

Hospital Bomb  
Scare: See Police Blotter pg5

Basketball Gets  
Mixed Results pg9

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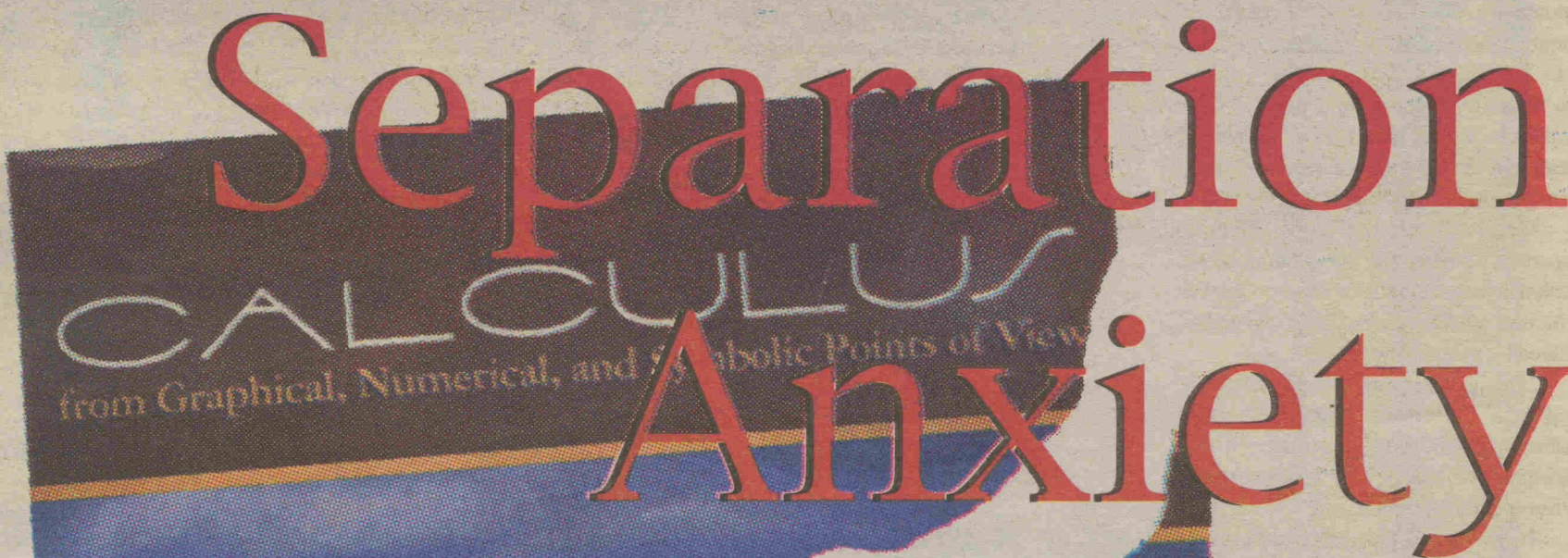


# Statesman

VOLUME XLII, NUMBER 31

THURSDAY, FEBRUARY 4, 1999

PUBLISHED TWICE WEEKLY



Math Departments Battle Over  
Addition of New Calculus Courses in  
the College of Engineering

This book is currently being used by the department of mathematics' in its calculus courses. Applied mathematics is splitting to offer its own calculus classes this fall, dropping the use of more traditional textbooks such as this.

Special Report, Page 3

CRB



# A Class of Its Own

By PETER GRATTON  
Statesman Editor

In a move that only increased the division between the applied mathematics and statistics department in the College of Engineering and Applied Sciences and the mathematics department in the College of Arts and Sciences, a new set of courses in freshman calculus will be offered by AMS beginning this fall. A pair of similar courses is already taught in the mathematics department, whose faculty members fear that the new classes in the College of Engineering and Applied Sciences will only further the reduction in staffing that the department has seen in the past few years.

Engineering and Applied Sciences and Arts and Sciences are colleges budgeted separately within the University, with autonomous deans and separate curriculum committees that govern the courses offered in the colleges' departments. Every so often, the separate colleges maneuver to offer similar classes that already exist on campus, creating a rivalry for students and funding from the University.

Members of the applied math department argue that the addition of the freshman calculus courses is not an explicit criticism of the calculus courses already offered by mathematics.

"This is not meant to be adversarial," said Alan Tucker, a professor of applied mathematics who serves as that department's undergraduate director, "We wanted to do this in a non-confrontational way."

Tucker agreed, however, that there may have been little way of introducing the calculus courses without upsetting the mathematics department; this is not the first time the two departments have clashed over the offering of calculus courses.

"We slugged it out a few years ago when applied math began offering sophomore

## Engineering College to Add its own Course in Elementary Calculus

calculus. There was a lot of ugly name calling," Tucker said.

The confrontation this year over freshman calculus is not much tamer. Officials in the College of Arts and Sciences say that members of the applied mathematics department failed to let them know about the addition of the new courses until the college had already placed them in the University bulletin for next year. These same officials note that the same courtesy is given to the College of Engineering and Applied Sciences when courses in the College of Arts and Sciences may conflict with classes already offered.

"Arts and Sciences' nose is certainly out of joint because we should have been

### A New Way of Teaching an Elementary Course or a Tug for Resources?

consulted. That's what we have done when we have added to our curriculum," said Elizabeth Stone, a professor in the department of anthropology and head of the curriculum committee in the College of Arts and Sciences Senate.

Tucker, however, argues that it was faculty in the College of Arts and Sciences that failed to consult with their peers in Engineering, lodging complaints to the University administration about the new courses. "They never took the trouble to speak to us, and then they sent a letter to the provost," he said.

