

CAMPUS CURRENTS

Wharton
SUNY's chancellor speaks on affirmative action and Black scholarship. page 3
LIMRI
Will the hard clam fishery survive? What about the death of this year's scallop crop? SB's new institute addresses these, and other, marine problems. pages 4, 5

STATE UNIVERSITY OF NEW YORK AT STONY BROOK

Dec. 9, 1985

Hospital Opens Areas' First Epilepsy Program

By Maxine Simson

Suffolk County's first fully comprehensive outpatient program for the screening, treatment and management of epilepsy has opened at University Hospital in Stony Brook's Health Sciences Center.

The program, run by Arthur Rosen, M.D., professor of neurology, meets Tuesdays at 6 p.m. For information or an appointment, call 444(124 on campus)-2599.

One of every 200 Americans has epilepsy, Dr. Rosen explained. "Its symptoms, and the sometimes unusual behavior of patients affected, have contributed to age-old superstitions and prejudices. Still widely misunderstood, epilepsy is not a disease but a set of symptoms associated with abnormal nerve cell activity in the brain."

He continued, "Normally, each nerve cell generates small bursts of electrical impulses. These impulses, moving from neuron to neuron, underlie all human

behavior—thoughts, feelings and actions. The pattern of nerve cell activity is disturbed in the epileptic. Whereas normal cells generate electrical impulses up to 80 times a second, an epileptic neuron can fire at rates of 500 times a second, altering normal brain activity."

Seizures can be successfully controlled in the majority of patients with epilepsy through daily medication with the use of anti-epileptic drugs, Dr. Rosen said.

Young Violinist Performs at University Dec. 18

By Alvin F. Oickle

Only 18 years old, Darel Stark has been playing violin at Stony Brook since he was 13, and already is well on his way to being a veteran of the concert tour.

But the next stop for the young music major will be a rare solo performance at his home campus.

Sophomore Darel Stark will give a concert of contemporary classical music, accompanied by Vitas Vaksys, a doctoral candidate in piano, at the University's Fine Arts Center Recital Hall on Sunday, Dec. 15, at 3 p.m. The concert is free and open to the public.

The event comes after a busy year for the student of Lazar Gosman, professor of violin and chamber music at Stony Brook and founder/director of the internationally renowned Soviet Emigre Orchestra.

Darel Stark, while still a freshman at Stony Brook, began this busy year last March with a Pennsylvania tour as soloist with Long Island's Sound Symphony. In May, he was declared winner in the Five-Town Music Competition, earning some scholarship money and a recital date. During the summer, he studied in Aspen, Virginia, on a fellowship. In addition, he played the world premier of "Salon Music" in Boston with Vaksys, a student at the New England Conservatory of Music (the piece was composed by Robert McAuley, an classmate of Vaksys').

In September, soon after beginning his sophomore year at Stony Brook, Stark performed in St. Louis with the Kammergild Chamber Orchestra, which Lazar Gosman founded soon after he emigrated to the United States in 1977.

The Dec. 15 recital program at Stony Brook will include McAuley's "Salon Music" and sonatas by Harold Shapiro and Karel Husa.

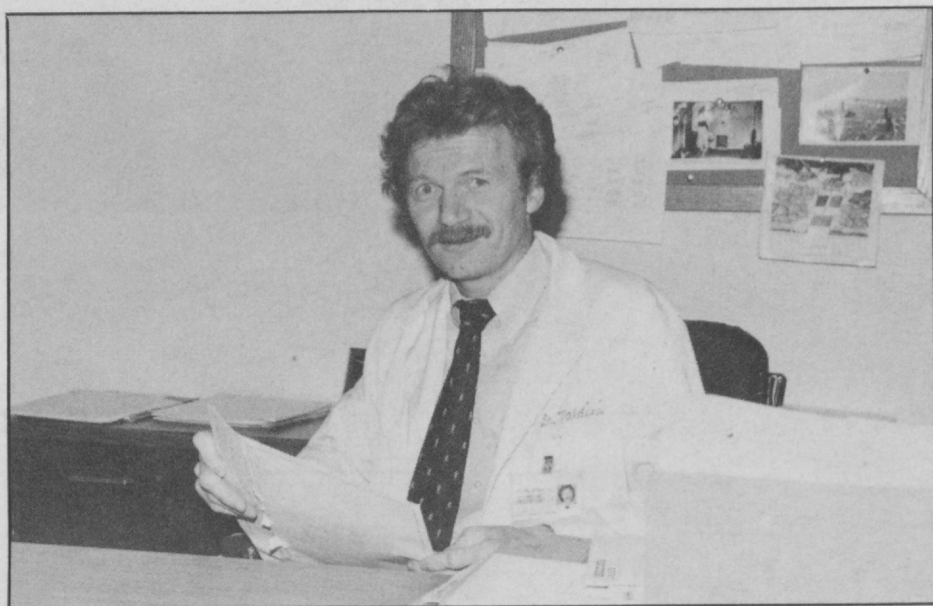
Gosman says of Stark, "He is an ideal student, disciplined and completed dedicated." He smiles as he says, "If I tell him to play like Heifetz, he will." The young musician also smiles at the reference to the violinist both consider the best who ever lived. He knows for certain, he says, that his life will be given over to recitals.

Will Stark ever approach the level of Heifetz? Gosman responds, "He will be a very good violinist."

Holiday Toy Drive

The Department of Public Safety is collecting toys (new and gently used) on campus, in cooperation with Brookhaven Town's annual Toy Drive. Those who would like to contribute toys may bring them to Public Safety, Room 144 in the Administration Building between 8 a.m. and 4 p.m. until Friday, Dec. 13. (Please put used toys in boxes or bags.) Help make the holidays happier for Brookhaven's children!

Fatigue's Causes Probed by Researcher



We may soon understand the causes of fatigue, says Dr. Valdini.

By Alvin F. Oickle

The patient who goes to a physician complaining of fatigue presents the doctor with a dilemma. Is the fatigue caused by a dietary deficiency? Does it indicate physical or psychological illness? Whatever its cause, fatigue can be debilitating to the patient, and difficult to diagnose.

In an effort to simplify diagnosis of the causes of fatigue of unknown etiology, a researcher at the University is studying patients suffering from fatigue.

Anthony F. Valdini, M.D., assistant professor of family medicine, said, "The problem of fatigue is very amorphous, very slippery. Fatigue may be symptomatic of anything from worry to a serious illness. We're hoping to find

out what features about a person are predictive of serious medical or psychological problems."

To do this, the subjects in Valdini's study are given complete examinations—a history, a physical, computer diet analysis, a complete lab battery and a self-administered psychological test. The subjects must pay for the workup, which is usually covered by medical insurance, but, Valdini said, he sends all results back to the subjects' personal physicians.

Thus far, Valdini has seen approximately 200 patients. Anyone suffering from fatigue who wishes to become involved in the study—or physicians wishing to refer patients—should call 444(124 on campus)-2300.

Three-Year-Olds: Bring Your Mothers

By Alvin F. Oickle

The Department of Psychology at Stony Brook currently is recruiting mothers and their three-year-old children for research concerning mother-child interactions.

The study focuses on ways in which mothers and children interact when they are working together on everyday games and puzzles. Studies of mothers working with their own children are fairly common in psychology. The Stony Brook study is unique, however, in arranging for mothers to work with the children of other mothers in play sessions.

Participation involves each mother bringing her child to campus for a session lasting approximately one hour. During this time, each mother is paired with the child of another mother for a 20-minute play session, followed by a session in which her own child is paired with the other mother.

Play sessions are conducted Mondays through Fridays, between 9 a.m. and 4 p.m. Saturday morning play sessions are also held twice a month for working mothers who are unable to participate during the week. Mothers interested in participating with their children should contact John Richters at the University's Department of Psychology between 9 and 10 a.m., Monday through Friday, at (24)6-6713.



