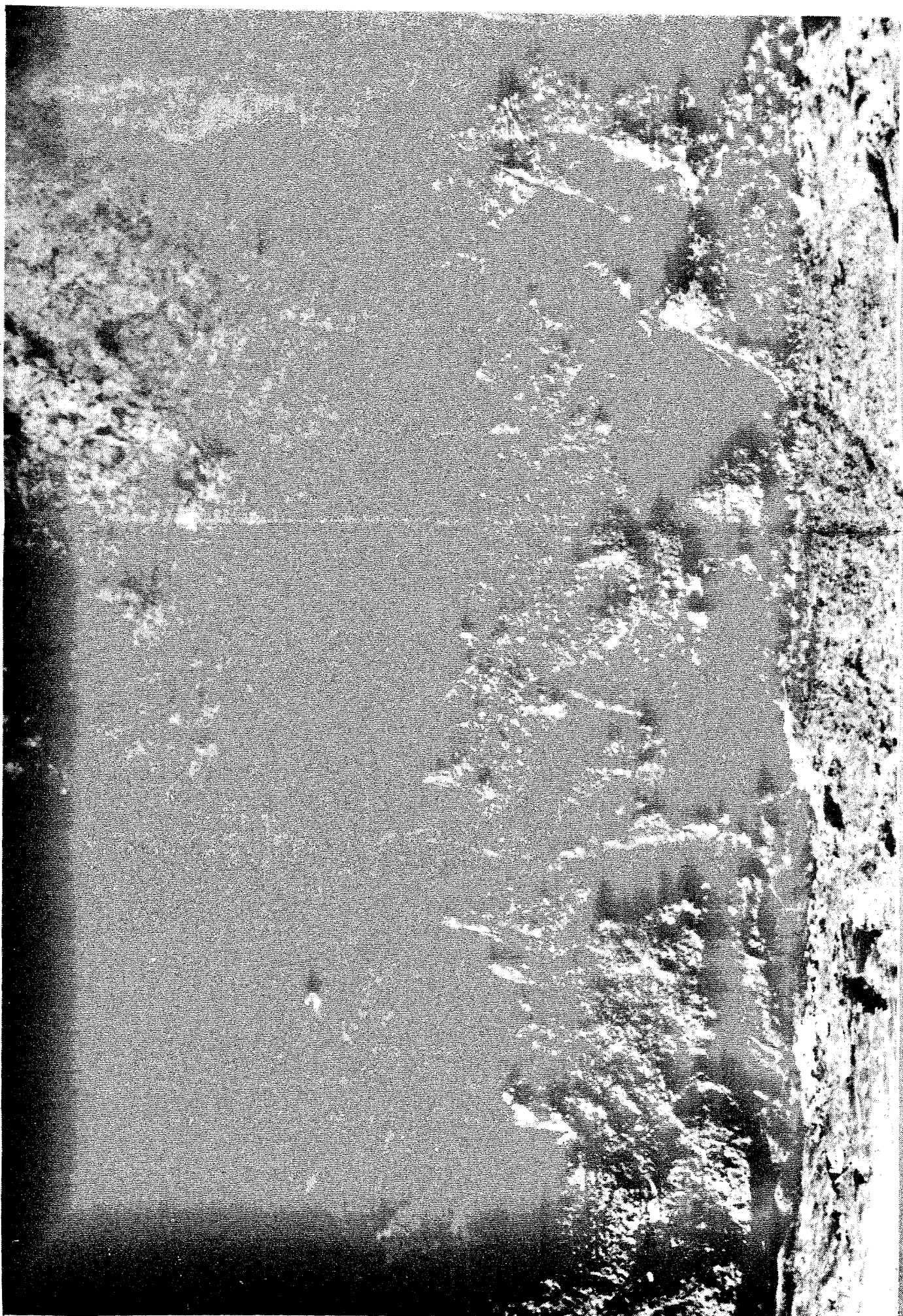


*The
Stony
Brook*

PRESS

Vol. 7 No.7 ● University Community's Feature Paper ● Feb. 13, 1986

Battery acid
gotta go
with the flow
no show
no flack
on track
potato sack
telephone book
Bishop
rook
paperback
dont stall
pool hall
onion skin
dead kin
bury the goods
in the woods
Chicago
straight to jail
last feast
man-beast
fast talk
bored walk
tomato juice
free base
air space
dont sin
cant win
back beat
crows feat
bottled beer
Nashville
in the attic
no static
cigars and gin
Cadillac fin
stand clear
Shakespeare
cant hear
no fear



The Undergraduate

Don't follow leaders when power is the opiate of the masses, since then leaders either become tyrants for their own causes or politicians lost in their own inexperience and unsure of which act to follow. Democracy never insures majority rule, as proved through Ferdinand Marcos' games with the Phillipine system, or with myriad other travesties of justice even within the American Judicial system. The specter of Democracy on any scale, even over something as trivial as our own student government, allows leaders to lose touch with the majority either through apathy or stupidity and little becomes accomplished for the power base.

Stony Brook's Student Government, Polity has as its premiere entertainment organization with the largest chunk of its budget the Student Activities Board, S.A.B. put together one of their worst semesters in the history of the organization last Fall, with five

fairly forgetful concerts, and one offensive as well as forgetful speaker John Valby.

This semester, with a major portion of S.A.B.'s budget spent on a poor three months, and with a new Concerts chairperson, S.A.B. thundered in the new year with Phantom, Rocker and Slick. Of the 3200 tickets bought by the S.A.B. leadership, 262 were sold, 75 to Stony Brook students. Of all those sold off-campus, almost \$1500 was spent on radio spots on WBWB and WRCN. After such a blatant flop, one foreseen by many even within Polity itself, we question whom the leadership is serving.

While apathy is many a student leader's claim to a crown of thorns, for a leadership with such resources as Polity its no solid shield. What was done last semester by Polity in, say Programming? What of this semester, with a two month old 21 year drinking age, where is the alternative programming to replace the

lost building parties and beer blasts? What of the protection of student rights via action or rallies, something other than printing "Save the Whitman Pub" T-shirts and collecting a book co-op?

While it might be unfair to launch a vendetta against current leadership, since previous leaderships were not all too active, more things were being done for the students at large unlike today where Polity can't buy beer, and the only band S.A.B. is even rumored to have booked to play Stony Brook is Mike and the Mechanics, another big name guaranteed money-maker.

While Stony Brook's undergraduate "democracy" may be somewhat contrived, those students yearly donate \$100 a person, altogether over 1.2 million dollars to a leadership which does not answer to its people but plays the games of young politicians in search of we know not what. Watch those parking meters.

Cover Photo by
Haluk Soykan

Art

The spectacular explosion of the spacecraft Challenger earlier this week represented in and of itself something intrinsically aesthetic, and as pleasing as any pure form found within nature.

Could morbid curiosity lead us to question what is beauty, or do our social norms and rules of behavior prevent the actual spectacle from leaving the realm of "...a tragedy for our nation." What was the emotional response to the explosion, barring any thought of "consequences" or the "reality" of the situation, on a purely visual level? As an explosion it was quite spectacular, and any photograph or painting of it can represent a work of art.

The form created by the explosion having been purely natural and not being planned warrants perception as a purely aesthetic form. Such being the case it can be likened to a work of art, although it comes to us pure from the empirical world.

The explosion as an experience either live, on

television, or scattered throughout newspapers throughout the world, elicited positive emotional feelings from most viewers prior to learning what had otherwise occurred and in that pure form of smoke and light even unknowing friends and relatives of those killed viewing the liftoff live applauded, oohed and aahed. The natural social response to learning of the consequences of that particular event is a complete emotional turnaround, cheers of joy into cheers of sorrow, where those at deaths door have died.

While many people do seem to have an affinity for exciting their senses with the spectacular or dangerous, when such is carried to its possible final outcome, that is death or tragedy, it quickly becomes vulgar or morbid in a social context. Any explosion, from the smallest firecracker to a nuclear explosion such as that occurring in experiments or over Hiroshima, contains an essential form which can evoke aesthetic pleasure apart from all else.

