

*The*  
*Stony*  
*Brook* **PRESS**

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# SPARE CHANGE

There's a feeling you get from a hard day's work. A feeling of accomplishment, reward and importance. Although these personal rewards are enough to keep many people working, even through adverse conditions, recognition of a job-well-done is often welcome. Employers should always acknowledge effort, pride and sincerity their employees put into their job.

Here at Stony Brook a large amount of the University's work is done by Graduate Students. They teach a large number of the undergraduate classes and through personal academic achievements they create an excellent reputation for Stony Brook's Graduate School that the administration takes full advantage of. In fact the present administration is concentrating on making the Graduate school competitive with the top few schools in the country. While enjoying the reputation the graduate depart-

ment brings to Stony Brook the Administration not only fails to recognize them as employees but also neglects to acknowledge that they are human beings. Humans with basic needs such as adequate housing and enough money to buy food and take care of their families.

To teach a college class involves a lot of time and effort. Often graduate students are forced to teach classes outside of their field of study simply because the course is listed in their department. This adds to the burden of both the graduate students and the undergraduates taking the class. This work is completely separate from their personal work and it is doing the university a service while saving the administration a lot of money. Not only is this employment it is exploitation.

Stony Brook graduate students are given an average stipend of \$6000. Due to their heavy workload it

is impossible to pursue outside employment. Stony Brook becomes the graduate students only form of income. After part of this stipend goes to University expenses, there is little left for the bare necessities of life. Why would a grad. student possibly want to attend Stony Brook? Why should the people who do attend Stony Brook want to be humiliated and impoverished? It is no surprise that the graduate students of this University decided to hold a work stoppage on April 8.

It is not too much to ask from the administration to be treated fairly and honestly, a chunk of the GRI to be used to raise the stipends, and support in the graduate students' fight for employee status. Only then will Stony Brook Graduate Student Program reach its expectations.

## The Press Welcomes Your Letters And Viewpoints

### Cover Photo

by Mike Musialowski

### —Photo Box—

Photo by Ed Bridges



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# DIOXINS

*Just When You Thought It Was Safe To Enter The Lecture Center...*

by Quinn Kaufman

Promulgating national coverage from United Press International, television and radio broadcasts is the fire that occurred at 5 am on Sept. 26, 1986 in a janitor's closet at the Jacob Javits Lecture Center. It transmogrified into a fire that exhausted newly identified toxins throughout the building, according to soot monitoring information that was released by the Clayton Environmental Consultants to NYPIRG (New York Public Interest Research Group) on March 27, 1987.

The ordeal began when a student Public Safety Auxiliary Officer responded to what he claimed to be thick black smoke "billowing out of the roof of the Lecture Center last semester." He alerted the Setauket Fire Department and he added, "within ten minutes you could not even enter the building without respiratory equipment because of the smoke." Thousands of students attended classes in the noxious building only three hours after the fire was extinguished.

Two weeks after the fire, Polity, the Graduate Student Employees Union, the Graduate Student Organization (GSO), United University Professions (UUP), the Civil Services Employees Association and NYPIRG hung posters all over campus recommending that all classes in the lecture center be cancelled or moved pending adequate chemical testing. The boycott lasted for about one and a half weeks while the Administration took toxic tests. The campus leaders said in the posters, "It is the opinion of all of our organizations that even if hazardous conditions do not exist, the discomfort experienced by students and faculty due to continued exposure to fumes does not produce an atmosphere conducive to study."

Negligence on behalf of Administration for not quarantining the building when the fire was suppressed pending a full investigation of chemical tests began when students in class complained of nausea, blurred vision, headache and dizziness. Campus leaders claim that the University had its own adequate toxic testing device, a Foxboro-Wilkes Miran 103 portable infrared spectrometer, but failed to use it before students were allowed into the building.

Chemical testing in the building on November 8-10 revealed highly toxic chemicals, including asbestos, phenol and formaldehyde. Twenty cases of phenol acrylic floor waxing pads with aluminum oxide abrasives, Polyvinyl chloride floor tiles and trash bags, electrical wiring and circuit boxes, a drum of Ajax, quaternary ammonium chloride cleaning solution and a variety of synthetic plastics melted down and caused carcinogens to flow throughout the building, their molecules possibly adhering to skin, desks, walls and lights.

A new development last week, according to Dr. Walter Hang, NYPIRG Toxics Project Director, identified for the first time chlorinated dioxins and five other chemicals in a soot sample taken from the door to lecture room 102. "The discovery of dioxins in Javits Lecture Center should prompt a full-scale investigation to insure that public health risks can be minimized," said Hang.

NYPIRG called upon University President Dr. John Marburger to conduct an immediate and comprehensive investigation to determine the full extent and severity of the contamination hazards in the building. A letter dated April 3 to Marburger from NYPIRG leaders states that "In light of the soot monitoring information released on March 27, 1987, we feel action is urgently needed to address the full range of possible health threats posed by the fire.

Those test results identified the presence of a variety of toxic chemicals in the soot evidently created by the fire including: 72 parts per billion (ppb) heptachloro-dibenzo(p) dioxin, 70 parts per million (ppm) phenol, 40 ppm 2-ethylhexanol, 40 ppm 2-methylphenol, 70 ppm of 4-methylphenol and 30 ppm of dimethyl-phenol. These findings shatter any notion that the building is free of toxic contamination and must be viewed with grave concern."

NYPIRG leaders and reputed scientists say that when either the heptachloro-dibenzo(p) dioxin or the octachloro-dioxin attach themselves to the skin surface and are exposed to fluorescent or ultraviolet light they may convert to tetrachlorinated dioxins, "These are the single most toxic synthetic chemical ever evaluated," according to Dr. Theodore Goldfarb, associate Vice Provost and Chemistry Professor at Stony Brook University.

Campus leaders are attempting to cite negligence on behalf of Administration and have factual evidence of existing toxin in the

soot found are the less toxic isomers; the levels of dioxin found were very small; dioxin is a normal by-product of combustion, and is unavoidably present after fires; the soot sample was taken before cleaning and painting and that this cleaning process removed any toxins so that they no longer exist," and finally that, "the dioxin-tainted soot sample was taken from the room where the fire was, not from where the students were." NYPIRG disputes all these claims, refuting them with scientific proof and subsequently telling administration, according to NYPIRG, that they displayed, "a lack of concern." Dr. Bill Wiesner, assistant to Director in Administration Systems, observed that "when dealing with human lives any errors should be on the side of caution."

Recently, Dr. Francis maintained that the dioxins found are the less-toxic isomers and that the levels found were very small. "According to Environmental textbooks, they are the less toxic isomers. And the dioxins which deposited are also low and

materials for dioxins. "In fact the floor buffing pads which burned were coated with aluminum oxide." Therefore, NYPIRG says this was not a normal fire with normal stable chemicals.