Menorah Lighting

The Hillel Foundation invites members of the campus, and surrounding, community to a menorah lighting to take place each evening from Saturday, Dec. 7 through Saturday, Dec. 14. The six-foot-high menorah (to be constructed by Stony Brook undergraduate students) will be lit in front of the Stony Brook Union each night at 5:30 p.m. (except for Friday, Dec. 13, when it will be lit at 4 p.m.)

Hoover Explores Possible Colorectal Cancer Vaccine

Colorectal cancer, the cancer that President Reagan underwent surgery for some months ago, is the target of a possible vaccine being investigated by Herbert Hoover, M.D., associate professor of surgery at Stony Brook and Dr. Michael Hanna of the Litton Institute of Applied Biotechnology in Rockville, Maryland.

The researchers are attempting to develop a way to combat recurrence of the disease when not all the tumor cells are removed surgically. They are testing the effectiveness of administering a bacterium in combination with the patient's own killed cancer cells after a tumor has been removed. It is hoped that the bacterium will activate the body's immune system, and that the killed cancer cells will direct the immune response against any cancer cells alive in the body.

Attention: Departments with "Outside" Phone Lines

The Communications Management Engineering Office has completed a preliminary inventory of all telephone equipment, lines and data circuits on main campus in preparation for the installation of the new integrated voice/data telecommunications system. A number of departments on campus utilize "outside" lines, such as "751" or "689." Communications Management Engineering asks these departments to submit a list of all outside lines—anything other than "246" (centrex),

"444" (HSC/University Hospital) or "72X" (data circuits.) The information is needed to plan for installation of the new system, in order to prevent unnecessary disconnects. Send the information to Communications Management Engineering, Suffolk Hall Room 146, 6230, attention Ellen Weghorn.

University/Industry Alliances: Discussion to be Held Dec. 16

A discussion on "University/Industry Alliances: The Effects on Values in Science" will be held Monday, Dec. 16 from 7 to 10 p.m. in the Javits Conference Room (Room E2340) of the Frank Melville, Jr. Memorial Library.

Participants will include Stony Brook President John H. Marburger; Dr. Theodore F. Goldfarb, associate vice provost for undergraduate studies; Dr. Stewart Harris, dean of the School of Engineering; H. Graham Jones, executive director of the New York Science and Technology Foundation; Dr. Michael Schwartz, associate professor of sociology; and Dr. Robert Schneider, associate vice provost for research. Dr. Richard Koehn, dean of biological sciences and director of Stony Brook's Center for Biotechnology, will moderate.

Reservations are required. A reception will follow the discussion, which is part of the "Deans' Conversations Among the Disciplines" series.

For more information, call Michelle Chaikin at (24)6-5011.



Newsday's director of community relations Sam Ruinsky (right) visited the campus last month to present a check to University President John H. Marburger (left) and Provost Homer A. Neal (center), in support of the University's Distinguished Lecture Series.

Professors Assist State's Project 2000

By Ellen Barohn

Dr. Glenn Yago, assistant professor of sociology and director of the University's Economics Research Bureau, has been named to direct two of the eight projects that together comprise New York State Project 2000.

Dr. John Truxal, distinguished teaching professor of technology and society at Stony Brook, has been named to one of the eight project advisory panels.

Originally proposed by Gov. Mario M. Cuomo in his 1985 State of the State address, Project 2000 is an initiative being undertaken to identify and examine key opportunities, challenges and options facing the state throughout the remainder of this century and into the next. Responsibility for Project 2000 has been assigned to the Rockefeller Institute under the direction of Dr. Jeryl Mumpower.

Economic Structure 2000, the first of the projects to be directed by Yago, will, he said, "attempt to provide an historical overview of economic structural change in the state. The report will focus especially on potential problems and solutions regarding barriers to future investment, labor force participation, international trade and the availability of natural resources."

The second project being directed Dr. Yago is called Economic Development 2000. This project, Yago said, "will examine the agencies, departments and programs currently engaged in economic development activities in New York State."

He explained, "The patterns of economic change that have resulted from recent technological, regional and international developments will be examined from the perspective of small, new and growing businesses, as well as that of mature and declining industries.

"Economic Development 2000," Yago added, "will examine strategies for taking advantage of growth opportunities, realigning mature industries and managing transitions from declining sectors."

Truxal is one of 18 leading scientists and educators appointed to the Advisory Panel for Science and Technology.

Advisory panels for each of these projects are made up of individuals from across New York State and the nation. They represent both the public and private sectors.

C O N N E C T I O N S

Given the premium on storage space, what is the legal requirement for retaining grants and state account purchasing records, recruitment records, and personnel records for terminated employees?

Research grants purchasing records are kept for three years (a year spanning from July to June) in the Research Purchasing Office, according to office manager Ellie Moschella. Unfinished orders remain in computer data banks indefinitely. Individual departments may periodically clean out their files at their discretion.

State account purchasing records hard copy are kept for seven years, said director of purchasing Stuart Mitman. Afterwards, these records are kept on microfilm indefinitely.

Resumes from job applicants should be kept for one year, and records of the resume for five. Personnel records of terminated employees are kept on hard copy for four years in the Department of Human Resources, said records manager Vicki McLaughlin, and on microfilm indefinitely.

KUDOS

Dr. **Daniel O'Leary**, who co-chairs the Department of Psychology, received the Distinguished Scientist Award in Clinical Psychology from the American Psychological Association. The award was in recognition of his research programs in several areas, especially the development and treatment of aggression in children and adults. He is currently principal investigator of the largest study in the United States regarding marital relationships (he and his colleagues have been assessing 400 couples from premarriage to six years after marriage)...Dr. **Alan Ross**, also of the Department of Psychology, has been elected vice president of the New York State Board of Psychology. The state board sets standards for practice in New York and administers the licensing certification examinations for individuals who wish to practice in New York...Dr. **John Gagnon**, professor of sociology, has been designated to chair the department for a year beginning Sept. 1, 1986, during the academic leave of chairperson Dr. Norman Goodman...**Arthur E. Ammann, Jr.**, assistant director of the Purchasing Department, has been elected president of the SUNY Purchasing Association for one year, after serving for two years as vice president. The association has more than 100 members from 32 SUNY campuses...Dr. **Leif Sjoberg**, internationally known translator and a professor of Germanic and Slavic languages, is the editor general of a book series that includes the only English translation of the novel *The World About Us*, written by 1985 Nobel laureate in literature Claude Simon...**Gary Barnes**, director of the Department of Public Safety, has been chosen to receive a special award from the Long Island Association of Crime Prevention Officers. The organization encourages cooperation among law enforcement/crime prevention officers in Nassau and Suffolk Counties. Barnes was recognized for his "intensive

support of the association" since its inception three years ago...Dr. **Rose Walton**, chairperson of the Department of Allied Health Resources, has been elected to the board of the AIDS Action Council, a national AIDS lobbyist group.

Campus Currents Wins Excellence Award

Campus Currents and its editor, Sue Risoli, and graphic designer, Tom Giacalone, were honored with an Award of Excellence presented by the SUNY Council for University Affairs and Development (SUNY/CUAD) at its annual awards banquet Nov. 14 in Utica, New York.

The publication won in the "newspaper/tabloid" category, which included alumni, as well as campus, periodicals.

SUNY/CUAD consists of professionals in the fields of publications, news, alumni and development from all the SUNY campuses.

Campus Currents Deadlines

Information to be included in *Campus Currents* articles and news stories should be submitted two weeks prior to issue date. Items to be included in the events listings should be submitted no later than noon on the dates in the third column.

For Issue Dated	Copy Due	Events Listings Due By Noon
Jan. 20	Jan. 6	Jan. 10
Feb. 3	Jan. 20	Jan. 24
Feb. 17	Feb. 3	Feb. 7
March 3	Feb. 17	Feb. 21
March 17	March 3	March 7
March 31	March 17	March 21
April 14	March 31	April 4
April 28	April 14	April 18
May 12	April 28	May 2

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Clifton R. Wharton, Jr. is the chancellor of the State University of New York.

Equity and Excellence

The following words—on affirmative action, Black scholarship and the importance of diversity—have been excerpted from the Chancellor's address delivered before the SUNY-wide Black Faculty-Staff Association November 21 at Stony Brook.

