

UNIVERSITY AT STONY BROOK • SUNY CURRENTS

FOCUS
THE
UNDERGRADUATE
EXPERIENCE

MARCH, 1990

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FOCUS

This is a watershed year for undergraduate education, says Egon Neuberger, vice provost for undergraduate studies.

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The Federated Learning Communities program provides an alternative to traditional college courses.

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"Stony Brook 101" prepares freshmen for the real college experience.

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Universities must respond to the demographic changes of the 1980s, says Monica Rascoe, assistant vice provost for special programs.

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Economics professor Estelle James says student performance, not college reputation, is the single most important indicator of success.

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'Electric Currents' Now Campus-Wide

"Electric Currents," the university's daily gazette distributed via the All-In-1 system, is now posted on the system's main menu.

To list your event or notice, contact Larry Friedman at 632-6084.

Moves to strengthen student life make 1990
"Year of the Undergraduate."

Personal Attention Attracts Honors Students

By Tamar Asedo Sherman

At 16, Matthew Kudzin is an old hand at winning chess. Having played the game since the age of five, the teenager was competing in chess tournaments at nearby Vassar College by the time he entered high school.

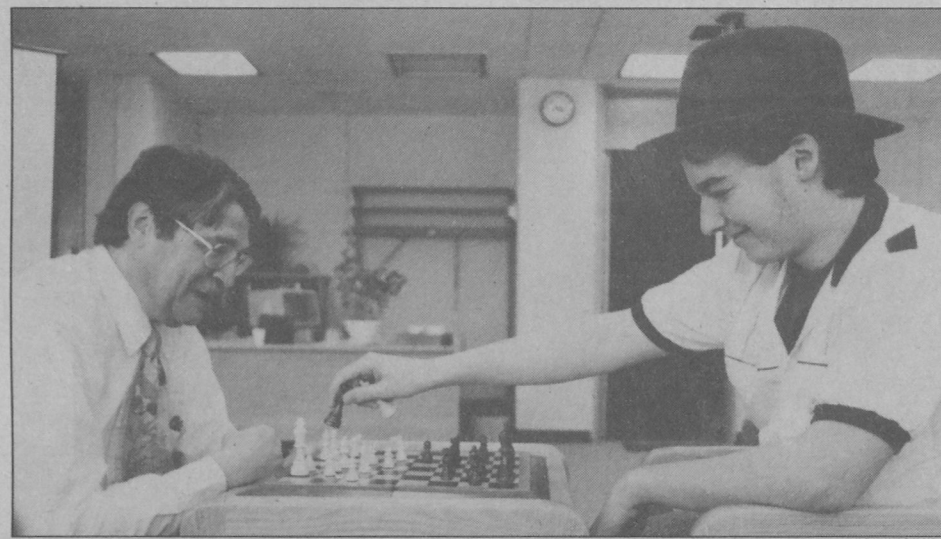
Kudzin is one of 23 freshmen in Stony Brook's new Honors College. Being the university's youngest full-time student hasn't caused Kudzin to lose his stride. In fact, the math and physics major has found a worthy opponent in Honors College master Eloy Axel Carlson, a distinguished teaching professor of biochemistry and chess enthusiast.

When the two recently faced off across the chess board, it was a stimulating experience for both student and teacher. Carlson resigned the first game when he realized there was no way out.

"In the second game, we both blundered. And we laughed about it when we were both able to see that neither of us could win," Carlson recalls, adding, "it was a pleasure to play with someone so skilled."

It was the prospect of that kind of experience that prompted Kudzin and his fellow classmates to seek a seat in the inaugural Honors College class, where the emphasis is on intellectual challenge, personal attention from distinguished faculty and opportunities for creative projects

The research and writing for this report was conducted by Tamar Asedo Sherman, who covers undergraduate affairs.



Honors College freshman Matthew Kudzin captures the queen of Eloy Axel Carlson, Honors College master, in a friendly game of chess in the Honors College lounge.

with like-minded students. Part of a nationwide effort to improve the general level of undergraduate education, the Honors College combines a small college atmosphere with the resources of a major research university.

To Kudzin, it's the best of both worlds. "I came from a very small high school. We didn't get the kind of liberal education I've seen in others. Even in college, a lot of science majors don't get to take liberal arts," he says. "The Honors College seminar gives me the liberal arts I wouldn't otherwise be exposed to."

Fellow Honors College student Andrew Leising gets a kick out of discussing Rousseau and Faust in his spare time.

Though he also plans to major in the sciences, Leising has become conversant in various philosophers through the Honors College seminar, which requires hundreds of pages of reading each week.

He recalls the afternoon that he and a friend in the Honors College discussed Freud for four or five hours in the Honors College lounge. "We broke for dinner, then went back to his room and talked about Freud for another two hours."

Honors College students are bright, eager, enthusiastic and curious, says Carlson, who spends almost as much time in the Honors College lounge as the students do. Although the 23 men and women

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Living/Learning Centers Integrate The Classroom and Residence Hall

Matthew Lambiase met Clifford Swartz at his office at 5:00 p.m. one wintry evening, as lights went out and doors were locked throughout the Physics Building. Bundled up against the wind, the two men walked across campus to have dinner, talking about the weather and other common subjects.

Nothing out of the ordinary in that except that Lambiase is a sophomore engineering student and Swartz is a senior physics professor who helped found the university in Oyster Bay in 1957.

Their destination was Baruch College, the newly created Science and Engineering Living/Learning Center in Kelly Quad that houses 250 students. Codirector of Stony Brook's Center for Science, Mathematics and Technology Education, Swartz had been invited by Lambiase to join him and several other students for dinner and to discuss space colonization, the professor's favorite topic.

Baruch College is the largest of three living/learning centers established on campus in an effort to overcome a major obstacle in undergraduate education—the invisible barrier between faculty and students. All three programs have been designed to integrate academic pursuits with residential life by bringing faculty into the

students' domain, the residence hall.

The other two residential colleges consist of students fulfilling requirements for academic minors in international studies or human development. Each occupies a wing in a residence hall where several courses are taught. Any student, including freshmen and transfers, can request room assignment in one of the three residential colleges.

The idea of faculty meeting with students outside the classroom is one both faculty and students say they could get used to. "The problem is not so much that students are afraid of inviting a professor to dinner, but that it simply doesn't occur to them to do it," says Lambiase.

Faculty turn into real people once they exchange words with students outside of class. "I had a good time," says Swartz of his evening at Baruch College. "I think this sort of informal interaction is a great idea."

Center activities are not limited to topics in science and engineering or to students who live in the residence hall, says Joe Lauher, headmaster of the living/learning center and associate professor of chemistry. For instance, he gave a talk and demonstration on the famous magician Harry Houdini.

Lauher teaches a freshman honors



Sophomore engineering student Matthew Lambiase invites physics professor Clifford Swartz to dinner at the newly created Science and Engineering Living/Learning Center at Baruch College in Kelly Quad.

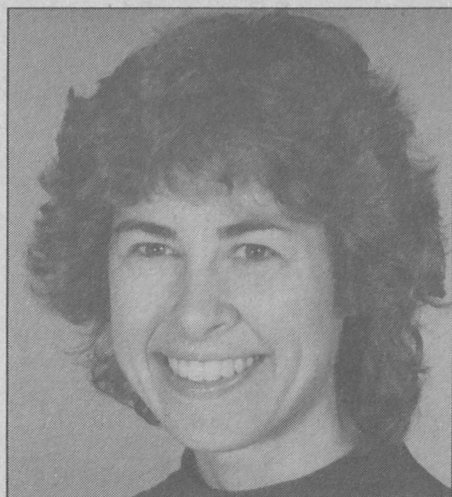
seminar in chemistry at Baruch each week. This spring he plans to set up seminars dealing with broader issues such as the effects of changing regulations on environmental pollution, economic issues related to cutting back the military budget, and social issues engendered by women's and minority rights.

Meanwhile, residence hall director Sonja Murray is conducting a three-session workshop on career development. A

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ALMANAC

K U D O S



Janet C. Hearing

HSC PHOTOGRAPHY SERVICE



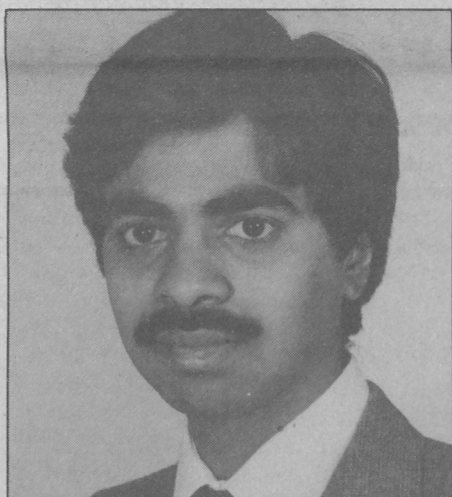
Miguel Berrios

HSC PHOTOGRAPHY SERVICE



Deborah L. French

HSC PHOTOGRAPHY SERVICE



R.C. Sekar

HSC PHOTOGRAPHY SERVICE

Janet C. Hearing, assistant professor in the Department of Medicine, **Miguel Berrios**, assistant professor in the Department of Pharmacological Sciences, and **Deborah L. French**, assistant professor in the Department of Pathology, received the 1990 Catacosinos Awards. The award, which carries a \$7,000 cash prize, was established in 1979 by William Catacosinos, chair of the board of the Long Island Lighting Company, to further basic cancer research at Stony Brook.

Hearing is studying the relationship of the Epstein-Barr virus to human cancers. Berrios is developing a test to identify specific DNA modifications using antibodies. French is studying the mutation mechanism of antibodies that results in increased protection against infection.

R.C. Sekar, a graduate student in computer sciences, received a Catacosinos Fellowship. The fellowship, which carries a \$4,500 cash stipend plus full tuition scholarship, is given to a graduate student who has made an outstanding contribution in applications of computerization in any field.

Estelle James, professor of economics, has been appointed to the Special Study Panel on Education Indicators. Organized in 1988 by the Secretary of Education, this 19-member panel advises the federal government on theoretical models of educational processes, criteria for selecting educational indicators and what data should be collected and disseminated in order to monitor the educational process.

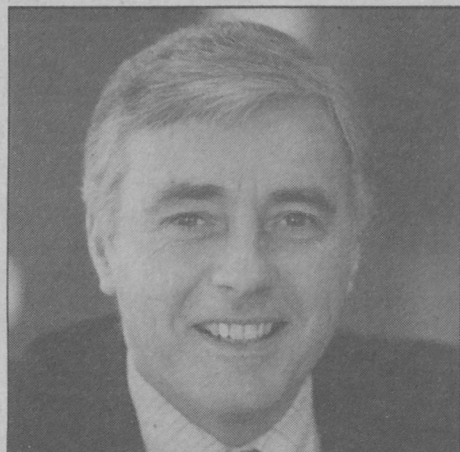
Scott L. Anderson, associate professor of chemistry, has been selected as one of 14 outstanding young chemistry faculty in the nation by the Camille and Henry Dreyfus Foundation. The award is presented annually to recognize the accomplishments and potential of young college and university faculty in chemistry, chemical engineering and biology at early stages of their careers. The award carries an unrestricted grant of \$50,000.

Howardena Pindell, professor of art, has been awarded the prestigious "Artist Award for a Distinguished Body of Work" by the College Art Association, the national professional organization for artists and art historians. The award honors a North American living artist for a significant exhibition mounted in the year preceding the award. This is the third such award ever granted by the association.

Michael Hurd, professor of economics, was one of four economists appointed to a panel of technological experts by the Advisory Council on Social Security. The panel, consisting of actuaries and economists, reviews long-range economic and demographic assumptions and long-range projection methods used by trustees of Old Age Survivor's Disability Insurance (OASDI). Results will be reported to the council this July.

Specula, the university's yearbook, received the first place award from the Columbia Press Association for its 1989 edition. The award is presented to universities with an enrollment of 2,500 students or more. Erin McCabe, editor-in-chief of the 1990 edition, commented, "This award is a testimonial to the hard work and imagination the students put into that volume."

Sue Ryan, head coach of the women's soccer team, and **Jim Felix**, head coach of the men's soccer team, obtained their Class A licenses from the United States Soccer Federation (USSF). The Class A license is the highest coaching license given by the federation. Ryan is one of only four women in the East to hold such a license. **Andrea Zeman**, a graduate assistant for the women's soccer team, earned her USSF Class C license.



John Reeves

John Reeves, director of the Division of Physical Education and Athletics, received a letter of commendation by the National Soccer Coaches Association of America. This award was presented to Reeves for his long-standing service to area youth and his contributions to the sport of soccer and the National Soccer Coaches Association. The award was presented at the association's banquet in January.

TRANSITIONS

Dallas W. Bauman III, director of residence life, has been named assistant vice president for campus residences. Bauman will develop and manage the \$15 million housing system at Stony Brook. His responsibilities include social and academic programming and custodial operations in the residence halls.

Theresa LaRocca-Meyer, director of admissions, has been named assistant vice president and dean for enrollment planning. In this position, La-Rocca Meyer will be responsible for freshmen and transfer admissions, the Office of Financial Aid and Student Employment, Registrar/Records and Health Sciences Center Student Services.

Craig Malbon, associate professor and vice chair of pharmacological sciences, has been named associate dean for biomedical sciences in the School of Medicine. Dr. Malbon will devote half of his professional time in the dean's office in order to continue his research to the Department of Pharmacological Sciences.

CURRENTS

Currents, serving the extended community of the University at Stony Brook, is published monthly by the periodicals unit of the Office of University Affairs, 138 Administration Building, University at Stony Brook, Stony Brook, N.Y. 11794-2760. Phone: (516) 632-6310.

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Research: Sue Risoli, 632-6309
Scholarship and Performing Arts: Gila Reinstein, 632-9118
Undergraduate Affairs: Tamar Asedo Sherman, 632-6317

The periodicals unit also publishes *Currents Fortnightly*, a biweekly chronicle of upcoming events, and *Electric Currents*, a daily gazette distributed via the university's electronic mail system. Our All-In-1 address is CURRENTS.

Mark A. Owczarski
 Managing Editor
 Grace E. Horan
 Design Assistant

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BRIEFINGS

GRANTS

Angelica Forti-Lewis, assistant professor of French and Italian, was awarded a Nuala McGann Drescher Affirmative Action Leave Award for spring 1990. She will devote her leave to a book on the Don Juan myth in European theatre.

Elizabeth Stone, professor of anthropology, received a National Endowment for the Humanities grant in December 1989 to support the excavation and survey of the ancient Mesopotamian city of Tell Abu Duwari in Iraq.

PRESENTATIONS

Michele Bogart, assistant professor of art, spoke on "How to Paint a Picture: 'The Famous Artists' School and the Deconstructing of Art After World War II," at the February College Art Association Session.

Don Ihde, dean of humanities and fine arts, presented "New Technologies/Old Cultures" at a conference in Spain sponsored by the Commission for the Fifth Centennial of the Discovery of America, January 1990.

Donald Kuspit, professor of art, delivered the Ernst Kris Lecture on Psychoanalysis and Art,

"Idealization in Matisse," at New York University, December 1989.

Nina Mallory, professor of art, spoke on "Martinez del Mazo and Spanish 17th-Century Landscapes," at the Metropolitan Museum of Art, December 1989.

Mel Pekarsky, professor of art, had his works displayed at the 165th annual exhibition of the National Academy of Design in New York City, from Feb. 7 to March 7, 1990. He also exhibited as part of a three-artist show at G.W. Einstein Co., Inc. in New York City, Jan. 27 - Feb. 4, 1990.

James Rubin, professor of art history and chair of the Department of Art, spoke on "David and the People's Hand: Seizing the Site of Representation," at the international symposium on David in Paris, November 1989.

Marilyn Zucker, coordinator of special programs for the Department of Human Resources and graduate student in the Department of English, presented "Virginia Woolf's Textual Autobiography: *The Waves*," at the annual convention of the Modern Language Association, Washington, D.C., December 1989.