With over 650 students registered this semester alone for the two elementary calculus courses, MAT 131 and MAT 132, a large proportion of the mathematics department's resources provides for the teaching of freshman calculus students. Many of these students are not mathematics majors. Rather, these students are taking freshman level calculus courses to fulfill prerequisites in other majors, including chemistry, physics, biology, and economics as well as a host of majors within the College of Engineering and Applied Sciences. Only 40-50 students graduate with a degree in mathematics each year.

The loss of the calculus students to AMS worries administrators in the College of Arts and Sciences who see a war that could soon brew over the allocation of money between the two departments. Without the high number of students in its calculus courses, members of the mathematics

department, who have already watched as the department has lost eight tenured faculty in the last three years, are concerned that they will be unable to justify their budget to the University.

Associate Provost Mark Aronoff said that the mathematics department had a "legitimate concern" about the loss of funding, but ruled out the possibility that the provost's office would support the movement of funding away from that department. "It's not about taking money away from the mathematics," Aronoff said.

Tucker agreed. "They're afraid we're going to take resources," he said. In addition, Tucker denies that AMS gains resources when mathematics loses funding.

"We didn't get a single line," he said about the loss of the eight tenure track positions in the mathematics department, "There's a fire wall between our departments," he said, because they operate in two different colleges on the campus.

If the addition of the new courses this fall is not part of AMS' battle for additional funding, as AMS officials say, then what reasons do they have for offering the classes?

Although Tucker was unwilling to criticize mathematics' handling of the teaching of calculus, he suggested that there were better ways that it could be done. "There is a very serious problem with calculus teaching," he said, "there is a sense that it is not being done well."

The provost's office apparently agreed, stepping in to request that the mathematics department develop different methods of teaching the calculus curriculum. "You have to continually find better ways to teach calculus," said Aronoff, "The Provost [Rollin

  
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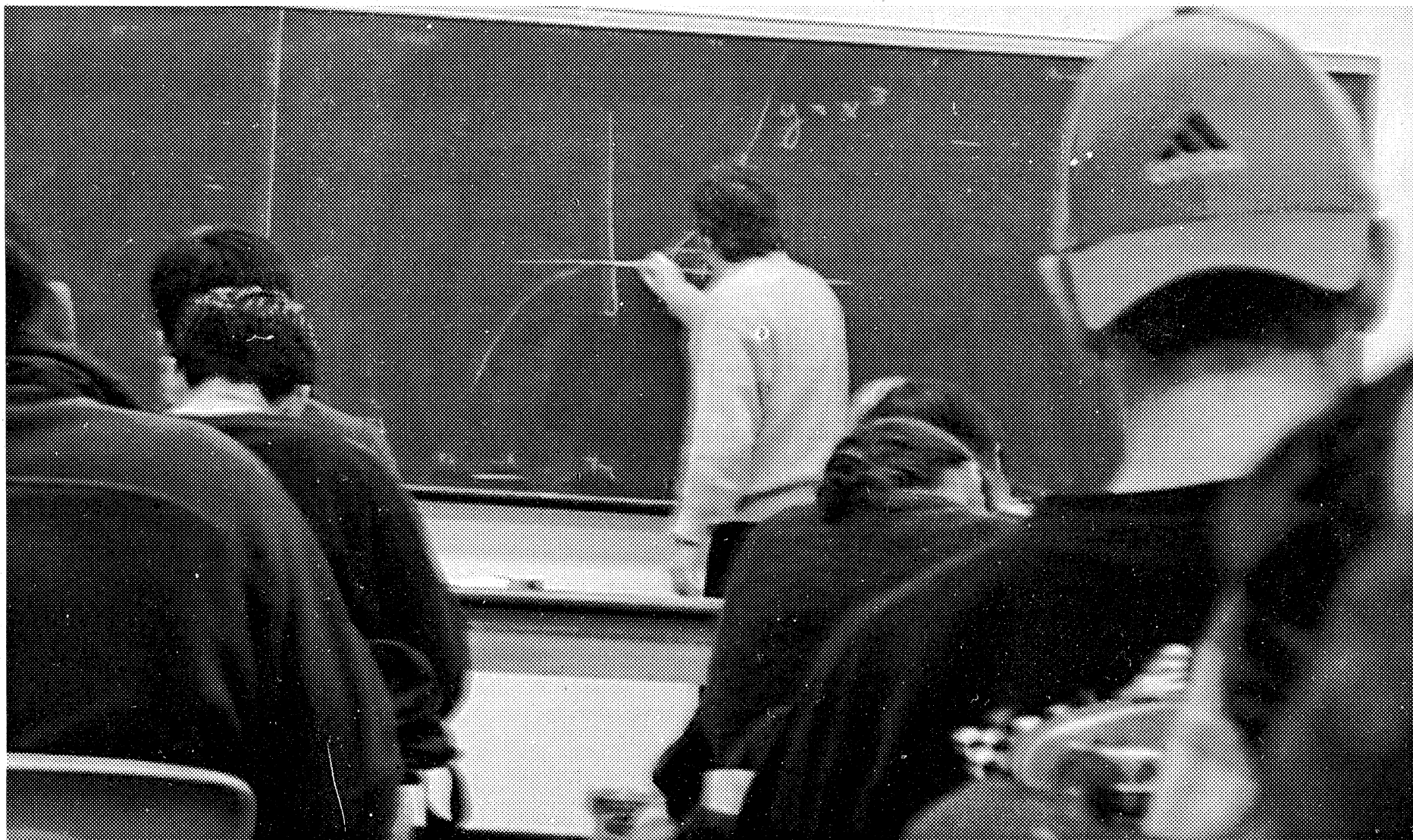
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Statesman/Michael Kwan

The department of applied mathematics and statistics in the College of Engineering and Applied Sciences will be offering its own version of MAT 132, seen above being taught by Claude Lebrun, next fall.