By Clifton R. Wharton

The State University of New York—and higher education as a whole—are going through a time of more than ordinary uncertainty for Blacks: students, faculty, and professionals alike.

On a variety of fronts, we appear to be in a period of retreat from commitment. It may be Washington's current apathy, even outright hostility toward affirmative action in employment. It may be the growing exposure and vulnerability of curricular reforms that attempted to inject Black contributions and perspective into the general education experience. Or it may be the continuing underrepresentation of Blacks and minorities in graduate programs, especially the professions and the highest-demand areas of science, technology, and business.

Retreat from commitment

And as I told *Time Magazine* a few weeks ago, the difficulty in attracting qualified Black faculty as part of SUNY's broad effort to replace early retirees has sometimes stretched credulity. But then you realize that of

strictly Black issues, the large academy will probably accept or even applaud such work—in public. But in private, the scholar will be criticized as excessively parochial, or even as a sort of ethnic apologist. Questions will be raised automatically as to methodological rigor or personal impartiality.

Leaving aside the validity of such questions in any specific situation, the real irony of the problem can be appreciated if you replace the Black scholar with, say, a neoconservative one—whose right to interpret his findings according to his own ideology and values will then be energetically championed by virtually everybody under the banner of academic freedom!

The Black scholar whose work leads in more general directions faces yet another set of obstacles. It is hardly news that white campus establishments accept it as a kind of tacit given that the Black intellectual agenda is racial-ethnic first, and only secondarily a search for truth. If the field is history, the Black scholar will be seen as a historian of Blacks, not one who simply happens to be Black. Any investigations he or she undertakes outside the approved domain will be viewed with raised eyebrows, if not thinly-veiled hostility.

“...the most conspicuous challenge Black scholars have yet to overcome is that of infusing their work into the general curriculum...”

the thousand or so doctorates earned by Blacks every year, about 600 are in education; two or three dozen are in the physical sciences; less than ten are in math; and perhaps one or two in computer science. Given the current pattern of demand for teaching and research, the extent of the misalignment is clear.

These trends—and others that reinforce them—are worrisome in and of themselves. But more disturbing yet is the inescapable sense that they are symptomatic of a much larger, more fundamental and pervasive malaise. For lack of a better description, I would characterize it as a kind of social backsliding. After a century of struggle, and particularly the strenuous moral exertions of the postwar civil rights movement, it is as if the United States has lowered itself into the unappealing posture of an ostrich with its head in the sand...

Consider the dilemma of the Black intellectual. If he or she undertakes research or other scholarly activities on

It will be one thing for Black scholarship to examine the lives of free Blacks before the Civil War, or the role of Black infantrymen in Vietnam. It will be another thing altogether for a Black scholar to write a study of Yalta, or the early years of the Marshall Plan, or the implications of Watergate.

What happens, in other words, is that Blacks find themselves in a cruel double bind. When it comes to the relationship between race and scholarship, Blacks are “damned if they do and damned if they don't.” Racial credentials become the litmus test of acceptable scholarship, not intellectual ones.

Despite these problems, Black scholars here at Stony Brook, within SUNY, and throughout U.S. higher education continue to uphold the highest standards of excellence. In some cases, they have had to do so from within disciplinary enclaves—Black or Afro-American studies departments, for instance—which nationally have

suffered from low institutional priority, severely restricted enrollment pools, and extreme exposure to budget cuts and retrenchment of faculty and support staff. Even so, Black studies departments have proven an effective vehicle especially for teaching Black students about Black contributions to history, literature, art, and society. They have helped a great deal in instilling among young Blacks a sense of pride in their heritage.

Predictably, such departments have been less successful in extending that perspective beyond Black students and faculty, to the academic community at large. Very likely the most conspicuous challenge Black scholars have yet to overcome is that of infusing their work into the general curriculum of predominantly white campuses. While

In such a view there are ironies as huge as they are self-deluded. Only an all but mind-erasing delusion could explain the torturous mental gymnastics by which the attempt to reverse the effect of centuries of deprivation could be deemed “preferential treatment” for its victims. What else but delusion could view as foreign to the idea of excellence the triumphs of will, determination, striving, and self-sacrifice demanded of Blacks and other minorities for generations—demanded by the very fact that they have had to come from behind in virtually every race? That leaves aside, of course, the tremendous obstacle erected by those who never wanted them to enter the race at all.

But let us be very clear on this point: when it comes to excellence in

“I find disturbing the tenacious, widespread belief that excellence and equity are in conflict...”

Black studies programs have generally done a good job of providing a broad cultural contest for the Black culture and experience, they have rarely been able to do the reverse—that is, to emphasize the importance of the Black dimension of the larger culture and socioeconomy. For example, novels as ethnically rich as *Good-bye, Columbus* are taught in every English Department as modern literature, not “Jewish studies.” But *The Invisible Man* and *The Color Purple* usually get into the general curriculum as specimens, if at all—as case studies in the psychology of “what it's like” to be Black.

If there is a single prescription Blacks might pursue toward excellence in the 1980s, it might well lie in breaking the historic double bind that finds no middle ground between parochialism and universality. We Blacks must claim for ourselves the same rights of scholarly access and intellectual comprehensiveness as our nonminority colleagues. And we must take it as imperative to resolve any cultural identity crisis that requires nearly every Black academic to choose between being a Black scholar, a scholar of Blacks, or a scholar for Blacks...

Diversity and excellence

My personal idea of institutional excellence is tied to a capacity of responding to diversity. Many years ago I proposed a model of “the pluralistic university” in which excellence would be assessed not only in traditional ways, but equally by reference to its capacity to meet the educational needs of individuals who reflect a vast number of dissimilar abilities and competencies, a student body that differs not only according to cultural and economic background, but also according to academic preparation and natural ability—a student body which more accurately reflects the range of diversity of talent inherent in the wider society...

I hold that the institution that makes diversity its own, the institution that defines an obligation to respond to diversity as basic to its mission and thus to its very nature, an institution that sees diversity as a life-giving force instead of as source of inconvenience and divisiveness, that institution is on the track of excellence of the rarest kind—and by the lights of our own American values, the highest kind.

But let us acknowledge that many of the words I have been using—words such as “diversity” and “pluralism”—seem no longer very appealing to segments of American society. To the cynics, they are part of a lexicon of special pleading, code words that really mean preferential treatment for Blacks and other minorities. And to a not-insignificant number of our fellow citizens, the things these words signify are not merely removed from excellence but violently antithetical to it.

education or in any other area of American life, Blacks and minority Americans have no apologies to make.

That is one reason why I find disturbing the tenacious, widespread belief that excellence and equity are in conflict in our colleges and universities—as though providing equity is a prohibition to excellence. And I am equally disturbed by those who see equity as nothing more than a separate—and less demanding—set of standards for Blacks and minorities.

Now as in the past, discrimination against Blacks and minorities remains far more common than “preferential treatment.” As a result, in education at all levels no less than in other endeavors, any sane reading of history and current affairs will show that minorities have been and still are subject to *more* rigorous, not less rigorous demands.

And we continue to meet the challenge successfully. We rise to the challenge as students, faculty, and professionals in colleges and universities all over the United States. We do so in historically Black institutions and predominantly white ones, Ivy League enclaves and Midwestern magaversities.

We meet the challenge particularly in public higher education, on campuses like Stony Brook and in systems like the State University of New York. Because after all it is within public higher education that Blacks, minorities, and others have from the outset found the least restrictive field for action and progress. For reasons both mundane and principled, it was public higher education where Blacks and other minorities found their first postsecondary opportunities on a large scale. And public higher education is still the sector where the largest numbers of Blacks and other minorities will find an open door to learning, growth, and a brighter future.

Campus Currents invites readers to submit their comments for publication, in the form of letters, essays or articles, to be printed in this column. Submissions should be typed and signed. *Campus Currents* will not print unsigned pieces, but will at times honor requests for anonymity. The editor reserves the right to be selective in choosing pieces to be printed. Send materials to Comment, *Campus Currents*, 121 Central Hall 2760.

