last month; I had no desire to hear it again.

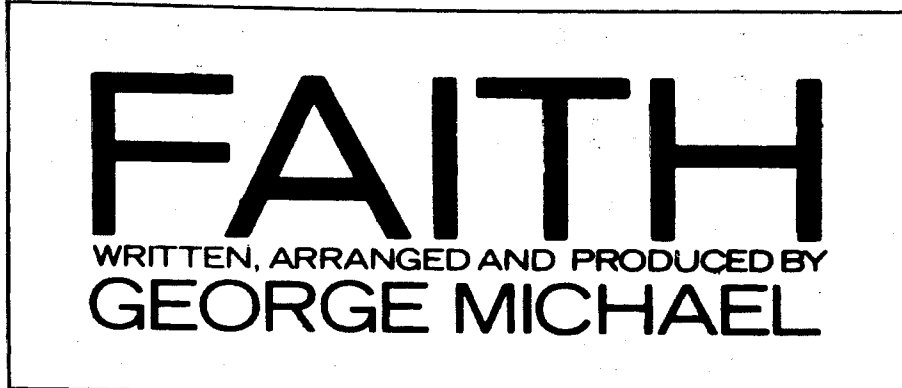
Several days later I saw the video for the album's title track. Suddenly the album seemed worth paying attention to.

After rooting through the stack of miscellaneous refuse and finding the album, I decided I owe George Michael an apology. The album is not only worth paying attention to, it's worth paying money for.

It is heartening to see an artist improve his work, and George Michael deserved the Most Improved Player Award for 1987. Though none of the other tracks on his new album show the imagination and versatility of "Faith," Michael made the entire album a successful showpiece for his improvements as a solo artist. The album holds few disappointments.

The title track, with its country guitar solo and its skittering yuppie-beat, is certainly the most musically innovative song on the album. Several other songs show Michael maturing as a lyricist. "I Want Your Sex," shows only that you can't teach an old dog new tricks too quickly. "I Want Your Sex," which garnered much attention by getting banned in England, gives the album a lyrical sore spot. The lyrics make any listener flinch with embarrassment — they're just plain stupid:

*sex is natural
sex is good
not everybody does it
but everybody should.*



Morals aside, these lyrics have about as much poetic quality as the instructions on a box of condoms.

Despite its apparent straightforwardness (honesty is one of the song's few good points), "I Want Your Sex" is not as simple as it seems. The title on the album jacket reads: "I Want Your Sex (parts I and II)." Indeed, even the first cursory listen revealed the Michael divided the song into two parts, parts similar but by no means identical in beat or content. After a neat segue wherein Michael apparently ditches the echo machine to show off his vocal ability, the song breaks into a much funkier (and not as dance-minded) beat. In come the horns, and out goes the heartlessly horny attitude. The phrase "I love you" — though oddly out of place — invades part two of the song several times. Perhaps Michael is simply turning on the smooth talk, perhaps the song is intended as social commentary. Either way, the song is musically among the album's weakest; without part two, "I Want Your Sex" would have no redeeming qualities.

One of two bonus tracks offered on the compact disc and cassette is "I Want

Your Sex (part III)." Subtitled "A Last Request" (parts I and II are subtitled "Lust" and "Brass in Love"), the song wraps up the imaginary evening begun in part I. The word "sex" does not occur in the song, and the tone and beat slow to a relaxed, seductive pace.

In part I, Michael sang "Every man's got his patience/And here's where mine minds." In part III, his attitude is either more respectful or more deceitful, depending on how you look at it:

*You know
That I remain a gentle
man
But even so
There's only so much
A gentleman can stand*

"I Want Your Sex" — when examined in its entirety — comes off either as a mindless song conceived simply as a chart-climber or as a subtle satire on sexual values and the human mating dance.

Michael manages to include some less-hackneyed themes in several of the other songs on the album. "Hand to Mouth" is a politically-minded critique of the "Americanization" of England. Though somewhat cryptic, the lyrics are

both thoughtful and thought-provoking (once you give them a good long listen). "Father Figure" is on its way up the charts, and will probably soon pass "Faith" as the title track ends its reign at number one and begins its decline. "Father Figure" gives the old "love you forever" theme an interesting (and Freudian) twist.

I'll name "Hard Day" as my personal favorite off the album. Michael plays — or rather plays and programs — all the instruments on the track, and even makes use of recent voice-digitizing technology to sing duet with himself at the end of the song. Lyrically and musically the song shines, and it has a fat bass back beat that makes it irresistible. The second bonus track on the compact disc and cassette offers listeners a travesty — a "Shep Pettibone" remix that just destroys the song, though it does offer some interesting insight into the voice digitizing technique.

