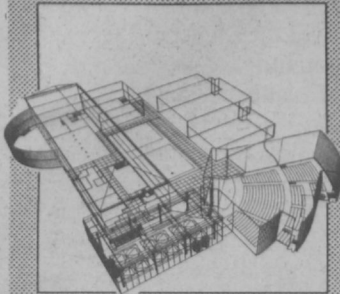


## CONSTRUCTION



Central Hall Gets Set for New Student Activities Center. See page 3.

## WHAT'S IN A NAME?



Graduate Housing Named for Black History Scholar, Arthur Schomburg. See page 4.

## BACK TO BACH



Bach Aria Group Festival and Institute Opens June 10. See Calendar, pages 21, 22, 23.

# UNIVERSITY AT STONY BROOK • SUNY • CURRENTS

JUNE/JULY 1992

VOLUME 10 NUMBER 5

## FOCUS: BOOKS AND AUTHORS

# The Great South Bay Yields Its Story

By Gila Reinstein



IAN STUPACOFF

So much water under the bridge: Robert Moses Causeway spans the Great South Bay.

**S**alt water ripples gently across the surface of the Great South Bay, nestled between Fire Island and the South Shore of Long Island. Only six feet deep over most of its 25 mile length, with a soft, sandy bottom, the bay is alive with plants and animals: single-celled organisms, shellfish and finfish. It is, in fact, one of the most productive bodies of water in the world.

The warmth of the water from spring through late fall, and the breezes that play over the surface and stir the bay keep nutrients at their peak during the months when hungry creatures need them most. The light, which triggers the spring bloom, penetrates through the entire water column. Eelgrass provides aeration and shelter for defenseless animals. Phytoplankton — the single-celled plants that form the base of the food web — are in abundance, suspended throughout the water, providing a steady food supply for all the other creatures.

This is a bar-built estuary formed after the last ice age, when the rising sea sealed off an indentation in the coastline between the mainland and a barrier island. Geologically speaking, the bay is young — under 5,000 years old — and ephemeral. "Its remaining lifetime will be a few thousand years," estimates Jerry R. Schubel, director of Stony Brook's Marine Sciences Research Center (MSRC), basing his predictions on changes in sediment deposits, the erosion of the coastline and the continuing rise of the sea level.

Not long ago, the Great South Bay was the nation's most prolific supplier of hard clams, providing over half the shellfish consumed in America. Then, in 1979, the supply suddenly and alarmingly decreased, dropping to less than 20 percent of the total market. To find out why, and to attempt to reverse the disastrous pattern, the MSRC obtained a grant from New York State's Sea Grant Institute.

Continued on Page 12



- 1 **The Great South Bay Yields Its Story**  
Between Long Island and Fire Island: the bay

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- 4 **News**  
Third Annual Game Theory and Economic  
Institute Coming to Campus  
Pride Patrol 1992  
Graduate Housing Named for Noted Historian  
Earth Day Draw Over 1,000 Visitors

---

- 5 **Commencement Recap**

---

- 6 **SUNY Toward a Sustained Strategic Vision**  
*Newsday on SUNY: Other Views*

---

- 8 **Health Sciences News**

---

- Focus: Books and Authors**

---

- 9 **All that Glittered...**  
William Taylor tells the Times Square story

---

- 10 **Speaking Philosophically,  
Publishing Philosophy**  
Hugh Silverman talks shop

---

- 11 **Text and Context: Solving Medieval Mysteries**  
A definitive edition by Stephen Spector

---

- The Risks of Playing with Nature**  
Lev Ginzburg assesses the dangers  
of biotechnological research

---

- 14 **Honoring a 'Woman of Sense'**  
**with a Scholarly Gift: a festschrift for Rose Coser**

---

- 15 **Homelessness Climbs the Middle Class Ladder**  
Joel Blau: *The Visible Poor*

---

- Moving Toward Economic Justice**  
Michael Zweig: *Religion and Economic Justice*

---

- 16 **Selected Excerpts**  
From books by Ed Casey, Robert Harvey,  
Judith Tanur, Alexandra W. Logue, Pat Belanoff  
and Wilbur R. Miller

**Departments**

- 18 **On Campus**
- 19 **People**
- 20 **Athletics**
- 23 **Calendar**
- 28 **In the Arts**

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JUNE/JULY 1992  
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Story ideas should be directed to Vicky Penner Katz, director of news services (632-6311), or to the appropriate writer as follows:

- Athletics: Ken Alber, 632-6312
- Calendar and Notices: Joyce Masterson, 632-6084
- Medicine and Health: Wendy Alpine, 444-3665
- Regional Impact/Soc. Sciences: Carole Volkman, 632-9117
- Research: Sue Risoli, 632-6309
- Scholarship/Performing Arts: Gila Reinstein, 632-9116

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Five Faculty Members Honored by SUNY

**Benjamin Chu**

Stony Brook faculty member Benjamin Chu has been named a Distinguished Professor by the State University of New York Board of Trustees. It is the highest honor SUNY bestows.



Chu joined the Stony Brook faculty in 1968 after teaching at the University of Kansas. He holds a joint appointment as professor of chemistry and professor of materials science and engineering at Stony Brook. From 1978 to 1985, he served as chair of the Chemistry Department.

Chu established the university's internationally recognized research program in physical chemistry. He is widely recognized as a leader in the field of dynamic light scattering and small angle x-ray scattering, having developed and applied these techniques to studies of multi-component solutions, colloids, gels and polymers (including DNA). The results of his research — supported by \$1,500,000 in grants — are represented in over 260 scientific papers.

In addition to his research, Chu has been lauded for the care and concern he demonstrates with the graduate students and postdoctoral students he supervises. One of his former "postdocs" said, "His high standards, innovative ideas and enthusiasm for science are contagious. I don't think I have ever met another professor who is even close to Professor Chu as a mentor and advisor."

Chu received a B.S. from St. Norbert College in 1955, and a Ph.D. from Cornell University in 1959.

**Shi Ming Hu**

Professor of Social Sciences Shi Ming Hu has been awarded a Distinguished Teaching Professorship by the SUNY Board of Trustees. The position recognizes excellence in teaching that has an impact on students beyond the classroom and that influences the teaching methods and curriculum used by colleagues at other institutions.



Hu has been a faculty member in the Social Science Interdisciplinary Program since 1966. She received a B.A. in 1949 from National Amoy University (in China); a B.Ed. from Taiwan Normal University in 1957; an M.A. in 1962 from West Virginia University and an Ed.D. in 1970 from Teachers College, Columbia University.

Hu teaches Chinese in a style lauded by her students (many of them colleagues from Stony Brook's faculty) as total immersion in the language. One remarked, "In 21 years of teaching at Stony Brook, I don't think that I have encountered a teacher more in love with teaching or one who took more interest in her students."

Hu's methods have been internationally recognized. She has been invited by the University of Singapore and the National Institute of Education to lecture on the teaching of Chinese, and by China's Harbin Institute of Education to provide a training program for language teachers, and will do intensive teacher training in Malaysia this summer.

Her commitment to undergraduate students includes serving as a mentor in Stony Brook's Honors College, faculty advisor for the Asian Students Organization, and director of undergraduate studies for the Social Sciences Interdisciplinary Program.

**Jonathan Levy**

Jonathan Levy, professor of theatre arts, has been named a Distinguished Teaching Professor by the trustees of the State University of New York.



Levy has been a member of Stony Brook's faculty for 14 years. In 1991 he was awarded the President's and Chancellor's Awards for Excellence in Teaching. He teaches playwriting, dramatic literature, theatre history, children's theatre, methods in teaching, and introductory courses.

"His teaching, both in large undergraduate lectures on play analysis and in graduate seminars in playwriting and adaptations, has inspired countless students," says the report recommending Levy to the special professorship. He has served as a master teacher in his department,

directed graduate teaching assistants' seminars, chaired the Library Committee, served on the University Senate, Honors College Advisory Committee, Curriculum Reform Committee, Humanities Institute Planning Committee, and more.

His scholarly work has centered on children's theatre and the place of theatre in education. He is a member of New York State's Governor's Task Force on Arts in Education. In December 1991, Levy guest curated an exhibition at the Harvard Theatre Collection.

His own plays have achieved remarkable success. Over the past two decades, more than 24 of his plays have been produced for adults and children, many at the Manhattan Theatre Club, where he has been playwright-in-residence.

In the classroom, Levy is noted for his kindness and generosity with time, high standards, and respect for his students. One student wrote, "He treats us as if academic greatness was a possibility for each and every one of us."

Levy earned a B.A. from Harvard University and an M.A. and Ph.D. from Columbia University.

**Peter Paul**

Peter Paul, professor of physics, has been named a Distinguished Service Professor by the SUNY Board of Trustees. The title recognizes faculty whose sustained, scholarly efforts have been directed toward issues of public concern.



Paul has been at Stony Brook since 1967. He served as chair of the Department of Physics from 1986 to 1990, and during his tenure Stony Brook emerged as a leader in experimental condensed matter physics.

Paul was recognized for his willingness to serve not only the Stony Brook community, but the national and international physics communities. In 1981 and 1987 he chaired reviews of all U.S. Department of Energy nuclear physics facilities. In 1989 he was asked to head the Nuclear Science Advisory Committee to the National Science Foundation and the Department of Energy, which, his colleagues note, is the "most important scientific advisory board to nuclear physics in the country." One of his primary accomplishments during his chairmanship has been development of a "Long Range Plan for Nuclear Science in the U.S."

Paul received his B.A. in 1954 from the University of Freiburg, Germany; his M.A. from Germany's Institute of Technology in 1956; and his Ph.D. from the University of Freiburg in 1959. He was named an Alfred P. Sloan Fellow from 1967 to 1970, received an Alexander von Humboldt Foundation Senior Scientist Award in 1983-84 and is a Fellow of the American Physical Society.

**Eli Seifman**

Eli Seifman, chair of the Social Sciences Interdisciplinary Program, has been named a Distinguished Service Professor by the SUNY Board of Trustees.



Seifman joined USB in 1964. In 1988, he was asked to serve as director of the newly formed Center for Excellence and Innovation in Education, an enterprise designed for in-service and pre-service teacher education, education research and development, and school partnership programs.

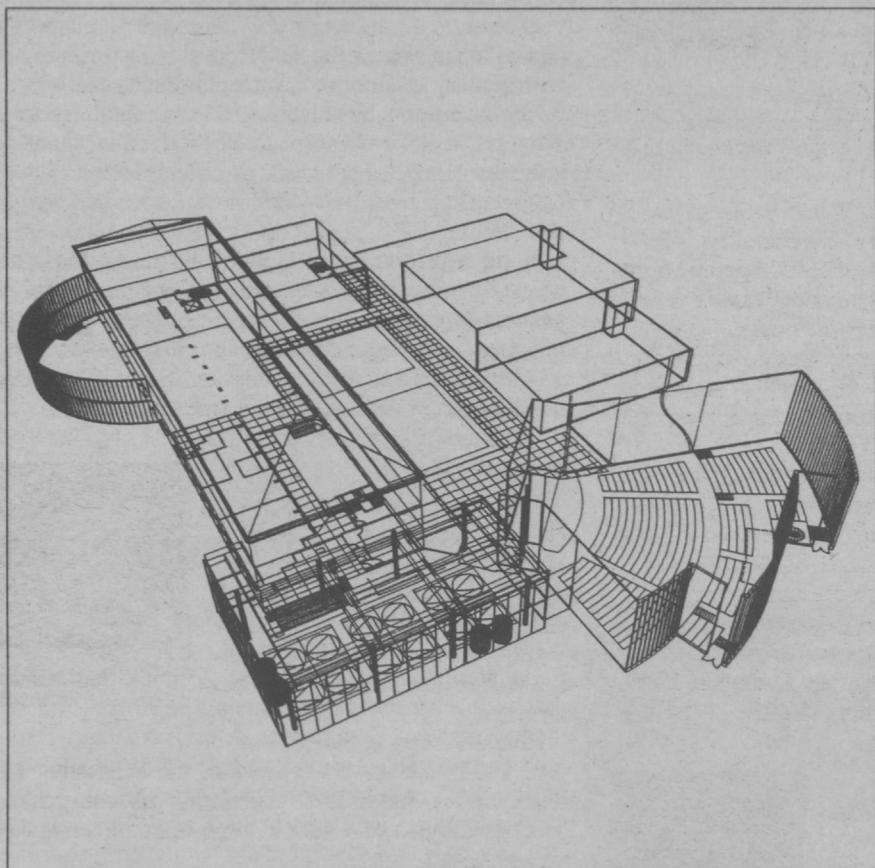
In this position, Seifman has fostered development of a variety of teacher education programs, academic courses, conferences and seminars. CEIE's support of Long Island's school partnership programs ranges from the Theatre Arts Department's Performance Workshop series to enrichment projects for low-income students and mentor programs for advanced high school science students.

Seifman is also well known as an expert in Chinese education. He wrote *Toward A New World Outlook: A Documentary History of Education in the People's Republic of China, 1949-1976*, and served as "foreign specialist" at the People's Republic of China's Ministry of Education, where he helped design an intensive study program for English language teachers in China.

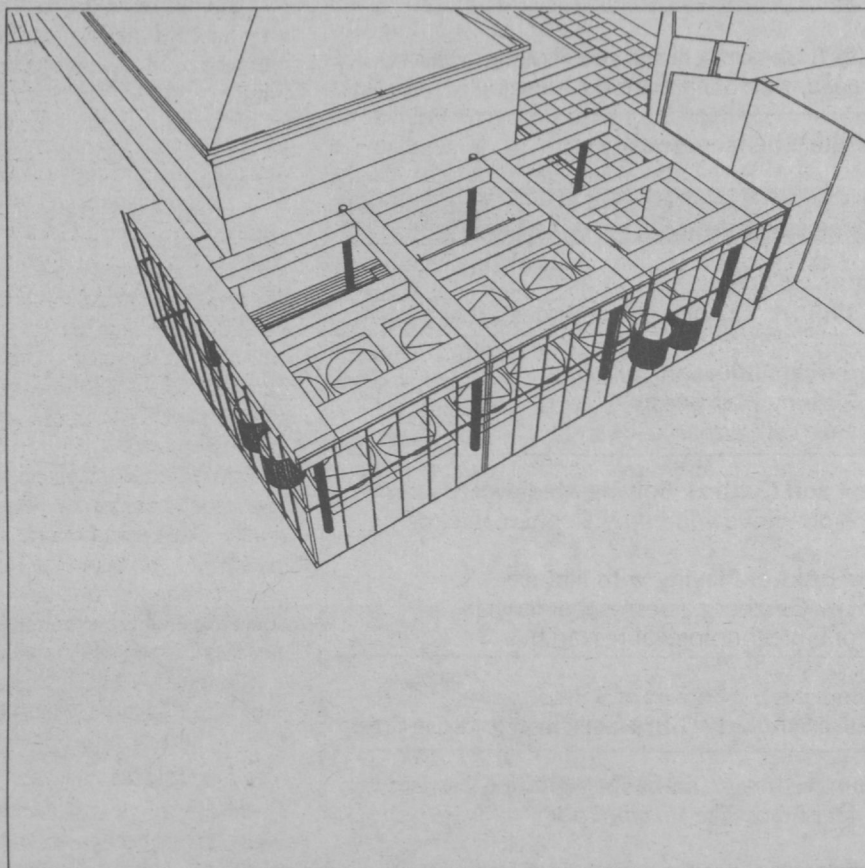
He earned his bachelor's and master's degrees from Queens College of the City University of New York and his Ph.D. from New York University.



# Central Hall Prepares for Construction Of New Student Activities Center



Overview of the future Student Activities Center, which will be built onto the existing Central Hall. The center will include a 600-seat auditorium, on the far right, meeting rooms, a ballroom and food court.



The food court of the new Student Activities Center will feature a glass-enclosed patio. Architectural drawings by Kevin Hom and Andrew Goldman.

The roar of earth-moving equipment, the clank of steel girders being hoisted into place and the shower of riveter's sparks is still a year away.

But not for Carmen Vazquez.

Her eyes glaze over as she stares at the handsome conceptual drawings of Stony Brook's new 127,878 square foot, \$20 million Student Activities Center tacked along one wall of her office. "It's gonna be great," she says, breaking into a broad grin. "It's what we really need."

As director of the Student Activities Center, Vazquez knows what it's like to live with a facility that's bulging at the seams. Built in 1969 to serve a campus of 6,000 students, the present Stony Brook Union is so heavily used that organizations queue up to find a place to meet on busy nights.

"It's been like that for several years," she says. "Be-

cause of the space crunch, we've had to put about a dozen student organizations — *Black World* and *The Stony Brook Press* come to mind — over at Central Hall," Vazquez explains. "But come this fall, just about all of them will be moving back here so that we can get some preliminary work done there."

A renovated Central Hall will be at the core of the new Student Activities Center, a focal point for Stony Brook's academic mall, complete with theatre and 200-seat dining room in the first phase and a ballroom and multi-purpose room in the second phase. Central Hall will close in 1993 for initial renovation preparations, with construction on the center beginning in the summer of 1993 or that fall.

Once the new Student Center is completed in 1996, the existing Stony Brook Union will be renovated to provide round-the-clock accessibility for all student media, a spruced

up Crafts Center and a Student Development Services Center that will provide an array of student support services under one roof.

"When it opens, the Student Center will create a new and very vibrant center of campus life, especially for commuter students who don't have access to many of the amenities available to students who live on campus," predicts Paul Chase, dean of students and one of a handful of campus officials who have been intimately involved in planning the complex first envisioned in the 1980s and later incorporated into the 1990 Campus Master Plan. "It will really invigorate Stony Brook."

Architectural plans for the center are by the Manhattan firm of Kevin Hom and Andrew Goldman, whose conceptual drawings for the facility have already drawn rave reviews.

## 1992-93 Budget Taking Shape As Campus Girds for Leaner Times

Want to know what Stony Brook's final budget looks like? Circle July 1 on your calendar.

That's the date a new budget should be in place, says Glenn Watts, vice president for finance. The printed version will be ready August 1.

It will be a leaner document, Watts says, reflecting a \$7.2 million reduction (to \$163.4 million) in state/tuition support for general program operations.

Not all the news is bad.

"Although the reduction in state support was unchanged from initial projections, some unexpected good news appeared in the form of increased revenues from summer sessions," Watts says. "Because summer session tuition rates are based on the tuition rates of the previous academic year, the \$800 increase in tuition for both 1991-92 and 1992-93 should generate an additional \$700,000 for 1992-93," he explains. "In addition, federal indirect cost reimbursements are likely to increase over the 1991-92 year and this money, together with centrally held funds, will provide some relief for several areas of the campus."

During the past six weeks, deans and directors have been struggling to develop staffing and supply budgets for 1992-93 based on the \$7.2 million cut. "President Marburger

believes that there will be no retrenchment of tenured faculty," Watts notes, "and the deans and directors are doing everything possible to minimize the impact on campus staff. Attrition will be used to the greatest extent possible to adjust staffing to the lower level of budget support." Some staff may be shifted to non-state supported areas that continue to grow, he said, but some layoffs will be unavoidable.

Vice presidents were to submit their budget plans to President Marburger on June 5, identifying areas that could be irreparably damaged by budget reductions. They were also asked to submit ideas for high-return investments.

"Several studies are continuing that will have long-term effects on many of the central administrative services," Watts added. "The aim is to improve service while lowering costs by streamlining operations."

Some areas, he said, may require additional investment in computer equipment and technology. "Stony Brook lags behind peer institutions in adopting modern data processing techniques to reduce costs and provide better management information. Particularly in these tight budget times, a failure to invest in modernizing our systems can only be perceived as penny-wise and pound-foolish."

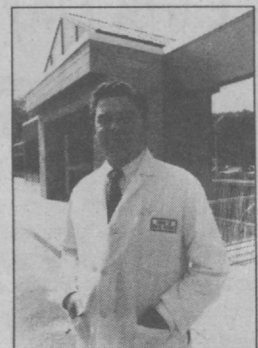
## Dental School Dedication Set for June 11

The university will mark completion of a \$9.3 million project at the School of Dental Medicine with a dedication ceremony on Thursday, June 11, at 11:00 a.m.

The project, completed this spring, includes 25,000 square feet of new space and 18,340 square feet of renovations to existing clinical, research, instructional and administrative areas.

The School of Dental Medicine will be able to raise overall enrollment from 130 to 190 doctoral and post-doctoral students. Dental treatment spaces will increase from 65 to 114. A new suite of 14 treatment rooms has been added for special care and clinical research. The patient reception areas, radiology suite, oral and maxillo-facial surgery clinic and sterilizing areas also have been renovated and re-equipped.

Two large lecture rooms and a new library were included in the expansion, along with 12 new research laboratories. The new facilities bring the total to 28 research laboratories.



Phyllis Garant, dean of the School of Dental Medicine, in front of the new building.



## Third Annual Game Theory and Economics Institute Coming to Campus

Stony Brook will again host the annual Summer Institute in Game Theory and Economics in June and July. First held in 1990, the program, organized and sponsored by USB's Institute for Decision Sciences, attracts over 200 researchers from around the world to a five-day conference and series of workshops. Cosponsoring the program again this year are the Department of Economics and Bellcore, a research unit at Bell Labs. Last year, a segment of the Summer Institute was supported by NATO as one of its Advanced Studies Institutes.

Game theory concerns the analysis of situations in which conflict or common interests engender strategic behavior by individuals or groups. Over the last two decades, the theory has become a dominant influence in many areas of economic analysis and is being increasingly used for examining conflict resolution and cooperation in the political arena. Stony Brook is recognized internationally as the premier locus for teaching and research in game

theory and its applications. Faculty in the Institute for Decision Sciences, who hold appointments in other units such as Economics, Applied Mathematics and Statistics, and the Harriman School, have been responsible for important developments in the field.

The Summer Institute provides the principal occasion for researchers from around the world to present and discuss their current work and an opportunity for graduate students and faculty from USB and elsewhere to receive intensive instruction on a selected topic each year. Participants come from more than 20 countries and four continents. Many will stay beyond the month of scheduled meetings to engage in informal seminars.

The Summer Institute begins on June 29, with a week-long workshop (June 29 - July 3) on "Oligopoly Theory in Terms of Game Theory," co-organized by Nobel laureate Kenneth J. Arrow of Stanford University. From July 8 to July 10, there will be a workshop on "Implementation,

Incentives, and Applications to Industrial Organization," co-organized by Bellcore.

The annual International Conference on Game Theory and Applications will be held from July 13 through July 17, with plenary sessions in the mornings and parallel sessions in the afternoons. The theme for the final week of the program will be "Knowledge and Game Theory." An intensive three-day course on this topic (July 20-22) will be followed by a two-day workshop (July 23-24). Featured in this segment will be Robert J. Aumann, who joined the USB faculty this year. Aumann has been one of those chiefly responsible for the flourishing of game theory in the past two decades and is currently pioneering the study of knowledge and bounded rationality in this context.

Further details of the Summer Institute program are available from the Institute for Decision Sciences, Social and Behavioral Sciences Building. For additional information, call 632-7555.

## Pride Patrol Day



Sue Risoli, assistant director of News Services, and a coworker were among 300 participants — staff, faculty and students — who turned out to rake, weed, prune, paint and clean up on Pride Patrol Day, April 24.

## Graduate Housing Named for Noted Historian

A graduate student housing complex that opened this past school year has been named in honor of a scholar, author and noted archivist of African-American history and culture. The 228-bed complex will be known as the Arthur A. Schomburg Graduate Apartments.

Schomburg, who died in 1938 at age 64, was a Puerto Rican of African descent. Told by a grade school teacher that black people had no record of historical or cultural achievement, he spent the rest of his life disproving that notion. Migrating to New York City in 1891, by the turn of the century he was deeply engrossed in what would become his lifelong passion: collecting, preserving and interpreting books, manuscripts, art and other source materials from the Americas, the Caribbean, Europe and Africa on the history and cultural achievements of black people.

By the early 20s, Schomburg had become an international expert on black history. From 1932 to 1938, he served as the first curator of the New York Public Library's Division of Negro Literature, History and Prints. Shortly before his death, the division was renamed in his honor. His private collection of over 10,000 items formed the foundation for the library's Schomburg Center for Research in Black Culture.

A committee of faculty, staff and students recommended the housing be named for Schomburg, said Frederick R. Preston, vice president for student affairs. Assistant Vice Provost Felicia R. Brown, who chaired the naming committee, said that Schomburg had been chosen "because of the significant contributions which he made in various aspects of his life, and most especially in the area of scholarship."

## Earth Day 1992 Drew Over 1,000 Visitors to MSRC



MSRC graduate student Matt Morgan demonstrates waves and beach erosion.

From the crest of a wave to the bottom of the deep, blue sea, Earth Day Open House offered entertainment and enlightenment to over 1,000 visitors to campus on April 25. The Marine Sciences Research Center invited guests to test their environmental awareness with a computer quiz, reach out and touch living starfish and crabs, create a mural, and learn how waves erode beaches and what core samples from the ocean bottom can tell scientists.

Earth Day Open House was such an outstanding success that MSRC Dean and Director J.R. Schubel says, "We have promised to make it an annual event."

