



# Statesman

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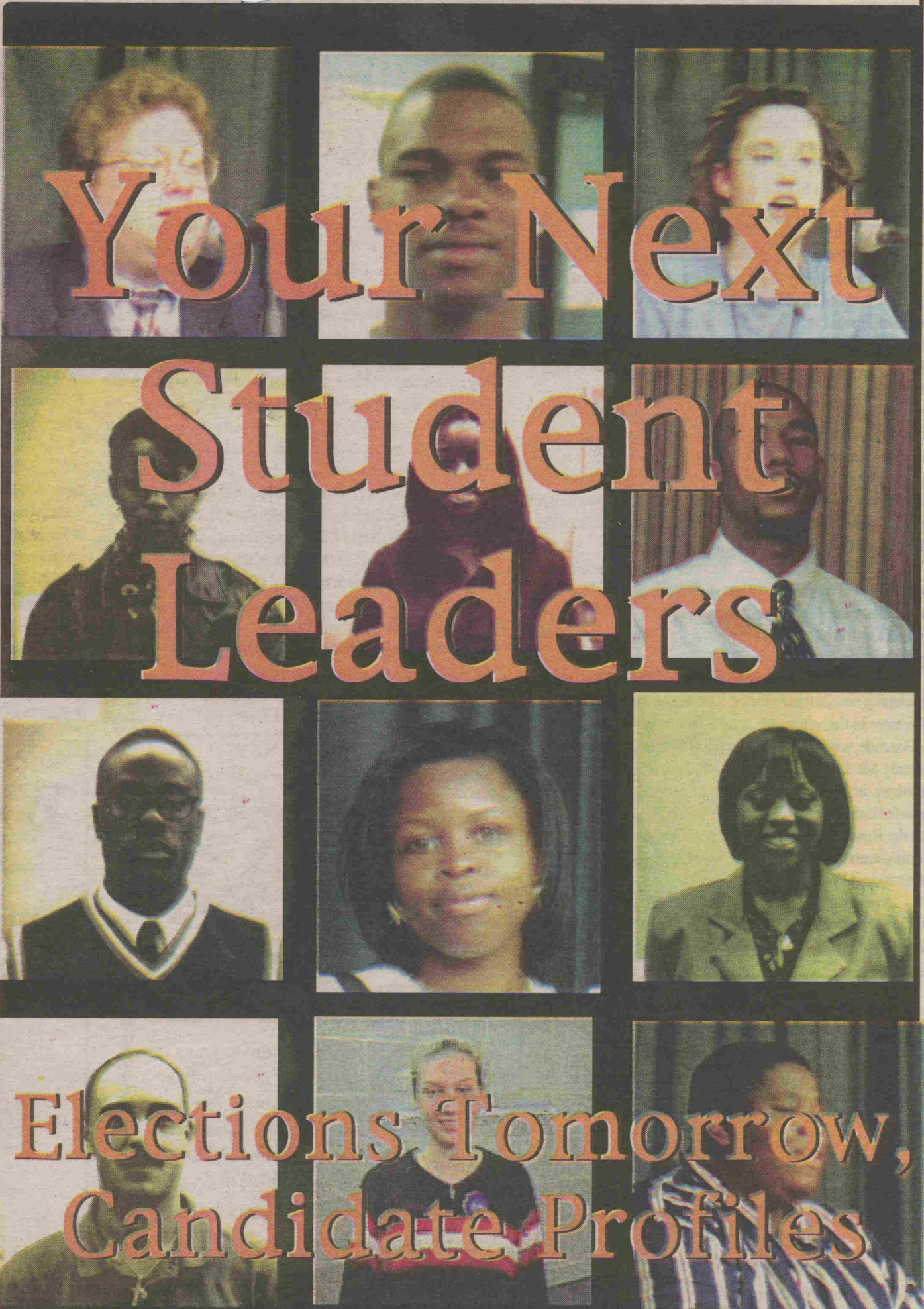
President Kenny, front, talks with student protesters on Thursday

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## Your Next

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CRR

# SUNY Expands International Studies

The State University of New York is embarking on an unparalleled effort to expand and enhance the ways in which students at all 64 campuses learn about international relations and foreign policy issues.

SUNY Chancellor John W. Ryan and President of the Foreign Policy Association (FPA) Noel V. Lateef announced a major partnership between the two institutions. As a result, students in political science, history and other classes will regularly benefit from FPA educational materials and programs covering a myriad of foreign policy issues.

Dr. Ryan said, "Enriching SUNY's educational environment in international relations and foreign policy issues will ensure that our students have one of the most important tools they will need as they face the challenges and opportunities of the next millennium."

Mr. Lateef said, "What we find exciting about working with SUNY is that this is an institution that already provides many of our corporate sponsors with employees. This partnership will help prepare them for these jobs in the global economy. It is increasingly important that we prepare all of our nation's young people for global leadership because the United States plays a critical role in world affairs. Our collaboration with SUNY is an important part of this mission of educating the next generation of Americans who will have these important responsibilities."

The FPA is the nation's oldest nonprofit, nonpartisan, nongovernmental organization dedicated to educating Americans about world issues that impact on their lives. The organization and its efforts have been endorsed by every US president since Franklin Delano Roosevelt. The partnership with SUNY will create the largest FPA program in all of higher education.

Kicking off this new partnership is the Foreign Policy Association's "41st Annual NBC News Luncheon - Celebrating the 45th Anniversary of Great Decisions." MSNBC-TV Anchor Brian Williams will host a panel of distinguished NBC journalists who will discuss a wide range of international issues in New York City. The panel includes Gwen Ifill, Andrea Mitchell and Tim Russert.

Faculty and select students from several SUNY campuses will be invited to the discussion and participate in the audience question period. In addition, SUNY's New York Network will broadcast this event via SUNYSAT to campuses throughout the SUNY system.

The SUNY partnership with the FPA will also help in developing new curricula for the State University. To aid SUNY campuses in this effort, the State University has hired Robert R. Gosende, who has worked in the U.S. foreign service. Most recently Mr. Gosende served as Minister in the United States Embassy in Moscow. His foreign service experience also included duty in Uganda, Libya, Somalia, South Africa, Poland and the Russian Federation. He is joining the SUNY System Administration staff as Special Assistant to the Chancellor for International Programs.

A major feature of this new partnership is the distribution of 42,000 volumes of the FPA's annual briefing book, Great Decisions. These volumes will be distributed to students and

faculty at each of the State University's 64 campuses. These books outline the issues, history and policy options of eight important foreign policy issues.

Along with Great Decisions, the State University will receive videotapes from the FPA's Great Decisions Television Series, a joint venture with Georgetown's Walsh School of Foreign Service. Campuses also will receive quarterly installments of the FPA's Headline Series and, biannually, Foreign Policy Forum. The SUNY partnership with the FPA also presents an opportunity for many distinguished speakers to appear on campuses for lectures on foreign policy issues.

Richard Beach, director of the Center for the Study of Canada at the State University College at Plattsburgh, said, the connection between SUNY and the Foreign Policy Association will be very positive for students. "This relationship provides us with an opportunity to utilize concrete

resources that will inform and stimulate discussion about major issues confronting the United State in the world today."

Ed Drachman, professor of political science at the State University College at Geneseo said, "I look forward to Bob Gosende's work with the FPA to further assist Geneseo students in their understanding of world affairs. I especially look forward to speakers coming to our campus and to expanded internship opportunities with the FPA for students majoring in our newly established program in international relations."

Kalman Socolof, associate professor, radio-TV at Herkimer County Community College, said, "While many of the students in attendance will be studying political science or international relations, this sort of event is no less valuable as an experience for the student who plans on a career in news."

## Mexican Congressional Leader To Sign Agreement With SUNY

Two leaders of the Mexican Congress will be in Albany Monday to sign an agreement with the State University of New York which will allow SUNY and Mexico's House of Deputies to work together on legislative modernization issues.

SUNY will provide the 500-member Mexican House of Deputies - the Camara de Diputados - with seminars on the professional staffing of that legislative body; training of library and research staff; and overall strengthening of its professional staff. The Camara de Diputados, for the first time, is putting in place a professional, non-partisan staff to help it conduct the business of government.

On Monday, April 26th the two Mexican congressional leaders will begin their visit to Albany with a tour of the State Capitol followed by a discussion of library operations at the New York State Legislative Library. The agreement between the Mexican Congress and SUNY will be signed at 4 p.m. in the Board Room at SUNY System Administration. Representing the State University will be Dr. Richard Steiner, Senior Associate Provost. Representing the House of Deputies will be Deputy Francisco Javier LOYO Ramos, Chairman of the Committee on Library and Information

Systems, and Deputy Bernardo BATIZ Vasquez, President of the Institute for Legislative Research.

On Tuesday, Deputy Loyo and Deputy Batiz will visit the New York State Senate Research Office. They will conclude their visit to the Capital Region at the University at Albany where they will discuss with political science and Latin American studies students and faculty "Mexican Political Realities and the Mexican National Congress." This discussion will be held at 2 p.m. Tuesday in the Terrace Lounge, Main Floor, Campus Center, University at Albany.

SUNY System Administration, and its campuses, have had a long history of assisting legislative bodies in either developing democracies or in nations with a democracy in transition. Similar programs have proved effective for legislative bodies in Chile, Bolivia, Guatemala, Mozambique, Nicaragua and Uganda.

The collaborative agreement will grant SUNY official access to Mexico's Camara de Diputados, and allows the two organizations to conduct exchanges and work together on issues of legislative modernization.

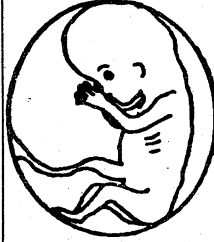
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# Taking It to the Top

## Graduate Students Stage Sit-in Against Unfair Hiring Practices

BY JENNIFER KESTER  
Statesman Editor

Graduate students staged a sit-in at the President's office last Thursday to protest what they said to be unfair hiring practices by the University.

The sit-in forced a meeting with University President Shirley Strum Kenny, Provost Rollin Richmond, and the dean of the College of Arts and Sciences, Paul Armstrong.

"What prompted this meeting was a faculty member saying that because of how administration handled things they were leaving," said an organizer and English graduate student Tony Jarrells, "I felt it was important to add our voices to the situation now because it hasn't been heard."

The graduate students from the English, Comparative Studies and the Hispanic Languages and Literature Departments have gone to English faculty meetings to voice their concerns but were unsuccessful amidst the internal bickering that has plagued the department.

The English faculty is split up into two sects: literary theorists and more traditional professors that study the history of literature. This division has caused an internal war within the department, leaving the graduates and undergraduates caught in the middle.

The recent resignation of English Department Chair Lee Edelman, and the negative publicity the department has received from newspapers such as the New York Post criticizing Edelman's study of "queer theory."

To overcome the turmoil within the department, the thirty students called the meeting to present Kenny with a letter of their complaints. The list of complaints included:



Statesman/Peter Gratton

Students staged the sit-in last Thursday.



Statesman/Peter Gratton

Dean Paul Armstrong from the College of Arts and Sciences, President Shirley Strum Kenny and Provost Rollin Richmond met with the graduate students.

- "The rescindment of the offer made to Modhumita Roy," a professor from Tufts University that the students see as a vital addition to the department.
- "The termination of the search for new hires while that search was in process."
- "The failure to make available to graduate students and faculty information regarding the hiring process when such information affects graduate students, both at the present and in the future."
- "The present media portrayal of the state of the English Department, especially, but not limited to, the way the situation has been reduced to a question of the legitimacy of queer theory in the Humanities."

"It would seem that graduate student interests have not been taken into account in the decision making process and in the consideration of the effects of such decisions," the letter to Kenny read, "We feel that we can no longer sit by and passively accept the lack of professionalism, the questionable hiring practices, and finally, but more importantly, the devaluation of our institutional affiliation and our degree programs."

"This will effect all departments in the humanities," said Deborah Altgilbers, a graduate student in Comparative Studies.

Kenny said she was sympathetic to the students. "I share your concern," she said, "It hasn't done anyone in the University any good."

Kenny went on to say that the reason the search process for other professors was terminated was that the administration felt it was important to give an incoming English chair a chance to build the department. Without that opportunity, Kenny said, there would be little incentive for someone to come and take the chairmanship.

Richmond told the students that the search for Roy was at a very advanced stage but that "she did not indicate whether she would accept the terms" of the agreement.

"I know Professor Roy had expectations," said Richmond, "but the procedures were followed and a formal offer has not been made."

"You need to understand," Kenny told the students, "it's not a rescindment of an offer because an offer was not made."