The Stony Brook Press

Executive Editor Ron Ostertag
Managing Editor Paul Condzal
Photo Editor Scott Richter
Assistant Photo Editor Albert Fraser
Business Manager Frances Westbrook
Office Manager Egan Gerrity
Production Manager Anthony Tesoriero
Editor Emeritus Joseph Caponi

News and Feature: Sara Clemens, Neal Drobenare, Andy Koff, Julie Lieberman, Sandy Nista, Mark Powers

Arts: Michael Barrett, Ed Bridges, John Madonnina, Paul Yeats

Photo: Mike Ciunga, Mike Shavel, John Tymczyszyn

Graphics: Enoch Chan, Stephen Coyne, JoAnn Gredell, Elizabeth Hampton, Jeffery Knapp, Charles Lane, W. Sale, Sidney, Skippy

The Stony Brook Press is published most every Thursday during the academic year and summer session by The Stony Brook Press, Inc., a student run and student funded not-for-profit corporation. Advertising policy does not necessarily reflect editorial policy.

Staff meetings are held weekly in the Press offices on Monday nights at 8:00.

The opinions expressed in letters and viewpoints do not necessarily reflect those of our staff.

Phone: 246-6832

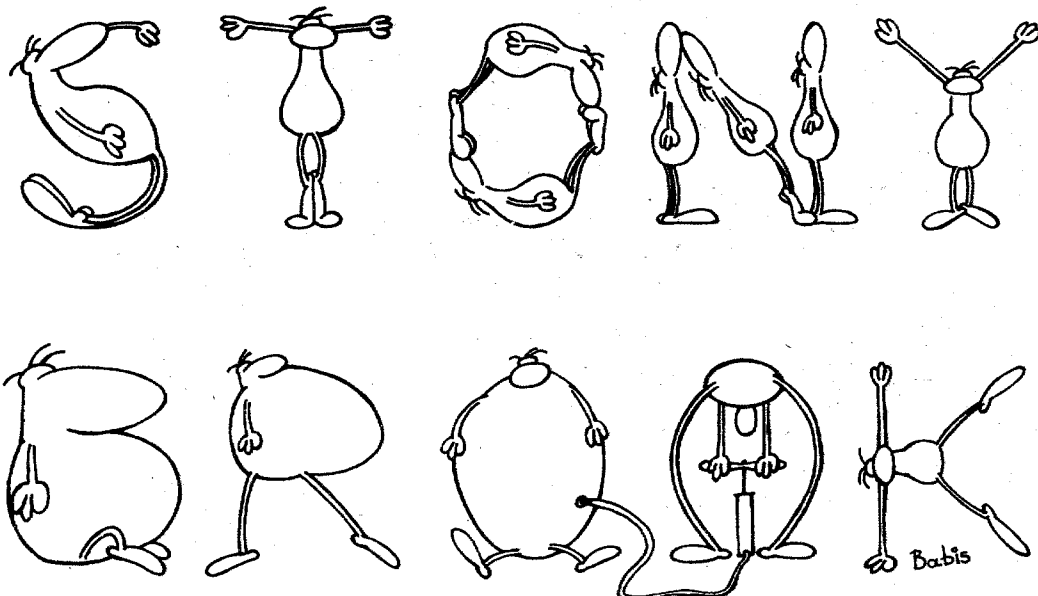
Office:

Suite 020 Old Biology (Central Hall)

S.U.N.Y. at Stony Brook

Stony Brook, New York 11794-2790

*The Press
publishes
Letters and
Viewpoints*



Find Myself A City

Andrew Young At Fine Arts

By Joe Caponi

Over the last 25 years, Andrew Young has been one of the most influential figures on the American scene. Beginning in the Civil Rights movement and becoming one of its major leader's, Young became a congressman and then a controversial U.N. delegate during the Carter Administration. He is now the mayor of the city of Atlanta, where he has been instrumental in the city's revitalization through encouraging civic, business, and community cooperation and racial harmony. Young spoke at the Fine Arts Center Main Stage Monday Night on the subject "The Future of the American City."

"Overwhelmingly optimistic" was the way Young described his feelings toward the future of cities. In cities "people come together and have an amazing effect on one another... they're better able to deal with challenges, and they thrive, not just survive."

Using examples such as Rome, which Young said was "still thriving after 3,000 years, even though it was probably bankrupt for 2,000 or so of them," and cities with massive problems of war and oppression such as Beirut and Soweto, he explained the vitality of cities, saying "people are still working, they're still trying to become more educated, they're still going to their churches."

Turning to the specifics of Atlanta's success, Young attributed much of it to a conscious decision on the part of Atlanta's business leaders 25 years ago to prevent

and the black community leaders of the city. They worked to solve civic problems before they became crises. "That was the forum that worked out the integration plan for our schools," Young said, and they made the politicians go along with them. The Forum also works to create thousands of summer jobs within private industry.

Young spent the bulk of his talk on three problems and Atlanta's response to them: school integration, affirmative action in government, and low and middle-income housing.

On school integration, Young argued that Atlanta has been less than totally successful. Whites and many upper-class blacks have left the public school system. The public schools are still thriving, though, and improving according to Young. "We realized that it was important to integrate the administrations of public schools before we integrated the students. So now, everywhere there is a white principal we have a black assistant principal. And everywhere there is a black principal, there is a white assistant principal. We don't have any all-white or all-black schools."

Young supports affirmative action as the means to achieve a "political sharing of power...if you don't have government that reflects the makeup of your people, it is de facto unrepresentative of those people... what we have in America is a democracy, not a meritocracy, and you can not govern without the consent of the governed."

The Atlanta police department is integrated along the same lines as the school



As an example, Young described the efforts of a woman deputy police chief, who moved to stop the verbal harassment women walking in Atlanta's downtown that were subject to construction workers and unemployed men. Over a three day period, plainclothes police women made 200 arrests, and broke the bulk of the problem almost immediately.

Atlanta's newest problem, according to Young is the same as has already hurt older cities such as New York, London, Paris and Rome: the reclaiming of the central city by wealthy people ("yuppie heavens"), pushing out poor and middle class people and leaving them unable to afford housing. Currently, a group of bankers is preparing a report for Young on suggestions for creating more low and moderate income housing. It's appropriate that bankers do this, according to Young, because the greatest obstacle to construction is not the cost of buildings, but overly high

interest rates.

In response to questions from the audience, Young condemned the Reagan budget cuts to cities, but said that they had anticipated the cuts in Atlanta, and are working to generate more wealth on their own.

In addition, he described much of the problems of New York City as arising from the gap that exists there between the governed and their leaders. "Most of the problems of New York City are problems of a lack of majority rule."

Concluding, Young reiterated his optimism in the future of cities. "Cities are still the basic generators of wealth in the world, and people will still go to cities to create, and to struggle against their environments and adversity in order to solve problems," and he said that, ultimately, "to believe in cities is to believe in yourself."

Young spoke as part of the University Distinguished Lecture Series.

"If you don't have a government that reflects the make-up of your people, it is de-facto unrepresentative of those people..."

racial turmoil from shattering the city. "Atlanta had the capacity to destroy itself," but the city Chamber of Commerce, along with the city's churches and colleges, began the "A City Too Busy to Hate" program.

As part of that program, the Atlanta Action Forum was begun in 1960, consisting of monthly meetings between the Chief officers of Atlanta's largest corporations

system, he explained, and Young described the praise he received for appointing a white man Chief of Police several years ago. Young's goal has been "to create a partnership between the police and the community," rather than the antagonistic relationship that often exists, and the way to do that is to have a police force that reflects the communities they protect.

The U.S. and South Africa

By Angela Tormin

A two day teach in on apartheid will begin today in the library and Fine Arts Center at Stony Brook University, in order to "heighten attention to Apartheid in South Africa" according to Chairman of the Planning Committee and Dean of Humanities and Fine Arts, Dr. Don Idhe.

The Apartheid Teach In Planning Committee, comprised of mainly Stony Brook Faculty feel that this subject is of such importance "that it deserves more than the usual one evening symposium." "Because apartheid has international moral and political impact," this disregarding of human rights should be of concern to all and basically understood.

The essential hope of the apartheid teach in committee is that "more people become aware of the fundamental problems and conflicts in South Africa." The scheduled films and speakers include:

Friday Feb 14:

10:00am Javits Room

● Film: "The Island" award winning film on political imprisonment, followed by a discussion and talk by the producer, David Goldberg, "The Force of Language and the Language of Force."

