

the stony brook Statesman

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Arrest, Controversy at Senate Meeting

BY EMY KURIAKOSE
Statesman Editor

The USG Senate meeting was adjourned this Tuesday night after a student who attended the meeting was arrested for disorderly conduct and disruptive behavior. William Schwalback, a resident of Selden and SBU senior, was charged with two counts of assault, one count of trespassing and one count of resisting arrest after police officers intervened at the meeting to remove him from SAC Ballroom B.

"We definitely feel he had a right to be there, but there are standard procedures that need to be followed," said USG President Sandy Curtis. "Imagine if you had a government where everyone was speaking out of terms. It would be complete chaos."

Senators reported that Schwalback was slightly disruptive throughout the meeting, as he audibly commented and yelled out during Senate proceedings.



At Tuesday's Senate meeting, police arrested senior William Schwalback, after repeated attempts to remove him from the meeting failed.

The situation escalated when USG Treasurer Andrew Rafii took the floor to propose a new budget for the upcoming

fiscal year. Rafii requested that the

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Kanye West to Appear at SBU

BY MIRANDA CHUNG
Statesman Contributor

One of a few precious rappers with an actual message in his songs, renowned musician Kanye West produces music not just for the sake of defying expectations, but to express the truisms of everyday life as no one in hip-hop has ever done before. West produces, writes and performs his own music and lyrics, while presenting himself as a well-rounded artist with a purpose and musical vision of his own. On May 2, the Kanye West Concert will visit Stony Brook University for the first time.

"It's excellent that the school finally came out with a concert like this," said Shakira White, a Stony Brook student.

An artist who understands the preciousness of life, West was almost killed in October of 2002 in a near fatal car accident while driving back to his hotel late one night after a Los Angeles recording session. West sustained injuries that left his jaw fractured in three places. News reports of the accident spread rapidly throughout the music industry, and the disturbing image of the usually slender West, suddenly bloated and severely bruised in a hospital bed, became indelibly ingrained in the mind of a shocked rap nation. However, rather than giving up, West, his jaw still literally wired shut, used the accident as inspiration for one of the most arresting and triumphant creative statements rap music has ever seen, "Through the Wire."

Unbeknownst to those who may only

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Prominent Judge Installs USG Judiciary



Several students were inducted Tuesday as justices for the newly created USG Judiciary.

BY ROHIT DAS
Statesman Editor

In an effort to further revamp and improve the Undergraduate Student Government, new student justices were inducted into the USG Judiciary Tuesday evening at SAC Ballroom B. Members of the Senate, Executive Council and administration were present to view the official installation of a judicial branch into our student government.

The student justices were inducted by a prominent litigator within our district, Judge Elizabeth Emerson. Emerson is a Supreme Court Justice of the 10th district court of New York State, specializing in commercial litigation. Emerson has been serving in the district with the broadest jurisdiction within New York State for seven years, and is a long-standing member of this nation's court system.

"I feel that a judicial branch, whether it

be in a federal, state, or even student government, is absolutely essential," Emerson said. "Many people take for granted the great job that our state and federal judiciaries do, and how hard they work to protect us in an unbiased and impartial manner."

Emerson goes on to emphasize that the newly inducted student justices have serious roles to play and that their jobs are not to be taken lightly, as they are being imparted with a stringent duty and obligation to their student constituency.

"It's extremely important that they have a strong understanding of their responsibilities, and that they address issues fairly, impartially, and with great confidence," Emerson said.

Louis Medina, executive director of the Undergraduate Student Government, also alluded to the importance of a judiciary for this university.

"This judiciary has a strong responsibility to the student body, like all the other branches," Medina said. "They need to maintain a concern for the quality of student life, and recognize their direct accountability to the students."

All of the student justices were selected through an extensive interview process involving the different branches of the student government. After being

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Campus Voices

By Emy Kuriakose

What was your most interesting EMS call?

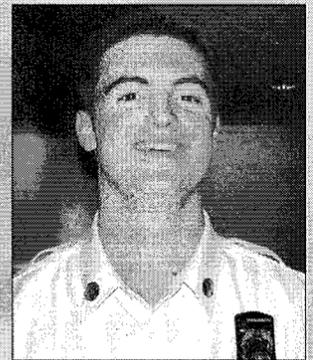


"It was a drunk. When we woke him up, he was saying 'I Love You.' By the time we dropped him off, he was threatening us, and groping everything and everyone in sight."

Yelena Bogdan
Vicky Rios

"A girl was cooking soup, and she spilled the water. There were first and second degree burns to 'down there.' Enough said."

Edward Stapleton III

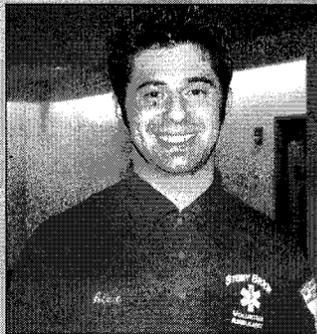


"It was a construction site, and a 15 foot fall. We had to climb out of the site backwards while carrying a backboard with the patient with loose dirt under us."

Ted Teng

"It was a cardiac arrest. There were so many people, it was so hectic. All roads were blocked off, and we were escorted the entire way to the hospital."

Alex Dekhtyarev



"It was my first call as a driver. There was a MVA [motor vehicle accident] in a thunderstorm for 15 minutes and we trying to extricate the patient."

David Lee



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Immigrant Students Ask for a Better Chance at College

By ERIC HOOVER
Chronicle of Higher Education

Dozens of immigrant students, many wearing caps and gowns, held a mock commencement on Capitol Hill last week in support of pending federal legislation that could help them earn real college diplomas.

The high-school students, all undocumented immigrants, came from as far away as Texas and California. For two hours, they turned the Capitol's west lawn into a multicultural echo chamber. A hip-hop song boomed from a loudspeaker, followed by "Pomp and Circumstance" and "The Star-Spangled Banner." Korean-American students played drums. One student read aloud "A Dream Deferred," by Langston Hughes.

The gathering was both a celebration and a call for help by some of an estimated 65,000 undocumented immigrants who will graduate from high schools this spring. Many of the ceremony's participants said they could not afford college, or perhaps even remain in the United States, unless Congress passes S 1545, the Development, Relief, and Education for Alien Minors Act, known as the Dream Act.

The bill would allow undocumented immigrants who graduate from American high schools to pay in-state tuition - instead of higher out-of-state rates - at public colleges in their home state, and to apply for some types of financial aid. The bill would also permit qualified students to apply to become permanent legal residents.

Although the Dream Act has bipartisan support, its proponents are hesitant to predict a legislative victory. In election years, potentially controversial bills tend to gather dust, and immigration questions remain entangled in political debates over post-September 11 federal policies. Some legislators, as well as the Homeland Security Department's Bureau of Citizenship and Immigration Services, contend that the United States should deport illegal students, not grant them tuition breaks.