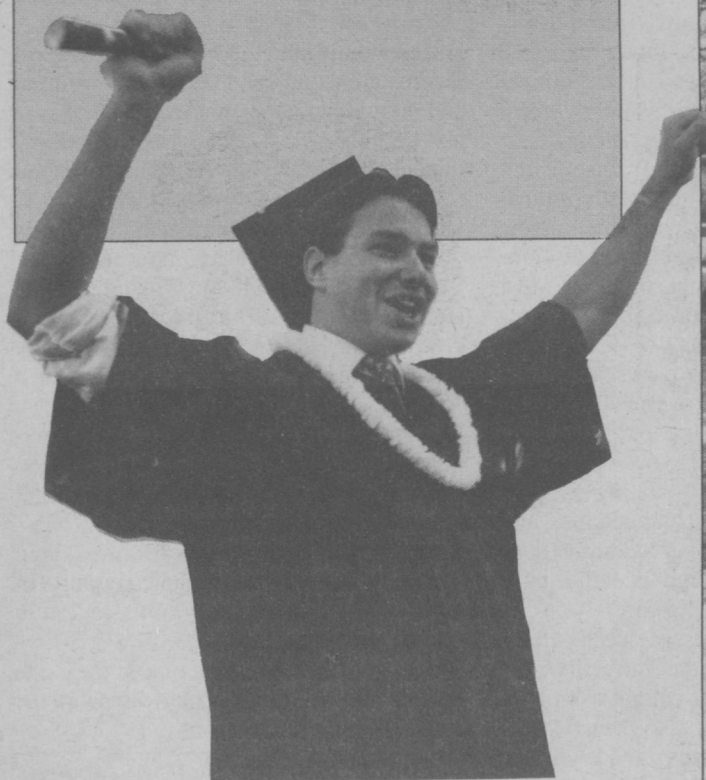
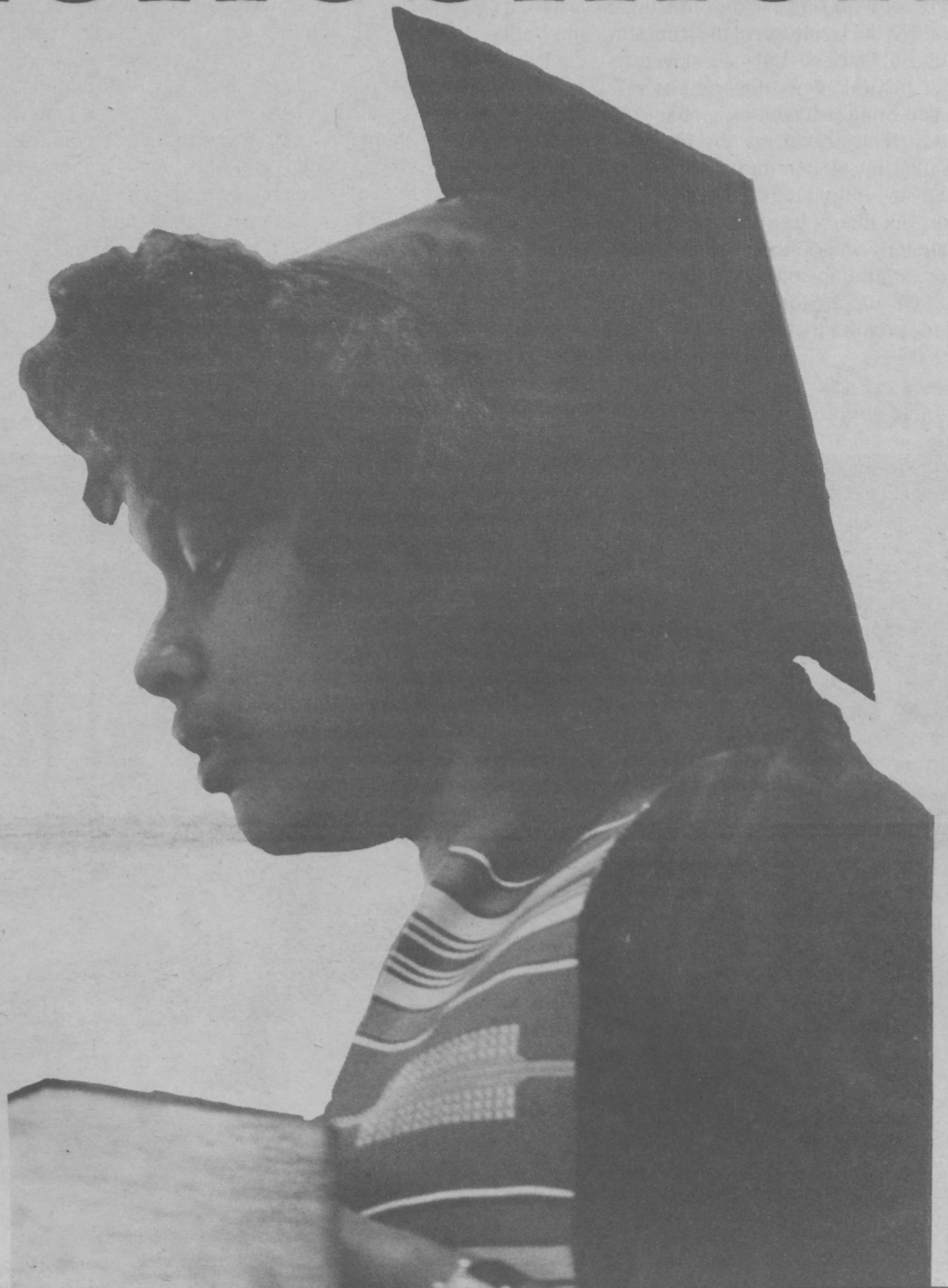


Arthur A. Schomburg, drawn by Albert Smith (1928).



# Commencement

*Nearly 3,700 students were graduated from the University at Stony Brook in a joyous ceremony on Sunday, May 17. Journalist Nina Totenberg delivered the Commencement Address. She and Nobel laureate Gertrude Elion and educator James Simons received honorary degrees. Peta-Ann Webster, right, was the Student Speaker.*



Glen Engelmann celebrates his bachelor's degree in engineering.



Graduate students march in procession toward the Indoor Sports Complex.

PHOTOS BY MAXINE NICKS



# SUNY:

## Toward a Sustained Strategic Vision

By John H. Marburger

*Newsday's* recent series, "How SUNY Stacks Up," illustrates how difficult it is to capture the spirit of America's largest system of higher education. The bottom line is simple and correct: New York needs more from SUNY, and state officials must increase their commitment to it.

But the *Newsday* series paints a picture of SUNY that is fragmented and ultimately incomplete. SUNY does indeed make sense, but only if each of its 64 campuses is viewed in terms of its own mission and its own region. It is only in terms of individual missions that questions of success and quality can be meaningfully addressed.

Stony Brook's clear mandate is to be a "research university" with a health sciences center and a hospital. That makes us unique in SUNY, and unusual in national higher education. The University of California at Berkeley, for example, does not have a medical school or a hospital. (So much for the "Berkeley of the East" comparison!) Our health care mission accounts for fully half our budget and has an enormous impact on our campus, yet this aspect of Stony Brook is virtually invisible in the *Newsday* series.

"Research universities" are what we used to call simply "universities" before most colleges changed their names to universities during the 1950s and 60s. Research universities are institutions where faculty are hired for what they do, not only for what they teach. Like a Renaissance city, the research university is a place where talented people gather who are changing society. Their presence attracts others, including students and the modern version of apprentices. The whole complex builds into a dynamic, vibrant center of intellectual and cultural force.

The kind of education available at a university center differs from that at a college. The collegiate tradition has monastic roots, emphasizing isolation from the disturbances of the world and contemplation in abstract terms. Universities emphasize action in contact with society, and accomplishment under the guidance of society's leaders themselves. That is why the research mission automatically accompanies a university faculty. It is not something added on in competition with teaching; it defines the type of teaching that occurs.

*Newsday* says there is a SUNY "research gap" because other older systems have more federal support. This is true, and Stony Brook could easily attract more federal funding with additional facilities. But the funds that do come in are won in national competition. The current \$80 million total is huge for Long Island and nationally significant. Regional development also flows from a research university.

No Long Island institution is doing more to reorient the economy than the University at Stony Brook. We are incubating companies, training and retraining skilled professionals, forging hundreds of links with regional businesses, inventing, licensing and transferring new technologies, and bringing in more federal funds than most Long Island high tech defense contractors. We are a major high tech contractor.

Individual competition for recognition and support in every scholarly and professional field is a crucial factor in the educational environment at Stony Brook, as it is at any research university. And it is this continuing pursuit of excellence — not the SAT scores of entering students — that creates our standard of performance. Academic standards are set by the faculty, not by the admissions office. Despite *Newsday's* dramatic headline, there is no "academic

slide" at Stony Brook, and probably not at any other SUNY campus either. Academic quality comes from the selection of subject matter, the currency of the teachers, and the demands placed upon the students. Academic success is measured by mastery of the material and ability to apply it to new situations. By these measures, in my opinion based on 12 years as a SUNY president, standards at SUNY campuses have been increasing steadily — despite the problems with facilities and recent course reductions dramatized by *Newsday*. *Newsday* sought to dramatize the impact on SUNY of 15 years of halfhearted state support. But idealistic men and women came forward during those years to work inside the system to make SUNY succeed anyway. SUNY has done extremely well under the circumstances. As for Stony Brook's overall success, Clark Kerr's observation (cited by *Newsday*) says it all: Stony Brook is one of "three campuses that came out of the 1960s that have done spectacularly well."

New York now faces a long hard climb out of a recession that won't go away unless we restructure our economy. The task would be much easier had SUNY been kept strong. But SUNY, and higher education generally in New York, has been badly wounded by the recent rapid withdrawal of state support. The real story of Stony Brook's de-

cline will begin in just a few months when the full effect of this year's catastrophic state budget reduction takes hold. More than \$7 million was removed from Stony Brook alone, on top of more than \$10 million last year. If these cuts are not reversed within a year or two, *Newsday's* dire headlines will become understatements.

Three actions are required to ensure that a high quality research university education will continue to be accessible to New York State students at the University Center at Stony Brook: First, the state must restore the large sums cut from the operating budget during the past two years. Campus actions taken to absorb these cuts have wiped out years of improvements.

Second, a program of capital improvements should be directed to two objectives: reducing the drain on operating budgets caused by major deferred maintenance, and maximizing options for generating non-state revenues (e.g. through federally sponsored programs and health care).

Third, new modes must be developed for budgeting and operating the University Centers consistent with their complex multiple missions and their potential to generate non-state resources. (State taxes provide only 30 cents of every dollar that Stony Brook spends for operations. The rest comes from hospital fees, federal research grants and contracts,

tuition, student housing charges and other user fees.)

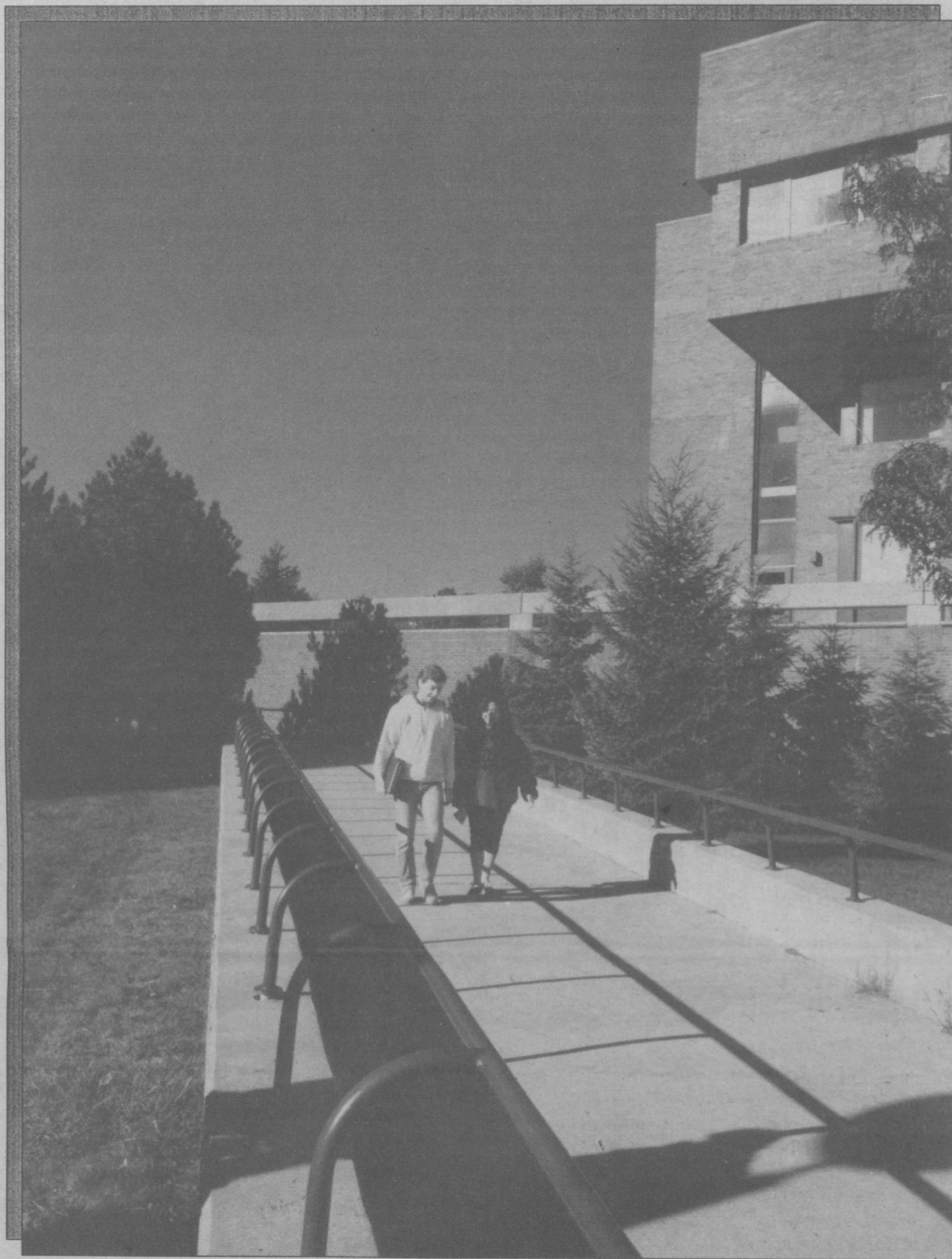
Governor Cuomo has embraced the three objectives for SUNY of access, excellence, and economic development. He has a good record of encouraging better management and increased operating flexibility, of special initiatives to improve graduate education and research, and of assisting selected research and technology transfer initiatives.

We should also remember that, until this year, the Legislature has returned better SUNY budgets than the Governor proposed. But many of the gains intended by government leaders have been lost in the technical haggling characteristic of the last 15 years of New York State finances. *Newsday's* call to action is more than anything a call for a sustained strategic vision for SUNY that can withstand the brutal politics of recession budgeting.

Long Island probably has more to gain right now from adequate state support for higher education than any other region in the United States.

Now that *Newsday* has placed the cards on the table, let us not walk away from the game. Time is running out.

*The above "Viewpoints" article is reprinted with permission from Newsday. It was written in response to the Newsday series on SUNY, published April 26-May 6, 1992.*





# University President Addresses Key Questions

The following questions were presented to University President John H. Marburger by the New Student Orientation staff:

**QUESTION:** What is your response to the recent *Newsday* series on the State University of New York?

**PRESIDENT MARBURGER:** The most important thing to know about the *Newsday* series is that it was deliberately designed to shame elected state officials into giving more support for SUNY. *Newsday* personnel have told us that was their intention. They are aware that the negative slant of the stories would do us some harm in the short run, but they hope it will help in the long run. All the stories started with negative headlines and negative comments "up front," but were balanced by more positive material in the back of the story. People who had the patience to read all the way through got a more balanced perspective.

I have written a response, "SUNY: Toward a Sustained Strategic Vision." I urge everyone to read this piece, as it places Stony Brook in a bigger picture than the one chosen by the *Newsday* staff for their series.

Regarding the facts in the series, most are or were true, many are obsolete, and some are extremely misleading. A detailed analysis would take too much space here.

**QUESTION:** How do you feel about some professors losing their contracts and its effect on the quality of education at Stony Brook?

**MARBURGER:** As far as I know, no tenure track professor has "lost a contract" at Stony Brook except through a review on his or her merits. It is true that the standards of performance required to get tenure or to qualify for contract renewal have gone up

substantially. Consequently, the effect of faculty terminations at the end of their contracts is to have a smaller, more highly qualified faculty. Thus the impact on the quality of education will be felt primarily through the student/faculty ratio.

Before the budget crisis, Stony Brook had the lowest student/faculty ratio in the SUNY system (lower is better) and I expect that will remain true. Consequently, while I regret the larger student/faculty ratio, it will still be the best in SUNY. The faculty is generally acknowledged to be not only the best in SUNY, but the best in any public university in the Northeast. Even the *Newsday* series admitted this.

I believe that academic quality is more strongly affected by faculty quality than by class size, and therefore I do not expect a decline in the quality of education at Stony Brook. The "quality of life" in the classrooms may worsen during the recession, but that is another matter.

**QUESTION:** In these economic hard times, please comment on the expansion of the campus, such as the new union and the increase in the enrollment, while the budget is being cut for academic programs.

**MARBURGER:** Stony Brook gets two kinds of state funds: operating funds and capital funds. Operating funds come from tax dollars and tuition. These are the funds that are decreasing. Capital funds come from bond issues; these funds are not decreasing. They cannot be mixed. Therefore, we can expect to see continued construction and major maintenance on the campus even during periods when operating budgets are being cut. That explains how we can build the new union, which everyone agrees is badly needed.

Although tentative goals call for in-

creases, USB enrollments are being watched carefully. We are prepared to reduce enrollments if funding does not materialize to support them. Some degree programs can accommodate higher enrollments without adding additional faculty. It is also possible to add transfer students without impacting large demand, lower division courses such as calculus and freshman English. Continuing Education courses may also be increased without large negative impacts.

Under SUNY ground rules, the operating budget can be increased somewhat by increasing enrollments, and therefore we can ease some of the problems caused by budget cuts by increasing enrollments slightly. That is, increased enrollments actually help to avoid academic program cuts.

**QUESTION:** With the budgetary crisis, there have been cuts in funding. How will this affect the "mission" of SUNY, and USB in particular?

**MARBURGER:** The SUNY mission will continue to be the same as always: good affordable education of all types, for all who can benefit from it. It is possible that some types of programs will disappear in SUNY during the next few years, but very few at Stony Brook. Certainly not any that would change the mission.

Stony Brook's mission is to be a nationally competitive "research university" with a high tech hospital and health sciences center. That will not change. I see a period of higher student/faculty ratios lasting as long as the recession lasts in New York State, accompanied by continued growth in selected areas related to economic development (e.g. engineering). If political support can be generated, recovery could begin even during the recession.

**QUESTION:** For a long time the tuition at USB has remained stable. Recently, however, there has been a trend toward frequent tuition increases. Do you feel that this trend will stop?

**MARBURGER:** No. I believe that smaller annual tuition increases to keep pace with inflation are likely in the future. The SUNY trustees have adopted a tuition policy that proposes keeping the percentage of educational costs paid by tuition approximately constant and roughly equal to the national average. The period of "stable" tuition was anomalous.

**QUESTION:** It has been said that Stony Brook has experienced a lowering in ranking as compared to the other SUNY schools, which could result in a loss of credibility for a USB diploma. Would you please comment on this?

**MARBURGER:** Stony Brook has the highest academic prestige nationally among all SUNY campuses as measured by perceptions of people in higher education. It has by far the best faculty and is the most competitive in terms of externally sponsored research, an important national measure. A Stony Brook undergraduate degree may be the most valuable SUNY degree for getting into graduate and professional schools, because it is widely known that we place high demands on our students.

It is true that other SUNY schools have improved during the past decade, but none has the faculty quality of USB. Some of these schools are "hot" and attract students with "conventional" credentials such as SAT scores that are higher on the average than Stony Brook's. This does not mean that credibility of a USB diploma is declining. I expect that in the long run Stony Brook will be SUNY's most academically respected campus.

## Newsday on SUNY: Other Views

...In wake of *Newsday's* series, experts have proposed forming a blue-ribbon commission to decide where SUNY ought to be going and how to get it there. SUNY's Board of Trustees, under its firecracker new chairman, Frederic Salerno of New York Telephone, has begun such an examination already. Whether or not a commission is formed, we think the answers to the basic questions are already crystal clear. Where should SUNY be heading? Toward its original goal of excellence. How should it get there? The same way it got started: under inspired leadership from a vigorous governor.

With his riveting rhetoric, his political savvy and his experience at molding public policy, Cuomo has all the skills necessary to turn SUNY around. All that's needed now is for him to display the will to do it. A man with his vision should leave New York with more than just a huge new prison system to show for his tenure. This is his chance to pass a premier system of public higher education to posterity. Grab it, governor. For New York's sake.

*Newsday*  
Editorial, May 17, 1992

...*Newsday's* SUNY series can be useful to help pinpoint where progress must be made. We know that we must continue to address SUNY's crucial infrastructure and equipment requirements. We know that the strength of any top-quality college or university is in the quality of its faculty and we intend to retain the fine faculty that we have—and to attract even more. With that in mind despite a continuing poor economy and lagging state revenues, we have to offer raises to SUNY faculty members who want to face SUNY's bright future

with us. We are also exploring early retirement incentives as a means of injecting a diverse array of new teaching and research talent into the system...

As governor, I am committed to do whatever it takes to keep SUNY in the front ranks of public university systems throughout the nation and the world. To achieve that goal, we must keep our eyes clearly focused on the three fixed stars in our higher education firmament: access, excellence and the economic future of New York.

Governor Mario M. Cuomo  
*Newsday*, May 15, 1992

...On some key measures of quality in the research universities and in our most academically selective programs, *Newsday's* critical observations are correct, and we have, I believe, acknowledged them and have been attempting to address them. We do not have enough, still, of the most able New York State undergraduates applying to our campuses. We do not have enough of a national draw of able undergraduates. We do not have as much sponsored research as I wish, although our sponsored research per faculty member is quite respectable at both Stony Brook and the University at Buffalo, particularly when one takes into account the paucity of state funding and the fact that we missed, by virtue of our history, the big push in Federal funding in the 1960s.

Our shortcomings are, I believe, overwhelmingly a function of our relative youth, the small size of our university centers relative to this country's major public research universities, the private university and college orientation of New York State, and the lack of resources from New York State. The one element of these that can

and must change is the commitment of resources from the state. I believe the *Newsday* series may help this to happen.

Chancellor D. Bruce Johnstone,  
State University of New York  
Memorandum to Trustees, Presidents and  
Deans, May 12, 1992

...Our aim is to examine ways that the university, and indeed all of higher education in New York State, can deal with fiscal constraints and maintain a position to address society's needs in the future.

The series of newspaper articles highlighted some of the strengths as well as the weaknesses of the SUNY system, and I hope to use the hearings to explore areas of need and to build a consensus for additional funding for SUNY.

In recent years we have been engaged in a policy of disinvestment in higher education, and this trend must be reversed if New York is to pull out of the economic recession at the same pace as other regions of the nation.

I especially want the committee members to explore the ramifications of actions taken in the 1989-90 and 1990-91 state budgets in which use of non-recurring revenues from bond refinancing allowed a reduction in general fund support for SUNY. At the time I expressed concern about whether such an action would create problems for SUNY in the future, and we were assured it would not be SUNY's problem. I am not entirely convinced that this was indeed the case...

One thing that bothers me is the tendency of some people to view the word "restructure" in a strictly negative way. They seem to think of restructuring as demotion. I think of it as remodeling. I would

like for them to spend as much time helping to restructure SUNY as they spend telling us why it can't be done.

State Senator Kenneth P. LaValle,  
First District  
*Review Newspapers*, May 14, 1992

...What Stony Brook offers its student body is a taste of this real world with some nice surprises along the way. Surprises like finding those professors who teach challenging courses and actually care enough to give out their home phone numbers, who open their homes to those in need of extra help and a cup of coffee and who join students for lunch and some good conversation. Surprises like departmental advisers who actually know a student's name, and a voluminous library that answers all one's research needs...

When I attended Stony Brook, the tuition was \$1,350 per year. It has since risen. Some would say that approximately \$3,000 a year is still cheap; many would not. The tuition hike will prevent many students from returning. The beauty of Stony Brook is that it opened its doors to all who promised to perform. As a result, the student body boasts a cultural diversity allowing for differences of opinion that truly ignite the learning process.

In my book, SUNY at Stony Brook stacks up high. New York State, however, must keep the tuition down. With the ridiculously high cost of an education at many private schools, the SUNY system is a last hope for many.

Debra Scala '87, Sayville  
Letter to *Newsday*, May 13, 1992



## Mock Disaster Teaches Medical Students On-site Care

Stony Brook medical students learned what emergency medical technicians (EMTs) do at the scene of a disaster when a mock, multiple-car accident was staged on the university campus on April 25.

Ambulances and rescue workers from the Setauket and Stony Brook Fire Departments and the Stony Brook (campus) Volunteer Ambulance Corps descended on the scene at South Loop Road, adjacent to the commuter student parking lot, at 9 a.m.

Twelve Boy Scouts and mannequins were the "injured victims." EMTs and advanced EMTs, paired with 20 medical students, extricated the "victims" from "mangled" vehicles using heavy emergency equipment and "treated" them at the scene.

Following the rescue, ambulances drove to the parking lot, where medical students, under the supervision of Dave Taggart, Emergency Department administrator and Setauket Fire Department paramedic, and Dr. Peter Viccellio, clinical assistant professor of emergency medicine, assessed "patient" conditions and decided on further treatment.

The mock disaster was part of an elective course for fourth-year medical students to acquaint them with the skills and care provided by EMTs and paramedics.

## Scientists Convened to Study Immune Process

The university's 11th Symposium on Molecular Biology, focusing on development and regulation of the immune system, was held May 20-22 at Stony Brook.

The three-day program, "Molecular and Developmental Regulation of the Immune System," featured over 25 scientists who spoke on lymphoid specific gene regulation, thymic selection and T-cell receptor repertoires; mechanisms and regulation of lymphoid receptor gene rearrangements; affinity maturation of immune responses, auto-immunity and tolerance; antigen presentation and MHC function; and B-cell immunity, receptors and signalling.

"If we can determine how the immune system is regulated, we can understand how the targeting of the AIDS virus to specific cells in the system yields to immuno-deficiency," said Department of Biochemistry and Cell Biology Professor Kenneth Marcu, symposium coordinator.

The symposium was sponsored by the Department of Biochemistry and Cell Biology and the Center for Biotechnology.

## International Lyme Conference Features USB Researchers

Faculty members from the departments of Pathology, Medicine and Neurology participated in the fifth International Conference on Lyme Borreliosis held May 31 to June 2 in Arlington, Va.

Dr. Jorge Benach, pathology professor, program chair and member of the conference's executive organizing committee, moderated three afternoon press briefings. Also participating in the briefings were Dr. Marc Golightly, associate professor of pathology, and Dr. Gail Habicht, professor of pathology.

Other faculty participating in the conference were Dr. Benjamin Luft, associate professor of medicine in the Division of Infectious Diseases; Drs. Patricia Coyle and Anita Belman, both associate professors of neurology; Drs. David Volkman and Raymond Dattwyler, both associate professors of medicine.



Medical students help "victims" at the mock disaster.

## New Ambulatory Care Center Approved for Hospital

The SUNY trustees have approved a new ambulatory care teaching facility for University Hospital, the first major expansion for the hospital since its opening, and the first such center in the university system.

"To prepare students for 21st century medicine, we need to have the appropriate classroom," says Medical School Dean Jordan Cohen, citing the increased demand for outpatient services in contemporary medicine. "We have recognized the need for this for several years."

Details of the project are still under study, but the center is expected to occupy between 150,000 and 200,000 square feet and serve up to 200,000 outpatients per year. About 300 doctors will be affiliated with the facility.

## HSC People in the News

Nine USB doctors have been listed in the recently released first edition of *The Best Doctors in America*, a book of the "best and brightest" in the medical profession in over 350 specialties, from acne to neurosurgery.

Published by Woodward/White Inc., Aiken, South Carolina, the book is based on an extensive, nationwide poll of thousands of medical specialists. Pulitzer-Prize winning authors Steven Naifeh and Gregory W. Smith and a team of pollsters compiled a list of 3,850 doctors nationwide, only slightly more than one percent of the nation's 350,000 practicing physicians.