PUBLICATIONS

Stephen Polcari, assistant professor of art, "Martha Graham and Abstract Expressionism," in *American Art Magazine*, Winter, 1989.

STONY BROOK IN THE NEWS

Helen M. Cooper, professor of English, was interviewed in the article "Women and War: A Scholar with a Feminist Perspective," in the Dec. 17, 1989 *New York Times*. Cooper is one of three editors of *Arms and the Woman; War, Gender and Literary Representation*, which examines the role of literature in perpetuating the stereotype of war as a men's issue.

Correction

An article in the February issue of *Currents* misreported positions held by Jordan J. Cohen prior to his arrival in 1988 as dean of Stony Brook's School of Medicine. The article should have stated that Dr. Cohen previously served as professor and associate chair at the Pritzker School of Medicine and physician-in-chief and chair of the Department of Medicine at the Michael Reese Hospital and Medical Center in Chicago.

Two Mathematicians Named SUNY Distinguished Professors

James Glimm, chair of the Department of Applied Mathematics and Statistics, and Jeff Cheeger, professor in the Department of Mathematics, have been named distinguished professors by the State University of New York Board of Trustees.

The title recognizes national or international prominence and esteem in a particular field. There are 200 distinguished professors in the 64-campus SUNY system, ten of whom are on the Stony Brook faculty, including Cheeger and Glimm.

Glimm was appointed chair of Stony Brook's Department of Applied Mathematics and Statistics last year, after nine years as a faculty member at New York University's Courant Institute. He directs Stony Brook's Institute for Mathematical Modeling, a group that develops practical applications—such as oil recovery from petroleum reservoirs or mapping the human kidney—from mathematical theories. Glimm is also known for his own work with Harvard's Arthur Jaffe on mathematical foundations of quantum field theory.

Glimm is a member of the National Academy of Sciences. In 1979 he received the New York Academy of Sciences Award in Physical and Mathematical Sciences and in 1980 the Dannie Heineman Prize for Mathematical Physics. He has also held National Science Foundation and

Guggenheim fellowships.

Cheeger is one of the world's leaders in differential geometry. A concept he developed, called the "Cheeger Inequality," has had an impact on fields as diverse as graph theory and electrical networks.

Before coming to Stony Brook in 1969, Cheeger held appointments at Princeton University, the University of Michigan and the University of California at Berkeley. He has received Sloan and Guggenheim fellowships, twice was a visiting professor at the Institute for Advanced Study in Princeton, N.J. and has been invited to address the International Congress of Mathematicians on two separate occasions.



James Glimm



Jeff Cheeger

Stony Brook Tops List for SEFA Contributions

Stony Brook employees outdistanced all other state agencies on Long Island in donating to the 1989 State Employees Federated Appeal (SEFA) campaign. The campus contributed \$79,317 to the effort, a 58 percent increase over last year.

In announcing the results of the 1989 campaign, President John H. Marburger—chairman of this year's Long Island SEFA effort—noted that state employees on Long Island had contributed \$290,000, exceeding a \$275,000 campaign goal.

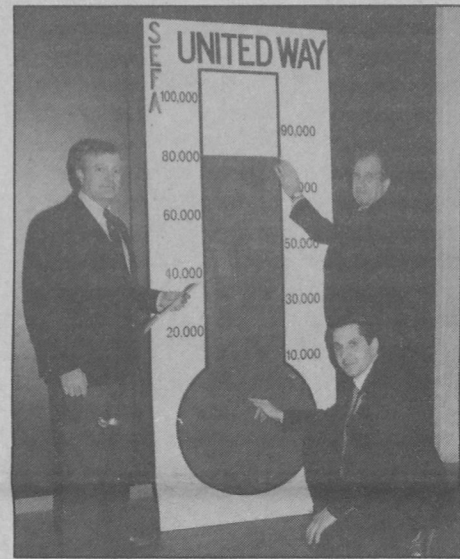
The SEFA campaign, run in conjunction with the United Way of Long Island's annual drive, allows state employees from more than 40 governmental agencies on Long Island to support nearly 2,000 health and human service agencies in New York State, some 200 of which service the Long Island region. In most cases, contributions are made through payroll deductions.

In addition to monies raised on the Stony Brook campus, Research Founda-

tion employees contributed or pledged an additional \$2,498 to United Way. United Way divides its contributions among more than 140 groups, from scouting organizations to health care facilities. Two Stony Brook organizations—Stony Brook Child Care and the University Hospital Auxiliary—were among the agencies SEFA contributors could select for funding. Individuals who contribute to United Way do not designate individual organizations.

In the SEFA campaign, campus contributors earmarked \$6,830 in donations and pledges for the child care center and \$5,751 for the auxiliary. Those totals are expected to be augmented by contributions made to SEFA by employees of other state agencies.

"Employees and administrators were very supportive of the campaign," said Alan Entine, manager of employee and labor relations and Stony Brook's employee campaign coordinator.



President John H. Marburger (left), Alan Entine, manager of employee and labor relations, and Vincent Barreca (kneeling) from University Hospital show the growth of this year's SEFA-United Way campaign.

Center to Study Ozone Depletion

Stony Brook has been designated headquarters for a new National Aeronautics and Space Administration (NASA) project that will measure ozone depletion across the world for the next 15 years.

Phillip Solomon of the Department of Earth and Space Sciences' astronomy program has received an initial NASA grant of \$295,000 (with several thousand more to come each year) to begin setting up and supervising ground-based observation stations to measure chlorine oxide, the major indicator of ozone depletion in the atmosphere. In 1986 Solomon, along with Robert deZafra of the Department of Physics, found the first evidence that the Antarctic "ozone hole" was caused by chlorine from man-made chemicals.

Automated equipment to be placed at the stations—an improvement that will send back data faster than the currently used manually operated machines—are now being built according to Solomon's specifications. All data collected will be relayed back to Stony Brook for analysis.

"NASA already has satellites in place to monitor ozone, but those data are not always reliable," he says. "They now want to compare that information to ground-based observations to get a more complete picture of what's happening. The fact that they've made this long-term commitment is an indication of their concern about the ozone problem," he said.

The first chlorine oxide observation station is scheduled to be established in Hawaii by late summer. There will be a total of five stations throughout the world, to be staffed by groups from a dozen research institutions. "The other locations are not yet determined," says Solomon. "Some will measure chlorine oxide, some will look only at ozone itself."

Solomon will collaborate with Jim Barrett, also of the astronomy program.

Public Safety Officers Cited for Meritorious Service

Some people have a nose for news. Public Safety officer Herbert During has an eye for crime.

"I guess I see things others take for granted," said During, who was honored at a recent Department of Public Safety awards ceremony. During was one of 10 officers cited for "meritorious service" for his work that led to the apprehension of a drug dealer, a hit-and-run driver, and a man Suffolk County police were seeking for possession of stolen property.

"After 20 years on the road, you develop a sixth sense when something's wrong," said During, who joined the university's Public Safety force in 1970 after serving as a security officer in a Queens defense plant. "It's something you can't teach."

It was that "sixth sense" that led During to arrest a motorist at University Hospital last September. Noticing that the vehicle's front license plate was missing, During ran a check on the rear plate and on the driver. The plate didn't match the description of the vehicle and the driver was wanted by the police for selling drugs.

During's keen eye and equally keen memory also helped Suffolk Police crack two other cases, one the arson of a Centereach gas station, the other the armed robbery of Long Island Savings Bank in Stony Brook.

"During has demonstrated great initiative and poise in handling difficult situations," said Public Safety Director Richard Young, who with Assistant Director of Public Safety Patrick Dwyer presented During with the Meritorious Service Award at the ceremony in the Alliance Room of the Frank Melville, Jr. Memorial Library. President John H. Marburger and other university officials were on hand to thank the officers for their efforts.

Also honored at the ceremony were:

- Security Service Assistant Todd Stumpf, whose actions led to the arrest of four persons accused of stealing comput-

ers from the Physics building;

- Traffic Enforcement Officer Daniel MacKay, who was cited for outstanding productivity after issuing 25 percent of all tickets on the campus;

- Public Safety officers Susan Fantel and Petra Ottenbriet who won Excellent Service awards for service to the community. The Department of Public Safety has received numerous letters and calls from the campus community and general public citing the courtesy and helpfulness both

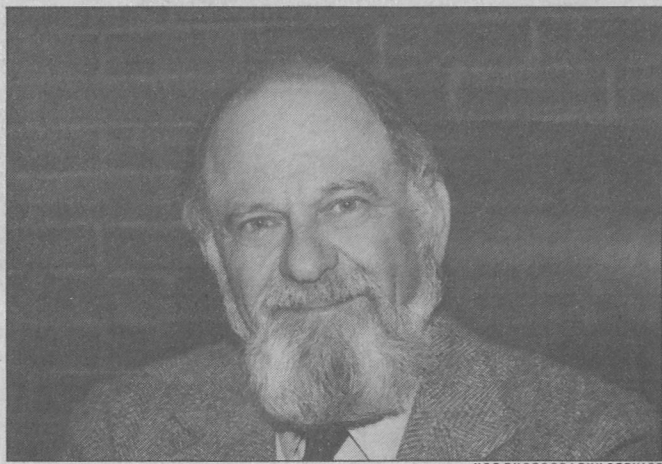
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Public Safety officers cited at a recent awards ceremony were (standing, from left) Herbert During, Todd Stumpf, Phillip Morales and Stephen Hellman. Seated (from left) Daniel MacKay and Neil Sluiter.

THE UNDERGRADUATE EXPERIENCE

Innovative Programs Underscore Goal of Academic Excellence



"I firmly believe that a first-class research institution should have a first-class undergraduate program.

We have to increase the emphasis of the faculty on undergraduate education to achieve this."

Egon Neuberger

Vice Provost for Undergraduate Studies Egon Neuberger is known to the university community as dean of social and behavioral sciences, economist, researcher and director of graduate studies. He is new to the field of undergraduate education, and therein lies the significance of his accepting this post after 23 years at Stony Brook.

The most senior person ever to hold this position, Neuberger says he agreed to take

this post for one year in order to be a catalyst for change. He gave up a six-month visiting professorship at the University of Paris to fill this position, so he wants to see results.

His credentials are impressive: dean for six years; president of the Association for Comparative Economic Studies; former president of Omicron Delta Epsilon, the international economics honor society; listed in Who's Who in America and

Who's Who in Economics; and former chair of the Council of Deans. A graduate of Harvard and Cornell, he taught at Amherst College, the University of California at Los Angeles and the University of Michigan before coming to Stony Brook.

He has practical experience in economics as well, having served as an economics officer and analyst for the U.S. Department of State and the American Embassy in Moscow and as an economist with the Rand Corporation in Santa Monica, Cal. A native of Yugoslavia who fled the Nazis as a teenager, he was winner of the Ford Foundation International Competition on Research on the Soviet Union and Eastern Europe in 1975.

He believes the future of Stony Brook depends on the university's approach to the complex issue of undergraduate life. As chief academic officer for undergraduate affairs, Neuberger is concerned about every aspect of the undergraduate's academic life: he wants to make it better.

CURRENTS: You have called 1990 "The Year of the Undergraduate." What is happening this year that warrants that designation?

NEUBERGER: Tremendous initiatives in improving the undergraduate experience are either coming to fruition or are getting started this year. It is a watershed year for undergraduate education.

CURRENTS: Why the interest in undergraduate education?

NEUBERGER: Stony Brook is very successful in research and graduate studies. We are the top SUNY campus in those areas, but we are not so successful in the undergraduate area. We—President Marburger, Provost Edelstein, the deans and myself—recognize that it is absolutely critical for us to become as good in the undergraduate area.

CURRENTS: How do you propose to accomplish this?

NEUBERGER: We must increase the academic and nonacademic quality of what we offer undergraduates. Our faculty is superior to that of any other SUNY campus.

I firmly believe that a first-class research institution should have a first-class undergraduate program. We have to increase the emphasis of the faculty on undergraduate education to achieve this.

CURRENTS: How will you do this?

NEUBERGER: One way is to create a series of smaller academic communities like the Federated Learning Communities (FLC) and the living/learning centers in the residence halls. We now have three, the Science and Engineering Center in Baruch, the Human Development Center in Langmuir and the International Studies Center in Kelly.

CURRENTS: What other initiatives will strengthen undergraduate programs?

NEUBERGER: We are revising the core curriculum. It is hard to understand the way it is. We want to streamline, simplify and upgrade the general education here into an intellectually coherent entity. In working on revisions, there has been more collaboration between faculty committees and the staff of this office than ever before.

CURRENTS: There have been discussions of creating a new college on campus called Setauket College. Can you describe it?

NEUBERGER: At this point it is still just a proposal being presented at the March meeting of the Faculty Senate. It calls for the creation of a large, residential college for high-achieving students.

CURRENTS: How would it differ from the Honors College?

NEUBERGER: That's a good question. The Honors College is small, highly selective and very intense, and every new student receives a scholarship. Setauket College would be much larger, maybe 450 students in each class. The students in Setauket College would have their own residence hall and participate in a freshman seminar that would have no more than

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Undergraduate Education and the University

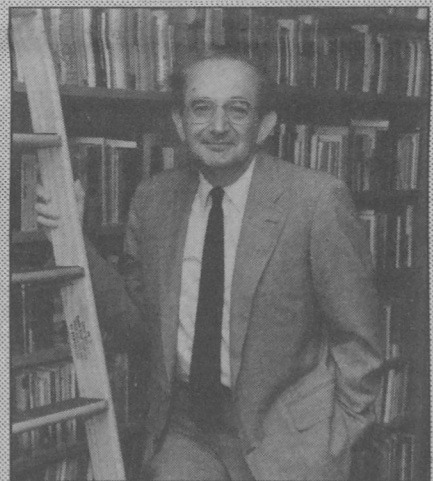
By Tilden Edelstein

During the past five years, the size of American public research universities and the federal and state funding required to help operate them has stimulated critical attention to their quality. Today, we too often hear the excessively simplistic view that large educational institutions are bad and small ones are good. Remember, however, that there are few educational experiences worse than attending or teaching a bad, small class.

While we should reject exaggerated praise for small college classes, or small colleges, public research universities like Stony Brook must simultaneously emphasize their rich and diverse educational opportunities for undergraduates precisely because we are a public research university. We also need to publicize and expand the opportunities for our students to be taught by learned and research-active faculty, including some of the world's leading scholars and artists. Stony Brook, with only 11,000 undergraduates, is much smaller than comparable distinguished American public universities, most of which are three or four times larger. There are innumerable chances here for undergraduate access to faculty.

What an educational institution does with its size, of course, is more important than the size of its student popula-

Tilden Edelstein is Stony Brook's provost and academic vice president.



Tilden Edelstein

tion. The establishment of the Honors College, the recent creation of our third living/learning center, the continuation of the URECA program and the Federated Learning Communities and the establishment of the Faculty Instructional Support Office (FISO) are among the Stony Brook initiatives to improve the quality of undergraduate education in a research university context.

In the coming years, better undergraduate advising and increased availability of small and large classes taught by full-time faculty members will be offered to undergraduates. While budget constraints are serious, I believe that we will be able to improve our library system, increase the educational connection between East and West campuses and further strengthen the humanities and social sciences as we prove our determination to be a fine comprehensive public research university.