Richmond] was interested in developing alternative ways of teaching calculus. He never thought of it as a battle between AMS and mathematics."

Members of the mathematics department, and graduate students who are teaching the courses, say that they believe that it may have been the attempts to bring in alternative methods that has further deteriorated what students are getting out of

## A Turf War that is More than Academic

the courses.

"The problem is calculus reform," said Stephen Preston, a graduate student in mathematics who has taught calculus here, "We've been changing books and we've

ended up with everyone unhappy."

"A lot of people don't like using it to teach and don't do as good a job teaching as they could," he said.

Students are equally unsatisfied. "I guess I'm lucky that I took calculus in high school," said freshman Chris Hall, a student in MAT 132, "You spend only one day on this or that and you never see it again until the final."

Anthony Phillips, the chair of mathematics, said that the attacks on his department were undeserved because of the cuts that his department has suffered. "It's unfair that our resources are going down and on the same hand people are criticizing us," he said, "Our budget had gone down by 10%."

"You can't expect the same level of teaching when there have been cuts. We're doing the best job we can," Phillips said.

The chairperson of AMS, James Glimm, said that he agreed that mathematics was doing its best under the circumstances, but said that "new innovations" in calculus

precipitated the creation of the new courses. He called on the two warring departments to cooperate.

"It's not helpful to the two math departments," he said.

Hugh Silverman, president of the College of Arts and Sciences Senate, echoed Glimm's call for conciliation. "I would hope that faculty in both the College of Engineering and Applied Sciences and the College of Arts and Sciences will be able to cooperate on curricular matters," he said, "particularly when there are related departments."

Glimm and Tucker, meanwhile, are promising that the new courses next semester will be limited in size to two sections of 50 students each. Each, however, refused to say that the number of students taught elementary calculus by AMS would not rise in the future. The classes will also not be limited just to College of Engineering and Applied Science students. The departments of economics and physics have already said that they would accept the new courses as prerequisites for classes that require a prior knowledge in calculus, subsiding fears that students who took the AMS courses would not be able to use the classes as prerequisites for courses in the College of Arts and Sciences.

Writing in an e-mail message to Tucker in December, Chairperson Peter Kahn of the physics department said that while mathematics had performed "an exceptional job" in preparing physics students, his department would accept the AMS calculus courses as co-requisites for its own freshman classes. Kahn warned, though, that "for the duration of the experiment" his department would continue to "evaluate its success."

The "experiment" that Kahn writes about is the new methods of teaching that AMS will be using in the courses,

spearheaded by Tucker's own research in the area.

"I did a study for the National Science Foundation on new methods of teaching calculus, I know about the best methods," Tucker said. Each student in the course will work on computers and in groups to solve mathematical problems, said Tucker, a vastly different approach from the lecture based method used in mathematics.

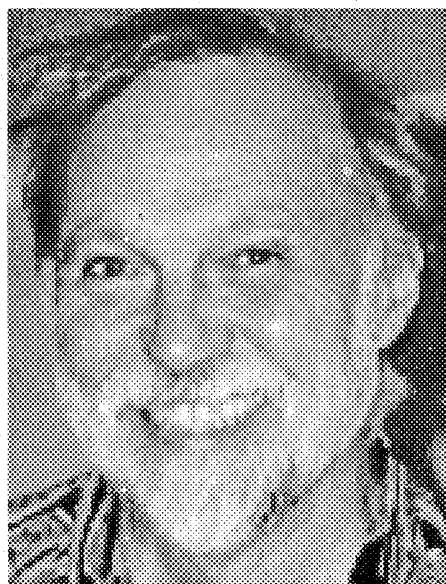
Tucker said that the addition of the new courses could have been avoided if mathematics had only taken up some of AMS' suggestions about the teaching of calculus. "Just because I'm in applied math, they won't listen to me," Tucker said, adding that he was told by mathematics faculty that he "should switch" departments if he wanted to give mathematics suggestions about its teaching methods.

Tucker denies that the duplication of similar courses in different colleges is a waste of resources. He said that AMS was limiting the number of students taking the classes, and would be willing to share any of the technology that they will use in setting up the courses with the mathematics department. "The students are going to win big time," he said.

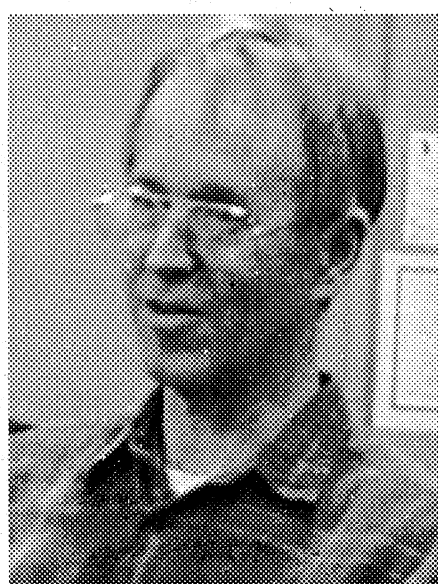
"Friendly competition can make people try harder to serve students," he continued, "If you're not challenged, you're not creative."

Preston, however, said he was unsure that even the best of new approaches would improve the amount that students absorb in the calculus courses. "They're not learning calculus like we'd like them to know," he said, "But we get students that are generally unprepared for the courses...who just aren't ready. You can't teach someone calculus if they don't know algebra."

"We present what students need to know," Preston added, "If they want to, they'll learn it." □



Courtesy/Tony Phillips



Statesman/Michael Kwan

Mathematics Department Chairmen Tony Phillips, left, and Alan Tucker, undergraduate chair of AMS, right.



# An Advisory Role

By JENNIFER KESTER  
Statesman Editor

In a press release issued this week, Provost Peter D. Salins announced the creation of a task force to advise him on the new general education curriculum.