The administration says that the walls were painted and sealed in any toxins existing just one week after the fire. They say that desks throughout the entire building were also scrubbed two times, six weeks later, thus ridding the lecture center of any dangerous toxics. For at least six weeks students may have come into contact with carcinogens. NYPIRG claims that adequate cleaning was never done. "Even after all of the cleaning and painting were done to date, large areas of soot and resins still exist in areas that are daily occupied by students. Those interested in a tour of these areas can contact NYPIRG." They continue stating, "Even if the contaminated deposits were cleaned from all of the ceilings, walls, and surfaces where students may go, this would still not remove the dioxins that may still exist throughout the ventilating system."



Press Photo by Ed Bridges

future so that they may collect billions in liability years from now when students contract cancer because of their exposure to these highly toxic chemicals in the 1986 fire. Dr. Hang explained the reality of its consequences, "Ten to twenty years from now, this university is going to be in trouble. Exposure to low levels of dioxins may cause cancer and birth defects. The National Center for Disease Control literates the evacuation of centers that contain 1 ppb of dioxin and here we have not had any evacuation. Students had been frequenting this now-known toxic building for at least six months and we have dioxin isomers of Octachloro-dioxins in 280 ppb and heptachloro-dioxins in 72 ppb, not just 1 ppb... It's a public health hazard."

According to NYPIRG investigators, "the administration's response to the discovery of dioxins was predictable." Marburger backed Dr. Robert Francis, Vice President for Campus Operations, and George Marshall, Director of Environmental Health and Safety, statement that the Lecture Center is safe. Their official positions of the discovery of dioxins claim that, "The dioxins

very stable forms." Yet NYPIRG claims that, "the tetrachlorinated isomer has been found to cause cancer in animals at a level of 0.005 ppb. Combining the heptachlorinated and the Octachlorinated dioxin gives a total of 352 parts per trillion (ppt): 70,400 times that amount. Even if only 1 in 1000 molecules of dioxin ever degraded to a tetrachlorinated isomer in sunlight, this would still be able to cause cancer and has done so already in animals." Francis, when told of the possibilities of existing tetrachlorinated dioxin said it was "my impression that there were no chemicals in the building."

Administration claims that dioxin is a normal by-product of combustion and was unavoidably present after fires. NYPIRG exclaims that "a fire like this one with the potential for the production of large amounts of dioxins, does not represent a 'normal' fire." The phenol-formaldehyde buffing pads released large amounts of phenol-chlorine from the Ajax (containing trichloroisocyanic acid), the quaternary ammonium chloride, of the polyvinyl chloride were burned. They, along with aluminum oxide as a catalyst are perfect starting

Dr. Francis states that all is, and has been sage because of the non-circulation and confinement of smoke to the room, "I had no doubt at all that the air did not travel beyond Room 102." Recently, he claims that "the smell breathed by students did contain chemicals." Students, complaining of illness, said they breathed the air throughout the entire building.

While Francis insists that the fire and its smoke were confined to one area and did not spread throughout the building, he was also quoted on October 13, 1986 saying that "90% of the air in Lecture Center is recirculated throughout the building," and that, "the smoke exited through the exhaust vent on the roof of the building." NYPIRG asserts that 10% of the smoked air left the building and the other 90% was circulated throughout, possibly spreading the smoky air and soot deposits throughout the entire ventilating system. NYPIRG documents state, "for each unit of soot smoke seen billowing out of the building, several times as much (soot) was refluxing throughout the

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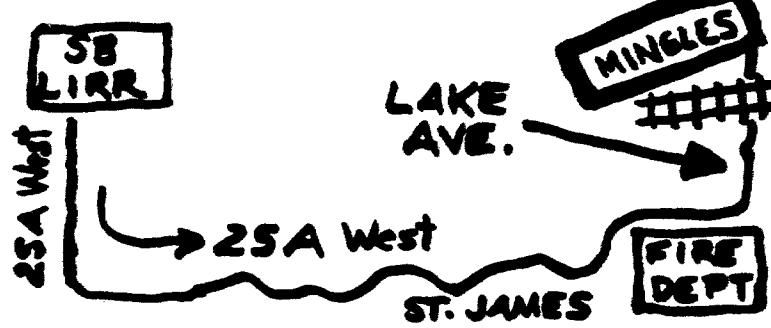
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# Get Your Shit Together Already

by John Dunn

I transferred to Stony Brook from the University of Delaware last fall. I was so impressed by Stony Brook this year that I'm headed back to Delaware under the auspices of the National Student Exchange. More interesting and amazing things occurred at Stony Brook this past year than I thought a university was capable of doing, including quite a few things a university should not be doing. Since Stony Brook is facing enrollment problems and budget cuts, I present to the administration and faculty, as well as the most important component of the university, the student body, The Stony Brook Manifesto, a fifteen point plan on how Stony Brook could improve as university. While some of the points appear to be obvious, since nothing is done about them they evidently are not obvious to the people running Stony Brook.

"One improvement that would have immediate psychological impact would be to remove Barnes & Noble, and DAKA..."

1) One improvement that would have immediate psychological impact as well as financial would be to remove Barnes & Noble and DAKA from the campus and have them replaced by university run non-profit systems. Ask any student on campus what the biggest ripoff at Stony Brook is and most will respond the bookstore and/or DAKA. By having both university run, Stony Brook will be directly responsible for the actions of both. If Delaware can run both their bookstore and food service, surely a school with the resources of New York state can do the same. Neither Barnes & Noble or DAKA are, to my knowledge, non-profit organizations. Remember this next time you buy books or pay for a meal plan.

2) Faculty advisors instead of 'prime time.' The university seems to feel that it can replace a semester's time by having a week of 'intensive academic advising.' How about each student having an individual professor as an advisor, someone the student can talk to about whatever he wants to, knowing that the professor knows the student's name. It helps reduce the impersonality of a university. I have asked a few faculty what they think about the idea. "Sounds good but Stony Brook's too big a university." That's true, tiny Delaware with a puny 16,000 students manages to do it but not big Stony Brook. Surely a professor can find time to advise ten or so students throughout a semester. Perhaps the real reason Stony Brook doesn't have such a system in place is because of the emphasis on research and publishing with students on the short end of the stick. If professors are too busy with their research to teach classes, it is unlikely they'll find the time to see and advise students.

3) The university should realize that commuters are people too. Stony Brook likes to attract people who work during the day and would like to take classes at night. Ever figure out how someone who worked during the day registers for classes? Correct, it is a small problem. Thus I propose this: during registration open the registrar's complex from 9am to 5pm and from 6pm to 8pm, with the possibility of closing between 12 and 1 for lunch. That way students will stand on lines that extend off campus, commuters will have a chance to register without taking off from work and resident students would have additional time at night with which to register. If the university really wants to increase its enrollment by attracting commuters, let them put its money where its mouth is and extend hours during registration. I'll cover the discrimination against commuters in another article.