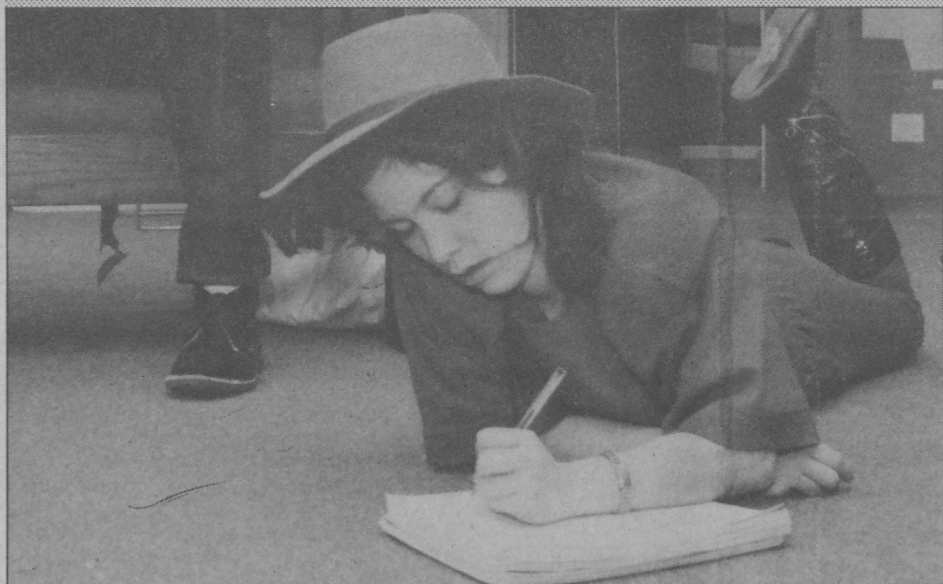
American public research universities exemplify how the phrase "the land of opportunity" can be transformed into reality. Growing educational opportunities available to Stony Brook undergraduate students epitomize this reality.

Coming Next Month

FOCUS

RESEARCH

- Our Endangered Environment
- Big Science, Little Science
- The Animal Rights Challenge



The informal setting of the Federated Learning Communities allows Moriko Nishlura to take notes on the floor.

Some students relax on couches, others sprawl on the carpeted floor. No one takes notes among this mosaic of young faces fixed on a professor discussing the values and lifestyles of the 1960s.

But only the look is casual. The attention of every one of the nearly two dozen students participating in Stony Brook's Federated Learning Communities seminar is focused on the subject at hand. And the discussion is punctuated with questions and comments.

Though the seminar may not seem like a typical college class, it could well be the way they are conducted in the future. Institutions around the country are paying close attention to the Federated Learning Communities program, a running experiment in college curriculum and teaching methods that was initiated at Stony Brook 12 years ago.

"College programs too often are fragmented," says sociologist Norman Goodman, a distinguished teaching professor who helped create the program in 1977: "Federated Learning Communities provides coherence."

Students who sign up for the yearlong, 25-credit Federated Learning Communities program are required to take a cluster of courses that explore a particular theme, each from a different perspective. Depending on the theme, courses can range from sociology to philosophy to physical education. In past years, students have signed up for courses that explored various sides of "Management and Business," "Imagination and Creativity," "World Hunger" and "Social and Ethical Issues in Life Sciences."

For this year's theme, "Issues from the 1960s: Values and Lifestyles," students were required to enroll in a course focusing on film called "Hollywood and the 60s," a philosophy course on "Ethics and Values from the 60s" and similar offerings in a variety of disciplines that touch upon music, morals, relationships, film, fitness, ethics and family values of that era.

About two dozen students sign up for the program each year, under the guidance of professors and two graduate students. Like other Stony Brook students, they must fulfill the same requirements of readings, papers and exams for individual courses. But unlike other students, students in Federated Learning Communities also have a four-credit program seminar that integrates the other courses into a unified program of study.

"It's like fitting together the pieces of a

jigsaw puzzle until the full picture emerges," says master learner Magda Gilewicz, an assistant professor who teaches the weekly program seminar.

Participation in the seminar is hard work, students say, raising questions and issues that propel individual students to explore the subject further. "Learning is an ongoing process that doesn't end just because the class is over at 1:00 p.m. We talk about it before class, during class and after class. The Federated Learning Communities program fuses us together. It's part of our lives," says sophomore Cathy Hoppe. "I've worked harder this semester than I ever have."

Gilewicz explains that students in the Federated Learning Communities program are expected to take responsibility for their own learning. "We consider them mature learners." As such, each student is responsible for presenting information to the rest of the seminar.

In addition, outside speakers are brought in to the seminar as needed. For instance, in analyzing the impact of the war in Vietnam on life in the 1960s, students found it necessary to learn more about the issues leading up to American involvement in that distant country. History professor Michael Barnhart, who teaches a

Federated Learning Communities

A nontraditional program takes a multidisciplinary approach to learning

course on Vietnam, was asked to give the group a 50-minute summary.

Students have to be better prepared for the seminar than for other courses because they are expected to state their opinions and defend them. "It's a group thing, but there's no place to hide," says senior Sean Gibbons.

It is the group interaction that senior Connie Dann likes most. "We teach each other and we learn from each other."

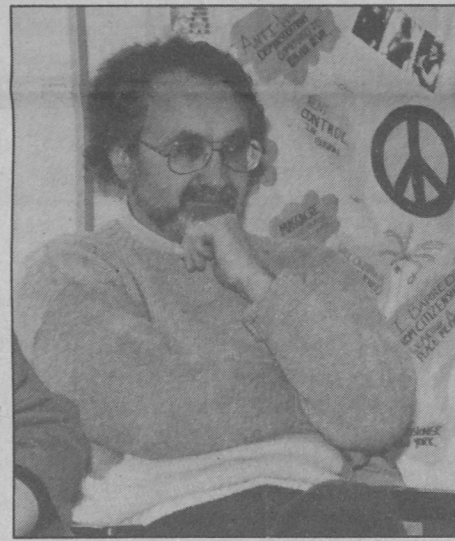
"We learn that it's okay to disagree with people," adds senior Cesaera Pirrone. "You don't get the opportunity to argue with anyone in other classes."

The value of taking the cluster of courses is social as well as academic. "You get to know your professors informally

and realize they are real people just like yourself," says sophomore Moriko Nishiura.

"It gives you a sense of belonging," says junior Susan Shanahan. "In a large university, it gives you the feeling of a small college. You have a place to go where you know other people."

Mike Morgan, a Mumford fellow and graduate student associated with the program, says the Federated Learning Communities program is "the best way to cap off" the college experience. "Life can have nothing to do with school. Or you can go through Federated Learning Communities, where we establish a community and go through the same things together. We're all here for each other."



"College programs too often are fragmented. Federated Learning Communities provides coherence."

Norman Goodman

SBU 101: Providing an Introduction to College

Success is what it's all about. A course on Stony Brook, the university, SBU 101 introduces students to academic culture. An extension and elaboration of summer orientation, it attempts to provide freshmen with the basics they need to succeed in college.

The one-credit course acquaints students with tools available at Stony Brook to help them both academically and personally. Staff and faculty volunteers teach SBU 101 under the aegis of Acting Dean of Students Paul W. Chase, who coordinates the course with Carmen Vazquez, associate director of student union and activities.

The course highlights the services available at the Frank Melville, Jr. Memorial Library, the Stony Brook Instructional Network Computers (SINC) sites, the University Counseling Center, Student Health Service, the Writing Center and Math Learning Center. It addresses the issues of time management, study skills, note taking, cultural diversity,

sexuality and interpersonal relationships.

Instructors meet individually with students to discuss their academic programs and how they are integrating into the campus. They refer students with particular questions or problems to resources available on the campus.

Currently in its second year, SBU 101 has proved so popular that the program has doubled in size. Last fall, 20 faculty and staff volunteers taught 15 sections for freshmen and one for transfer students, and two transfer sessions are now under way. Last year there were only seven freshman sections in the fall and one transfer session in the spring. Almost all participants in both years agreed that they would recommend the course to incoming students.

A group of this year's SBU 101 faculty is conducting a research project analyzing the course's effect. Working with Kenneth A. Feldman, professor of sociology, student interns from one of his courses hope to have results available this semester.



Carmen Vazquez

WILLIAM MERCER

These data will help determine the shape of SBU 101 in the future and whether to expand it into a full-fledged, regular Stony Brook offering.

PERSPECTIVES

SUNY's Most Diverse Center Likely to Diversify Further

Demographic changes have increased the number of underrepresented groups on campus

By Monica Rascoe

The undergraduate student body at Stony Brook is a diverse one. Approximately 27 percent of the student population is a member of an underrepresented group. It is one of the most diverse of SUNY's 64 campuses, if not the most diverse of the four university centers.

The presence of students of different color, language and culture is evident in classrooms as well as in student organizations and the programs and activities they offer the campus community. They sprinkle the landscape, tickle the ear and intrigue the curious.

Such variety in the student body makes for a rich deposit of natural resources essential to the development of the "educated person," the goal of all universities. These resources lie in a vast reservoir, waiting to be tapped for practical application. They wait to be increased so that they can enrich the landscape rather than just sprinkle it.

The cause for great excitement in regard to the diversity of our undergraduate student body lies in its potential. The presence of students from a broad range of ethnic and cultural backgrounds presents a unique challenge to the university. That challenge is to go beyond the superficiality of diversity and seek the reality of pluralism.

To actively embrace the reality of pluralism is to inculcate and recognize the history, philosophy and values of students who represent a critical proportion of American society in our university community and in our academic curricula. This challenge sparks excitement and provides invigoration to the educational mission of institutions of higher education. It is the mandate for the decade of the 1990s.

Stony Brook has begun to address this challenge. Our students and the diversity

"Such variety in the student body makes for a rich deposit of natural resources essential to the development of the 'educated person,' the goal of all universities."

of their experiences demand that we press on with such efforts as innovation in the curriculum, improved and increased recruitment and retention of both faculty and staff and encouragement of students to participate in all facets of university life.

Dramatic demographic changes in the 1980s resulted in an increased number of underrepresented ethnic groups on cam-

pus. This trend of African Americans and Hispanic Americans comprising an ever larger percentage of New York's population is likely to continue, attenuating the legitimacy of the term "minority." Thus, the challenge to create a community is upon us, not waiting in the wings.

The diversity of our student body and eagerly sought by the university brings with it a responsibility—to educate the whole of these persons as well. This diversity, even in a superficial form, brings forth the anticipation by potential students that this community is one in which their needs will be addressed and their experiences reflected.

While underrepresented minorities rate highly the quality of life at Stony Brook, there is a significant feeling that while the university is making efforts to create a pluralistic society, its efforts are not serious enough or yielding results fast enough.

Estelle James, a professor of economics, divides her time between Stony Brook and the U.S. Department of Education in Washington D.C. where she continues to analyze data from the National Longitudinal Survey of the High School Class of 1972.

College Choice, Curriculum Choice and Future Earnings

By Estelle James

Does the college you attend affect your future earnings? If it does, which college characteristics are most beneficial? Which strategy achieves superior results, higher expenditures or a more selective student body by the university? Is it better to attend a large research university or a small liberal arts college, a public or private institution?

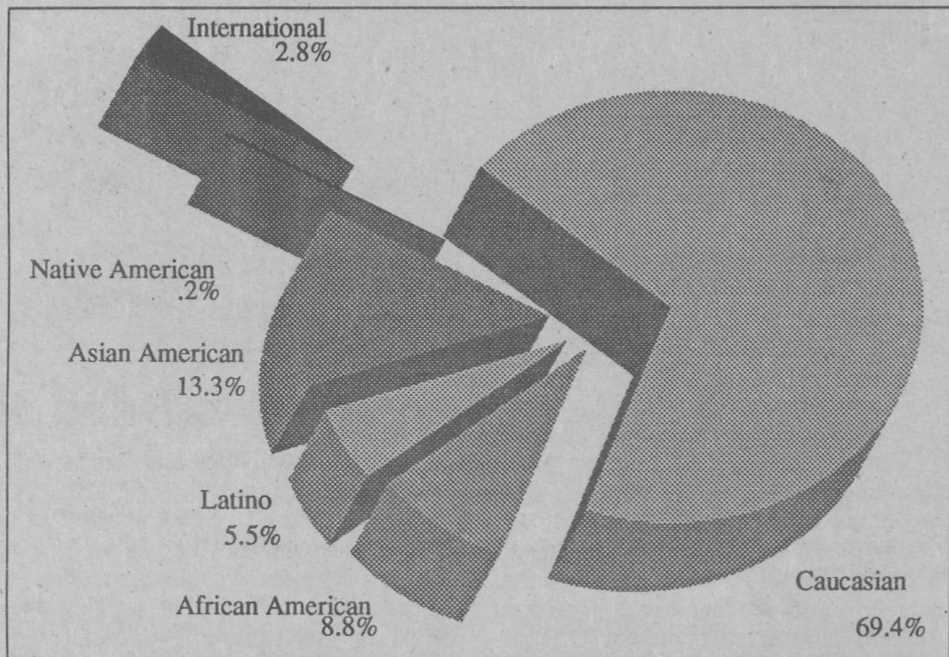
If Stony Brook is your choice, what steps can you take to enhance your future earnings? Do some majors have better income prospects than others? Does it "pay" to have a high grade point average (GPA)? And, are the answers to these questions different for men than for women?

It is difficult to answer these questions because we need information about the college attended, courses taken and their labor market experience thereafter. We also need information about family background and high school education in order to distinguish between the "value added" by the college and these earlier influences. Such information is rarely available because it involves tracking a sample of students for several years, and is therefore costly to collect.

For the past year, I have been involved in a major research project that helps to answer these questions. In this project, my colleagues and I analyze data from a uniquely rich data set, the National Longitudinal Study of the High School Senior Class of 1972, which followed this cohort from high school through higher education and into the labor market.

We have detailed information about the family background of these students, the colleges they attended, the courses they took and their subsequent earnings. No previous study has had access to such a complete set of information about the relationship between the college experience and its labor market effects.

Estelle James, a professor of economics, divides her time between Stony Brook and the U.S. Department of Education in Washington D.C. where she continues to analyze data from the National Longitudinal Survey of the High School Class of 1972.



The ethnic representation of full-time undergraduates on West Campus, 1988-89 total: 9,286.



PAT COLOMBRANO

"What matters most is not which college a student attends but what the student does while he or she is there—a finding that has important and encouraging policy implications."

Estelle James

In the study, we model earnings as a function of four sets of variables:

- A set of individual characteristics such as race, religion, parental income and education, attendance at public or private high school, rank and extracurricular activities in high school, and SAT score.

- A set of college characteristics including expenditures per student, selectivity, size, graduate versus undergraduate emphasis and public versus private control.

- Higher education experience variables including choice of major, math courses taken and GPA.

- Labor market variables such as experience, weeks worked per year, hours worked per week, industry and occupation.

We focus on the impact of college characteristics and curriculum on earnings, controlling for family background and labor market experience and using multiple regression analysis to disentangle the effects of these variables. When all our variables are included we are able to explain over half the variance in earning—a high proportion, compared with previous studies.

Our major finding is surprising: college characteristics have a very small effect on future earnings, especially for men. In particular, expenditures per students and graduate versus undergraduate emphasis have no noticeable effect. Since expendi-

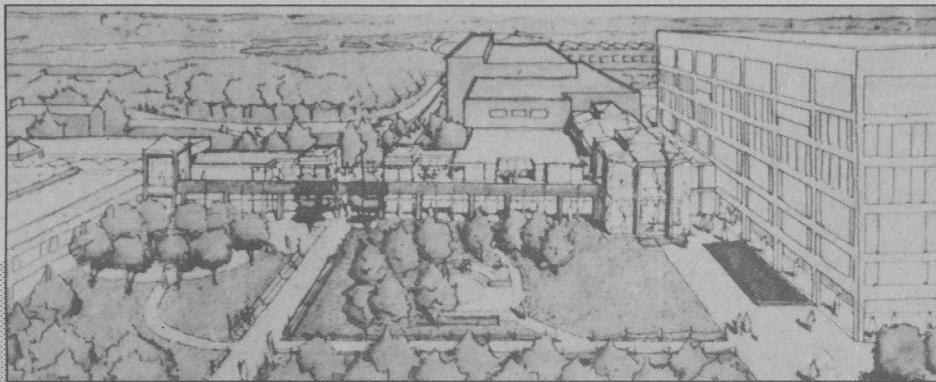
tures for more years of education invariably yield a substantial return, it is somewhat surprising that higher institutional spending for higher quality education yields practically no return at all.