12:00 noon, Javits Room

● Panel: "South Africa Close Up"

Prof. Ernest Dube, SUNY at Stony Brook

Prof. Don Idhe, SUNY at Stony Brook

Prof. Neil Tennant, Australian National University

Sponsored by: National Association of Black Workers, Stony Brook Chapter

4:30 Javits Room

● Video film: "South Africa Belongs to Us." followed by a discussion on "Women in South Africa"

5:30 Panelists:

Noma Ziva, African National Congress

Sonia Metzger, Women for Racial and Economic Equality

8:00 Main Stage Fine Arts Center

Main Public Event: Panel, "America's Relations with South Africa: What should they be?"

Panelists:

The Honorable John Conyers, Congressman

Ms. Gaye McDougall, Director of the Southern African Project of the Lawyer's Committee for Civil Rights under Law

Mr. Neo Mnumzana, Chief Representative of the Observer of the African National Congress to the United Nations

Mr. Daniel W. Purnell, International Council for Equality of Opportunity Principles

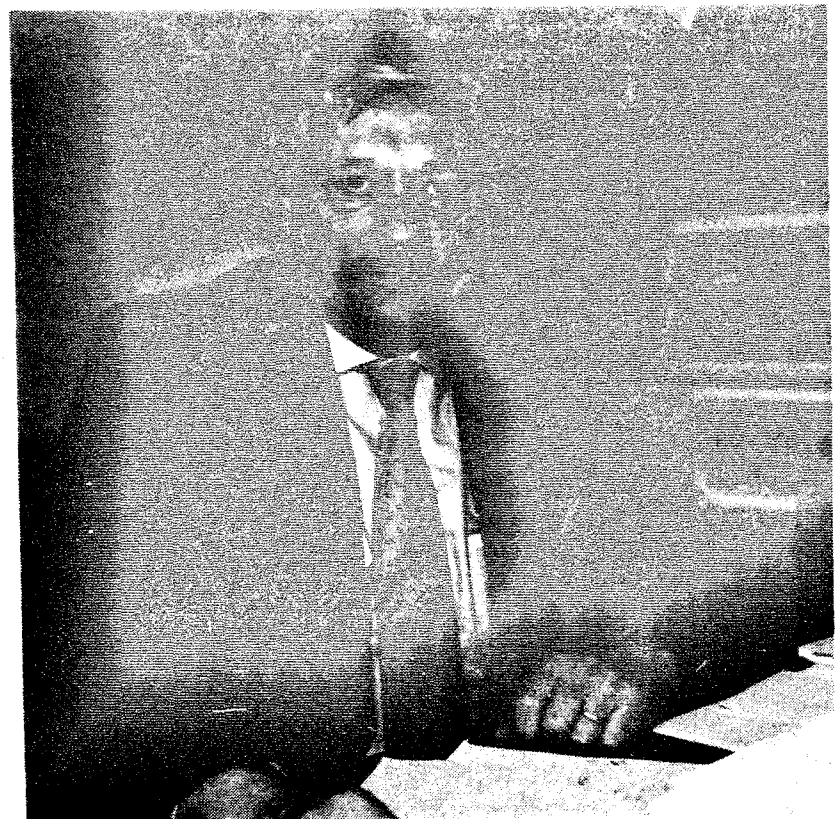


Photo by Scott Richter

COCA
Presents

E.T.

— In
Lect Hall 100

7:00
9:30
12:00

50¢
w/id

Don't Be Left Out in the Cold
— Buy Tickets in Advance

7:00
9:00

**Friday 14 and
Saturday 15**

\$1
wo/id

Tuesday Flix
Presents

**Black
Orpheus**

On
Tuesday Feb. 18
Union Aud

Peer to Peer

Training Program
will begin:

Monday Feb. 17

at 6:30pm

IN

**Social and Behavioral
Sciences**

Room N106

Be Prompt!!

Join
the one
and ONLY
Football
Tournament
Where You Can
WIN BUCKS
For Info call Howie or
Eric 6-3674

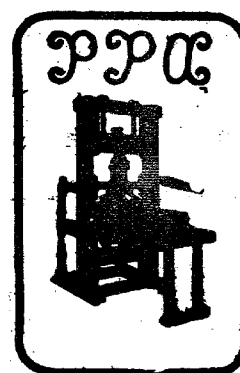
Is
Your Team
Tuff ?
Then Put Your Money
Where Your Mouth
Is!!

POLITY PRINTING ASSOCIATION

Union room 002 / 246-4022

a service available especially for students

STATIONERY
INVITATIONS
RESUMES
NOTICES
FLYERS
POSTERS
FORMS
TICKETS
BROCHURES
JOURNALS



LOW PRICES
FAST SERVICE
FLEXIBLE HOURS

Residents' Rights

The Resident College Program

By Neal Drobenare

In 1962 when the fledgling State University College of Long Island moved from Oyster Bay to its new campus at Stony Brook, it had only four academic buildings and one dorm building that was later to be divided into O'Neill and Irving Colleges. Called "G-Dorm", it originally housed 540 students. It was a squat structure built in the neo-colonial style that was to typify every building to be built before 1967.

The lives of the students that inhabited G-Dorm's halls were far more restricted than those of its present residents. Unlike G and H quads today which are co-educational by floor, G-Dorm was divided into a male wing (present day Irving College) and a female wing (O'Neill College). Then, as now, student life was governed by the Student Conduct Code, which in the early sixties mandated lights out at 11 pm and required females to keep their doors open if they had male company.

Supervision of these and a myriad of other rules were in the hands of university hired "Dorm Mothers". These "Dorm Mothers" could key into rooms then just as the RHD today, though they were more likely to be letting the FSA linen service in rather than an insect exterminator. At this time the Faculty Student Association provided a mandatory linen service for which all students were billed. Dorm Mothers had the right to enter a student's room as RHDs do today because the "housing agreement" that students sign doesn't constitute a lease, and hence the University can legally deny students any rights which they normally would be entitled to as tenants.

By the late sixties, Stony Brook University had become a hot bed of student radicalism. A constant source of problems for then University President John Toll, student unrest interfered with his plans for national recognition for the university and its acceptance by the local community. When a professor and extremely conservative gentleman suggested to John Toll that Stony Brook have a program similar to Harvard's resident houses, wherein senior faculty members resided in the dorms to calm the students, the president jumped on the idea. Besides, what better way to make Stony Brook a "community of scholars", as he had promised in his inaugural speech in April 1966.

The initial plan to gain greater control over residents was to place senior faculty members in each dormitory building for at least twenty hours a week, along with a program coordinator who would facilitate social and other dorm functions while the faculty member would bring academics into the buildings. The idea became the Resident College Program pilot project which started in the later half of the 1966-1967 academic year. Dr. Bently Glass, Academic Vice-President, headed the program which operated out of the recently opened H quadrangle (a group of approximately four buildings). The following year it was fully recognized, funded, and expanded into the rest of the buildings on campus.

The RCP was composed of faculty, staff, and students. Originally, the faculty involved created a Council of Masters that set policy for the RCP. These policies were implemented by the director of the RCP, Larry De Boer. On paper the job for the Masters was to "blend the academic and social activities in the dormitories." Helping the Faculty Masters to bring academics to the dorms were their associates who were faculty members who devoted a limited amount of time to the dorm instead of the larger commitment of the Master. Part-time program coordinators assisted the Masters in initiating programs and facilitating the organization of activities. Within some colleges were additional residential counselors who assisted distressed students. The RA's of the Dorm Mother days still existed, but their role as assistant disciplinarians changed essentially into that of student hall leader as defined by the students in the building.

To encourage participation in the Resident College Program, faculty members involved received a 20% increase in salary or a reduction in the number of courses that they had to teach during the year. The primary incentive though was the recognition by their faculty peers and departments. In such a young institute as Stony Brook where resources were scarce, any additional demand on departments of faculty resources for the RCP was immediately resented, which changed the nature of the program. Where originally senior faculty members were going into the dorms to calm them, soon only junior faculty members who were nearly as radical as the students themselves went into the colleges. These young assistant professors such as Norman Goodman, Theodore Goldfarb and Ashly Schiff joined with the students in creating a community that brought academics into the home and self government into the colleges.

An early innovation of these young Faculty Masters was the creation of college legislatures. These bodies were totally independent of any forces except the students that elected them. The Faculty Masters and the program coordinators became the advisors to these groups which took the lead in initiating nearly all college activities, while also allocating the money which the state gave them to cover its needs, including staff salaries.

Three years after its inception the Council of Masters chairpersonship changed from Norm Goodman to Theodore Goldfarb and the directorship was changed to Dr. Richard Solo. Solo was later to give up his position in 1971 to Dr. Alan Entine when Dr. Sid Gerber replaced Bentley Glass as Academic Vice-President.