4) Co-op programs to be established for the engineering departments as well as Harriman college. A co-op program would consist of a six month period in which students would gain paid work experience in the career students hope to seek after graduation. You can have all the book learning you want, but one thing cannot be taught in the classroom: experience. Since President Marburger would like to see more involvement between Long Island's high tech industries and Stony Brook, here is an excellent opportunity. Employers are more likely to hire students with co-op experience than those without. Why? Because they know the prospective employee knows what he/she is getting into and is willing to meet the challenge. The only developed program at Stony Brook exists in the remnants of the education department where prospective teachers partici-

pate in a student teaching program with local schools. Although unpaid, it is still the only co-op program at Stony Brook that is fully developed. If the remnants of Ward Melville's dream can do it, surely the highly financed engineering and management colleges can develop a program.

5) Graduate students should receive a stipend that reflects the cost of living on Long Island. Graduate housing should at least have humane conditions and hopefully something of quality and decency. An affordable day care program should be set up. In a promotional booklet for Harriman College, Dean Wolf writes that "students select us because we offer a quality management program at a cost less than half that of our competitors, such as Yale, Berkely, Carnegie-Mellon or MIT." At Stony Brook it's a case of you get what you pay for; I doubt graduate students at MIT have the living conditions that those at Stony Brook do. The university seems to feel that since graduate students pay less to attend SB than other schools, the students should get paid less and be treated as indentured servants rather than free thinking adults. Evidently in the rush to create a quality graduate program at Stony Brook, the university forgot about the students. President Marburger would like to see the ratio of graduates to undergraduates from 1:5 to 1:3 in the next five years. Any guesses as to why graduate students may not choose to attend and work for Stony Brook? Would you live in the housing provided for graduate students President Marburger? Hopefully the rally this week will bring some action.

6) Consideration be given to the idea of giving credit to students who work for the campus media. The university likes to see student activity; what's a university without a newspaper(s). All of the media on campus, whether they admit it or not, are understaffed to varying degrees. Many students shy away from joining the various publications on campus because of the amount of work and long hours

"Any guesses as to why graduate students may not choose to attend and work for Stony Brook?"

generally required. Perhaps though the department of English students who work for campus publications and WUSB would receive college credit for their involvement. It doesn't have to be much, perhaps three credits, even less, for a semester or year. Some may wonder why shouldn't every club on campus receive credit. The campus media are an integral part of the university and have a direct link to career experience unlike most 'leisure' clubs. Of course this could cost the university some money, something they may not wish to do, since students might not enroll in the extra class or two to meet the credit requirement to graduate. But isn't it worth it to the university to foster student activity at a time when the growing trend is towards apathy?

7) Re-establishment of a department, if not college, of education at Stony Brook. Recently the Social and Behavioral Sciences building was renamed for Ward Melville, the person who gave to the state the land upon which Stony Brook U is located. Mr. Melville had hoped that Stony Brook would resemble and be like a small New England teacher's college that would blend in with the colonial atmosphere of Stony Brook and the Three Village area. Well, we know what the state did once it had its land. Wouldn't a more fitting tribute to Ward Melville be a college of education named after him? Currently Long Island is experiencing a growing teacher shortage, a situation that will grow worse in the future as more teachers retire. Stony Brook could have and could be filling that gap especially in the much demanded science teachers. Education graduates are not limited to teaching either, as many businesses and agencies look for college graduates who have studied education. The closest SUNY school with a developed education program is New Paltz, with the jewel of the system being in Oneonta. Critics of this will say that Stony Brook already has an education program. What exists at Stony Brook currently is a skeleton of courses that a student needs to gain teacher certification. In addition, the program is good only for secondary school teaching, that of elementary school and special education teaching is nil. If such a program is considered adequate by the university, why not eliminate the college of engineering and replace it with a few general courses for electrical engineers? After all, that's basically what occurred with education at Stony Brook.

8) If Stony Brook really wants to establish itself on a national basis, it needs to establish itself with credibility for prospective students outside the state but within the country. Currently, more students in South Korea have heard of Stony Brook than in South Jersey. All the schools Stony Brook likes to compare itself to differ from the university in respect: they attract a considerable amount of out of state students which in turn gives those schools both regional and national credibility. If Stony Brook is such a great school for such a low cost, why aren't students from around the country flocking *en masse* to Stony Brook? Or at least from New England and the mid-Atlantic regions? The cost for an out of state resident is certainly one factor. If Stony Brook wants to increase its enrollment and attract students beyond the state's borders, how about putting its money where its mouth is. Offer academic scholarships to out of state students which would eliminate the difference between in state and out of state costs. A number of schools, Kent State in Ohio for example, do this to broaden its recruiting base. Surely it's worth giving up the money lost in the scholarships to attract students from outside New York state.

9) The Religious Studies department should be given fair and just treatment as Stony Brook has the only such department in the SUNY system. With all the loud noises being made about Stony Brook being a "research facility", only one "think tank" has located itself in the area and it is related to the Religious Studies department. If treated correctly, the department could become an asset, something the university could point to. So far the university has responded by banishing the department to the basement of Old Chemistry, a location whose status is above only the basement of Old Bio (Central Hall) where **The Press**, **Black World**, and **Specula** are located and above the dorms. Is the banishment only a part of the ongoing impersonalizing of Stony Brook? Perhaps I should say this in a way administration will understand. *Do you want to eliminate a potential source of research money and grants?*

10) The administration should act in a responsible way when dealing with students. Now this may not sound like much, but it is a major factor for the low morale on campus. Comments like "It's not a question of no heat, merely inadequate heat" concerning the lack of heat in dorms, and the whole Lecture Center debacle have done wonders for student morale. The Dube case is another example where poor strategic planning has resulted in more student distrust of the administration. The administration could come down from their pedestal by being more visible on campus and by interacting with students more. How about high ranking administration people living in a dorm for a week? (I'll nominate Whitman or Mount.) At least students in those dorms would be guaranteed heat and hot water for a week. The same administration members could eat in DAKA dining halls so they could get a first hand look at what they contract out for. I won't bother going into the mismanagement of Stony Brook as that was covered in the last issue of **The Press**.

"Currently more students in South Korea have heard of Stony Brook than in South Jersey"

11) The greek system at Stony Brook appears to be at its crossroads. Will they receive any assistance from the administration? If not, the system is destined to fail eventually. Stony Brook could do what other universities short on community housing for greeks have done: devote part of dorms, dorms or even quads to greek housing. After all, what's a fraternity or sorority without its own housing? Since it is unlikely that funding will ever be provided for private houses and that the greeks will afford their own houses, this is a wise choice. A fostered greek system at Stony Brook could be a big help in improving social life at the Brook.