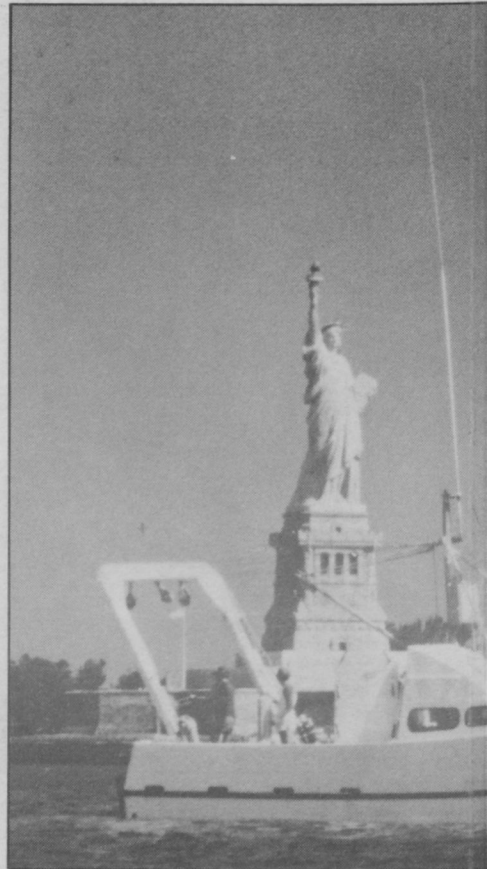
Marine Sciences Research Center Explores Coastal Marine Resources

Larval fishes are the subject of David Conover's research.



Photo by MSRC Graphics

The Onrust (Dutch for "restless"), MSRC's research vessel, cruises past the Statue of Liberty.



New Living Marine Resources Institute to Rescue Lagging Fisheries

New York State's beleaguered commercial fishermen—caught in a bind between declining harvests and loss of jobs—have a new friend named "LIMRI" at the University's Marine Sciences Research Center (MSRC). LIMRI is Stony Brook's recently established Living Marine Resources Institute. Among its initial goals is a resolve to help restore the state's ailing fishing and shellfish industries to the prominence and profitability they enjoyed a decade ago, and to expand them even further. "New York's coastal fisheries are in bad shape, probably worse than anywhere else in the United States," said Dr. J. L. McHugh, a retired MSRC fisheries scientist who is acting as an adviser to LIMRI. "It's hard to know exactly what to do," McHugh said. "Work must be applied on a basis larger than just the state of New York. The hard clam industry is local, however. We can do something about that here." Environmental problems such as pollution, combined with overfishing, habitat alteration and a lack of management programs designed to protect standing stock, have led to a sharp drop in harvests and a corresponding loss of jobs.

"These problems can be addressed effectively only by a group of specialists who encompass a broad range of expertise in the coastal marine sciences," said Dr. J.R. Schubel, dean of the MSRC. "The Center's 40-member faculty covers all the major disciplines of the marine sciences."

New York's fishing industries are valued at a half-billion dollars a year. Its recreational marine fishing industry, at \$250 million a year, ranks second only to Florida's. Fishing on Long Island has an economic value far greater than agriculture, employs many more people and requires just as much technical information to sustain it. The state's successful agriculture experiment stations, however, have never addressed the related field called aquaculture. LIMRI intends to change all that.

Drastic drop in harvest

One of the problem areas to be explored is the hard clam fishery. Hard clams from Great South Bay yield an estimated \$100 million a year, but have

undergone a drastic drop in harvest since the fishery peaked during the 1970s. "It was up to 700,000 bushels a year in 1976," said Dr. Robert Malouf, associate professor of shellfish biology. "It's down to about 180,000 bushels now." Malouf believes proper management could return the harvest to 350,000 bushels a year and maintain it at that level. Scallops and oysters, also part of Long Island's shellfish industry, are under particularly close scrutiny now after an unexpected "bloom" of algae destroyed this year's scallop harvest (see accompanying story). Striped bass is another fishery in serious trouble, but knowledge of the factors that affect standing stocks is inadequate to design effective management and implementation strategies. Armed with facts and statistics, Schubel and his MSRC staff drafted a proposal to create LIMRI.

With support and guidance from New York State Senator Kenneth LaValle, the state legislature appropriated \$340,000 last spring to establish the institute. This provided base-budget funding of \$140,000 for four new faculty positions and two staff members, plus a one-time \$200,000 appropriation for facilities and equipment. Schubel and his colleagues see the \$340,000 required to create LIMRI as "modest", since LIMRI is housed within the 17-year-old MSRC and should return the investment manyfold. LIMRI, even as it begins, is one of the most sophisticated living marine resource centers in the country, Schubel said.

"This is the first time organized activity has been targeted at New York's fishing and aquaculture industries," he said. "One position will be set aside for rotating appointments, where individuals will be appointed for one or two years, keyed to specific problems facing New York."

Work with Shinnecock Indians

The MSRC turned its attention to coastal fishery problems several years ago. Dr. Malouf has been working with the Shinnecock Indians at Southampton on eastern Long Island. This 200-member tribe of native Americans has lived there for more than 300 years. "In 1977 they constructed a pilot oyster and clam hatchery," Malouf said. "They obtained funding from the Minority Business Development Agency

and built a very modern hatchery. We helped out with some of the design."

The Shinnecocks' main money crop is oysters, which they raise to maturity and sell. They also breed hard clams for seed. Shinnecock Brad Smith is in charge of the Shinnecock Tribal Oyster Project. In 1982, with Sea Grant funding, MSRC stationed Karen Eno at the Shinnecock Reservation as a technician. "Her role is to document the function of the facility," Malouf explained. "Very little documentation had been done prior to this. Dr. David O. Conover, assistant professor of fisheries biology, notes one way that coastal states can enhance their waters is by building artificial reefs to attract fish as opposed to leaving the seafloor a virtually barren sand bar.

Artificial reefs

"Several artificial reefs have been built out of fly ash from waste disposal units," Conover explained. "Pressed into blocks and put on the shore floor in built-up fashion, they create a reef to which organisms are attracted and grow, providing food and cover for fish. The reefs are the result of work conducted by Professor Peter Woodhead and several of his colleagues." Another problem is the reluctance of fishermen to agree to management programs for fishing areas. Dr. Scott Siddall, assistant professor of shellfish biology, Stony Brook, has proposed a sociological survey of the attitudes of commercial baymen toward development of aquaculture and current practices of shellfish management. "The pervasive goal of all LIMRI activities," Schubel observed, "is to solve problems facing our existing living marine resource industries and to create new opportunities and new industries."



Photo by MSRC Graphics

Troublesome algae bloom is studied in the laboratory by Scott Siddall.

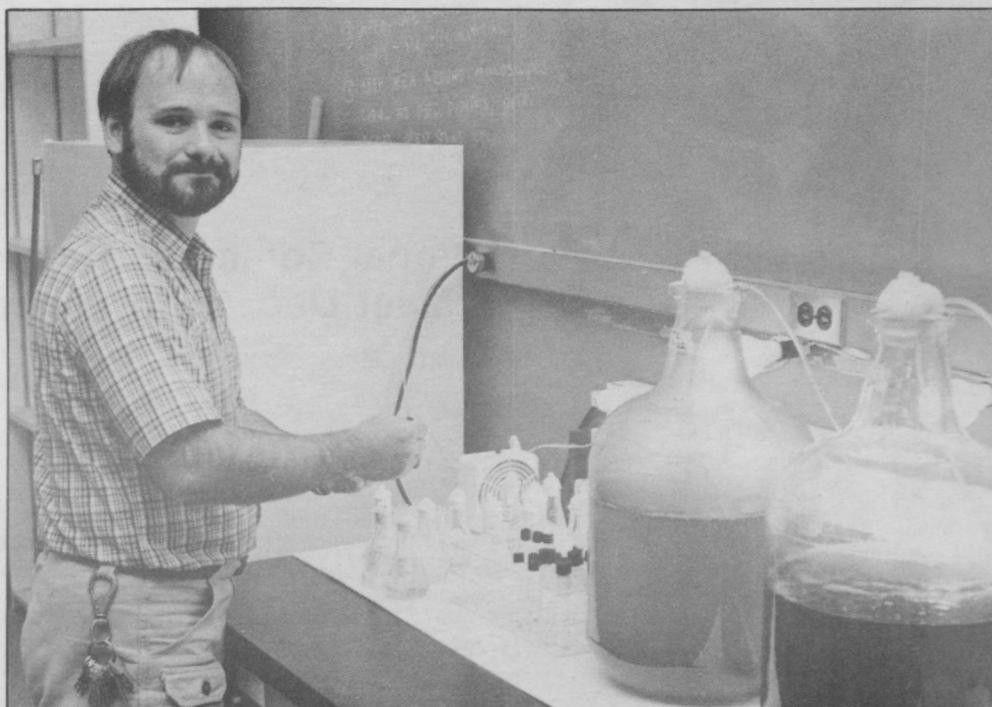


Photo by MSRC Graphics

Siddall Studies Scallops: Will They Recover?