The Stony Brook doctors include: **Dr. Robert Barbieri**, chair of the Department of Obstetrics and Gynecology, expert in reproductive endocrinology; **Dr. Sheila Bieman Blume**, adjunct clinical professor of psychiatry and a medical director of South Oaks Hospital, Amityville; **Dr. Allen Kaplan**, chair of the Department of Medicine, expert in allergy and immunology; **Dr. Michael S. Niederman**, voluntary faculty member of the Division of Pulmonary and Critical Care Medicine, located at Winthrop University Hospital.

Also, **Dr. Gabrielle A. Carlson**, director of the Division of Child Psychiatry; **Dr. Cornelius J. Foley**, voluntary faculty member of the Department of Medicine and geriatric medicine specialist at Long Island

Jewish Medical Center; **Dr. Charles Rich**, Psychiatry Department, expert in suicidology; **Dr. Harold Atkins**, Department of Nuclear Medicine; and **Dr. Benjamin Luft**, Division of Infectious Diseases, expert in Lyme disease and AIDS.

The survey on which the book is based was a yearlong undertaking involving doctors nationwide, at major medical facilities such as Johns Hopkins University and the Mayo Clinic. They were asked to rate their peers by answering the following question: "If a friend or loved one came to you with a medical problem in your field of expertise, and for some reason you couldn't handle the case, to whom would you send them?"

**Dr. Paul N. Baer**, professor and chair of the Department of Periodontics in the School of Dental Medicine, was the 1992 recipient of the Northeastern Society of Periodontists Irwin W. Scopp Fellowship Award.

The award, in recognition for service and the advancement of periodontics, was presented at the Northeastern Society of Periodontists Spring Meeting in New York City in April.

**Gene E. Mundie**, special assistant to the dean of the University at Stony Brook's School of Nursing and University Hospital's Social Work Services Department, recently received an award at the eighth annual Child Abuse and Neglect/Family Violence Volunteer and Professional Awards Ceremony. The event was sponsored by the Suffolk County Advisory Committee on Child Protection and the Suffolk County Task Force on Family Violence.

Mundie, who has over 20 years' experience in the field of child and family welfare, received an award for Special Leadership in the Area of Community Service. He developed and teaches the New York State mandated training course for detecting child abuse, which has reached over 3,500 nurses, physicians, dentists, psychologists, teachers and other health professionals. His audiotape program for professionals outside New York was published by the National League for Nursing.

Mundie serves on the state Citizens' Task Force on Child Abuse and Neglect and is president of the Three Village Community and Youth Services.

## Lasers Unclog Coronary Arteries at Hospital

University Hospital is the first on Long Island to use the only Food and Drug Administration (FDA) approved laser to open blocked heart arteries in people who are in danger of a heart attack.

The hospital recently purchased the LAIS Excimer Laser Angioplasty System, manufactured by Advanced Interventional Systems of Irvine, California.

The laser is designed for use in heart patients for whom conventional balloon angioplasty does not work well, specifically for patients whose blockage is about an inch or longer, severely narrowed or rigid. The laser opens the artery by vaporizing the plaque that blocks it. Laser angioplasty can be used alone or with balloon angioplasty.

According to the FDA, clinical studies of 685 patients treated at 18 medical centers showed that the device was successful in opening blocked arteries in 91 percent of the patients, many of whom were poor balloon angioplasty candidates. Perhaps as many as 10 to 20 percent of the 300,000 who undergo balloon angioplasty could benefit from the laser treatment.

The LAIS laser uses "cool," ultraviolet light, avoiding the thermal damage of infrared lasers, says Dr. John Dervan, assistant professor of medicine in the Division of Cardiology and head of the Cardiac Catheterization Laboratory. There is still a one-in-200 chance of burning through the arterial wall.

So far, about 4,000 patients worldwide have undergone laser angioplasty with the LAIS device, with an overall success rate of about 90 percent, according to LAIS officials, whose device was approved January 31. Dervan, who has performed more than 1,100 balloon angioplasty procedures since 1982, expects to do 40 to 60 laser angioplasties a year.

During a laser angioplasty procedure, a catheter is threaded from the femoral artery in the groin to the diseased artery in the heart. Pictures are taken to reveal the exact point of blockage. The laser is then delivered through a flexible catheter, firing once it has made contact with the tissue. The laser energy is transmitted through a fiberoptic-based catheter and administered in pulses, until it breaks down the plaque molecules into a mixture of carbon dioxide gases, water and tiny particles that are carried through the bloodstream and eliminated in the body's natural waste system.



Kindergarten students at the Laurel Hill School in Setauket held a three-week "Good-Work-A-Thon," raising money in pledges from parents for completing school work assignments. The children raised \$266.40, which they donated to the Fire Fighters Burn Center Fund of University Hospital. Pictured here: left to right, Ellen Ludwig, teacher; Setauket volunteer firefighter Bob Lyons; Dr. Marcia Simon, scientific director of the Living Skin Bank and the Laurel Hill School kindergarten class.



# All that Glittered

By Carole Volkman

## Times Square.

The name evokes glamorous images from a glittering past: Broadway theatre, vaudeville, Tin Pan Alley, Flo Ziegfeld, Billy Rose, the Great White Way, radio and television studios, newspapers, bright lights, and more — all tokens of a new consumerism that began sweeping America at the turn of the century.

History professor William Taylor remembers it well. As a young boy from the Midwest, he used to accompany his father, a clothing buyer, on trips to the fashion houses of New York.

"We would walk down the street, and my father would point to something along the way and say, 'See that? That's not what America's about.' Yet here he was, coming to New York to buy for a department store in Kansas City, Missouri."

This paradox — the fact that the heart of an important city like New York was dismissed as an aberration by middle America — came to intrigue Taylor and provided the impetus for his two new books, *Inventing Times Square* and *In Pursuit of Gotham*. Both books take a look at the commercial forces that shaped New York, in general, and Times Square, in particular. In the process, Taylor shows how they not only mirrored the changes taking place throughout the country, but became the epicenter for a new culture that spread across America.

*Inventing Times Square* (Russell Sage Foundation, 1991) is a collection of 19 essays by noted social scientists — including Taylor's Stony Brook colleague, History Professor Eric Lampard — who take a look at the institutions and cultural practices that made Times Square a national center of entertainment. The book, edited by Taylor, is the product of a series of conferences on Times Square held at New York University's New York Institute for Humanities in 1988-89.

Taylor's latest book, *In Pursuit of Gotham* (Oxford University Press, 1992), is a study of the ways in which New York, as a commercial city, has shaped America's culture. Both books were completed while Taylor was a research fellow at the Russell Sage Foundation last year.

In his books, Taylor leaves no event unexplored. He describes the myriad of forces — some contrived and some incidental — that shaped Times Square from its christening in 1905 to its gradual decline after the Depression.

Changes in the economy, evolving religious attitudes and new patterns of leisure gave birth to the vibrant spirit of this neighborhood, bordered by Seventh Avenue, Broadway and 42nd Street and named for *The New York Times*. The emergence of a market for mass-produced goods, fired by the unleashing of consumer credit; a shift in religious focus from sin to acceptance of (properly circumspect) worldly recreation and pleasure; and new marketing strategies that targeted cities as exciting places to visit all heralded the growth of Times Square.

The rise of New York as a major center of publishing and marketing, as the nation's largest seaport and the terminus of a national railway network, made the city an important destination for travelers. The construction of a subway system to funnel people to midtown Manhattan and the bustle of the Garment District concentrated activity in the area.

Theatre became a lucrative investment, and by 1915 some 50 theatres were producing over 150 new shows annually. The full range of support institutions — costume designers, hotels, restaurants and cabarets — flourished, bringing in a new breed of theatrical producer committed to giving the public new-found excitement, variety and sophistication.

The theatre expanded Times Square's nightlife. Broadway acts made late-night appearances at clubs, and entrepreneurs established special arrangements with hotels and conventions to fill the large clubs.



B.F. Keith's Palace, 1932, photographed by Samuel Grierson. Courtesy of the Museum of the City of New York.

Billboards, illuminated signs, newspapers and magazines began to portray New York as glamorous and chic: the "in" place to be, the national barometer for what was fashionable, exciting and new.

According to Taylor, the bustling cultural scene of the 1920s and 30s resulted from deliberate business decisions that gave Times Square its commercial energy and visual distinction. The development of the area revolutionized the real estate market by substituting commercial potential over neighborhood character as the new measure of value.

The commercial dynamics of Times Square assured its popularity, its challenge to propriety and its grip on the imagination. Into this arena stepped the likes of Damon Runyon, Irving Berlin, Ring Lardner, Walter Winchell, Jack Conway of *Variety* and Tin Pan Alley, all tapping into the language of the streets and making Broadway vernacular known throughout the world.

But according to Taylor, the heyday of Times Square is

over. "Changes in theater and in other popular forms of entertainment have delivered a fatal blow to such central entertainment districts," he writes in *Inventing Times Square*.

"The newspapers, so vital to creating the legendary Broadway, no longer play their former role. Hollywood studios, which once provided a visual and musical conduit to Broadway for the rest of the nation, have long since turned their attention elsewhere. Tin Pan Alley, along with other changes, has lost its heart to Nashville... Because the historical Times Square was a creature of its time, no imaginable redevelopment of the area could bring back what was once there."

In its place are the office towers of corporate America. "Times Square is becoming the legal and brokering center of the city," says Taylor, who still sees a role for the glamorous entertainment center of the past. "But," he cautions, "it will be a minor one."



# Speaking Philosophically, Publishing Philosophy

By Gila Reinstein

Hugh Silverman edits several journals and volumes of essays each year, translates and writes articles, delivers invited lectures around the world, teaches classes and advises graduate students. Some years he also launches a new journal and completes a book. How does he do it?

"I sleep less than I'd like," he admits with a shrug and a smile. "And I'm often here in my office well into the evening."

Silverman, professor of philosophy and comparative literature, is an active member of Stony Brook's continental philosophy faculty. Continental philosophy is the discipline that reasons in the tradition of such European thinkers as Nietzsche, Heidegger, Sartre and Merleau-Ponty — and more recent philosophers such as Derrida, Foucault, Habermas and Lyotard. Stony Brook's continental philosophy department is "one of the very best, if not the best in the country," Silverman says, naming Pennsylvania State, Emory, Loyola of Chicago, Duquesne and Boston College among the other strong departments in the field. Curiously, most continental philosophy is done outside Europe.

In 1988, the first volume in the *Continental Philosophy* series appeared: *Philosophy and Non-Philosophy Since Merleau-Ponty*. The project was initiated, in part, at the urging of Silverman's graduate students, who felt the department should produce its own journal. The series is a cross between a journal and an anthology, and current and former graduate students serve as assistant editors. Silverman, as overall editor, solicits and reviews manuscripts, shepherds them through the editorial process, and writes the introduction to each volume in the series. *Continental Philosophy* is published by Routledge, the publisher of Silverman's 400-page *Inscriptions: Between Phenomenology and Structuralism* in 1987.

In addition to providing a forum for ideas, Silverman sees the project as a useful learning experience for his students, who are able to see firsthand "what goes into editing a manuscript, receiving articles, responding to inquiries, proofreading, publishing and even publicity."

*Continental Philosophy* focuses alternately on a philosopher and on a theme. Maurice Merleau-Ponty was chosen as the subject of the first volume because he was "the academic French philosopher of the twentieth century," who dominated the field until his death in 1961, Silverman says. *Derrida and Deconstruction* followed in 1989 — essays on Derrida in relation to major figures in the history of philosophy, from Plato to now. "Deconstruction, simplified, is an approach to literary criticism and philosophy that involves a special way of reading texts. It neither analyzes nor reconstructs them: "Deconstruction is interested in difference, rather than identity," Silverman explains. "The approach involves reading to neither destroy nor provide an alternative to the text, but rather to situate itself between what's outside and what's inside, in the places of indecidability."

The third volume in the series, *Postmodernism — Philosophy and the Arts* (1990), turned out to be something of a popular success: it was on London's "Alternative Book Sellers' Bestseller List" for a number of weeks. A "theme issue," it includes essays on painting, theatre, photography, television, dance and even fashion. One section of the volume considers theoretical questions about the language and politics of postmodernism; the remainder applies the ideas to specific arts.

*Gadamer and Hermeneutics* came out in 1991. Gadamer, born in 1900, is still alive and working. "We were afraid he'd die before the book came out," Silverman confesses, but all went well. Hermeneutics is defined as "the art or science of interpretation, derived from Hermes, the go-between or messenger of the gods," says Silverman. Gadamer extended hermeneutics, traditionally applied to Biblical interpretation, to aesthetic, cultural, historical, literary and philosophical questions. This volume includes a series of essays linking Gadamer to other major con-

temporary philosophers and focusing on Gadamerian themes. The structure of the book reflects Gadamer's own emphasis on dialogue.

In addition to his work on the *Continental Philosophy* series, Silverman serves as executive director of the International Association for Philosophy and Literature (IAPL), a scholarly organization of nearly 2,000 members, whose series — *Contemporary Studies in Philosophy and Literature* — he edits for SUNY Press, with Gary E. Aylesworth. Each volume focuses on the theme of the association's annual conference and includes some of the major papers from that meeting. *The Textual Sublime: Deconstruction and Its Differences* (State University of New York Press, 1990), was the first volume, co-edited with Gary E. Aylesworth and introduced by Silverman, based on a conference hosted at Stony Brook.

Introducing the volume, Silverman explains its central theme and the approach taken by the IAPL: "Criticism wants to speak of the literary text in its detail, in its precision, in its multiple aspects. Philosophy wants to take up the literary text in its generality, in its role as an instance, as an occasion for something else. The textual sublime operates in the readings of texts, in the evaluation of their virtues, in the limitations of the critical approaches that seek to determine them. The textual sublime is the text protecting itself from the actions and attempts at closing it off, clarifying its meanings, reifying its vitality." *The Textual Sublime* contains essays that examine deconstruction, "its theoretical claims, its practical effects, and its textual interconnections."

Second volume in the series was *After the Future: Postmodern Times and Places*, edited by Gary Shapiro, based on a conference at the University of Kansas. Upcoming will be *Dialectic and Narrative*, edited by Thomas Flynn and Dalia Judovitz, based on a conference at Emory University.

From 1980-86, Silverman co-directed the Society for Phenomenology and Existential Philosophy, and from papers presented at that association's 25th anniversary conference, he edited *Writing the Politics of Difference*, published in 1991 by the State University of New York Press.

In addition, Silverman is ongoing editor of two series for the Humanities Press. *Contemporary Studies in Philosophy and the Human Sciences*, co-edited with the University of Toronto's Graeme Nicholson, is a well-established series that brings together current work in phenomenology, post-phenomenology, semiotics, structuralism, post-structuralism, hermeneutics, deconstruction, cultural criticism and cultural criticism. Fourteen volumes, available in both hardbound and paper, have been published thus far, including, most recently, *Texts and Dialogues: Merleau-Ponty* (1992), edited by Silverman and his former graduate student, James Barry, Jr., who now teaches at Indiana University Southeast. It's the first collection in English of previously untranslated works by Merleau-Ponty.

Silverman's second project for the Humanities Press is *Philosophy and Literary Theory*, a relatively new, interdisciplinary series featuring studies that take a philosophical or theoretical position with respect to literature, literary study and criticism. In 1991, *Heidegger and the Poets: Poiesis, Sophia, Techne*, by Veronique M. Foti, was released; in 1992, the paperback edition of *Filming and Judgment: Between Heidegger and Adorno*, by Wilhelm S. Wurzer, was published. Forthcoming: Gianni Vattimo's *Consequences of Hermeneutics*, Jean-Francois Lyotard's *Toward the Postmodern*, Robert Bernasconi's *Heidegger in Question*, and Stephen Barker's *Autoaesthetics*.

Why does Silverman take on so many projects? Basically, because he enjoys the work. "It's a chance to develop, to create, to see things happen. It gives me a chance to make philosophy happen and to do my own philosophy in that context. It's also an opportunity to help other people publish their work, and to bring to the readers' attention some good work that wouldn't have had any other avenue."

Bottom line for Silverman: "I like doing it."

"Deconstruction involves reading to neither destroy nor provide an alternative to the text, but rather to situate itself between what's outside and what's inside, in the places of indecidability."



# Text and Context: Solving Medieval Mysteries

By Gila Reinstein

After 20 years of almost daily effort, English Professor Stephen Spector has given birth to a magnum opus, *The N-Town Play*, two volumes of medieval religious drama and commentary, published for the Early English Text Society by Oxford University Press.

A Begun as part of his doctoral research at Yale University in 1971, the project grew to include all 41 verse plays of the 15th century mystery play cycle, including seven Old Testament stories, 32 stories on the life, death and resurrection of Jesus as well as plays on the "Assumption of Mary" and "Doomsday." The "N-Town" of the title is a generic term, because the plays were presented in several locations rather than limited to any one city; the "N" stands for *nomen* or "name," and the name of the place of performance was substituted for it.

Why did the book take 20 years?

The original manuscript from which he worked is 12,000 lines of handwritten text, copied by at least four different scribes. Some of the letters used in the manuscript have fallen out of the modern alphabet: the "thorn," for instance, looks like an italic "p," but is pronounced, "th." "Sometimes the thorn was written as a 'y,' and that's why 'Ye Old Inne' actually said, 'The Old Inn,'" says Spector.

When Spector began, no authoritative version of the text was available. It became his task to make an accurate typed transcription of the manuscript, in the process solving hundreds of literary, linguistic and bibliographic mysteries.

Many of the words in the N-Town plays weren't in any dictionary. Were they scribal errors? Local dialect rather than standard (Middle) English? Legitimate words, previously undiscovered? In order to decide, Spector took "educated guesses and consulted the finest scholars in the field, in the U.S. and England." The glossary alone took three years.

Because of this experience, Oxford University Press offered Spector the American editorship of the New Oxford English Dictionary, a post he turned down in order to continue writing his own books.

Some of the plays seemed to have pages missing; others, to have insertions. Examining the language and versification didn't give Spector conclusive evidence, so he invented a sleuthing device that has become a classic of its own: he discovered that the watermarks on the pages fanned out in a set pattern, based on how the paper was folded and cut to form the volume. When watermarks appeared in unexpected places on the paper, he knew for certain that pages had been torn out or added after the original binding. This discovery was honored by a prize from the Medieval Academy of America in 1981.

Beyond the challenge involved in untangling the text, the content of the plays intrigued him. "What I've always been interested in is: Who is God? Who is man? Who is woman, and what does she want?"

The plays present what Spector calls, "Mediated belief, filtered through the Church fathers." The commentary that accompanies the text took him more than a year to write. Among other puzzles, Spector wanted to determine where and why the playwrights diverged from their sources — principally the Bible — reordering events, putting original words into God's mouth, inventing personalities for the characters. These plays are "authoritative interpretations of Biblical events according to the Catholic Church, whose goal was to prevent people from falling into error and sin by reading the Bible for themselves," he says.

Which is not to suggest that the plays are dry and humorless — far from it. "There is plenty of humor and sexuality here," Spector says. "Doubt and sin are always presented as funny. The characters to be saved are funny in a light way — until they transcend their faith in nature and reason and become believers. The characters who are not to be saved are funny in a sardonic way."

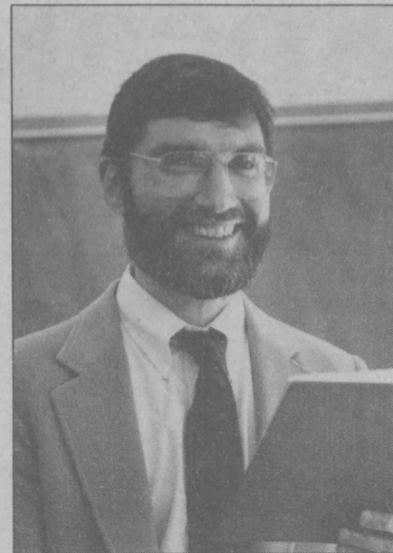
He finds a paradox implicit in the mystery plays. "Christianity is a religion of forgiveness and mercy, based on suffering for others. Yet the mystery plays are perhaps the most anti-Semitic genre in English literature. The animosity is directed not at the Old Testament figures in the first

plays of the cycle, but at the Jews who lived in the time of Christ and did not accept him. As an editor, I recorded it. As a critic, I'm analyzing: How is it that hatred can coexist with mercy and love?"

Spector observes that most earlier discussions of anti-Semitism in religious drama have been too colored by indignation to result in worthwhile analysis or even reliable description. Of the various analytic approaches, he finds the psychoanalytic to be the most fruitful. "Within the literature, there are both projection and rationalization: projection of unacceptable or fearsome things in oneself onto the Other, and then hatred of the Other. You find this especially in the Passion plays," he says.

Spector has begun work on a new book analyzing intolerance, and specifically anti-Jewish attitudes in the N-Town plays and other Medieval works. He has also nearly completed a book on *Genesis*, aimed at a general audience.

Beyond textual puzzles, beyond sociological and theological issues, the very structure of this cycle holds a powerful fascination for Spector: "Medieval drama began in liturgy, in song. People will lose their faith, but not their ritual. Ritual without belief becomes game. This gave us Halloween, the Easter rabbit, as well as drama. The drama is derived from, but divided from the Mass. Each play presents an element of sin that is generally repressed in the course of the drama. The drama thus consumes itself and returns to its origins, to ritual and song."



Stephen Spector

PHOTOS BY MAXINE HICKS

# The Risks of Playing with Nature

By Wendy Alpine

In science fiction stories, genetically engineered organisms have been known to take over the world. Could such a catastrophe happen in real life?

"It's extremely improbable, but improbable things happen," says Lev R. Ginzburg, professor in the Department of Ecology and Evolution and editor of the new book, *Assessing Ecological Risks of Biotechnology*, published by Butterworth-Heinemann, Boston, Mass.

Ginzburg offers the analogy of nuclear power: The risk of an accident is virtually nil, but when it does happen, the consequences are devastating, as in Chernobyl.

Regulatory agencies throughout the world are currently grappling with the problem of developing a scientific basis to control the release of genetically engineered organisms, on the chance that they might harm the environment.

Ginzburg's book presents a comprehensive analysis of the ecological risks of biotechnology from the viewpoint of scientists doing research in the area, and also from the perspective of regulators, philosophers and research managers.

*Assessing Ecological Risks of Biotechnology* is organized into four parts. Part one discusses the history of organisms introduced into the environment; part two explores the ecology and genetics of microorganisms; part three reviews mathematical models to assess risk; and part four concerns the regulation of biotechnology, current research trends and social values. The last chapter of the book, by philosopher Mark Sagoff, deals with what should be regulated and why.

Ginzburg says, in most cases, genetically engineered microorganisms released into the environment are safe because they have a limited lifespan. Those created for agricultural purposes, for example, do their job for a season and die.

"The reason these organisms are not dangerous lies in

Darwinian theory of natural selection," he says. The natural strain is always stronger than the modified one, and dominates it. "Trying to change life is like trying to hit a clock with a hammer and thinking you can make it work better."

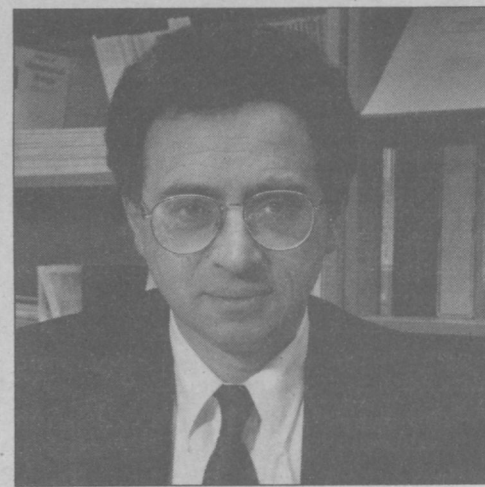
The fear that an organism can escape the lab is no longer relevant, he says, because it has already done so. Genetically engineered organisms are used in a so-called "ice minus" technique that prevents frost from developing on strawberries, for instance.

Ginzburg says there are two waves of biotechnology: the first involves medicine, the second, agriculture and industry.

The future will see bioengineering techniques used to clean up industrial spills and decommissioned gas and coal power plant sites. "If you could put a little bug in there to clean up an oil spill, that would be useful," he says. "But the fear is, what happens if the organism mistakenly gets into the oil supply?"

Ginzburg has been a Stony Brook faculty member since 1977. Born and educated in Russia, he came to the U.S. in 1976, and now serves as an advisor to various branches of the U.S. government and industry. From 1976 to 1977, he was on the faculty of Northeastern University. He has published more than 100 articles and is the author of three other books, *Lectures in Theoretical Population Biology* (1985), *Theory of Natural Selection and Population Growth* (1983), and *Dynamical Theory of Biological Population* (1974, in Russian).

Besides editing *Assessing Ecological Risks of Biotechnology*, Ginzburg and his graduate students contributed two chapters: one on mathematical models to predict the risk of an accident and a second on the U.S. Environmental Protection Agency's review for field tests of genetically



Lev Ginzburg

engineered organisms. For that chapter, one of the students spent 10 days in Washington, D.C., reviewing EPA records and found that its main concern was ecological risks.

"The aim of the book is to give readers an understanding of the complexity of biotechnology risk assessment," Ginzburg writes in the introduction. "The field is still in an early stage of development. I hope this book will be useful in pointing out areas that need immediate attention."

Ginzburg's book was reviewed, along with two others, by *Science* book review author Marjorie A. Hoy, Department of Entomological Sciences, University of California: "The debate over the release of genetically engineered microorganisms and plants will not end soon. The debate has evolved, however, and these three volumes are interesting progress reports, offering a wealth of information, history, and access to a diverse literature in the ecology, genetics, and molecular biology of microorganisms and plants."



# The Great South Bay Yields Its Story



Animal and human needs compete for the same resources on the borders of the Great South Bay.

PHOTOS BY IAN STUPAKOFF

Continued from page 1

The results of that research were gathered into a volume, *The Great South Bay*, published by the State University of New York Press in 1991.

The book, written for the general reader, contains chapters on physical geography: geological origins of the bay, water currents and water quality; the bay as an ecosystem: the balance of nutrients and living creatures, the biology and economic significance of the hard clam, and the history of the baymen; and policy issues: jurisdictional complexities, uses and abuses of the bay, and recommendations for its management.

"The original study, from 1979-1984, began because of a precipitous drop in the hard clam harvest being taken from the bay. Overfishing, habitat changes and pollution caused a decline in the harvests. We wanted to try to determine the causes for the rapid decline, and find ways to stop the trend and even reverse it," says Schubel. Schubel authored sections of the book and edited it, along with Trudy Bell, editorial associate, and H.H. Carter, MSRC professor emeritus. The Sea Grant study "resulted in scientific papers and reports, but these had been available only to specialists. In the book, we brought all the advances together under one cover: the Great South Bay story, as we knew it. We wanted to make the information accessible to that part of the general public with a strong interest in the bay, and particularly those in a position to make decisions about it," Schubel says.

## Conflicting Demands

"More than one million people live within the drainage basin of the Great South Bay. They make intensive and often conflicting demands on the estuary: for commercial fishing, for aquaculture, for recreational boating, for swimming and for recreational fishing," Schubel writes in the introductory chapter of the book.