Because of the self-governing aspects of the RCP, the program was not popular among the more traditional campus administrators. Even though Toll "bragged" about "his" innovative program when he visited other colleges, in the 1971-1972 fiscal year the RCP budget was terminated and the program was subjected to radical changes. With a reduced budget much of the program had to be eliminated



including the payment of faculty college masters. Norm Goodman, former chairman of the Council said the move to dissolve the Council of Masters, "was a political move...we were trying to force the administrators hand in the matter and (make them) give us back our budget...looking back, the move was a mistake."

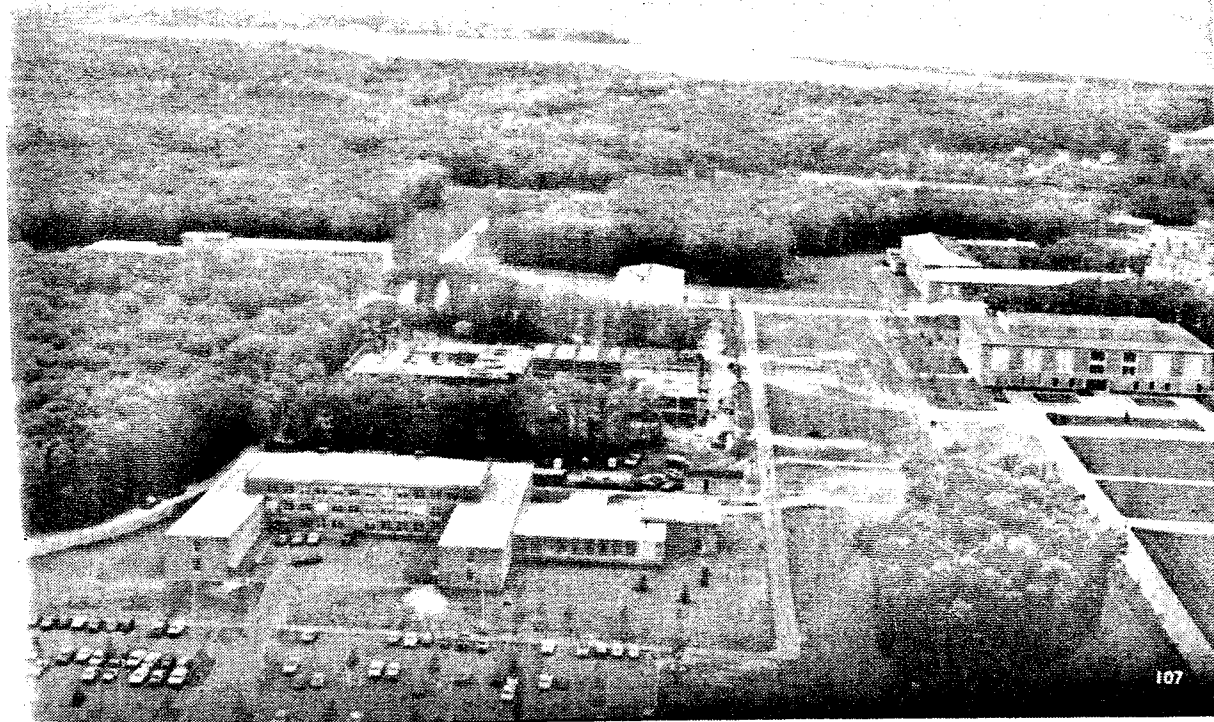
After the Council ended its existence, the responsibility for supervising the program was shifted from the academic Vice-President to the Vice-President for Student Affairs. Robert Chason, acting Vice-President, ran the program for two years with the assistance of his aide Donald Bybee. When Elizabeth Wadsworth became the Vice-President for Student Affairs in 1974, Bybee was removed and the RCP was put under the control of the Office of Housing which, for all practical purposes, ended the program.

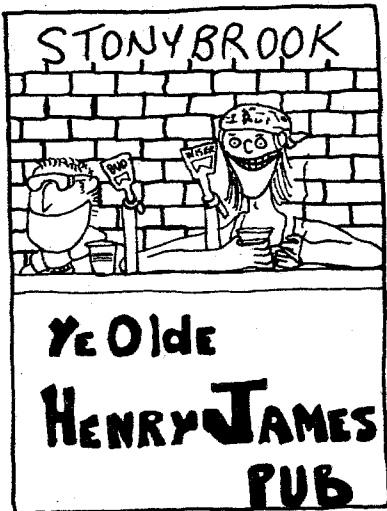
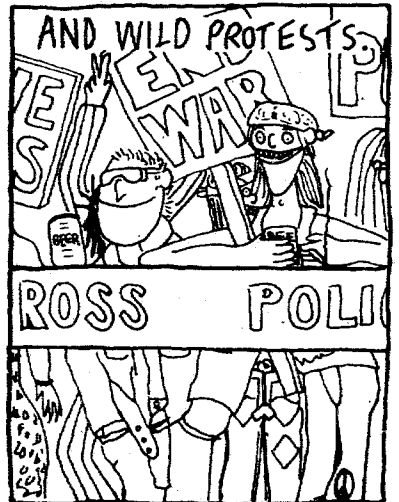
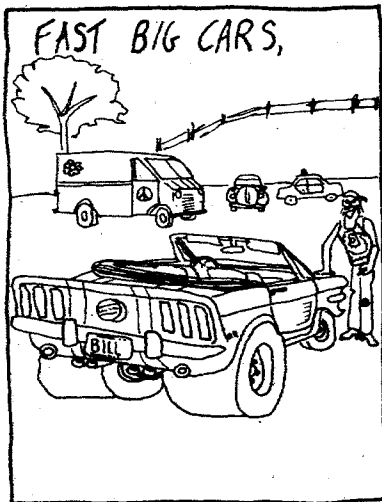
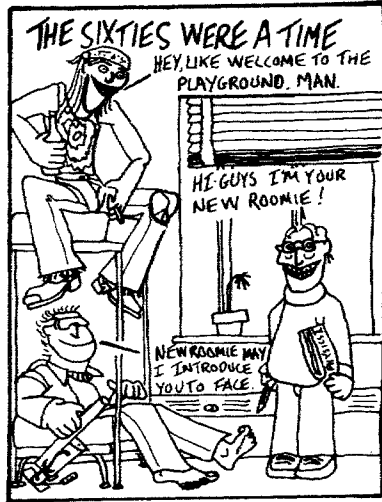
That the RCP was run by mostly progressive junior faculty they pulled out remaining support for the program by alienating the senior and more conservative faculty members. Though they did not uphold the program, the faculty is not directly responsible for its demise, that responsibility falls to President Toll and the rest of the campus administrators. As ex-Polity President Gerry Manginelli (1975-1977) said "He (Toll) was the perfect enemy. President Toll was a man you loved to hate." Toll was a particularly autocratic leader. Perhaps more importantly, it was a bureaucracy that ran the university and by definition a bureaucracy is a rigid hierarchal structure for exerting authority and control. The RCP did not neatly fit into that centralized power framework. The colleges did more or less what they wanted to and many times that meant opposing the administration. The colleges were politically active and opposed issues the administration favored.

The RCP was a slap in the face to both the University's power structure and the conservative attitudes of the people who ran it. Perhaps the worst thing about the RCP was that it worked. The students and the faculty involved were forming tight bonds that were becoming stronger and more dangerous to administrative domination.