What the three administration officials stressed to the students was the need to create unity within the department before any other steps were taken.

"I would urge you to work with your faculty colleagues; we need to work together," Kenny said, "the less this is done, it will never be successful. Nothing will happen until the department is a department with shared goals."

The students brought forth other worries such as the possible resignation of Comparative Studies Professor Michael Sprinker, who is currently working with many of the students on their theses.

Richmond expressed his concern and offered alternatives to alleviate the situation including having faculty come on a visiting basis and to have short term appointments of writers who are on Long Island. "I know this will not satisfy having a regular faculty on campus," he said, "but it's better than having nothing at all."

"This isn't the perfect solution," said Armstrong, "this sort of thing you would want to talk about with a chair of a department."

The students answered the comments with their most immediate concern: to hire Roy. The hiring of Roy is important as an addition to the department. In addition, the graduate students said that the reputation of the University would suffer for taking back a job offer made to a professor as renowned as Roy.

"We will let you know when we can set up another meeting," Kenny said.

The students erupted in angry responses, accusing the administration of using delay tactics with only two weeks left in the semester.

Kenny said she would let the students know by Monday when she will set up another meeting.

"If what you want to do is demonstrate, do that," Kenny said, "You've got to do what you've got to do."

"We might take you up on that," responded a male graduate student.

After the meeting, the students gathered and decided to deliver a letter to Kenny asking for an answer to their demand of the reinstatement of Roy by noon on Tuesday.

"We, and all undergraduates we can rally, will be in front of the Administration Building, will go up to Kenny's office to get our answer," said Gretchen Woertendyke - Rohde, one of the organizers of the graduate students. "If she does not give us an answer or if she tells us that she will not reverse her decision about Roy, we will proceed by protesting on an ongoing basis," she said, "We will sit, we will protest, we will not relent until the end of the semester when people leave for the summer. It will not be over then, but will go to a different phase."

Woertendyke - Rohde said, "Students from all departments, undergraduates, post-doctorate and graduated students are invited to join us in our protests against the unethical, and academically disingenuous policies of this administration."

# Your Next Students Leaders

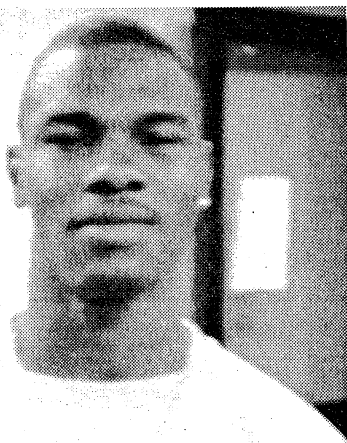
## Polity Candidates Answers Our Questions as Election Nears

The Student Polity Association is a student funded corporation that oversees and funds a majority of the activities and clubs on campus, with a yearly budget of \$1.8 million. Each year, elections are held for each of the highest posts for the Polity leadership. Polity Elections will be held tomorrow and Wednesday. Students can vote at locations across campus, including the Melville Library and the Student Union. Below are answers provided by a number of candidates. Responses are printed as provided, without editing for grammar and spelling. The numbers before each answer correspond to the question number listed to the right.

### For President

#### ANDREZ CARBERRY

1) In the three years that I have been involved in Student Polity Association, I have seen firsthand the successes and misfortunes which have benefited and plagued the organization. Through my experiences with other student run organizations such as Student Association of the State Universities of NY (SASU) and United States Student Association (USSA) as well as the United Nations, I have gained valuable experience in organizing diverse students on variety of student issues. I feel that my diversity of experience can only benefit the Student Polity Association as through SASU and USSA I have learnt the value of grassroots organizing at State and National level through lobbies and rallying. My experience with Student

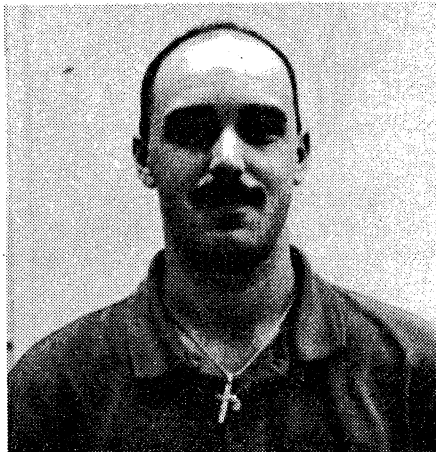


Andrez Carberry: Currently Polity Junior Representative and member of USSA and SASU.

Polity has been more of a trusteeship where I collaborate with other campus leaders in a combined effort in making Stony Brook more effective in serving the student body. I believe that the Student Polity is a great organization that should work in more direct ways with the students, combine all its

entities and show the Administrators, students and other powers to be that we are a force to be reckoned with when student concerns are involved.

2) This question is almost a non-issue, because student activity fees do not and cannot go to partisan purposes! I am, however, aware of the court cases involving student fees going to lobby politicians and other decision-makers.



Vincent D'Amore: Commuter Senator, CSA representative and Polity Senator.

This I do support because in an era where interest groups ie Tobacco industry hire professional lobbyist to speak on their behalfs, we would be gravely disadvantaged were we to give up our most effective resource in telling legislators exactly what we want.

3) Andy: I believe is a very intelligent

individual and in the past few days has gained much of my respect and admiration for his eloquence and in time with experience will grow to be a good leader.

Vinny: Seems to be a very passionate and determined young man, who genuinely cares about all students.

4) The numerous ways a student can get involved and the diverse student body are amongst the things I would mention to a prospective student.

5) For a University that boasts it's diverse student body, there is no reason the faculty and staff should not be a reflection of the students. I also believe that we as students need to take advantage of the power we have and explore ways of gaining renewed unity and strength.

#### VINCENT D'AMORE

1) Because I want to help bring a better understanding to the students of what Polity is an what it does. Try to bring a better relationship between Polity Council and Polity Senate. Also appoint people to positions that are competent and able to do their jobs.

2) Only if students or a great majority of the students approve of it.

3) That they are taking the time to run for this office and are motivated enough to want to represent the students.



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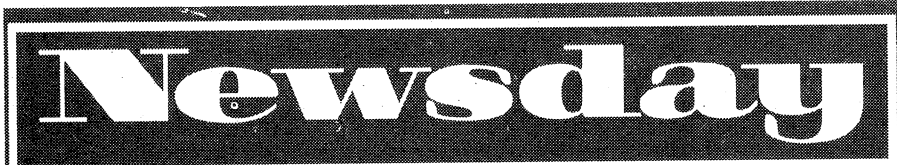
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The Stony Brook Statesman Monday, April 26, 1999



4) It's a great diverse campus, even though classes are overcrowded you can still get a really good education here.  
 5) A better relationship between students and admin. Also I would like for some of these prices which are robbing the students to be lowered. Also I would like more of the students to get involved in clubs and activities.

## Vice President

CALVIN COLEMAN

1. I believe that the vice president holds one of the most important jobs on the council; S/he is the chair of senate. The senate is one of if not the most important branches of our student government and in the pass two years that I have been in stony brook this branch have not lived up to its capabilities. The first thing any normal person would do in investigating the problem of a body is first examing the head of that body. In the past two years



Statesman/Tea Lek D. Ying

Calvin Coleman: Polity Sophomore Representative, former Polity Freshman Representative.

the leaders of senate, in my opinion, have not been well prepared for their position before taking them which led to chaos. The head of senate this year did not achieve what I expected senate to be until December. Now the vice president has mastered his role, but it took him a couple months. With me I do not see that happening. I have been in senate two years and known the "ins" and "outs" like the back of my hands. The only thing will hindering me from doing an effective job is if a certain amount of senators do not let me. If I recieve the position I assure you those hindering senators will not be a factor, believe it or not.

2. Personally I believe we have been supporting partisan groups in the past in situation such as SASU and USSA. These are partisan groups that advocate for student rights. I think that if we support both sides equally with funding this would be correct usage of our activity fee. But its not what I want money use for but what the student wants.

3. When it comes to doing for her consituants I admire her drive and effectiveness, but seeing her in senate takes some of that admiration away, because she tends to forget about the people who she is not representing and their needs. If she do becomes vice president she will represent everyone and would probably do the job. 4. The main reason I came to Stony Brook was to get away from the place I grew up. I truly believe if I stayed on that block in Crown Heights Brooklyn I would be there for the rest of my life accomplishing nothing and not even seeing my 30th birthday.

5. The main thing I would like to see change on this campus is the fact that people saying,

"I did not know, or I had no idea". I think it is leadership that makes the resources that a student possess public so that people that was once blind to it, see it and use it to make their life on this campus much better than they thought it could be. Also the apathy on this campus is in my opinion is due to the lack of knowledge that the average student possess. An important job I would have to complete as VP of polity is to destroy that apathy by giving them the knowledge the need.

## Secretary

LISA LABARBERA

1. More involvement is my central reason for running. For the past year I have been an executive board member in a club on campus as well as working in the Polity Suite. I have seen how Polity works from the inside and out. Being involved in student government is what makes being at Stony Brook interesting for me. Nothing bothers me more than to see the high level of student apathy on campus. If elected I believe I can have a central impact on this problem. Student's need to become aware of what their student government is and how it is there to help them make their experience at Stony Brook better. Polity needs a better image, and needs



Statesman/Peter Gratton

Lisa LaBarbera: Treasurer for the Center for Womyn's Concerns, Polity employee.

activities I saw in the meantime. After each break, when ever I step foot back onto campus, I get the same feeling. I know I made the right decision coming to Stony Brook.

5. There needs to be a link between students, administration, and student government. To many things happen on this campus with out students knowing about them. Over all, students are faced, more than anyone else, with the actions of administration as well as the government which represents them. Students should be made aware of changes which will directly affect them, before these



Heather Wilbur: Polity Freshman Representative, SASU.

without student consent and they're not telling us how the money will be distributed. Students are apathetic. Right now, students are separatists. They tend to stick with certain people. We need to be more strongly linked to other students.

## Treasurer

RENEE JOHNSON

1. My reason for running for Polity Treasurer is centered around my belief that we, as students, can make a difference. I am tired of complaining about the campus as a whole without any direct help or solutions. As part of CSO, a student assistant in Student Polity Book Keeping office, a member of the Conduct Board and a former member of Senate, I a familiar with the financial problems associated with planning activities that we know people will enjoy. I want my Stony Brook years to be memorable. As Treasurer, I can assure everyone that all efforts will be put into rewarding organizations financially that succeed in planning activities that encourage diversity, fun and education. I want to work with Legs as far as funding is concerned, so they can make their buildings a better and more interesting place to live.

2. When Student activity fees are given, it's use is for the support of activities and prográms that represent the cultural beliefs, the academic support systems necessary and the beliefs of a group of students on campus. Not everyone will share the same beliefs or educational goals. As long as these partisan groups do not deter another from attaining their goals or downplay, disrespect or stop the progress of another's, I support their desire to be heard and represented.

3. His dedication to the constitution of Stony Brook.

4. For me, Stony Brook was a good school that was close enough to home and the city to enjoy it, but far enough from home to develop into the individual that I have become.

5. I would like to see the relationship between Administration and Student Polity improve. In order to succeed at making this Campus the optimal University to attend all around, Administration and Student Polity must stand on common ground. Students want to enjoy the University as well as learn, and admin wants order and rules regulation. There is a middle ground between these two extremes and that is what needs to be improved.

**Missing in Action:** Responses were not provided by the following candidates: President: John Sulit; Vice-President: Claudine Stuart; Treasurer: Brad Hausman. Available responses for candidates for class representatives are on our web page at [www.sinc.sunys.edu/Clubs/statesm](http://www.sinc.sunys.edu/Clubs/statesm)

## The Questions:

1. What do you consider your central reason for running?
2. Do you support the use of student activity fees for partisan purposes?
3. What is something that you admire about the candidate opposing you?
4. What is the best reason you would give for coming to Stony Brook University?
5. What is something you would like to see improved at Stony Brook University?

to reach out tot he students it represents.  
 2. The student activity fees is the students extension of free speech. If the club or organization supports a movement, for purposes behind which their club was founded, then they should be able to budget for that purpose. Each issue can equally have two sides. I support the use of funds in support of partisan purposes as long as the opposing side is also allowed to voice their concerns. Every student on this campus has their own ideas and should be able to voice them.  
 3. It is very often hard to come into a new environment and fight to become involved. You freshman year at a University, especially one the size of Stony Brook, can be very intimidating. I admire Heather Wilbur for wasting no time getting involved and fighting to not only get things changed, but also to make her voice heard.  
 4. When I was looking at colleges as a senior in high school, I still wasn't sure what I wanted to do. I saw myself leaning toward the sciences, but did not want to make a decision based solely on that. I came to Stony Brook because of the good things I had heard for different faculty members I was able to talk to, as well as the diversity which the campus offered. Right now I am a HIS/SSI major and am still happy about the decision I made in coming to Stony Brook. When touring campus I not only got a good feeling from those leading my tour, but the students and

changes are implemented. If anything needs to be improved at Stony Brook, it's communication, not only between students and faculty, but also students and their government.