Editor's note: a mysterious algae that formed a "brown tide" this summer off Long Island's East End killed this year's scallop crop. That means more than a disappointment to the seafood connoisseur—for 500 commercial baymen, who depend on local waters for their livelihood, it represents a loss of \$1.3 in income. Alvin F. Oickle, associate director of University News Services, spoke with the MSRC's Dr. Scott Siddall about what caused the algae "bloom" and about research efforts underway to understand, and cope with, its effects.

Q: What does the loss of a year's scallop crop mean to the Long Island economy?

A: Well, the East End baymen have lost about the entirety of a \$1.3 million-dollar harvest. Now, that's a commercial harvest. The recreational harvest is something that we cannot estimate reliably, so it's safe to say it's a multimillion dollar, or greater than \$2 million-dollar, crop. Probably 200,000 bushels.

Q: When we talk about \$1.3 million dollars, is that the retail value of the crop?

A: No, this is the value to the fisherman themselves. It's hard to project where this is sold, and at what price. An important comment here is that the baymen, about 500 of them that rely part of the year on the bay scallop harvest, have lost \$1.3 million dollars. Q: And there's no recovering it, there's no insurance?

A: That's right. No, Mother Nature has had a little hiccup this year, and Mother Nature does not account for our intent to harvest these crops.

Q: Well, Let's go back to the basics. What exactly is a scallop?

A: The part that's eaten is only the muscle that holds the two shells of a scallop together. The scallop is usually variably colored, sometimes brightly colored. It is called a bivalve. It's related to the oysters, the mussels and the hard clams. You've seen the Gulf Oil symbol of the past; that is in the shape of a scallop.

Q: What are we talking about when we say algae and algae bloom?

A: We're talking about, in this instance, an alga that is a plant, in this case a single-celled plant, microscopic in size. Actually, two to three times the size of a single bacterium, and in technical terms, 2-2.5 microns in length. It is very, very small.

It colored the bay waters a golden, opaque brown for a good part of the summer.

This alga is almost always there, but in very low numbers in the back waters, in the creeks, and in some of the areas that don't get flushed out each year. It's just unusual that this year this type of alga flourished in excess in open bay waters.

Q: How far out into the bay does this bloom extend? Are we talking yards, or miles?

A: No, we're talking miles here. In mid-July we used a helicopter to map the extent of this bloom. It was all the way out, to the North Fork, to Gardiner's Island and down to the South Fork. It was a solid mass throughout the system, and in Great South Bay, much the same.

Q: This is not a swimming area that we're talking about...

A: Well, there was a great deal of concern among some people about whether they could swim in the waters in the presence of the bloom. It posed no health problem, whether from swimming, or from consuming the shellfish that ate this minute alga.

We dubbed the bloom a "brown tide," but, unlike the red tide it is not toxic, as far as we know at this point.

Q: Does this brown tide affect shellfish other than scallops?

A: Oh, yes, the hard clams in the Great South Bay were starving for part of the early summer. In some areas, they lost so much weight, that they were unmarketable. There were reports of oysters starving in the Peconic-Gardiner's Bay system. Mussels were also similarly impacted. The eelgrass beds, the seaweed beds on which so much of the ecosystem depends, also had a very bad summer. In some areas, eelgrass beds actually shrank in size rather than expanded during what is normally a growing season.

Q: What happens to the bloom? Does it stay there forever? Does it dissipate?

A: As the summer wore on, it began to dwindle. In fact, it was started or initiated almost certainly because of the climatological conditions. The weather patterns this year were slightly different. That's what got it started, and as the seasons changed towards fall, that's what staved it off. It's at one-tenth the level it was at its peak, and the scallops, hard clams, mussels and oysters are all recovering. Unfortunately, the shellfish lost most of their growing season.

Q: What research efforts have been mounted to meet immediate, pressing needs in terms of the problem, and to prepare for the future?

A: Well, our research efforts have been three-fold. First, we had some programs that already existed. We diverted some of our efforts to examining this bloom on a day-to-day basis, and came up with a lot of the information we have today about what happened and what its effects might be. We've initiated two proposals, one of which has been funded at this point. It involves the selection of sites, using a computer model, for the translocation of scallops into East End waters, so that the scallop population will be rebuilt faster than would naturally occur. Our third level of research is in more basic science, the study of the physiology and environmental requirements of this alga, and a study of the mechanisms behind the effects on all the shellfish.

Q: This is not a cyclical thing, like Halley's comet. It could happen next year, or it might be a decade, twenty years...

A: No, it's not cyclical. But the fact that it persisted this late into September may increase its chance of blooming again next year if weather patterns are similar to 1985.

Q: Dr. Siddall, we talked earlier about the loss of 200,000 bushels of scallops, several million dollars in economic loss. Is there some kind of analogy in agricultural terms?

A: Certainly, there are many analogies between marine activities and agriculture. Let's say you planted a potato crop, and it started to come up, and it looked very promising. And you made your plans for a major harvest at the end of the summer. And the rain never came. Not a drop. And your entire crop was lost. By the time you were ready to harvest, nothing was there. That's something very similar to what's happened to the bay scallop. Early in the season it looked like it was going to be a banner year. There were enormous quantities of scallops out there in East End waters. By the time this bloom set on in late April and early May and peaking in July, it was very much similar to the lack of rain in a land crop. The scallops had no food. Although scallops normally eat algae, they couldn't get anything that they needed out of this alga, which was the only thing available to them. The result was, by the end of the summer, the scallops had either shrunken in size, or they died.

Q: Most of us are aware that the United States Department of Agriculture sometimes helps the farmer who's lost

the potato crop you just described. Is there such monetary assistance available for the baymen?

A: Well, marine fisheries are supported in many ways through federal funding. But in this particular instance, the federal government does not come into play. The two regional groups that are most concerned here are Suffolk County and of course the East End towns. The state also has responded. There are mandates for them to manage these shellfisheries.

Q: Is the crop shipped and eaten primarily in Suffolk County?

A: Actually not. A good deal of the scallop crop goes into New York City, to be sold to restaurants. Some of it is consumed out here on the Island, but the Peconic Bay scallop has a certain value. It is something special, and it's marketed that way. There aren't going to be any marketed for the most part this year.

Q: Let's talk about the efforts to rehabilitate the scallop fishery. It involves the use of something you call "bugs," doesn't it?

A: Yes, bug scallops, immature scallops that stand a very good chance of reproducing next year.

Q: Will they be edible in 1986?

A: Well, yes, normally bug scallops produced this year would be the crop that would be harvested next year. This year there was a complete failure of the scallop population to reproduce. There were no bugs produced this year. The plan is to go out of state, to purchase bug scallops, bring them into the area and transplant them so they will spawn next year.

Q: Where would you go, New England?