The album form of "Faith" finishes up with a torchy ballad called "Kissing a Fool" that should win Michael versatility award for 1987. The croon, which is reminiscent of old Cole or Mathis, is both a step away from the general tone of the new albums and simultaneously a nod to the old Wham! ballads.

"Monkey," another one apparently destined for a remix, somewhat cryptically attacks the topic of addiction (whether the addiction is to drugs or sex or what is a distinction not made clearly in the song). The song is a showpiece for Michael's mastery of the synthesizer and his ability to write music that fits effectively into today's electronic music medium. Everything is digitally recorded, making *Faith* a worthwhile compact disc purchase.

The Longest Miles: A Runner's Retrospective

By Andrew Kachianos

It was a cool, windy day in early November. I'm on a small rise looking down at the starting line. I don't think I've ever seen so many different colored pairs of sweat pants. The field was littered with people stretching and jogging around. My teammates and I decided it was a good idea for us to start stretching and loosening up too, so we jogged down past everyone to a secluded part of the field where we could be alone. I was already nervous and I wondered how my other teammates were feeling.

Looking around, I remembered that with the exception of Mike and myself, this was everyone else's first time at the state championships. I also felt bad for my brother who should have been here, but suffered an injury a couple of weeks before that prevented him from coming. As I stretched I began to reflect on my Cross Country past. This was my last year, my senior year on the Cross Country team. It was my second year as captain and my second year attending the state championships. I couldn't believe I was there again. I thought about our intense workouts and all the running I'd done over the year. I hoped to make the best of my last Cross Country race.

With only about ten minutes until race time, we were advised to take our spots on the starting line. Everyone began taking their sweats off. The air was chill as I hopped around to prevent my legs from getting numb. We huddled up for our last team meeting before the race. The coach and I reminded the team why we were there. We deserved to be there. We came in first place in our division. We trained hard. This is the race we trained

so hard to run in. Most of all, we did it together. We grabbed hands in a last effort to unite for the last time. The spirit of the team gave me that special feeling inside, that spirit of camaraderie that existed between us.

The last moments are now before us. Everyone was on the line. So many people waiting to burst on the signal. The official started giving commands. My legs felt weak, in fact, my back leg started shaking and I got goose bumps from more than just the cold. I was nervous!

Bang! Mass confusion. I wonder how my legs started running without my command. All I know is I was running, fighting to keep up with the mob. Straight ahead we went, up a rise and towards a fence in the distance where we would make our first big turn. I'm already breathing hard and falling back, but I'm used to it. It wasn't the time for me to make my move anyway. I began to calm down and settled into my pace. Mike, our number one runner, was out ahead where he should be. Me, I was holding my own as second man where I should be. I just hoped my guys behind me were still running strong.

The left turn was already behind me as I tried to keep my pace strong up the steady incline ahead of me. Thank God for my spikes. Every big race I ran was in the mud because it always rained the night before. This race was no different. I was hoping to break 19 minutes. I had to. I did it last year. I haven't done it yet this year. I passed the one mile mark. Someone shouted five minutes-fifty seconds. Not too bad. I raced on.

The course continued to twist and turn, up and down

hills, this way and that way. At some points I had to fight to keep my balance in the mud. I'm already tiring. I urged myself onward. Ahead of me loomed the biggest hill on the course. I tried to build up more speed for the hill, but I'm already on an incline and my legs can't go any faster. My spikes dug into the mud as I leaned into the hill. Like a failing machine I fought my way up the hill. Finally I'm up the hill, but I'm exhausted. I settled into a slower pace in an attempt to catch my breath.

Three-quarters of the way through I hear heavy breathing behind me. It's our third runner. A chill went up my spine. I'm usually at least twenty seconds ahead of him. Did I slow down? I ran faster but he stuck right with me. Then we went down a long muddy hill and I slipped at the bottom. He passed me! I couldn't believe it. With renewed vigor I picked up the chase, at almost a full sprint. This was my last race; I wouldn't relinquish my second place spot to anyone. We're finally running step to step as I eventually pulled away. I'm flying at this point, which helped to increase some of my confidence. I reached the last rise, running down the straightaway as fast as I could. I looked up at the clock to see my time. I was disgusted.

Nineteen minutes have just passed. I crossed in 19 minutes and ten seconds, my usual time. I failed. I thought I could do whatever I put my mind to. After I calmed down I realized it was a difficult course. Maybe it wasn't my best race, but I ran my best. Besides, Cross Country didn't have to end here. There was always Cross Country in college to look forward to.