12) The University should take a good, hard look at its sports program before throwing away the students' and taxpayers' money. The university could look at other Long Island colleges like Post, Hofstra, and Adelphi. Do they have large student and community crowds after spending large sums of money? Look at Stony Brook itself. Both the men's and women's basketball teams along with the hockey team made the playoffs. Note the large crowds attending

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# Twenty Years Of Schooling and Put On the Dayshift



*"They don't make  
the connection  
that we are  
students and  
employees."*

The man in the trench coat  
wants 6000 dollar bills;  
you only got 10.

Graduate Assistants, Research Assistants and Teacher Assistants comprise almost all of the graduate student employment on campus, and make up a work force of about 1000 people. What concerns most graduate student employees is their quality of living. This concern has not surfaced as a whim they dreamed up in their spare time, but has been a problem for many years.

What they have done in the past about this problem was in 1980, they had a work stoppage of the graduate student employees which indirectly won them annual inflationary adjusted pay raises.

Also, for 10 years now, graduate student employees have tried to become recognized by New York State as "employees". If officially designated as "employees", then graduate student "employees" could form a legal union which would have to be recognized by administrators as a collective bargaining unit.

In front of the Public Employee Relations Board (PERB), the State of New York and SUNY Central have contended that graduate student employees are not "employees" under the Taylor Law. "They don't make the connection that we are students and employees," said Sandra Honson, Vice-President of the Graduate Student Organization (GSO).

Characteristic of the distinction between "employee" and student worker are the words used to describe something related to graduate student employment. For instance, wages are equated with stipends or honorariums. Being fired is called "being defunded".

A ruling by PERB on the "employee" issue is supposed to be forthcoming in about six weeks. "The ruling should be in our favor," said Ralph Snyder, who is also a member of GSO and the Graduate Student Employee Union (GSEU). This is largely due to the fact that the GSO and the GSEU have been aided by the Communications Workers of America who have provided lawyers for the case.

One difference this year that intensified the concern about quality of living is the new tax law. Graduate student employees haven't received any wage increase to offset the taxes they pay on their stipends. Thus they are experiencing a wage cut right now.

In a meeting with administrators last Tuesday, March 31 members of the GSO and the GSEU submitted a list of demands aimed at improving the financial situation and collective bargaining power of the graduate student employees.

Included in the list of demands are five points. One point asks for an immediate increase in the base pay for all graduate student employees to \$8,000, in inflation adjusted dollars, exclusive of tuition awards. This point includes the stipulation that this be done without reducing the number of job lines receiving awards and without decreasing the number of state lines awarded to departments. The base pay for GS employees right now is \$6,000.

Another point asks for a health benefits plan similar to the current faculty/staff plan for all graduate student employees. And also, it asks for affordable child care for all graduate student employees.

While these two points were brought up and voted on by the university senate, which voted 50% in favor of them in February, administrators haven't done anything about them so far.

Two other points ask for a recentralization as opposed to the present decentralization funds that are dispersed to graduate student employees and that 50% of monies coming to the university from the Graduate Research Initiative (GRI) go to the "quality of life" demands.

A last point asks the administration to endorse graduate student employees as "employees" to help insure both their success in court and further protect the quality of life improvements they make.

The administration responded April 2, by saying that the problem they have with the "positions" (demands) of the GSO and "the other group" (GSEU) is that they don't know how much money will be budgeted to Stony Brook this year. Also, that until they know how much money will come from the GRI they couldn't determine what percent would be used for quality of life improvements. Administrators did say that there would be an increase in the base pay and that if the graduate students accept a mandatory health benefits plan a lower costing plan is feasible.

Article by Doug Valente  
Layout by Ed Bridges

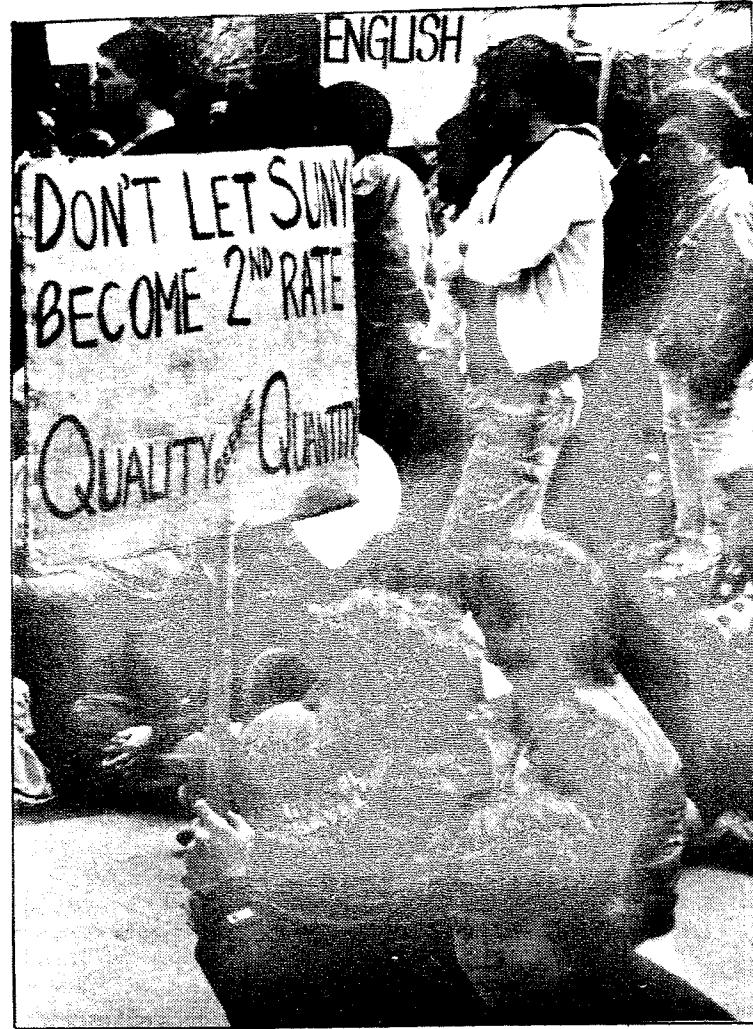
Photos by Ed Bridges, Mike Musialowski, and Lauren Shepherd



# Look Out Kid

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"In lieu of the administration's response, members of the GSO and the GSEU waged a work stoppage."