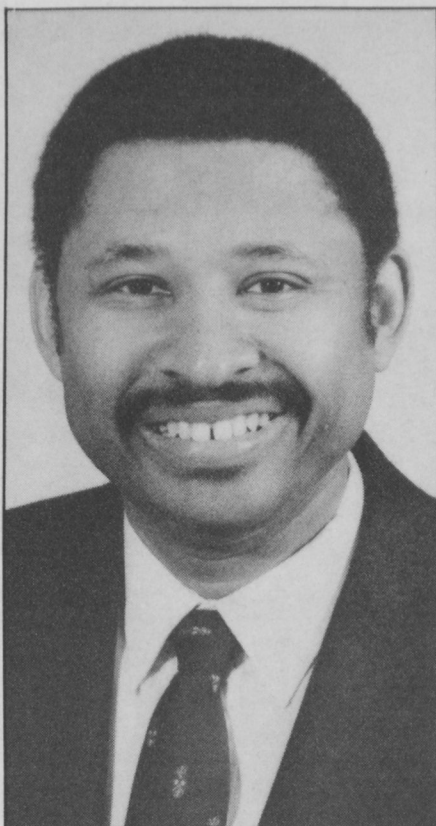
A: Yes. Where exactly is up in the air at this point. It is important that the New York State Department of Environmental Conservation undertake the selection of the sources of bugs, because nothing can be imported into the state without a permit from the DEC. I don't think there's much of a chance for any harvest in 1986 at this point. Because of the complete failure of the native scallops to reproduce in 1985, there are no bugs to grow up and be harvested in 1986.

Q: When's the next crop due?

A: The next crop will be in 1987, and that would be from the progeny of those that are brought in from New England.

Q: Are we ever going to run out of problems regarding our marine resources?

A: Mother Nature is not going to stop feeding us problems. We've got to be prepared to understand the situations and respond quickly.



Provost Homer A. Neal

National Committee Headed by SB's Provost to Meet Dec. 20 in Washington

By Alvin F. Oickle

Plenty of advice is being offered a National Science Board committee that is assessing for Congress and the National Science Foundation the condition of undergraduate education in the nation's colleges and universities.

In fact, the Committee on Undergraduate Science and Engineering Education, which is headed by Stony Brook Provost Homer A. Neal, has scheduled an additional hearing in order to accommodate national leaders who wish to be heard on the subject.

The committee has added a session on Friday, Dec. 20, from 8:30 a.m. to 3 p.m. in Room 540 at the National Science Foundation, 1800 G Street, Washington, D.C. Like those in September, October and November, the fourth hearing will permit leaders from industry, government and the academic world to present their views

on the importance of undergraduate education in producing this country's technical work force and in enhancing its economic security.

The views given the committee this fall called for new federal initiatives, Neal said. "Because there is little federal support for undergraduate education in science and engineering," he said, "witnesses are sounding the alarm. We are being told that in many universities the laboratory equipment for undergraduate instruction is dilapidated and generations out of date; that some universities have stopped giving key laboratory courses; that there is very little new curriculum development; that talented undergraduates should be given the opportunity to participate with faculty on research projects; and that faculty should be provided support on a competitive basis for leaves to work on books, research and other important projects. There is a feeling that if we have not yet returned to the pre-Sputnik conditions, we're getting close."

Neal pointed out that the National Science Foundation, for which the National Science Board is the policy-making body, has programs at the graduate and pre-college levels, as do other agencies, but that there is no systematic federal leadership or support for science, engineering and mathematics education at the undergraduate level.

Neal's committee is scheduled to report with recommendations to the NSF by March 1, 1986. Also on the committee are Jay V. Beck, professor emeritus of microbiology at Brigham Young University; Rita Colwell, vice president/academic affairs, University of Maryland; Thomas B. Day, president, San Diego State University; James J. Duderstadt, dean, College of Engineering, University of Michigan; and Norman C. Rasmussen, professor of nuclear engineering, Massachusetts Institute of Technology.

State's First Labor/Management Certificate Program Begins at SB

By Alvin F. Oickle

New York State's first Advanced Certificate Labor/Management Program has begun enrolling graduate students for its inaugural semester at Stony Brook.

Vera Rony, professor of social sciences, said the certificate program, which she serves as director, is an outgrowth of the Labor/Management Studies curriculum begun in 1978 at the University.

Certification has been authorized by the state's Department of Education on recommendation of Dr. Egon Neuberger, dean of the Division of Social and Behavioral Sciences at Stony Brook, the Graduate Council and Labor/Management's Community Council. Said Neuberger, "Exceptional support has come from all academic levels as well as from the community. I was impressed that the students themselves initiated general support for this program."

Rony explained, "Our students have been urging this formal academic recognition for what they judge to be an outstanding regional program in labor relations and human resource administration."

From among a 15-course curriculum offered, those who wish certificates must complete six courses if they are master's degree candidates and seven courses if they are not. Four courses are offered each semester.

Because 125-150 enrollments are expected in the certificate program, Rony is urging all interested candidates to apply during December. Classes will begin with the spring semester's opening Jan. 23, 1986. Further information is available from Andrea O'Neil at Labor/Management Studies, (24)6-6785, daily 9 a.m. to 1 p.m.

Labor/Management Studies, which has enrolled more than 700 students since 1978, "provides a unique balance between theory and practice, and

between managerial and labor perspectives," Rony said. The program also serves as a minor in three graduate programs: the Master of Arts in Liberal Studies, the M.A. in Public Affairs in the Department of Political Science, and the Industrial Management Program in the Department of Science and Technology.

Mediation Services Help Students Resolve Conflicts

Personal problems and disputes, ranging from accidents to affairs of the heart gone awry, crop up everywhere in life. And college campuses, where thousands of students must deal with each other every day, are no exception.

Students at Stony Brook have a new option—they can get help with settling such disputes through a University program, begun this semester, called Student Mediation Services (SMS.)

Suppose two students contract for a telephone. The telephone company sees only one name. That person is responsible for the bill. A disagreement arises, and the students cannot resolve their differences. Mediation might.

Suppose a suede jacket gets damaged, accidentally. Who is liable for the repair bill? Mediation may help.

Or, picture this scenario: a couple splits up. One person persists in attentions to the other, not having gotten the message. What to do?

"If you can't relate, mediate," advises Gary Mis, special assistant to the vice president for student affairs and coordinator for the SMS program. "Mediation can settle such disputes before they grow too big and become serious."

Mis also is a trained mediator for the Community Mediation Center in Coram.

As full-time coordinator of the University Judicial System, to which

By Alvin F. Oickle

The Young Scholars Program, started at the University in 1981 by Dr. William Dawes, professor of economics, has sent out the call for eligible high school sophomores, juniors and seniors.

Having enrolled 156 youngsters since then, the program will provide classes next spring in late afternoon and early evening, including several challenging courses taught by faculty who have distinguished themselves as outstanding teachers.

The Young Scholars Program offers academically outstanding high school students the opportunity to enroll in Stony Brook courses that complement their high school studies. Courses being offered this coming spring include: The Nature and Use of Physical Sciences; Introduction of Drama; Freshman Honors Seminar in English; Elements of Statistics; Societal Impact of Computers; Moral Reasoning; Logical and Critical Reasoning; Art, Literature and

alleged violations of the Student Conduct Code are referred, Mis saw many conflicts that were not in the realm of the judiciary. The Student Mediation Service provides a proper avenue for solving these problems.

"The goal is to develop a mediation center on campus, with a staff; a center that would be independent of the judicial office," Mis said. He reviews each case presented to him to determine if mediation can help. If the problem is too serious, such as a breach of the Student Conduct Code, the case must be referred to the university's judicial system.

"Mediation is a voluntary process," Mis said. "There is no forcing anyone into mediation. Mediation is separate from the judiciary. They are two totally different processes. There are no

sanctions with mediation. It is done impartially, without taking sides. The mediators merely facilitate the reaching of an agreement, which is then signed by all parties present during the mediation session."

Philosophy in Historical Perspective; Masterpieces of Russian Literature in Translation; Modern Spain; Honors Introduction to Sociology; Religion and Ethics Today; and calculus courses at various levels.