Lee Koppelman, professor and director of the Center for Regional Policy Studies, contributed several chapters to the book. He describes the area as, "almost an urban embayment," and adds tourism, transportation and housing to the list of pressures on the bay. "It is used for virtually every purpose mankind could put it to. There is considerable residential development on the bay, and a tourist industry in excess of \$2 billion," he notes.

Koppelman served as consultant for, and was instrumental in the creation of, the New York State Tidal Wetlands Act and the Federal Coastal Zone Management Act (1972), and other initiatives relating comprehensive regional planning to scientific and environmental studies. Active in the integration of coastal science into regional planning, he has worked to "establish the theoretical methodologies that have been adopted nationwide. Because of that work, the environmental movement was able to progress from tree hugging to rational decision-making," he says.

"The Great South Bay is an extremely important embayment area, not just for Long Island, but also on a

national scale," says Koppelman.

And that's the crux of the matter. The bay is important in itself, and part of what makes life on Long Island attractive.

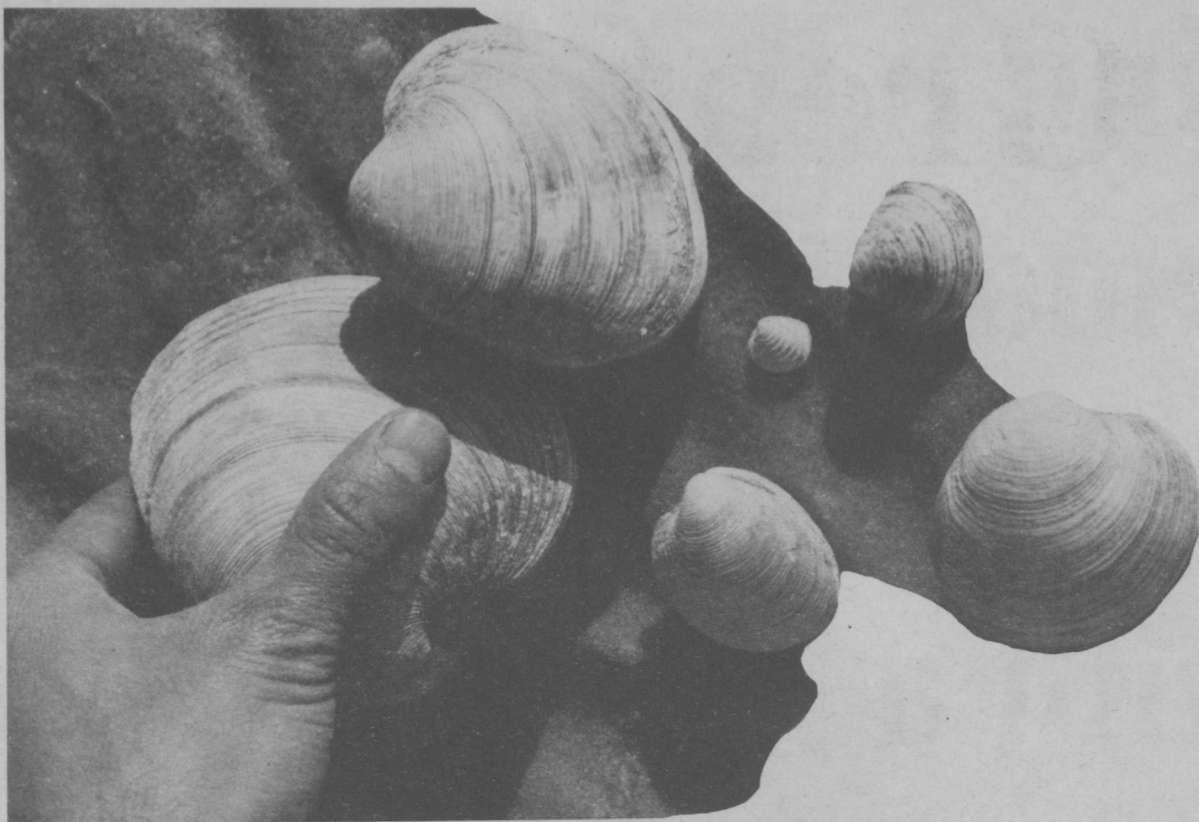
But there is also a larger significance. Most immediately, "The hard clam is a national resource," Koppelman notes. Loss of that harvest impacts on the local, regional and national economy — the baymen, the restaurants of the South Shore and all over the country, the fisheries, markets and trucking firms that depend on clams for their livelihood.

Beyond that, how the bay is managed or mismanaged, preserved or degraded, becomes a paradigm for all such natural resources in the country and even the world.

## Long Island as Laboratory for the Nation

"Nowhere else in this country — nor in the world — to my knowledge, do you find such diversity of natural coastal environments in a region of this size," says Schubel, speaking of Long Island as a whole. "The Great South Bay is a shallow, bar-built estuary formed by a barrier island welded to the big island. Long Island Sound is a large, deep estuary molded by glaciers. There's the Hudson River estuary — a drowned river valley — and the Peconics-Flanders Bay system. We have barrier islands and open continental shelf waters. Add to that the region's enormous population, and the peculiar distribution of population, so that the impacts of society vary greatly over the region —





Hard clams start out smaller than a fingernail and grow to be larger than a man's fist. If they are harvested too young and small, they don't reproduce and the stock goes down.

large gradients in environmental quality — and you see that we have a rich, diverse natural laboratory on Long Island. All the environmental problems of the world are right here. You can be overcome by that, or you can think: What an opportunity!"

Koppelman concurs: "Long Island is a microcosm for the rest of the nation. That's what's fun about studying it: it is an island. All the work we do here is translatable to the rest of the country: ground water, coastal zone management, the farm protection program."

At least one idea created for the Great South Bay has been adopted elsewhere in the U.S. and the world: the concept of spawner sanctuaries. Marine biologists locate the best areas for shellfish growth, then do back calculations based on physical oceanography and the life cycle of the larvae to determine where the larvae were spawned. That area becomes a spawner sanctuary and is stocked with large, old "chowder clams." These are the best breeders and the least profitable for the baymen, Schubel says. Rocks are added to the area to discourage clamming, and the shellfish are able to repopulate. "Environmentalists in Australia have expressed interest in the concept for the giant clams that live in the Great Barrier Reef," he notes.

#### Environmental Knowledge too Clear to Avoid

The future of a body of water like the Great South Bay depends on cooperation among varying groups whose interests may conflict: clambers and fisheries, residential developers, marina managers, homeowners, environmentalists, marine biologists and more. Brookhaven, Islip and Babylon townships all have jurisdiction over parts of the bay, as do Suffolk County and New York State. Parts of the shoreline and bay bottom are owned by private interests, most notably the Blue Point Oyster Company.

"We were hoping it would become clear that there's a need to manage the bay as a system, and to at least make the individual towns act congruently," Schubel says.

In the final chapter, "A Management Approach," Koppelman proposes a 13-member coordinated commission to oversee the bay, including representatives from the three towns, the county, state DEC, Fire Island Seashore, baymen, fishing industry and general public. "The difficulty of managing the Great South Bay is the plethora of municipalities, agencies and jurisdictions. The local towns control the land use most directly through zoning. The problem is a lack of coordination in planning. Right now, each municipality makes ad hoc decisions." A key reason for writing *The Great South Bay*, Koppelman says, is "to lend guidance to decision-makers about the management of the bay."

Koppelman argues that the key to successful management of the area involves, "maximizing the health and quality of the water. It's the only sensible policy. You can't swim or take shellfish from water if you are pouring sewage into it. We need to protect the wetlands, eliminate runoff, keep agricultural and construction water on site by building berms. We have to put policies into effect to discourage rebuilding any houses that have been 50 percent destroyed by storm. We need to discourage people from

building on the barrier beaches and develop a policy for the breaches. It's environmentally most sensible to let nature take its course, but that conflicts with industry: the fisheries want the inlets to remain stable. We have to control the placement and use of marinas, develop more aquaculture and replenish the inventory, and monitor erosion and water quality to get a handle on the ongoing changes."

"The time to do this research is before everything has been devastated," he says, and recommends that the MSRC undertake it, because it is the "best center in the country for near-shore, coastal environmental studies."

"Our goals at MSRC are to increase the fund of environmental knowledge of the region, to transform that knowledge into forms readily useable by decision-makers, and to make the arguments so clear and compelling that they will be difficult to avoid in determining policy," says Schubel.

#### Global Warming and Drowned Beaches

Looking 100 years into the future, major, unavoidable changes may be in store that will alter the face of Long Island, and along with it, the Great South Bay. If the sea level continues to rise at current rates, the Atlantic Ocean will breach the Great South Bay with new inlets, and eventually Fire Island itself may be flooded.

According to Schubel, the sea level has been rising for the past 15,000 to 18,000 years, but the pace may increase because of global warming. "We're thinking that within the next 100 years, the seas may rise as much as two-and-a-half feet. Then we have to make decisions: Do we propose to let Mother Nature take her course? How much money are we prepared to spend to alter the course of nature?"

"With the water level

*"Long Island is a microcosm for the rest of the nation. That's what's fun about studying it: it is an island. All the work we do here is translatable to the rest of the country: ground water, coastal zone management, the farm protection program."*

*—Lee Koppelman*

rising, there may be increasing breakthroughs of the barrier island, with an increase in the salinity of the Great South Bay. There could be flooding of the South Shore. On Long Island, we'll have to combine strategic retreat and selective fortification. If global warming is really happening, it will increase the frequency and intensity of storms, magnifying their damage because they will be superimposed upon a higher sea."

The rising sea level is caused primarily (about 60 percent) by the melting of snow and ice, and to a lesser extent (about 40 percent) by the expansion of the upper ocean due to the warming of the water, according to Schubel. If the atmospheric warming that causes these changes is to be halted or even slowed down, Schubel says, "We have to reduce the greenhouse gases through energy conservation, scrubbing carbon dioxide from smokestacks, switching from coal and oil to natural gas, doing less deforestation and more reforestation."

What happens to the Great South Bay may, indeed, affect the rest of the world. What happens to the rest of the world will surely affect the bay.



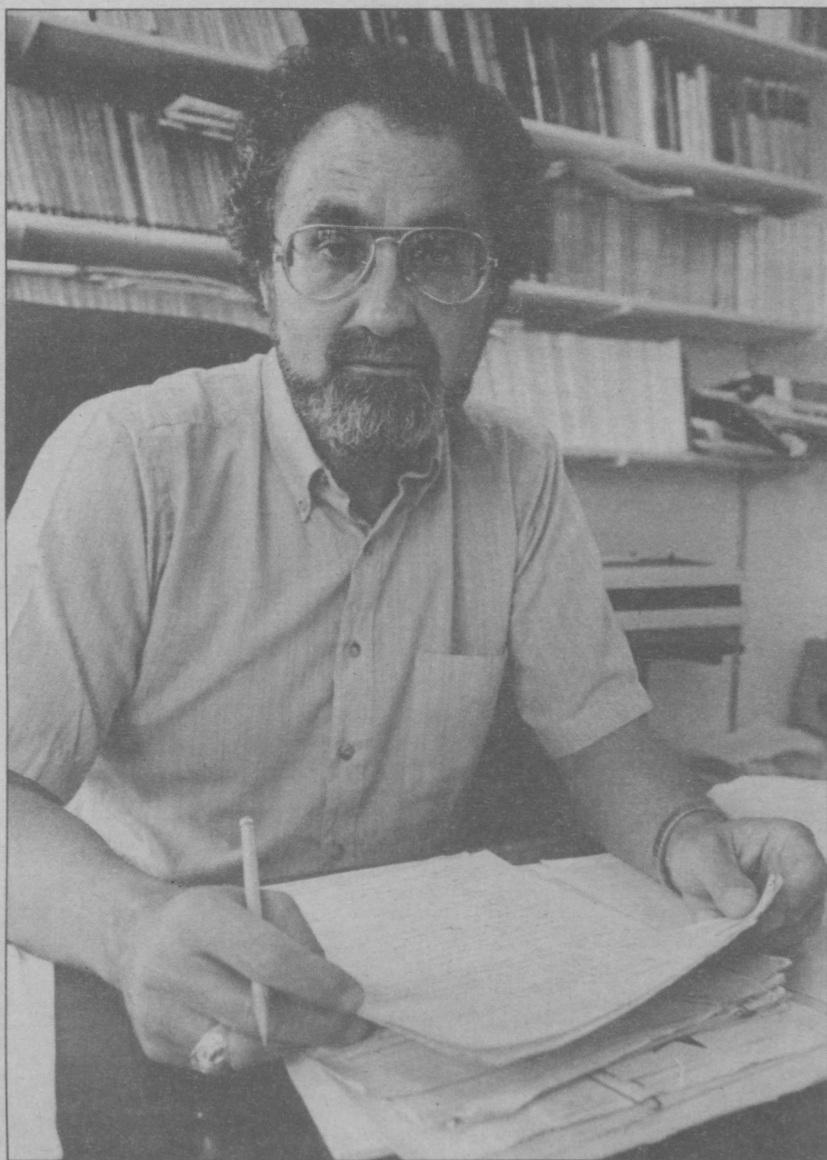
Harvest from the bay: clams in bags and baskets.



# Honoring a 'Woman of Sense' with a Scholarly Gift



Rose Coser



Sociology Professor Norman Goodman pulled the *festschrift* together.

By Sue Risoli

the first copy was presented to Coser last summer. Putting it together was a challenging task that Goodman remembers, nevertheless, as a "labor of love."

"The biggest test was to try to understand the total corpus of Rose's work," he says. "She's worked in many different areas—

medical sociology, analysis of gender, women's studies, social roles. The hardest job was to say, 'What's the essence of Rose's work?'"

Equally difficult, at times, was keeping secrets from Coser. Although Goodman and Blau told her they were putting together a *festschrift* ("We knew she'd find out"), they wouldn't tell her who was writing chapters or what they were writing about.

The book was officially presented last August at a reception held in Coser's honor during the annual meeting of the American Sociological Association. Her reaction? "I was flabbergasted, what can I tell you," Coser says. "I was moved. And when I read it, I was even more moved. It's a very high quality *festschrift*, and I'm very proud of it."

The book contains tributes from Goodman and Blau, as well as a preface by sociologist Robert Merton. Merton, Coser's mentor, is "the preeminent sociologist around today," says Goodman. One chapter was contributed by Lewis Coser, Rose Coser's husband, himself a renowned sociologist, retired from the Stony Brook faculty. Their daughter, Ellen Perrin, also wrote a chapter with her husband, James Perrin.

The Perrins' chapter, "Ambiguity and Dysfunction in the Training of Physicians," expands on the themes Coser discussed in her 1979 book, *Training in Ambiguity*. In that book, Coser postulated that hospital-based medical training can leave physicians ill-prepared for clinical care in office or other outpatient settings. Changes in the health care system since Coser wrote *Training in Ambiguity* have only made these gaps in physician training worse, say Perrin and Perrin.

They cite the creation in the 1980s of the DRG (diagnostic-related groups) method of reimbursement. Prior to the DRG system, hospitals were reimbursed on a daily basis for a patient's stay; longer hospitalizations meant more money. Now, hospitals are paid a lump sum regardless of how long a patient stays there, based on that patient's diagnosis. Prepayment systems, such as HMOs, provide further incentives for hospitals to discharge patients much earlier than they used to.

These changes, say the Perrins, "benefit consumers and help to control inflation in health care costs." But they also

make it difficult for the next generation of health care workers to receive adequate training. Physicians in training, they say, now "have an even narrower view of a specific illness episode than in years past. The result may be less opportunity to develop skills important for diagnosis and early treatment. Physicians in surgical training now commonly meet their patients for the first time on the operating table...."

Coser's ongoing "World of Our Mothers" research is the basis for William D'Antonio's chapter, "Immigrant Women and Their Children." The project is Coser's answer to such books as Irving Howe's *The World of Our Fathers*, which told the immigrant story mainly from the perspective of males. Coser and colleagues traveled to the homes of Jewish and Italian immigrant women, interviewing them on topics from sexuality to employment to child-rearing.

D'Antonio, who worked with Coser on the Italian component of the research, says Jewish and Italian immigrant mothers were similar in many ways. "The stereotyped image of what has been called 'the overprotective mother' applies equally to Italian and Jewish mothers," he observes. "In both Jewish and Italian families, mothers protected their children against what they perceived to be a hostile environment." But strong mother-son relationships in these families had different results, D'Antonio points out: "Among Jews they most likely helped the sons accept the achievement criteria of the crystallizing American middle class; among Italians they helped the family maintain solidarity and tradition."

There were other similarities between Jewish and Italian immigrant families, D'Antonio notes. "In both families, the authority of the father often created resentment in the sons, who turned to their mothers for solace and protection. And in both families, the image of the mother was glorified as one who deserved respect and one to whom a son owes something — be it obedience or respect for her wishes."

Coser is still working on "The World of Our Mothers" project, even in her retirement. She expects to complete the book in about a year. Meantime, she supervises graduate students from her office at Boston College, where she and Lewis Coser hold faculty appointments. They are also preparing to celebrate their fiftieth wedding anniversary.

Above all, say her admirers, Coser brings to mind a quotation from author Christian Nestell Bovee: "The finest compliment that can be paid to a woman of sense is to address her as such." In the *festschrift*, Norman Goodman says the tributes paid to Coser are meant to address "a woman of sense," who continues to advance sociological thought.

S

ocial Roles and Social Institutions: Essays in Honor of Rose Laub Coser (1991, Westview Press) is the first *festschrift* dedicated to a female faculty member at Stony Brook. Its organizers believe it may be the first ever produced for a female sociologist.

Coser, the sociology professor whose retirement was recognized last year with the volume, considers the work "a *festschrift* the way it should be done."

The book is a fitting tribute to a feminist who, legend has it, once climbed up on the bar of a "male-only" restaurant and refused to move until the management promised to serve female patrons equally with men. Coser is also noted for having initiated a class action lawsuit in 1976 against the university, challenging salaries, retention, promotion and tenure rates for male and female faculty. Though the class action suit was denied, a number of women (including Coser) pursued individual suits and won them. Her actions helped set the stage for the creation of the University Senate's Ad Hoc Committee on the Status of Women.

The essays for the *festschrift* were based on research interests that Coser has explored. "They took my ideas and theorized around them," says Coser. "That is what I have always thought a *festschrift* should be." All royalties from the book will be directed to an award, tentatively called "The Rose Laub Coser Award for Excellence in Gender Studies," to be presented to graduate students.

The book was organized by Norman Goodman, professor of sociology at Stony Brook, and Judith R. Blau, a sociologist at the University of North Carolina, Chapel Hill. Goodman says it took two years, from inception until



# Homelessness Climbs the Middle Class Ladder

By Wendy Alpine

*"When people are without money and can't afford housing, they cope by acquiring characteristics that most people consider deviant."*

**W**hy are there so many homeless people — about 750,000 — in the U.S. today? Contrary to popular belief, neither drug abuse nor deinstitutionalizing the mentally ill is the primary cause, argues Joel Blau, assistant professor in the School of Social Welfare, in his new book, *The Visible Poor: Homelessness in the United States*, Oxford University Press, 1992.

According to Blau, a combination of factors has conspired to put people on the streets: a decline in income for working people, a decrease in social welfare benefits and a scarcity of low-income housing.

Homelessness is a product of the transition from a manufacturing to a service economy that has taken place in the last quarter of the 20th century, Blau says. These changes have caused homelessness or created the preconditions for its growth.

"We used to have an economy organized around industrial workers, many of whom were unionized and paid decent wages," he says. "As part of the industrial downsizing, we switched to a service industry, and many lost well-paying union jobs. Now, these people are working in low-paying service jobs or are unemployed, and many can't afford to pay their mortgages."

In addition, Blau says, drug abuse, alcoholism and mental illness should not be blamed: they are symptoms of people in economic trouble, not causes. "When people are without money and can't afford housing, they cope by acquiring characteristics that most people consider deviant: eating food out of a garbage pail," for instance, he says.

Blau's book evolved from his doctoral dissertation at Columbia University's School of Social Work. As part of his research, he visited homeless shelters in New York City and out West and talked to advocates for the homeless and government officials. Prior to coming to Stony Brook in 1987, he worked for the New York City Bureau of Manage-

ment Systems from 1983 to 1987 as a policy analyst for housing and employment programs for single, adult homeless men and then as project manager of a federal grant that provided housing and employment for adults.

"I was struck by the visibility of homeless people and the emotions people have when they see them," he says. "They get angry, contemptuous — and then, indifferent."

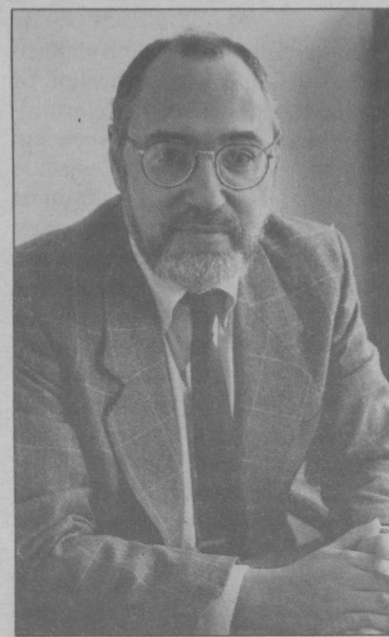
Blau argues that we've gotten used to private poverty. But people who display their poverty make us feel uncomfortable.

"We were told we were doing better in the 1980s, but when we went to work, we'd see people homeless on the streets. Now with the recession, it's clear that the decline in the standard of living started with homeless people in the 70s and 80s and has steadily crept up the income ladder in the 90s."

The book is divided into four parts. Part one focuses on the visibility of the homeless; part two examines the causes of homelessness, primarily the economic transformation of the U.S.; parts three and four explore what has been done and what should be done in response to the growth of the problem. Blau advocates a range of social reforms, including a national standard for welfare benefits, a higher minimum wage and encouragement of non-profit affordable housing.

*The Visible Poor* received a favorable review in *Newsday*, and Blau has been interviewed on public radio and several television programs. The book has already undergone a second printing within a few weeks of its publication and received strong endorsement from colleagues and legislators.

Says Alfred J. Kahn, professor emeritus of Columbia



Joel Blau

University's School of Social Welfare: "This is the best overall book available on the subject of homelessness. It is indispensable for scholars, policy makers, public officials, and serious students. It is the book we will all put on our reading

lists in courses on social problems and social policy."

Sen. Paul Wellstone (D-Minnesota) says the book "combines the best of public policy analysis with commitment to the poor in America. I will assign it to future political science classes when I go back to teaching and do my best to assign it now to every United States senator."

Maria Foscarinis, director of the National Law Center on Homelessness and Poverty, comments: "Thoughtful and provocative...A comprehensive look at one of America's most blatant social injustices...Illuminates the social and political causes."

# Moving Toward Economic Justice

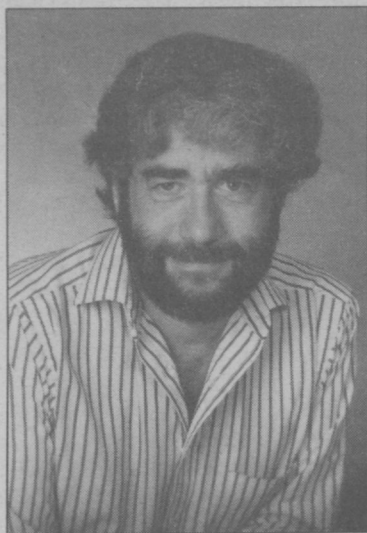
By Carole Volkman

**W**hile a student at the University of Michigan back in the 60s, Associate Professor of Economics Michael Zweig was at the forefront of the civil rights and anti-war movements. He helped organize the first college anti-war "teach-in" and took part in so many protests, he says, that he "stopped counting."

Today, Zweig's search for justice has taken another turn. In his new book, *Religion and Economic Justice* (Temple University Press), Zweig criticizes mainstream economics for its lack of creativity in addressing society's ills. In its place, he calls for a different way of attacking the problems that confront the world; namely, a combination of the ethics which motivate "liberation theology" and Marxist economics.

According to Zweig, liberation theologies — most often associated with Catholic movements in Latin America — are actually part of many religious traditions. He argues that liberation theology prods religious people and institutions to serve as active agents for social change on behalf of the poor, the oppressed, and the working people who experience injustice as a daily fact of life.

"Little attention has been paid to bringing people with ethical and moral concerns into contact with real economic analysis," says Zweig. He believes that the reverse is also true: the concerns of people who seek social change must also be taken seriously by economists. A dialogue, says Zweig, is urgently needed. To that end, Zweig commissioned original essays from well-known theologians, economists and sociologists in order to further the exchange. Even though liberation theology began in Latin America, the focus of this book is North America, and all



Michael Zweig

the authors are from the United States and Canada.

The authors provide a critique of the individualism that underlies mainstream economic analysis, a critique that extends to the values implicit in the market system. In addition, they show how social marginalization and economic deprivation are the consequences of economic organization, not simply the failings of individuals.

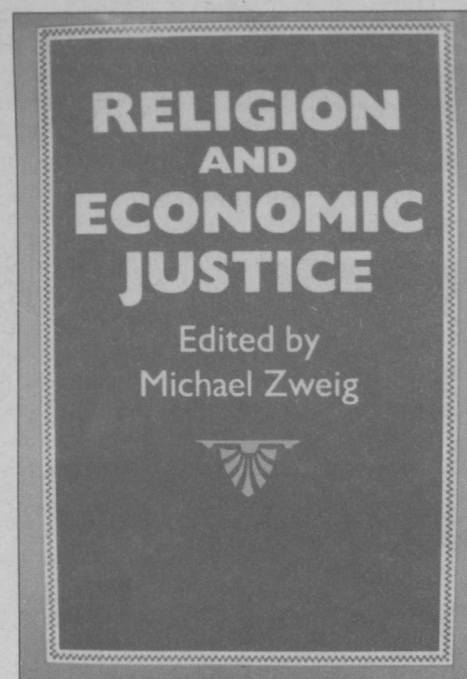
The book is divided into four parts. In the first, Zweig presents the approach liberation theologies take towards the economy and explores how mainstream and Marxist economics deal with the issues.

Part Two presents diverse religious reflections on economic justice. Norman Gottwald explores the connection between religious belief and conflicting economic interests in society. Gregory Baum presents modern Catholic social teachings on the economy; Pamela Brubaker provides a feminist critique of the treatment of economic justice in both secular and progressive Christian economic thought; and Michael Lerner explores the Jewish tradition of liberation theology.

Part Three focuses on two aspects of modern capitalism. Ann Seidman's essay, "Manmade Starvation in Africa," and Sister Amata Miller's reflections on international trade look at the global economy.

In addition, Zweig's chapter on "Class and Poverty in the U.S. Economy" deals with one of the central concerns of the movements for economic justice: poverty. "Two-thirds of all poor people are white; two-thirds of all black people are not poor," says Zweig. "Poverty is what happens to the working class. It is not only a matter of race."