At last week's demonstration, however, Rep. Lucille Roybal-Allard, a California Democrat, told a crowd of activists and students that the children of immigrants face hardships "through no fault of their own."

"Exorbitant out-of-state tuition essentially bars most of these qualified youth from attending college," said Roybal-Allard, a cosponsor of the Student Adjustment Act, HR 1684, the Dream Act's companion bill in the House of Representatives. "These children lose an educational opportunity to develop their talents and, in turn, our country loses the benefits of their potential contributions as educated professionals and taxpayers."

Marie Nazareth Gonzalez was one of many honor students who attended the event. Gonzalez was born in Costa Rica, but grew up in Jefferson City, Mo. A senior at one of the state's top high schools, she has a 3.4 grade-point average and is a member of the National Honor Society and her high school's tennis and track teams.

Gonzalez had planned to attend college this fall, but she and her family,



Courtesy of www.chronicle.edu

Immigrant students organized an effective demonstration in Washington to promote the Dream Act

whose visas have expired, face deportation to Costa Rica. Under the Dream Act, though, she would have an opportunity to remain in the United States, graduate from college, and become a permanent resident.

"This country was made by immigrants," Gonzalez said. "What have I done to deserve deportation to a country I barely know?"

The Dream Act, which was introduced last July by Sen. Orrin G. Hatch, a Utah Republican, would give states the discretion to determine whether to offer in-state tuition to students like Gonzalez.

State officials disagree over whether public universities that charge undocumented immigrants in-state tuition violate a provision of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 that states, "An alien who is not lawfully present in the United States shall not be eligible on the basis of residence within a state (or political subdivision) for any postsecondary education benefits unless a citizen or national of the United States is eligible for such a benefit ... without regard to whether the citizen or national is such a resident."

At least half a dozen states, including California, New York, and Texas, have crafted laws allowing undocumented immigrants to pay in-state tuition. Officials in those states say their policies do not violate the federal law. But the governors of Maryland and Wisconsin have cited their inability to comply with the same provision as a reason for vetoing similar bills.

The Dream Act also proposes a two-step legalization process for children of undocumented immigrants. They could become legal temporary residents if they had entered the United States before their

16th birthday, lived here for at least five years, maintained "good moral character" (meaning they had no convictions for certain crimes), and graduated from high school or enrolled at a college.

After six years, they would be eligible to become permanent legal residents if they had completed at least two years of a bachelor's-degree program or served for at least two years in the U.S. military.

Recent amendments to the bill would render such students ineligible for some forms of federal aid, including Pell Grants, and require colleges to enter undocumented immigrants into the Student and Exchange Visitor Information System, the same database that is used to track international students who study in the United States.

The amended bill cleared the Senate Judiciary Committee with bipartisan support but has not reached the floor. A spokeswoman for Sen. Bill Frist, the Tennessee Republican and Senate majority leader, said that while Frist supports "overall immigration-reform initiatives," he had not taken a public position on the Dream Act. A White House spokesman said President Bush had made no public remarks about the legislation.

More College Students Turn to Apple's Music Sharing Program

By SCOTT CARLSON
Chronicle of Higher Education

Thomas Zimmerman, a sophomore at Williams College, says total strangers meet him in the dining hall and immediately offer compliments on his taste in music. From their dormitory rooms, these strangers have spent hours browsing through Zimmerman's music collection using a sharing feature of iTunes, the popular music program from Apple Computer.

"It's weird when you will know people, and people will know you, solely off of your music library," he says. "So I'll be at dinner, and someone will say, 'Oh, you're Thomas. I like your music.' You'll have a reputation just from the music you share."

With many campuses cracking down on file trading—in which campus users can illegally download copyrighted songs over the Internet using peer-to-peer software—many students have turned to iTunes as a legal alternative. The music program, which is free, has an option that lets users listen to songs on another user's hard drive over the Internet, but encryption in the software prevents people from copying the music from computer to computer. In other words, anyone at Williams can listen to Zimmerman's songs while his computer is online, but they cannot grab a copy for their own collections.

In the dormitories at Williams, a surge in iTunes use has led to

new behaviors. Students now leave their computers on all the time to make their music collections public, Zimmerman says. And some even manipulate their software libraries to project maximum coolness. For instance, students might leave a popular song playing on repeat while they are away from their desks so that the song comes up at the top of their "most played" lists, which iTunes displays to all users. "They'll try to get songs that are considered good on the top of their list, so it will show that they have better taste than they actually do," Zimmerman says.

Sharing music is popular on other campuses as well. At Franklin & Marshall College, John Hoh, the director of information technology, says that students are using iTunes to share music "constantly."

One recent afternoon, at least 50 students at Goshen College were sharing music, says Michael Sherer, director of information technology at the college. The network showed one student's hard drive had 16 gigabytes of music, some 3,000 songs that could play for 10 days straight.

Although such sharing has the tacit approval of the recording industry, Sherer worries about whether the sharing capability of iTunes is truly legal. "If the recording industry wanted to come after Apple and iTunes, they could say that this is public performance," he says. But Sherer believes that the recording industry has not complained because Apple has found a way to sell music on the Internet, establishing a business model that the industry appreciates. Users of iTunes can download music from Apple for \$.99 per song. "It would be politically dicey for the recording industry

to go after iTunes," he says.

Sherer says he has thought about stopping sharing at the college because he questions its legality, "but I'm holding tight until I see whether the recording industry puts down the clamps on this." Officials at the Recording Industry Association of America declined to comment on the popularity of iTunes.

While the program might be a legal alternative, people are still using other file-sharing programs. Jennifer Moore-Evans, the director of mobile computing at the University of Denver, says she finds student computers loaded with both iTunes and programs like LimeWire, which lets students download files illegally.

And although iTunes has features that stop people from copying songs, hackers and students have been finding ways around those restrictions. A handful of Web sites feature MyTunes, a program that allows a user to use iTunes to copy songs off of a friend's hard drive. Recently a hacker cracked encryption software that kept people from copying music purchased from Apple's music store. Officials at Apple did not respond to questions about how to deal with such hacking.

Zimmerman says students don't use the hacking programs because they fear that the recording industry will find out, and that either the college or Apple will remove the sharing privileges. As he puts it: "Why play with fire?"

Undergraduate Student Government Faces Budget Deficit Crisis

Rafii proposes to use student surplus to erase debt

By PAUL G. AKINS, JR.
Statesman Staff

Stony Brook University, like the U.S. government, has budget deficit issues. There will be an estimated \$240,000 deficit expected for the 2004-2005 academic year. Undergraduate Student Government can either procure these funds elsewhere or use the student surplus to erase the debt. On April 27, 2004 the USG Senate voted unanimously for the latter.