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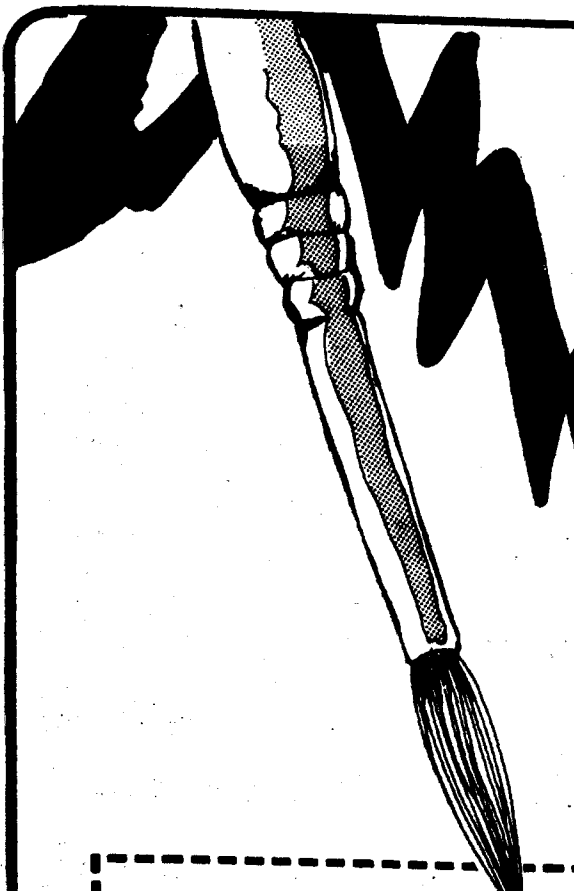
If you're interested in covering
any of the above or have your
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If you are a good writer or
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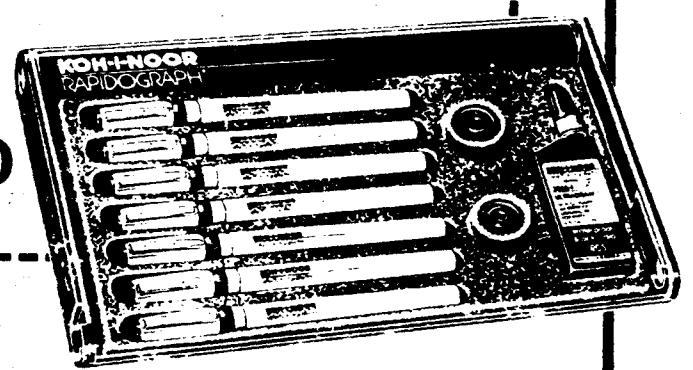
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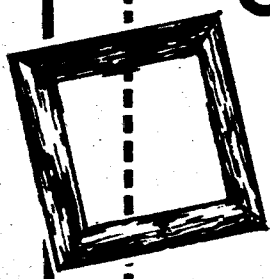
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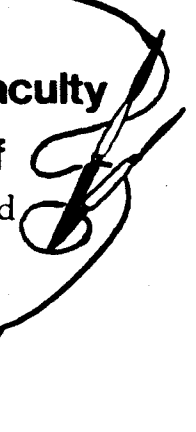


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Petula Clark: Look What She's Done to Her Songs

By Alan Golnick

Petula Clark is annoying proof that if something isn't broken, don't fix it. She had several hit records in the 1960s, and has recorded them again for a new album, "Give It A Try" (Jango records). Clark's songs were in good working order and didn't need fixing, so the only thing left for her to do was to break them. And that's exactly what she did.

Songs like "Downtown," "I Know A Place" and "Don't Sleep In the Subway Darling" are substantially the same except for one problem: the lady sings. Whereas the earlier versions showcased Clark's high-pitched, powerful voice, these latest efforts are essentially the same arrangements sung in a mouse-like, whining, nasal tone. It sounds like Clark was holding her nose while she recorded this album, like children do before they dive into a swimming pool.

"Downtown" begins so off-key that it's hard to recognize one of Clark's greatest hits. Horns blast out a floozy-like introduction that seems appropriate as a prelude to a striptease act. What follows is a slower, clumsy version of the original, in which Clark does not get too excited about going downtown. Her emphasis of the words doesn't seem sincere and she throws in some

superficial patter instead of singing.