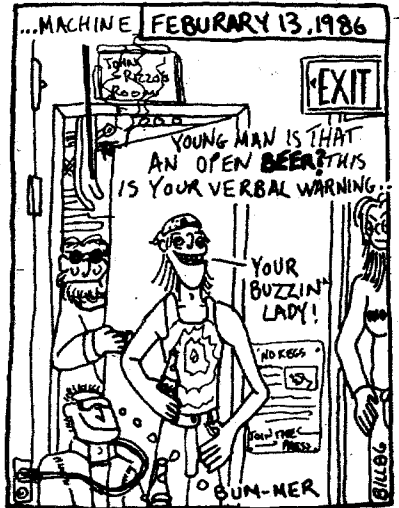
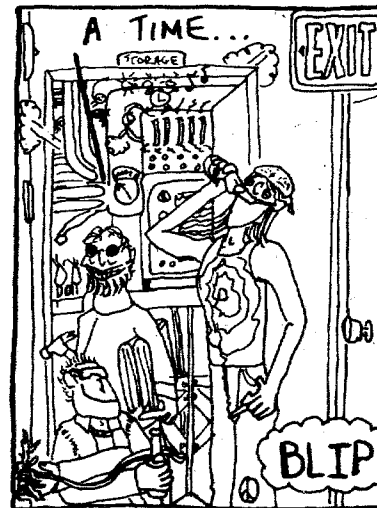
Next Week: Part II
The College Legislatures and Today's
Residence Halls

February 13, 1986 page 5





MYRON AZOY WAS A STUDENT AT STONY BROOK IN 1971. MYRON MAJORED IN PHILOSOPHY PHYSICS AND CHEMISTRY. HE HAD LITTLE TIME FOR SOCIAL ACTIVITIES, AND HE BECAME LESS ATTUNED TO THE TIMES. UNFORTUNATELY, HE WAS A BIT MORE SUSCEPTIBLE TO A NOT SO INNOCENT, BUT HIGHLY POTENT DOSING. NEEDLESS TO SAY, MYRON GOT SOME STRANGE THOUGHTS!



Deficit Reduction

USSA On the Federal Budget

Why the investment in future generations of students is not a priority of the current federal administration is currently the major concern of the United States Student Association (USSA). Under the rhetoric of "balancing the budget", the fiscal year 1987 budget calls for a massive defense increase of 8.2% after inflation while proposing to cut the overall education budget by 21%. The total FY 1986 appropriation for education — funding for elementary, secondary, and postsecondary education is \$18.4 billion. This level is less than 2% of the overall federal budget of \$994 billion proposed for FY 1987 and falls \$5 billion below the level needed to maintain 1980 level of services for education programs.

Secretary of Education, William Bennett asserts that the effect of these proposals will be "minimal" since "only 7% of the funding for education is federal funds." That 7% has been the Federal government's contribution towards a commitment to help ensure access, equity, opportunity, and hope to millions of students — both elementary, secondary, and postsecondary — during the past twenty years. The Higher Education Act of 1965 is currently being reauthorized in Congress. This budget jeopardizes the goal of maintaining access to a postsecondary education at a time when the need for education is increasing.

The current deficit is not a result of increased education funding during the past five years, yet student aid is disproportionately hit by both Gramm Rudman Hollings (GRH) proposed cuts and the President's proposed budget. Approximately 20% of the entire budget is on the chopping block under GRH with almost all of education vulnerable to the cuts. Proposed cuts for postsecondary education are nearly \$3 billion which is 33% of the current budget. This massive cut is a result of potential FY 1986 GRH sequesters on March 1, proposed cuts, shortfalls, new eligibility criteria, and the total restructuring of current student aid programs.

These are proposals to Congress, yet their future depends on the response from current and future students urging *rejection* of these massive cuts and *support* for federal funding for education as a high priority.

Gramm — Rudman — Hollings Sequester Ruled Unconstitutional:

On February 7th, the Federal panel considering the case of whether GRH is constitutional ordered, "that the automatic deficit reduction process established by GRH, under which the President is required to issue a sequestration order implementing the budget reduction specifications of a report prepared by the Comptroller General, be, and hereby is declared *unconstitutional* on the ground that it vests executive power in the Comptroller General, an officer removable by Congress."

The February 1 GRH sequester order for implementation on March 1 was also ruled unconstitutional yet **it will go into effect** pending action of the Supreme Court. The Supreme Court is not expected to rule on the case until Summer. This decision affecting the sequester order does **NOT** mean that the deficit targets will be ignored by Congress!!

Proposed Cuts for Academic Year 1986-1987 (FY 1986):

Education funding, with the exception of Guaranteed Student Loans, is forward funded, which means that changes in one fiscal year normally fund the next academic year. This is supposed to minimize confusion on campus and provide adequate time to plan for major shifts in student aid programs. This year the sequester orders and the rescission proposals threaten the timing and receipt of student aid on campus for this fall.

The March 1, GRH sequester will cut higher education programs by \$244 million this year, with additional cuts resulting from the Department of Education's decision not to request additional funds to meet a shortfall and maintain the Pell Grant program at the FY 1986 appropriated level. A 10% cut in Pell Funds — \$369 million — will trigger "linear reduction". This process reduces awards resulting in over 290,000 students, those with the smallest Pell grants, to be dropped from the program. An additional 500,000 students with family incomes between \$12,000 and \$20,000 would receive reduced awards.

The \$244 million in Gramm-Rudman-Hollings cuts for FY 1986 include a 4.3% cut in all student aid programs with the exception of GSL which is cut by \$34.1 million. This smaller percentage is the result of a GRH Conference amendment limiting the effect of the sequester order to an increase in the student origination fee of 1/2 of one percent, and a reduction in the special allowance to lenders. These cuts are in addition to no inflation increases in the FY

1986 appropriation, despite having been budgeted for inflation increases in the first Concurrent Budget Resolution!!

Rescissions requested by the Administration could cause 1,186,000 students to be dropped from eligibility from the whole range of student aid programs. They include:

- Cutting Supplemental Educational Opportunity Grants (SEOG)
- Cutting College Work Study
- Cutting TRIO, Upward Bound, Talent Search, Educational Opportunity Centers, and Educational Opportunity Centers
- Elimination of State Student Incentive Grant (SSIG)
- Elimination of new funds for the National Direct Student Loans (NDSL)
- Elimination of all Graduate Fellowship Programs
- Elimination of Women's Educational Equity Act (WEEA)

These rescissions would cut funds out of already approved funding levels for FY 1986 and must be approved by Congress within 45 days to become a law. The Administration's budget request is assuming that all of the proposed rescissions are *approved* when calculating their budget projections.

Guaranteed Student Loans

The FY 1987 budget proposals for GSL directly threaten the ability of nearly 4 million students to afford to borrow a GSL while also putting into question whether banks will continue to participate in the program. The key parts of the GSL program — the in-school-interest subsidy, the interest rate, and the special allowance to the lender are all threatened under this proposal.

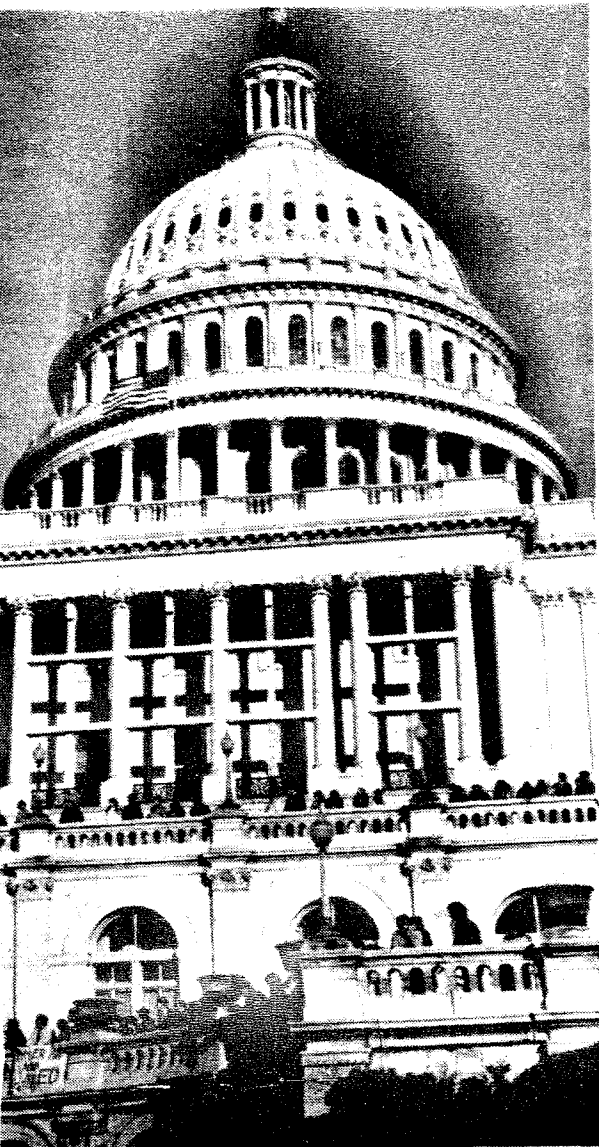
The entire GSL proposal is shift of the federal deficit to an already excessive student deficit. The alternative for many students if this budget is approved is a decision to forego a postsecondary education since no other funds for financing an education will be available.