This vote was reached two weeks after USG Executive Treasurer, Andrew Rafii, first met the Senate to explain the expected deficit. According to Rafii the number of students attending the university will decline from about 13,300 to 12,300 this coming year. This will dramatically decrease the amount of money that USG receives. Rafii proposes two alternatives to using the student surplus to erase the debt: increase the student activity fee by four dollars, or have an across the board budget cut of 5%. Both options would avoid using the student surplus and allow for a cushion.

"We [USG] feel its better to save the money in the surplus in case of an emergency," said Rafii in an interview a week prior to the Senate meeting. When asked by the members of the Senate he stated the same idea: "We want a cushion of \$200, 000 in case something happens."

The USG surplus has been accumulating since the existence of student Polity. According to Rafii, it is estimated at around \$800,000. This money is divided



Statesman/James Caibon

into three categories: \$450,000 of this is in fixed assets, \$200,000 is in CD's-one in a five year at 4.25%, another in a three year at 3.5% interest- and \$250,000 in a liquid account.

This surplus will be used to erase the student deficit of \$236,881. Rafii said that he was "relieved" and that "it's okay" that the USG voted to use the surplus. "I respect the senate's decision, but they have to be aware of the fact we need a cushion in case the budget is

voted down," said Sandy Curtis, President of USG, in reference to the vote by the Senate.

Aside from the Senate voting against the President and Treasurer of USG for suing the surplus to balance the USG budget, the Senate also questioned the spending practices of USG. This includes setting aside \$5,000 for miscellaneous costs, and the near \$340,000 management fee from the Faculty Student Association. FSA funds and staffs the dietary services for the Veterinary home and University Hospital, the University Café, Agency accounts, and the Graduate Student Association for which it provides the same services as it does with USG.

The FSA bill will increase from 210,000 to 337,782 this coming year, a 37.8% difference. When questioned by the Senate why there was such a big difference Rafii said that they [USG] had been receiving a lot of help from FSA this year. He also stated that they had "No control" over the billing by FSA.

President Curtis was then asked by a member of the gallery if there were any other agencies that USG could use as their fiscal agent*. "We hired directly in the past, but had problems within the system," said Curtis.

FSA keeps only \$148,000 from the near \$340,000 that is billed to USG according to Ron Willa, FSA controller, during an interview regarding the billing of USG. The rest of the money, \$189,000 is for direct reimbursement for the three active employees of FSA, all of whom work for USG: the USG accountant, book keeper and clerk.

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Calendar of Events

Friday, April 30

3 p.m. - 8 p.m., Staller Center Recital Hall
Fifth Annual Stony Brook Jazz Festival

8 a.m. - 5 p.m., Wang Center Theatre Lobby
Conference: A Gathering of Science Scholars: Access for Underrepresented Students in the Biological, Engineering, and Applied Sciences

8 p.m., Staller Center Recital Hall
Jazz Festival Concert: Eddie Allen

Saturday, May 1

Wang Center
Haru Matsuri: Japanese Spring Festival

8 p.m., Staller Center Recital Hall
Renaissance Jazz Series

Sunday, May 2

1 p.m., 4 p.m., Staller Center Main Stage
Russian/American Kids Circus

8 p.m., Sports Complex Arena
Kanye West: School Spirit Tour 2004

9:30 a.m., Student Union Building
First Annual Breakfast Meeting for Italian Language and Social Studies Teachers

Monday, May 3

2 p.m., Staller Center Recital Hall
Chamber Music Festival with the Emerson String Quartet

4 p.m., Wang Center, Lecture Hall 2
Provost's Lecture Series: "Children and Globalization: How and How Much is the Child's World Changing?"

Tuesday, May 4

4:30 p.m., Staller Center Recital Hall
Chamber Music Festival with the Emerson String Quartet

8 p.m., Staller Center Main Stage
University Orchestra Closing Concert

Wednesday, May 5

12:30 p.m. - 2 p.m., Staller Center Recital Hall
Cosmic Combo Blowout: The USB Jazz Combos in Concert

Thursday, May 6

1:30 p.m., Wang Center Theatre
Lecture: "Asia and America: Emerging Opportunities"

Friday, May 7

4:00 p.m., Staller Center Recital Hall
Chamber Music Festival with the Emerson String Quartet

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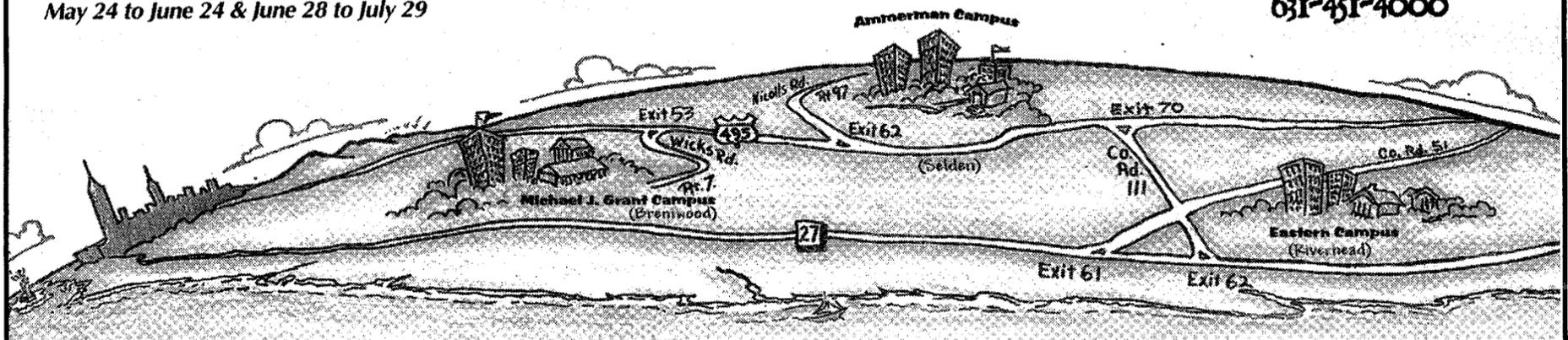
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Editorials represent the majority opinion of the Editorial board and are written by one of its members. The Stony Brook Statesman welcomes letters, opinions and information about events and issues on or around campus.

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U. Police Unjustified in Stifling Rightful Dissent

By MICHAEL NEVRADAKIS
Statesman Editor

Two nights ago, the events that transpired at the USG Senate Meeting cast a negative shadow over the student government, the University Police, and Stony Brook University at large. A confrontation erupted between a student who was refusing to leave the meeting because of unruly behavior, and police who were called to the scene. The student, who resisted arrest, argued and then tussled with two police officers for almost fifteen minutes, before police were finally able to handcuff and arrest the student and lead him out of the building. The entire confrontation was caught live on camera, by a SBU-TV cameraman.