"I Know A Place" used to be an upbeat number promising an escape from a fast-moving world. The song is now counter-productive: a series of high-pitched screams and words sung too quickly to appreciate. The damage done to "Don't Sleep In The Subway Darling" is not quite as severe, partly because the song was never much to begin with. Clark rushes through it and makes it sound less polished, like a live concert version.

"Give It A Try" is the kind of album one wants to like. The songs are proven hits and hearing them again should be enjoyable. But it's not. It's disturbing to hear an established recording artist sabotage her own material. The songs are uniformly deficient, on their own and compared to their predecessors. As one hears these face-lifted facsimiles of yore, there is a longing for the old and improved versions. With a few exceptions, Suzanne Somers singing to a chimpanzee on "The Late Show" was more of a musical achievement. At least that offered some entertainment, from you know who.

Clark redeems herself somewhat in "Color My World," a bouncy and generally pleasing rendition that is helped by a high-tech background. The updated technology is a refreshing counterpart to Clark's standard,

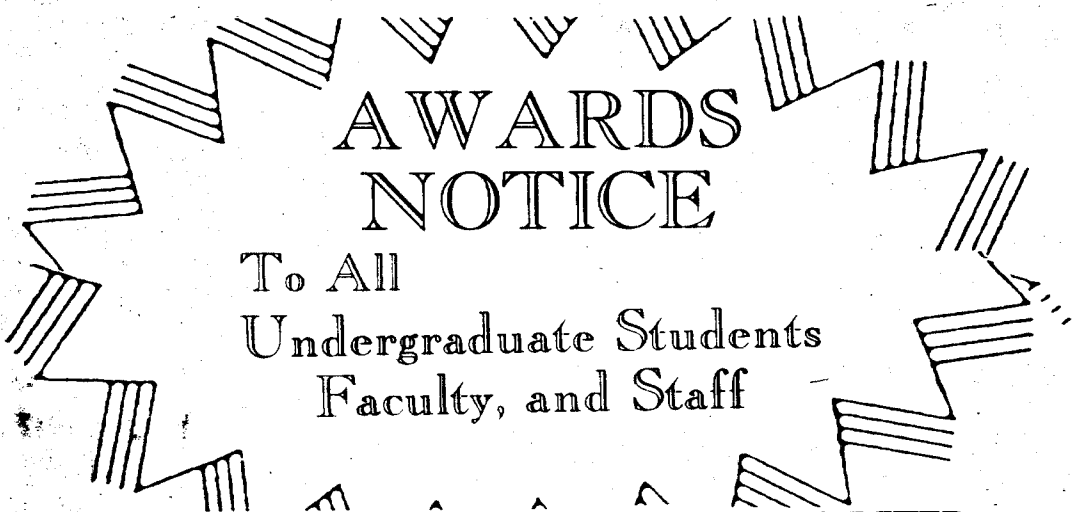


Petula Clark

which has remained intact despite the remodeling job attempted on this album.

Then again, "It's A Sign Of The Times" is so fast-paced and slick that what was once a catchy and refined number could now pass for the opening theme of a schlock television movie. In "Mad About You," Clark tries to be sultry but ends up sounding like the Cat Woman of pop music.

As for the title song, "Give It A Try" is a low-keyed and sniveling appeal to look at another person's point of view, to change one's perspective. Clark makes a strong argument to change the record.



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A Familiar Face Lights Each Day

By Nadine Palumbo

Everyone here at Stony Brook probably has one, with the exception of a few physics majors. No, I'm not talking about a hangover or such, I'm talking about the list of 200.

When I first got to Stony Brook, I was befriended by a senior. She let me in on a couple of Stony Brook secrets, Rainy Night House bran muffins, and the list of 200. This is a visual list composed of faces one sees on campus, day after day, a face you recognize but don't know personally. You may never say 'hi', and you certainly never stop to chat. It's just a person you see in the union, in a class, or in the cafeteria. It's the girl who sat next to you in EGC 101 when you were a freshman, or the guy with the big glasses who seems to be at Daka, everytime you are there. You know these people, they are a part of your life. I think a lot about my list of 200 late at night. Do they know me? Do they realize that I know them? I once dared to say "hello" to someone who I had just seen on line in administration (she asked me what time it was) and she gave me a look as if I had just said, "Marburger doesn't make enough money." I suppose I hadn't made her list of 200.