Another unexpected result is that the effect of college selectivity is positive but statistically insignificant for men, and actually negative for women. We plan to investigate this further in ongoing work. Large private Eastern institutions seem to have a positive, but minimal impact on future earnings.

In contrast to the negligible effects of college characteristics, we found a large return stemming from other aspects of the higher educational experience. For example, students with a higher GPA have higher expected earnings; when the average increases from C to B or from B to A, annual earnings rise approximately 7 - 10 percent. We see this as a combined effect of unobservable characteristics such as the student's ability and effort, characteristics that lead both to a high GPA and high earnings.

The positive return on taking college math courses is particularly noteworthy. Taking one additional course and receiving an A increases earnings about 2 percent. We believe this represents the return to general quantitative reasoning skills as well as specific skills such as statistics and

continued on page 13



The Master Plan and Student Life

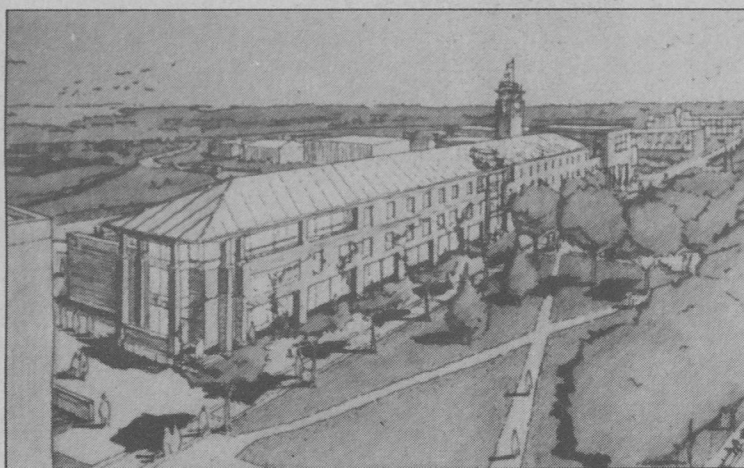
New Activities Center to Bring Student Life to the Heart of Campus

The university's recently prepared Campus Master Plan features a new Student Activities Center, to be located at the center of West Campus, directly across from the Frank Melville, Jr. Memorial Library on the academic mall. Currently located on the periphery, this shift in locus of student activities will give special emphasis to student interests and activities by bringing them physically and psychologically into the mainstream of the campus.

The new facility will have the added advantage of being a welcoming entrance to the campus for commuters arriving on buses from South P-Lot. A large arch-like lobby will connect the main commuter entrance directly to the main mall entrance.

Converting Central Hall (formerly Old Biology) into the activities center will require emptying, expanding and completely remodeling it. Following completion of this project, the current Stony Brook Union will be refurbished to become a Student Development and Services Center.

While the exact details are not yet set, preliminary plans for the new Activities Center call for a ballroom, a 700-seat theatre, a restaurant or cafeteria, a commuter center, offices for student government, a media center, flexible meeting spaces



The proposed Student Activities Center viewed from the Academic Mall.

for clubs and activities and recreational space.

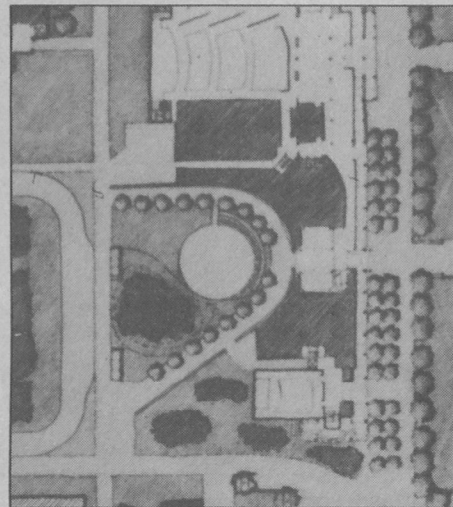
The recreational space might accommodate such activities as pool, table tennis, video games, aerobics, board game rooms and music-listening lounges. The emphasis will be on multipurpose functionality so that students and student groups can get maximum use out of the facility. The new facility will provide more space for student activities than the Stony Brook Union, which was designed for 8,000 students.

The Student Development and Service Center will bring together an array of administrative and counseling functions in what is now the Stony Brook Union. These might include services now in the Administration building—financial aid, student accounts, the bursar and records—and an array of offices now dispersed throughout the campus—new student programs, career development and placement, academic advising, academic special programs, and foreign student advising.

When viewed in conjunction with its

proximity to the University Counseling Center and Student Health Center, this service center has the potential to be a full-service mall for student administrative and advisement needs.

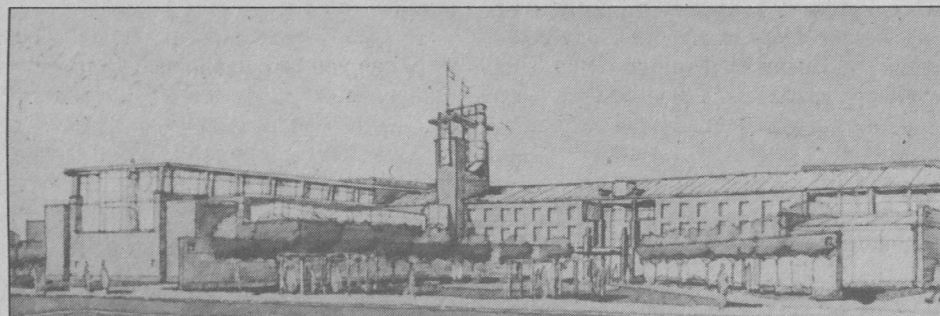
When completed, these two major pieces of the university's Campus Master Plan will go a long way toward making the Stony Brook campus work better to serve residential and commuter students. Out-of-classroom activity campus.



An aerial view of the proposed Student Activities Center.

space will be placed symbolically at the center of the campus, and commuter students will be welcomed into the campus through a facility designed with their interests in mind.

This project is pivotal to the Campus Master Plan because it establishes a new hub of activity on the mall and consolidates the many student programs scattered throughout the



The proposed Student Activities Center viewed from Engineering Loop.

Out-of-classroom activity space will be placed symbolically at the center of the campus, and commuter students will be welcomed into the campus through a facility designed with their interests in mind.

Annual Retreat Facilitates Communication Between Students, Administrators

If you want to increase communication among students, faculty and administrators, invite a group of 50 or so to spend two days with each other in the same room.

That's the basic idea behind the Student-Faculty-Staff Retreat cosponsored annually by the Office of Student Affairs and Student Polity. Each fall since 1982, about 50 student leaders, faculty members and administrators have packed their bags and set off for an off-campus site for the opportunity to get acquainted and compare notes on the Stony Brook experience.

It works. Out of the retreat has germinated such innovations as "SBU 101," a one-credit course introduced last year to ease freshmen into undergraduate life, and

a proposal before the University Senate to promote participation by commuters in student activities through establishment of "Campus Life Time," a weekly "common hour" when university-wide, departmental or club activities can be scheduled.

The interaction begins long before participants get on the bus. Preparation for each retreat begins with the appointment of a nine-to 12-member coordinating committee evenly representing students, faculty and staff. Meeting weekly from July until the retreat in late October, the committee hammers out a theme, program and guest list, and manages the myriad operational details—such as room assignments, information packets and audio/visual sup-

port—that go into planning any conference. This year's retreat at Glen Cove's Harrison Conference Center focused on "Stony Brook in the Nineties: Taking Ownership." However, as is usually the case, the theme proved to be less important than the informal discussions that emerged on such subjects as Stony Brook's intellectual culture, faculty-student interaction, and special concerns of international and commuter students.

While initiatives for strengthening the quality of campus life are typically an important outcome, the real objective of the retreat is to enable students, faculty and staff to "leave their titles behind" and get to know each other on a personal level,

says Norman Prusslin, general manager of WUSB FM 90.1 and chair of the retreat planning committee for the last three years.

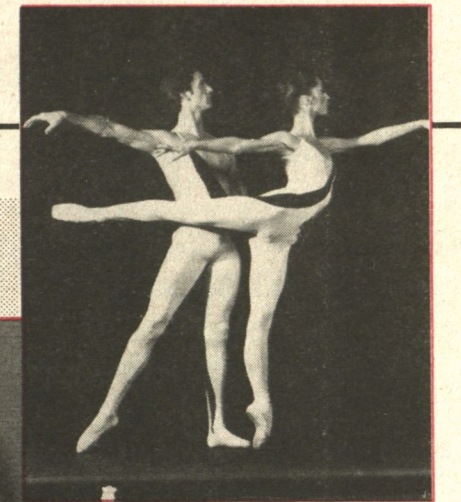
The retreat clearly achieves this goal. Out of 36 participants returning evaluation surveys following the October retreat, 35 indicated they felt their time was "well spent" and 33 said the experience changed their perception of Stony Brook.

"It brought together people who needed to talk but could never find the time," commented one student. Observed another: "It made me feel part of the Stony Brook community; it has renewed my sense of obligation and commitment."

Stony Brook's 13 'Best Bets'

How to Get the Most Out of Your Four Years at College

College is a time for hard work and study, but not to the exclusion of the wide range of activities and programs that are available at a university. Stony Brook has many extracurricular opportunities that may result in enriching experiences to its students. Listed below are 13 of Stony Brook's "Best Bets" that should not be overlooked by undergraduate students.



Fitness Centers: Three fitness centers equipped with Nautilus, LifeStep and LifeCycle machines are available to students at no cost in the evenings and on weekends in Whitman College in Roth Quad, in Benedict College in H-Quad, and in Kelly Quad Dining Hall. Aerobics classes are offered in Irving College in G-Quad at 8:00 p.m. Monday, Tuesday and Thursday and 5:00 p.m. Friday. Facilities are open to resident students with ID cards. Hours are posted on the doors.

I-CON Science Fiction Convention: This annual gathering of science fiction fans grows larger every year. Held in late spring, it brings science fiction and fantasy writers to campus for lectures, movies and exhibits. This year's convention will be held March 31 - April 1. Among the special guests will be Mercury astronaut Scott Carpenter, Hugo Award-winning author C.J. Cherryh and artist Jill Bauman.

Art Galleries: Professional, faculty and student exhibits that change on a regular basis are shown at Stony Brook's three art galleries: the University Art Gallery in the Staller Center; the Stony Brook Union Art Gallery, located on the second floor; and the Library Gallery, located on the first floor of the Frank Melville, Jr. Memorial Library.

Varsity and Intramural Athletics: Men's and women's varsity sports offer exciting opportunities for spectators as well as participants. The fall and spring intramural programs provide an arena for recreation and competition in a wide variety of sports including basketball, football, swimming, tennis and soccer. To register or obtain a playing schedule, contact the intramural director in the Division of Physical Education at 632-7168.

Union Crafts Center: Operated by the Office of Student Union and Activities, the center offers low-cost classes each semester ranging from photography, pottery and weaving to the martial arts and scuba diving. For a complete list and schedule of courses, stop by the Union Crafts Center in the basement of the Stony Brook Union or call 632-6822.

Staller Center Performances: An exciting variety of student performances and exhibits available at minimal or no cost complement the professional offerings presented each semester. The Wednesday Noontime Concert Series features graduate and undergraduate student recitals free of charge. The University Orchestra, the University Wind Ensemble, and Stony Brook Choir perform at minimal costs to students. "Works in Progress" presents plays written and directed by theatre arts students in Theatre III. For a complete schedule of performances, contact the Staller Center box office at 632-7230 or pick up the latest issue of *Fortnight*.

The Group Shop: The University Counseling Center—located in the Student Health Center—offers free workshops in skill development and personal growth. Some of this spring's workshops include "Stress Management for Students," "Don't Take Two Aspirins—Take this Workshop," "Hatha Yoga," "Beat the Clock" (time management), "Coping with Anger," "Learning to Accept the Body You Have" and "Assertiveness Training for Students." For a complete list of the 23 programs offered this semester, pick up a Group Shop brochure at the University Counseling Center or call 632-6715.

Stony Brook Instructional Network Computer (SINC) Sites: Computer workstations (IBMs, Digitals, and Macintoshes) with access to a VAX 8350 are available to students. SINC sites are located in the Frank Melville, Jr. Memorial Library, Light Engineering, the Ward Melville Social and Behavioral Sciences Building, Chemistry, and the Health Sciences Center. Students may work on projects or type papers at these sites with their own disks.

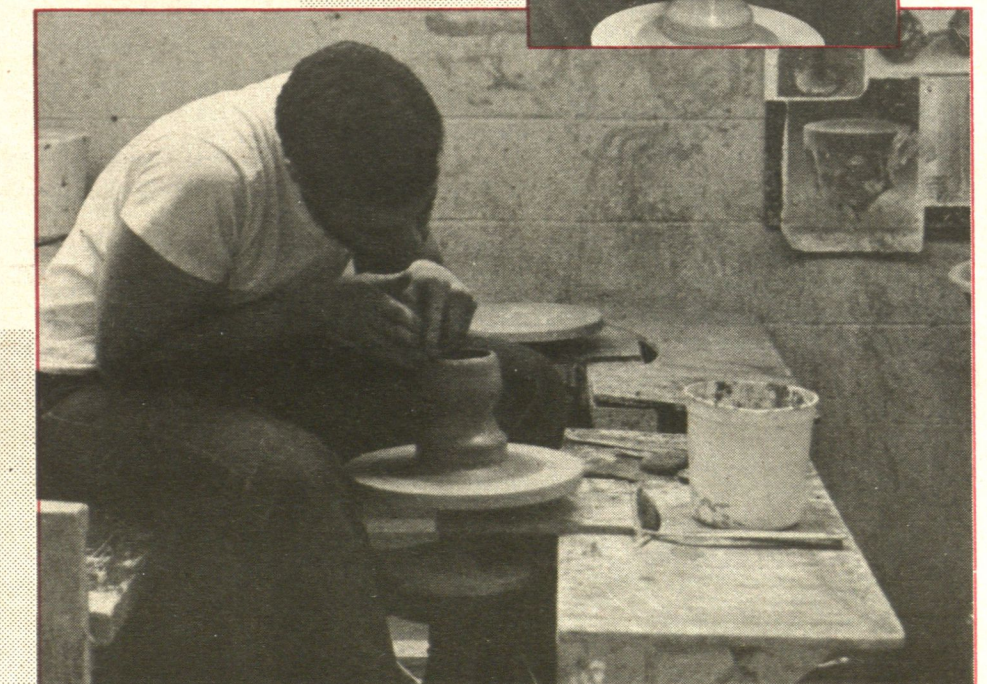
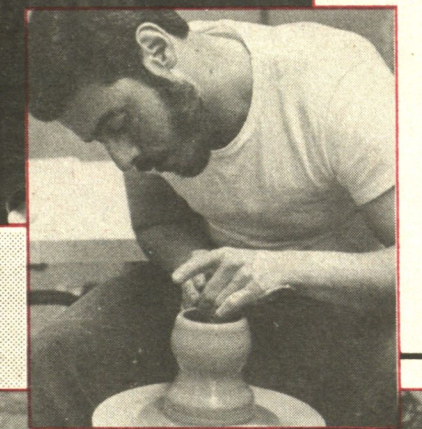
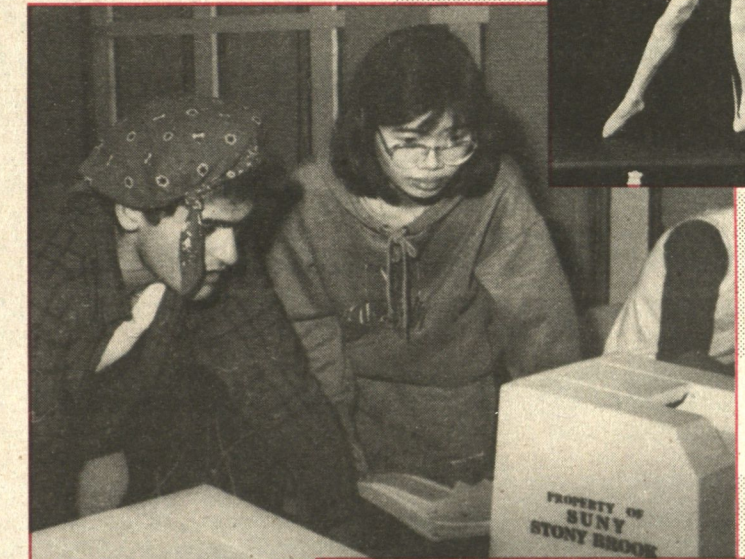
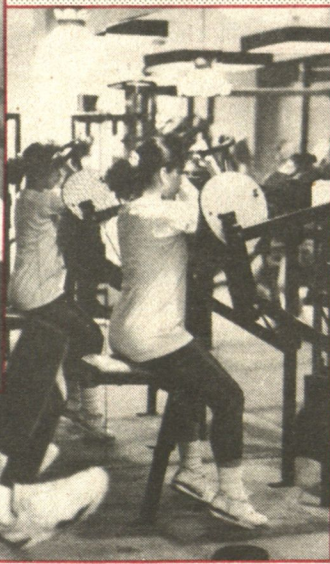
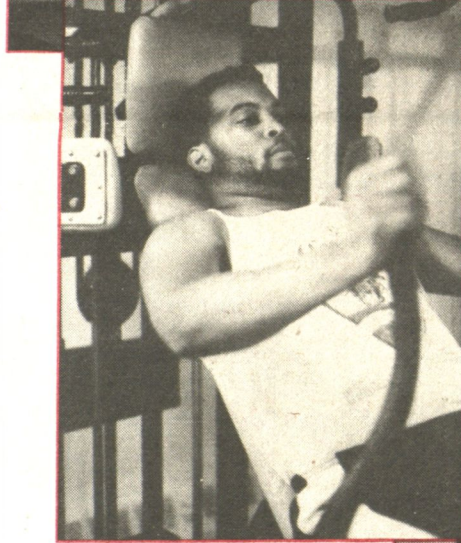
Clubs and Organizations: More than 150 student clubs and organizations are active on campus. Such diverse interests as sky-diving, sailing, horseback riding and reading science fiction are represented by organizations at Stony Brook. Fraternities and sororities, clubs related to ethnic origins and academic organizations are also available. The Student Activities Office, located in Room 266 of the Stony Brook Union (632-6828) has a complete list from which to choose.