HEATHER WILBUR

1. I am running because I want to continue to be involved in the student government. I enjoy my job and I enjoy helping students. I feel that I can do an even better job next year.  
 2. It's difficult sometimes to define a partisan purpose. I feel that the S.A.F. should be used for educational and activity purposes. If an organization can prove that the event is either one, then I support it. If they don't, then I don't.

3. She is a strong woman. I have worked with her through the Center for Womyn's Concerns and she's a receptionist at the Polity Suite. She is friendly and she does a good job.

4) I think we have good activities (even though people complain sometimes). We have a lot of things going on. Sometimes you have to sit back and realize that people from other schools come here because they don't have these events available, sometimes we're lucky.

5) I would be able to pick one thing. The meal plan is worse. People are getting kicked off campus because of increased freshmen acceptance. The coke contract was signed

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## Editorials

# PAYBACK TIME:

## A Sign of Thanks For NYPIRG

It's time for us to show our gratitude to an organization whose influence and activities on our campus cannot be understated. Our chapter of the New York Public Interest Research Group (NYPIRG) is undoubtedly one of the most noticeable and hard working groups here at Stony Brook. Its tireless efforts hit upon many of the significant issues of our time such as environmental and consumer protection, public health, higher education, government and health care. It offers an internship program that trains students how to play the important role of advocate and to educate them as to what sort of resources are available to them as students, taxpayers, consumers and citizens.

Through the dedication of our chapter's project coordinator, Todd Stebbins, and his group of volunteers, NYPIRG has done so much just in this past year. They were responsible for registering over 1000 students to vote in the 1998 elections. They brought students up to Albany for lobby day which gave us the opportunity to meet face to face with our legislators and implore them to work in our favor. They sponsor a book exchange to help curb the outrageous cost of textbooks.

And they can be constantly heard voicing concern about rising tuition costs and diminishing financial aid.

NYPIRG's recent labors are simply keeping with tradition. It's been around since the seventies initiating reforms that are still in effect today. In 1974, it helped the Freedom of Information Act get passed which gives the public access to official records. In 1982, they initiated the Bottle Return Law, promoting recycling with a five cent deposit on bottles and cans.

Many of you are already aware of all the good work NYPIRG has done and undoubtedly even more of you are reaping the benefits of the changes they have made. Now is your perfect opportunity to thank them for it all. On April 27 and 28, vote yes for the referendum that will be held for NYPIRG. The threat of budget cuts are putting the future of NYPIRG on campus in jeopardy. A

majority of affirmative votes will insure that their existence on this campus will remain.

Budget cuts have already put our ability to pay tuition on the line, but now our voice is at risk too. A simple solution is to vote yes



Statesman File

Project Coordinator Todd Stebbins

on the referendum. Not only is this the best way to show our appreciation, but it is a sensible choice for us to make. NYPIRG is fighting for the students. We need them on our side, and we need to show them 100% of our support.

## Commentary:

# Eight Shootings in 18 Months

 By JIM MOLINARI  
Statesman Staff

Last Tuesday's school shooting in Colorado made it the eight incident where students have opened fire on their classmates in 18 months.

Looking at all the school shootings since October 1, 1997 there have been eight shootings resulting in 28 deaths, including some parents and teachers, and 38 injured. Half of the numbers of killed, stated here, were in Tuesday's Colorado tragedy.

The U.S. Constitution gives us the right to bear arms. This part of the Constitution was added for a specific reason, to take up arms so that we could protect ourselves against an invading enemy. It was not so that two kids could go into their school one day and decide to shoot 31 of their classmates for some attention.

Also, the media is not helping in this situation at all. By devoting so much time and attention on these types of incidents and making them into such frenzy, the media increases the probability of more of these incidents occurring.

The National Rifle Association does not help. They sit there and lobby for guns to be more and easily accessible for everyone, and why? Because it's in the Constitution. That's great and all, but there was something else in the Constitution, an indirect compromise that allowed for slavery. And the last time I checked there aren't many slaves around anymore. Why? Because there are these little things called amendments. They're really amazing, they can change the Constitution to fit the

changing times. This is what our forefathers wanted. They didn't really expect to see teens going into schools and shooting at their classmates by allowing this part of the Constitution to be ratified. They were thinking more along the lines of shooting at enemies that were invading our country.

So why don't we amend the Constitution's part about "bearing of arms?" Because of groups like the N.R.A. that lobby against it. Oh yeah the Brady Bill got passed and all, but after the short period of something like 15 years. And even now it still isn't as effective as most people, who aren't gun-crazed fanatics, would want it to be.

So why all the shootings in schools?

## One Student Responds to the Colorado Massacre

Nowadays, children are more exposed to violence. They see shootings, killings, bombings, etc. on television, video games, and computers and they think hey that's cool to do. And, again, by the media giving too much attention to the subject definitely has an impact on why these things are happening. Sure the media can't be held responsible for what happens, but when a teen sees how much attention these other teens get when they shoot up their schools what do they think? Hey I want attention by the nation so I'll go and shoot

my classmates. Thirty years ago, even ten years ago, such a thing wasn't even thought of and if it did it was very isolated.

With the recent shooting in Littleton, Colorado I believe that we need much stricter and tougher laws not only on restricted handgun use but also on materials that can be used to make pipe bombs. A CNN reporter stated that it is thought that at least one of the teens allegedly involved was abused as a child and was teased at school. So let's see, if you're abused as a child it is okay to go out and shoot a bunch (or 31) of your schoolmates and to plant pipe bombs to do kill those who you didn't get to shoot. Are they freaking kidding me?!?! Show me a teen in any U.S. school that has never been teased in some fashion or other. This is a poor excuse and everyone knows it. In the 1940s and 50s there was much more abuse within the home, but did school shootings result of it? NO!!

Let's get serious. If every kid who was ever teased a lot did this there wouldn't be that many of us around now would there be? This may be a semi-wake up call to those teens that pick on and tease others that don't like them, but then again people, especially children and teens, should never ever kill someone for it. I know it is hard when you're constantly being teased and picked on, but that does not give you the right to go out and kill people about it.

So what does this shooting in Colorado tell us? Gun shootings in schools is no longer happening in the major cities or the South, where there were quite a few school shootings last year and the year before, rather they are now happening in places we would never

Continued on page 19

# SUNY-STONY BROOK'S WRITING CENTER TEACHES RACISM AND CULTURAL IMPERIALISM

*"This IS the WEST, we are in the West, we are in New York, and we are in Long Island"* —Director, SUNY-Stony Brook Writing Center

Dear Provost Richmond,

...We are writing to protest the climate of racism and ethnocentrism currently prevailing in the Writing Center at SUNY-Stony Brook as a result of the intellectual practices of the Writing Center Director, Sally La Forte. Such a climate has involved, among other aggressively racist practices which we will elaborate on below, a recent staff meeting (4-7-99) in which Ms. La Forte argued, in response to a critique of the supposedly simply "technical" writing exercises which she requires all writing tutors to perform, that while it may be the case that the discourse of "skills" which she teaches privilege Western values, "This IS the WEST, we are in the West, we are in New York, and we are in Long Island". Subsequently, the Director concluded this remark with reference to "that old cultural saying: if it's not broke, don't fix it". Such localizing and provincial statements not only presuppose that the Stony Brook student body is uniform (Western knowledges for Western students) but also assumes the historically outmoded notion that Western students should be taught only Western knowledges and values. Such a notion ignores the fact that students live in a global cosmopolis and continually collide with—and must learn at least to negotiate and deal with—a complex series of ethnically, racially, sexually, . . . very different knowledges and values. Such statements as Director La Forte's are damaging for many reasons; in any case, they very seriously undermine the representation of Stony Brook as a site of "advanced" knowledges that prepares students for today's globally interconnected world.

Unfortunately, this is not an isolated instance of a racist and ethnocentric cultural pedagogy being practiced by the Director during the weekly training sessions held for all Writing Center tutors. Not only are such holidays as "Valentine's Day" and "St. Patrick's Day" routinely celebrated as an expected part of the tutors' institutional work, but "participation" is justified by such comments as "all of us have some Celtic blood in us" (among tutors half of whom are Asian-Americans, Asian, or African-American). Such inclusion of "holiday spirit" in the meetings may seem, on the surface, "culturally generous" and "innocuous" in itself, until it is viewed in the context of a consistent pattern of behavior. More serious still, tutors are also required to read in a completely uncritical manner texts (such as a text by Erik Erikson, or more recently, by A. Bartlett Giamatti) which are not only blatantly ethnocentric, but also sexist, and intellectually and politically reactionary. During meetings in which we are asked to read these texts we are (in almost every instance) NOT ALLOWED to discuss in any serious fashion the politically, intellectually, socially, theoretically, . . . problematic aspects of the text (we are "told" that the Director has a "syllabus" to get through, and there will be "no time for that"). In other words, under its present administration, managerial efficiency continually overrides intellectual inquiry.

During the FEW occasions when tutors have been "allowed" to engage in an intellectual and political critique of the assigned texts, or to raise issues of general significance for the teaching of writing, the Director has either prescribed in advance—as a strategy of containment—the "framework" within which such critiques can be made (for example, by trivializing reading and intellectual analysis as a game played to find "the most interesting sentence in the text" or make formal or "stylistic" observations), or, on many other occasions, has arbitrarily shut down any discussion which may have arisen amongst tutors.

On another occasion, in reference to an essay by Carl Sagan on the relationship between humans and animals, the Director asked the tutors to answer a list of "questions" relating to the readings. Among the questions were "What kind of music do chimpanzees like?" When none of the tutors was able to provide the requisite answer, the Director responded (drawing on the claims of Sagan's essay), "Jazz, of course." However, contrary to both the assertions of the essay in question and their affirmation on the part of the Director (on the supposedly "neutral" grounds of "close reading") there is in fact no "obviousness" to this claim. Rather, what IS clear is that the "natural" association ("of

course!") of a cultural product which is part of the cultural heritage of African-Americans with the supposedly "spontaneous" inclinations of chimpanzees is part of a RACIAL (and racist) DISCOURSE by means of which people of color have historically been excluded from the status of the "human" (and treated accordingly). To affirm such a discourse—on the purportedly "transparent" grounds of teaching students "critical reading skills"—and, further, to perpetuate an intellectual climate in which such a discourse—at the very least—is not open to interrogation and critique, is thus to AFFIRM and actively PARTICIPATE in perpetuating a climate of racist and ethnocentric thinking in the US today....

We are writing in protest of the perpetuation and

## *The Connection Between a Racist Education and the Violence against Minorities*

promulgation of such a racist discourse ("We are in the West") because we believe that not only should it have no place in the University as a whole, but that, in particular, it has NO PLACE in the University Writing Center. The Writing Center is not some small and isolated zone of University life. Rather, the Writing Center is a space through which MANY—and many diverse kinds of—students pass and which has the responsibility for educating these students in certain "literacy skills". It is, in short, a space of considerable influence as regards what understandings of "literacy" are to shape the intellectual lives of students in Stony Brook.

Given this mandate of the Writing Center, it is necessary to point out that what is called "literacy" is not—as the Director's practices suggest—"self-evident" but has to be theorized and explained. Instead of a carefully conceptualized explanation of what "literacy" is, the Director of the Writing Center has suggested that becoming "literate" is simply the acquisition of "vocabularies" and that the role of Writing Center tutors is to teach students (who "don't have a vocabulary to express themselves") more "sophisticated" vocabularies. Here not only is the value of "sophistication" (which also goes unexplained) taken for granted, but also the idea of reading and writing as "self-expression" (a notion of reading/writing that has been thoroughly critiqued and problematized in the past thirty years) is also treated as "obvious." Here "literacy" is reduced to the practice—endorsed in every issue of *Reader's Digest*—of "expanding one's vocabulary." Becoming "literate" is a complex social process of acquiring access to different modes of knowing the world and is not reducible to the popular and simplistic notion of "vocabulary expansion." ...