Independent Student Definition:

The budget proposes an independent student definition that assumes everyone under age 23 is dependent unless an orphan or ward of the court. In addition, all of the current criteria for determining whether one is dependent or independent (not on parent's tax return, not living at home for more than six weeks, not receiving more than \$600 in assistance will be considered for two years prior to applying for student aid regardless of age. These changes if approved by Congress would go into effect immediately with no consideration of the status of students during past years.

An \$800 amount minimum of student self help would be required prior to receiving any student grant aid. Grants would be limited to 60% of costs of education minus the expected family contribution (EFC). The EFC would be subtracted from one's eligibility instead of being in addition to the grant aid. Furthermore, the EFC will be increased since the Adjusted Gross Income will be taxed at a much higher rate. This has the result of artificially decreasing the demand for the program when in fact an individual student or family may not have the funds available.

The President's budget is now under consideration by Congress. They must meet strict timetables to pass budget and appropriation's bills under GRH. The deadline for the First Concurrent Budget Resolution is March 25. It is up to the Budget and Appropriation's Committee's to deliberate,



compromise, and come up with an alternative budget plan with an \$144 billion deficit figure by October 15 to avert the FY 1987 sequestering across the board. It is estimated that an FY 1987 sequester would cut federal aid programs by 25% with the exception of Guaranteed Student Loans (GSL) whose cuts are minimized by a GRH Conference Amendment.

It is up to students to let their representatives know that this budget is **totally unacceptable**. Our futures are being mortgaged under the banner of "deficit reduction".

The United States Student Association is sponsoring a conference in Washington D.C. from March 14 — 17, with workshops preparing students for a Lobby Day to "Put the Green Back in the Education Budget." For more information contact Polity or this paper.

SASU's ANNUAL LEGISLATIVE CONFERENCE



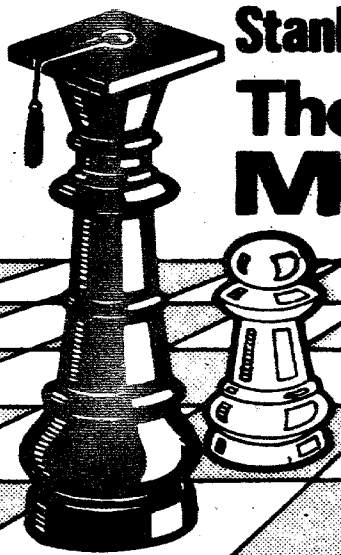
Make YOUR Opinion Count

- ★ Meet with your legislative leaders
- ★ Learn valuable lobbying skills
- ★ Join students from across the state
- ★ Have a Great weekend at

February 28 — March 3, 1986

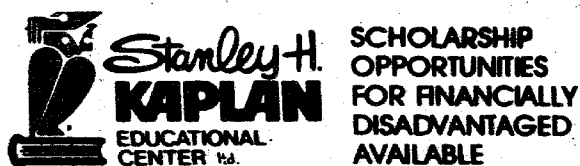
Empire State Plaza ☆ Albany, New York

For more information call Gerry at 6-3673



Stanley H. Kaplan
The Smart
MOVE!

PREPARATION FOR:
APRIL
LSAT
on the
STONY BROOK CAMPUS



AT LAST...CLASSES AND TAPES ON CAMPUS

MSB-1 THURSDAY
EVENINGS

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7	SESSION 8
THUR.* 2/27 5:00PM	THUR. 3/6 6:00PM	THUR. 3/13 6:00PM	THUR. 3/20 6:00PM	THUR. 4/3 6:00PM	THUR. 4/10 6:00PM	SAT.* 4/12 10:00AM	THUR. 4/17 6:00PM

*Session 1 only begins at 5:00 PM to assure ample time for registration.

**WE RESERVE THE RIGHT TO CANCEL ANY
CLASS IF THERE IS NOT SUFFICIENT ENROLLMENT.**

**NOT AN OFFICIAL
UNIVERSITY ORGANIZATION**

For Further Information,
Call: Huntington- 421-2690
Roosevelt Field- 248-1134

Buy Your Yearbook
TODAY

Order Before
February 28, 1986
Price: \$30.00
Come down to our
office Room 026
in the basement of
Central Hall
or call 246-8347
DONT FORGET!

so·ber (sō'bēr), adj.

Characterized by self-control or sanity;
reasonable; rational.

SOBER IS SMART. Now is the time
to start thinking about drinking in a
whole new light. Drinking doesn't make
you cool. It's not a guarantee of success.
It's not even a prerequisite to having fun.
The fact is booze doesn't really get you
anywhere. Think about it.

SOBER IS SMART

A public service message from the New York State Division of
Alcoholism and Alcohol Abuse and your campus newspaper.

Cogent Struggle

The Red Balloon Collective

by Mitchel Cohen
of the Red Balloon Collective

Ten years ago this semester I began teaching Red Balloon's "Marxism for Beginners" class. This February the class will graduate its 100th certified activist proficient in seeing their own lives, and the world in new ways and hopefully acting to change it.

I remember the very first attempt to introduce Marxist activism at Stony Brook, initiated by Ilze and myself, because of all the excitement happening around us. This provided the context as well as the reason for us to share with people in some organized format what Marxism was all about, as interpreted through our New Left eyes.

The previous semester Red Balloon organized a statewide campaign against the budget cuts, which were causing students severe financial hardships. Schools closed down important services and, programs such as daycare for children were forced to compete with health clinics for the crumbs that fell from the banker's tables. Week after week Red Balloon circulated in-depth exposes of the banks' roles in putting the squeeze on the rest of us. We learned, the State Dormitory Authority wherefore our tuition dollars went to pay off the perpetual interest on bonds used to build G & H quads, and to construction companies that refused to hire black people. Long after the original amount borrowed was all paid off our money, which could have been used for student services, continued to be dumped into the black hole of never-ending interest payments fattening up the Rockefeller boys even further, it also provided "necessary" jobs for slick state bureaucrats whose sole task involved overseeing debt payments, while making sure that the debt continued to grow. Their own jobs depended on it!

As early as 1971 Red Balloon had begun raising the demand: "Cancel all debts to the banks!" It was becoming apparent to us, 19-23 year olds, that capitalism was entering a new and different phase in its development. "Fictitious value", money "made" through interest on loans without representing the actual value of what was being produced, had begun to dominate the growing world-system of capitalism. This eventually forced some pretty major changes in commonly held notions about how capitalism works, even among the Left. But at that time, no one -- except for one group that was becoming increasingly fascist (the U.S. Labor Party, under the tutelage of Lyndon LaRouche) -- especially in the left, paid much attention to the growing debt to the banks.

Except folks in Red Balloon. Although we were barely -- not even barely! -- conversant in Marxism political-economy at that time (let alone with the recent and very intriguing work of Anwar Shaik, Immanuel Wallerstein, and Robert Fitch), the general trend towards the emergence of "debtor" nations was becoming very clear to us, especially when New York City (a "debtor") could not afford to pay back its \$2.6 billion in annual interest payments in 1975, even though its original principal had been paid by then three times over. (This same scenario was to be replayed in Poland four and a half years later. Poland owed \$22 billion to western banks, the equivalent of its entire gross national product for a year. Instead of defaulting, which some people in the recently-established Solidarnosc favored, basically telling the banks to go to hell, who should move in to guarantee the loans and force re-adjustment and repayment (at the expense of the Polish worker) but the Soviet Union, the best friend that Chase Manhattan and CitiCorp ever had! That, by the way, is at least one half of its reasons for suppressing Solidarnosc.)

By 1975 Red Balloon was saying: "Hold it!" Take the money earmarked for the banks, declare a debt moratorium or cancellation, and use those billions for things that people need: 1) Meaningful jobs at union wages building inexpensive housing; 2) Free universal education; 3) Free mass-transit; 4) Development of alternative energy sources; 5) Expanded and improved health care; 6) Production of healthy foods, and aid to the small and medium farmers. While the Old Left still saw its role as influencing State policy (which invariably led it into the electoral arena), Red Balloon helped organize and joined in actions to put these demands directly into practice. We believed that only through people acting directly, for themselves -- and not through intermediaries, such as government or corporations -- could we begin developing the kind of "liberated zones", or communities of permanent resistance and sustenance, that we needed.