It goes without saying that resisting arrest is by nature a justified charge, even if you have done nothing else that warrants that arrest. Why this particular student so adamantly resisted arrest should be a matter that is examined closely, however. Though, with his outbursts, he was interrupting the Senate meeting, he did not initially appear to be confrontational or engaging in making threats against any individuals. Even with police officers came, he remained in his seat without raising his voice or arms against the officers, until they forcefully went to arrest him. Even then, he was clearly trying to pull away from officers rather than to attack them.

A lot of different accounts of what happened have appeared, aside from the SBU-TV video. It seems that while the student was asked to be quiet, there was no motion to have him removed from the meeting among the members of the Senate. The Sergeant-at-Arms allegedly consulted with USG Administrative Director Louis Medina, and police were called.

When the police arrived, the student refused to leave, even after being threatened with arrest. Being asked by two police officers to leave (or risk arrest) is one thing, but did the Senate and its administrative director not step too far by immediately calling for the police? The meeting could have been brought to a recess, to help ease tensions, or it could have been adjourned, or a motion could have been put in place for this individual's removal.

This seems to follow in a large pattern of USG action that has been taken this year, whose goal seems to have been to stifle opposition, and keep dissenting opinions quiet. While there are many members of the USG (especially the Senate) that hold their positions admirably, the fact remains that USG, in many instances, acted in a controversial manner and in a manner which has raised tensions between the student government and the student body; tensions that were apparent even before the police arrived two nights ago.

There are conflicting opinions on whether or not the police conducted themselves in a professional manner (as Deputy Chief Doug Little stated on News 12), or in a brutal manner (which is the opinion of many students who were present or who viewed videotape of the confrontation). The fact that this student so successfully managed to evade being handcuffed for so long is a testament to his physical strength, but also makes the sometimes brutal behavior of the two officers seem less serious. Instead of trying to wrestle down a student who was very capable of

Continued on Page 10

Editors' Note: All information discussed in these commentaries is accurate as of Wednesday, April 28, 3 p.m.

Commentary

U. Police Justified in Stifling Rightful Dissent

By EMY KURIAKOSE, PAUL G. AKINS, JR.
Statesman Editor and Staff

When considering the proceedings of the USG Senate meeting this Tuesday that led to the forceful arrest of a student present in the gallery, one must first understand the dynamics of the procedures at hand. When a student blatantly interrupts an official meeting of the university Senate, it is the responsibility of either the Senate, or the Sergeant-at-Arms to bring the situation under control. The Senate can motion to remove the dissenter from the audience and ask him to leave, or the Sergeant-at-Arms can take the same measure, but rather address the offender personally.

If the person causing the disturbance does not leave despite these repeated attempts, it is within the rights of the Sergeant-at-Arms, who is in charge of maintaining order, to take more drastic measures to assure that the meeting is run smoothly. In the case of Tuesday's senate meeting, these procedures transpired exactly as they were supposed to, and the sequence of events led to the arrest of William Schwalback.

Now, when judging the rightness of Schwalback's actions, it is important to make a distinction between procedure and motive. While he very clearly disrupted the meeting and was so removed from the room for his outbursts, his motives for doing so do not fall under the same culpability. Senate meetings throughout this year, and in previous years, are infamous for their lack of organization and efficiency. Students from a myriad variety of clubs have expressed dissatisfaction with the lack of attention given to the problems they hope to address at these weekly meetings. Schwalback's outbursts are indeed saying much more to USG than just random dissent. To simplify his actions as random whims would render the officers of USG blind to the real issues at hand. One student's actions can speak volumes, and USG would do well to acknowledge and address the dissent that is brewing under their eyes.

The issue with the efficiency of the meeting however, has no bearing on the actions of the University police at the scene. While the decision to call the police rested solely within the hands of Louis Medina and the members of USG, once action was taken to bring authorities into the room, each party should have realized that the situation was no longer in their control.

When police officers are dispatched to the scene of a public disturbance, their primary goal is the remove that disturbance. Once the Sergeant-at-Arms pointed out Schwalback, the police approached him and asked him to leave with them to answer some questions. He refused, citing his right to be present at public meeting.

Now, for those who side with Schwalback, I dare each one of you to sit in on a United States Senate meeting, create a disturbance out of order, and demand these same rights. I assure you that the officials dispatched to the scene would exercise far less patience than these officers.

After warning Schwalback that his refusal to comply would lead to an arrest, the officers told him to stand up to be placed under arrest, and he refused again. As the officers forcefully brought Schwalback to the ground, he continued to struggle. While some have argued that excessive force was used, it is clearly seen in the video tape of the incident

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Jenny Wang
Michael Zannettis
Adam Zimmerman

College: A Place For Diversity?

By ROSEMARY ORHUE
Statesman Contributor

Diversity - it's a word we hear all around us on campus. Having diversity is important, and the more diverse a college is, the better. But is this really happening? Are students really having cross-cultural exchanges and learning about each other? When walking around campus, it's hard not to notice groups of White students hanging out, Black students walking together, and Asian students talking among themselves. In fact, it seems as if people stick more to their own ethnic group instead of intermingling. Certainly, it's not a bad thing to be with people who are similar to you, but if that's where the interaction stops, how are we achieving diversity?

During our college years, it is important for us to recognize our ethnic backgrounds and to embrace our cultures. Being around other students who are like us helps to reaffirm our identity. We can speak a common language, eat the same foods, and listen to the same music; we are not drowned by total assimilation into the American culture. But at the same time, we should become more aware of other's ethnic backgrounds and cultures.

Cultural groups on campus attest to the diversity of the student population. These groups help students celebrate their cultures and maintain their identities by hosting many events, such as fashion shows, dinners, semi-formals, and other fun-filled activities that students from other nationalities can attend. Theoretically, they are meant for students to have cross cultural exchanges.

Certainly, it's not a bad thing to be with people who are similar to you, but if that's where the interaction stops, how are we achieving diversity?