## The Great Peace March

On March 1, 1986, twelve hundred people gathered together to walk across the country through the Mojave desert, over the Rocky Mountains, through the Great Plains, and into the cities of the East to speak about the threat of nuclear war. They shared a vision with the country and hoped that through collective effort, the nuclear bombs could be eliminated globally, thereby ending the threat of a nuclear holocaust forever.

The March Community lived in a moveable city, called "Peace City", which consisted of children, college students, families, and senior citizens, ranging in age from 2 to 78. The marchers came from all over the fifty states. The Great Peace March lasted eight and one half months, reaching its destination, Washington D.C. on November 15.

A lecture will be given on April 22, at 8 p.m. in the Peace Studies Institute (Old Chem.) entitled "The Great Peace March". Ryder Miller, one of the two marchers from Stony Brook, will give his personal trekking accounts.

## DIOXINS: Pass The Gas Mask

ventilating ducts." When told of his claim that 90% of the smokey air was recirculated Dr. Francis exclaimed that, "the air handling system was damaged by the fire," and that as of April 2, 1987, "Administration will

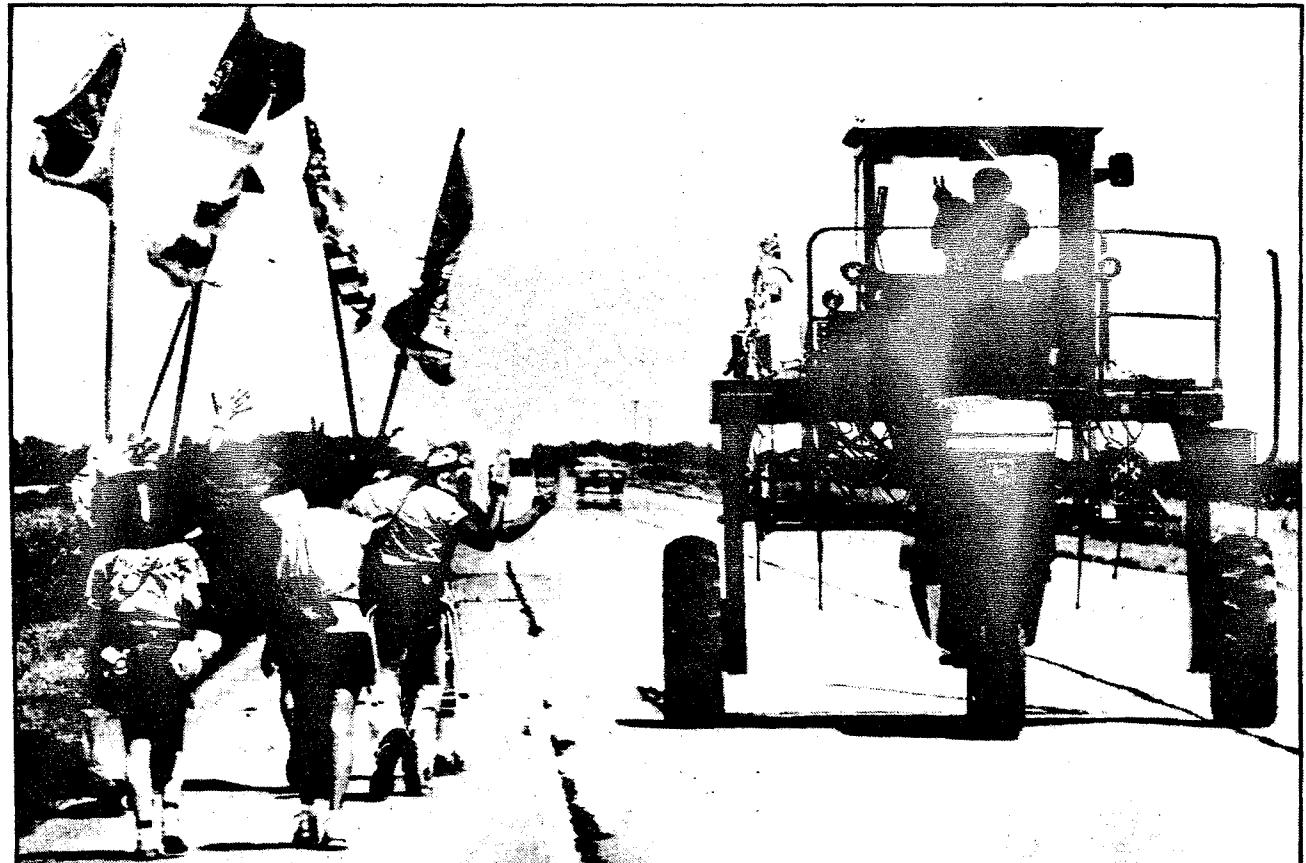
take a full scale test to confirm whether any of the air soot traveled."

Walter Hang commented to Francis' statement saying, "the dioxins and other chemicals went wherever the smell went. The fire and its gases were not confined to Room 102. The dioxins found are degrading into more toxic dioxins, including the dreaded TCDD isomer, the most deadly organic chemical ever evaluated by science. The presence of two isomers of dioxin in one location of the building strongly suggests the possibility that these and/or other iso-

mers exist throughout the building." NYPIRG wants testing at several points of the building to indicate the existing levels of toxics and types of isomers which may exist, stating that it is totally unscientific to evaluate a building from a single sample at one location.

The determination of 90% of the toxic air being recirculated would justify any NYPIRG claim that deadly carcinogens were quite likely spread throughout the building possibly attaching themselves to human skin" and causing cancer, severe birth

defects, and damage to the immune system. Yet Administration has taken several claims all of which have been negated by scientists and NYPIRG leaders. With increased publicity, NYPIRG hopes all will be aware of the "lack of concern" the University seemed to display "concerning your health and safety." NYPIRG alleges that the Javits Lecture Center possibly continues to pose a major public health hazard to thousands of students. Dr. Francis maintains that the fire was confined to the fire room and that no toxins escaped its walls.



## Commentary

### You Build To Destroy

Continued from page 5

home games. Note the recognition given to the teams by the university for making the playoffs. If the bottom line for upgrading the sports program is money, is it worth it? Utica College went to Division I for six years before dropping out this past year, saying its wasn't worth it. Is it a game of catch up as Buffalo is going Division II? A Press editorial on October 16, 1986, noted that each student on campus contributes \$20 a year to the NCAA which benefits 500 students directly.

The university should remember that money does not buy success nor does success bring money. Successful programs, even on a Division I basis, can be built without large expensive facilities. Clarkson University is a Division I powerhouse in hockey, yet manages to do so without large, expensive facilities. Stony Brook should consider what program would most benefit students before plunging down a path of financial disaster. Remember that this is New York, where few people support a losing team while waiting for improvements. Can the university guarantee community involvement at Stony Brook sporting events after improvements have been made? These are things the university has to consider.