According to Patricia Long, who co-directs the program with Dawes, the youngsters who have participated over the past nine semesters have performed exceptionally well. More than 85 per cent have earned a grade of "B" or higher and 31 per cent have earned "A." Thirty-four students from 14 high schools in Suffolk County were enrolled in the fall semester program.

Program participants are responsible for payment of tuition (\$45 per credit hour); all other fees are covered by the Stony Brook Foundation at the University. It is suggested that application be made by Jan. 1, 1986. Enrollment after Jan. 1 will be on a space available basis.

For further information and applications, call Long at (24)6-3420.

Most referrals come to Mis from the residence halls. Others come from walk-ins to his office in Room 347 on the third floor of the Administration Building.

Mediation on student conflicts is provided in pairs by a volunteer staff of 23 students, each having completed a 32-hour training course given by Ernie Odom, executive director of the Community Mediation Center in Coram, and Trina Droisen, a CMC staff member.

The Student Mediation Service also is the subject of a study by Dallas Garvin, a doctoral student in Stony Brook's Department of Psychology. Garvin is assessing the impact of mediation on the atmosphere within the residence halls.

For more information, call the Office of Student Affairs at (24)6-7001.

Developing a Successful Relationship with Your Boss (Part Three)

Everyone benefits when we, as subordinates, develop a good relationship with our superiors. To develop a good relationship, consider practicing the following five-point program.

Adjust your work style

After you have discovered the important aspects of your boss's work style, try to adjust to accommodate them.

Management consultant Peter Drucker says that most bosses are either "listeners" or "readers." If your boss is a listener, brief her/him orally first and then follow up with a memo. If your boss is a reader, write the memo first and then follow up with an oral report.

If your boss likes to be involved in decision making, give her/him the details and share your ideas at this point. If your boss delegates most of the details to you, do not bother her/him until you have a result.

Discover your boss's expectations

If you passively assume that you know what your boss wants you to do, you are looking for trouble. Since most bosses do not give detailed explanations of what they want, it is up to the subordinate to find out.

Consider drafting a memo explaining what you plan to do over the next three months. Send it to your boss and follow

up with a visit to discuss it. Or you might want to set up a series of ongoing meetings with your boss to discuss your management style or your objectives.

Keep the boss informed

You should not assume that your boss finds out all that she/he needs to know. Nor should you assume that your boss will ask you all that she/he needs to know.

Although many bosses do not like to hear negative information, it is important to communicate the negatives as well as the positives. When your department experiences a success, or failure, let the boss know. A good adage to live by is, "Never let your boss be surprised."

Be dependable

Most bosses value dependability and honesty in a subordinate. Most of us are not intentionally undependable, but some of us promise things we cannot deliver. Or we let deadlines slide by us.

Make sure that you know what the boss's priorities are so that you can deliver the results that she/he is expecting. The boss will think that you are not dependable if you do not help her/him reach her/his objectives.

Also, remember to be honest even if it hurts. Shading the truth may help you to look better in the short run, but it will always catch up with you. As a top-

level manager said, "Dishonesty is about the most troubling trait a subordinate can have."

Use the boss's time wisely

Finally, remember that your boss is usually very busy. Use her/his time wisely.

Don't ask your boss to do things that you normally can handle, and don't ask your boss to take a lot of time solving your problems. She/he expects you to do that.

Every request that you make of your boss uses up valuable time and energy. Be careful to make these requests judiciously.

This is the last article in a series. We hope it has served as a timely reminder, or provided a first-time awareness and plan of action, toward taking the responsibility for developing a good relationship with your boss.

Human Resources in HSC/Hospital Moves to New Office

The Department of Human Resources for the Health Sciences Center/ University Hospital has moved to new and more comfortable quarters in Room 106, Level 3 of the Health Sciences Center. Human Resources personnel invite you to stop by or to call (phone numbers have remained the same.)

President's, Chancellor's Awards Deadline Extended to Dec. 13

The deadline for nominations to the President's and Chancellor's Awards for Excellence in Professional Service has been extended to Friday, Dec. 13. Completed files are due Friday, Dec. 20. Please send nominations to the President's Office, Room 390 Administration Building 0701.

Throw a Pot in Intersession Ceramics

The Stony Brook Union Crafts Center is sponsoring an intersession ceramics class starting the week of Jan. 6. Beginning students will learn basic wheel- and hand-building techniques and will receive lessons on the basics (forming, glazing and firing) of the pottery process. Advanced students will be encouraged to examine functional and nonfunctional issues. Effects and composition of glazes also will be discussed. The fee for six classes, two hours each, will be \$40 for Stony Brook students and \$56 for others. The fee will entitle class participants to membership in the Crafts Center's ceramics studio through the spring semester. For more information, call the Crafts Center at (24)6-3657.

Make Merry at Festival

The Stony Brook Union Crafts Center's annual Holiday Festival will be held this year from Tuesday, Dec. 10 through Thursday, Dec. 12, from 10 a.m. to 6 p.m. each day in the lounge and lobby of the Stony Brook Union. Professional artists and craftspeople will display their work and demonstrate their skills. There will be music, entertainment and tree-trimming parties. For more information, call the Crafts Center at (24)6-3657 or the Office of Student Activities, Stony Brook Union at (24)6-7107.

Campus Job Opportunities

Main Campus

Status and Title	Location	Salary
*S-Typist	Ob./Gyn.	\$10,807
*S-DEMO	Undergrad. Adm.	11,306
*S-Steno	Inst. Stud.	11,866
*S-Steno	Admin. Systems	11,866
R-Steno	Orthopaedics/CPMP	11,866
*S-Stores Clerk	Central Receiving	11,866
R-Stores Clerk	Central Receiving	11,866
*S-Sr. Typist	Art	13,254
S-Laborer	HSC Phys. Plant	12,541
S-General Mechanic	Phys. Plant MC	17,563
R-NTP-Postdoc. Res. Assoc.	Pharmacology	16K-17K
R-NTP-Res. Assoc.	Psych. & Beh. Sci.	15K-25K
R-NTP-Edit. Asst.	Book Rev. Edit. Off.	13K-16K
R-NTP-Postdoc. Res. Assoc.	Anatomical Sci.	18K-20K
S-NTP-Asst. to Dir. for Tech. Svs.	G.I.S.	13K-21K
S-NTP-Asst. to Dean	SAHP	16K-25K
R-NTP-Tech. Spec.	Pharm. Sci.	13K-18K
S-F-Dep. on quals.	Mater. Sci. & Eng.	Dep.on quals.
S-F-Asst. Prof.	History	Dep.on quals.
S-F-Librarian	Library	Dep.on quals.
S-F-Various	Psychiatry	Dep.on quals.

For more information on main campus jobs, visit Human Resources, Room 390, Administration Building.

University Hospital

Status and Title	Location	Salary
*S-Clerk	Med. Records	\$10,807
*S-DEMO	Med. Records	11,306
*S-Nurs. Sta. Clerk	Labor & Delivery	13,254
*S-Sr. Steno	Radiology	14,811
*S-T&R Nurse II	Peds. or Pred. Stay	23,373
*S-T&R Nurse II	PICU	23,373
*S-T&R Nurse II	Burn Unit	23,373
*S-T&R Nurse II	15 North	23,373
*S-T&R Nurse II	16 South	23,373
S-T.H. Pharm. Asst.	Pharmacy	13K-24K
S-T.H. Pharmacist	Pharmacy	15K-31K

For more information on University Hospital jobs, visit Human Resources, Room 132, third floor, Health Sciences Center.

KEY

S—Must meet minimum qualifications as specified by the NYS Dept. of Civil Service
 *S—Requires NYS Civil Service Exam in addition to meeting minimum qualifications as specified by NYS Dept. of Civil Service
 R—Must meet minimum qualifications as specified by the Research Foundation.
 NTP—Non-teaching professional
 F—Faculty

For Civil Service Test announcements, visit the Human Resources Department, Main Campus or University Hospital.

"Personnelized" lists employment opportunities as a service to the Stony Brook community. Faculty and professional positions are posted for 30 days. Classified positions are posted for 10 days.