When I visited several of these cultural groups on campus, I learned quite a lot. L.A.S.O., the Latin American Students Organization, gives Latino students a place to speak Spanish and view their culture as the norm, as well as keeping such traditions as greeting each other with a kiss on the cheek important. At A.S.U., the African Students Union, countering stereotypes and being aware of issues affecting Africa becomes vital. During their recent fashion show, the A.S.U. was able to convey the beauty of Black women. For students at the Hillel foundation for Jewish Life, having a mock Chocolate Seder for their Passover celebration was their way of bridging traditions passed down from ancestors with contemporary times, while

Continued on Page 14

USG Presidential Candidates Speak Out

Dear Editor,

Vote for me for the same reason you would vote for the President of the United States. Because I am qualified. Vote for me because I'm not doing this for my resume. Vote for Brandon Fuchs because he cares about you. Vote for Brandon Fuchs because he's not into negative campaigning and insulting his fellow candidates. I say if you don't vote for me then vote for Sandy because she is qualified and a good candidate. I'm not interested in knocking my fellow candidates down or insulting them in front of large groups of people like one fellow candidate did. I don't need to tell you why you should vote for me, you've heard my points of view. Your welcome to call me at 6-4399, and your welcome to vote for me, Brandon J. Fuchs for your President.

Brandon Fuchs

Dear Editor,

I have just read the articles covering the Stony Brook Presidential elections and I just wanted to stress a couple of points about my candidacy that I feel have been omitted. First and foremost, the focus of my campaign has been to get back in touch with student needs and concerns. Over the last four weeks, I have been working hard to speak at as many club meetings and personally talk with as many club leaders as possible. These clubs have ranged from the Commuter Student Association to the Chinese Association at Stony Brook to the Public Speaking Forum. This week alone I have plans to talk to the Taiwanese Student Association, The College Republicans, and the Minorities in Engineering and Applied Sciences clubs. Furthermore I want to stress that I believe my academic record (3.78 in the Honors College, member of three honors societies) and my managerial experience in the workplace has demonstrated that I have the organizational and leadership skills to manage the enormous task of being President. I hope our students will take these qualifications into account when they make this extremely important decision. I also hope they will visit my website at www.wong4president.com to learn more about me and my platform.

Jared Wong

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Data Projector Stolen From Library Room

By MAURY HIRSCHKORN
Statesman Staff

The Melville library thefts have become almost routine incidents for University Police and office staff alike. The most recent addition to the list of stolen equipment is a \$4,000 Dukane 8800 data projector that was taken from a Language, Learning and Research Center room, N5004, in the Melville Library during Spring break.

"It's a shame for a student to steal from the school, when the school's spending money to keep technology up to date and providing us with a better learning experience," said Chris Anastasiou, an environmental studies major.

The projector was used to display student and faculty presentations during classes and various programs.

The Language, Learning and Research Center

has a central room where students watch and listen to foreign movies or listen to discussions in foreign languages. They watch the movies on video monitors and listen through headphones. Two rooms adjacent to that central room are used for foreign language classes, and contain additional storage space with audio video and cassettes. The projector was taken from one of these storage areas.

"The projector was scheduled to be installed on the ceiling in one of [those] classrooms during spring break [when it was noticed to be missing]," said Nancy Duffrin, director of instructional computing.

"The box that the projector was in was there, but the projector was missing," said Kris, an employee of the center.

The storage room door is usually open while students are in the center, but center employees are regularly seated at a computer in front of the door. These employees answer questions and retrieve cassettes that students request.

The theft was reported to the uni-

versity police on the late afternoon of Monday, April 12.

According to Duffrin, there are no plans to replace the projector. She also said that money for it came from student technology fees.

While the staff estimates the projector's cost at \$4,000, the list price of a Dukane 8800 data projector is \$7,495. This model is out of production.

In the past, thefts in Melville Library were carried out in a more elaborate manner, with the burglars entering offices through removed or displaced ceiling tiles. Though these thefts resulted in arrests and disciplinary action against the perpetrators, the consequences failed to deter future thefts such as the current one.

Duffrin hopes the projector was only borrowed and will be found or returned soon. Kris, however, doubts that. "If someone wanted to borrow it, they would [have]

had to talk to me first," she said. "If someone got it from a [supervisor] here, they would [have] had to sign for it."

Officials are devising new methods of increasing security on library premises to reduce the number of thefts in the future. Police officers conduct routine checks throughout each floor in the library to secure the premises. Students are routinely removed from the building when they are found studying in rooms past building hours.

The Language, Learning and Research Center was officially opened in March 1996. According to Kris, it has audio and video cassettes in all the major world languages: Spanish, French, German, Italian, Russian and English as a Second Language, as well as Arabic and Ancient Greek.

According to its website, the center serves the Department of Comparative Studies, the Department of French and Italian Studies, the Department of Germanic and Slavic Languages and Literatures, the Department of Hispanic Languages and Literatures, and the Department of Linguistics.



Courtesy of www.ecu.edu

A Dukane Projector, like the one shown above, was stolen from the Melville Library.

Student Arrest at Senate Meeting Sparks Controversy ⁹

Continued from Page 1

discussion of the proposal be moved to the beginning of the meeting, as he had to leave early to address personal academic obligations.

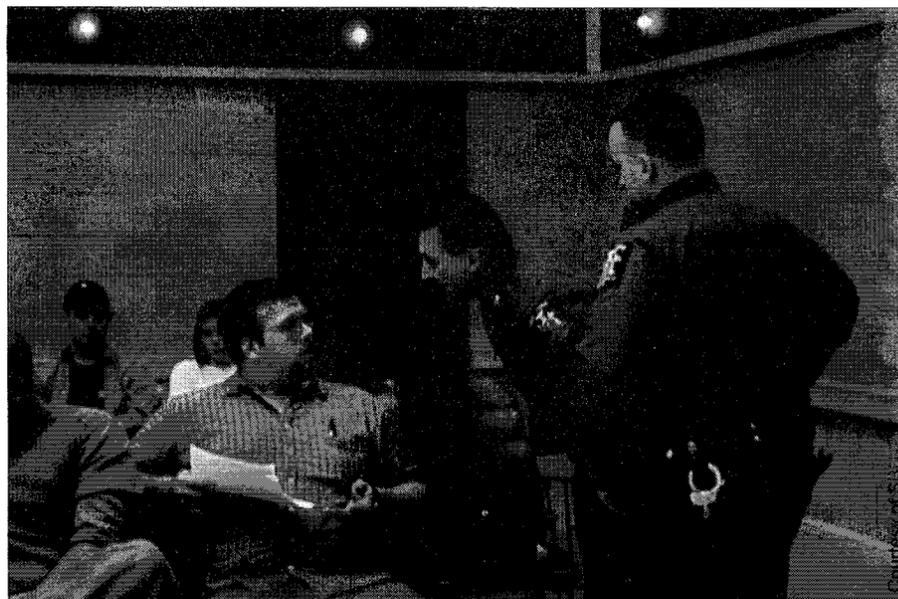
"Academics always comes first," Rafii said in an interview. "I explained at the meeting that I would answer any and all questions about the budget until it was passed. I just asked to have it moved up on the agenda."