13) Club sports could and should have more recognition and respect from the university. Many more students participate in club and intramural sports than in interscholastic events. Club sports on campus have gained national and regional recognition but not recognition from their own university. Club teams are provided with the poorest of facilities at Stony Brook, like the field beyond South P-lot that teams like the Rugby Club uses. Many club teams are short on equipment and cannot attend many tournaments because of a lack of funds. Much of this could be remedied if the administration provided Polity with a yearly club sports grant which Polity would then distribute to club sport teams. Care and consideration would have to be given to

this as a student government receiving money from administration could be a bit touchy. Another option would be for the \$20 each student pays to the NCAA would instead go to club sports with the administration picking up the tab. If not either of those, at least some decent facilities could be provided by the university for the club teams.

14) When the university was built, much of it was poorly planned and poorly constructed and now is starting to show it more and more. (Let's state the obvious, the university is going to Hell in a handbasket.) Extensive capital projects and maintenance will be facing Stony Brook in the future, something that should be considered when planning future budgets. A new fieldhouse will be built someday. If you ask the average student if he/she wants money spent on improving the sports program or improving living conditions, which do you think he/she will choose? It doesn't matter whether the funding comes from different budgets, it would be the perception. When students look at a fieldhouse being constructed while the furnaces shut down, water mains break and bricks and concrete drop, what will their opinions of the university be? Even better, what will the taxpayers think when they see their money going towards a fieldhouse rather than towards something with a direct impact upon students?

15) The university should foster more interaction between the university community and the surrounding towns. Given the on-campus perception of townies, this is a definite. How about a Stony Brook Festival jointly held between the town and the university with an emphasis more on the cultural to avoid the problems that plague G-Fest as well as drawing in the adults of the town? The university could promote its cultural events more in the local papers. It could hold a few open houses throughout the year so that the surrounding community could see what goes on at an otherwise isolated university. Both the town and university have something to give and surely there are better possibilities that I have offered.

The administration should remember one very important

thing when it thinks about the university. It prides itself on its fine academic reputation as a major draw to prospective students. In reality, few students come to Stony Brook because of its reputation. Most come because its cheap and/or close to home. Try polling students and see how many would attend if costs were doubled. Yet cheap is not always good as many things at Stony Brook show. The students and taxpayers have given the university quite a lot of money to spend. How it is spent is another matter and a question the present administration seems to have trouble dealing with.

The main thing students desire is quality instruction. The main question should be why the wealth of Stony Brook's faculty spend most of their time in research. After all, it doesn't matter how well or often you teach, it's how often you publish and how much money and recognition you bring to the university. I might see that attitude being valid at a private university, but not at a public university where the taxpayers pay for students to receive an education, not for faculty to do research. It is a disgrace that courses are not taught because the professors that teach them are tied up in research. Unfortunately, with the emphasis on research at Stony Brook, it is the way things are done. Evidently universities no longer exist for students to be taught, but rather for professors to make reputations and to conduct research. To the few faculty at Stony Brook who have spurned devoting your lives to research and publishing, I thank you on behalf of the student body as the administration seems not to care. One faculty member said that an article like this could have been written five years ago. That is true for many of my points and is unfortunate that nothing has been done, will be done or will probably ever be done. Hopefully some of you reading this care enough about this university to make your feeling known both to the present administration and to Albany. Perhaps when poor strategic planning cause tuitions to skyrocket and declining enrollments mean less research money and faculty reductions will someone begin to act.

## Viewpoint

# Beneath The Valley Of Radiation Parkin' Blues

by Steven Translateur

**Question:** What campus organization answers only to itself, exists solely to aggravate students' lives, and employs techniques which make Nazi Germany's Gestapo seem like a troop of Girl Scouts?

**Answer:** The Ticket and Towing Department of Public Safety. This department has gotten completely out of hand, as the following examples of ticketing and towing illustrate:

**Case 1:** Dave left his physics midterm early because he had to rush out and buy his grandmother's heart pills. By leaving early, he knew the highest grade he could get was an F. Dave was in a bad mood. As Dave was running towards his car he spotted it: it was some sort of white something on his windshield. Dave was confident that it wasn't a ticket since he knew tickets weren't handed out past 4 p.m. and that he had parked his car at 4 p.m. When Dave reached his car he stiffened in shock. It was a ticket. Through tear-drenched eyes Dave read the time on the ticket: 3:59 p.m. The fine for the ticket was \$7.50. Dave's grandmother's pills, which were vital to her survival, cost \$8.00. Dave only had \$8.00. Without the pills, Dave's grandmother only had a week to live...

**Case 2:** It was a cold and rainy night. Marge ran to her car through the poorly lit expanse of South-P lot. Marge got in her car, started it, and then set the windshield wipers on their highest setting. What she saw was a soggy white clump of paper being dragged and shredded by her wipers. Thinking that it was only a flyer, Marge drove home and forgot about it.

**Case 3:** Rob was outraged; he was witnessing the unlawful towing of his car from a parking space in North-P lot.

"What the hell's going on?" Rob demanded to know. "I have a sticker and I'm parked here legally!" Rob continued.

parked in a NO PARKIN' ZONE."

Rob looked down and couldn't believe his eyes. A square was painted around his car had been and the letters N-O-P-A-R-K-I-N-G-Z-O-N-E were sloppily drawn in bright yellow paint that was still wet.

**"I asked an authoritative source what the present criteria are for deciding whether or not to tow a car. His reply was 'If it's got four wheels, and it ain't moving, it's fair game...'"**

"No you ain't," drawled one of the towing officials, who was holding a brush and a can of bright yellow paint. The official continued in his drawl "Why, can't you see? You're

**Case 4:** Mike returned to his car in South-P lot. Mike had a ticket. What was Mike's crime against humanity? "Parking without a sticker." Ridiculous! Why should cars have to have stickers? To prove that a car is owned by a student? Who the hell else but a student would park in a God-forsaken lot that is even further from civilization than it is from the all, South-P lot is large enough to, at the same time, park every Volkswagen Rabbit in the world, provide space for a football field, and still serve as a landing jet for President Marburger's personal lear jet.

The point of all these examples is to show that cars are being ticketed and towed for absurd reasons. I'm sorry, but 'eyesore' is not a good enough reason to slap a ticket on my friend Steve's big old rusty 1972 Buick Le Sabre.

The only legitimate reason there is to ticket or tow a car is if it is parked in a fire lane. Even then, a towing isn't really necessary. Afterall, what car is going to stop a 12 ton cherry picker fire truck?

I implore the Traffic Department at Stony Brook to adopt a more lenient and reasonable policy towards parking infractions. The present policy isn't fair. I asked an authoritative source what the present criteria are for deciding whether or not to tow a car. His reply was, "If it's got four wheels, and it ain't moving, it's fair game..."