Chaired by Buffalo State College President Muriel Moore and Dr. Salins, the task force will be comprised of campus presidents, chief academic officers, faculty representatives and students. President Shirley Strum Kenny and Distinguished Service and Distinguished Teaching Professor, Norman Goodman, of the Department of Sociology will be representing Stony Brook University in the task force.

"This is a marvelous example of the University pulling together to meet this exciting challenge," said Provost Salins. "The task force, with its broad representation, will guide us through the issues that must be addressed as we implement the Trustees' resolution on General Education."

The press release, however, did not specify what powers this task force would have, which may cause worry among the already concerned faculty at Stony Brook.

When the core curriculum passed two months ago, professors were angered by the actions of the State University of New York Board of Trustees. Many in the faculty felt that they were being excluded, despite reassurances from the Board that they would be full participants in all stages of the plan.

"The trustees passed it when the faculty couldn't respond- during finals time and near break," said Robert Kerber, the president of the Stony Brook University Senate and a SBU professor. Kerber said in an interview earlier this month that the "general reaction among the faculty is that the trustees passed their curriculum and now they can teach it."

## An Analysis of the Faculty's Involvement in Curriculum Changes

The core curriculum was passed to provide undergraduates with a basic foundation of knowledge to make them well rounded. Affecting freshmen of 2000, the curriculum instated because of the deteriorating standards at some SUNY schools.

However, some SUNY schools may have problems adapting this curriculum. Stony Brook may have to hire more professors, which will require SBU to approach the State Legislature for financial help, and with recent budget cuts of \$59 million getting the funds may be difficult. But with the plan still being put together, the future of the matter is uncertain.



Courtesy of the SUNY Webpage

Peter Salins

## Record Year for SUNY Fund-raising

By PETER GRATTON  
Statesman Editor

In announcing a record amount of fund-raising for the State University of New York in 1998, SUNY officials denied that the record amount given to the state's college system was given in lieu of diminishing state funds.

"We have been working on increasing funding for a number of years," said Bob Cudmore, a SUNY spokesman, "the comptroller of the state of New York had already called for trying to increase private fund-raising."

SUNY raised a record \$85 million through private fund-raising last year, topping the previous record set the year before.

"[We] are well on our way to maximizing every opportunity to raise private funds for support of the State University. In fact we are on target to meet the fund-raising goal we set in 1996 - to raise \$100 million a year by the year 2000," said SUNY chancellor John Ryan.

The chancellor added that individual campuses are conducting annual fund drives and other giving campaigns to reach out to the community for additional funds. "Throughout the State University, increasing attention is being paid to the importance of reaching out to private funding sources," Ryan said.

Cudmore denied that the "increased attention" was due to SUNY budget cuts in recent years. "In fact," he said, "last year we had a budget increase."

The Stony Brook Statesman Thursday, February 4, 1999



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## Campus Voices

What do you think of the new campus bus system?



"I think it's good, but I don't think it's fair to the residents. It's good to have express buses, but they have too many of them. There are always two at South-P."

Tammy White  
Freshman, RLS & PSY major  
Commuter



"The bus system is fine. I don't take the bus that much. They didn't do much to let people know- a lot of people weren't aware of the change."

Odella Daniel  
Junior, SOC major  
Resident

"I think it's a good thing. It gets rid of the Kelly and Roth people from the buses. People should have been better informed of the change, though."

August Eberling  
Junior, Biochem major  
Commuter



"I really don't like it, they seem to only have express buses. It takes too long for students to wait for a local bus. They only need 1 or 2 more stops to get off at."

Fen Liu  
Senior, AMS major  
Resident





# Bomb Threats Made to SBU Hospital

**January 25, 1999**

**2:25 a.m.**

An officer on patrol found a vending machine on the third floor of the Graduate Chemistry Building partially pried open. A flashlight and screwdriver were found in a garbage nearby.

**January 26, 1999**

**9:18 a.m.**

A car parked in the old H Parking Lot had its license plates stolen. The plates were taken between 9:30 a.m. and 9:30 p.m..

**12:18 p.m.**

A Citibank ATM/credit card, \$100, health insurance card and national transportation card were stolen from a leather wallet in the Student Activities Center.

**9:49 p.m.**

A female got sick in the Greeley Lobby and was transported to the University Hospital via SBVAC.

**January 27, 1999**

**8:10 a.m.**

A police officer responded to a traffic dispute between a traffic officer and a driver, who was later identified as a student. The situation was mediated and the student is being referred to Student Affairs.

**1:36 p.m.**

A window in Dewey College was vandalized sometime between 1:30 and 1:35 p.m.. The projectile used to break the window was not found. Campus residences were notified.

**3:55 p.m.**

A bike was stolen from the Computer Science stairwell. The bike was reportedly not locked up.

**6:22 p.m.**

A former student parked on the inner Roosevelt Quad, in front of Keller, and ran over the bushes.

**9:29 p.m.**

A black Pierre Cardin wallet was stolen from a jacket in the Graduate Physics Building. The wallet contained five credit cards, ATM card, Stony Brook ID, health card, driver's license and \$15.

**January 28, 1999**

**2:53 a.m.**

A subject reported a group of females fighting in the North Parking Lot. Officers responded to the situation.

**3:18 a.m.**

An Ammann resident reported several females arguing in the hall. The fight didn't escalate to physical violence, but obscenities were shouted. Officers responded but suspects fled upon arrival.

**9:52 p.m.**

A wallet with a debit /credit card and personal papers was stolen from Toscanini College.

**10:22 p.m.**

A female from Eisenhower fractured her leg and was transported to the University Hospital via SBVAC.

**January 29, 1999**

**12:29 a.m.**

A Cardozo resident reported a group of people causing a disturbance outside the building. The suspects were gone upon arrival.