Moreover, that an understanding of "literacy" that includes the understanding of social difference is urgently needed is signaled by various historically pressing social problems, such as the increase in hate crimes, police brutality and violence against people of color and "others" that are on the rise daily throughout the nation and globally. The recent murder of Amadou Diallo by the NYC police, the clearly racial murder of James Byrd Jr., an African-American citizen in Jasper, Texas, the hate murder of Matthew Shepard. . . are all symptomatic of the escalation of social conflicts over "difference" in the U.S. and raise the question of the material effects of a racist and ethnocentric pedagogy on the lives of racially/ethnically/... "marked" citizens. These events, in short, are NOT the "natural" or "spontaneous" results of the "personal" "feelings" of a few "bad" "individuals", or the "unexplainable" actions of a few "extremists" as the dominant media coverage would (try to) have it. Rather, for people to commit such acts of violence and marginalization, they need to be "taught" a logic by which it seems legitimate to persecute, harass, intimidate, abuse—verbally and physically—not to mention murder, other citizens, and such social practices get legitimated by the circulation of certain discourses/ideas/

concepts. In other words, these overt instances of violence are symptomatic of a larger US culture in which citizens are regularly "taught" to "mark" certain citizens as "other" on an "everyday" basis in more or less explicit ways. It is at this level that the practices of the Director—who is directly responsible for the "training" of all Writing Center tutors—become so problematic....

The Director of the Writing Center refuses to provide a space for intellectual inquiry concerning issues of different understandings of literacy, reading/writing, social difference, the relation of ideas to social practices, . . . In order to justify blocking such inquiry, the Director takes a staunchly anti-intellectual position by declaring "I'm not a big concept person" and "I have no philosophies." Such anti-intellectualism is INDEED a "philosophy," that is to say, it is a definite position AGAINST conceptual and intellectual inquiry and it is that anti-intellectualism that the Director relentlessly IMPOSES on the work of the Writing Center by the arbitrary use of her power. In order to cover up her own authoritarian practices, the Director treats those who raise intellectual questions as enemies who are "disturbing the peace" in the Writing Center and—in order to block further discussion—uses such empty gestures as: "Let's just all live and let live." She not only "forgets" that this statement constitutes a kind (however rudimentary) of "philosophy" (when she declares she has none) but, more importantly, that this "motto" actually describes the OPPOSITE of her own authoritarian practices. In other words, instead of inquiring into the ideas implied by the statement, she uses it to cut off further intellectual inquiry.

We believe (as our previous critiques have pointed out) that the problems we are addressing here with regard to the Writing Center are but repetitions of the problems endemic to the entire SUNY-Stony Brook Program in Writing and Rhetoric. The same authoritarianism marks both spaces: this authoritarianism must itself be historicized because, like "literacy" and all other knowledges and social practices, this "authoritarianism" is not a transhistorical phenomenon or a "feature" of individual personality but a phenomenon produced by conditions specific to the present historical moment and the social changes and conflicts which are a part of it. . . . Our point is this: as social conditions change historically, new knowledges, new understandings of "literacy" are necessary. Students in today's global society (where one is constantly in collision with "difference") need a "literacy" that prepares them to deal with differences. Yet the prevailing pedagogies practiced in both the Program in Writing and Rhetoric and the Writing Center are completely inadequate to present historical conditions and present day knowledges. The prevailing practices in both sites are marked not by an openness to difference but by a defensive and socially damaging authoritarianism. These reactionary pedagogies actually contribute to our society's urgent social problems by teaching people (through the example of authoritarian reaction) to fear rather than to understand difference. In the Writing Center and the Program in Writing and Rhetoric, which are (as we have documented) the sites of the arbitrary deployment of power, students are being trained to believe that the best approach to social difference, different thinking, and the possible conflicts that arise therefrom is first and foremost to exercise raw power and put aside intellectual inquiry as the basis for arriving at reasoned explanations (forget "thinking," we have to "get through this syllabus").

The SUNY-Stony Brook administration cannot condone the circulation of racist, ethnocentric, and phobic discourses ANYWHERE in the University and ABOVE ALL not in its Writing Program and Writing Center, which are its core training sites for "literacy." Stony Brook cannot claim, on the one hand, to be an advanced institution of higher education in touch with the needs of the student-citizens of today's global world, and, on the other hand, teach modes of thinking which, at best, represent a provincial, backwater mentality and, at worst, work to support a culturally imperialist, socially repressive, and chauvinist national discourse.

Amrohini Sahay & Kimberly DeFazio  
Writing Center Tutors

# Classifieds

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# *Proposed Constitution of the Student Polity Association, Inc.*

*(approved by Senate 3/24/99)*

*To all students:*

*The current Student Polity Association, Inc. Constitution is a flawed document which is in need of being overhauled. There is no clear separation between the branches of student government which include the executive branch (Polity Council), the legislative branch (Polity Senate), and the judicial branch (Polity Judiciary). The language of the document is ambiguous, and extremely hard to understand. Polity could run more efficiently, and benefit students more with a better document as its backbone. For those reasons, the Polity Senate decided to form a committee to rewrite the constitution.*

*The current constitution is available to all students in the Polity Suite, room 202 in the Student Activities Center. Please direct any questions or comments you may have to [mshear@notes.cc.sunysb.edu](mailto:mshear@notes.cc.sunysb.edu). Thank you very much, and please remember to vote on April 27th and 28th.*

*Sincerely,  
Senate Committee Constitution Review Board*

*The undergraduate student body of the State University of New York at Stony Brook, is an autonomous unit within the University Community from which Student Polity derives its power. In an endeavor to foster a spirit of community, diversity and fellowship, to create programs and services for the benefit of all members of the campus community and to provide leadership ensuring the undergraduate student voice will be a powerful force in all decisions formed at Stony Brook, we hereby establish this constitution of the Student Polity Association, Inc., a not-for-profit corporation.*

## **Article I: Name**

*This organization shall be known as the Student Polity Association at the State University of New York at Stony Brook, Inc.*

## **Article II: Membership**

*All student activity fee-paying undergraduates at the State University of New York at Stony Brook shall be members of the Student Polity Association, Inc.*

**Section 1: Polity Meetings**

A meeting of the Student Polity Association, Inc. may be called by the President, ordered by a two-thirds vote of the Polity Senate or by a petition of one-third of the Student Polity Association, Inc. Polity Meetings must be announced at least three days in advance. Quorum for a Polity Meeting shall be defined as one-third of the Student Polity Association, Inc. Legislation shall be passed by a simple majority vote of the members present at a Polity Meeting. Legislation passed at a Polity Meeting supersedes that of the Polity Senate or the policies and procedures enacted by the Polity Council.

**Section 2: The Polity Senate**

**Membership** The Polity Council members excepting the Vice-President are nonvoting members of the Polity Senate. The Vice-President of the Student Polity shall be the Chair of the Polity Senate. The remaining senate membership shall be elected by the following method. The College Leg of the Residence Hall with the smallest population shall elect one senator. The number of students in each of the other Residence Halls shall be divided by the number of students in the Residence Hall with the smallest population. This answer (after dropping any remainder) shall be the number of senators elected by the College Leg of that Residence Hall. The total number of resident senators shall not exceed sixty percent of the total number of seats in the Polity Senate. The total number of resident students shall then be divided by the number of resident senators. That answer (after dropping any remainder) shall be the average number of resident students per resident senator. The total number of commuter students shall be divided by the average number of resident students per resident senator. That answer (after dropping any remainder) shall be the number of commuter senators that will be elected by Commuter Leg. The total number of commuter senators shall not exceed sixty percent of the total number of seats in the Polity Senate. The total number of Health Science Center students shall be divided by the average number of resident students per resident senator. That answer, (after dropping any remainder) not to be less than one, shall be the number of HSC senators elected by the Health Science Center Leg. The total number of HSC senators shall not exceed sixty percent of the total number of seats in the Polity Senate.

**Term of Office** Polity Senators shall be elected by the fifth week of the fall semester, and serve until the following Spring Commencement. The College Legislatures may fill vacancies of Polity Senate seats at any time, by election during the fall or spring semester, and they shall serve until the following Spring Commencement.

**Duties and Powers of the Polity Senators** A Senator

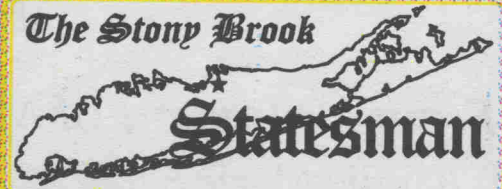
shall investigate and represent the concerns and opinions of the constituency he/she represents. The senator shall bring those concerns to the appropriate body or agency. A Senator shall participate in the functions of the Polity Senate including, but not limited to Senate meetings and budget subcommittee meetings. Voting members of the Senate shall serve on at least one budget subcommittee.

**Duties and Powers of the Polity Senate** The Polity Senate shall meet at least twice per month during the spring and fall semesters to review the legislation of the Student Polity Association, Inc. and the policies and procedures enacted by the Polity Council. The Polity Senate shall approve the polity budget by a two-thirds majority of the filled seats of the Polity Senate. The Polity Senate shall have the power to write legislation and resolutions. Senate legislation shall be approved by a simple majority of the Polity Senate. Senate legislation shall be defined as any bylaws of the Polity Council, Polity Senate or Polity Judiciary. A resolution shall be defined as an expression of the will of the Senate, is not binding, and cannot be vetoed. The Polity Council may review legislation and veto it by a simple majority vote of the Polity Council. Senate may override a veto by a two-thirds vote of the Polity Senate. Any decision can be overturned by a simple majority vote of the ballots cast in a general election. The Polity Senate shall carry on debate about the concerns and opinions of the Student Polity. The Senate may review any policy or procedure enacted by the Polity Council. The Senate may overturn any policy or procedure of the Polity Council by a two-thirds vote (it must be the entire policy or procedure that is overturned). Policies and procedures of the Polity Council shall be defined as any bylaws of any executive committee of the Student Polity Association, Inc. An executive committee shall be defined as any organization the Polity Council forms to perform services or develop programs for the Student Polity Association, Inc.

**Article IV: Executive Branch****Section 1: Membership**

The Executive Branch shall be known as the Polity Council. The President of the Student Polity Association, Inc. When taking office the President must have junior or higher standing, must be a member of the Student Polity Association, Inc. and must have attended Stony Brook for at least two semesters. The Vice-President, the Treasurer and the Secretary of the Student Polity Association, Inc. When taking office the Vice-President, Treasurer, and Secretary must have sophomore or higher standing, must be a member of the Student Polity Association, Inc. and must have attended Stony Brook for at least one semester. Each class shall have a representative on the Polity Council. When taking office all Class Representatives must be a member of the Student Polity Association, Inc. and must be a member of

The Stony Brook



The Stony Brook

Statesman

Literary Supplement

Spring 1999

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## Forward

Often, academic & athletic achievements are applauded by administrators, teachers, parents, community organizations, etc..., but the artistic works of students, especially the written word, goes unrecognized much of the time.

In a world where the written word is so vital in communicating ideas, & even more so now, this should not be. While there have been moves to correct this, many, even "good writers," still find it hard to express themselves in writing. While some languish in that, others try & write more. On the other hand, a certain number of people find writing to be their creative outlet as opposed to a chore. It is art to them.

We have chosen to highlight & celebrate some of that art in this supplement.

We would like to thank all of the writers who submitted their work for this supplement. Without them & their hard work, we would not have been able to bring you this.