Following this request, Schwalback exclaimed that the treasurer needs to be there for the discussion. He was asked by Dawud Lee, the Sergeant at Arms, to withhold his comments until the appropriate time. When the Senate announced that students in the gallery would be given two minutes each to address any questions to the body, Schwalback yelled out an expletive.

The Sergeant-at-Arms approached Louis Medina, USG Administrative director, concerning the disruption. Medina then called University Police and reported that a student was causing a disturbance at the senate proceedings.

"We were called in by Lou Medina," said Doug Little, deputy chief of police. "The officers were told that this man was being disruptive."

When the officers arrived at the scene, they approached Schwalback and asked him to leave the room. Schwalback responded saying that he was within his rights to remain at the meeting. The officers then warned him



As a result of the confrontation, Schwalback is charged with criminal trespass, resisting arrest, and two counts of assault. He has also been indefinitely suspended.

that his refusal to comply could lead to an arrest. Still insisting that his rights to attend the open meeting were being threatened, the defendant refused to leave. The officers then used force to try to remove Schwalback from the premises.

"That type of behavior wouldn't be tolerated in any parliamentary meeting," Medina said. He was warned by the sergeant at arms. I've been at every senate meeting and this is the first time I saw him. Everybody can participate in an appropriate manner."

Schwalback reacted by flailing his arms in an effort to fend the officers

off of his arms. The officers told repeatedly told him to comply, and eventually brought him to the ground. Once he was placed in handcuffs, one officer began to read him his Miranda Rights. The second officer stopped him, saying that his rights didn't have to be read until he was taken in for questioning. Following this, Schwalback was taken to a holding cell on campus. An investigation into the actions taken by the police and the senate is being conducted and officials will review a videotape of the event, which was prepared by SBU-TV.

Discrepancies arose later on, as the police report cited that Schwalback

"punched police officer Tisdalle on the side of the face." It was argued by several witnesses that there was no active assault of Schwalback's part.

"The police used excessive amounts of force," said Sam Goldman, of the *Stony Brook Press* in an interview with News 12. "He did struggle with the officers. I think to yell at him on the ground was completely inappropriate. I don't believe he posed a threat to anybody in the gallery."

University Police, however, stand by their charges of assault. "We have one officer with a shoulder injury that took a shock to the face, and another with back pain," Little said. "Two officers were hurt. That's why there are two counts of assault."

The Miranda Rights were read to the defendant after he left the scene, while he was in custody. "There's no negligence there," Chief Little said. "They had to get the situation taken care of. If the officers are not questioning them right then and there, they don't have to read him his Miranda rights."

By Wednesday afternoon, President Shirley Strum Kenny suspended Schwalback indefinitely. The case will be presented before a Suffolk county court and a school court organized by the Office of Student Affairs. Final sentencing and will be carried out by the judges who will observe these hearings.

Mansoor Khan and Paul G. Akins, Jr. contributed to this article.

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The Stony Brook Statesman Thursday, April 29, 2004

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Unjustified Use of Force on Dissenting Student

By MICHAEL NEVRADAKIS

Continued from Page 6

their physical actions, the two officers could have called for backup (indeed, a third officer was present throughout much of the confrontation, but took no action), and brought an end to the conflict more swiftly.

Allegedly, the two officers involved in the confrontation came away with injuries to their shoulder, wrist and back, rendering them incapable of doing their jobs and warranting them being put on leave by the University Police. These injuries, or the manner in which they could have occurred, aren't very apparent in the videotape, in which the officers seemed perfectly capable of leading the student out of the building and into the police car with no difficulty. Due to the injuries that the two officers allegedly suffered, the student is being charged with two counts of assaulting a police officer, a class D felony which carries a minimum sentence of a year in prison. In addition, the student is charged with criminal trespass (a ridiculous assertion, considering he was at a public meeting... disorderly conduct or loitering could have been more appropriate charges), and resisting arrest (which is, in fact, the case).

These are serious charges, and come in addition to a suspension which has already been issued against the student by the university. They also give the USG (rightly or wrongly) the impression in the eyes of many students, of an organization that will not put up with dissent, and that is willing to take extreme measures to remove dissenters from its open meetings. The student, who is a senior, risks years of jail time and irreparable damage to his academic record, over an incident that, in hindsight, just isn't that serious.

This also begs another question, with a much wider scope than this one incident.

Many students on campus have been victims of various crimes, whether it's theft, harassment, invasion of privacy, assault, or something else. Many of these students turn to the campus judiciary and the University Police seeking justice, and seemingly, in a large number of cases, justice isn't served. The fact that this student was so swiftly suspended by the university, without a chance for him to explain himself to school officials, or without a hearing of any kind, raises a red flag. Why was the school so swift to suspend this student, and the university police so swift to arrest and charge this individual with very serious criminal charges, while crimes that are much more serious happen often on campus, and which usually lead to bureaucratic dragging-of-feet? I wish I could answer this question, but it's one for the administration and police to answer, though I wouldn't hold my breath.

Unfortunately, this issue has brought negative attention to both the student who was arrested, and to the university, its student government, administration and police. The story has already been featured on News12 and WNBC-TV, and has been given extensive attention by the campus media. It's a shame that a situation which could have been easily avoided, but at the same time, one that could have been expected, considering the friction that exists between many students and USG, escalated to this point. A university's reputation is tarnished, and a student's life may have been considerably altered in a negative way, amidst allegations of police brutality and improper conduct by the USG. It's important that the university finally address these concerns, but at the same time, it's the hope of this writer that the individual be given a fair hearing, and be acquitted of the more serious charges being brought against him. When all is said and done, everything was captured on tape, and what's on tape doesn't lend credibility to

Justified Use of Force on Dissenting Student

By EMY KURIAKOSE

Continued from Page 6

that the resistance put forth by the student was adequately countered by the officers. In effect, the officers were doing the job they were called upon to execute. In the heightened response and high-adrenaline situation that they were involved in, they took the appropriate measures to hold down an individual who was very strongly and adamantly resisting arrest. Once he was taken into custody, the extent of the damage to the student, USG and to the school had been done.

If Schwalback has simply left at the first request of the officers, he could have walked away from that scene. His grievance should have been taken to the judiciary, and then to a higher authority in administration. If still unheeded, it should have been taken to the SUNY chancellor.

While it is easy to say that such a complaint should have been taken thus far, the truth of the matter is the Schwalback's

arguments would have been lost in the thick bureaucracy and inaccessibility that the USG has come to represent to many students and organizations on campus. Still, to hold the University Police accountable for USG's actions is unwarranted.

Less severe measures should have been taken, but it was the role of USG and its advisors to respond accordingly. It may be true that the senate meetings are always open to hear students' opinions and problems, but these dissenting opinions should be received maturely, and with an understanding ear rather than a defensive and combative one. The greater issue at hand lies not in the officers' actions or in the measures taken to remove the student from the room. Each party involved must stop and ask why this student spoke out in what seemed to be a very calculated resistance against authority. Major political activists do not act alone. Removing one will not dampening the spirits of the potential masses behind him.