**12:57 a.m.**

An unknown subject threw a bottle at a window in O'Neil College and cracked it. The RHD on duty for G and H Quads was notified.

**10:08 a.m.**

A brown Guess wallet was lost somewhere between James and Benedict. The wallet, which was worth \$40, had \$60, credit cards, ATM cards, learner's permit and ID meal card.

**1:02 p.m.**



Statesman Archives

Two bomb threats were made last Sunday.

A Motorola cell phone was taken from a housekeeping cart from Hand College, in Tabler Quad. The incident occurred sometime between 12:00 and 12:30 p.m..

**3:05 p.m.**

A wallet was stolen from a coat in the Javits Lecture Center. The wallet contained a credit card, which was used for unauthorized purchases from GAP On-line.

**7:10 p.m.**

A former O'Neil resident, who was banned from the dorm, was reported seen in O'Neil. The suspect was gone upon arrival.

**8:06 p.m.**

A suspicious male was reportedly creating a disturbance and was displaying erratic behavior on top of the stairs in Campus Connections, the H Quad Cafeteria. The subject was gone upon arrival.

**January 30, 1999**

**3:44 a.m.**

An unknown male stole mail from campus mailboxes in Douglass

College. The suspect fled the scene after being approached by the RHD.

**January 31, 1999**

**2:46 a.m.**

A female was reportedly screaming in the Infirmary Parking Lot. The suspect was gone upon arrival.

**9:36 a.m.**

Two vending machines in the Life Sciences basement were damaged and money was taken.

**3:21 p.m.**

A backpack with a New York State driver's license was taken from the library reference room.

**6:27 p.m.**

A dispute erupted between two ex-spouses with a child in common in the Greeley Parking Lot. No charges were pressed.

**6:57 p.m.**

A student was harassed by a former suitemate. A student referral was completed by the RHD.

## Blotter of the Week

**January 31, 1999**

**5:43 p.m. and 6:15 p.m.**

There were two reported bomb threats in the emergency room area of the University Hospital. A search was conducted by the Public Safety located there and no suspicious packages were found. The Suffolk County Police responded and also found nothing. Amazingly the Hospital is still standing.





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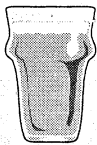
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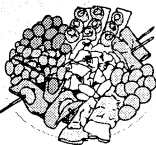
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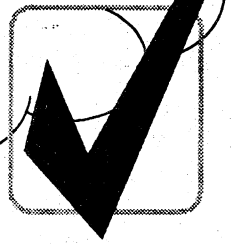
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10pm-2am \$2.50 Corona



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# Editorials

## The Core of the Problem

The announcement of a proposed addition to the SUNY curriculum has not come without debate. The so-called "new" core curriculum is being heralded by its parents, SUNY's Board of Trustees, as an opportunity for undergraduates to come out of their college experience as more "well-rounded" people, whatever that means. But certain faculty members are criticizing the proposal, calling it "suspicious" and fear that it is an opportunity for the trustees to micromanage.

As of yet, the plan is undeveloped with people wondering what, exactly, it is, a question not even the trustees can answer. No one knows for sure but what we do know sounds strangely familiar. According to the plan, students would be mandated to take 30 credit hours within 10 categories including, math,

science, American history, western civilization, humanities, arts and foreign language, to name a few. So the plan is sketchy at the moment. That's fine because this information is enough to show the concerned faculty that they should not waste

*"As of yet, the plan is underdeveloped with people wondering what, exactly, it is, a question not even the trustees can answer."*

their time arguing over this. After all, we have it already. It's called the Diversified Education Curriculum, or D.E.C., and love it or hate it, it is

our core curriculum.

In the current issue of Stony Brook's Undergraduate Bulletin, the D.E.C. requirements are laid out and described as "ways of learning essential to the entire academic experience" and as subject matters "intrinsic to liberal learning." Not to mention opportunities to "help students practice using mathematical ideas," and a favorite, "a challenge to students to confront the world beyond the University." Another way of putting it would be to say, "Outside your specialty or major you need to have some familiarity with subjects you are going to encounter in life." This is a quote regarding the new core curriculum from none other than the notorious enemy of students and progressive people everywhere, trustee Candace de Russy, whose conservative religious fanaticism made her the laughing stock of Stony Brook for showing her outdated and dangerous mentality on all things sexual. It's no surprise that this ridiculous idea finds her at its forefront, proving that the trustees got bored in their quest for a new chancellor so they thought up a scheme to rename an old standard and call it their own. De Russy, who probably thought of this brilliant idea in between prayers to the rosary, is obviously desperate for some positive publicity after her bout with Stony Brook's Press, who sullied her pure name and even purer face.

The irony of this all is the absurdity of the board thinking they have come up with a new idea. It's the nerve of de Russy to claim a concern that SUNY students may leave these institutions unequipped with the knowledge about the subjects they may encounter in their lives. Hate to break it to you Candy, but it's more than likely that most of us students will encounter the big bad world sex. And if you get your Christian brain-washing way, students will be virtually stupid about protecting themselves from sexually transmitted diseases, rapes and unwanted pregnancies. So you may graduate from Stony Brook having successfully completed all of your D.E.C.'s but you may pick up AIDS along the way. That's some trade off, huh?

This is further evidence of the way bureaucrats waste their time while wasting our money. With all the problems Stony Brook has in the form of deteriorating buildings, terrible meal plans and overpriced books, it's a shame that SUNY trustees are going back to the past instead of working on the future.