Actually, this was more a difference between a New Left approach -- which always based itself on direct action -- and that of the stultified, abysmal Old Left parties, which gave communism a bad name (the Communist Party USA, Socialist Workers Party, etc.). What Red Balloon added, in addition to a certain amount of zaniness, was the demand

concerning how to pay for all of this: cancel all debts, and take it from the banks.

For us it was more than a demand in words. Indeed, we believed it to be the responsibility of all progressive people, of striking workers (especially public employees), to say where the money was to come from to pay for their latest wage increase, the new day care center, etc.).

In 1970 and 1971 at Stony Brook, the Womyn's Center, radical faculty members, workers, students, Red Balloon members, and other leftist groups banded together and staged action after action to force the University to pay for the new parent/worker-run Benedict daycare center, that we all were creating together. The University refused to even give space for it; it had to be battled out, taken. Ultimately, everything worth having has to be fought for and seized, for that which is given (in the heat of pressure or in the times of plenty) is later taken back, even turned into its

**"...the stultified, abysmal old Left parties,
which gave communism a bad name..."**

opposite and used against those who struggled for it. (Witness the way public education, which was once the province of only the rich and won at the expense of thousands of workers' lives, later became used as one of the main brainwashing features of capitalism, getting people used to sitting behind bolted desks in regimented rows for six hours a day for at least 12 years of our lives, learning to obey authority regardless of how ridiculous, breaking the spirit in people to mold them into compliant subjects fit for their later roles as word-process operators, parents, factory workers, waitresses, bank tellers, priests, and low-level corporate executives, the yuppies' wet dream!) We organized elderly people in New York City into the "Senior Citizens Organizing Committee", which won rent freezes; we organized the NYC unemployed league; we helped organize squatters to take over abandoned buildings; we organized food drives for farmworkers who couldn't afford to buy back the very food that they were picking and process-

ing! We helped occupy nuclear power plants to prevent them from being completed. Action after action, designed to teach people -- including ourselves! -- to seize what is rightfully theirs, and not to fall into the political game, begging the politicians with hat in hand for what you need when their whole basis for being where they are is to keep as much in the hands of the giant banks and corporations as the people will let them get away with. Teaching people they don't have to take that shit, that together we can create what we need and fight back.

By 1980 Red Balloon members had become so strongly convinced that anyone demanding more money for anything, especially if it was to come from the public till (the taxes of working people), must also fight around the demand of where the money should come from to pay for -- the banks! -- that we took part in the strike of NYC transit workers with leaflets entitled: "So, you think socialism is bullshit, huh?" These leaflets specifically stated that the transit workers must break with their own trade union hack leadership, in demanding no fare increase for riders (who are usually other workers too). Instead, to win public support, they must step beyond the very narrow (and solely 20th century American) bounds of trade unionism, as their bureaucrats define it, and force their unions to make a political and class fight out of it by posing "who's to pay for it, workers or banks?" Anything less than that, historic period, should not necessarily be seen as progressive, but simply the power-plays of the more powerful of the white-male-dominated organized mafia-ridden unions whose benefits would be a burden to everyone else, especially those who were not well-organized, white, male, or corrupt.

This was an incredible break with what we normally think of as "progressive"! You can probably see how that seemingly tiny fine-point discussed at the beginning of this article about the "new phase in capitalism's development" instigated very major re-orientations, and out-and-out reversals of "what-we-should-do" that had been taken as givens for progressive people in previous periods. In failing to recognize the new period we were entering, most left-wing groups ceased being so, even though they still went by radical-sounding names. (Some of the best discussion of all this as it applies to workers on the job within trade unions has been done by the mid-west group STO (Sojourner Truth Organization), in a book entitled: "Organizing Notes", available at Stony Brook from Red Balloon).

Stray of the Week

drunk (drunk), adj.

Characterized by no self control or sanity;
unreasonable; irrational.

DRUNK IS SMART. Now is the time to think about drinking in a whole new light. Drinking makes you cool. It's a guarantee of success. It's a prerequisite to having fun. The fact is booze really gets you everywhere. Drink about it.

DRUNK IS SMART

A public service message from the Stony Brook Press
Division of Alcoholism and Alcohol Research.

TOXO

JOE'S

Valentines Day

Party

Tickets \$3

SAB
Activities
Presents

In
the
Union
Ball Room

Friday
February 14, 1986
10:30 pm

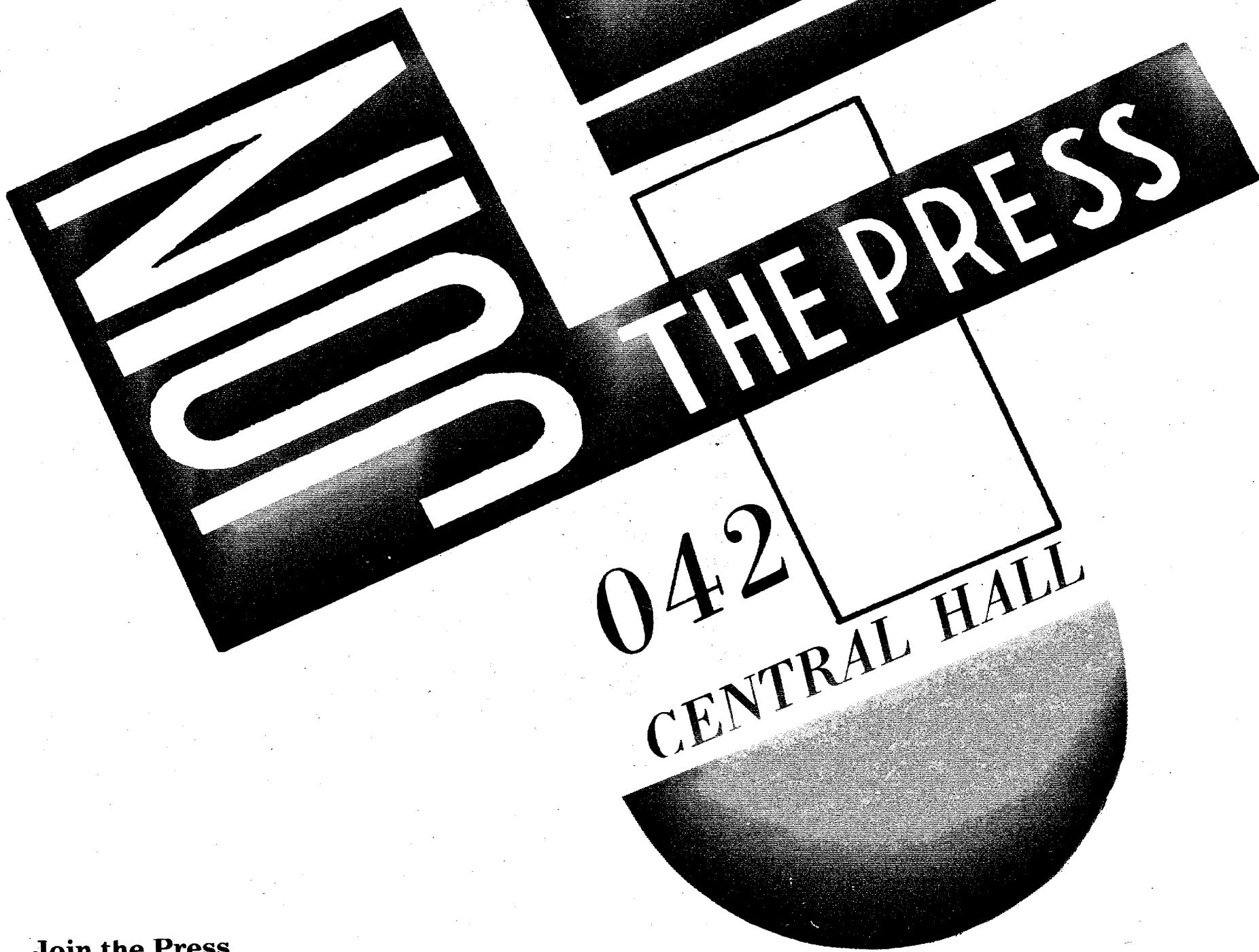
GB
+ MB

JC
+ JG

JK
+ FW

Guy
GL + RM

THIS MONDAY AT 8PM



Join the Press
Drink mass quantites of beer and coffee
And find out about side-way holes

Pretty Persuasion

By Colorado Slim

They'll say that the posters and pictures of Tom Selleck and Robert Redford are harmless diversions in the Student Accounts Office that serve to liven up the place and provide a smile for the weary worker. They'll also say I'm over sensitive and shouldn't be concerned with their office and its respective decorations. They'll bring up the point that Student Accounts does a swell job making sure this university maintains its financial balance and shouldn't be trifled with simply because they hang large and explicit posters of male celebrities on their walls. After all, it is their office and they should be entitled to do with it what they like. However, the issue isn't that simple and presents numerous considerations regarding sex exploitation, reverse discrimination, administrative taste and judgement.