Part Four concludes the book with two chapters exploring some political implications of the economic critique.



Herbert Gintis and Samuel Bowles examine the limits of classical liberalism, while Frances Moore Lappé and J. Baird Callicott borrow from ecology to describe the interconnectedness of society.

"This is a book for the 90s," says Zweig. "As economics get harder, people are looking for new ways to look at things. The limits of individualism are clearer, and people are looking for strength in being connected to each other. I've written this book to provide a resource for them."

*Religion and Economic Justice* has received a favorable initial reception. "This collection of essays seeks to effect a junction between religiously based and Marxist critiques of the present economy and represents usefully a significant strand of critical thought," writes Stanford University Professor Kenneth J. Arrow, Nobel laureate in economics.

Cornel West of Princeton University calls it, "a superb book, containing some of the best work of highly distinguished figures in economics, religious ethics and biblical studies...this book is timely, diverse yet coherent, excellent, and engaging."



# Selected Excerpts

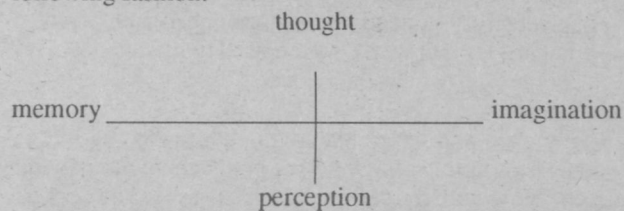
Selections from works on philosophy, history, English, French literature, psychology and sociology by Stony Brook scholars.

**Spirit and Soul: Essays in Philosophical Psychology**  
By Ed Casey, professor of philosophy  
Spring Press, 1991

From *Spirit and Soul: Essays in Philosophical Psychology*, by Edward S. Casey. © 1991, Spring Publications Inc. Reprinted by permission of the publisher.

As if anticipating Jungian typologies, Western philosophers have often espoused a fourfold classification of mental activities or faculties. Although the exact constitution of this *quadrivium* of mind differs from philosopher to philosopher, there is a marked tendency from Aristotle onward to focus on four crucial members: thought (in its various guises as intellect, reason, understanding, etc.); perception (sensation, sensory experience of various kinds); imagination (entertaining mental images, projecting the possible); and memory (retention, recollection, recall). Why these four? Beyond their sweepingly synoptic character when taken together, the four activities in question have the economic advantage of forming two pairs of terms in each of which there is a compensatory or reciprocal relationship. Thus *thought* and *perception* fall together insofar as what perception gives (i.e., concrete sensory "data") thought lacks, and what thought supplies (i.e., categories, concepts) perception does not possess: "thoughts without [sensory] contents are empty, intuitions without concepts are blind" (Kant, *Critique of Pure Reason*, B 76). Similarly, *imagination* and *memory* belong together by virtue of the fact that memory looks backward toward what has been, while imagination looks forward toward what might be. Such retrospection and propection complement each other by their very disparateness of directionality.

Philosophers have stressed the importance of the first pair of terms in the context of strictly epistemological questions (the paradigmatic case is that of Kant), whereas the second dyad is singled out in the pursuit of pure description or phenomenology (the paradigm here is Husserl). But we may bring the two pairs together by considering them as forming perpendicular axes in the following fashion:



What this simple schema brings to awareness — in awareness which is no less certain for being almost wholly intuitive — is the way in which the two pairs of acts in question relate to the dual dimensionality of *temporality* or *time-as-experienced* by human beings. (i) First, the vertical axis unequivocally signifies the *synchronic* dimension of temporality — especially as this is exemplified by the instant or by eternity, neither of which develops or endures in time. Now, perception tends to take place instantaneously: it apprehends what is *now* present to the senses

and is often confined (by the logic of "local partitioning") to this now-point as a "restrictive focal setting." Thought, in contrast yet equally synchronically, ranges over *all* time, time-as-a-whole, and aims at what is *forever* true: its objects are "omnitemporal" in Husserl's term, "eternal" in Plato's. But it is Plato who also tells us that time itself is to be conceived as "the *moving image* of eternity" (*Timaeus* 37d). (ii) Second, the horizontal axis of memory and imagination is the axis of *diachronic* development. On this axis, movement proceeds by images — remembered images retrieving the ever receding antipode of the past, imagined images (or, better, imagining images) leading forward into the future. Beyond this past-future bipolarity, there is a further meaning of the horizontal line: it symbolizes a *fall* into time from the aether of pure thought. The lateral axis is the fallen axis; it is diachronically diffuse; here objects of events falter, linger, and languish.

Note: Footnote reference numbers have been omitted.



**Search for a Father: Sartre, Paternity and the Question of Ethics**  
By Robert Harvey, assistant professor of French and Italian  
University of Michigan Press, 1991

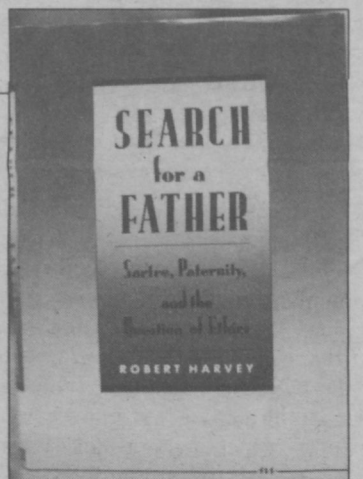
From *Search For A Father: Sartre, Paternity and the Question of Ethics*, by Robert Harvey. © 1991, University of Michigan Press. Reprinted by permission of the publisher.

There are at least two negative judgments about Sartre's thought that, having been expressed frequently in the heyday of existentialism, continue to creep into our minds today with the insistence of commonplaces: (1) if he is not profoundly immoral, Sartre is, at the very least, a profoundly demoralizing thinker, and (2) as a general advocate of a freedom so unlimited that the human subject must owe allegiance to no one and forge its own destiny out of nothing, Sartre is not only skeptical about the beings who engender us, he quite specifically and unequivocally condemns fathers. Though still exercising considerable influence, the first of these clichés has come under some revision by the critical work of the past thirty years, revealing how consistently Sartre's work is predicated upon questions of moral judgment within the framework of radical freedom. Thus, although he never elaborated an ethical system, Sartre's work is profoundly moral. The

assumption, however, that Sartre abhors all family-grounded interpersonal relationships as epitomized by paternity is a much more tenacious one.

As is frustratingly true of much of Sartre's thought, the opposites of these two persistent criticisms are not only coherent and supported by evidence, but they are fused in Sartre's thought in a way that actually promotes his ethical reflection. In positing such a paradoxical fusion, I am proposing to go against the grain not only of several critiques of Sartre as moralist, but also to go against the grain of Sartre himself. In order to move in this direction, it is necessary, first, to question the assumption that Sartre abhors fatherhood by showing how his writings consistently link the constitution of the ethical subject with the problems endemic to the most difficult interpersonal relation of all: that between fathers and sons. Rather than dismiss, once and for all, the possibility of a tolerable

paternity, Sartre became truly obsessed by it — perhaps on a private level, but certainly as a thematic in his literary work. What I intend to show in this study is that Sartre ties this preoccupation with paternity to his search for a paradigm for all ethical interaction between human subjects. Never either condemning paternity nor endorsing it, Sartre remains ambivalent in the extreme about its negative effects on human freedom. Yet this very ambivalence fuels his abiding interest in the relationship's ethical potential.



**Questions About Questions: Inquiries into the Cognitive Bases of Surveys**  
By Judith Tanur, professor of sociology  
Russell Sage Foundation, 1991

From *Questions About Questions*, ed. by Judith M. Tanur. © 1991, Russell Sage Foundation. Reprinted by permission of the publisher.

The 1960s and 1970s saw the development of new analytical technologies, especially the hardware and software associated with high-speed electronic computers. These developments permitted more people to do more surveys more cheaply and analyze them more quickly than ever before possible. They also meant that more people became respondents to both legitimate and less legitimate surveys than ever before — gone forever were the days when Phyllis McGinley (1954), after complaining that no polltaker had yet sought her opinions, could beg:

Before the unpoll'd generations trample me,  
Won't someone sample me?

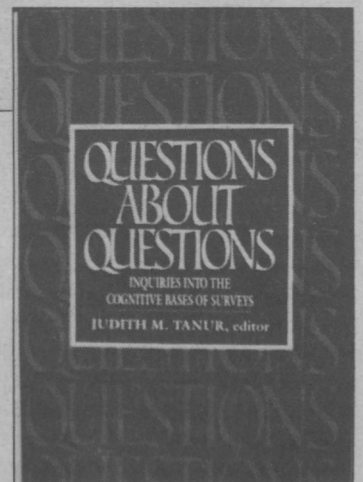
Indeed, during the 1970s, survey researchers found that sampled respondents were increasingly refusing to grant interviews. Such refusals raise the cost of surveys because they necessitate call backs and degrade the accuracy of results if chosen respondents cannot be persuaded to cooperate. If refusals were occurring, even in part, because of the content of survey questionnaires, it behooved researchers to improve those questionnaires to make them less onerous.

During the same period, government agencies and

academic researchers initiated longitudinal surveys, and the United States government initiated large survey-based social experiments to discover the effects of such projected reforms as a negative income tax and universal health insurance. These joined such important government surveys as the Current Population Survey carried out monthly to estimate the nation's unemployment rate, the National Crime Survey collecting data on victimizations to supplement the police report-based Uniform Crime Reports, and the National Health Interview Survey providing data on prevalence of illnesses and their effects. This proliferation of surveys has made them part of the very fabric of our lives, providing data for academic research and for crucial government policy. But questions were arising: Were respondents able to recall accurately victimizations, visits to doctors, whether they had looked for work during the previous four weeks, and other autobiographical events that survey interviewers were asking them to report? How valid were these data on which academic research and government policy were increasingly based, and what could be done to make surveys yield more valid data? A panel of the National Academy of Sciences reflected these concerns

in a report on the National Crime Survey (Penick and Owens, 1976).

Although issues of rising refusal rates and costs of surveys and of the validity of data used for policy purposes made these questions especially urgent, they were not new. For many years, survey research methodologists had been concerned with such problems of questionnaire construction and administration as the effects of interviewers, wording, open versus closed questions, the existence of middle or don't-know alternatives, question ordering, and failures of recall. But by the middle of the 1970s, the social science community reacted to the urgency by increasingly turning its attention to that part of the survey enterprise that remains today an art, but one that we shall see has lately been augmented by a better understanding of the cognitive processes that underlie the process of asking and answering questions.





# Selected Excerpts

## **The Psychology of Eating and Drinking: An Introduction** By Alexandra W. Logue, professor of psychology W.H. Freeman, 1991

From *The Psychology of Eating and Drinking*, by A.W. Logue. © 1991, W.H. Freeman and Company. Reprinted by permission of the publisher.

### **Prevalence of the Preference for Sweet**

Few people need to be convinced that there is a general preference among humans for sweet foods and drinks. Despite their diverse origins, almost everyone in the United States can find room for Jell-O, and many people can find room for anything sweet, even after a satisfying dinner.

People of any age are likely to pick sweet foods over others. This is also frequently true of many other species, for example, horses, bears, and ants. Common laboratory lore holds that if you are having trouble training your rat to press a lever in a Skinner box, smearing a little milk chocolate on the lever will solve the problem.

It is not surprising that many species have a preference for sweet foods and drinks. Sweet foods and drinks tend to have a high concentration of sugar and, therefore, of calories. Calories provide energy for the body and are necessary for the body to function. In the natural environments of most species, digestible calories are not freely available and frequently are not available in sufficient amounts. Therefore, a preference for a concentrated source of calories is likely to confer an evolutionary advantage of animals that have that preference.

Like many other species, *Homo sapiens* first appeared in an environment in which available calories were often few and far between. One concentrated source of sugar and, therefore, of calories was ripe fruit, which can be distinguished from unripe fruit by its sweetness. In addition

to sugar, fruit provides many vitamins and minerals necessary for body function and growth. A preference for sweet foods and drinks that would encourage consumption of ripe fruit was probably advantageous to our early ancestors.

Now, thanks to advanced technology, most people can count on having a variety of cheap foods and drinks readily available that contain sugar but very little else. From cupcakes to cola, candy to Cocoa Pebbles (46 percent sugar by dry weight), we are confronted at every turn with foods whose main nutritive value consists of the calories they provide. Because sweet foods and drinks are so cheaply and easily available and are advertised so much, and because of our preference for sweet, we tend to consume these foods and drinks instead of others. The result in highly developed countries such as the United States is that we consume too much sugar and not enough of other nutrients. This not only degrades nutrition but also can increase the incidence of cavities, heart disease, and obesity, all of which are significant health problems. It is essential for our health that we understand what causes our preference for sweet foods and drinks and what factors do affect and can affect that preference.

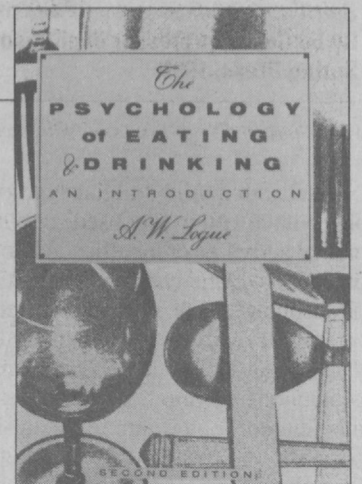
### **First Exposure to Sweet**

J.A. Desor, Owen Maller, and Robert E. Turner have studied newborn infants' preference for sweet fluids. The fluids were presented to the infants in bottles, and the researchers measured the amounts that the infants consumed. The infants preferred the sweet fluids to water, and they

consumed more of the sweet fluids as the concentration of the sugar in those fluids was increased. Although it is not clear whether the pre-lactal feeding influenced the sweet preference of these 1- to 3-day-old infants, the existence of a preference for sweet at such an early age suggests a strong genetic component in the determinants of the preference for sweet.

There have been several documented instances in which a culture that lacked sweet foods and drinks (with the exception of milk, which is slightly sweet) came into contact with a culture that regularly consumed sweet foods and drinks. In these cases, none of the cultures previously without sugar rejected the sugar-containing foods and drinks of the other culture. The Eskimos of northern Alaska are an example of such a sugar-adopting culture. As in Desor, Maller, and Turner's research with newborns, these cases indicate that early experience is not a requirement for a person to prefer sweet tastes.

*Note: Footnote references have been omitted.*



## **Nothing Begins With N**

Co-edited by Pat Belanoff, associate professor of English  
Southern Illinois University Press, 1991

From *Nothing Begins With N*, ed. by Pat Belanoff, Peter Elbow and Sheryl I. Fontaine. © 1991, Southern Illinois University Press. Reprinted by permission of the publisher.

### **"Freewriting: An Aid to Rereading Theorists"**

By Pat Belanoff

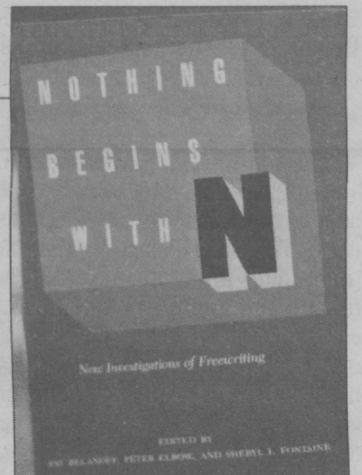
About fifteen years ago I discovered freewriting. I remember neither where nor how I discovered it nor even when I first used it in a classroom. What I liked about it from the beginning (and still do) is that almost all students like it. Not having to worry about surface language features or about anyone's reading what they write makes most students feel freer in their writing than they ever have. What I also liked about it (and also still do) is that it led students to write pages and pages that I didn't have to read — and, in fact, ought not to read. That represented freedom for both me and my students.

After the initial euphoria, my pragmatic, teacherly self felt the need to assess the role of freewriting more rigorously. I wanted to discover a basis of justification for the benefits of freewriting that both I and my students felt. What I concluded was that freewriting made students better writers because it got the writing muscles (all of

them: hands, eyes, brain) working at full speed — akin to a pianist playing scales or a marathon runner doing stretching exercises and warm-up stints — and it produced rich, if rough, first drafts....

I suspect that freewriting is the sort of writing that most gives a writer the sense of creativity that myth attributes to great writers. The sense of words flowing out of one almost on their own power is exhilarating, perhaps akin to a runner's "high." But it is the experienced runner, the one who pushes himself to keep moving, who will taste that "high," not the novice runner. Similarly, it is the experienced writer — one who practices freewriting habitually, even pushing himself beyond his own limits — who is most likely to taste the exhilaration of writing going along under its own steam. When that happens, of course, the writer no longer needs to be told not to give attention to the technical aspects of language and to the logical sequencing of thoughts. Part of what is happening mandates that no such attention will be given.

I know there are many writing teachers, probably the majority, who think freewriting is simply warm-up exercise: that it neither draws on nor develops the cognitive abilities of the brain. I believe that it does that powerfully, but that it also allows the nondiscursive language powers of the mind to function. Freewriting has the potential to exercise all aspects of language; it allows a writer to stay close to the primordial mess inside her head, close to its fruitfulness, and at the same time explore the potential of anything it isolates from the mess. Freewriting need not be seen solely as the handmaiden of other aims; it is valuable in itself.



## **Revenuers and Moonshiners, 1865-1900**

Wilbur R. Miller, associate professor of history  
University of North Carolina Press, 1991

From *Revenuers and Moonshiners: Enforcing Federal Liquor Law in the Mountain South 1865-1900*, by Wilbur R. Miller. © 1991, The University of North Carolina Press. Reprinted by permission of the publisher.

According to George W. Atkinson, a West Virginia deputy who later became U.S. marshal, governor, and federal district attorney, Captain James M. Davis of Tennessee was the beau ideal raider. Over six feet tall, muscular, and large boned, he weighed 210 pounds. "He looks like a backwoods man, and he possesses much of the native shrewdness, activity and daring of the Indians." Uneducated, but with "a remarkably retentive memory and keen perceptive faculties," he could patiently track moonshiners into "nearly all the by-paths and deep recesses of the Cumberland mountains." Before his career as a revenuer, Davis had worked for the Tennessee state prison tracking escaped convicts. Physically strong, able to tie up any ordinary man he got his hands on, he could travel for four days without food or sleep. A superb shot, his bullets usually found their mark. So accurate with his shooting, Davis was able to describe the nature of the wound received by a moonshiner who got away, later found dead from the type of wound Davis predicted. Davis was also "a natural born leader and commander of men."

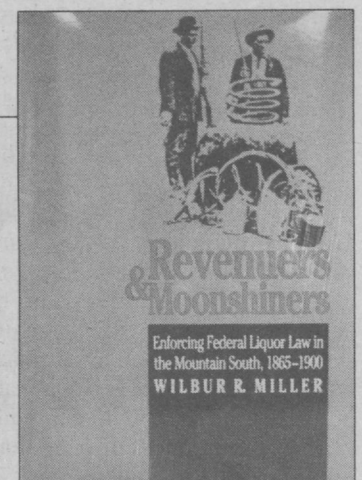
Blockaders "quake at the bare mention of his name," but he was "one of the kindest hearted and most gentle natured of men." Once he captured his man, Davis "never fails to win the affection of the prisoner" by kind treatment. He captured over three thousand blockaders and smashed up 618 stills, in all these efforts killing only three men and wounding "about a dozen more."

Davis joined the company of obscure Americans whose names appear as Supreme Court cases. He was fired on during a raid in Tennessee, and when he shot back, he killed a moonshiner, J.B. Haynes. Davis surrendered himself in Tracy City, where, during the state's preliminary hearing, someone tried to assassinate him, killing the deputy who was walking with him instead. State authorities charged him with murder and contested removal of the case to federal courts under statutes providing for the defense of officers acting in the line of duty. The case reached the Supreme Court, which in a divided decision upheld the constitutionality of the removal provisions.

Davis himself died in the saddle in 1882. While on his

way to court with other revenuers and a captured moonshiner, he was ambushed in Tennessee near the spot where he had earlier killed Haynes. Davis fell from his horse, only wounded by the first shot. He got up and was walking toward the other possemen when a second shot knocked him down. Several men emerged from the bushes and fired pistols into Davis, leaving his body with twenty bullet holes and a crushed skull. The ambush had apparently been carefully planned in a nearby saloon, and the assailants had constructed a log and brush barricade for the purpose. The murderers do not seem to have ever been captured.

*Note: Footnote references have been omitted.*







## USB Student Newspapers Capture Top Prizes

Stony Brook's student newspapers won a host of honors in the 40th annual *Newsday* School Journalism Awards program, taking prizes in every category. Winners were announced at a dinner on May 12.

*The Statesman* won first place for typography and layout, second place for investigative reporting, feature writing and photography, and third place for commentary, sports writing and news writing.

*USB Weekly* won first place for feature writing, investigative reporting, sports writing, third place for photography and typography and layout.

Seventy schools, from middle schools through universities, competed in the contest, judged by *Newsday* staff members.

## Long Island Sound Office Opens on South Campus

The U.S. Environmental Protection Agency now has a Long Island Sound Office at the Marine Sciences Research Center.

The office, under the direction of EPA's Mark A. Tedesco, will play a central role in coordinating the cooperative federal, state, and local effort to clean up the Sound, based on the findings of a five-year Long Island Sound Study, conducted under the EPA's National Estuary Program.

The Long Island Sound Office will conduct programmatic and outreach activities, with the aid of New York Sea Grant, also located at the university.

## Campus Welcome Wagon Seeks Volunteers

The Welcome Wagon, organized by the Division of Campus Residences, is seeking volunteers from the faculty, staff, and returning students to assist with Fall Semester check-in and move-in for new students.

On Saturday, August 29, Welcome Wagon '92 volunteers will assist in welcoming new students and their parents to the university. Volunteers are needed to answer questions, assist with traffic control, move belongings to students' rooms and escort new residents to the "New Student Convocation."

There will be a special version of the Welcome Wagon program for returning students' check-in day on Sunday, August 30. All continuing Fall 1992 residential students who volunteer time for the Welcome Wagon program will receive an early fall semester check-in date.

Applications are now available at residential quads and college offices and directly from Karen Telegadis, at 632-6788 or via Allin1 to KTELEGADIS. Submit applications to the Division of Campus Residences, G Quad Cafe, zip=4444.

## Faculty Join "Road to the White House" Conference

Seven faculty members joined nationally known journalists and government officials at a daylong conference on May 29 in Smithtown that focused on the nation's election process.

The third annual Presidential Conference, sponsored by Smithtown High School

East, featured panel discussions, a display of campaign memorabilia, a debate and a straw poll, designed to examine "The Road to the White House; 1952 - 1992."

Faculty members taking part in the conference were Michael Barnhart and David Burner of the Department of History and Helmut Norpoth and Howard Scarrow of the Department of Political Science. Joining them were Hugh Cleland, professor emeritus of the Department of History, as well as *Newsday* assistant managing editor Robert Greene and *Newsday* political writer Alan Eysen, who serve as adjunct professors at Stony Brook.

The conference, designed to look at how the election process has changed through the years, is a project of the 11th grade social studies honors classes at Smithtown East, coordinated by Charles Backfish and Alan McKeeman, history teachers at the high school.

*New York Magazine* columnist Edwin Diamond delivered the keynote address, "The Media and the Transformation of the Election Process, 1952 - 1992." Former vice-presidential candidate Geraldine S. Ferraro, now a candidate for the Democratic nomination for the U.S. Senate, presented the afternoon address.

## Summer Science Workshops For Children and Parents

Week-long workshops with hands-on activities in chemistry and physics, designed for parents and their children from kindergarten through sixth grade, will be held this summer on campus.

The workshops are:

- **Chemistry:** Monday, June 29 through Friday, July 3, 9 a.m. to noon. Fee: \$80 per adult/child.

- **Physics:** Monday, July 6 through Friday, July 10, 9 a.m. to noon. Fee: \$100 per adult/child.

Parents and children can register for one or both workshops, which will be held in the Chemistry Building, Room 406. For further information or a registration form, call Professor C.V. Krishnan, Department of Chemistry, 632-7992 or 928-5761.

## New Student Ambassadors Selected for 1992-93

Six undergraduates have been named Student Ambassadors, joining the 12 current ambassadors who will continue to fill their role as representatives of the best and brightest at Stony Brook.

The new Student Ambassadors are Deborah Eudene, Jennifer McGuire, Deborah Quaglio, Faisal Samad, Letha Seraphin, and Jayson Zellman.

Eudene is a senior, multidisciplinary studies major. She is a member of the Honors College, Sigma Beta Honor Society, and the Federated Learning Community. A transfer student to Stony Brook from N.Y.U., she lives in Port Jefferson Station. Her home town is White Plains.

McGuire is a sophomore planning to major in planetary geology. She is a member of the Honors College and the Stony Brook Volunteer Ambulance Corps. A resident of Ammann College, she comes from Averill Park, N.Y.

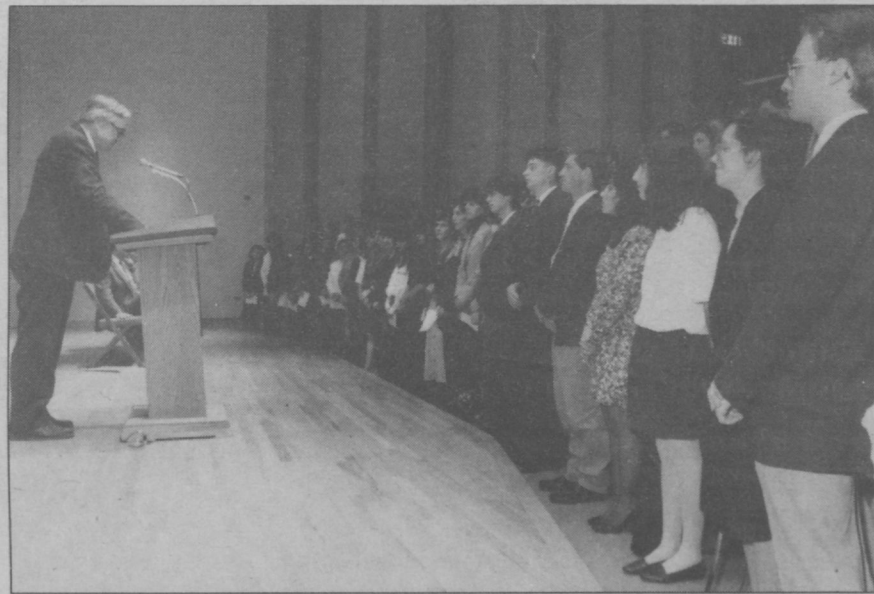
Quaglio is a junior, sociology major. She is a member of the Honors College and sings with the University Chorale and Chamber Singers. She is an office assistant at Eleanor Roosevelt Quad, and a member of Sigma Beta Honor Society. Quaglio, a resident of Dewey College, is from Bohemia.

Samad is a junior, majoring in economics. He belongs to the Harriman Undergraduate Society, the Economics Society, and the Residential Life Development and

Training Committee. He resides in Schick College, Kelly Quad, and his home town is Floral Park.