**Front Cover: "Clouds"**  
by Ruth Chung

-Michael Kwan,  
Deputy Managing  
Editor, Statesman

## Literary Supplement Editors

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**Editor in Chief**

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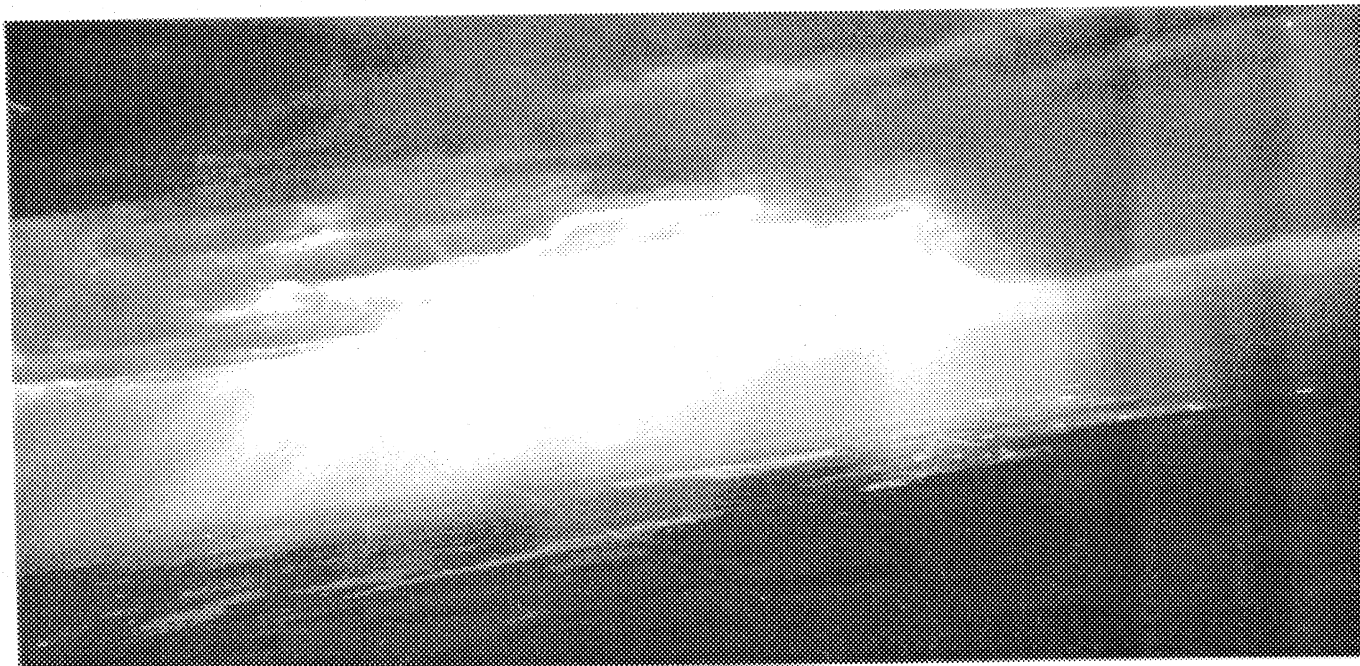
# *From A Moment of Melancholy*

*I'm only twenty-two.  
People look at me and smile.  
I think they're remembering  
What it's like to be a child.  
You see, I look like I'm sixteen,  
But deep behind my eyes  
I'm sixty-three, getting ready to die.  
I think I have forgotten somewhere  
Exactly how to smile,  
And I wonder how they can do it  
When they see me:  
Because I am miserable.  
I guess it's easier to remember  
A misery that is feared  
Rather than to live a sadness that is real.  
I haven't buried my parents.  
Nor have I seen my sisters wed.  
There haven't been any wars  
In which my brothers have bled.  
And yet I'm only twenty-two,  
And the only time I hear the shock of my giggle,  
Is when I'm jumping in rain puddles,  
Like I did when I was little.*



*"Erin" by Bonnie Marie Sauer. (This photo of Statesman Editor, Erin Rosenking, won an Award of Merit in the 20th Juried Photography Show of the Smithtown Township Arts Council.)*

*- Bonnie Marie Sauer*



*Photo by Ruth Chung*

*The walls are gray and lined with square green boards.  
The lecture is outlined, rehearsed, and constrained.  
One class, one topic, and one podium.  
The professor does not come to class  
With an aquamarine sombrero, or a fuchsia camisole,  
Dappled with xylophones or fireflies.  
He does not say to the class:  
"Take out your maroon flag and dance to the flavor of hazelnut parfait."  
Only when he speaks, will the students fall asleep on their palms,  
And visit classrooms with delectable  
Khaki igloos.*

*-Anna Weltsch*

## *Disillusionment of College*

*The notes fill the air with a dark noise,  
That's rumbling the world I live in,  
As I sit in the darkness waiting for  
The deafeningly loud quiet to reach  
Its great crescendo...*

*The notes fill the air with a dark noise,  
While I ponder, and look back at the pain,  
The anger, the loves lost, and the desolation,  
That I call my life. Wondering what will happen  
When I'm gone...*

*As it comes to an end, and the last notes ring out,  
I put the cold steel to my head, say good-bye,  
Savoring the cold that will soon envelope me,  
Pull the hammer back, and prepare for destiny.  
Click, it ends...*

## *Music To Die To...*

*The notes fill the air with a dark noise,  
As I sit there holding a piece of cold,  
Lifeless steel in my hands,  
Holding its deadly power  
And pondering what will be...*

*The deafeningly quiet music comes to its  
Great crescendo as I resolve to say good bye  
To all the people who never really gave a damn,  
And the world that killed my soul,  
And I wait till it ends...*

—Michael Kwan



*"Witness to the Betrayal" by Bonnie Marie Sauer*



*If I were an exotic woman  
Would you kill for me?  
If I were a mysterious woman  
With red flowers and sheer veils  
Masking all of my stock-  
All of my womanly wealth,  
Would you sing songs for me?  
Would you look at me,  
Pick me out in a crowd  
And compose poetry for me?  
Could you speak words of  
Charm and passion just from my image?  
If I were this woman, would you apologize  
When you bump into me?  
Would hope with all of your heart  
That I would forgive you?  
Would you stare longingly into my eyes  
And feel as hollow as I do?  
Would you feel the irrelevance of normality?*

## **Possession**

*Stab yourself with it. Let yourself bleed from it.  
Let your every thought be of inadequacy  
And impotence.  
You're naked. I'm laughing. I stare evilly now,  
Retaliation my sport.  
I roar in ascendancy--I am in conquest of you,  
Luring you in.  
Then, I place you where I have lived.*

*I am an exotic woman. I haven't any veils  
But I mask myself enough to exist in  
Pleasant subtlety.  
Sing for me now? I don't want to hear you.  
Any of you. I rely only on me now.  
Perhaps you taught me that.  
Perhaps you compelled me to learn that.  
I am fascinating now and you are wrinkled  
With sordid spirits.  
You are the ugly face now.*

*-Jennifer L.M. Gunn*

I had lived at 6451 Elk River Road all my life. Yup-all 17.75 years, without moving from the beautiful countryside, along the coast of California. It is a big white house with blue trim, but more easily identified by the bold letters on the side that read: ELK RIVER SCHOOLHOUSE. Everyone that comes to one of our church potlucks, apple pressing parties, or hay rides knows how to get to our one-acre property. "Take Elk River

approximately 2.2 miles until you reach the fork in the road. Stick to the right for half a mile more, until you reach a little shed at the bottom of our driveway. You can park at the bottom if there's no room."

"No room" still seems to be the case these days. Coming home to a warehouse of childhood memories, only to find that they are being bundled away in an inconspicuous pile, is a big shock for me. I feel there is no room-for; me to frolic about me 6451 anymore. Those days of running up the stairs to my room, and sliding

down the stairs to my mother's arms, are over. My father's new wife has assumed the responsibility of having the final say in all decisions concerning the property. She has taken charge

over my father's business, getting rid of his mountain of papers on the office desk. She has thrown away gobs of useless junk that has accumulated, but also some priceless

memories that belonged to everyone that participated in creating the legend of our home. My old autographed t-shirts from second grade, plastic horses, and paper dolls are just a hindrance to her. There is no room to store old

memories, only time to start over.

of running up the stairs to my room, and sliding

## *Home at Last*

I called my father before coming home from college. I called to make arrangements between staying at my mother's house and my father's home. My father told me he had to ask his new wife. The fact that I needed permission to stay at my own house was the



*"Snakehill" by Bonnie Marie Sauer*

biggest slap in the face. I felt betrayed, but I had no one to blame. I know I had already chosen to move out, so I cannot assume it is still my home. But I don't want another woman taking over, either. How can they let me know, so bluntly, that I can't take for granted the fact I have a roof over my head? But it is not just any roof.

The dark shingles on the roof were a place I used to escape out the attic window to, when I was upset, or when I just wanted to sunbathe. Either way, the roof alone was just a tiny part of the childhood memories collected around the house. But the back yard of The

Schoolhouse was the most popular hangout for all children on Elk River Road. It provided enjoyment with a twenty-five foot slide, old-fashioned merry-go-round, and a huge trampoline. I relished the nights spent in our loft, above the woodshed, or the tree fort overlooking

the house. All of these memories made in the special places CANNOT be pushed aside by my father's new life (and new life)!

So, upon being taken on a tour of the newly decorated house, "she" showed me how my room is being used for her craft

business, but mainly a storage room. It amazed me, how small my room now seems. I wondered if she knew how many of my friends once slept over in that room; How I built huge barbie doll mansions with my book shelves in that room; How I made a never ending closet beneath my bunkbed; How I hid under my roll toy desk that was only in the right corner of the room...

Now my room is just one little side-storage place on the second floor. And now I have to pay attention to what I touch in that room and whether I ask to see it. I have nothing to call my own, except the memories.

6451 will always be fondly remembered. No matter who moves in or out, I will always have a presence there. I cannot forget to note that my dad's wife did put my last school photo in a pretty floral frame, by the mantel. So I know that 17.75

years are not completely forgotten. And I realize now that there will always be room for me in the Elk River Schoolhouse- in the living room, dining room, or my room.

---

*All of these memories  
made in the special  
places CANNOT be  
pushed aside by my  
father's new life (and  
new life)!*

---

-Anna Weltsch

*Dancer;  
With gray leg warmers and black pants,  
Swishing as he walks.  
All of his motions are graceful--  
Turning a page, swatting a fly.  
As he sits, his toes flex and point  
While counts of eight stream merrily along.  
He weaves in and out of languages  
Knowing none of them well--  
Simply enough to appear artistic.  
He never frowns, life is all too short,  
And he is all too fabulous to cry center stage.*

## *Graceful*

*He thinks. He is one with good nature and yet his eyes  
Flash to Mercedes!  
Art does not pay well. It gnaws away at you  
Until you cant let it go.  
Could he have settled for a suit and corner office?  
Would he gracefully chassé down Wall Street?  
He is much too fabulous.  
Dance with me, mademoiselle. (He is a soloist, though.)  
He reaches up brutally; one, two, relevé!  
Then, he collapses to the floor in one dramatic count.  
Martha and Alvin would be proud.*

*-Jennifer L.M. Gunn*



*"Untitled #32" by  
Tee Lek D. Ying*

*Torence, Torence, Torence,  
Torence of the night.  
Bards of Pleasure,  
Singing of flight.*

*A whispered ear  
A delicate right  
And it all goes down,  
With the calling of the night.*

*Uplifting, yet maybe no--  
A lift Metro North  
To a bus stop in Kitten  
Aye, the rub on the back.*

*"What does it all mean!!"  
Does it mean at all  
Or is it just meanie  
Again at the wheel.*

*I think not.  
Sayeth the one,  
Who reacheth for sword,  
And pulleth a spoon.*

*Up Dasher up Prancer!  
to Battle we go!  
And yet several yet even  
mayhaps the one,  
Have misseth totally, yes  
missest the run.*

## *The Tablespoon*

*Nobody, Nobody  
Noone at all.  
Shall stand at the  
wind of lance's big  
Spoon.*

*Whipping and slicing,  
Dancing, 'vading --  
"What ho Knave!"  
Quoteth he!  
And a chicken Cawed  
home.*

*-Chris Craddock*

## *Mantra*

*Life is not to be feared.  
This is my new mantra.  
I will chant this as I begin anew.  
I will think this as I trip up the stairs.  
I will make every inanimate object  
Part of my new existentialism.  
The door, my doorway.  
The ceiling, that which is not a limit.  
The floor; my ground, my starting point.  
I am not alone, life is uncertain, risks are necessary,  
And I am boundlessly, fearlessly, progressing.*

*-Jennifer L.M. Gunn*



*Photo by Ruth Chung*

*A guy I met came over tonight,  
And started Talking.  
He Talked on and on about how he loved to Run,  
Running,  
Running at night.  
He Ran on and on about how he loved to Talk,  
Talking,  
Talking at night.*

***A Guy I Met***

*-Anna Weltsch*



*Photo by Ruth Chung*

## *Coming To*

*We are all trapped  
In prisons of the mind  
It's a hard sensibility  
But we'll see through it in time.  
And when words come between us  
Noiseless in the air  
Believe, I know, it's so easy to despair  
Don't.  
Tonight I am talking to myself  
Thoughts collide without a sound  
Frantic, fighting to be found.  
I've found  
The answer lies in real emotion  
Not the Self-indulgence of a self devotion.*

*-Bonnie Marie Sauer*



*Simple words, simple ideas,  
To tell a story so complex,  
It defies all explanation  
Of its meaning and purpose.  
So why, why do we feel  
We have to explain  
What it is to feel  
Alone, love, sadness, joy?  
Why should we define,  
and constrict the undefinable?  
When just saying it,  
Believing it, knowing it,  
is enough to fill volumes.  
Why must we prove  
That we have knowledge  
About the universe,  
When seeing is enough?  
This leaves but one question,  
Is defining, conquering the world  
Simple enough?*

## *Simple?*

*Is it enough to take away  
All the fears of a lifetime,  
All the pain in one's soul,  
All the anger in the world,  
All the suffering in the masses,  
All greed and jealousy  
That is all to common in this  
World, that we all must share?  
It is not!  
It only serves to make things worse,  
To destroy what is all ready fragile.  
But each must find his own way,  
His own path and follow it,  
No matter how treacherous,  
Or how safe it is. It is all for the  
Individual to decide.  
Which still leaves one question,  
Is finding the answer,  
Simple enough?*

*-Michael Kwan*

# *La Tristesse*

*(perhaps) within this one day  
or in the cold stillness  
of tonight,*

*i will learn*

*to carry the weight  
of this heart,*

*thick as the fullness  
of blackened earth,*

*so heavy and so  
dense*

*-Danny Rivera*



*An untitled sketch  
by Rafael Dueñas*

*Rafael Dueñas*

the constituency they represent.