## Finding Diversity

Dear Editor:

I start this letter with a metaphor. At times I feel as if I am standing in a large room and there are many different doors surrounding me. I turn around, and I see people, lots of them. However, as I turn around, faster and faster, furiously spinning and watching, I can see a lot of people, a lot of us entering doors. There must be twenty or thirty doors, all frothing with bodies that are moving away faster and faster. More and more of us enter those doors, until it looks as if no one else can enter, and inevitably, the doors close. All of them. And I am left standing. How can I still say "us" when there are so many people who have closed the doors behind them?

It may seem as if I am about to complain about not being let in those doors, of being the one who is forced to live by myself, with no support. I assure you, that is not true—because as I look up, I see the sky, and I notice that I am still on the outside, looking at the great free world. Those doors lead to something deeper than loneliness—and I feel no need to enter. I am on the outside, and there are hundreds of people beside me.

Diversity. Accepting others. Learning other cultures. Enjoying peoples' differences. Feeling life. Life. Meeting people. People. Not representations of a culture. The door opens. Yes I have ticket two. I am two. I am "two." My name is "two." I belong in "Two." ASA, HSO, CSO, Korean Christian Fellowship, Hindu

Student Association, PUSO, LASO...

Is this Diversity? Must we as students associate ourselves with a door and enter? There is clearly a gap. Clearly. Sure, there are signs saying "anyone welcome", but if that was true, that does the group name pertain? Why the "Asian" in ASA? Clearly there is an intention of separation. What are those groups thinking? Do they fear true Diversity?

Must we continually produce and pronounce what is, and what is not Diversity? Must we say that today we will wear our hair, and tomorrow our skin? Will we forever highlight in one month the specifics of a group that does not exist, a group which, although distinguished by some illusionary line, clearly is compiled of human beings, great and powerful, unique and individual? Can we forever-forever-separate me into "two," and you into "three," and have "four" and "five" tell us that we belong in "twelve minus thirteen" because today we move this way or that way? Can we limit greatness to a specific day? Must I belong to a name, a group, a position, and a decision?

The answer is no. I have only one name—and I am the one who defines it. We all define our name. I enjoy people, specific and great. I respect no one who hides themselves behind a door. Come out. Explore true diversity. Say hello to people—one at a time.

Robert Colpitts  
Sophomore



# Plundering the Pirates

By CLIFFORD MARK  
Statesman Editor

Seawolves basketball went into action last Saturday, to make the Bridgeport Purple Knights trip back across the Long Island Sound a miserably long one. The Seawolves made sure that the ride over for the Purple Knights was the easiest part of their day.

The Men's team made some early adjustments to undermine Bridgeport's three

## Men's

Pirates	80
Seawolves	84

point threat. In the first half, forwards, Chris Balliro (#33) and Achilleas Klepkos (#42), put a combined seventeen points on the board which brought the Seawolves to a 38-32 lead.

At times, Stony Brook was up by as many as twelve points.

However, Bridgeport managed to pull their game together and rally. With around five minutes left, the Purple Pirates took control briefly, with a 15-4 run; to make the score 69-68.

The Seawolves then found themselves in a classic battle for supremacy. With only two minutes left, Klepkos kept hold on a four point lead. The Purple Pirates clawed back

into the game by tying it up at 80, with only 78 seconds left on the game clock. It was Seawolves guard, Rob Hartman (#24), who made an amazing lay-up to take the Seawolves to the winner's circle. Guard, Steve Pratta (#10), made the final score 80-84, by putting in a lay-up with four seconds left, for good measure.

There were four Seawolves who finished the game with over ten points. Center Mike Sales (#40) scored sixteen points, a season high. Balliro, Klepkos and guard Bobby Mahoney (#11), also scored over ten points.

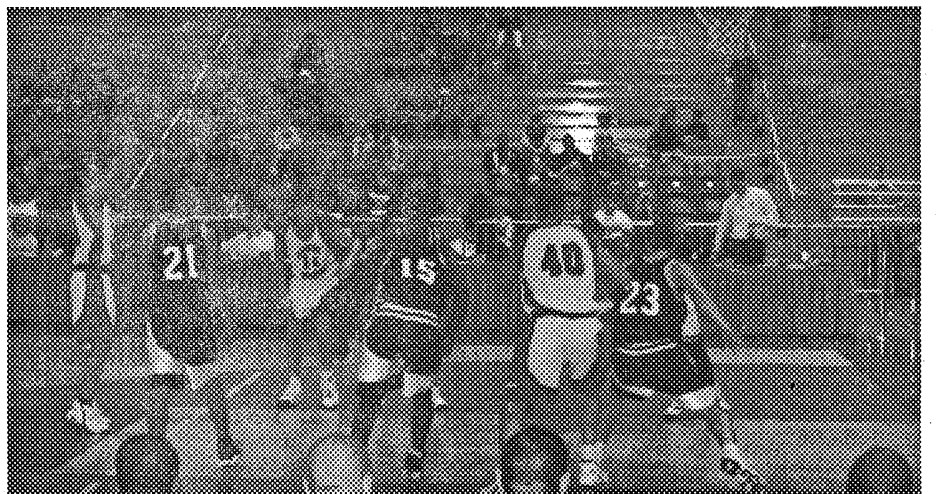
The men's team is on a three game winning streak which brings there overall record to 7-13, and are 6-5 in their division.

## Women's

Pirates	65
Seawolves	59

The lady Seawolves also had a battle on their hands, but came up short of the "W" column.

In the first half the Seawolves played with a stingy defense and ended the half with a 34-28 lead.



Statesman/Linda Kratics

The Seawolves won last Saturday, making their record 6-5 in their division

The highlight of the first half was the eleven points from center, Courtney Ray (#33).

At one point in the second half, the Seawolves were up by eleven points. But within five minutes, the Purple Pirates pulled even with the Seawolves at 46.

The Seawolves and Pirates see-sawed back and forth afterwards, until Bridgeport drained two free throws with five minutes left to take the lead and the game, with a score of 65-59.