Seraphin is a sophomore, planning to major in biology. She is a member of the Honors College, Sigma Beta Honor Society, Club India, and the Pre-Med Society. She feels a family attachment to Stony Brook, as her father and two brothers are alumni. Seraphin lives in Port Jefferson Station.

Zellman is a senior majoring in multidisciplinary studies. He is founder and past president of Tau Delta Phi fraternity, Polity chair for Homecoming and chair of the Fraternity-Sorority Weekend. A resident of O'Neill in G-Quad, he comes from Flushing.



## Phi Beta Kappa Inductions

The following juniors were inducted in Phi Beta Kappa, the oldest American academic honor society, this semester:

Stella Bondar, Ming-Lai Cheung, Carole J. Conti, Cheryl L. Gammone, Lin Gao, Lauren M. Gray, Linda M. Isbell, George P. Liakeas, Susie Lin, Nicholas Mamatas, Ingebjorg A. McGrady, Guy M. Miller, Christopher S. Misciagno, Maureen M. Parinello, Pamela M. Rief, Tamara K. Weit, and Costas Zervos.

The following seniors were inducted into Phi Beta Kappa: Yama Abassi, Vito Alamia, Jason S. Amster, Sebastian Arengo, Sonia Arora, Bernadette Aulivola, Lisa G. Baltazar, Jayne L. Bard, Mary Ann Bartley, Joseph E. Basar, Leanne Bertino, Chantal A. Botteman, Allyson H. Brodsky, Alexander S. Burry, Patricia E. Carson, Douglas H. Carsten, Aileen M. Casey, Elizabeth H. Ciano, Arlene Cohen, Aliza R. Cohn, Monica Connell, Peter A. Dandrea, Karen S. Davidson, Gregory J. Deglas, Merav Dekel, Dominique J. Demesin, Veronica A. DiFresco, Melissa Doak, Thomas V. Dougherty, James A. Durso.

Also Marc Eisenhart, Mary E. Fahey, Bruce L. Farbstein, Margaret L. Genovese, Michael E. Geraghty, Craig A. Gerken, Rachel Gilligan, Todd C. Goffman, William A. Greenberg, Mary T. Griffin, Carrie S. Guerrero, Jennifer L. Haimowitz, Robert J. Howard, Janeen M. Howarth, Wei L. Hsu, Edward V. Jeffrey, Tun Jie, Karin L. Johnson, Michael R. Jung, Patricia Kelley, Gregory Killeen, Barbara Klineberg, Stacey R. Kolomer, Laura B. Korenge, Tammany M. Kramer, Anita P. Kuan, Henry Lam, Julie A. Laumann, Yael N. Lazar, Gale J. Lee, Jiong Liu, Michelle B. Loehr, Paula T. Loniak, John J. Love, Karen E. Ludeman, Vincent J. Lupo.

Also Pauline Ma, John Maddock, Hania Husni Majzoub, Regina E. McArdle, Susan D. McLean, Dana Meaney, William R.

The continuing Student Ambassadors are Lorelei Apel, English major, from Lindenhurst; Keith Babich, psychology major, from Brooklyn; Charlotte Blanc, anthropology, Floral Park; Patricia Carson, sociology, Hampton Bays; Barbara Cohen, geology, Menands; Maxine Douglas, sociology/philosophy, Massapequa; Dante Lewis, biology, Staten Island; George Liakeas, biochemistry/sociology, Great Neck; Elena Milaresis, political science, Jackson Heights; Veronica Rodriguez, English/biology, Babylon; Steven Spiegel, biochemistry, Old Bethpage; and Diana Vaca, economics/business, Kew Gardens.

Student Ambassadors greet important guests to the university and help host Stony Brook special events.

Mellen, Thomas W. Mills, Michael J. Muller, Jeffrey S. Newman, Andrew Nguyen, Philip Niedzielski, Teresa E. Novellino, Jo A. Oakes, Katherine R. Olson, Paul Parker, Rantik Patel, Jessica M. Perrone, Cheryl A. Perry, Doreen M. Peschio, Artur Pluta, Patricia K. Ramirez, Rita M. Regan, Michael P. Reynolds, Scott W. Reynolds, Steven M. Robbins, Gregory P. Robinson, Steven W. Rock, Sheila C. Rockwood, Andrew J. Scardino, Keith P. Schaber.

Also Laura Schiro, Pamela Schleher, David S. Schopick, Samantha W. Scott, Glenn K. Sherwood, Meredith A. Singer, Carmela M. Sortino, Fredrika R. Spiewak, Karen L. Terlecki, Claudia Tippet, Riza Tuncel, Kathleen Valente, Samantha Van Assendelft, James R. Van Valen, Joyce Warner, John H. Watrous, Eran Weichselbaum, Leonore C. Wells, Janet A. Wiita, Jason Yunger, Lynn Zawacki, Steven M. Zore and Audra A. Zorn.

Special awards were given to John Mediatore (inducted last year), for Undergraduate Research, and Fredrika Spiewak, for Creative Activities.

At the ceremony, guest speaker Peter Williams, associate professor of philosophy and preventive medicine, noted that election to Phi Beta Kappa represented future responsibility as well as honor for past achievements, and urged initiates to continue exercising the qualities that had brought them Phi Beta Kappa membership: intellect, breadth of interest, and curiosity that challenged themselves and those around them not to be satisfied with superficial answers.

University President John H. Margurger noted that academic achievement is a matter of the heart as well as the mind, and saluted the parents of the initiates, whose hearts had made it possible for their children's minds to achieve their best.



**Toby Buonagurio**, professor of art, was one of four artists awarded a major commission for the new Times Square Subway Complex by the Times Square Subway Improvement Corporation and the Metropolitan Transportation Authority Arts for Transit. The other artists are Roy Lichtenstein, Jacob Lawrence and Jack Beal. Buonagurio will create several dozen ceramic relief sculptures that relate thematically to the Times Square area. The project is expected to take several years to complete.

**David Emmerich**, acting chair of the Department of Psychology, has been elected to chair the Council of University Directors of Clinical Psychology for 1992 to 1994. The council includes the directors of 144 doctoral programs in the U.S. and Canada.

**Angelica Forti-Lewis**, associate professor of French and Italian, has just published *Maschere, libretti e libertini: Il mito di Don Giovanni nel teatro europeo*, tracing the Don Juan myth in European theatre. Published in Italian in Rome, the book explores pivotal versions of the myth from Tirso de Molina's *The Trickster of Seville and the Stone Guest* through Shaw's *Man and Superman* and more. The book can be purchased through Speedimpex Book Distributor, 45-45 39 Street, Long Island City, NY 11104.



**Dawn Greeley**, doctoral student in the Department of History, has been named a 1992-1993 Fellow in Nonprofit Governance at Indiana University. The fellowship, which pays a stipend

of \$12,000 for 12 months, is considered one of the most prestigious honors in the country.

**Marika Lindholm**, doctoral candidate in the Department of Sociology, won a \$15,000 dissertation fellowship from the American-Scandinavian Foundation. The award will allow her to meet research costs during the next academic year, which she will spend in Sweden studying gender inequality and the rise of the Swedish welfare state: 1870 - 1980.

**Stefan Litwin**, graduate music student, presented piano music by Arnold Schonberg for the Music Forum series on May 11. The series, cosponsored by the university's Humanities Institute and the Greater Port Jefferson Arts Council, was originally conceived by Litwin, "to demystify the musical process" for audiences, by combining lecture and performance.

**James B. McKenna**, dean for International Programs, has been elected president of the International Institute in Spain (IIS). A Boston-based American foundation established in 1892, the IIS conducts educational and cultural programs to promote mutual understanding between Spain and the United States, with particular emphasis on issues of common interest to American and Spanish women.

**Thomas Sexton**, director of graduate studies at the Harriman School for Management and Policy, conducted a five-week extracurricular course, "Statistics for Scientists," at Kings Park High School. The program was designed to help students analyze data and present their results.

**Norman Goodman**, professor of sociology, **Ronald Douglas**, vice provost for undergradu-

ate studies, **Ben Walcott**, associate provost, and **Sheldon Cohen**, president of the university's Alumni Association, were selected for honorary membership in the campus chapter of the Golden Key national honor society. Junior **Joel E. Motsay** and senior **Howard R. Sussman** received scholarships as the outstanding undergraduate initiates.

Two undergraduate music students have won the Undergraduate Concerto Competition: **Jennifer Kim**, piano, and **Robert Romano**, clarinet. Both Kim and Romano will be soloists for the University Orchestra and Wind Ensemble concerts next year. The orchestra and wind ensemble are directed by **Jack Kreiselman**.

Seven students were inducted into Sigma Pi Sigma, a physics honor society. They are **Wendy Guh**, **Victor H. Martinez**, **Mihai Negoescu**, **Dane Orlovic**, **Timothy A. Savas**, **Gracia M.K. Siswanto** and **Eran Weichselbaum**.

Five high school students who participated in the Student Research Support Program at the Center for Science, Mathematics and Technology Education (CSMTE) were named to the "All USA High School Academic Team," an annual salute to the best and brightest students in America sponsored by *USA Today*.

Another CSMTE participant was one of the top two winners in the International Science and Engineering Fair, held last month in Nashville, Tennessee.

The *USA Today* winners are Adam Abramson (Massapequa H.S.) and Anshul Patel (Roslyn H.S.), first place; Joshua Silverman (Ward Melville H.S.), second place; and Tessa Warren (Ward Melville H.S.) and Virginia Youngblood (Ward Melville H.S.), third place. Adam Healey of Paul D. Schreiber High School

(Port Washington) won the International Science and Engineering Fair, which involved more than 150,000 students from the U.S., Japan, Germany, China, Britain, Sweden and Canada.

Associate Professor of Pathology **Marc Golightly** assisted Healey, Assistant Professor of Neurobiology and Behavior **Marian Evinger** worked with Silverman, Ecology and Evolution Lecturer **Frank Turano** worked with Warren and Physics Professor **Hal Metcalf** helped Virginia Youngblood.

## 1992 Senior Leadership and Service Award Winners

The following graduating seniors have made an outstanding contribution to campus life through leadership and community service, and, in recognition of their achievements, have been given 1992 Senior Leadership and Service Awards: William Adams, Jessica Arnold, Elissa Ascione, Manuel Brea, Jennifer Cabbie, Alejandra Castillo, Sabine A. Deshommes, Veronica Difresco, Brian Dooreck, Kirk Dunbar, Hayley Doran, Scott Egan, Michelle Ellman, Delphine A. Fawundu, Hal Freidet, Christina Gilligan, Martine U. Hall, Brian Harkins, James E. Harrison, David Joachim, Anita Kuan.

Also Michelle B. Loehr, Glenn Magpantay, Brian S. Marmor, Peter Mavrikis, Harry R. Mayors, Dana Meaney, Lee Montes, Manuel Nunez, Maritza Ortiz, Monica Petrizzi, William Piervincenzi, Annette Roach, Brandon Rush, Robert Serratore, Scott Siegel, Daniel Slepian, Bonnie J. Smart, Kathleen Stuart, Otto Strong, Lee Wiedl, Scott Van Hatten, Erika Votruba, and Michael Zachry.

Award recipients were nominated by faculty and staff.

## TRANSITIONS

**Helen Cooper**, associate professor of English, has been appointed Acting Vice Provost of Graduate Studies, serving for the remainder of this academic year, through the 1992-93 academic year. Cooper, who joined the Stony Brook faculty in 1980, has served as the English Department graduate program director as well as on several university-wide committees.

**Patrick A. Heelan**, dean for Fine Arts and Humanities, will be leaving the university on July 1 to become executive vice president for Georgetown University in Washington, D.C. Heelan joined Stony Brook in 1970 as a philosophy professor. He chaired the Philosophy Department from 1970-74, and has served as vice president for liberal studies, dean of arts and



sciences (1975-79) and acting chair of religious studies (1985-86). He has held his current position since 1990.

Georgetown, founded in 1789, is the nation's oldest Catholic and Jesuit university. Nearly 12,000 students are enrolled in its nine schools. Dean Heelan, in addition to holding a doctorate in philosophy from the University of Louvain, Belgium, and a doctorate in geophysics from St. Louis University, is a member of the Society of Jesus.

**Donna E. McDougal** has been named development and alumni affairs officer for the School of Medicine. In this position, McDougal will communicate with alumni and friends of the School of Medicine to encourage them to support school programs.

McDougal came to Stony Brook in 1990 as assistant director of Alumni Affairs. She previously served as alumni affairs coordinator at Johnson and Wales University in Provi-

dence, RI. She received a bachelor's degree in travel marketing from Johnson & Wales in 1989.

**James Rubin**, professor of art, has been designated chair of the Department of Art for the term beginning September 1, 1992, and ending August 31, 1995. Rubin, who joined the Stony Brook faculty in 1979, has been chair of the department since 1989.

**Eugene K. Schuler, Jr.** has been appointed associate vice provost for research and campus director of technology transfer.

Schuler comes to Stony Brook from the central office of the Research Foundation of the State University of New York in Albany. He has been with the Research Foundation since 1977, first as a contract and grant administrator and later as director of its technology transfer office, where he managed SUNY's portfolio of inventions, licenses and patents.

At Stony Brook, Schuler will oversee research administration and technology transfer (the flow of new technologies from the laboratory to the marketplace) through the Office of Research Services. Stony Brook received \$80 million in outside research funds for the fiscal year July 1, 1991-June 30, 1992. Under Schuler's direction, the office will negotiate all USB patents and license agreements, and will participate in some regional economic development activities.

"Gene Schuler brings with him from the Research Foundation in Albany the expertise Stony Brook needs to assist faculty and staff in fulfilling the university's research mission," says Provost Tilden G. Edelstein. "He already has received deserved recognition for his expertise in technology transfer."

Schuler received his B.A. degree from the University of Notre Dame in 1969 and an M.P.A. degree from the Graduate School of Public Affairs at SUNY Albany in 1973. He is a native of Allentown, Pennsylvania.

## OBITUARIES

**Harold ("Mendy") Mendelsohn**, manager of training and development, died on May 11, apparently of a heart attack, while running at the university's athletic field. He was 40.

"He was a man whose sense of fairness, of humanity and of faith in the goodness of the world marked his every moment," said colleague and friend Marilyn Zucker, coordinator for Special Programs in the office of Human Resources. "I and the world will miss him, but will never forget him."

Mr. Mendelsohn, who lived in Ronkonkoma, had been with the university for 15 years, starting in 1977 as a residence hall director, then serving in the Division of Campus Residences, and joining the Office of Human Resources in 1987.

He was named manager of training and development in 1989 and was instrumental in organizing the first annual Training Day last year, attended by more than 1,000 members of the faculty and staff.

He was an alumnus of the State University at Albany.

Shirley Menzies, senior personnel administrator for Human Resources in the Health Sciences Center, Mr. Mendelsohn's colleague

and counterpart, said, "Harold's high ideals, standards and passion for excellence touched the hearts of all who came in contact with him. His desire to bring about change in a humanistic and positive way taught us all that we can make a difference. He was a friend as well as a special training partner, and I will miss him very much."

Mr. Mendelsohn is survived by his wife, Karen, assistant dean for student affairs in the School of Allied Health Professions. Also by children, Marc, 8, and Jayme, 4; parents, Norman and Shirley Mendelsohn of Amityville, and a sister, Sharon, also of Amityville.

Donations in his memory may be made to the Mendelsohn Children's Benefit Fund, in care of Eleanor Kra, assistant dean, School of Allied Health Professions.

**Marti McCartney**, personnel associate in the employment section of University Human Resources, died on April 24 in Howell, Michigan, of complications following a car accident which occurred last Veteran's Day. A memorial service at the Unitarian Universalist Fellowship in Stony Brook was held on Sunday, May 24, in her honor. "Marti McCartney was a respected and

dedicated member of University Human Resources. She is missed by her colleagues and friends," said Dianne M. Rulnick, director for University Human Resources.

Ms. McCartney came to the university in 1988 as program director for the International Art of Jazz, where she developed, marketed and organized educational programs and concerts. In 1990 she joined the staff of Human Resources.

Ms. McCartney was a 1972 graduate of Muskingum College, New Concord, Ohio, where she majored in sociology. She also studied at Ohio State University and Columbus College of Art and Design.

She is survived by her husband, Michael McCartney of Coram, and her parents, Mr. and Mrs. Lamsford Moore, of South Haven, Michigan.

Contributions in her memory may be made to the Humane Society of South Haven Building Fund, Box 421, South Haven, Michigan 49090; the March of Dimes; or the International Art of Jazz, Inc., 5 Saywood Lane, Stony Brook, New York 11790.

**Holly Hunt**, 22, died of asthma on May 14, three days before she was to have graduated

from the University at Stony Brook. She was an English major, completing her first term as student teacher of English in Central Islip High School, her own alma mater.

Ms. Hunt transferred to Stony Brook from SUNY New Paltz in 1988. She worked her way through school as a student assistant in the Office of Conferences and Special Events and an employee of the Faculty Student Association's Stony Snacks in the Stony Brook Union.

Kevin Kelly, executive director of the FSA, said, "Our deepest condolences go to those who knew Holly best," and recalled "her strong determination, her ever present smile, and her warm, generous and outgoing personality."

Her friend and co-worker Eileen Hoy said, "She would do anything to help anybody," and others remembered her as a giving, thoughtful, hardworking person.

Ms. Hunt lived in Centereach with her parents, Roy and Gail Hunt.

The FSA and members of its staff are establishing a memorial scholarship fund in her memory. Additional information will be released as available.



## Athletic Awards Presented at Year-End Ceremony

Stony Brook's athletic department held its awards ceremony in early May, honoring outstanding individual performances by students, coaches and administrators.

The most valuable and most improved performers were honored in each of Stony Brook's 20 intercollegiate varsity sports. Athlete of the Year awards were presented to senior Will Simonds of the squash team, Male Athlete of the Year, and junior Stasia Nikas of the volleyball team, Female Athlete of the Year. They were selected from among three finalists in each category.

Simonds posted a 21-6 record at number one singles for the squash team and was named most valuable player (MVP) for his team. He is the school's career record holder in wins (74), matches played (98), and career wins (3-0). He was also named a squash All-American for his performance during the 1991-92 season.

"I was very surprised to have won the award," said Simonds. "I thought not many people had heard of the squash team and that might go against me. It was a great feeling to receive an award like this in front of my peers."

"Will's value as an instructor made the team as successful as it was," said squash coach Bob Snider. "He personally, from the beginning of the practice year, worked with every one of our players who could possibly make the starting lineup. We have never had Will's equal."

In contention for Athlete of the Year were Emeka Smith, basketball, and Bill Agger, for both football and baseball.

Smith became the school's all-time men's basketball scoring leader this past season and received honorable mention from the basketball All-American selection committee. Agger was MVP for the football team, playing four positions and batting over .400 as the starting centerfielder on the baseball team.

Female Athlete of the Year Stasia Nikas led the women's volleyball team to a 36-7 record and a second place finish in the state tournament, and to the East Regional Final

of the NCAA Tournament. She led in kills and was second in digs and aces on her way to becoming MVP. Nikas was named to the Tachikara All-American team and to the All-Region team.

"It was a big surprise for me, because I was up against such great competition," said Nikas. "It felt great. I was surprised and really happy."

Said volleyball coach Teri Tiso, "You won't find another better. She is the epitome of student-athlete."

Nikas has a goal for next year: "I want our team to reach the final four of the NCAA tournament and hopefully win the nationals before I graduate."

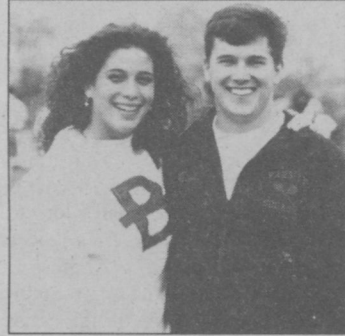
Contenders for Female Athlete of the Year were Joan Gandolf, basketball and softball, and Delia Hopkins cross-country, indoor and outdoor track teams.

Gandolf was a District II All-American in basketball, leading the team in scoring and rebounding. She was named team MVP. She also starred for the softball team, leading in both hitting and pitching. Hopkins was both cross-country and indoor track MVP. She earned All-PAC and All-CTC honors in all three sports.

Also honored at the awards ceremony were Tiso, Women's Athletics Coach of the Year, and baseball coach Matt Senk,



Coaches of the Year: Teri Tiso and Matt Senk



Athletes of the Year: Will Simonds and Stasia Nikas

Men's Athletics Coach of the Year.

"It was really exciting to be recognized by your peers," said Tiso who was also named Tachikara East Region coach of the year for leading the volleyball team to the final eight of the NCAA Women's Volleyball Tournament for the second consecutive season. "It's nice to be recognized and to have the program recognized."

Baseball coach Matt Senk led the baseball team to a 17-12-1 record and a co-championship of the ECAC Metro-

politan New York/New Jersey Tournament. "I didn't expect to win this award at all, as I am only in my second year. It was very gratifying. The award not only recognizes what I have done, but what the program and the players have done."

Associate Registrar Toni Edwards and Statesman Sports Editor Sandra Carreon were presented VIP Service Awards by the VIP Booster Club, the fundraising arm of the athletic department. Edwards and Carreon were cited by Sandy Weeden, VIP Club President, "for contributions, both visible and behind the scenes, to intercollegiate athletics at Stony Brook."

Edwards is a steady source of information regarding course registration, grade information, add/drop problems, and ev-

erything that relates to classes and records. Carreon, in her second year at the Statesman, is considered the finest sports editor in the history of the university. She has recruited students to report on all the athletic teams in an effort to provide maximum coverage for every student-athlete.

Alumni Association Senior Scholar Athlete Awards were presented to Meegan Pyle and Hank Shaw.

Pyle was a member of the university's cross-country, indoor, and outdoor track teams. She is the university record holder in the 500 meters and the 4x400 meter relay. She has been the captain of all three teams for the past three seasons and has earned All-PAC, All-CTC, and team MVP honors on more than one occasion in each sport. Meegan Pyle has a 3.82 grade point average in physical therapy.

Shaw was a member of the cross-country and indoor and outdoor track teams. He was a member of Stony Brook's first ever ECAC championship team in 1991. Hank Shaw has also been named All-PAC, All-CTC in all three sports. He has an overall grade point average of 3.55 and a 3.7 GPA in his major of history.

ECAC Merit Medals are presented to senior athletes who exemplify the spirit of college athletics in the classroom and on the playing field. The 1991-92 winners of these awards were Traci Racioppi of the softball team and Doug Foster of the football team.

Racioppi was a four-year starter for the softball team who pitched and played the outfield. She was a team captain and one of the top hitters on the team. Racioppi has a 3.37 grade point average in physical therapy.

Foster was a four-year performer for the football team, one of the hardest working linebackers in school history. He graduated in December with a grade point average of 3.2 in psychology and was named a senior scholar athlete by the Liberty Football Conference. Foster and Racioppi were presented their awards by 1991 ECAC award winners Ray Lacen, (graduate student at Stony Brook and member of the baseball team) and Teri Manno, assistant softball coach.

## VIP Club Hall of Fame Inducts Class of 1992

The University at Stony Brook Very Important Patriots (VIP) Club inducted its third and fourth members on May 2. Jack Esposito, '68, a four-sport standout for the Patriots, and A. Henry "Hank" von Mechow, the university's first coach, first athletic director and first chair of physical education, were honored at a dinner held at the University Club.

"This is a special occasion for Jack Esposito and Hank von Mechow," said John Ramsey, acting director of the Division of Physical Education and Athletics. "It is an honor for this university to induct one of the greatest supervisors to work for, and one of the greatest athletes in the history of this campus."

Esposito was a four-sport performer for the Patriots in the late 1960s. He earned four varsity letters in soccer and track, two in cross-country, and one in wrestling. In 1965 he lettered in all four sports, the last Stony Brook athlete to letter in four sports in one academic year. He was named the university's Male Athlete of the Year that same year. Esposito is currently employed by the Boeing Corporation as an Aerospace Engineer and resides in Auburn, Washington.

"It was a bright day for this university when Jack Esposito arrived on campus as a freshman engineering student," said John Ramsey, who coached Esposito on the soccer field and presented him with his award.



At the VIP Hall of Fame Induction Ceremonies: John Ramsey, acting director of physical education and athletics; inductees Jack Esposito and Hank von Mechow; Provost Tilden Edelstein and VIP Club Vice President Sam Kornhauser.

"Jack established himself as a standout in all four sports and was a can-do athlete with tremendous desire and stamina. He displayed outstanding leadership, was a consummate team player and was very mindful of his academics, as evidenced by his being named to the Engineering Dean's list on two separate occasions. Jack Esposito would still be a standout today in every sport in which he distinguished himself during his playing days."

Esposito reminisced on his playing days

at Stony Brook, saying, "I really enjoyed my athletic experience at Stony Brook under coaches Ramsey and (Bob) Snider. I look back fondly on all of the friendships I made — they are what I cherish and miss the most. It is a tremendous honor to be a member of the Hall of Fame."

All 20 of the university's intercollegiate athletic programs were begun while von Mechow was athletic director or chair of physical education and athletics. He also served as assistant to the vice president for

construction of the west wing of the Indoor Sports Complex. He came to the university in 1958 and retired in 1991.

"I am pleased and flattered to be able to present this award to Hank von Mechow," said Provost Tilden Edelstein. "Hank was the first full-time appointment in physical education, who later became the university's first coach, first athletic director, first physical education chairman, and fittingly, the first Stony Brook administrator to enter the VIP Hall of Fame. He distinguished himself in every area in which he functioned. He is also first in the hearts of many of us at the University at Stony Brook."

"It is an honor to be inducted with Jack Esposito and to follow [1991 inductees] Stuart Goldstein and Rollie Massimino into the VIP Club Hall of Fame," said von Mechow. "I enjoyed my 33 years of association with this university, from the beginning at Oyster Bay to working on the Indoor Sports Complex."

"Stony Brook athletics has come a long way and will continue to go a long way with both Jack Esposito and Hank von Mechow as a part of our proud tradition," said Sam Kornhauser, vice president of the Stony Brook VIP Booster Club. "Both of these inductees have helped lay the foundation for where Stony Brook athletics is now, and where it aspires to be in the future."



## MONDAY

JUNE 1

Summer session classes begin. Late registration for Term I begins (with late fee). Registration continues for Term II.

**CED Trade and Technical Seminar**, "Achieving Manufacturing Excellence through Plant Layout and Material Handling." 8:30 a.m.-5:00 p.m. Upgrade your plant layout and material-handling skills to allow your company to achieve manufacturing excellence. Designed for those involved in the planning, design or modification of manufacturing operations. \$425; preregistration required. Call 632-7071.

**Catholic Mass**. Noon. Level 5, Chapel, Health Sciences Center. Call 444-2836. Every Monday.

**Writers Club Meeting**. 2:00 p.m. Poetry Center, Room 239 Humanities. Peer Group Workshop follows (bring 5 copies of your poems for critique). Poetry Series on Video also follows meeting. Free. Call 632-0596. Every Monday.