**Section 2: Term of Office and Election** Members of the Polity Council excepting the Freshmen Class Representative shall be elected by the end of classes of the spring semester. Members of the Polity Council excepting the Freshmen Class Representative shall serve from Spring Commencement until the following Spring Commencement. The Freshmen Class Representative shall be elected by November 15th. The Freshmen Class Representative shall serve from November 16th until the following Spring Commencement. Members of the Polity Council are elected by a simple majority of votes cast for that position. If no one candidate has a simple majority a runoff election will be held within ten days of when the results of the election are announced. The runoff election will be between the top two candidates provided that they have received at least ten percent of votes cast. If no one candidate has received more than ten percent of the votes cast there will be a second election within ten days of when the results of the election are announced. In the event of a second election the candidate who receives the most votes of ballots cast for that position will be elected. All Polity Council seat vacancies excepting that of President shall be temporarily filled by an appointee of the President. The Vice-President shall temporarily fill a vacancy in the office of President. An election to fill a Polity Council vacancy shall be held within thirty days that school is in session of the office becoming vacant.

### **Section 3: Duties and Powers of the Polity Council Members**

President Shall be the spokesperson for the Student Polity Association, Inc. Shall supervise the execution of the legislation of the Polity Senate and Polity Meetings, and establish policies and procedures to carry out this task. Shall appoint all chairs of all executive committees, including but not limited to, the Election Board, the Minority Planning Board, the Programming and Services Council, SPA Security, 3TV, Committee on Cinematic Arts, Polity Audio/Visual and the Student Activities Board subject to the veto of the Polity Council. All appointments are subject to the approval of the Polity Senate. Shall Chair and set the agenda for Polity Council Meetings and Polity Meetings. Shall be a voting member of the Polity Council. Shall appoint a parliamentarian for the Polity Senate and Polity Meetings, subject to the approval of the Polity Senate. Must submit a report on the state of the Student Polity Association, Inc. to be presented at the Polity Senate at least once each semester. Must consult with the Polity Council in the fulfillment of the powers and duties outlined above as well as all policies and procedures of the Student Polity Association, Inc. Shall appoint the Chief Justice of the Polity Judiciary.

Vice-President Shall assume the duties of the President in his/her absence. Shall be a voting

member of the Polity Council. Shall fulfill those 11 powers and duties delegated to him/her by the President. Shall be the Chair and set the agenda for Polity Senate meetings.

Treasurer Shall be responsible for all budgetary/fiscal matters of the Student Polity Association, Inc. Shall be a voting member of the Polity Council. Shall be responsible for the preparation of the annual budget of the Student Polity Association, Inc. Must submit a report on the state of the finances of the Student Polity Association, Inc. to be presented to the Polity Senate at least once each semester. Shall chair the Senate Budget Committee.

Secretary Shall be responsible for informing the members of the Student Polity Association, Inc. of all legislation of the Polity Senate and Polity Meetings, and the policies and procedures enacted by the Polity Council. Shall be a voting member of the Polity Council. Shall review Polity Senate minutes in cooperation with the Polity Senate Clerk.

Class Representatives Shall coordinate all class functions. Shall be voting members of the Polity Council. Shall be the head of any class organization.

**Section 4: Duties and Powers of the Polity Council** To promote in the interests of the Student Polity Association, Inc. a program of service, social, political, cultural and educational projects and activities. To further the benefits and privileges of the undergraduate student at Stony Brook. To develop policies and procedures in the promotion of the above by a simple majority vote of the Polity Council. To delegate duties and responsibilities to the executive committees of the Student Polity Association, Inc.

### **Article V: Judicial Branch**

**Section 1: Membership** The Judicial Branch shall be known as the Polity Judiciary. The Chief Justice of the Polity Judiciary shall be appointed by the President and approved by the Polity Senate. The nine other justices of the Polity Judiciary shall be appointed by the Polity Council and approved by a majority vote of the Polity Senate. There shall be at least one justice from each of the four classes (freshman, sophomore, junior and senior).

**Section 2: Term of Office and Appointment** A. The term of office of all justices shall be one calendar year from the day they are approved by the Polity Senate. B. All justices shall be appointed at least two weeks prior to the end of the term of the Justice he/she is replacing. C. Appointments to fill vacancies in the Polity Judiciary shall be made within thirty days that school is in session.

**Section 3: Duties and Powers of the Polity Judiciary** The Polity Judiciary shall have jurisdiction over all interpretations of this Constitution, all matters of impeachment of Polity Senate members

12 and Polity Council members, all legal issues arising between the Polity Council and the Polity Senate and all appeals from lower courts. The Polity Judiciary shall have the power to review any legislation brought before it in order to determine whether or not it is in accordance with this Constitution. The Polity Judiciary's decision on any legislation, policy or procedure is final. To bring a case before the Polity Judiciary an individual must have standing. Standing is defined as being a member of the Polity Senate or the Polity Council, or a member of the Student Polity Association, Inc. directly affected by the issue being brought to trial. The Polity Judiciary shall establish a system of lower courts.

### **Article VI: College Governments, Clubs and Organizations**

**Section 1:** Constitution A. Each College Legislature, Club and Organization shall establish a constitution subject to the review of the Polity Judiciary.

**Section 2:** The Duties and Powers of College Legislature, Clubs and Organizations include, but are not limited to the following. To inform their constituents of University wide issues, and issues between the colleges. The officers of College Legislatures, Clubs and Organizations shall be responsible for addressing the concerns of their constituents, and when necessary forwarding those concerns to the Polity Council. To appropriate monies granted to the College Legislature, Club or Organization by the Student Polity Association, Inc.

### **Article VII: Impeachment**

**Section 1:** Polity Council Members Polity Council members may only be impeached by a three-quarters vote of the Polity Senate. A Polity Council member, who has been impeached, shall be tried in the Polity Judiciary. The Polity Judiciary can then remove the Polity Council member by a three-quarters vote. Polity Council members may be impeached and removed for material violations of this constitution, legislation, policies or procedures of the Student Polity Association, Inc., disorderly conduct, or other wrongful acts of substance.

**Section 2:** Polity Senate Members Polity Senate members may only be impeached by a three-quarters vote of the Polity Council. A Polity Senate member, who has been impeached, shall be tried in the Polity Judiciary. The Polity Judiciary can then remove the Polity Senate member by a three-quarters vote. Polity Senate members may be impeached and removed for material violations of this constitution, legislation, or policies or procedures of the Student Polity Association, Inc., disorderly conduct, or other wrongful acts of substance. A Polity Senate member may be recalled by a two-thirds vote of the College Leg that elected the senator. **Section 3:** Polity Judiciary Members Polity Judiciary members may only be impeached by a three-

quarters vote of either the Polity Council or the Polity Senate. A Polity Judiciary member that has been impeached shall be tried by the body that did not impeach them. The Polity Judiciary member can then be removed by a three-quarters vote of that body. A Polity Judiciary member may be impeached and removed for material violations of this constitution, legislation, or policies or procedures of the Student Polity Association, Inc., disorderly conduct, or other wrongful acts of substance.

### **Article VIII: Referendum**

**Section 1:** Initiation and Approval A referendum may be placed on the ballot by a two-thirds vote of the Polity Senate or the Polity Council, or by a petition of fifteen percent of the Student Polity Association, Inc. Either the Polity Senate or the Polity Council may remove a referendum from the ballot by a two-thirds vote. The Polity Council or the Polity Senate may not remove a referendum that has been placed on the ballot by petition. A removed referendum can only be placed on the ballot by a petition of fifteen percent of the Student Polity Association, Inc. Two-thirds of the ballots cast in a general election of the Student Polity Association, Inc. shall approve a referendum.

### **Article IX: Summer Senate**

**Section 1:** Membership The Vice-President of the Student Polity Association, Inc., or his/her designee shall be the chair and set the agenda for Summer Senate meetings. The same ratio as described in Article III, Section 2, Paragraph A, Subsection 3, shall be used to determine the remaining membership of the Summer Senate.

**Section 2:** Duties and Powers of the Summer Senate The Summer Senate shall meet at least once during each summer session. All legislation passed by summer senate is only binding for the remainder of that summer session. The summer senate shall approve the summer budget by a two-thirds vote of the filled seats of the summer senate. Summer senators shall be elected by the third week of the first summer session, and shall serve until the end of summer classes.

### **Article X: Amendments**

**Section 1:** Adoption An amendment may be initiated by either a petition of one-third of the Student Polity Association, Inc. or a two-thirds vote of the Polity Council and two-thirds of the Polity Senate. A two-thirds vote of the Student Polity Association, Inc. by referendum shall adopt an amendment to this constitution. This constitution will be ratified by a two-thirds vote of the ballots cast in a general election of the Student Polity Association, Inc. This constitution shall supercede all previous constitutions of the Student Polity Association, Inc.

# Tell Me About It

## Advice for the College-Aged Crowd

By Carolyn Hax

Hi Carolyn!

I joined a softball team last spring and really enjoyed it. I met quite a few new people and have kept up with some of them over the winter. The problem is there is one guy on the team who keeps asking me out. At first I just told him I was too busy, but that didn't dete him. Thren I avoided his calls and didn't return his messages. Well, we had our first practice last Saturday, and he's already said something about setting together. I'm hesitant to tell him to take a hike since I have to see him every Saturday until October, but it's making me dread the season. What do you suggest?

-Spring Woes

Studies have shown that feeding a little girl excessive quantities of nicey-nicey paste in her formative years causes an adult inability to form the word "no."

Such a great word, though. So spare, so elegant-the most per-letter impact our language has to offer. En-Oh. No. No. NO! N-N-N-note the decisive set of your jaw-oooooooooooo, from your gut to his ears.

Start practicing now, and the damage won't be permanent.

Don't practice, though, and you might sustain more. (I touched on this last week, but it deserves the full treatment.) People believe hints are the universal language of courtesy, but, hello, your softball suitor is telling you as plainly as he can that some people don't understand a word of that language. You say "I'm busy," and they hear, "Call me three hundred times, and you might catch me on my first night off since high school." You say, "I'm not interested in seeing anyone right now," and they hear, "Maybe later." You say, "I'm seeing someone else," and they hear, "If we break up, you're in." They hear what they want that they still have a chance.

Yeah, you say, weirdoes maybe. And I say: Exactly.

By not being firm, you don't just open the door to the weird, you prop it open so the weird can get past security. Look at Softball Man. You tried to be nice, and he took that as a cue to try harder. So close the door, and lock it: "No, thank you, I'm not

interested indating you." (Key words: "No." "Not." "You.") Which would you rather have on your team, a guy who doesn't like you, or a guy who doesn't leave you alone? Is being disliked that bad?

Dear Carolyn:

My parents just recently split. I am the oldest of three (19), and I'm staving with my father. I have been in love with my fiancé since the moment I saw his lovely face, which was four years ago. We have been off and on since then. He was arrested and incarcerated in January 1998. He faces five

My father supports me in whatever I do. I am not close with my mother at all. I told her of my plans and she is acting very negative and unsupportive. My fiancé's parents love me to death. They are the only ones who really realize how much in love me and my man are. How should I handle this?

-In Love

Start by introducing one brain cell in your head to another brain cell in your head, and hope you start a trend. I tried several nicer ways of saying that, but no perfume could mask this truth: that you think being

perhaps, to splutter. How! Why!?