## Letter

To the Editor

I was deeply distressed by Andreas Mielke's explanatory epistle in last week's Press entitled "Experimental Theater." As a fellow playwright, I was embarrassed and insulted that he felt compelled to answer a critic; we should just take our lumps with our mouths shut. A defensive letter to the editor can only lead to offensive reviews for the writer. Certainly there is a natural animosity between all theater people and the critics — I've even been offended by some of the good reviews. But if Mr. Mielke is the "artist" he claims to be, why doesn't he express his critical dissatisfaction through his art? Tom Stoppard, angry at the reviews

for Enter a Free Man, wrote a one-act play called The Real Inspector Hound in which three theater critics were murdered on stage to the delight and raucous cheering of many a packed house. Surely this would be a much more interesting, as well as entertaining, solution than a letter of rebuttal.

Furthermore, as a theater major, I resent the portrayal of my peers and myself as only in theater for the academic and social credit. I have performed in eight plays at this University, only one of which I received any academic credit for, and that was in a writing capacity, not a performing one. Actors in a department production rehearse for three

hours a night, six nights a week, for six weeks of rehearsal and a two week run of performances: eight weeks on average! All of this time amounts to one lower-division credit, if you are an undergraduate, and if you're in a leading role. Of the seven actors involved with our current production of Terra Nova, none have enrolled for that one credit. Apparently all of us do it for the art as well, not solely Andreas Mielke.

As far as the social credit Mr. Mielke claims that his production did not receive, I remain confused. I would certainly consider any type of review in the Press social credit. But then again, I'm not his kind of artist.

Sincerely,  
John Moroziello

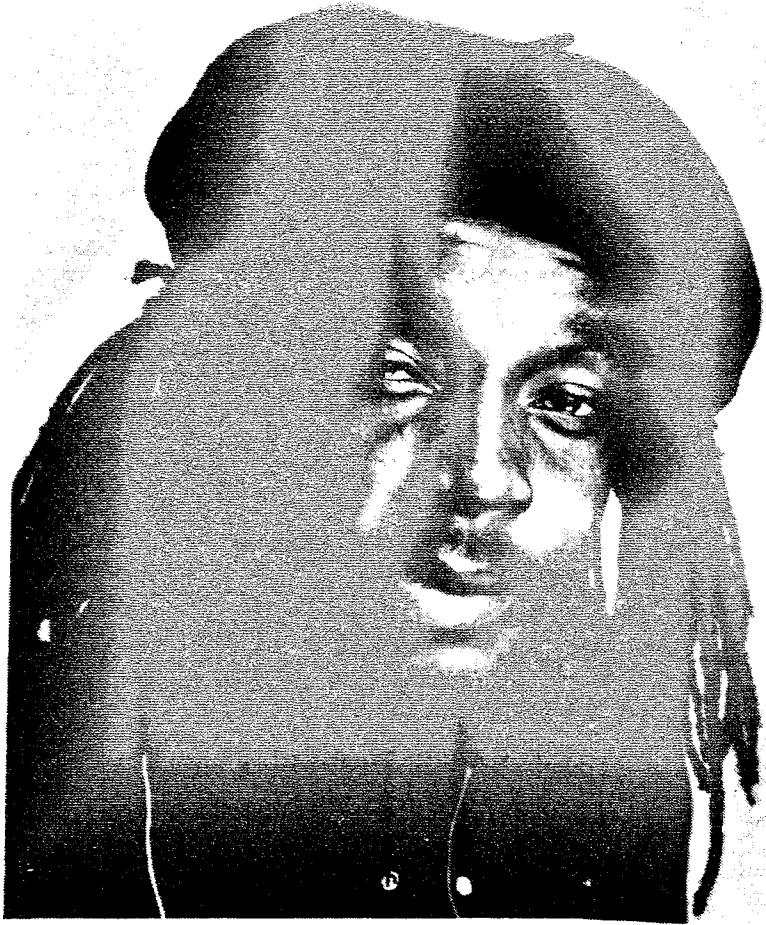
# Theatre People Do It For The Soul

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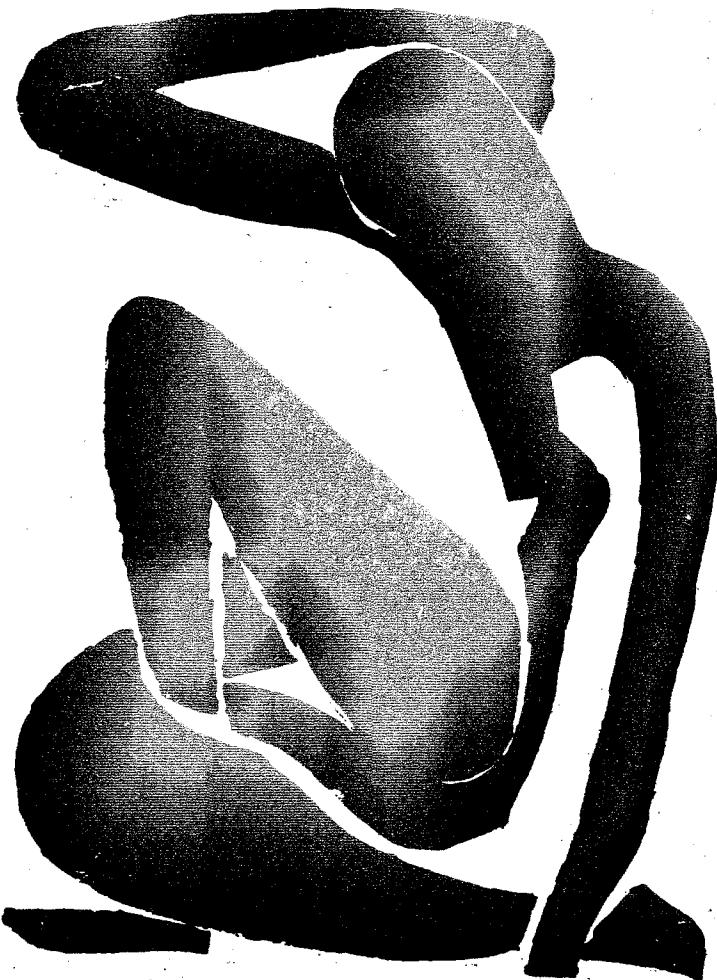
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## SPRING TOUR '87

**"Has Come And Gone, My Oh My"**



## Theatre

by Craig Goldsmith

Remember all those black-and-white, fire-and-brimstone, us-five-against-all-the-other-fuckers type war movies of the late forties and fifties? The kind of movie where all the heroes die inevitably, but they put up such a fight against such odds that the outcome of the final battle doesn't really matter? These movies could be called "silly and melodramatic and self-pleasing." So could Ted Tally's "Terra Nova" that recently closed at FAC's Theatre One. In fact, "silly and melodramatic and self-pleasing" is a line from "Terra Nova," one that is directed at the story's protagonist, Captain Robert Falcon Scott by his rival, Norwegian explorer Roald Amundsen. This phrase could also be applied to Michael Cortese, who portrayed Scott.