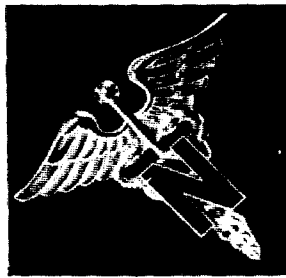
Speaking of which, I once met someone who was on my list, and oddly enough, I was on his. He knew me as the girl who always wears lipstick. I had never thought of myself in that fashion before, never thinking that my lipstick would be my distinguishing feature. It did, however, make me think about what I notice in different people on my list. There's the girl who is very Italian looking in one of my classes, and the guy who always is in need of a shave. I'm sure you have some of these same type of people on your list, maybe even some of the same people that are on my list. Haven't you ever said to a friend, "You know, the girl who always wears the big earrings and hangs out in the union," and they knew exactly who you were referring to? Alright, maybe not in those words, but your list must have similar faces as someone else's.

So think about it on your way to you next class. There before you are the ever changing faces you see everyday, each semester adding and dropping not only classes, but the people you see all the time. Those are the people that make Stony Brook, land of cement, colorful. If you don't have a list of 200 (give or take a hundred), pick your head up off the grindstone, look around, and make up your list.

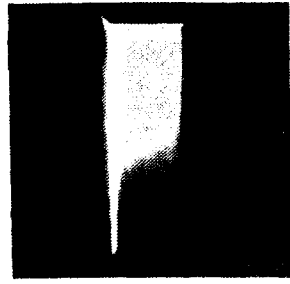
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A	C	T	E	D	N	O	N	I	D	A			
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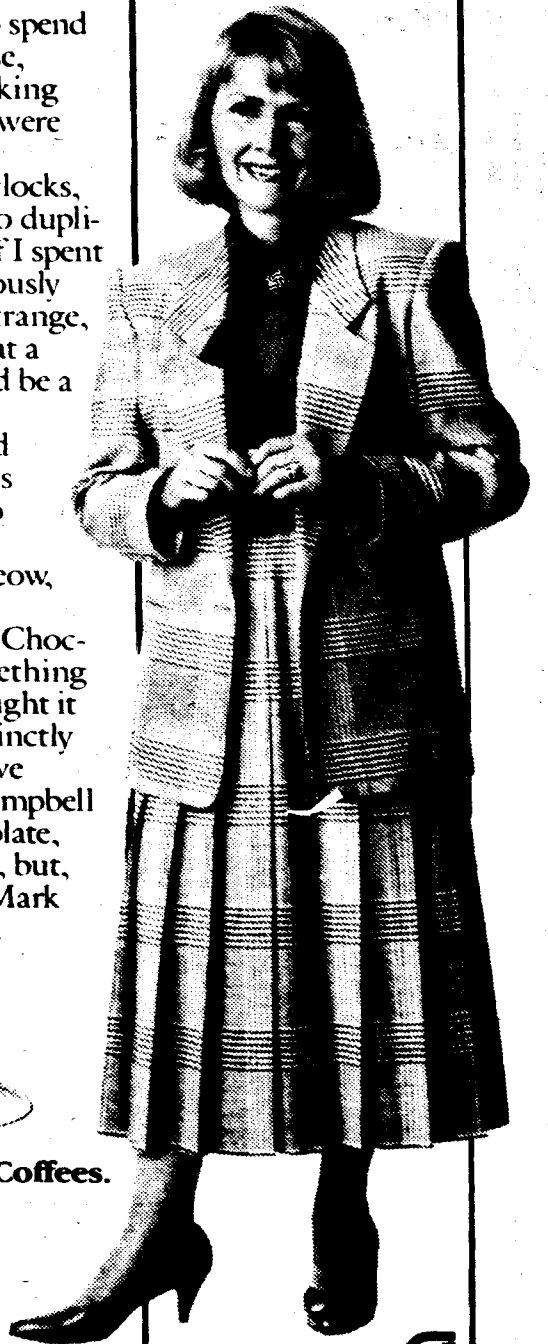
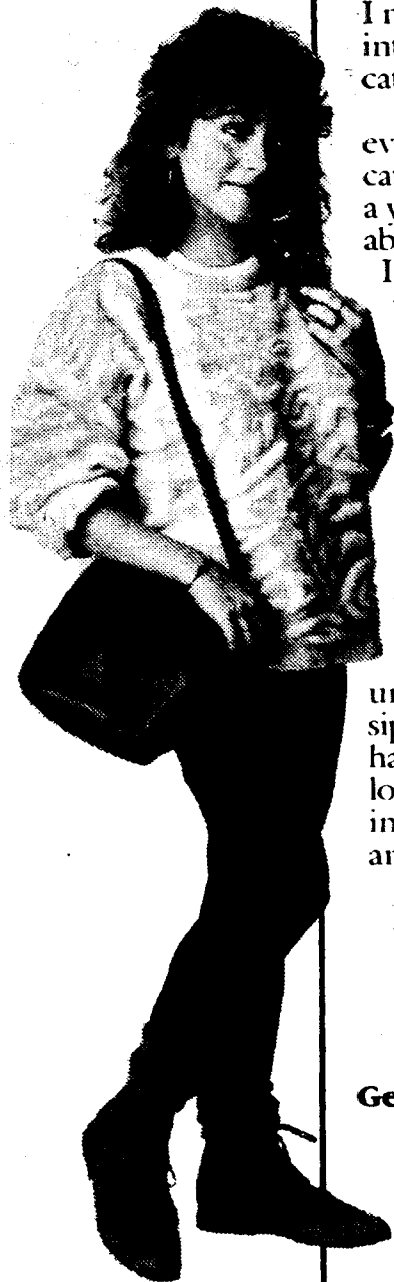
Art and reason