**CCCET School of Continuing Education**, "Intro to PC's and DOS." M/W, 6:00-8:00 p.m. (through July 1). Hands-on, comprehensive intro covers hardware, software, the disk operating system, as well as WordPerfect, Lotus & dBase IV. Room N-243, Ward Melville Social & Behavioral Sciences. \$245; preregistration required. Call 632-7071.

**Prepared Childbirth Courses**. Lamaze refresher course, classes in preparation and Caesarian section birth, newborn care and preparation for breast-feeding. 7:30-9:30 p.m. (varies). Preregistration required. Call 444-2729. Every Monday.

**Village Cinema Film Series**, *Beijing Watermelon* (1989, color, subtitled, 135 min.). A green-grocer befriends a group of Chinese students despite the opposition of his family and they in turn help him. Based on a real story, this film is about understanding, acceptance and friendship. 8:00 p.m. Theatre Three, 412 Main St., Port Jefferson. \$4; \$3.50/students, seniors and members of the Arts Council. (Cosponsored by the Humanities Institute, the Greater Port Jefferson Arts Council, and Theatre Three.) Call 632-7765, 928-9100, or 473-0136.

## TUESDAY

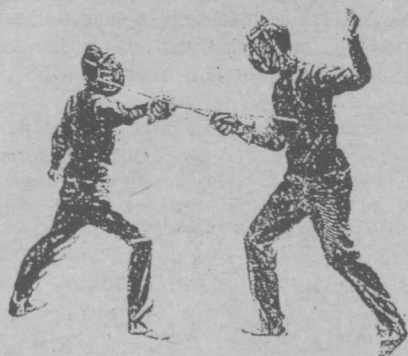
JUNE 2

**Department of Psychiatry Grand Rounds**. Robert Strecker, assistant professor, Institute for Mental Health Research. 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

**Catholic Mass**. Noon. Level 5, Chapel, Health Sciences Center. Call 444-2836. Every Tuesday.

**University Hospital Diabetes Support Group**. 1:00 p.m. Conference Room 084, 12th Floor, University Hospital. Call 444-1202. Every Tuesday.

**Protestant Ministries Worship**. Meditation: Study & Practice. 4:00-5:00 p.m. Interfaith Lounge, 157 Humanities. Call 632-6563. Every Tuesday.



**Stony Brook Fencing Club**. 8:00-10:00 p.m. Indoor Sports Complex (dance studio). Call 585-8006. Every Tuesday.

## WEDNESDAY

JUNE 3

**Pediatrics Grand Rounds**, "Cholestasis in Children," Mark Lowenheim, assistant professor, pediatrics. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**Department of Microbiology Seminar**, "Rescue and Replication of Adeno-associated Virus DNA *in vitro*," Kenneth I. Berns, Cornell University. Noon. Room 038, Life Sciences Lab. Call 632-8800.

**Catholic Mass**. Noon. Level 5, Chapel, Health Sciences Center. Call 444-2836. Every Wednesday.

**Cystic Fibrosis Support Group**. 7:30 p.m. Department of Pediatrics Conference Room, Level T-11, Health Sciences Center. Call 757-5873 or 385-4254.

## THURSDAY

JUNE 4

**CED Professional Development Series**, "Business Writing Skills." 8:30 a.m.-5:00 p.m. Basic grammar, usage and style; letters, memos and reports. \$195. To register, call 632-7071.

**Hospital Chaplaincy Interfaith Prayer Service**. Noon, Level 5, Chapel, Health Sciences Center. Call 632-6562. Every Thursday.

**University Hospital and the American Cancer Society**, "Look Good, Feel Better Program," for women of all ages undergoing cancer treatment to develop skills to improve their appearance and their self-image. 1:00-3:00 p.m. 15th Floor Conference Room, University Hospital. Free parking; validate at meeting. Call 4-2880.

**Cancer Support Group for Patients, Family and Friends**. Sponsored by University Hospital and the American Cancer Society. 4:00-5:30 p.m. Level 5, University Hospital, Physical Therapy Department. Free parking; validate at meeting. Call 444-1727. Every Thursday.

**Prepared Childbirth Courses**. Lamaze refresher course, classes in preparation and Caesarian section birth, newborn care and preparation for breast-feeding. 7:30-9:30 p.m. (varies). Preregistration required. Call 444-2729. Every Thursday.

## FRIDAY

JUNE 5

**American Pluralism Conference**. 9:00 a.m. (also June 6). Examines American pluralism from a historical perspective. Friday evening's guest speaker will be U.S. Senator Bill Bradley. Scholars from around the nation will be in attendance. (Sponsored by a member of the USB faculty, the Office of the Provost and the College of Arts and Sciences.) Room S-240, Graduate Physics. \$35/includes meals. For further information, call Alfreda James at 632-7090.

**Catholic Mass**. Noon. Level 5, Chapel, Health Sciences Center. Call 444-2836. Every Friday.

**Stony Brook Fencing Club**. 8:00-10:00 p.m. Indoor Sports Complex (dance studio). Call 585-8006. Every Friday.

## SATURDAY

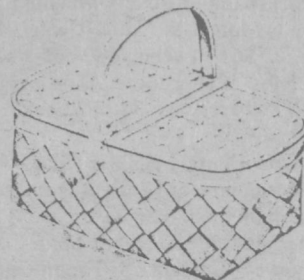
JUNE 6

**Human Resources Employee Relations Council Trip** - Ellis Island and South Street Seaport. 8:00 a.m., Administration Loop. \$26.50. Reservations limited. Call Cathy, 632-8300.

**B'nai B'rith Hillel Foundation Conservative Service**. 9:30 a.m. Room 157, Harriman. Call 632-6565. Also June 13 & 30.

**B'nai B'rith Hillel Foundation Orthodox Service**. 9:30 a.m. Roth Quad Dining Hall, lower level. Service followed by Kiddush. Call 632-6565. Every Saturday through August.

**School of Continuing Education** "Substance Abuse in 1992 - Insights and Understanding" Lecture Series, "The Impact of Substance Abuse on Asian Americans - How to Deal with This Special Population," Susan Chan, Hamilton-Madison House, Manhattan. 9:30 a.m.-noon. Alliance Room, Frank Melville, Jr. Memorial Library. \$20 (includes admission, parking, morning refreshments, and attendance certificates). To register, call 632-7060.



**Eighth Annual CSEA Picnic**. 11:00 a.m.-dusk, rain or shine. Southaven County Park, Horseblock Road, Yaphank. Call 632-6575.

## SUNDAY

JUNE 7

**Prepared Childbirth Courses**. Lamaze refresher course, classes in preparation and Caesarian section birth, newborn care and preparation for breast-feeding. 3:30 - 5:30 p.m. Preregistration required. Call 444-2729. Every Sunday.

## MONDAY

JUNE 8

**CCCET School of Continuing Education**, "Advanced WordPerfect 5.1 Module IV." Desktop Publishing. 9:00 a.m.-noon.; 2nd session, June 15. \$105; preregistration required. Call 632-7071.

**Village Cinema Film Series**, "Suffolk County Film and Video Competition Finalists." Reception for independent filmmakers and their audience, and a screening of films from the finalists in the county's 8th annual competition. 8:00 p.m. Theatre Three, 412 Main St., Port Jefferson. \$4; \$3.50/students, seniors and members of the Arts Council. (Cosponsored by the Humanities Institute, the Greater Port Jefferson Arts Council, and Theatre Three.) Call 632-7765, 928-9100, or 473-0136.

## TUESDAY

JUNE 9

**Department of Psychiatry Grand Rounds**. Case Conference Child C & L. 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

**Department of Physiology & Biophysics Seminar**, "Neurophysin: Mechanisms of Hormone Interaction and Folding." Esther Breslow, Cornell University. Noon. T-5, Room 140, Basic Health Sciences. Call 444-3036.

**CCCET School of Continuing Education**, "Advanced WordPerfect 5.1 Module I." Merge, Sort and Select. T/Th. 6:00-8:00 p.m. (through June 18). \$105; preregistration required. Call 632-7071.

## WEDNESDAY

JUNE 10

**Pediatrics Grand Rounds**, "Prevention of Diabetic Nephropathy in Children." Frederick Kaskel, associate professor, pediatrics. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**University Hospital Sibling Preparation Program**. For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

**Bach Aria Festival and Institute**, "Bach's Early Career in Court and Chapel." Features Sonata in E minor for violin and harpsichord; "Actus Tragicus" (Cantata 106); Prelude and Fugue for harpsichord in B flat; and Brandenburg

Concerto No. 6. 8:30 p.m. Staller Center for the Arts. For tickets, call 632-7239.

## THURSDAY

JUNE 11

**Dedication of newly renovated School of Dental Medicine**. 11:00 a.m. For details, call 632-8900.

## SATURDAY

JUNE 13

**Black Faculty and Staff Association**, "2nd Annual Basketball Tournament." 2:00-5:00 p.m. Indoor Sports Complex. Teams: minimum of 7 players; guaranteed a minimum of 2 games. \$35/team. To register, call Leslie Smith, 878-2687, or Charles Garrison, 444-3109.

**Bach Aria Festival and Institute**, "Bach and the Dance." Arias in the form of dances. 8:30 p.m. Staller Center for the Arts. For tickets, call 632-7239.

## SUNDAY

JUNE 14

**Long Island Center for Italian Studies Brunch** with Louis Parillo, "Conversations on Neopolitan Songs." Noon. The University Club, 2nd Floor, Graduate Chemistry. \$15. To make a reservation, call 632-7444.

**Bach Aria Festival and Institute**, "Artist-Fellows Recital." J.G. Graun, Trio Sonata in B flat; J.S. Bach, Arias and duets; J.S. Bach, Suite for unaccompanied cello in D minor. 2:00 p.m. Staller Center for the Arts. For tickets, call 632-7239.

## MONDAY

JUNE 15

**Union Crafts Center**, Basic Photography. Camera and darkroom fundamentals, developing and printing techniques. 6:30-8:30 p.m., 6 Mondays. \$80/students; \$95/non-students; fee includes Membership, tools, equipment, chemicals and Waste Disposal fees. Photo Lab, Stony Brook Union. To register, call 632-6822/6828.

## TUESDAY

JUNE 16

**Marine Sciences Research Center Two-day Course**, "Doing Business on Long Island." Designed to help L.I. companies, real estate executives, developers and government administrators understand and comply with environmental rules and regulations. Tuesday: 9:00 a.m.-5:30 p.m.; reception to 7:30 p.m. Wednesday: 9:00 a.m.-5:00 p.m. Marine Sciences Research Center. \$450 (includes all course materials, breakfasts and lunches). Call 632-8701.

**Department of Psychiatry Grand Rounds**. Graduation Symposium. 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.



**Farmer's Market**. The Faculty Student Association-sponsored farmer's market offers fresh L.I. produce, herbs and plants. 3:00-6:30 p.m. North P Lot off the north entrance on Nicolls Road. Call Michele Liebowitz, 632-6514. Every Tuesday.

**Union Crafts Center**, Scuba Diving NAUI Open Water I Course. 6:00-9:00 p.m.; 8 sessions, T/Th. (June 16 session only, 6:00-8:00 p.m.) \$280; all equipment and books included. Indoor Sports Complex. To register, call 632-6822/6828.



## WEDNESDAY

JUNE 17

**Pediatrics Grand Rounds, "ECMO,"** Lance Parton, clinical assistant professor, pediatrics. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**Bach Aria Festival and Institute, Concert** at the Cathedral of St. John the Divine, Amsterdam Avenue at 112th Street, New York City. 7:30 p.m. For tickets, call 632-7239.

## THURSDAY

JUNE 18

**CCCET School of Continuing Education, "Advanced WordPerfect 5.1 Module II."** Tables, Macros and Columns. 6:00-8:00 p.m., Tuesday/Thursday (through June 25). \$105; preregistration required. Call 632-6822/6828.



**Union Crafts Center, Intermediate Black & White Photography.** 6:30-8:30 p.m., 6 Thursdays. \$85/students; \$100/non-students; includes Membership, equipment, chemicals and Waste Disposal fees. Photo Lab, Stony Brook Union. To register, call 632-6822/6828.

**Bach Aria Festival and Institute, "Young People's Concert."** David Britton, host. 7:00 p.m. Staller Center for the Arts. For tickets, call 632-7239.

## FRIDAY

JUNE 19

**Non-instructional Figure Drawing.** Practice from a live model. 7:00-9:00 p.m. Union Crafts Center. \$4. Call 632-6822. Every Friday.

**Bach Aria Festival and Institute, "Artist-Fellows Recital."** A. Lotti, Trios for voices and continuo; J.S. Bach, Arias and duets; J.S. Hasse, Concerto in F for oboe, strings and continuo; J. Zelenda, Sonata in C minor for oboes, bassoon and continuo. 8:30 p.m. Staller Center for the Arts. For tickets, call 632-7239.

## SATURDAY

JUNE 20

**Special Registration (through July 1) - Union Crafts Center, Introduction to Rug Weaving - Fall workshop** with Peter Collingwood, author of *The Techniques of Rug Weaving*. Monday through Thursday, October 12-15. 9:30 a.m.-4:00 p.m. Cosponsored with Paumanok Weavers. \$185 plus material. Fiber Studio, Stony Brook Union. To register, call 632-6828/6822.

**Bach Aria Festival and Institute, "Bach and Opera."** G.F. Handel's Overture to *Serse*; J.A. Hasse's "Diglio ch'io son fedele" from *Cleofide*; Bach's theatrical arias from *The Appeasement of Aeolus* and *The Coffee Cantata*; K.H. Graun's *Montezuma*. Libretto by Frederick the Great. 8:30 p.m. Staller Center for the Arts. For tickets, call 632-7239.

## SUNDAY

JUNE 21

**Bach Aria Festival and Institute, "Bachanalia in Nassau."** Concerts at 2:00 & 5:00 p.m.; 3:00 p.m. Lecture: "Bach and his Friends and Colleagues," Teri Towe. Chelsea Center, East Norwich, N.Y. For tickets, call 632-7239.

## MONDAY

JUNE 22

**CCCET School of Continuing Education, "Intro to DOS."** M/W, 6:00-8:00 p.m. (through July 1). For students with basic understanding of personal computers who want to learn more about utilizing the system. Room N-243, Ward Melville Social & Behavioral Sciences. \$105; preregistration required. Call 632-7071.

**Union Crafts Center, Pottery Making I.** 6:30-8:30 p.m., 6 Mondays. Crafts Center, Stony Brook Union. \$65/students; \$80/non-students. Includes 25 lbs. of clay, tools, firing and Membership. To register, call 632-6822/6828.

**Union Crafts Center, Stained Glass Workshop.** Basic techniques of designing and cutting using the foil method. 6:30-8:30 p.m., 8 Mondays. Materials fee \$30. Fiber Studio, Stony Brook Union. \$80/students; \$100/non-students. To register, call 632-6822/6828.

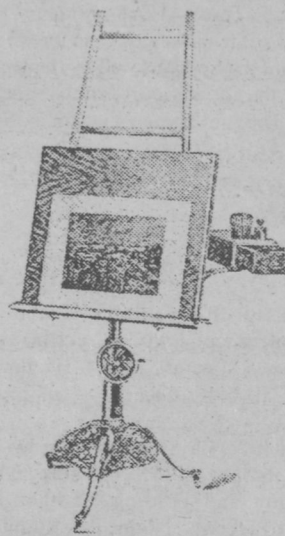
**Union Crafts Center, Yoga.** For the beginner and the intermediate. 7:00-8:30 p.m., 8 Mondays. Stony Brook Union Ballroom. \$40/students; \$45/non-students. To register, call 632-6822/6828.

## TUESDAY

JUNE 23

**Union Crafts Center, Basic Photography.** Camera and darkroom fundamentals, developing and printing techniques. 6:30-8:30 p.m., 6 Tuesdays. \$80/students; \$95/non-students; Includes Membership, tools, equipment, chemicals and Waste Disposal fees. Photo Lab, Stony Brook Union. To register, call 632-6822/6828.

**Union Crafts Center, Bartending.** Complete introduction to mixed drinks and liquors as well as bar management. Certificate available. 7:00-9:00 p.m., 6 Tuesdays. Fiber Studio, Stony Brook Union. \$60/students; \$75/non-students. To register, call 632-6822/6828.



**Union Crafts Center, Drawing for All.** Still life, landscapes and the figure. All levels of interest welcome. 7:00-9:00 p.m., 6 Tuesdays. Room 4222, Staller Center for the Arts. \$50/students; \$65/non-students. To register, call 632-6822/6828.

## WEDNESDAY

JUNE 24

**Pediatrics Quarterly Staff Meeting.** Attending Staff only. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**University Hospital Sibling Preparation Program.** For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

**Union Crafts Center, Floor Loom Weaving I.** Learn to warp and dress a four harness floor loom. 6:30-8:30 p.m., 6 Wednesdays. Fiber Studio, Stony Brook Union. \$65/students; \$75/non-students; includes Membership. Materials fee \$10. To register, call 632-6822/6828.

**Union Crafts Center, Hand Building Functional Pottery.** Survey workshop exploring a variety of techniques of hand building. 6:30-8:30 p.m., 6 Wednesdays. Crafts Center, Stony Brook Union. \$65/students; \$80/non-students. Includes clay, glazes, firing and Membership. To register, call 632-6822/6828.

**Union Crafts Center, Pottery Making I.** 6:30-8:30 p.m., 6 Wednesdays. Crafts Center, Stony Brook Union. \$65/students; \$80/non-students. Fee includes 25 lbs. of clay, tools, firing and Membership. To register, call 632-6822/6828.

**Union Crafts Center, Pottery Making II.** 6:30-8:30 p.m., 6 Tuesdays. Crafts Center, Stony Brook Union. \$65/students; \$80/non-students. Clay, firing and Membership included. To register, call 632-6822/6828.

**Union Crafts Center, Bartending.** Certificate available. 7:00-9:00 p.m., 6 Wednesdays. Fiber Studio, Stony Brook Union. \$60/students; \$75/non-students. To register, call 632-6822/6828.

## THURSDAY

JUNE 25

**Union Crafts Center, Quilting.** Learn the basic techniques of patchwork. 6:30-8:30 p.m., 6 Thursdays. Fiber Studio, Stony Brook Union. \$50/students; \$60/non-students. To register, call 632-6822/6828.

**Union Crafts Center, Silkscreen Printing.** Learn and practice the basic silkscreen methods: cut and torn paper and film stencils. 6:30-8:30 p.m., 6 Thursdays. Fiber Studio, Stony Brook Union. Materials fee \$10. \$60/students; \$75/non-students. To register, call 632-6822/6828.

**Union Crafts Center, Watercolor Painting - All Levels.** Focuses on design elements, methods of watercolor and composition. 7:00-9:30 p.m., 8 Thursdays. Room 4222, Staller Center for the Arts. \$70/students; \$85/non-students. To register, call 632-6822/6828.

## MONDAY

JUNE 29

**Union Crafts Center, Beginning Knitting - Ages 9 to 11.** Learn the basic stitches in order to make a hat. 10:00 a.m.-noon, 4 Mondays. Fiber Studio, Stony Brook Union. \$40. To register, call 632-6822/6828.

**Union Crafts Center, Bordeaux Style Wines.** (Participants must be 21 years old.) Survey major red grape varieties of Bordeaux region through taste tests, lectures and discussion. Explore "The French Paradox" of red wines related to reducing cholesterol. 7:00-9:00 p.m., 3 Mondays. Materials fee \$20. Crafts Center, Stony Brook Union. \$35/students; \$45/non-students. To register, call 632-6822/6828.

## TUESDAY

JUNE 30

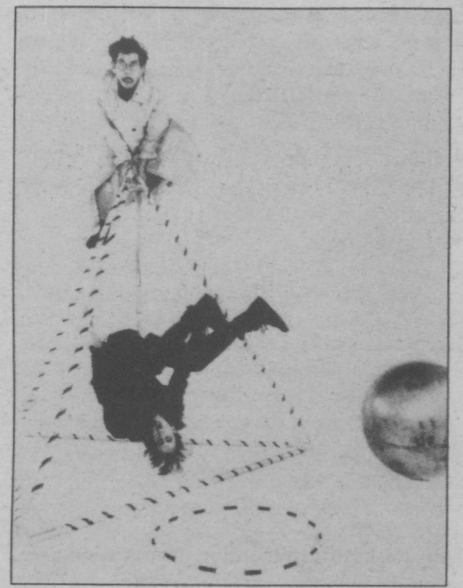
**Union Crafts Center, Arts Workshop - Ages 8 to 11.** Survey of a variety of art medias, focusing on drawing, painting, and 3D projects. Materials included. 10:00 a.m.-noon, 5 Tuesdays. Crafts Center, Stony Brook Union. \$65. To register, call 632-6822/6828.

**Union Crafts Center, Mixed Media - Ages 5 to 7.** Focuses on painting, drawing, collage and printing stressing line texture, space and color. Materials included. 10:00 a.m.-noon, 5 Tuesdays. Crafts Center, Stony Brook Union. \$60. To register, call 632-6822/6828.

## WEDNESDAY

JULY 1

**Department of Parking and Transportation, "Commercial Drivers License Workshop and Skills Training."** 10:00 a.m., information session. Commercial Drivers License (CDL) workshop: 20 hours of classroom instruction covering material for the required Department of Motor Vehicles permit test. Skills Training: 40 hours of on-the-road driving instruction. For further information, call 632-6420.



**Summer International Theatre Festival, Ra-Ra Zoo - "The Gravity Swing."** North American premiere of England's foremost new circus, comedy, vaudeville troupe. Live entertainment in the lobby before the show and during intermission. July 4: free hot dogs and soda before the performance. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## THURSDAY

JULY 2

**Department of Human Resources Career Development, "Resume Writing."** Lynn Johnson, personnel associate, human resources. 10:00 a.m. For registration, call 632-6136.

**Union Crafts Center, Clay Workshop - Ages 6 to 8.** Learn various methods of hand building clay objects and sculpture, firing and glazing. Materials included. 10:00 a.m.-noon, 5 Thursdays. Crafts Center, Stony Brook Union. \$65. To register, call 632-6822/6828.

**Summer International Theatre Festival, Ra-Ra Zoo - "The Gravity Swing."** England's foremost new circus, comedy, vaudeville troupe. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## FRIDAY

JULY 3

**Summer International Theatre Festival, Ra-Ra Zoo - "The Gravity Swing."** England's foremost new circus, comedy, vaudeville troupe. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## SATURDAY

JULY 4

**Summer International Theatre Festival, Ra-Ra Zoo - "The Gravity Swing."** England's foremost new circus, comedy, vaudeville troupe. Free hot dogs and soda before the performance. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## SUNDAY

JULY 5

**Department of Technology and Society Teacher Training Workshop.** Focuses on how to integrate real-world science, mathematics and engineering concepts into the schools' current curriculums. For information, call 632-8765.

**Summer International Theatre Festival, Ra-Ra Zoo - "The Gravity Swing."** England's foremost new circus, comedy, vaudeville troupe. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## TUESDAY

JULY 7

**Department of Human Resources Career Development, "The Art of Being Interviewed."** Lynn Johnson, personnel associate, human resources. 10:00 a.m. To register, call 632-6136.



**Union Crafts Center, Women's Self-Defense.** For the novice to the advanced. Designed with a minimal amount of movement and maximum practicality and efficiency. 7:00-9:00 p.m., 4 Tuesdays. Room 036, lower Bi-level, Stony Brook Union. \$30/students; \$40/non-students. To register, call 632-6822/6828.

## WEDNESDAY JULY 8

**Department of Purchasing and Stores, "Understanding University Service Contracts,"** Arthur Ammann, assistant director, purchasing. 10:00 a.m. Designed for end users of Purchasing and Stores; familiarizes with State Bid and Request for Proposal (RFP) Contract Procedures. Call 632-6066.

**University Hospital Sibling Preparation Program.** For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

**Union Crafts Center, Collage Workshop.** Emphasis on movement, contrast, drama, line and color. 6:30-9:30 p.m. Room 4222, Staller Center for the Arts. \$15/students; \$20/non-students. To register, call 632-6828/6822.

**Summer International Theatre Festival, *The Taming of the Shrew.*** Riverside Shakespeare Co. Long Island premiere of New York's leading Shakespeare Company. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## THURSDAY JULY 9

**CCCET School of Continuing Education, "Intro to DOS."** 6:00-8:00 p.m. (through July 30). For students with basic understanding of personal computers who want to learn more about utilizing the system. Room N-243, Ward Melville Social & Behavioral Sciences. \$105; preregistration required. Call 632-7071.

**Summer International Theatre Festival, *The Taming of the Shrew.*** Riverside Shakespeare Co. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## FRIDAY JULY 10

**Term I summer classes end;** registration ends for Term II summer classes.

**CCCET School of Continuing Education, "Advanced WordPerfect 5.1 Module IV."** Desktop Publishing. 9:00 a.m.-4:00 p.m. \$105; preregistration required. Call 632-7071.

**Department of Purchasing and Stores, "Central Stores Orientation,"** Paul Schiffke, senior staff assistant, central stores. 10:00 a.m. Review of various Central Stores operations: order processing, products, and cataloging. Call 632-6228.

**Summer International Theatre Festival, *The Taming of the Shrew.*** Riverside Shakespeare Co. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## SATURDAY JULY 11

**July 8-12: Summer International Theatre Festival, *The Taming of the Shrew.*** Riverside Shakespeare Co.; New York's leading Shakespeare Company. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## SUNDAY JULY 12

**Alumni Association Event, "Ratner's Brunch/Ellis Island Tour."** Brunch: 10:00-11:30 a.m.; ferry departs Battery Park, noon. \$25/Alumni Association member; \$30/non-member; \$12/per child. Call 632-6330.

**Summer International Theatre Festival, *The Taming of the Shrew.*** Riverside Shakespeare Co. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## MONDAY JULY 13

**Term II classes begin.** Late registration for Term II begins (with late fee).

**Union Crafts Center, Paso Doble Workshop.** The dance of the matador for the layperson. Taught at a basic level. No partner necessary. 6:00-9:00 p.m. Room 036, lower Bi-level, Stony Brook Union. \$15/students; \$25/non-students. To register, call 632-6822/6828.

## TUESDAY JULY 14

**Department of Physical Education and Athletics, "How to Get Started and Stay with a Fitness and Nutrition Program,"** Teri Tiso, assistant professor, physical education. 9:00 a.m. Basic principles of fitness, nutrition and weight control. Call 632-7200.

**CCCET School of Continuing Education, "Introduction to Lotus 3.0."** Explore basics of spreadsheet design. Hands-on exercises. Versions 2.01, 2.2 and Release 3 are supported. T/Th, 9:00 a.m.-noon (through July 28). \$195; preregistration required. Call 632-7071.

**Presidential Steering Committee on Training and Development Program, "Total Quality Management and Strategic Planning,"** Manny London, director, labor/management studies, and Richard Wueste, assistant vice president, institutional services. 10:00 a.m.-noon. Provides participants with an understanding of the Total Quality Approach to managing an organization. Includes leadership in top management, teamwork, and establishing measures that link customer needs to the organization's internal processes. All employees welcome. Call 632-7159.