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Combating Depression in College: Miss NY Speaks Out

By EMY KURIAKOSE
Statesman Editor

"One day in third grade, I woke up and started crying, and I couldn't stop crying," said Jessica Lynch, Miss New York, 2003. "At that age in fifth grade, I was contemplating ways to kill myself almost daily."

In an effort to increase awareness of teen suicide and depression, Lynch related the details of her struggle with overcoming chronic depression and fighting the deteriorating effects of anorexia to a Stony Brook audience on April 14. After winning the 2003 Miss New York Pageant, she dedicated her community service commitment to combating teen depression and suicide.

She was always the odd one out, she said, and other students considered her a "funny" and "strange." At the age of 15, she was moved to a children's psychiatric hospital.

"There were bars on the window, the doors were locked, and I couldn't receive or send anything," she said. The children there did have some things in common with her, however. But the main difference was that she "took her low self esteem and mental disorder and turned it on [her]self." The other children turned that pain outwards.

She was released from the hospital after 30 days, believing that she had been cured. The truth was, however, that her insurance had run out, and any more days would not be covered by the state's plan. She was fine for about two weeks, until the depression came back, and she was hit even harder with its symptoms.

"Being depressed is like being in a fog," she said. "You can't see clearly, and you can't think clearly. Every movement you make is like a step in water. It's so strenuous."

Soon, her parents warned her that if she would be sent to a foster home if she didn't turn her life around and take her medication. The warning came as a harsh alternative, simply because under foster care, the state would provide



Statesman/Emy Kuriakose

Jessica Lynch related the story of her struggle with depression to an SBU audience in an effort to increase awareness.

medical coverage and access to counseling. With that image looming over her life, Lynch turned her attitude around, and began taking medication again.

Still, when she first entered college, she took a turn for the worst, as she felt safe and sufficiently recovered to stop her medication. After continued attempts at restarting her medication, she eventually overcame her aversion to medication and made the effort to change her life. She was then able to maintain a relatively stable life despite the reoccurrences.

Lynch's discussion comes during a year when depression at colleges is skyrocketing. A study done by Psychology Today found that 14 percent of 701 students who filled out a survey at a college in the Boston area showed significant depressive symptoms, and half of them could qualify as having major depression. A 2001 survey of college counseling centers shows that 85 percent of colleges report an

increase during the past five years in students with severe psychological problems.

A specific figure culminating from these trends points to an alarming 30 percent rate of schools that report at least one suicide per year on campus.

Her talk was aimed at opening the problem to a wider audience. Her honesty, she said, would in time make more victims of depression more comfortable and willing to address and admit to their problems.

Her work now is aimed at lobbying for mental health legislation through the proposed Timothy's Law. Timothy was a 12 year old boy whose parents were forced to enter him into foster care in order to cover insurance costs. He went to a psychiatric hospital for treatment, and was released after the prescribed six month treatment period. When he came back home, Timothy was fine for about three weeks. Then suddenly, one day, his mother came home and found him hanging in a closet. He had committed suicide.

Lynch's lobbying efforts will be concentrated around enacting new laws to account for cases like Timothy's, where children are left to fend for themselves when insurance and support runs out.

Lynch stresses that mental illness, though difficult to overcome, is a condition that can be conquered with the proper support services and early intervention.

"Mental illness is something I had, something I have now, and something I have to deal with for the rest of my life. I was honest at the Miss New York pageant this year," she said. While she had denied her problem in past pageants, Lynch explained that her illness is one that has to be combated every day. Her honesty proved to be the determining factor in her winning the crown.

"When I was your age," she would tell elementary students at one of her talks, "nobody ever said that I would go on to do something with my life. They used to say that I was going to be dead. I want people to know that even if you have a problem, there's always help out there."



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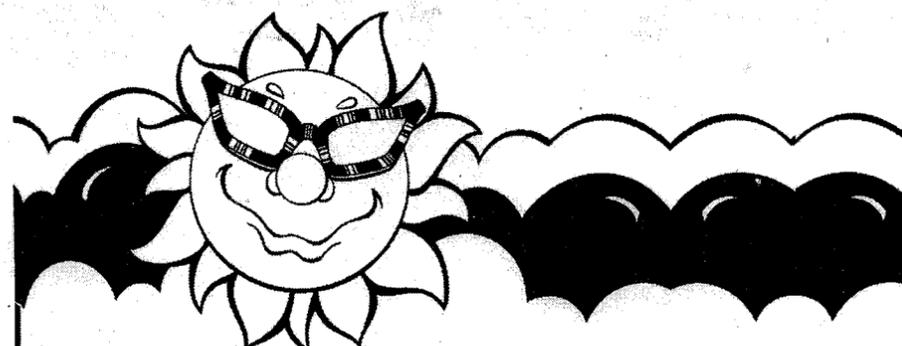
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Judiciary Installation

Continued from Page 1

interviewed by representatives from the administration, the executive council and the senate, a certain number of candidates were nominated from a large pool of applicants. After more extensive interviews, a final selection of students was appointed to the USG judiciary.

USG Judiciary was established to ensure that legislation passed by our government does not contradict the documented principles outlined in the standing Constitution. In this regard, they serve to ensure the rights of the student body.

"Practically, our goal is to provide an unbiased interpretation of the USG constitution, and to protect the student rights delineated by it," said members of the newly appointed judiciary. "But more importantly, we're here to fully represent the needs of the students of Stony Brook University."

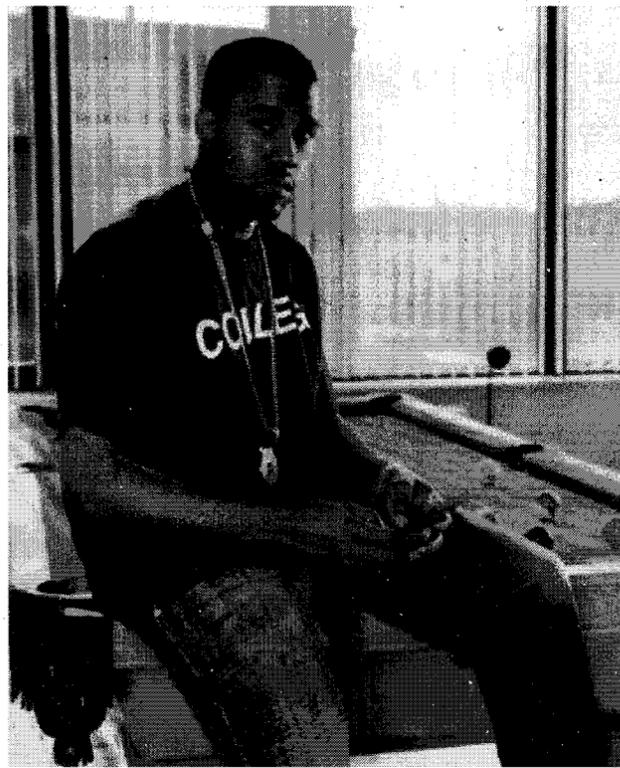
Members of the judiciary also encouraged students to read the USG Constitution, as it will provide them with a better understanding of their student rights. "Every Student Activity Fee paying student should arm themselves with a copy of the USG Constitution, the judiciary branch sure does," said Vlad Frants, Chief Justice of the newly appointed judiciary.