When Mark and I decided to spend the weekend at his mother's house, I never imagined I would be walking into a mouse's nightmare. There were cats everywhere.

Cat plaques, cat statues, cat clocks, even a cat mat. I couldn't begin to duplicate her collection of kitty litter if I spent a year at a garage sale. Conspicuously absent, however, was a real cat. Strange, I thought, and began to fear that a weekend with cat woman could be a lot less than purr-fect.

But then she came home, and Mark introduced her. She was dressed surprisingly well—no leopard pants. In fact, you could say she was the cat's meow, but I'd rather not.

She offered me a cup of Dutch Chocolate Mint. Now that was something I could relate to. Then she brought it out in the most beautiful, distinctly unfeline china I'd ever seen. As we sipped, I found out that Mrs. Campbell has my same weakness for chocolate, loves the theater as much as I do, but, incredibly, never saw "Cats." So Mark and I are taking her next month.



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Campus Notices

Announcing The Evening Service Center:

A Pilot Program for Evening Students. Beginning January 5, administrative student services will be available for evening students every Tuesday evening in the Administration Building lobby from 5 until 7 pm. The Office of Records, Financial Aid, and Admissions will have representatives available in the Registrar's Office. The Office of Student Accounts and the Bursar's Office will also be open. This is a pilot program to determine the demand for extended hours of service. It will continue through the Spring Semester and is designed to help students who attend primarily in the evening to accomplish their administrative tasks.

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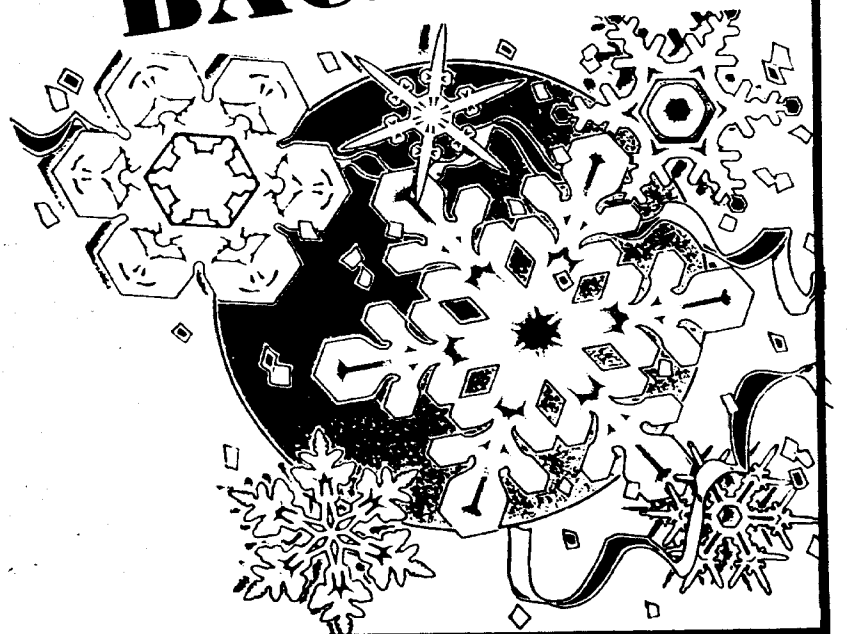
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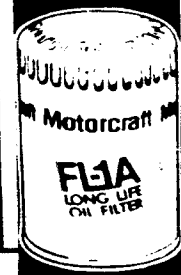
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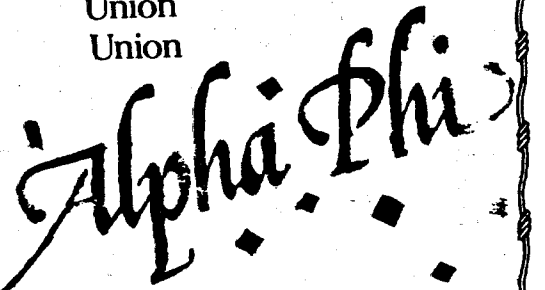
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Hockey Pats Beat Montclair

Three young Suffolk County residents combined for an outstanding offensive and defensive effort as the Stony Brook Ice Hockey team opened the second half of its season with a 6-4 victory over Montclair (N.J.) State on January 10.