But under no circumstances can huge smiling photos of such an outwardly sexual nature be harmless. Large close-ups of unblemished holiness with twinkling eyes wreaking rampant desire, they might not cause one to faint, rape or murder — their harm is physically less severe though just as subliminally damaging. In fact, the offense transcends mere sexuality and lands feet first in the metaphysical mud. The effects are initially unnoticeable, but soon the photo, in all its raging glory, begins to softly massage the brain. The perfect face creates a new reality. It overpowers the viewer into unconscious perception and action. At the same time the viewer knows it's a photo of a make-believe idol, something unreal and untouchable, but still with all the characteristics of the real, magnified beyond proportion but still keenly grasping reality. In turn, the viewer's perspective is split irreconcilably in two — a huge make-believe sexual object that contains nothing remotely tangible except its tremendously magnified human, real characteristics. A freakish combination of the real and unreal.

The posters' placement in the Student Accounts Office, directly over the service counter, about twenty feet behind it, assures unavoidable visual contact. The viewer, essentially students, after being bombarded with these various and sundry images is left in a numbed haze; unable to adequately deal with their own administrative chores (after waiting on line the posters' work their subliminal magic), the students are also rendered helpless in relations with fellow students.



"Nothing Remotely Tangible"

Their very communicative skills are destroyed because the differences between real and unreal, poster and person, man and meat, have been obliterated. No longer are there distinctive lines separating the realms — they've been melted into one leaving only an obscured, barely decipherable picture of what is.

Now the effects of these posters on the students is only part of the picture. They are in contact with them for a relatively brief amount of time, the posters' offensive characteristics and pretty persuasion wear off in a few hours. But what about the workers in the office? After days, weeks and years of subjection to this Hollywood perversion, can the Student Accounts employees really operate at the peak of their intellectual qualities, what effects do these posters have on the workers? Perhaps misdirected bills, general foul-ups and lack of compassion in dealing with other individuals are valid answers.

And what if the office were predominately filled with men who hung large colorful posters and photos of attractive women, like Debra Harry, openly and without qualms? To say the least, the ramifications following this act would be devastating. The operative word is **controversy**. Protests, sit-ins, media coverage and the National Guard would converge upon campus in pursuit of justice. Could it be acceptable for a state university to allow such blatant sexism?! I mean, by virtue of the fact that it is a state university, funded by the state, indeed, an agency of the state in business to educate, shouldn't the certain guidelines which apply to other state agencies be recognized here? Of course.

The workers who hung posters of attractive women would need to be reprimanded. But, reverse discrimination sees hanging pictures of men as absolutely fine and dandy. However, as untainted glance at the issue declares that any kind of display, posters and photos of men or women, in the view of the ones currently on parade, is inappropriate and degrading.

Through allowing this to continue, the University is in effect, patronizing the marketing of human flesh for probate consumption, while grossly abusing student sensibilities. The public nature of the posters' display only compounds these facts.

If pictures of this type are wanted in the work place they should be kept in more private places, say on the inside of a locker, and not on the center wall. Perhaps instead a few paintings, copies of finer pieces, green plants, and nice curtains, I reckon, would be more acceptable.

Free Creativity

By Ed Bridges

The center of campus cultural activity before the Fine Arts Center was a quaint cabaret in the quad office building of Stage XII. Known as the Fanny Brice Theatre, it was the place where students and faculty would go to see the latest campus theatre production, hear a concert, or attend that week's COCA presentation, enjoying the intimacy that its small setting had to offer. As the university community expanded, however, the Fine Arts Center eventually became the cultural center of the campus (not to mention Long Island), and the Fanny Brice Theatre slowly faded into obscurity, leaving as its legacy the painted doors nested in a corner below the Stage XII cafeteria. Along with the expansion of the campus' Fine Arts Center came the inevitable loss of intimacy that one would surely miss in performance events, something that Fanny Brice had once possessed in her magic, but, her intimacy was unfortunately turned into a practical storage space.

But, like an actor who performs menial tasks waiting to be discovered, Fanny Brice worked as a warehouse until discovered last summer by Peter Rajkowski, a student of theatre here at Stony Brook. Last August Mr. Rajkowski began thinking of trying to harken the Fanny Brice theatre back to its original fame. He began by establishing it as a Polity Club. Peter was elected as Company Director, Robert Antis as Assistant Director, Delores Ford as House Manager, Alex Harrison as Publicity Director, and Daniel

Updike as Technical Director (Robert Antis is currently acting Budget Director as well). With this core of six and about six co-working members, they managed to get their first show out last October. Patterned after **The Tonight Show**, it was set up as a talk show and included professors who talked about their work. The show turned out to be a popular success, filling up all available seats in the theatre.

With this success behind them, they set out to raise money for their Spring of 1986 season last November. By going to the GSO, RHA, the Office of Student Affairs, PSC, etc. they managed to obtain enough money to go ahead with much needed renovations to the theatre, all of which were done by company members themselves over intercession. The theatre department donated equipment including a stage that only required minor repairs and the Educational Communications Center donated six television monitors. The space is managed by Residence Life, who basically make sure that they are not breaking any building codes in their presentations but do not hamper their creativity in any way.

Moving forward into the spring, they have set up a schedule that includes such diverse activities as Aerobics, an Art exhibit, rock concerts, a student written murder mystery, and movies with discussion sessions following (see the accompanying schedule).

This student run production company offers well-rounded experience for anyone interested in learning the workings of the theatre at all levels. The company is Stony

Brook's only independent student theatre and strives for an atmosphere of professionalism while at the same time providing and encouraging an open forum (and market) for student creativity. Although most of the events are free, some shows have a very reasonable ticket price (\$1 — \$2).

The company is searching for interested people who are thoroughly encouraged to join them in their weekly meetings on Wednesdays at 9:00pm in the Fanny Brice Theatre in the Stage XII cafeteria. For further information call 246-8688.

February

- Aerobics: M.W.F. 8:00am — 9:00am. Start your day right with lively music and exercise. (Throughout Spring Semester)
- T.A.S.T.E.: Wed. Feb. 19; Sun. Feb. 23. 4:00pm — 7:00pm. A tasteful student art exhibition that will satisfy your senses.
- Celebration of Diversity: Th. Feb. 20. 8:00pm. Film and discussion. Featured **A Soldier's Story**.

March

- * **The Mess**: Sat. March 1. 9:30pm. Rock n Roll invades The Fannie Brice Theatre as **The Mess** and a warm-up act heat the stage for a show you'll never forget.
- * **The Real Inspector Hound**: Wed. March 12 — Sat. March 15. 8:00pm. Tom Stoppard's roaring murder mystery offers an evening of comedy that will knock you out of your seat.
- * **The R.A. Fox Gospel Ensemble**: Wed. March 19. Perfs. at 2:00pm and 5:00pm.

From Hampton, Virginia. A powerful musical message is brought to Fannie Brice.

April

- Celebration of Diversity: Th. Apr. 3. 8:00pm. Film and discussion. Featured: **Turning Point**.
- * **Shake Your Fannies Down to the Ground**: Th. Apr. 10. 10:00pm. Dance, Dance, Dance. Contests. Prizes. D.J. Refreshments. Join your friends and shake em!
- Celebration of Diversity: Th. Apr. 17. 8:00pm. Film and discussion. Featured: **Coming Home**.

May

- **Film Festival and Coffee House**: Sun. May 11 — Th. May 15. 8:00pm. **Escape Final's Week madness for coffee and confectionaries while enjoying great film classics at The Fannie Brice Theatre. Ten blockbuster films are featured... So give yourself a break!**

!!!! **Fannie Brice Productions' General Meetings**: Wednesdays, 9:00pm at the Fannie Brice Theatre. Be a part of Stony Brook University's only independent student theatre.

The Fannie Brice Theatre is located in the Stage XII Quad

*TICKETS

Tickets for all paid events are available at the Union Box Office. All paid events (*) are either \$1 or \$2 per ticket. **BUY IN ADVANCE and SAVE!**