"Terra Nova" is melodramatic and self-pleasing. It is the romantic story of a man pulled by his desires and his own personal failures, driven to his death in search of something that he can't quite pin down. His rival Amundsen tells him early in the play that although Scott has been to every corner of the world, he has yet to explore the "dark corners of his own soul." Mr. Tally's script ("Terra Nova" premiered at Yale, 1977) is a complementary balance of incidents during Scott's journey to the South Pole and flashbacks to his family and friends in England. Scott's rival, Amundsen appears to him occasionally to provide commentary with wit and wisdom and a slight sarcastic acidity. Amundsen is a time-free, space-free, Norwegian Freud who escorts Scott on his way down into the hollow places of his heart as he watches his men die and his rival reach the pole nearly a full month before he does.

Peter Rajkowsky, as Amundsen, provides the best performance of the evening. An ancient Norseman, barely brought up to date in a suit of the period, Rajkowsky plays

# Terra Nova



the razor-sharp witted Amundsen with a fresh precision and attention to detail that is just fantastic to watch. His presence next to the indecisive Scott is perfect. He towers over Scott, urges him relentlessly to dig deeper and deeper within himself, to confront himself. Mr. Rajkowsky takes a role which could easily degenerate into sop and invigorates it with a great deal of theatrical finesse.

Anthony Morelli (last seen as the philosopher in "The Introduction of Time to Kashmir" at the Calderone) was excellent as Bowers, the plucky navigator of Scott's expedition. Morelli manages to make the rather weak holes of the script funny; it is a pleasure to have seen him on the stage again so soon.

The remainder of the cast was adequate, but Mr. Tally's weak script did not help them any. Robbie Van DeVeir, as Mrs. Kathleen Scott was fine, but her smile and movements were stiff. Actually, most of the cast was stiff and herky-jerky, which is strange considering that Saturday's performance was the last of eight nights at the FAC.

Hadley Taylor's sound design although technologically impressive (fierce arctic winds, hi-fi stereo equipment, synchronization between lights and the actors), was either inappropriate or too loud. Loud. LOUD. Using portions of Walter/Wendy Carlos' music from *Clockwork Orange* was in poor taste. It was difficult to pay attention to the pathetic ramblings of Captain Scott when the music kept bringing images to my mind of Malcolm McDowell beating up bums, and being clubbed with lead pipes...

Michael Sharp's set design and Jon Gulickson's light design were both elegant and innovative, however. The circular platform upon which Scott would supplicate his conscience was particularly effective as were

*Continued on page 11*

## On Stage

# "Respect For Amoebas" A Really Slimy Musical

by John Dunn

Quick, name the most ridiculous concept for a musical you can think of. Now add to it a set and costumes with heavy doses of fluorescent pink and chartreuse. You've probably come up with something close to Theatre Three's latest Second Stage production, *Amoebas on Parade*, an uproarious musical salute to microscopic life focusing on the beloved amoeba. See tap dancing cysts! Witness microscopic reproduction live on stage!

The musical is based around a fictional book *Respect for Amoebas*, which is introduced by three bizarre biology professors led by professor Buffant, garishly attired in a fluorescent green smock accompanied by a buffant hairdo. To have these three teach Bio 103 would be your worst nightmare. After the intro to the book, the professors don Blues Brothersque glasses and launch into the "Ameoba Blues" which combines cerebral lyrics with a 50's doo-wop sound.

In the first chapter of the book, the whole company is introduced with every amoeba drawn out of life: Grizzabelly the Glamour Cell, Buddy from the Bronx, Cambridge

Ivy, Jamaican Cell, Cell from Faraway and Herbert the Nerdy Cell. All are perfectly played to their stereotypes. They go into "Amoeba on Parade", a number with everything you could think of out of a Broadway musical including an interesting amoeba kickline.

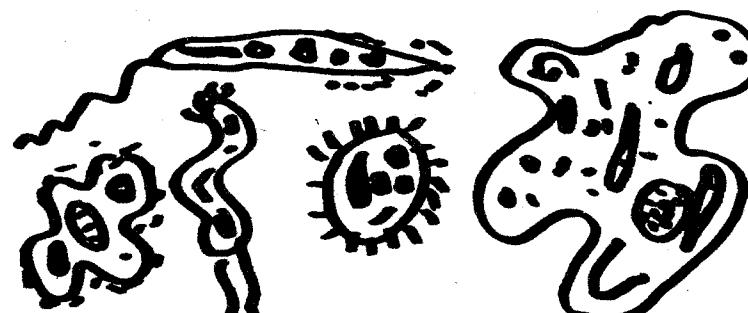
number. Chapter five is Anatomy with "Plasm is my Life" being the number. The song is performed by Bambi O'Brien and the Plasmaniahs whose lead singer is played by Lauren Kurtzke, who has sung for several Long Island rock bands. Imagine the Bangles gone new wave and you've got the Plas-

Glamour Cell sneaks into the parameciums disguised as one of hem and has microscopic sex with a paramecium making the snobby paramecium feel like a fool. This leads us to chapter eight and reproduction. It starts off with the Dr. Ruth of amoebas and "Asexually Speaking." Then the female amoebas begin "The Asexual Vamp", with the chapter ending with "Memoirs" a take off of *Cats* and "Memories."

Chapter nine deals with the fact that amoebas are immortal and are in reality, beyond us mere mortals. Chapter ten, the conclusion, has the whole company back on stage to perform "The Amoeba Jive", a well performed song and dance number. A reprise of "Amoebas on Parade" ends the show and allows the audience to start recovering from all the laughter.

*Amoebas on Parade* spoofs several Broadway productions, particularly *Cats*, which is mentioned in the show. Imagine *Cats* with green and pink added to the show along with some humor and you have *Amoebas* and at a much less cost. Another show parodied is *Evita* with the chanting of "amoeba, amoeba". *Amoebas on Parade* is

*Continued on page 11*



The following chapters of the book cover various aspects of an amoeba's life. History and Habitat, Behavior, and Protozoan Cousins are covered. In Cousins, a view of hydra, particularly Heidi the Hydra is looked at. The androgynous, risqué cell is charmed by buddy from the Bronx in an intriguing

maniacs.

Chapter six covers cyst formation and is followed by a chapter which delves into the question "Paramecium: Friend or Foe?" If you thought the costuming so far has been interesting, wait until you've seen the snobs of the microscopic world. Grizzabelly the

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