**CCCET School of Continuing Education, "Introduction to WordPerfect 5.1."** No prior computer experience necessary; keyboarding familiarity required. T/W, 6:00-8:30 p.m. (through July 29). \$195; preregistration required. Call 632-7071.

## WEDNESDAY JULY 15

**Department of Purchasing and Stores, "Overview of Procurement Procedures followed by Research and State Procurement Areas,"** Delores Brajevich, purchasing manager, purchasing, and Steve Wainio, senior purchasing agent, purchasing. 10:00 a.m. An overview of necessary procedures in conducting Research and State purchasing. To register, call 632-6040/6050.

**Summer International Theatre Festival, *Mrs. Warren's Profession.*** Riverside Shakespeare Co. George Bernard Shaw's biting satire on the "world's oldest profession," as well as marriage and the relationship between mothers and daughters. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## THURSDAY JULY 16

**Summer International Theatre Festival, *Mrs. Warren's Profession.*** Riverside Shakespeare Co. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## FRIDAY JULY 17

**Summer International Theatre Festival, *Mrs. Warren's Profession.*** Riverside Shakespeare Co. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## SATURDAY JULY 18

**Summer International Theatre Festival, *Mrs. Warren's Profession.*** Riverside Shakespeare Co. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## SUNDAY JULY 19

**Summer International Theatre Festival, *Mrs. Warren's Profession.*** Riverside Shakespeare Co. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## MONDAY JULY 20

**University Counseling Center, "How to Stop Smoking,"** Donald Bybee, senior counselor, University Counseling Center. Lecture and discussion on effective stop smoking techniques. Noon. To register, call 632-6720.

**Union Crafts Center, Collage Workshop.** Emphasis on movement, contrast, drama, line and color. 6:30-9:30 p.m. Room 4222, Staller Center for the Arts. \$15/students; \$20/non-students. To register, call 632-6828/6822.

## WEDNESDAY JULY 22

**University Hospital Sibling Preparation Program.** For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

**Union Crafts Center, Cha Cha Workshop.** Basic through intermediate patterns. Learn the techniques of Cuban hip motion. No partner necessary. 6:00-9:00 p.m. Room 036, lower Bi-level. \$15/students; \$25/non-students. To register, call 632-6822/6828.



**Summer International Theatre Festival, *Russian Clowns.*** This successful clown company returns to the Staller Center after a four-year absence. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## THURSDAY JULY 23

**Summer International Theatre Festival, *Russian Clowns.*** 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## FRIDAY JULY 24

**Summer International Theatre Festival, *Russian Clowns.*** 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## SATURDAY JULY 25

**Alumni Association Event, "Picnic at Sunwood Estate."** Noon-5:00 p.m. Bring a picnic lunch, blanket, chairs and swimming togs. Free frisbee to each family. \$8 per family/Alumni Association members; \$10 per family/non-members. Call 632-6330.

**Summer International Theatre Festival, *Russian Clowns.*** 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## SUNDAY JULY 26

**Summer International Theatre Festival, *Russian Clowns.*** 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under. Call 632-7230.

## WEDNESDAY JULY 29

**Summer International Theatre Festival, *Up N' Under.*** Hull Truck Theatre Company, England. A down-and-out rugby team prefers the pubs to the playing fields. 8:00 p.m. (through August 2). Staller Center for the Arts. \$15; \$7.50/children 12 and under.

## THURSDAY JULY 30

**Summer International Theatre Festival, *Up N' Under.*** Hull Truck Theatre Company, England. A down-and-out rugby team prefers the pubs to the playing fields. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under.

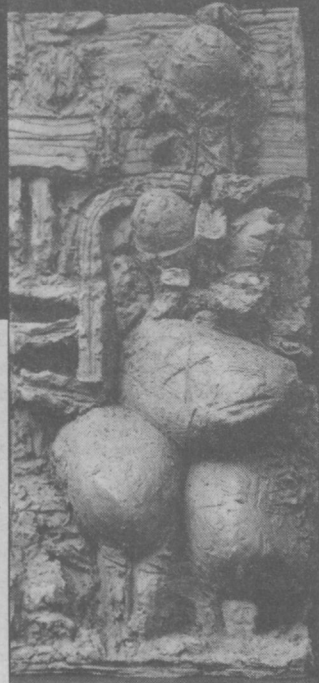
## FRIDAY JULY 31

**Summer International Theatre Festival, *Up N' Under.*** Hull Truck Theatre Company, England. A down-and-out rugby team that prefers the pubs to the playing fields. 8:00 p.m. Staller Center for the Arts. \$15; \$7.50/children 12 and under.

## E X H I B I T S

**Through July 25: Paintings on Paper** by the late Betty Parsons. Features 17 abstract works in gouache (1950-61) ranging from cubistic cityscapes to atmospheric responses to nature. Pollock-Krasner House and Study Center, 830 Fireplace Road, East Hampton. By appointment: Thursdays, Fridays and Saturdays - 11:00 a.m.-4:00 p.m. Call 324-4929.

**June 10-August 1: Solo Sculpture Exhibition.** A retrospective of the work of sculptor Reuben Kadish includes terracotta and bronze sculptures, drawings and monotypes from the past three decades. Noon-4:00 p.m., Tuesday-Saturday, and 7:00-8:00 p.m. before all International Theatre Festival performances. Opening reception: Saturday, June 13, 7:00-8:30 p.m. University Art Gallery, Staller Center for the Arts. Free and open to the public.





## Solo Sculpture Exhibition Coming to University Gallery

A retrospective of the work of sculptor Reuben Kadish will be on display at the University Art Gallery in the Staller Center for the Arts, Wednesday, June 10, through Saturday, August 1. An opening reception honoring the artist will be held on Saturday, June 13, from 7 p.m. to 8:30 p.m.

Organized by guest curator, Mel Pekarsky, painter and professor of art, the show includes terracotta and bronze sculptures, drawings and monotypes from the past three decades.

Originally a painter, Kadish created murals in Mexico and San Francisco with Philip Guston during the 1930s. As a member of the Army Artists Unit serving in Asia during World War II, Kadish viewed firsthand both the life-affirming art of India and the devastation of war. After the war, he worked in Bill Hayter's Atelier 17 in New York City, printing his own work as well as that of other painters, including Joan Miro and Jackson Pollock.

He moved to New Jersey with his family of five and spent 10 years as a dairy farmer before turning full time to teaching and the making of bronze and terracotta sculptures, focusing almost exclusively on the human figure.

Art critic Dore Ashton, whose essay, "Reuben Kadish: Man of Substance," is included in the exhibition catalogue, writes, "What one feels, confronted by Kadish's sculptures, is an intense search, born of myriad experiences in a long life; and existential understanding of the importance of *homo faber*—he who makes, who shapes."

Also included in the catalogue is an essay by Kadish's good friend, painter Herman Cherry, who writes, "Some of his large terracottas look as if they had been dragged from the earth, bringing with them scriptural matter. Clods of earth cling like leeches to its life force."

Gallery hours are Tuesday through Saturday, noon to 4 p.m., and 7 p.m. to 8 p.m. before all International Theatre Festival performances. For additional information, call 632-7240.



Reuben Kadish, *Memorial for Ernie Briggs* (1962), terracotta.



Reuben Kadish, *Earth Mother* (1968-69), terracotta.

### Circus, Clowns and Comedy at the International Theatre Festival

The 1992 International Theatre Festival opens July 1 with a circus/vaudeville show from England, *The Gravity Swing*, by Ra Ra Zoo. From Wednesday, July 1, through Sunday, August 2, the Staller Center for the Arts will present five different productions, all spirited and lively.

*The Gravity Swing*, by Ra Ra Zoo of England, plays from July 1-5. This is the North American premiere of England's foremost new circus/comedy/vaudeville troupe, which features juggling, acrobatics, gymnastics, black-light theatre and comedy. Live entertainment in the lobby before the show and during intermission. July 4—Free hot dogs and sodas before the performance.

*The Taming of the Shrew*, by the Riverside Shakespeare Co. of New York, plays from July 8-12. The Staller Center hosts the Long Island premiere of New York's leading Shakespeare company, presenting one



of Shakespeare's liveliest comedies about the battle between the sexes.

*Mrs. Warren's Profession*, by the Riverside Shakespeare Co. of New York, plays from July 15-19. George Bernard Shaw's biting satire on the "world's oldest profession," deals also with marriage and the relationship between mothers and daughters. This production will premiere at the festival and then open the Riverside's Manhattan season in the fall.

*Comedy Revue*, by the Russian Clowns plays from July 22-16. This wildly successful company returns to Staller after a four-year absence. Their crowd-pleasing show plays to packed houses around the world.

*UpN' Under*, by the Hull Truck Theatre Company of England plays from July 29-August 2. John Godber's comedy, winner of the 1984 Laurence Olivier Award for Comedy of the Year, will be performed by his own company under his direction for the first time outside the United Kingdom. The story centers on a rugby team that prefers the pubs to the playing fields.

Tickets are \$15; children, 12 and under, \$7.50. To request a brochure and to purchase tickets, call the Staller Center Box Office at 632-7230.

### Guild Trio Premieres Work by Music Professor

The Guild Trio will perform the world premiere of "To the Spirit Unconquered," by Sheila Silver, associate professor of music, on Saturday, June 6, in the Earl L. Vandermeulen High School on Old Post Road in Port Jefferson at 8 p.m.

Also on the program are works by Dvorak, Loeffler and Martinu. Silver will introduce and discuss her piece, which is inspired by the writings of Primo Levi. The four segments of the work move from terror to transcendence.

Members of the Guild Trio, a musical ensemble in residency at the Health Sciences Center, are Janet Orenstein, violin; Patty Tao, piano; and Brooks Whitehouse, cello. Orenstein and Tao are completing doctoral degrees in performance music at Stony Brook. Whitehouse is an alumnus of the university's D.M.A. program. Performing with them will be guest artists Pamela Pecha Woods, oboe; and Scott Rawls, viola.

Tickets for the concert are \$12; \$10 for Greater Port Jefferson Arts Council members; and \$8 for students. Tickets are available at the Good Times Book Store (928-2664) or Theatre Three (928-9100), both in Port Jefferson.

The concert is sponsored by the Greater Port Jefferson Arts Council.

### Paintings on Paper at Pollock-Krasner Gallery

An exhibition of paintings on paper by the late Betty Parsons is on display at the Pollock-Krasner House and Study Center, now through July 25. The Pollock-Krasner House and Study Center in East Hampton is a project of the Stony Brook Foundation.

The exhibition features 17 abstract works in gouache, done from 1950 through 1961. They range from cubistic cityscapes to atmospheric responses to nature, influenced by Parsons' extensive travels during those years.

Parsons was an art dealer whose Manhattan gallery was identified with the latest trends in vanguard art from 1946-66. She exhibited the works of many Abstract Expressionist artists, including Jackson Pollock, Lee Krasner, Mark Rothko and Barnett Newman. She herself was a serious abstract artist. In 1959 Parsons commissioned architect/sculptor Tony Smith to design a studio for her on Long Island's North Fork, where she painted and created constructions that included materials scavenged from the adjacent beaches.

Additional works by Parsons will be exhibited at Long Island University's Southampton campus, June 11-July 29, and at the Benton Gallery from June 13-July 9.

The Pollock-Krasner House, where Jackson Pollock and Lee Krasner lived and painted in the Abstract Expressionist style, offers on-site guided tours by appointment on Thursdays, Fridays and Saturdays from 11:00 a.m. to 4:00 p.m. through October. For further information call 324-4929.



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# CURRENTS

## Training and Personal Development

JUNE 1992

This issue is dedicated to the memory of Harold Mendelsohn

SPECIAL

### Toward a Master Plan for Employee Training and Development

*A message from Stan Altman, deputy to the president*

**I**t is an interesting paradox that institutions of higher education are among the last to recognize the importance of investing in staff training. Until May 1991, Stony Brook was no exception. USB did not perceive training and development as a priority. As a young institution it needed to adapt to the changing environment and support for higher education. These changes, including increased flexibility, provide the institution with an opportunity to improve how it does business.

Capitalizing on such opportunities requires an organizational culture capable of operating in a more fluid, less well-defined environment. We would like to be a campus that is more humanistic, customer responsive, quality oriented, and aimed at continuous improvement. Training is an important part of this evolving organizational culture. Considerable training goes on throughout the year. Training Month is a way to celebrate the importance of each individual's personal and professional development.

To begin developing a more proactive approach to training and development, the president created a campus-wide Steering Committee on Training in May 1991. Although this committee was created by the president, it was clearly understood that the responsibility for training rests with the Department of Human Resources. In creating the committee, the president wanted to focus attention on training and begin developing programs that could be implemented quickly and required limited resources.

The committee's first task was to plan and implement the first Training Month, held in July 1991. During Training Month,

*Continued on page 4*



MAXINE HICKS

At last year's Training Day, staff members gathered in the tunnel between East and West Campus to learn about training opportunities. Here, Dan Forbush, associate vice president for public relations and creative services, talks at a display table with Jeanne Pryor, coordinator of user services.

### From the President

This July is our second annual Training Month Celebration. The theme for the month is U-Matter, signifying the importance of your personal development to our continued success as an outstanding university. As we continue to manage in tough financial times, we must do everything we can to enhance our performance excellence. Each of us is responsible for our own development, and the university will try to provide the resources. Show your support and involvement. Come to the Kickoff Celebration and learn about the array of training and development opportunities available to you. Register for the many special programs and short courses that will be offered during the month.

President John H. Marburger

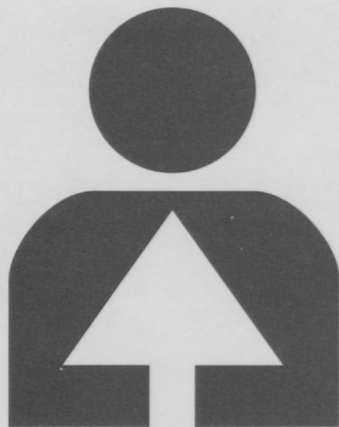
### Kickoff Celebration

**July is Training Month!**

**Kickoff Celebration, Wednesday, July 1, 10 a.m. to 1 p.m. in the pedestrian tunnel between the Health Sciences Center and the Life Sciences Building.**



# Calendar of Training Events: "U-Matter"



The Presidential Steering Committee on Training and Development has planned programs to help you flourish professionally at USB and provide opportunities for personal development.

These programs, sponsored by a variety of university departments, are open to all employees on a first-come, first-served basis. Some programs have limits on the number of participants, so register early, and some charge fees. We urge you to participate and solicit interest in these programs. Please contact any one of the committee members if you have suggestions for future programs.

*This is a partial list of the July offerings. Look for registration forms in the campus mail and at our July 1 kickoff celebration.*

## USB Skills

### UNDERSTANDING UNIVERSITY SERVICE CONTRACTS

This program, designed for end users of Purchasing and Stores, familiarizes participants with State Bid and Request for Proposal (RFP) Contract Procedures. Department of Purchasing and Stores.

Wednesday, July 8, 10 a.m.  
Facilitator: Arthur Ammann

### CENTRAL STORES ORIENTATION

Gives a review of various Central Stores operations, including order processing, products and cataloging. Department of Purchasing and Stores.

Friday, July 10, 10 a.m.  
Facilitator: Paul Schiffke

### TOTAL QUALITY MANAGEMENT AND STRATEGIC PLANNING

Understand the Total Quality approach to managing an organization, including leadership in

top management, teamwork, and establishing measures that link customer needs to organizational internal processes. Presidential Steering Committee on Training and Development.

Tuesday, July 14, 10 a.m. - Noon  
Facilitators: Manny London, Richard Wueste

### FINANCIAL ANALYSIS AND BUDGETING PROCEDURES

This one-session course will focus on using computerized accounting systems for hands-on trouble shooting and training. Participants will be allowed to access their state accounts to overview procedures, ask specific questions and address problems. Seating will be limited, due to the hands-on nature of the instruction. This course will be offered three times.

Tuesday, July 14  
Monday, July 20  
Tuesday, July 28  
Times and places to be announced  
Facilitators: Lyle Gomes, Dennis Stoner, Rich Reeder

### PROCEDURES: RESEARCH AND STATE PROCUREMENT AREAS

An overview of necessary procedures for Research and State purchasing. Department of Purchasing and Stores.

Wednesday, July 15, 10 a.m.  
Facilitators: Delores Brajevich, Steve Wainio

### CAMPUS SAFETY CONCERNS AND THE ROLE OF UNIVERSITY POLICE

An open discussion and lecture session, sponsored by the Department of Public Safety's Community Relations Department.

Date and time: To be announced  
Facilitator: Lt. Douglas F. Little

### OPERATION I.D.

Demonstration of the procedure to protect and register your belongings in case of theft. Department of Public Safety.

Date and time: To be announced  
Facilitator: Lt. Douglas F. Little

## Career Skills

### COMMERCIAL DRIVERS LICENSE WORKSHOP AND SKILLS TRAINING

Commercial Drivers License (CDL) workshop: 20 hours of classroom instruction to prepare for the required tests given by the Department of Motor Vehicles. Skills Training: 40 hours of on-the-road instruction, to practice skills needed for the D.M.V. road test. You can receive a CDL B license upon successful completion of these exams. An information and registration session

will be held prior to the beginning of classes. Department of Parking and Transportation.

Wednesday, July 1, 10 a.m.  
Instructor: Eileen Saylor (information session)

### RESUME WRITING

This practical, two-hour, "hands-on" session will teach you to write a polished resume and effective cover letter using proper layout, content and language. Department of Human Resources Career Development.

Thursday, July 2, 10 a.m.  
Facilitator: Lynn Johnson

### THE ART OF BEING INTERVIEWED

Does the prospect of an interview make you nervous? Do you dread those "trick" questions? Find out what to do before, during and after the interview to maximize success in landing a job. Role play will give participants a first-hand sense of what to expect and how to prepare for and handle the difficult aspects of the employment interview. Department of Human Resources Career Development.

Tuesday, July 7, 10 a.m.  
Facilitator: Lynn Johnson

## Personal Enrichment

### WOMEN'S SELF-DEFENSE

This course, for the novice and the advanced, teaches self-defense in a practical way. Take control of potentially dangerous situations by understanding body language and effective defense tactics. Wear comfortable clothing. Student Union and Activities Leisure Classes.

Tuesday, July 7, 7 - 9 p.m. (4 Tuesdays)  
Instructor: K. Widman

### COLLAGE WORKSHOP

Be Picasso for a day. Bring scissors, photos, magazines, cloth scraps, colored and textured paper, objects, photocopies of artworks, plus inspiration. We will supply the mat board and glue. Come to one or both sections. Student Union and Activities Leisure Classes.

Wednesday, July 8 (Section A)  
Monday, July 20 (Section B)  
6:30 - 9:30 p.m.  
Instructor: D. Allen

### GET STARTED AND STAY WITH A FITNESS AND NUTRITION PROGRAM

Need help in getting started or maintaining a fitness program? Basic principles of fitness, and weight control, motivational techniques, physiological principles and facts about nutrition and exercise that all should know in order to begin and then progress in a program. Department of Physical Education.



# Training Month and Other Bridges

A message from Dianne M. Rulnick, director of University Human Resources

During my first nine months at Stony Brook, one of my greatest professional pleasures and challenges has been participating in the university's efforts to highlight and promote training and development for the individual employee. We in Human Resources view the training and development effort as a principal resource for improving productivity, building a spirit of interdepartmental cooperation, fostering morale, and developing job enrichment and career initiatives.

This is precisely the time to focus attention upon our greatest asset: employees. The university is not exempt from the hardships imposed by this deep recession. We are committed to exemplifying the importance and value of benefits that are derived from embracing employee education as an important strategy for doing business.

Human Resources commends the ef-

forts of the Presidential Steering Committee on Training and Development and has worked with its members, who have contributed so much throughout the year to bring Stony Brook its second annual Training Month Program. During the first Training Month, special events and training sessions were organized and made available to the entire campus community. The committee published a training resource guide and initiated a monthly training calendar that is now routinely published as part of *Currents*.

Human Resources will participate in a variety of ways in the 1992 Training Month activities and will sponsor several displays on Training Day. These displays will provide information on benefits and tuition assistance programs, employee activities, and supervisory training courses. During the month of July, we will also pilot a new full-day program, "How to Get

Things Done at USB," as well as offer a number of workshops concentrating on interviewing skills, benefit updates, collective bargaining agreement information

and recruitment and compensation initiatives. In the fall we will coordinate a broader program that will offer faculty and staff opportunities to become more familiar with administrative processes at the university, including grants management; purchasing; financial planning, bud-

*Continued on page 4*



## Calendar of Training Events

Tuesday, July 14, 9 a.m.  
Facilitator: Teri Tiso

### HOW TO STOP SMOKING

Trying to quit smoking? This session gives lecture and discussion of techniques which can be effectively used to stop smoking. University Counseling Center.

Monday, July 20, Noon  
Facilitator: Donald Bybee

### PERSONAL SAFETY AWARENESS

Learn about basic crime prevention concepts from University Police officers. Geared to assist persons in everyday concerns about safety. Department of Public Safety.

Date and time: To be announced  
Facilitator: Lt. Douglas F. Little

### Note:

Workshop locations will be included in the confirmation letters which will be sent to all program participants.

**Please keep a record of the workshops you want to attend!** Acceptances are issued on a first-come, first-served basis. Some programs have limited enrollment, so if you are unable to participate in a workshop you signed up for, call **Christina Vargas at 632-7191** and give another employee the opportunity to attend.

To register for Student Union and Activities Leisure Classes, call **Marcia Weiner at 632-6822**.

## APPLICATION FORM FOR JULY 1992 TRAINING ACTIVITIES

NAME: \_\_\_\_\_ TITLE: \_\_\_\_\_  
DEPARTMENT: \_\_\_\_\_ CAMPUS PHONE: \_\_\_\_\_  
CAMPUS ADDRESS, ZIP + 4: \_\_\_\_\_

I WISH TO APPLY FOR THE FOLLOWING WORKSHOPS:  
(Please check off desired workshop)

TITLE OF PROGRAM	DATE	TIME
<input type="checkbox"/> Commercial Drivers License Workshop and Skills Training	7/1	10 A.M.
<input type="checkbox"/> Resume Writing	7/2	10 A.M.
<input type="checkbox"/> The Art of Being Interviewed	7/7	10 A.M.
<input type="checkbox"/> Understanding University Service Contracts	7/8	10 A.M.
<input type="checkbox"/> Central Stores Orientation	7/10	10 A.M.
<input type="checkbox"/> Get Started and Stay With a Fitness/Nutrition Program	7/14	9 A.M.
<input type="checkbox"/> Total Quality Management and Strategic Planning	7/14	10 A.M.
<input type="checkbox"/> Financial Analysis and Budgeting Procedures	7/14, 7/20/ 7/28	TBA
<input type="checkbox"/> Procedures: Research and State Procurement Areas	7/15	10 A.M.
<input type="checkbox"/> How to Stop Smoking	7/20	Noon
<input type="checkbox"/> Personal Safety Awareness	TBA	TBA
<input type="checkbox"/> Campus Safety Concerns and the Role of University Police	TBA	TBA
<input type="checkbox"/> Operation I.D.	TBA	TBA

Please return by campus mail to Christina Vargas, W. Averell Harriman School for Management and Policy, 103 Harriman Hall, Z=3775



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## Employee Training and Development

*Continued from page 1*

special events and training sessions were organized and made available to the entire campus community. The committee published a training resource guide and initiated a monthly training calendar that is now routinely published as part of *Currents*.

Some specific goals and activities for the next 36 months will include:

- An executive development program for the top 40 managers, focusing on leadership in a changing environment.
- A forum for the 200+ responsibility managers, to meet periodically in groups of about 50, to discuss university-wide strategies and actions in order to better understand the contributions of their departments to the university's mission.
- Training to support a customer-responsive, quality-oriented administration, e.g., training in Total Quality Management (TQM), group dynamics and quality control. See page 2 for special training on TQM.
- A certification/professional development program in key skill areas (knowledge of Stony Brook, supervision, managing di-

### Join us for Training Month!

*Continued from page 3*

getting, accounting and reporting; travel; publications; student enrollment, financial aid and work study; affirmative action, multicultural diversity, sexual harassment and more.

Workshops and seminars are not the only way to develop people. We are creating a new employee orientation program and will pilot the initial phase in July, hopefully adding video components and other enhancements throughout the next academic year. Some of the key principles upon which the program is based include: emphasis upon the newly published University Mission Statement and Goals, the presentation of a more comprehensive and positive picture of campus life and the involvement of employees outside of Human Resources in the process.

Human Resources recently worked with the Stony Brook Foundation and the Provost's Office to jointly sponsor a Pre-Retirement Conference. Newly formed focus groups representing the various vice-presidential areas are being held to provide input, helping us to better define the Human Resources mission and establish

iversity, finance and budgeting, service quality, and computer literacy).

• Incorporation of training and development into departmental and responsibility-center goals and objectives as well as in performance standards.

• Introduction of the revamped New Employee Orientation Program, giving current employees a chance to attend as a re-orientation to Stony Brook.

• A recognition program to reward and highlight model departmental training efforts and exemplary managers who support development.

• Other new HR department initiatives (e.g., retirement workshops).

• Selection and training of a cadre of facilitators who can assist in team-building and improved group dynamics for committees, task forces, and quality improvement teams and for organizational redesign/restructuring efforts.

These special efforts will complement the many existing training efforts directed at needed skills and knowledge, e.g., Human Resources Supervisory Training programs, computer skills training, personal

development (Group Shop), technical skills training and continuing education for HSC professionals, and other programs outlined in the Training Resources Guide. Departments will initiate training to meet local needs, such as Student Affairs, chair training in the academic sector, union contract training for facilities managers.

By investing in training, USB wants to demonstrate its commitment to the staff and faculty that make the institution work. In addition, USB wants to increase its ability to respond quickly to opportunities to improve how we conduct our daily business, including the ability to more effectively use information technologies in place of less efficient paper-dependent processing operations. For this investment to yield the hope for benefits, everyone needs to make training and improving the operation of the institution a high priority. Begin by participating in this year's JULY TRAINING MONTH.

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### Recognition for USB Internal Training Programs

One of the activities being planned by the Presidential Steering Committee on Training and Development for the Kickoff Celebration on July 1 is a public recognition of managers and departments who have employee internal training programs.

A questionnaire has been mailed to all department heads and managers asking for information on their departmental internal training programs and initiatives. Certificates of Merit will be awarded at the July celebration to recognize individual managers and department/division heads for their efforts in this area and their concern for the career and personal development of their employees.

#### In Memoriam

This issue is dedicated to the memory and spirit of our colleague, Harold Mendelsohn, manager of training and development at Stony Brook, who died on May 11, 1992. His enthusiasm and creativity were driving forces for the training efforts at the university. He will be missed.