It's not that I don't feel for you. I do, deeply. Your family is in pieces, your boyfriend's in the slam, your estranged mother is, perversely, the only one looking out for your best interests, and yet you don't see that because you're convinced your boyfriend's parents are the one sunny port on this whole wretched sea. So it's understandable, and human, that you want their shelter in writing.

But marriage won't provide it. Instead, it'll give you a legal bond to a man who just spent the past couple of years proving he's not fit to be a husband. I don't doubt that you love him, but make no mistake. Love is not enough. He needs to prove that he will be your steady, day-to-day life partner, and not one who takes intermittent breaks to serve time. He needs to prove his worth as a financial partner, unless you're prepared to support him should his prison record deny him work.

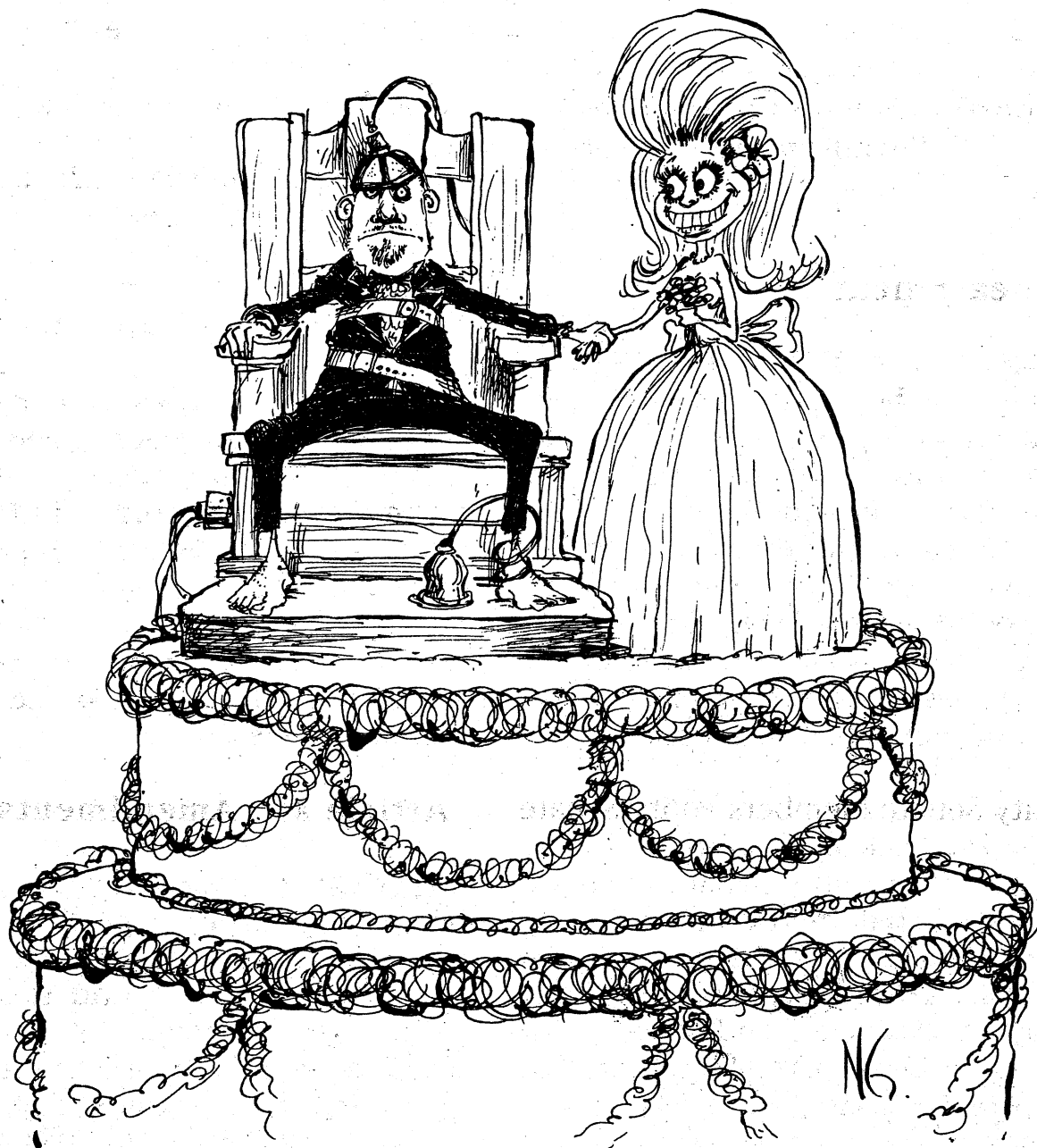
He needs to prove he's an emotional partner who will choose the hard work of marriage over the easy exit of crime.

And, of course, you aren't marriage material, either. Not yet. You need to recognize that you're good enough, that you're valuable enough, to deserve a reliable partner. And until you're strong and mature enough to wait for that partner, any marriage you enter will be with the wrong guy for the wrong reasons. You're not going to like this, but tough: If you were absolutely utterly bulletproof sure he was the guy for you, you'd have enough faith to wait for his parole. Romance isn't urgent, insecurity is.

Maybe I'm just typing into the breeze. If you've decided love really is enough, at least prove it's no longer "off and on." One more thing. It's no coincidence that your mad dash to marriage follows the latest of what I suspect is a series of family traumas.

It's the big E on the eye chart. Please be honest with yourself about this, because you have problems a fiancé can't solve. If it's true your father supports whatever you do, ask if he'll support some counseling.

To ask Carolyn a question you can e-mail her at [statesmn@ic.sunysb.edu](mailto:statesmn@ic.sunysb.edu).



years. We are now finally talking of marriage. We want to set married SOON! and then have a big weddings when he sets out. This IS what I want.

the teen-age bride of a convicted felon is a damn fine idea. It's a truth that, for a couple of weeks now, has rendered me the typographic equivalent of speechless. Except,

Celebrate the end of school  
at the Bench

*Wild Wednesdays*

**NO COVER**

**OPEN BAR 10 - 12**

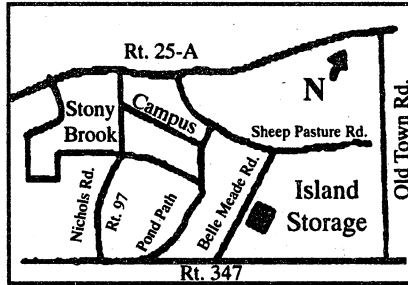
*Don't drink and drive  
Walk to the bench!!!*

**Park Bench**

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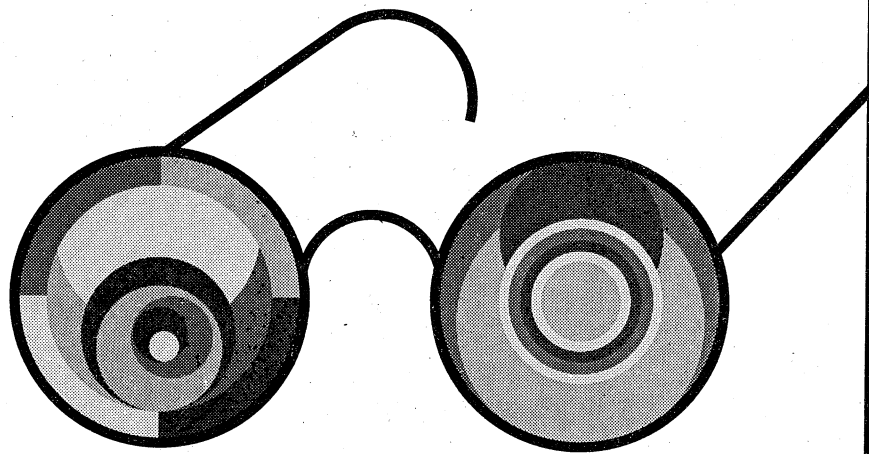
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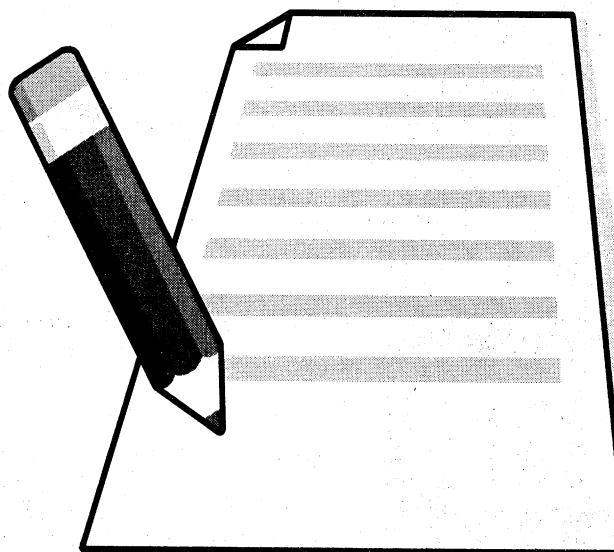
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The Stony Brook Statesman Monday, April 26, 1999

# THE CAREER SUCCESS SYMPOSIUM

Presented by the  
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Corporate Council

## FIVE REASONS TO ATTEND

- I. *Corporate executives, including representatives from such companies as BANKERS TRUST, THE COLLABORATIVE GROUP, THE DREYFUS FOUNDATION, ENTERPRISE RENT-A-CAR, RENAISSANCE TECHNOLOGIES and SYMBOL TECHNOLOGIES will be here to give you individual assistance with your resume and interview preparation.*
- II. *JOAN WOODS, a gifted, dynamic professional (and Stony Brook graduate) who motivates and inspires her audiences as she educates them, will be our guest speaker for the event*
- III. *A seminar that addresses cutting-edge interviewing strategies will be offered by CATHY CASON-LERNER, from ENTERPRISE RENT-A-CAR, who will do an encore presentation and show you how to use "emotional intelligence" to your advantage during an interview.*
- IV. *A great start to your search for an internship or your first professional job following graduation. Last year 400+ organizations recruited Stony Brook students through the Career Placement Center.*
- V. *FOOD & BEVERAGES will be served.*