The justices also wish to make the student judiciary the most approachable branch of the student government. Offering office hours, layouts of their agendas and meetings, and e-mail communication to serve in potentially accomplishing this purpose.

"We really want to provide another avenue for what USG has to offer," said Frants. "We want to become a vehicle by which students can get their needs heard and evaluated."

These newly appointed justices will serve to aid the undergraduate government in its relations with the student body. As Emerson alluded to, the judicial branch of any government should not be taken for granted, and should be appreciated for its value as an objective and fair evaluator of governmental processes.

Kanye West: Another Marquee Name at SBU



Courtesy of www.kanyewest.com

Continued from Page 1

be familiar with him via his boardsmanship, West has rhymed widely since his Chi-town days. So when Roc co-founder Damon Dash heard a demo of West's solo songs in 2002, the young producer immediately joined the label's stable of artists. Having dropped out of art school in

Chicago, West achieved his professional success without a university diploma, thus explaining the meaning of the album's title as "just setting your own goals in life. Don't let anyone dictate to you what you need to do to be."

Having produced "Girls Girls Girls," "The Takeover," and "03 Bonnie & Clyde," Beanie Sigel's "The Truth," Scarface's "Guess Who's Back," and Talib Kweli's "Get By," among many others, Chicago-bred West is undoubtedly one of the most talented and accomplished young producers to have emerged in recent years.

With his highly anticipated debut for Roc-A-Fella Records, his album "The College Dropout" is a testament to his free-thinking, an astounding debut effort from the insightful and inspirational to the contagiously comedic and clever. Exhibiting remarkable aura, the album provides a wealth of surprises for anyone who assumes that West's music would go the way of a Roc-A-Fella cookie cutter copy. For a rap audience continually

weaned on thug threats and ice worship, "The College Dropout," contrary to its title, provides an educational reminder of what it means to be compelling and human in hip-hop.

"In music and society, people tell you to pick a side," West said. "Are you mainstream or underground? Do you rhyme about nice cars, or about riding the train? Are you ignorant or do you know something about history? But I'm a person who can do all these different things. It's like everybody is taking that fork in the road. They don't see the rainbow in the middle. And I'm about to ride that. I'm the prism. And my music comes out in colors."

The concert, which will be held in the SAC, was organized by the Student Activities Committee, consisting of Vice President of Student Life Jonathan Neman, Pam Williams, Ilan Nassimi, the Committee of Dave Chappelle's show and other support staff. An estimated \$100,000 will go into the production of the concert. Tickets range from \$15 for the bleachers to \$20 for the floor.

For the coming fall semester, the Student Activities Committee is planning smaller, medium-sized shows and another large comedy show similar to the Dave Chappelle show. Ultimately, the committee's dream is to accomplish a stadium show.

"It's a good idea to have this show," said Ray Lau, a Stony Brook student.

College Students: Give Diversity a Chance

Continued from Page 7

giving it a modern twist.

It's important to go the extra step by having long-term interactions with students of different ethnicities. From personal experiences, I have really enjoyed being a part of Intervarsity Christian Fellowship on campus, which consists mainly of Chinese students, making me one of very few Black members. Hanging out with my

Asian friends has opened my eyes to what their culture is actually like, whether it's watching Chinese movies, eating Chinese food, or learning about their traditions. It's easy to get lost in such a different culture, but the end is always rewarding. For example, eating a birthday dinner at an Asian restaurant gave me the opportunity to eat "family style" with my Asian friends, each of us sharing each other's dishes. In Chinese culture, eating together is considered a unifying experience.

Hence, it can be both fun and educational when interacting with students of other cultures. It is, however, vital to be genuine and to ensure that you are not treating other cultures as if examining a piece of artwork. Attend a fashion show or dinner once in a while; try some new things. And if someone wants to know about your culture, be welcoming and open. If this becomes the norm, diversity on campus could potentially live up to its true meaning.

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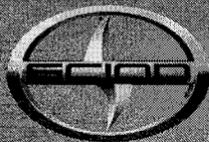
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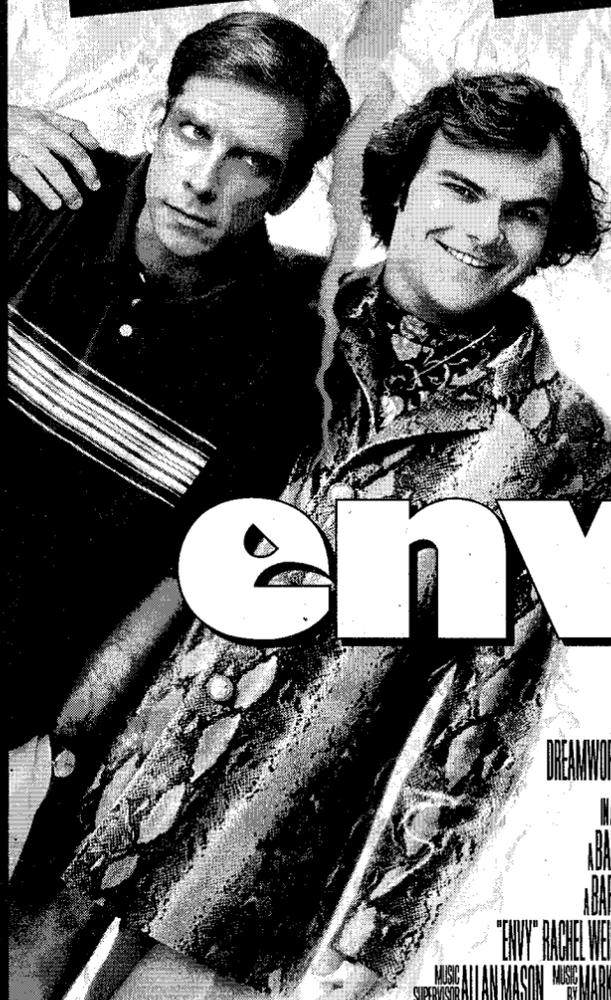
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