WUSB-FM 90.1: The campus radio station, "Long Island's first station of the 90s," is funded by Polity and supervised by the Office of Student Union and Activities. All broadcasters, programmers, and technicians are student, faculty, alumni or community volunteers. WUSB is located on the second floor of the Stony Brook Union and can be reached at 632-6500.

End of the Bridge Restaurant: Newly remodeled in an exciting Broadway style, the End of the Bridge, located on the second floor of the Stony Brook Union, offers a diverse and inexpensive lunch and dinner menu. Reservations are not necessary. Meal plan and cash customers are welcome.

Campus Life Time: A proposal before the University Senate calls for the creation of Campus Life Time, a regularly scheduled free period one day each week to allow students, in particular commuter students, to participate in university-wide, departmental, or club and organizational activities.

Fannie Brice Food Mall: Located in the quad office building of Eleanor Roosevelt Quad, this establishment, in bright and cheerful surroundings, offers three styles of cuisine—Mexican, Oriental, and American—for lunch and dinner to residents and nonresidents. Meal plan and cash customers are welcome.



Personal Attention Attracts Honors Students

continued from page 1

chosen for the Honors College represent a cross section of cultural, ethnic and racial differences, "what unites them is their approach to the undergraduate experience as a challenge, rather than something that is overwhelming," says Carlson, who guides and supports the students in their intellectual development outside the classroom.

Freshman Honors College students participate in an exclusive weekly interdisciplinary seminar on "Progress and Its Discontents." The seminar deals with major thinkers and theories that shaped the concept of progress in the 19th and 20th centuries.

Their sophomore seminar will focus on the humanities and fine arts. As juniors they will pursue the interrelationship of science, society and values and as seniors they will explore the concept of global awareness.

In addition, weekly "soirees" are held with top professors—such as Nobel laureate C.N. Yang—who talk about their early aspirations and their trials and tribulations in attaining professional status.

The eagerness with which the students pursue independent learning delights Carlson. For instance, he listens to classical music with several students. One of them, Leising, boasted of having seen the film "Amadeus" 30 times. Carlson plucked a book of Mozart's letters off the shelf. "Andrew stayed up all night to read it. Rarely does a professor find such enthusiastic, motivated students with an un-

"What unites them is their approach to the undergraduate experience as a challenge, rather than something that is overwhelming."

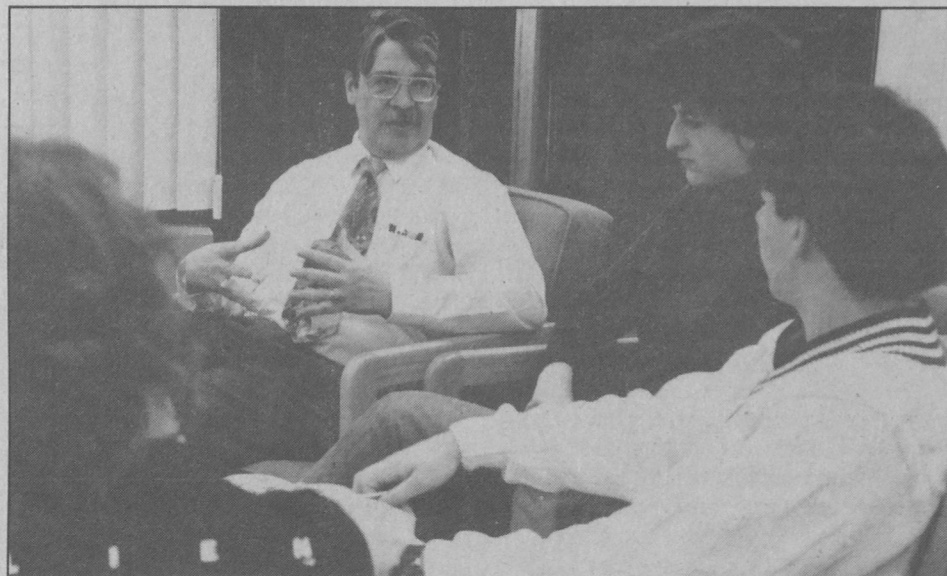
Elof Carlson

quenchable thirst for knowledge," Carlson says.

Leising was equally impressed that Carlson happened to have such a book at his fingertips. "The book showed me the movie was fairly accurate," he says, and the film intrigues him all the more now that its authenticity has been partially validated. "I was totally blown away by seeing that Mozart was young and by seeing the kind of life he led."

Frequent and extended interaction with Carlson is a highlight of Leising's college experience. "It's easy and interesting to sit around and chat with Dr. Carlson. We have similar interests."

Other prominent faculty members



IAMAR ABEODO SHERMAN

serve as mentors to individual Honors College students. They frequently dine together, visit museums or have casual academic counseling sessions. The mentors stay with their assigned students throughout the undergraduate years, advising them and taking a personal interest in their development.

Homer B. Goldberg, a distinguished teaching professor of English who has been at Stony Brook for 28 years, has been teamed with Lauren Gray, whom he describes as "a remarkably able and capable young woman" with "a breadth of perspective" unusual in a freshman.

Gray came to Goldberg knowing what she wanted to do—study abroad for a year and attend law school—and asked him to help her accomplish these goals. "After a semester at school, I've changed my mind. I'm not so sure I want to go to law school anymore. I might have to alter my major (history) and my minor (English). He's very good about things like that," she says.

To expand friendships and cultural experiences, the students go on field trips together, such as a behind-the-scenes tour of the Museum of Natural History in Manhattan led by former vice provost for undergraduate affairs Aldona Jonaitis, who is now vice president for public programs at the museum.

A lounge on the third floor of the Melville Library is open exclusively to Honors College students, with comfortable chairs for their seminars, a small library of cultural periodicals, study area and computer facilities.

"It's really nice up there," says Leising. "That's one of the best things, to have our own little spot in a big library."

A \$1,000 scholarship is automatically

awarded to each student accepted into the Honors College for the first year. Minimum requirements are a high school average of 92 and combined SAT scores of 1200.

Seven slots are still open for next year's sophomore class. Freshmen who have a high grade point average for their first semester are invited to call Donna DiDonato at 632-7080. Thirty freshmen will be added each year until the Honors College has 120 undergraduates. Transfer students will be included in subsequent years.

Paul Neuberger Scholarship Established

Egon Neuberger, vice provost for undergraduate studies, has announced that he has endowed a scholarship for undergraduate students in the name of his father, Paul Neuberger.

The merit-based scholarship will give \$1,000 to a select number of out-of-state students each year. Neuberger said he established the scholarship to increase the number of high-achieving students from areas outside New York, and diversify the student body.

This marks the first time a faculty member at Stony Brook has created an endowed scholarship for undergraduate students.



PAT COLOMBRANO

Distinguished Teaching Professor Homer B. Goldberg of the Department of English shares a journal article with freshman Honors College student Lauren Gray.

A View from the Top: Shadowing University Administrators

During the week of March 19-23, the Mentor Program will sponsor a shadowing activity intended to facilitate personal contact between undergraduates and university officials.

In a university the size of Stony Brook, students seldom have the opportunity to interact with senior university officials. Moreover, students are generally unfamiliar with the role and responsibilities of such people.

The shadowing activity will provide students with a glimpse of services provided by various administrative staff members and their offices. President John H. Marburger, Provost

Tilden Edelstein and Frederick R. Preston, vice president for student affairs, along with a number of other university officials, have agreed to allow students to shadow them.

The shadowing activity reflects the goal of the Mentor Program—to provide students with a number of contacts in order to build a supportive network among individuals throughout the university. The Mentor Program tries to help students, particularly those of color, personalize their college experience. The program reduces the isolation a student may feel at a university by providing a relaxed environment in which students can develop a

relationship with faculty and professional staff members who volunteer as mentors.

For the first time since the program's inception in 1984, participation was opened to continuing students as well as freshmen and transfer students. A pilot program that began last fall paired juniors and seniors with African American and Latino alumni. It is anticipated that this initiative will expand next year and participation by alumni will become a permanent aspect of the Mentor Program. Alumni mentoring has proved beneficial for students as a means of informal networking and for career and graduate or professional school exploration.

Through the assistance of the university's Development Office, the program anticipates building on a scholarship fund established by Preston. Efforts will be made to have the Mentor Scholarship included as a designated option for gifts in Annual Fund solicitations.

A reception planned in conjunction with the shadowing activity will be held on Tuesday, March 20 at the University Club from 4:00 - 5:00 p.m. For information on the shadowing activity and/or the Mentor Program, contact Felicia R. Brown at 632-7090.

Office Helps Professors to Be Better Teachers

A professor paces back and forth in front of a class, jingling change in his pocket. He clears his throat several times, then proceeds to rattle off facts and principles while carefully avoiding eye contact with any students.

After what seems to be an interminable period, the class is over, to the relief of both professor and students. The classroom quickly empties; students are left shaking their heads in bewilderment. The professor quickly gets back to work.

This scenario is common on college campuses across the country, but help is available at Stony Brook to avoid this situation. Reflective of the national trend to improve the quality of undergraduate education, the Faculty Instructional Support Office (FISO) was established to help new faculty and teaching assistants become better teachers. It is headed by Bob Boice, professor of psychology and former director of faculty development at California State University at Long Beach and the

University at Albany. He is assisted by Rick Eckstein, a doctoral candidate in sociology, who works with teaching assistants (TAs) like himself.

"The biggest problem new faculty face is they tend to overprepare for lectures. They spend as much as 25 hours a week preparing lectures, which takes time away from their scholarly work," Boice says. "Faculty members need to learn to set limits on how much they prepare."

It is assumed that faculty members know their material, or they wouldn't have been hired in the first place, yet "knowing a lot is not the same as teaching," notes Eckstein. He urges TAs to accept the idea that they can answer a student's question with, "I don't know, but I'll look it up."

Teachers frequently don't know when to stop. "They don't need to fill up every second of every period. The students wouldn't mind," says Boice, "and faculty should let students do more of the work. They should encourage classroom discus-

sions and allow students to ask questions."

Boice and Eckstein are also helping faculty feel more at ease in front of a class. They teach ways to cope with anxiety with relaxation exercises and warm-up techniques. Rehearsing a lecture is rarely done, but it is a practice Boice endorses.

Boice has found that establishing rapport with students makes teaching a more enjoyable activity. This can be accomplished in several ways, such as engaging in pre-class banter with students and requiring students to visit the faculty member's office at least once a semester.

The teacher should learn and use students' names and obtain student evaluations early, so that modifications in teaching style can be accomplished before the semester ends.

"Suppress temptations to appear hurried or distracted while talking with students outside class," Boice advises. And in class, slow down, he says. "Many faculty members talk too fast. Pause for occa-



Bob Boice

KEN WISHNIA

sional summaries and for clearly marked transitions, and allow some time to pass before answering your own question."

Merit Scholarships Are Priority of Tucker Committee

Funding for merit-based scholarships is the top priority of the Tucker committee on undergraduate studies, an advisory committee charged by Vice Provost for Undergraduate Studies Egon Neuberger to examine ways to improve the quality of student life at Stony Brook.

The goal is to offer at least 100 one-year scholarships and 15 four-year scholarships of \$1,000 each year for freshmen entering in 1991. Funds would be raised by the Stony Brook Foundation from alumni, faculty and Long Island businesses.

Another recommendation calls for increased involvement of faculty in recruitment. Every department would designate a faculty member to work with admissions. Fred Goldhaber, a member of the committee, was appointed an inaugural faculty fellow for the Department of Physics.

Other members of the committee, chaired by Alan Tucker, director of undergraduate studies for the Department of Applied Mathematics and Statistics, are: Harriet Allentuch, professor of French and Italian; Eloff Carlson, master of the Honors College and distinguished teaching professor of biochemistry; Daniel O'Leary, distinguished professor of psychiatry; Jordan J. Cohen, dean of the medical school; Ken

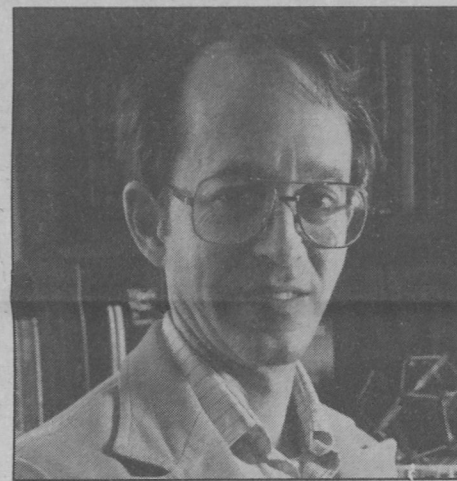
Short, professor of electrical engineering; and Sarah Fuller, associate professor of music.

Creation of a special college for high-achieving students is another recommendation of the committee. Setauket College (a working name) would not be as selective as the Honors College, but would require a 90+ average or 1200 SATs. The college would feature special residence halls and a freshman seminar taught by a senior faculty member who would also be an adviser to those students for four years.

Admissions standards for all out-of-state students would be those of Setauket College. Out-of-state students would be encouraged but not required to join Setauket College.

The committee further recommends providing every freshman and new transfer student with a faculty academic advisor. In particular, liberal studies majors and international students should have faculty advisers.

An effort will be made to reduce the number of large lecture courses for freshmen. Classes with more than 200 students would include recitations for discussion. In addition, the University Senate will create an Undergraduate Council, similar



Alan Tucker

ED BRIDGES

to its Graduate Council, to serve as a focus and clearinghouse for all undergraduate issues. In the residential life area, the committee urges implementation of Vice President of Student Affairs Frederick Preston's plan to rehabilitate one residence hall per semester.