Ray, pulled down ten rebounds and made fifteen points to add another double-

double to her collection. Forwards Kelli Cofield (#31) and forward Jackie Daigneault (#24), both made it into double figures by scoring eleven point each. With this loss the Lady Seawolves fall to 4-8 in the NECC and are 5-15 overall.

Both the men's and woman's teams will be on the road Wednesday to take on division rival SUNY

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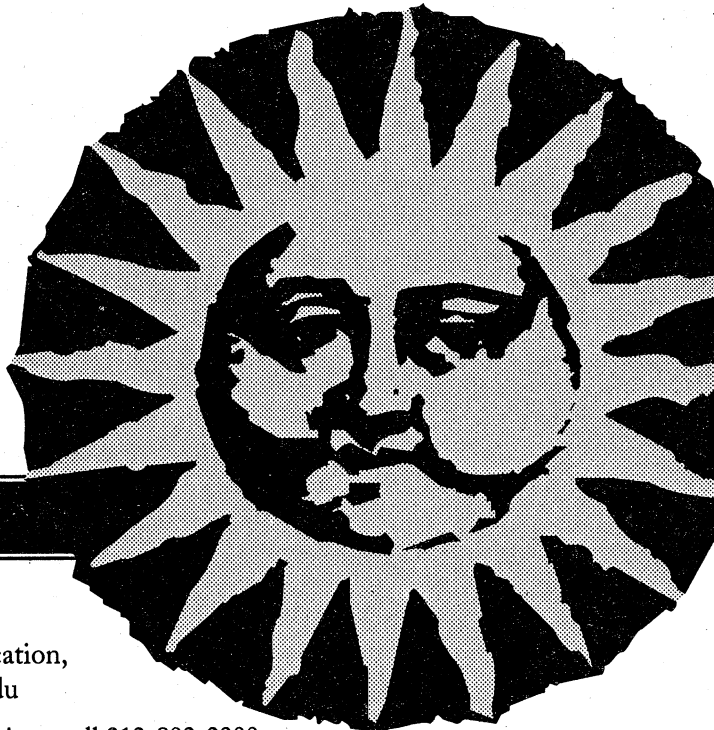
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# Special Announcements

\*The *Statesman* will be printing its annual Valentine's Day love and hate personals in the upcoming Valentine's Day Issue. If you want to let that special someone know how much you appreciate or despise them, you can do it for free in the *Statesman*. All submissions must be in by Tuesday, February 9. You can drop by and put them in the Columns mailbox in the office, or e-mail us at [statesmn@ic.sunysb.edu](mailto:statesmn@ic.sunysb.edu)

\*With spring right around the corner, the *Statesman* will be putting out its literary supplement. If you are interested in submitting any literary or photography submissions, call 632-6479 and ask for Peter Gratton.

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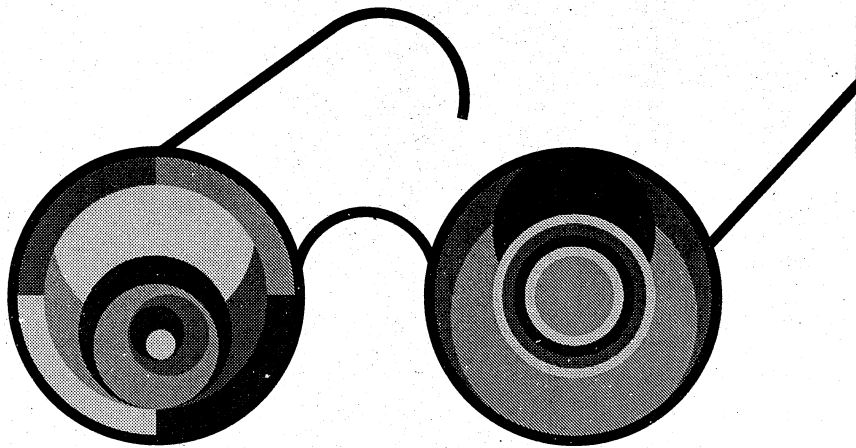
**On-campus Interviews:** February 10th