Junior goaltender Doug Stringer of Smithtown turned aside 40 Montclair shots to backstop the Patriots to victory. "Doug played an outstanding game in goal for us," said Head Coach George Lasher. "He came up with a few big saves that really lifted the rest of his teammates."

Those teammates included Junior Stephen Reynolds of East Setuket and Freshman Jean Lambre of Central Islip, who scored two goals apiece. After tying the game at one on Reynolds' 4th goal of the year, the Patriots saw Montclair score back-to-back goals to go up 3-1. "We have tended to slump a little when we get behind this year," said Co-Coach Rick Levchuck. "This time we pulled together behind Stringer and came back."

The comeback started when Lambre dug a puck out of the corner and fed it into the slot where Briam Cormier banged it off the post and into the net. It was Cormier's first goal in his first collegiate game.

Lambre then scored the tying goal on a power play when his shot through a screen beat the Montclair goaltender. The Patriots scored another power-play goal less than a minute later. Fred Helm broke down right wing on a 3 on 2. His pass to the deep slot eluded Senior Jay McKenna, but Lambre kept the puck in at the blue line and ripped a hard shot into the upper half of the net for his second tally of the game. "Lambre really hustled to keep the puck in and he got a lot on his shot despite letting it go off the wrong foot," said Lasher.

Montclair tied the game at four early in the third period when Patriot Don Brosen was off serving an interference penalty. That goal set the stage for Reynolds' second goal—the eventual game winner. With a faceoff deep in the Montclair end, McKenna positioned Reynolds so that he could shoot off a backhand draw. McKenna won the faceoff cleanly to Reynolds who teed up the puck and blasted a forty-foot shoot through the Montclair goaltender's pads. Keith Kowalsky iced the game with a nifty backhand-to-forehand shift followed by a bullet to the upper corner of the goal.

"We played a good game after a long layoff," commented Lasher. "It was a total team effort."

B-Ball Patriots

(continued from page 24)

the best on the team.

Guard Stan Martin continues to excel as a playmaker. His 120 assists is more than the remainder of the team has amassed. Martin has also averaged 10.6 points a game, has hit on more than 50 percent of his 3-point attempts and has been fairly reliable at the foul line.

Transfer Terry Brandly, forward James Robinson and Simon have all contributed to the Patriots' middling success.

The Lady Patriots beat Hamilton 61-58 on Saturday to improve their overall record to 8-6. Captain Leslie Hathaway has been leading the Lady Pats in both scoring and rebounding. They will host the John Jay Lady Bloodhounds tonight at 5:30 p.m.

Basketball Battle Tonight!

Come see the Lady Patriots take on the John Jay Lady Bloodhounds at 5³⁰ p.m. in the university gym.

Statesman sports needs you! Come to the recruitment meeting on Wed., Jan. 27 in union room 058 or call Kostya at 632-6480.

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Statesman SPORTS

Monday, January 25, 1988

Patriots Plagued By Inconsistency

By Kostya Kennedy

The Patriots went into Christmas break with a 5-2 record and a two-game winning streak. Going into last night's game at the College of St. Rose, the Pats had fallen to 8-7.

After dropping two games at the Dolphin Classic Tournament at Staten Island, the Pats broke into the New Year with a 67-60 triumph over NYU on January 2. Co-captains Scott Walker and Tom Blumbergs had 28 points and 18 rebounds respectively and the Patriots played outstanding defense in beating a tough NYU squad.

"This is a big, big win for us," said Patriot head coach Joe Castiglie after the game. "I mean, this (NYU) is where it's at in Division III basketball."

But as quickly as things started to look good for the Patriots, they took a turn for the worse. The Pats returned to Stony Brook and promptly lost their first home game in over a year. The defeat came at the hands of Western Connecticut, despite a 22-point, 16-rebound performance by Blumbergs.

A road loss to Fredonia State evened the Patriots' record at 6-6, before the Patriots got back on track with an 88-59 trouncing of John Jay. It was the second time the Patriots had beaten the Bloodhounds this season. Blumbergs had 62 points and 38 rebounds in the two contests.