Finally, the report calls for soliciting student input into decisions on budget allocations made by the new Priorities Committee and all other forums, when applicable.

Dragon Riders Reach Finals

Stony Brook's Dragon Riders jumped into the finals of the United States Collegiate Parachuting Association national competition held recently in Clewiston, Fla.

Four representatives of the seven-year-old, student sky-diving team participated in the week-long competition that drew more than 100 participants from 30 colleges and universities across the nation. This was the second year in a row that Stony Brook participated in the competition.

The four—Mike Murphy, Aaron Onglinswan, Terri Bearer and Ian McNulty—took fifth-place honors as a team in "Four-Way Relative Work." Sixteen teams competed in the event.

McNulty took second place in the "Canopy Relative Work" in which parachutes are stacked upon each other. Onglinswan was fourth among 30 jumpers in "Civilian Accuracy." Other members of the team attempted to set multi-jump records and participated in "fun" jumps.

The Stony Brook Dragon Riders' national competition appearance was supported by the Faculty/Student Association and Polity.

Living/Learning Centers

continued from page 1

graduate student in industrial manage-

ment, Murray is helping undergraduate's write resumes, prepare for job interviews



Sophomore Vincent Cobb helps Natalie Camille with her calculus assignment.

HSC PHOTOGRAPHY SERVICE

and apply to graduate schools.

Previously a graduate assistant at the International Studies Living/Learning Center, she thinks the designation of a Science and Engineering Living/Learning Center is a positive step. "It gives students an added bonus, some extra attention, and gets faculty more involved with students," she says.

Any resident of the living/learning center can invite a faculty member to dinner and to speak informally on a topic of the speaker's choice at the group's Tuesday night colloquium. A dozen speakers from disciplines as diverse as physics and sociology have participated in the colloquia.

The youngest of the three residential colleges, the Science and Engineering Living/Learning Center appeals to a large segment of the student population. Many students major in one of several science programs or one of five engineering programs. All take similar courses in their first

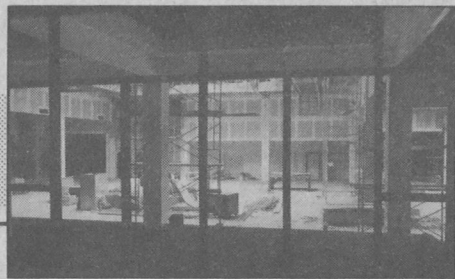
two years on campus.

In the International Studies Residential College, which is in its third year, native and foreign-born students room with one another, allowing the students to learn about each other's cultures while completing an academic minor in international studies. Hussein Badr, an associate professor of computer science, is the headmaster.

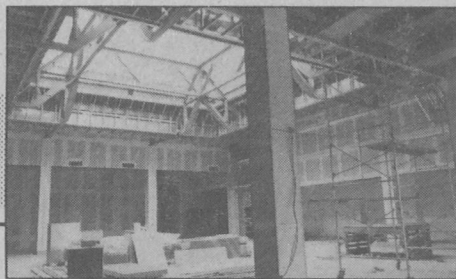
Residence in the Human Development Living/Learning Center, now in its fourth year, is a requirement for completing the academic minor in that field. Helen Lemay, formerly director of undergraduate studies for the Department of History, is the new headmaster.

Students agree that living/learning centers add an extra dimension to their college experience. "The idea of getting faculty to talk about something other than what they teach is great," says Lambiasi. "It's that something extra that you wouldn't get in Physics 101 or in Bio 151."

The Indoor Athletic Complex—Nearing Completion

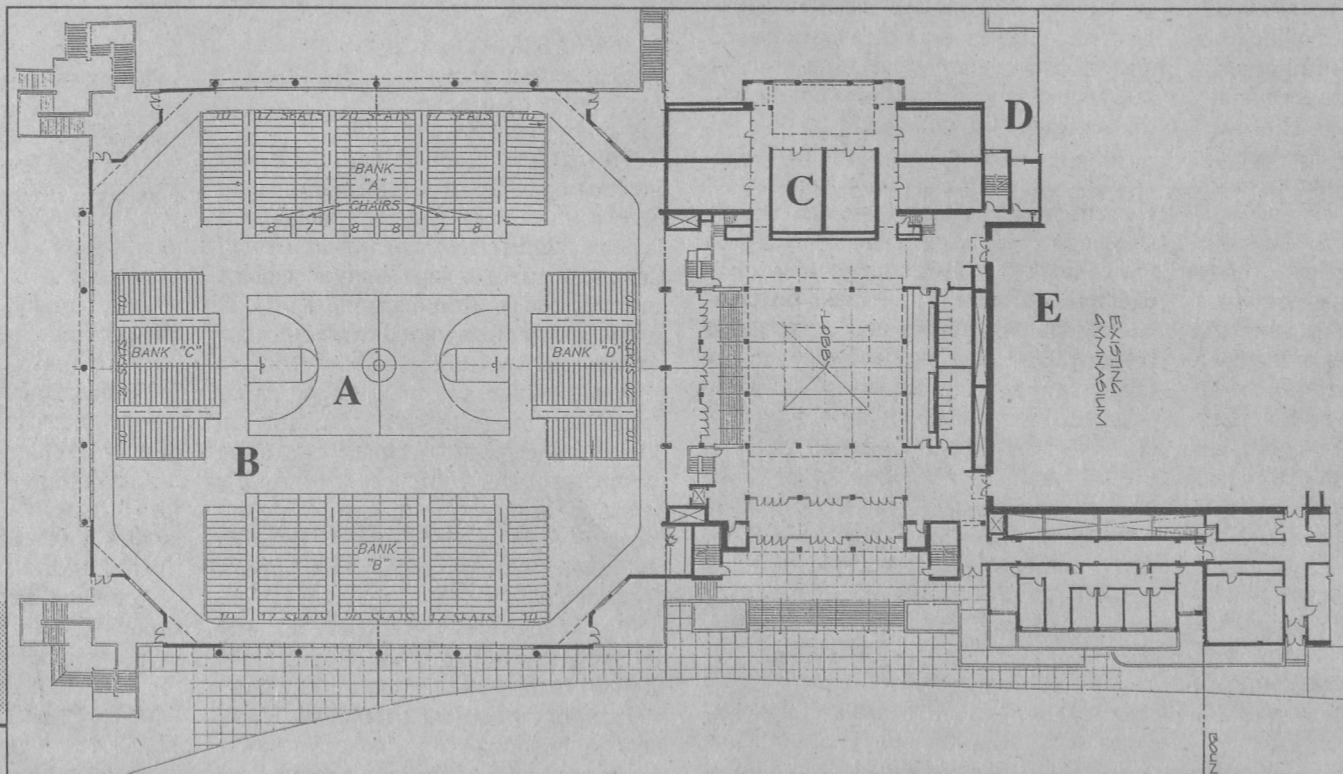
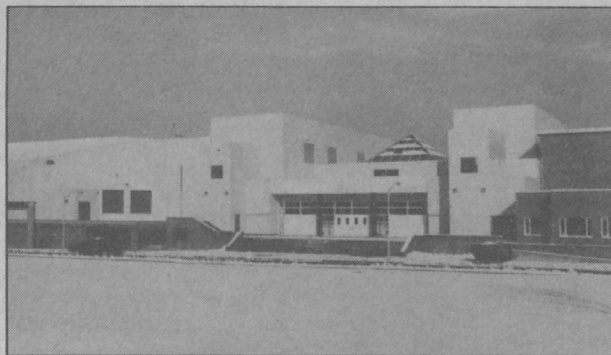
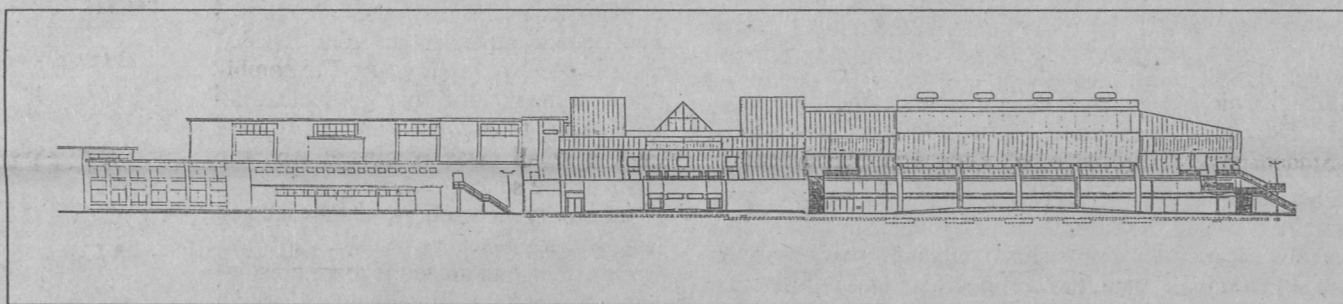
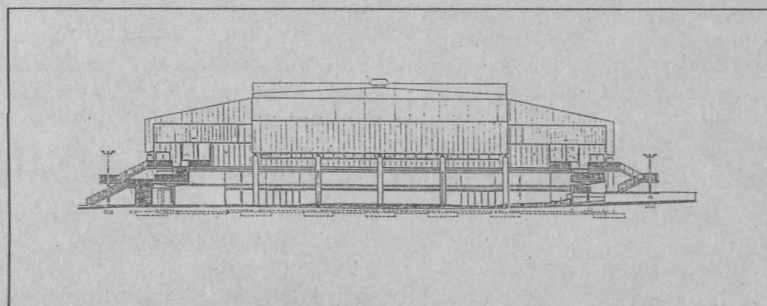


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The \$17 million, 105,000-square foot Indoor Athletic Complex will serve as the center for physical education and intercollegiate and intramural athletics for Stony Brook. Located on Center Drive, the complex will help meet the growing recreational, educational and entertainment needs of the university community with a 4,100 seat basketball and volleyball area (see below, A), a five-lane indoor track (B), six glass back-walled squash courts (C) and 70,000 square feet of space for programs and campus activities. The facility also includes a training room with the capacity for hydrotherapy and electrotherapy (D). Special events including lectures, concerts and commencement ceremonies will also be held in the complex. The existing gym (E) will continue to be used for athletic offices and other athletic facilities.



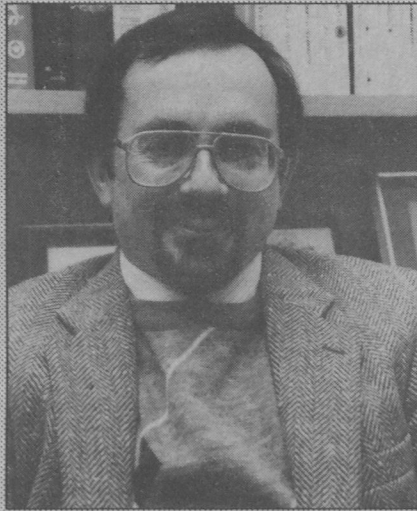
Paul W. Chase Is Named Acting Dean of Students

Paul W. Chase, assistant vice president for student affairs, has been named acting dean of students at Stony Brook by Frederick R. Preston, vice president for student affairs.

The newly created Dean of Students Office on the third floor of the Administration Building is intended to be a focal point for campus-wide efforts to improve the quality of the undergraduate experience. Top priorities are the development of an extensive orientation program for freshmen, including the expansion of SBU 101—a course that introduces students to academic culture and university life—and the implementation of Campus Life Time, a regularly scheduled free period during the school week for university-wide, departmental or club and organizational activities.

In addition to providing leadership in these areas, the new dean will give special attention to the needs of commuting students and to developing effective relationships between the Office of Student Affairs and the academic sector.

Chase, a resident of Stony Brook, will continue in his capacity in student affairs. As head of the Campus Life Division, he oversees the University Counseling Center, the Student Health Services, the Office of Student Union and Activities, Career and Development Services and New Student Programs. As dean of students, he also



Paul W. Chase PAT COLOMBARDO

oversees the Student Judiciary, which is directly supervised by associate dean Gary G. S. Mis.

Chase came to Stony Brook in 1972 to pursue graduate studies in history. In 1978, he became graduate assistant to the president and joined the staff full-time in 1980 as assistant to the president.

In 1987, Preston asked him to fill in as acting associate vice president for student affairs during Emile Adams' absence. On Adams' return, Chase stayed in student affairs as the division expanded to include campus life, campus residences and enrollment planning and management.

Innovative Programs

continued from page 4

15 students per seminar. A faculty fellow would serve as mentor for the student's entire stay at Stony Brook. There would be no guarantee of a scholarship in Setauket College. We couldn't afford that.

CURRENTS: Is the availability of scholarships a critical factor in attracting top students, since tuition is low here compared to other institutions?

NEUBERGER: Scholarships will become the major focus of fundraising efforts this year. You cannot compete without scholarships. There is prestige attached to being on scholarship. The private universities have very high tuition and then give most students scholarships. The students and their parents think they're getting a bargain. If we were to triple the price of tuition—it would still be cheaper at SUNY than anywhere else—and give two-thirds of it back in scholarships, we would increase our numbers and the quality of our students.

CURRENTS: Would enough faculty members be willing to serve as mentors to make Setauket College work?

NEUBERGER: I don't think we would have trouble recruiting faculty fellows. A charter group of distinguished faculty would invite others to serve, to teach a course once every four years. The combination of the honor of being selected, the opportunity to help the university and teach a small class of bright students would assure success in recruitment.

Selectivity in itself is an advantage. Once you are selective, you become prestigious. Being nominated is more prestigious than being asked to volunteer and, in academe, prestige is the major currency for both students and faculty.

CURRENTS: Would out-of-state students be treated differently by Setauket College?

NEUBERGER: The proposal is that all out-of-state applicants would have to meet Setauket College standards for admission, a 90 average and 1200 SATs. They wouldn't have to become part of Setauket College, but they would have to meet the higher standards.

CURRENTS: Is it fair to require out-of-state students to maintain a higher standard than New York residents?

NEUBERGER: Look at any major state university and you'll find that it is much more selective in admitting out-of-state students. Other state universities, like the University of Michigan, are getting our top students, but we're not getting theirs. If Stony Brook rejects good students from out-of-state, word will spread that we must be good. And we are.

CURRENTS: That fits in with the Neuberger Law, doesn't it?

NEUBERGER: Yes. Stony Brook's prestige increases directly with the square of the distance from Stony Brook. In Korea, China and Japan we're considered one of the most prestigious universities in the United States. In California, too, but on Long Island we're taken for granted as just another college.

CURRENTS: Most of our recruiting ef-

forts are directed toward Long Island and New York City. Will that change?

NEUBERGER: Our admissions staff is beginning to go upstate and out of state, to New Jersey, Connecticut and Massachusetts. It is critical to get more out-of-state students to add diversity to our student body and increase the number of participants in weekend sporting and social activities.

CURRENTS: How will you measure the success of the various initiatives to improve undergraduate education here?

"I would like Stony Brook to once again be the major SUNY alternative to the Ivy League. As someone who has received degrees from two Ivy League institutions, I believe Stony Brook is the public answer to the Ivy League on Long Island and in New York State."

NEUBERGER: Five years from now applications will have gone way up, but acceptances will stay about the same. The proportion of those who accept our offer will go up. The proportion of people from outside New York and Long Island will at least double.

Word goes out that Stony Brook is the place to go in the SUNY system. I'd like more students to come here because it's their first choice or they were not accepted by an Ivy League school. Yes, I would like Stony Brook to once again be the major SUNY alternative to the Ivy League. As someone who has received degrees from two Ivy League institutions, I believe Stony Brook is the public answer to the Ivy League on Long Island and in New York State.

Public Safety

continued from page 3

officers have provided to motorists and others in need.