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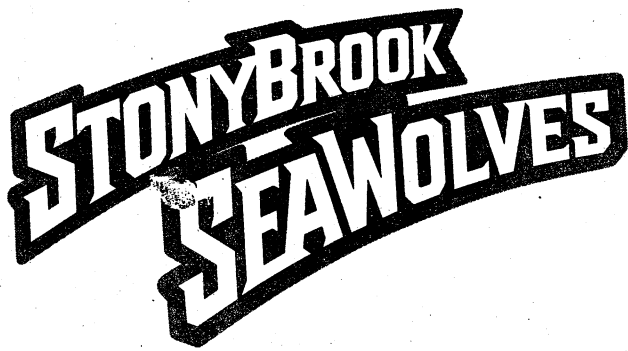
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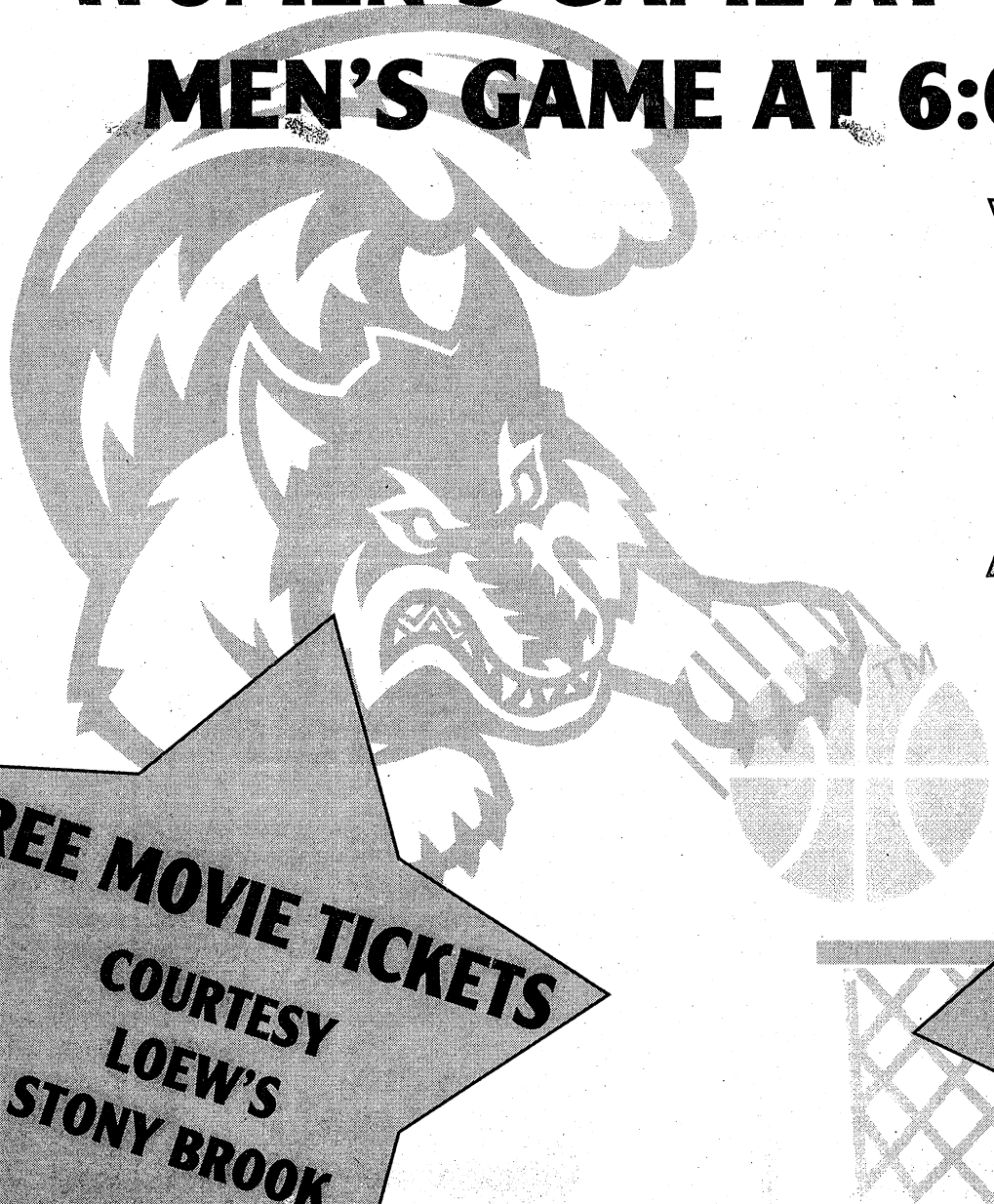


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# Features

## Swinging With the Oldies

### Bob Meyers Big Band Holds First Concert

By ERIN ROSENKING  
Statesman Editor

The Staller Center was swinging with jazz last Monday, when the Bob Meyer's Big Band performed in its first concert. As the concert began, audience members were transported back to the days of the big band.

The purpose of the show was to raise desperately needed funds that have been cut as a result of the state's austerity plan. With donation boxes outside the auditorium, the leader of the band, Bob Meyers, implored the audience to donate what they could so that the music department could continue to operate. As Meyers thanked them in advance for their generosity, he



Statesman/Peter Gratton

The Bob Meyers Big Band Performing at a fund-raiser in the Staller Center Last Monday.

mentioned the department's needs for such things as music stands, amplifiers, better instruments and guest appearances by other artists whose knowledge and talents could teach and inspire the music students.

If the audience's reaction to the music was any indication, his plea did not go unanswered. They seemed to be having a great time as their enthusiastic head bobbing, foot tapping and finger snapping proved. Stony Brook staff member Carolyn Ellis was having a great time, but was disappointed in the lack of publicity announcing the performance. She found out about the show through an ad in a local Pennysaver. Another audience member Tony Sochinski said that the show was great and the music "peppy," with a beat

so infectious that you couldn't help but tap your feet in time to the music. He likened the show to getting a bit of culture.

The audience's enthusiasm was matched only by that of the band members who were having as good a time as those watching. Trumpeter Barry Schwalb said that the music is their love and the one thing that keeps them out of trouble. Trumpeter Dan Tripp and bass trombonist Bill Hipp both agreed that jazz was their passion and they noted the surprisingly large crowd.

They were pleased with the audience's reaction although not surprised at it as lead trombone player Frank Vaccaro explained. Vaccaro, a retired music teacher who has played in Broadway shows, said that jazz as an art form has a certain intellect, form and style that requires, and usually gets, enthusiasm from the spectators.

The band, which rehearses every other Monday, played both original pieces, such as the opener "Low Inflation," as well as some well known tunes like "Just the Way You Look Tonight" by J. Kern, arranged by member Al Levy and a cute rendition of favorites from the Wizard of Oz like "Ding Dong the Witch is Dead," "Over the Rainbow" and "If I Only Had a Heart."

The concert was a great success, as anyone in the hall could attest to. There was hooting and a standing ovations at the show's close, followed by a reception in the lobby, which was a fitting ending for a show where fun was the goal for both audience and band alike.



Statesman/Peter Gratton

Far from the hupla and glitz of the Superbowl, Martha McGaughey and Carlene Stober, violas da gamba, and harpsichordist Arthur Haas, returned a Staller Center audience to the simpler music of the French Baroque this past Sunday.



**The following issue should have been numbered “33”**