"Personnelized" cannot guarantee the availability of any position.



This year's University Association award winners, pictured here with Stony Brook President John H. Marburger, are (left to right): Fortunato G. Calabro, Catherine Duke, David Bernard Ciolkowski and Brian Davis.

University Association Honors Outstanding Students

The University Association presented scholarships to four Stony Brook seniors at a reception held Nov. 17 at Sunwood, the University's guest residence. The awards are presented annually to students who maintain high grade point averages while serving the campus community.

Fortunato G. Calabro has served as treasurer and president of the Sigma Beta Honor Society, and played a significant role in the rewriting of its constitution. He also has volunteered his time as a tutor.

David Bernard Ciolkowski is assistant conductor of the University's Undergraduate Orchestra, and was

music director for the campus production of *Grease*.

Catherine Duke has been active as an undergraduate peer advisor and director of the campus Womyn's Center. Her academic honors have earned her induction into Sigma Beta and Phi Beta Kappa.

Brian Davis has, on a volunteer basis, tutored disabled students and worked with the United Cerebral Palsy Association. He has coached a team of disabled athletes, and has earned inclusion on the Dean's List.

EVENTS

Campus Currents lists events of general, campus-wide interest. Submissions may be sent to: Editor, Campus Currents, 121 Central Hall 2760.

•MONDAY, DEC. 9-FRIDAY, JAN. 10
EXHIBIT: "Abstract Painting Redefined," Fine Arts Center Art Gallery, Tuesdays through Saturdays 1-5 p.m. and before some Main Stage performances. Open to the public, no charge for admission.

•MONDAY, DEC. 9
MEETING: Arts and Sciences Senate, Javits Lecture Center Room 109, 3:30 p.m.

LECTURE: "The Falls of History: On Huysmans' *A Rebours*"; Prof. Rodolphe Gasche, SUNY Buffalo; Humanities Building Room 283 (English Dept. Lounge); 5 p.m.

BATIK MIZRACH: Jewish craft workshop, Stony Brook Union Crafts Center, Stony Brook Union Basement, 7-10 p.m.

CONCERT: contemporary chamber concert (graduate students in the Dept. of Music.) Fine Arts Center Recital Hall, 8 p.m. No charge for admission.

•TUESDAY, DEC. 10-THURSDAY, DEC. 12
HOLIDAY FEST: see notice, this issue of *Campus Currents*.

•TUESDAY, DEC. 10
LECTURE: "Biotechnology in New York State"; Dr. Richard Koehn, director of Stony Brook Center for Biotechnology; Economic Research Bureau, Social and Behavioral Sciences Building Room S449; 4 p.m.

FILM: *Koyaanisquatsi*, Stony Brook Union Auditorium, 7 and 9 p.m. Admission .50 with SUSB I.D., \$1 without. Tickets available at the Stony Brook Union Box Office and at the door.

CONCERT: Stony Brook Chamber Singers, conducted by Edward Maclary. Works by Victoria, Michael, Haydn, Schubert and featuring *Ceremony of Carols* by Britten. Fine Arts Center

Recital Hall, 8 p.m. No charge for admission.

•WEDNESDAY, DEC. 11
LECTURE: "Women and Medicine: Looking at Medieval Obstetrics and Gynecology," Helen Lemay, SUSB Dept. of History, Social and Behavioral Sciences Building, Room 216, 12 noon. Part of the N.O.W. Speaker's Series. For more information, call Nancy Rothman at (24)6-3420.

LUNCHEON: honoring Drs. Peter Kahn and Meyer Mehlman, Roth Quad Dining Hall, 12:30 p.m. Advance reservations required (\$18 per person.) For more information, call Hillel at (24)6-6842.

CHANUKAH: second annual Chanukah celebration (food, music, etc.), Health Sciences Center Room 071, Level 4. All are welcome.

FILM: Sallah, Stony Brook Union Auditorium, 8 p.m. No charge for admission.

CONCERT: University Concert Band, directed by Jack Kreiselman. Program to include Dvorak's *New World Symphony*, Bernstein's *Candide*, Webber's *Evita* and a special Christmas sing-a-long. Fine Arts Center Recital Hall, 8 p.m. For ticket information, call the Fine Arts Center Box Office at (24)6-5678.

CONCERT: chamber music concert (graduate students in the Dept. of Music.) Fine Arts Center Recital Hall, 8 p.m. No charge for admission. Also at 12 noon on Thursday, Dec. 12.

•THURSDAY, DEC. 12
FILM (DOUBLE FEATURE): *You Can't Take It With You*, 7 p.m.; *It's a Wonderful Life*, 9:30 p.m.; Stony Brook Union Auditorium. Separate admission for each film: .50 with SUSB I.D., \$1 without. Tickets available at the Stony Brook Union Box Office and at the door.

•FRIDAY, DEC. 13-SATURDAY, DEC. 14
FILM: *Gremlins*, Javits Lecture Center Room 100, 7 and 9:30 p.m. and 12 midnight. Admission .50 with SUSB I.D., \$1 without. Tickets available at the Stony Brook Union Box Office and at the door.

•FRIDAY, DEC. 13
LECTURE: "Technology in the Future of Clinical Judgement;" Dr. Alvin



Cherubic smiles (and a few devilish grins) light the faces of the Vienna Choir Boys. They'll perform at the Fine Arts Center Jan. 11.

Feinstein, Prof. of Medicine and Epidemiology, Yale University School of Medicine; Health Sciences Center, Lecture Hall 1, Level 2; 3-4:30 p.m. Open to the public, no charge for admission.

LECTURE: "Benjamin, Baudelaire and Emily Dickinson: Problems for a Materialist Historiography;" Prof. Jonathan Arac, Univ. of Illinois at Chicago; Frank Melville, Jr. Memorial Library, Javits Conference Room (E2345); 2 p.m.

SHABBAT SERVICES: Orthodox and Egalitarian/Conservative, Roth Quad Cafeteria, 4:45 p.m.

•SATURDAY, DEC. 14
SHABBAT SERVICES: Orthodox—Mathematics Building, 9:30 a.m.; Egalitarian/Conservative—Old Chemistry Building, 9:30 a.m.

MESSIAH SING: annual sing-a-long of Handel's *Messiah*. Fine Arts Center Recital Hall, 7 p.m. All are welcome (please bring your own score.)

•SUNDAY, DEC. 15
CONCERT: violinist Darel Stark (see story in this issue of *Campus Currents*.)

•MONDAY, DEC. 16-WEDNESDAY, JAN. 22
EXHIBIT: annual Christmas exhibit—twenty facsimiles of hand-illuminated manuscripts from the eighth through the fifteenth centuries. Dept. of Special Collections; Frank Melville, Jr. Memorial Library. Open weekdays from 9 a.m. to 5 p.m. (except Christmas Day and New Year's Day.) No charge for admission. (See notice, this issue of *Campus Currents*.)

•MONDAY, DEC. 16
DISCUSSION: "University/Industry Alliances: The Effect on Values in Science," (see notice, this issue of *Campus Currents*.)

•SATURDAY, DEC. 28
CONCERT: The New York Vocal Arts Ensemble, Fine Arts Center Main Stage, 8 p.m. For ticket information, call the Fine Arts Center Box Office at (24)6-5678.

•SATURDAY, JAN. 11
CONCERT: The Vienna Choir Boys, Fine Arts Center Main Stage, 8 p.m. Sold out.

•WEDNESDAY, JAN. 15
DANCE: Dance Theatre of Harlem, Fine Arts Center Main Stage, 8 p.m. Sold out.

•FRIDAY, JAN. 17
CONCERT: Long Island Philharmonic, conducted by Christopher Keene. Program to include works by Britten, Rachmaninoff, Walton and Brahms. Fine Arts Center Main Stage, 8 p.m. For ticket information, call the Fine Arts Center Box office at (24)6-5678.



"Impeccable musicianship!" said the New York Times of the New York Vocal Arts Ensemble. Join them Dec. 28 at their Stony Brook performance.