- Sergeant Stephen Hellman, whose continued service and arrests for significant crimes earned him an Excellent Service Award.

- Lieutenant Neil Sluiter, who returned an envelope he found while on patrol, received an Excellent Service Award. The envelope belonging to the Child Care Center contained \$13,000.

In addition, John Ferraro, Philip Morales and Thomas Clark were cited for completing the State Police Academy.

College Choice, Curriculum Choice

continued from page 4

computer science both of which are scarce and useful, hence highly rewarded by employers.

An advanced degree, particularly the Ph.D. or M.D., also has a significantly positive effect, especially for women (35 percent versus 15 percent for men). But the largest effect on earnings comes from the choice of major because of its ties to occupational choice. For men, the most remunerative major is engineering and the returns on general scientific education (social and natural sciences) are also quite strong. For women, the choice of major is much less important: only specific vocational skills (such as business or nursing) have a particularly high payoff. However, we suspect that this may be less true for women today than it was for the high school class of 1972.

On the whole, the more education one has, the more one can expect to earn. However, what matters most is not which college a student attends but what the student does while he or she is there—a finding that has important and, we believe, encouraging policy implications. High school students may wish they could get into Harvard, but if they attend their local state university, take a lot of math and earn a high average, they will do just as well, financially.

Several caveats are in order when interpreting these results. First, although we controlled for many student characteristics, some unobservable characteristics (such as motivation) may be at work. If these are correlated with some of the variables in our model, our results may be biased.

Second, different colleges may be better for different students, while we assumed uniform effects. If an interactive effect is more appropriate, we may have underestimated the total college effect.

Third, we observed quite different effects for men and women, a result which requires further investigation. For example, this may be due to the fact that many of these women are now in their child-bearing period, so current earnings may not reflect potential lifetime earnings. In addition, this cohort, which was in college in the 1970s, was a transitional generation. Many opportunities have opened up to women since that time, so if a similar study on today's cohort were conducted, we might get different results.

Finally, there are more important things in life than money, and we would never want to suggest that educational choices should be made exclusively or even primarily on the basis of future earnings. For example, different people make different choices among majors and occupations because they enjoy the field; they are not taking into account the direct utility or "consumption value" of those choices. Nevertheless, there is some use in knowing how the labor market values these choices. Moreover, market valuation is sometimes an indication of social productivity; for example, the higher earnings stemming from taking math courses may reflect a higher "value added" to the economy by people who have these skills.

This project is still in its preliminary stages; in the next few years my colleagues and I hope to further clarify the complex relationship between higher educational choices and labor market results.

Five Elected to Stony Brook Foundation Board

Five prominent Long Islanders have been elected to the board of the Stony Brook Foundation, the fund raising arm of Stony Brook.

The five—Walter B. Kissinger of Huntington, Nicholas P. Samios of Port Jefferson, Erwin P. Staller of Huntington, Richard Lippe of Great Neck and East Hampton and Felice N. Schwartz of New York City and Bellport—were named to the 25-member board at the Foundation's annual meeting this winter. Each will serve a three-year term.

A member of the Foundation's Corporate Council, Kissinger served as chair and chief executive officer of the Allen Group from 1969 until his resignation in 1988. He is currently associated with the Kissinger Family Foundation. His wife, Eugenie, is active in the Family Service League and United Way.

Samios, director of Brookhaven National Laboratory since 1982, is a native New Yorker who served as chair of Columbia's physics department from 1975 to 1981 before joining Brookhaven National Laboratory as director of high energy and nuclear physics. His wife, Mary, is a research assistant in Stony Brook's Department of Psychology.

Staller, president of Staller Associates, a Hauppauge-based real estate and management firm, is a member of the Foundation's Corporate Council and a member of the board of the Stony Brook Foundation Realty Corp. Staller joined the family business after completing college and military service.

Lippe, an attorney, is a partner in Meltzer, Lippe, Goldstein and Wolf in Mineola. He serves as corporate counsel and a director of several companies including Coinmach Industries, Domain Systems and New Generation Foods. An avid art collector, he is a general partner in the Contemporary Art Consortium and serves as president of Contemporary Art Publishing Consortium, Ltd., an art mutual fund and art publishing company, respectively.

Schwartz is founder and president of Catalyst, a nationwide research and advisory organization that works with corporations to foster career and leadership development of women. A native New Yorker, Schwartz founded the National Scholar-

ship Service and Fund for Negro Students, an organization that was instrumental in integrating black students into higher education, in 1945. Schwartz serves on the board of directors of the Business Council of New York State and is a member of the Visiting Committee of the City University Graduate Center, the Advisory Board of the National Women's Political Caucus and the Women and Business Project of

the National Network of Hispanic Women.

In other action, the Foundation elected as its president Carole G. Cohen, associate vice president of university affairs for development and alumni affairs. The board also re-elected Santos T. Abrilz, Jr., Vincent O'Leary, Philip Palmedo, Clare Rose, James H. Simons, Leonard Spivak and Jacob Stein to three-year terms.

Hewlett Packard Donates \$1 Million in Equipment for Campus Computer Lab

An equipment grant worth in excess of \$1 million has been awarded by Hewlett-Packard of Palo Alto, Calif. to the Department of Computer Science at Stony Brook to support research and education in computer graphics and imaging at the graduate and undergraduate levels.

The university is providing a 20 percent match in the amount of \$206,793 in order to accept the grant. A computer graphics lab will be established in Computer Science for education and research in three-dimensional computer graphics, volume visualization and visualization environments under the direction of Arie Kaufman, professor of computer science.

Undergraduate computer science courses that will make use of the new lab include "Fundamentals of Computer Graphics," "Computer Vision" and "Special Topics in Computer Art." More than 500 students major in computer science.

There are more than 100 graduate students in computer science who will make use of the new equipment. Graduate and undergraduate students from other departments are also involved in graphics or imaging projects.

The equipment also means that a new honors seminar can be introduced and more students will have the opportunity to learn computer graphics techniques.

Regional Leaders Form Incubator Management Corporation

A not-for-profit corporation, Long Island High Technology Incubator, Inc., was formed to negotiate the site lease, contract for the construction, operate the facility, and manage the incubator program. At its first meeting on Nov. 17, 1989, the Board of Directors elected director F.P. Hession, who has been the principal incubator planner, as president of the corporation. Hession had 25 years of experience with small high technology companies and the General Electric Research and Development Center before joining the university as manager for advanced technology.

"I know of no other initiative that gives Long Island the capability to build on its strengths in technology and research in order to reorient our high-technology economy for the 21st century," said director Walter Kissinger, retired CEO of The

Allen Group. "This is a singularly exciting opportunity for our region to master its economic fate."

The directors also include Santos T. Abrilz, Jr., president, APOCA Industries; Evelyn Berezin, consultant; Thomas Dowling, partner, Morgan and Finnegan; Leo Guthart, president, ADEMCO Corp.; and James Simons, president, Renaissance Technologies, all from the private sector, and from Stony Brook, President John H. Marburger (who is temporarily chairing the board until the nominating committee proposes a permanent designee); Richard Koehn, director, Center for Biotechnology; Jerry R. Schubel, dean and director,

Students Lacking Vaccinations May Not Preregister

Incoming freshmen and students who will be sophomores in the fall 1990 term will not be permitted to preregister unless they show proof by April 1 that they have been vaccinated against measles, mumps and rubella.

The step reflects an effort by Stony Brook officials to conform to a new state public health law requiring all new postsecondary school students born after Jan. 1, 1957 to show proof of immunity to the three viruses before they register for classes. The law takes effect August 1.

"Blocking fall registration is the only way we can reach this segment of the student body," says Rachel Bergeson, director of the Student Health Service. "Only 75 out of 2,100 freshmen have met the new requirements."

The specter of a measles outbreak, particularly among college students, has health officials worried. As of September, 11,609 cases of measles were reported across the country, an increase of 400 percent over 1988. At least 71 colleges reported outbreaks of the disease.

Marine Sciences Research Center; and Eugene K. Schuler, director, State University Research Foundation Technology Transfer Office. Carl E. Hanes, deputy to the president for special projects, was elected secretary-treasurer.

Stony Brook has allocated a 10-acre site for the incubator, planned as a 50,000-square foot, single-story facility adjacent to the Health Sciences Center and near the Life Sciences Building and the College of Engineering and Applied Sciences. Enabling legislation for the site lease was enacted two years ago under the sponsorship of Sen. Kenneth P. LaValle and former Assemblyman I. William Bianchi.

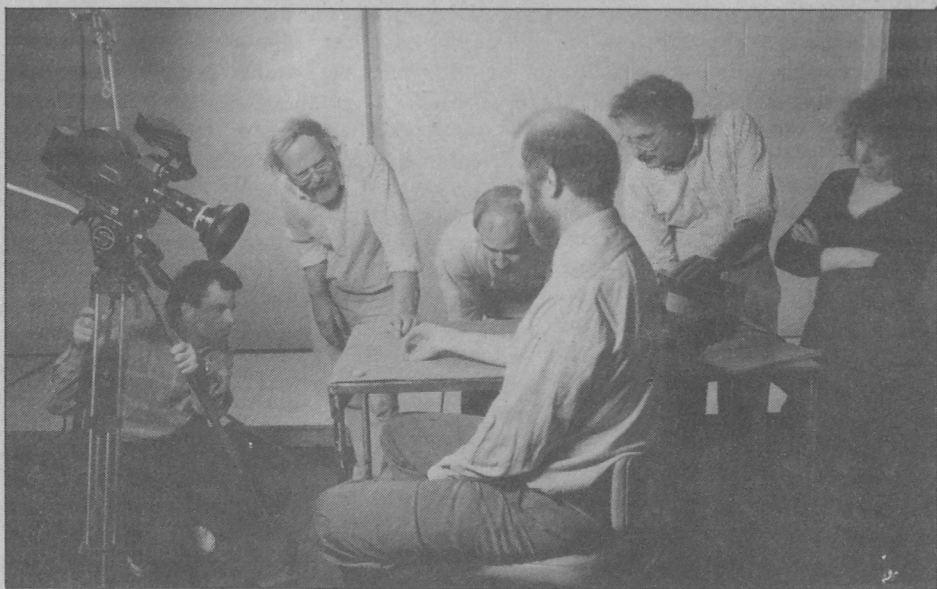
Grumman Announces Scholarship Winners

Herbert Chin, a graduate student in electrical engineering, received a \$10,000 Grumman Fellowship for 1989-90.

Ten winners of \$2,000 Grumman scholarships for undergraduate students of engineering were also selected. They include seniors Craig Bratter, (majoring in electrical engineering), James E. Harrison III, (electrical engineering), Serena O. Lee, (electrical engineering), Wallace F.

Marshall, (electrical engineering) and Arun A. Seraphin (engineering science); and sophomores Matthew J. Lambiasi (electrical engineering) and Michael Lubrano (mechanical engineering).

Recipients of the freshman scholarships are Charanjit Bains of Flushing, N.Y., Warner S. Frey of Northport, N.Y., and Sarnsam Wongtangswad of Huntington, N.Y.



A Visit from 'Open University'

Great Britain's "Open University" program, which broadcasts selected courses to students over the television, brought the British Broadcasting Company (BBC) to Stony Brook last December to discuss the latest research in the field of human evolution. From left: David Jackson, BBC producer; Randall L. Susman, professor of anatomical sciences; Peter Skelton, professor at "Open University"; Jack Stern, professor and acting chair of the Department of Anatomical Sciences; and Marianne Crisci, research technician.

WUSB's Second Marathon Set for April

WUSB-FM 90.1 will be inviting the campus community to participate in *Radiothon '90*, taking place April 5-14. And according to station general manager Norman Prusslin, there's no need to do more than tune in for 10 days of special exciting radio programs as the university's radio station continues its fund raising drive for a signal upgrade and technical improvements.

During this year's

Radiothon, WUSB will be offering merchandise and goods donated by local businesses as premiums to encourage donations to the WUSB/ Stony Brook Foundation account. *Radiothon '90* will conclude with a special benefit concert on Sunday, April 15th, featuring legendary folk-rock artists Aztec Two-Step. Tickets, \$10 in advance, will be available through the station and at the Stony Brook Union box office.

Anyone who wants to learn more about WUSB's *Radiothon '90* or to volunteer their time during the pledge drive can call Norman Prusslin at 632-6500.

ATHLETICS

Young Pitching Staff Holds Key to Patriots' Upcoming Season

By Ken Ilchuk

After winning 14 games and a conference championship in his first season as head coach, Tim Tenaglia realizes there is plenty of work to be done before the Stony Brook team can think about championships. "This team has lost two all-conference pitchers and three .300 hitters," said Tenaglia. "It's difficult to replace that mix of talent and experience."

"This team will go as far as our pitching carries us," he adds. "Based on what I saw during fall practice, I have confidence that we have people who will be able to step in and perform well. However, pitching in a competitive game situation is much different than doing it in a fall scrimmage."

The pitching staff is led by seniors Kevin Brady and Jon Paul Maurin. Last season, the two saw the majority of their action in a relief role. "I am confident they will adjust nicely to starting regularly," said Tenaglia. The coach also expects junior Frank Jordan and freshman Peter Kennedy to make significant contributions on the mound.

The outfield is led by all-conference and all-state senior centerfielder Don Willsey. Willsey led the team in hitting last season with a .436 average. "He is a real star," says Tenaglia. "In addition to his hitting abilities, he has great speed and defensive skills and is a marvelous baserunner."

Senior Dan Melore will also be a regular in the outfield. A three-year starter, Melore hit .333 for the Patriots last season. Also expected to see regular duty in the outfield and as designated hitter are Mike Moccio, who hit .286 in 1989, and Aaron

Ken Ilchuk is a graduate assistant in the Office of Sports Information.

1990 Men's Baseball Schedule

March 18	at Staten Island* (2)	12:00 p.m.
March 20	St. Joseph's	3:30 p.m.
March 24	Lehman* (2)	12:00 p.m.
March 27	at Mercy*	3:30 p.m.
March 29	Concordia*	3:30 p.m.
March 31	John Jay* (2)	12:00 p.m.
April 1	Manhattanville* (2)	12:00 p.m.
April 3	St. Joseph's	4:00 p.m.
April 4	Dowling	4:00 p.m.
April 7	at Baruch* (2)	12:00 p.m.
April 9	at Old Westbury (2)	1:30 p.m.
April 10	Queens*	3:30 p.m.
April 12	Adelphi*	3:30 p.m.
April 13	at Queens (2)	12:00 p.m.
April 16	at U.S. Merchant Marine	3:30 p.m.
April 17	St. Joseph's	3:30 p.m.
April 19	at Dowling*	3:30 p.m.
April 21	CCNY* (2)	12:00 p.m.
April 25	U.S. Merchant Marine	3:30 p.m.
April 27	Dowling	4:00 p.m.
April 30	Old Westbury	3:30 p.m.
May 2	Old Westbury	3:30 p.m.
May 4 - 6	Knickerbocker Tournament	TBA
May 9	Knickerbocker Championship Game at Shea Stadium	TBA

* denotes Knickerbocker Conference game
(2) denotes doubleheader



Senior first baseman Bob Burden

Green, who batted .333 in a limited role last season. Top recruits in the outfield include Anthony Fernandez, Joe Doolan and Scott Shermansky.

The infield is led by senior first baseman Bob Burden, who hit .379 last season. "Bob is a super defensive first baseman," said Tenaglia, "he's the best I've ever coached, he really anchors the infield." At shortstop is senior Ken Rauschenbach, who has a strong arm and hit .291 in 1989. Other players to watch around the infield

are second baseman Anthony Mini and third baseman Gregg Kata. Both players hit close to .300 for last year's championship team. Freshman Vinnie Autera and transfer Ken Kortright should also see plenty of playing time.

Seeing most of the action behind the plate will be Bill Zaggar and St. John's transfer Ray Lacen. "Both Bill and Ray are very strong defensively with excellent arms," says Tenaglia, "They will both see plenty of action and I'm looking for one or

both of them to really assert themselves offensively."