The Pats then beat Baruch before losing at Lehman, 71-62. Yves Simon had career-high 20 points in that loss.

Stony Brook has gotten most of their offense from Walker and Blumbergs; both average more than 18 points a game. Blumbergs is also the team's best rebounder and shot-blocker, while Walker's .746 free-throw percentage is easily

(continued on page 23)



THE COURT MARSHALL ...

The Pats' Marshall Foskey takes a shot in game against the John Jay Bloodhounds.

Come On Rangers, Have a Heart

In the middle of this city of cities — where buildings scrape the heavens and Liberty stands with her torch held high — Madison Square Garden proudly looms. Here, in the heart of Manhattan, is where the veins of New York sports fanatics pulse. Not in Queens. Not in the Bronx. Not in Uniondale, L.I. 34th and 7th is where the true New Yorker lives his life as a sports fan.

It's been 47 years since the Rangers won the Stanley Cup. It will be 48 by season's end. The Islanders, with the solid-as-a-rock organization, won four consecutive Cups from 1980-83 and they still have the best team around. But New York is Ranger country.

You've got to have heart to be a Ranger fan after their half century of futility. You learn to expect nothing. Every Ranger success is cherished; every failure taken in stride. Being a Ranger fan prepares you for the inevitable shortcomings of life.

The Garden throbs in the heart of New York City and Ranger fans have hearts as adoring and faithful as newlyweds. But the Rangers are heartless.

They languish at the bottom of a struggling Patrick division because they are struggling more than anyone. They have no umpf. The Rangers have held a lead in every game they went on to tie this season and not once have they come back to win a game that they trailed after two periods. They have lost 15 of the 18 one-goal games they have been involved in. Ranger GM Phil Esposito: "If we had won one-third of those 15 we'd be a game out of first place." One-goal victories,

come from behind wins. Only teams with grit get those.

The games that really matter are the ones against division foes. That's when you battle for playoff position. It's when you play the teams that stand between yourself and the coveted Cup. It's when blood gets spilled, and a team's true colors stand out. The Rangers' 4-12-4 record within the Patrick division is the worst divisional record in the NHL.

If the Rangers could win a few of those intradivision games, if they could show some character by coming back to win a close game or two, then maybe they could escape the grips of mediocrity. Perhaps they could make the playoffs in a sport where there's no excuse not to.

The Rangers have a talented offense. They're the third highest-scoring team in hockey. They have a swiss-cheese defense

that gives away goals the way an expectant father hands out cigars. Yet their story goes beyond the X's and O's.

Too many times Jan Erixon is left to bleed in the corner from which he has just dug the puck. Too often does Tomas Sandstrom get elbowed in the face while his teammates play Helen Keller. The Rangers get beaten up as much as they get beaten and they don't seem to care.

Erixon and Captain Kelly Kisio are two of the hardest workers on a team that's about as motivated as a bum with a hangover. A team that doesn't do what it could be doing. A team that refuses to give something to get something.

A symbol of the Rangers lethargy has been Michel Petit. Petit is a bundle of untapped potential. He has the body and the skating ability to lead a defense but he has passed carelessly, shot weakly, and rarely

has he checked with authority. Getting Petit for Larry Melnyk and Willie Huber will probably work out in the end, but wouldn't it be nice to wrest Terry Carkner back from the Nordiques? Imagine: a Ranger defenseman who can check!

The Rangers need to come together as a team and they need leadership. Michel Bergeron should start by naming a number one goaltender. The Rangers have two competent goalies, but John Vanbiesbrouck is the man and Bob Froese is the capable backup. Why not come out and say it Michel? And why not play Beezer after a bad outing or two? This isn't the Yankees.

There are some good things about the Rangers. Brian Mullen has a wicked wrist shot. Walt Puddubny is a scorer. Ron Greschner still makes beautiful passes. James Patrick, Ulf Dahlen, David Shaw, Marcel Dionne. It's no coincidence that the Rangers snapped their seven-game winless streak on the night Dionne returned from an injury. New Yorkers haven't seen this future Hall of Famer in his prime, but his teammates recognize a great one. Watch what happens to the Rangers when Dionne scores a goal.

The Rangers better suck it up and get down to winning in a hurry if they expect to make the playoffs. Sandstrom or Dionne or Vanbiesbrouck. Somebody's got to start leading this team. And the rest must follow hungrily.

New Yorkers are proud of their city. Maybe soon they'll have a hockey team to be proud of too.

Side-lines By Kostya Kennedy