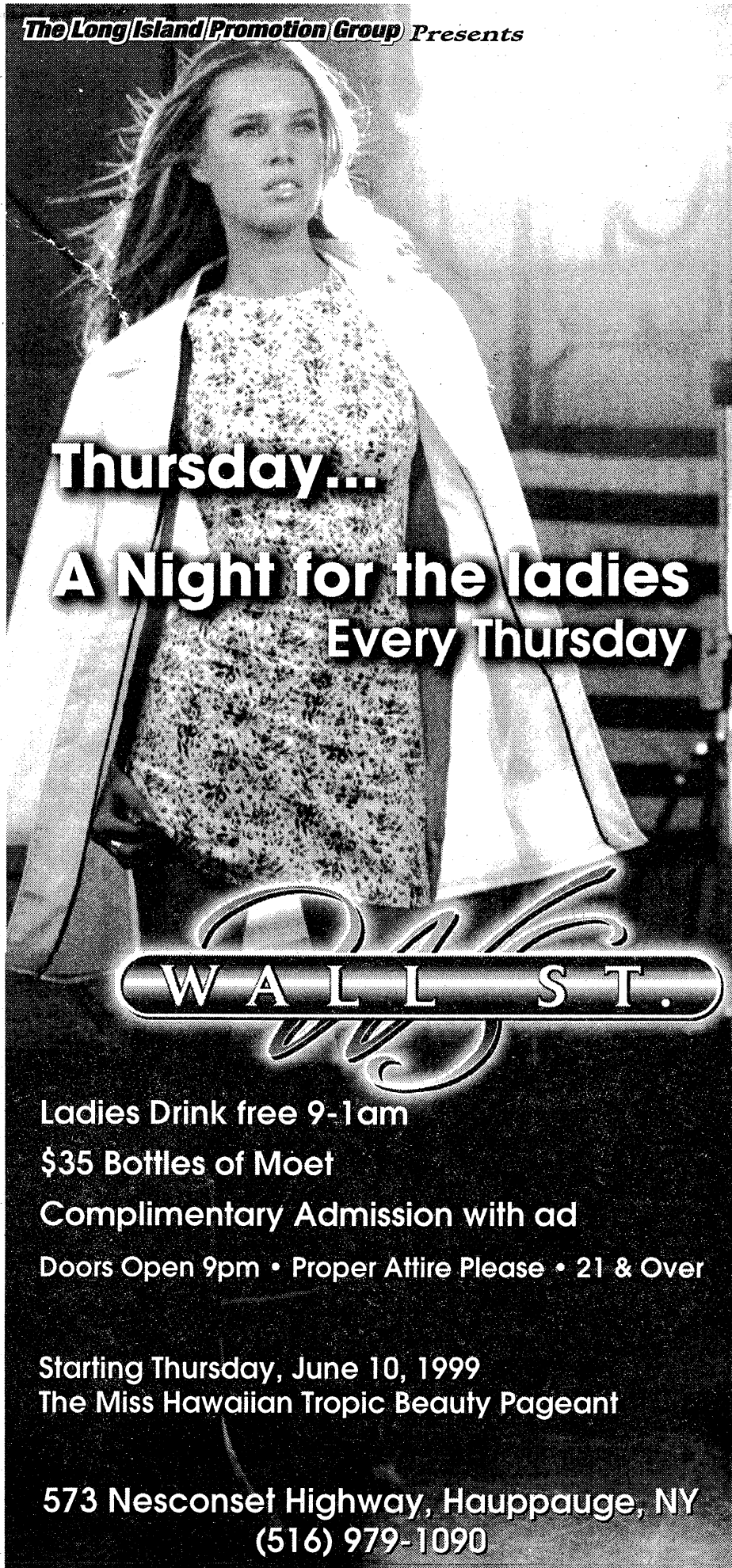
**DATE:** Tuesday, April 27, 1999

**TIME:** 5:00 PM to 9:00 PM

**WHERE:** Career Placement Center - Melville Library -  
Room W-0550 .... at the foot of the Zeburath



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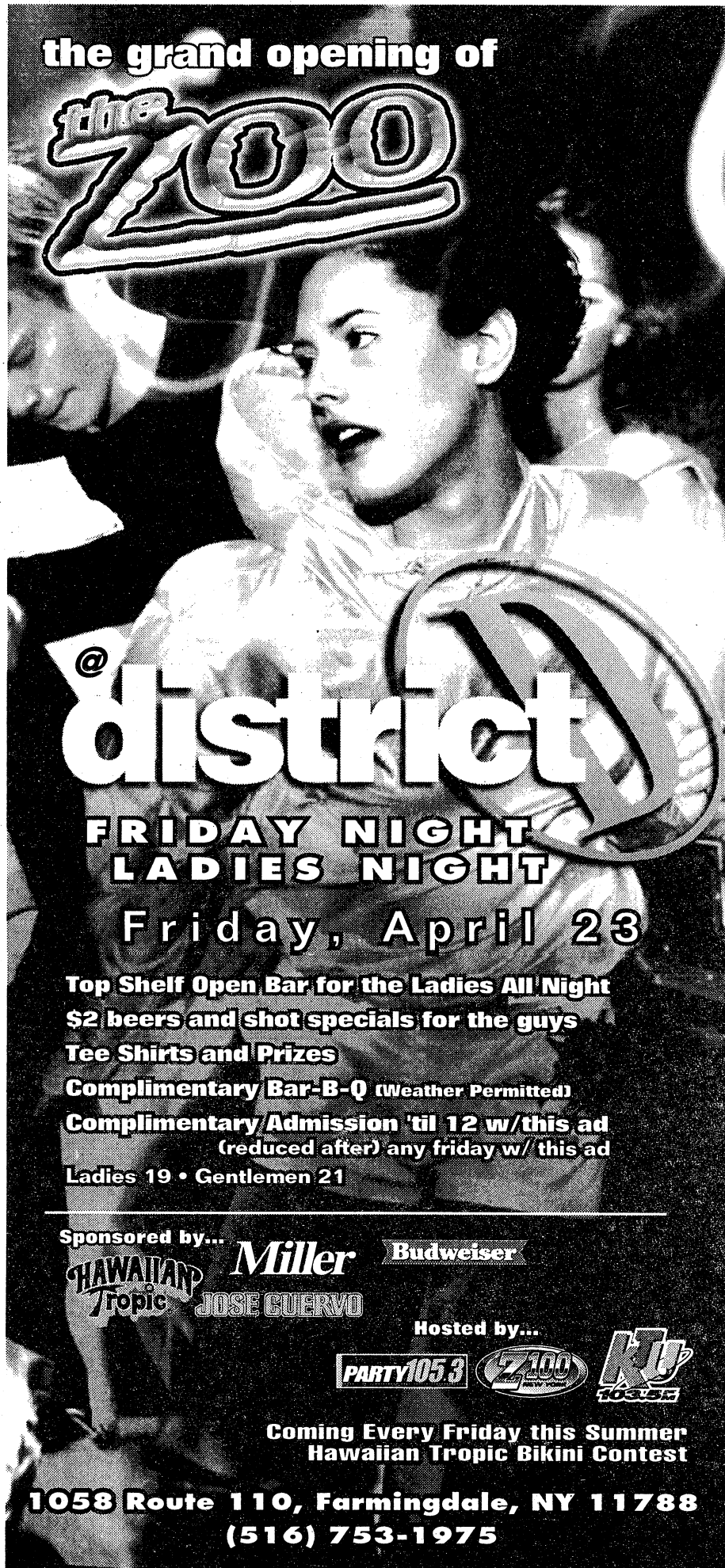
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# After Aesthetics

## Thinking the Postmodern Ethically

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HONORED GUESTS: PROFESSOR EWA PLONOWSKA ZIAREK & PROFESSOR KRZYSZTOF ZIAREK; GRADUATE PROGRAM IN PHILOSOPHY AND LITERATURE NOTRE DAME

### SCHEDULE OF EVENTS

Thursday, April 29

PAPER PRESENTATIONS BY HONORED GUESTS

Location: Harriman Hall Room 214

- ▶ 2:30 PM - Ewa Plonowska Ziarek: *The Politics of Black Subjectivity\**
- ▶ 4:30 PM - Krzysztof Ziarek: *Irigaray and Heidegger\**

Friday, April 30

INTERVIEW WITH HONORED GUESTS

Location: Harriman Hall Room 249

Time: 10:00 am

PAPER PRESENTATIONS BY UNDERGRADUATE RESEARCHERS

Location: Harriman Hall Room 214

- ▶ 2:30 PM - Sean Connolly: *The Specter of Photography\**
- ▶ 3:45 PM - Peter Gratton: *Figure Heads and Prophets: Anomie and Postmodern Politics\**
- ▶ 5:00 PM - Michael Tracey: *Semiological Metamorphosis: Reading Roland Barthes Reading Kafka's "The Metamorphosis"\**

Saturday, May 1

Location: Danfords, Port Jefferson

- ▶ 10:00 AM - Lecture presentations by Krzysztof Ziarek and Ewa Plonowska Ziarek on the directions of postmodern thought.
- ▶ 2:00 PM - Responses to the morning lecture and the Honored Guest's published works.

Respondents will be:

- Sean Kieninger, moderated by Sean Connolly
- Mark Mollé, moderated by Michael Tracey
- Bahar Zaker, moderated by Sheilla Shettle
- Tony Barberra, moderated by Peter Gratton
- Aleksander Plönski, moderated by Dorota Gonera

\*Presentations will be followed by question and answer period.  
 \*\* The Undergraduate Philosophy Society is a Polity funded organization.

\*\*\* For more information, please contact the Undergraduate Philosophy Society 632-7592.



The Stony Brook Statesman Monday, April 26, 1999

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# School Violence

Continued from page 6

think of such an act to occur. So what's going to happen next? My guess is that there are going to be shootings in another place where people would never think it would, like in churches. Yeah right, you're probably thinking, a shooting would never happen in a church. Well you know what, people were saying the same things when someone said they'll be shootings in schools and look what is happening now. Just wait, as long as Billy Bob Jr. and little Sally Sue can get their hands on a gun or make a pipe, there will be more and more of these acts of violence.

People are saying what a tragedy this is and they cannot believe this could happen. Neither do I, neither does anyone, but you know what nothing is being done about it. And whatever is being done is not helping the least bit. Not until a congressman's teenager or child is shot in one of these shootings will we see a dramatic change in gun control laws. What we, our Congress rather, need to do is to look at our own country and find ways to keep guns out of the reach of not just little kids, but teenagers as well. But hey, let's focus on the world's issues and problems instead of the home front. Let's bomb the hell out of a country that is not even remotely close to us, geographically, instead of trying to get these disturbed people some help or just fly them over to Kosovo and fight the Serbs so that that way they get to see how scary it is to be shot at and the feeling of being shot.

So are we suppose to deal with this? I think that even though it would be hard to do so because it's the way a lot of teens are, schools and parents should at least try to stop kids from picking on one another because look at what it is inadvertently causing. Society of course is contributing to these events, but society is not pulling the trigger. The teens are and the teens should not even have access to these weapons. So we need to speak up and let everyone know that we do not want this violence occurring in our schools. It disgusts me and I know it disgust you to read and see this happening. If we don't do anything about it now just think what's going to happen next year when an entire high school is blown up.

So, yes we have the right to bear arms but not for these purposes and if we don't do anything about it then we're just going to hear about this more and more. And sooner or later it's going to be happening to our kids and their friends and no one wants that to happen. Congress needs to focus some time on what's going on in our country and seriously try to solve this problem without organized groups like the N.R.A. lobbying for guns to be more accessible. Seriously, everyone needs to take a look at what is going on here and teach our nation's kids that it is not okay to shoot their classmates no matter what the computer or video games say. This needs to stop and if it doesn't our society's going to get worse and worse and then it'll just crumble out from underneath us.

Professor **Michael Gazzaniga** of Dartmouth University will give a public lecture:



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Place: Student Activities Center Auditorium

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Statesman

Campus Lifestyles  
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# Features

## A RAIRE Opportunity

### Undergrad Research Celebrated Last Week

By JULIE MINGIONE  
Statesman Editor

Packed with giant poster-boards and advanced research, last Wednesday, the SAC lobby was filled with hustle and bustle as the "Celebration of Undergraduate Achievements" was displayed.

The event was sponsored by The Undergraduate Research and Creative Activities, URECA, Program and was awarded funds by a Recognition Award for the Integration of Research and Education, RAIRE.

The event was kicked off with a speech by Stony Brook's President, Shirley Strum Kenny while busy students, eagerly spoke to judges and onlookers about their research. There were several categories of research represented at the celebration including music, art, life sciences, social sciences, psychology, engineering, computer science/applied math, and physical sciences/mathematics.

The URECA program seeks to make creative activity and research a more prominent enterprise at the University. In addition to informing students about research and creative activity, URECA holds biannual events to display undergraduate exploration into various fields of study, publishes an annual collection of undergraduate abstracts, and provides monetary support to students involved in research and creative activities.

The National Science Foundation selected Stony Brook and nine other universities nationwide for a RAIRE award and allocated funds to encourage activities in undergraduate research and research-



Deputy Provost and Physics Professor Robert McGrath was among the attendees at the celebration last Wednesday.

Statesman/Michael Kwan

related activities. These RAIRE funds are being utilized by the University to provide grants to faculty to develop new courses and introduce new measures in keeping with the goals of RAIRE; to offer summer research fellowships and travel grants to undergraduates, and to sponsor workshops and conferences.

One participant, Heather Morehouse, studied the flow of interaction among children in daycare at the University with her research titled, "A Day in the Life of Quality Childcare at Stony Brook." She used a video camera to document a typical day at daycare and to demonstrate how children actively learned through play. Morehouse said her goal was to capture the "spontaneous spirit" of the children while observing whether the children acted differently with a camera present.

June Lau and Rosa Ng's research was sponsored by the Department of Materials Science and

Engineering. Their goal was to design a magnetic field stage for an Atomic Force Microscope. Another researcher, Nicole Wagner, spent a summer in Germany interning at the German Aerospace Center in Stuttgart, researching for her project, "Correlation between Electrochemical and Structural Characteristics of Solid Oxide Fuel Cells."

Jennifer Hataier won a Social Sciences award for her research that detailed a phonetic comparison of Russian and Ukrainian. In order to thoroughly research this project, Hataier spent some time in the Ukraine and observed some distinct patterns on how Ukrainians' grammar affects their pronunciation of Russian.

The celebration was judged by many distinguished faculty, writers, and researchers including George Booth, a cartoonist for The New Yorker magazine, Daniel W. Corcoran, founder of CES Computer Solutions, Scott Abrams, a 1980 graduate of Stony Brook and President of the Omnicon Group, an engineering firm, and Nancy Franklin, who holds a Ph.D. in psychology and is a professor at Stony Brook University.

The celebration closed with an awards ceremony, with winners in all categories. Each recipient received a certificate which will soon be replaced by a plaque, and a check for one hundred dollars.

Robbie Russo, who attended the celebration, called the event "An amazing reflection of all that Stony Brook students can achieve."

Look for an upcoming special issue of the Statesman highlighting undergraduate research at SBU.