"Last season was a very pleasant surprise," added Tenaglia, "I never expected to win the conference in my first year. We have a solid nucleus returning for the 1990 season. Based on what I saw in the fall, I'm fairly optimistic about our chances. We have eight solid players to put in the field with depth at every position. Pitching is our one question mark and I expect the team to go the way of the pitching staff."

Performance of Women's Swim Team Exceeds All Expectations

The Stony Brook women's swim team finished the 1989-90 season with a sparkling record of 10-2, much to the surprise of all those involved, especially head coach Dave Alexander.

"At the beginning of the season, I didn't think we could win half of our meets," Alexander said. Prior to the start of the season, Alexander noted that the Lady Patriots were a very small team, and had to make the most of the talent they had. Indeed, the Lady Patriots did just that.

This year's success came about as a result of outstanding dedication and effort by the swimmers and some excellent coaching. Alexander was able to get his swimmers to perform above their expectations. With a squad of only 16 athletes, Stony Brook was forced to use divers in some of the relay events at a number of meets.

Although the team wasn't large in numbers, there were eight experienced seniors on the squad. Captains Jo Moran and Kirsten Shore, along with Suzanne Nevins, Monica Rochford, Tracy Shaw, Kate Fox, Cathy Duggan, and Dianne Deschamps displayed leadership throughout the season. Their experience played a vital role in the team's winning ways.

"We had great leadership from our captains and a very steady approach to the season by all of the seniors," Alexander said. "This was a very mature group of individuals who won because of their unselfishness and responsiveness to the coach and the team."

Juniors Barbara Getman, Diane Grice, and Michelle O'Connor, along with sophomores Jen Morrill, Cathy Donohue, Tanya Hudson, Adrian Barnes and freshman Kris Andreason rounded out the team.

Stony Brook began the season with a stunning 148-138 home victory against Division I Seton Hall University. The Lady Patriots then visited Queens College where they won 176-122.

"The win over Seton Hall gave us a taste of what we could accomplish," Alexander said. "We worked hard prior to the next meet, and really concentrated on our mechanics. The team swam with such emotion (against Seton Hall) that I felt we needed to get back to the basics."

The Lady Patriots then hosted the Stony Brook Cup and finished in second place by defeating Division I Marist as well as the University at Albany and Central Connecticut. Southern Connecticut's victory over the Lady Patriots gave Stony Brook its only loss on a 5-1 record.

Stony Brook continued with four more victories that culminated with the program's 100th win. The Lady Patriots defeated New York University (132-96), SUNY College at New Paltz (160-115), Montclair State (142-83) and Iona (130-93).

Stony Brook suffered its only other loss of the season to Fairfield University by the narrow margin of 125-118. In that meet, Fairfield defeated the Lady Patriots on the last race by one-tenth of a second.

Alexander's squad ended the season

with a 137-105 victory at Manhattanville to finish the year with a record of 10-2.

Stony Brook's final competition for the 1989-90 season was the Metropolitan Conference Championships held at the U.S. Merchant Marine Academy. A total of 18 teams were involved, including Division I and II programs. The Lady Patriots finished fifth.

Senior Suzanne Nevins finished second in the voting for the Dick Krempecki Award, given by the coaches to the out-

standing senior in the conference.

"Talent wise, this team doesn't rank as one of the top three or four squads in the program's history," Alexander said. "Yet qualities such as team spirit and hard work made this one of the best teams ever. This group ranks higher than seven previous teams, and it's been over four years since we've lost only twice in a season. They are a bunch of overachievers who won as a team."

1989-90 Lady Patriot's Swim Team



The 1989-90 women's swim team. Front row, from left: Jo Moran, Kris Andreason, Diane Grice, Monica Rochford, Tracy Shaw, Cathy Duggan, Kirsten Shore and Diving Coach Larry Canonico. Back row, from left: Head Coach Dave Alexander, Cori Organek, Ken Morrill, Kate Fox, Cathy Donohue, Dianne Deschamps, Barbara Getman, Michele O'Connor, Suzanne Nevins and Adrian Barnes.

LOOKING FORWARD

STONY BROOK EVENT HIGHLIGHTS

ART EXHIBITS

March 16 - April 18: Group Exhibition, "Prints by Print Makers." A group exhibition including 90 etchings, lithographs, dry points, woodcuts and engravings by 20th-century American print makers. Noon - 4:00 p.m., Tuesday through Saturday. University Art Gallery, Staller Center for the Arts.

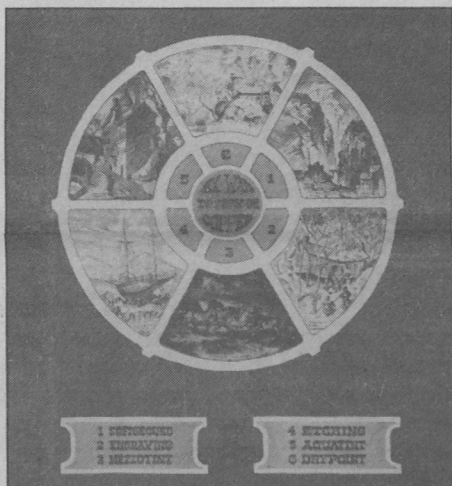
March 16 - 29: Student Exhibition, "Women in Art." An exhibition of works by women students at USB, curated by Cumbee Wilson and Beth Rosenberg. Noon - 5:00 p.m., SB Union Art Gallery.

April 2 - 6: Student Exhibition, works by Art Honors winner Richard Brown. Noon - 5:00 p.m., SB Union Art Gallery.

April 16 - 24: Exhibition, "Ed Bridges: Landscape Photographs." Noon - 5:00 p.m., SB Union Art Gallery.

April 26 - 27: Exhibition, "Chali: Contemporary Latino Artists of Long Island, Inc." Noon - 5:00 p.m., SB Union Art Gallery.

April 30 - May 11: Student Exhibition. Featuring sculpture by students of Molly Mason, assistant professor of art. Noon - 5:00 p.m., SB Union Art Gallery.



"Six Ways to Draw on Copper" by Reynold Henry Weidenaar, part of the exhibit "Prints by Print Makers" on display at the University Art Gallery through April 18.

LECTURES

Wednesday, March 21: India Society Videos and Panel Discussion. Three videos on the contribution of Indian women to India's freedom movement, a portrayal of women in Indian cinema and the career woman in modern India. Followed by panel discussion. 3:00 p.m., Poetry Center, Humanities. Call 632-7616.

Thursday, March 22: Humanities Institute Visiting Scholar Lecture Series, "The Prescription: Kafka's Essay *The Penal Colony*," Jean-François Lyotard, University of Paris. 4:30 p.m., Room 109, Jacob K. Javits Lecture Center. Call 632-7765.

Tuesday, March 27: Humanities Institute Visiting Fellows Lecture Series, "Post-Colonialism and Representation," Homi Bhabha, University of Sussex. 4:00 p.m., Room 109, Jacob K. Javits Lecture Center. Call 632-7765.

Wednesday, March 28: Campus N.O.W. Lecture and Slide Presentation, "Quilts: Keepsakes from the Heart and Hands." Floris Barnett Cash, visiting assistant professor of Africana studies. Topic will focus on quilts as an expression of the African American heritage. Noon - 1:30 p.m., University Art Gallery, Staller Center for the Arts. Part of Women's History Month.

Friday, March 30: Humanities Institute Interdisciplinary Feminist Studies Colloquium, "Representing the Body Politic and the Paradox of Gender: The Political Imagery of the

French Revolution," Joan Landes, Hampshire College. Noon, Room E-4341, Melville Library. Call 632-7765.

Tuesday, April 3: University Distinguished Lecture Series, "Thinking About the '00s," Arno Penzias, research vice president, AT&T Bell Labs; author; Nobel laureate. Sponsored by the Office of the Provost and *Newsday*. 4:00 p.m., Recital Hall, Staller Center for the Arts. Call 632-7000.

Tuesday, April 3: Humanities Institute Distinguished Visiting Fellow Lecture, "The Promises of Monsters: Biopolitics, Cultural Studies and Feminist Theory." Donna Haraway, University of California, Santa Cruz. 4:30 p.m., Room 109, Jacob K. Javits Lecture Center. Call 632-7765.

Wednesday, April 18: Campus N.O.W. Lecture, "The Well-Being of Working Mothers: What Helps and What Doesn't," Anne Hunter, graduate student in psychology. Noon, Room S-216, Ward Melville Social and Behavioral Sciences Building.

Thursday, April 19: Distinguished Corporate Scientist, Lecture Series, "An Overview of Biotechnology in Agriculture," Clifton Baile, Monsanto Co. Noon, Lecture Hall 6, Level 3, Health Sciences Center. Call 632-8521.

MUSIC

For ticket information on the following performances, call the Staller Center box office at 632-7230.

Wednesday, March 21: The Contemporary Chamber Players. Program includes Varese's "Hyperprism," Knussen's "Ophelia Dances" and Foss' "Time Cycle." Tickets are \$5, \$3 USB students and senior citizens. 8:00 p.m., Recital Hall, Staller Center for the Arts.

Saturday, March 24: Opera Series, Mozart's *The Marriage of Figaro*. The complete opera, sung in Italian, lavishly staged with sets and costumes. Conductor, David Lawton, professor of music. Tickets are \$12. 8:00 p.m., Main Stage, Staller Center for the Arts.

Sunday, March 25: Organ Series, Cynthia Holden of St. James Episcopal Church, St. James, N.Y. 7:00 p.m., Recital Hall, Staller Center for the Arts.

Thursday, March 29: Department of Music Performance, "In Concert," the music of composers Daria Semegen, Sheila Silver and Amy Ruben. 4:00 p.m., Recital Hall, Staller Center for the Arts.

Friday, March 30: Staller Center Chamber Music Series, Kronos Quartet. Tickets are \$14, \$7 USB students. 8:00 p.m., Recital Hall, Staller Center for the Arts.

Wednesday, April 4: The Contemporary Chamber Players. Program includes Berio's "Linea," Martino's "Notturmo" and Davies'

"Ave Maris Stella." Tickets are \$5, \$3 USB students and senior citizens. 8:00 p.m., Recital Hall, Staller Center for the Arts.

Saturday, April 7: Staller Center Main Stage Music Series, the Atlanta Symphony with Yoel Levi, conductor. One of the nation's major orchestras, noted for its seven Grammy Award-winning recordings. Tickets are \$20, \$18, \$16, \$10, \$9, \$8 USB students. 8:00 p.m., Main Stage, Staller Center for the Arts.

Wednesday, April 25: Contemporary Music Series, "Six American Premieres." Featuring specially commissioned works by Winslow, Primosch, Moevs, Sollberger, Moe and Mamlok. This concert is the preview of the concert to be performed Sunday, April 29 at 8:00 p.m. at Merkin Hall in New York City. Tickets are \$5, \$3 USB students and senior citizens. 8:00 p.m., Recital Hall, Staller Center for the Arts.

READINGS

Thursday, March 22: Poetry Reading, Hettie Jones and Chuck Wachtel. 7:30 p.m., Room 239, Humanities. Call 632-7373.

Thursday, April 19: Poetry Reading, Ray Freed, Spring 1990 poet-in-residence. 7:30 p.m., Room 239, Humanities. Call 632-7373.

SYMPOSIA

Friday, March 23: "Substance Abuse in the Suburbs." To be held at the Radisson Hotel in Hauppauge, N.Y. from 8:30 a.m. - 4:30 p.m. Among the participants will be Sen. James J. Lack, second senatorial district, New York; Tom MacGilvray, assistant deputy commissioner, Suffolk County Department of Alcohol and Substance Abuse Services; and Colleen Whitmarsh, community relations manager, Parkside Medical Services, Orlando, Fla. The conference is cosponsored by the Stony Brook Center for Education on Substance Abuse and the Employees Assistance Professional Association, Long Island Chapter. The conference fee is \$30. For information, or to register, call 632-7060.

March 30 - April 1: "Art, Technology and the Institution: New Perspectives for a New Century." To be held at the Whitney Museum in New York City. Conferees will consider how new electronic technologies have affected the practices of contemporary art, its exhibition and reception, and even altered the concept of a "work of art." Cosponsored by the Humanities Institute and the Whitney Museum. Call 632-7765.

March 30 - April 1: "I - Con IX." A two-day convention of science fiction, fact and fantasy, the largest on the East Coast. The guests include Mercury astronaut Scott Carpenter and actor Jonathan Frakes, who plays Commander Riker in "Star Trek - The Next Generation." Jacob K. Javits Lecture Center and SB Union. Call 632-6460 or 632-6472.

Tuesday, April 3: "Alcoholism and Substance Abuse in the 90's: A Conference on Innovative Approaches to High-Risk Infants, Youth and Their Families." A one-day conference to be held at the Marriot Wind Watch Hotel in Hauppauge, N.Y.; will feature several workshops dealing with substance abuse. Among the participants will be Lorraine Hale, president of Hale House; Maureen Duggan, deputy director of Department of Alcohol and Drug Abuse Services; and Frances L. Brisbane, acting dean of the School of Social Welfare. Cosponsored by the School of Social Welfare Continuing Professional Education Program, the Suffolk County Department of Alcohol and Drug Abuse Services and the Nassau County Department of Drug and Alcohol Addictions. The conference fee is \$50. Call 444-3151.

THEATRE

March 22 - 25, 29 - 31: Department of Theatre Arts Production, Tadashi Suzuki's adaptation of *Clytemnestra*. Tickets are \$7, \$5 USB students and senior citizens. 8:00 p.m., with 2:00 p.m. matinees on Sunday, Theatre II, Staller Center for the Arts. Call 632-7300.

Tuesday, March 27: Women's History Month Performance, "Men, Women, and Margaret Fuller." A biographical drama about the 19th-century feminist and transcendentalist, starring Laurie James. 4:00 p.m., SB Union Auditorium.

Saturday, April 21: Staller Center Dance Series, the Toronto Dance Theatre. This Canadian troupe celebrates its 20th anniversary. Tickets are \$20, \$18, \$16, \$10, \$9, \$8 USB students. 8:00 p.m., Main Stage, Staller Center for the Arts. Call 632-7230.

USB EVENTS

March 19 - 23: The Mentor Program, "A View From the Top: Shadowing University Administrators." University administrators have agreed to allow students to "shadow" them for a portion of a day, allowing the students to gain insight into the role and functions of officials and their offices. There will be a "Shadowing Reception" on Tuesday, March 20 at the University Club. For information, contact Felicia R. Brown in the Office of Special Programs, W-3520, Melville Library.

Tuesday, March 27: International Science and Engineering Fair Playoff. Fifty Long Island students from grades 9 through 12 who have completed independent research projects will be selected to present their work. Four finalists will advance to the fair's final round to be held in Tulsa, OK May 6 - 12. 10:00 a.m. - 4:00 p.m., SB Union Ballroom. Call Edna Zemanian at 632-7075.

Tuesday, April 17: Eighth Annual Ceremony for Undergraduate Excellence. The ceremony will include introductory remarks by Frederick R. Preston, vice president of the Division of Student Affairs; keynote address by Egon Neuberger, vice provost of undergraduate studies; and the President's Award for Excellence in Teaching delivered by President John H. Marburger. 5:00 - 6:30 p.m., Main Stage, Staller Center for the Arts. Call Patricia Long, 632-7028.

Friday, April 27: Campus Cleanup, 9:30 a.m. - 3:00 p.m. Reception following at 3:00 p.m., 1st floor lobby, Administration Building. Call 632-6320.

Events Listing

To be included in Looking Forward, events must be submitted to the calendar editor at least three weeks in advance of the publication date. Listings for the April issue of Currents must be received by March 15.

We remind all event sponsors that arrangements for parking should be made with Herbert Petty, assistant director for parking and enforcement, 632-6350.



The Toronto Dance Theatre comes to the Staller Center April 21.

ANDREW OXENHAM