

News and Views

Graduate Student Journal

Published by the Graduate Student Organization at Stony Brook

Spring Issue

Stony Brook Students Fight For The Right of Access!

At the end of February, Stony Brook graduate and undergraduate students traveled to Albany to join with thousands of other SUNY students to attend the Student Association of the State University of New York's (SASU) 1997 Legislative conference and Student Lobby Day. The goal of this year's conference was to fight for ACCESS, the theme of which surfaces at a time that is particularly critical in the battle for the future of education in this country. Attacks on higher education are now occurring at both the state and federal levels: New York State's attack on higher education has been cited by many as being one of the most vicious ever waged by a state on its public institutions. These attacks, when added to the Federal cuts proposed by President Clinton, a President who capitalized on his successful reelection off of his pro-student rhetoric, and whose wife most recently spoke of the importance of higher education at this very campus last year, are making it harder for students to acquire the skills and knowledge they need for success in the outside world.

Faced with this Pataki-Clinton double-headed education destroying beast, students have taken the initiative to fight back. SASU leads this initiative on the state-wide level. In 1970, SASU was formed when "student leaders from several SUNY campuses came together to demand a student voice in decisions which affected us all in a statewide university system. Tuition rates, financial aid funding and many other policy decisions, which couldn't be adequately addressed by individual campus student governments, were being made without adequate student input." SASU is run and is financed by students, and is completely autonomous from SUNY Central. It works to represent student needs through its publications, research, lobbying, grassroots organizing, workshops and conferences.

This year's conference included clinics on how to lobby the Legislature successfully; caucus meetings for students traditionally discriminated against in the university system; and other workshops that dealt with various issues of great concern to SUNY students. One of these workshops, Graduate Student Issues, was led by Stony
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Stony Brook Second in The Nation

A new book by Hugh Graham and Nancy Diamond called The Rise of American Research Universities: Elites and Challengers in the Postwar Era ranks SUNY Stony Brook second in the nation - tied with UC Santa Barbara - of Research 1 Public Universities. Also ranking among the top 32 Research 1 Public Universities are SUNY-Albany at 17 and SUNY-Buffalo at 29. I recently spoke with Dean Lawrence Martin about this book and the significance it holds for Stony Brook. The following is synopsis of what he told me.

A lot of people have talking about this book for the last couple of years, because it's been in the works for some time. Hugh Graham, the senior author of the book, had consulted a number of colleagues concerning his analysis. So there was the sense that something important was about to come out. And in many ways the book is aimed to be the successor to the study done by the Carnegie Foundation called Teaching, published by Earnest Boyer a number of years ago, which produced what was called the Carnegie Classification of American Universities. In this, Earnie Boyer classified universities as Research I Research II, Doctoral I Doctoral II, etc., based on the amount of Phds awarded and amount of funding produced and various measures like that.

What Hugh Graham and Nancy Diamond argue is that the Research I classification by Carnegie has become too broad and that, in the 1994 edition, there were 88 universities classified as Research I. Graham and Diamond propose a four tier classification of universities. That is Research 1, 2, 3 and 4 and they use arabic numerals to distinguish them from the Carnegie classification. In the Graham-Diamond scheme there are only 55 research 1 universities as compared to 88 and Stony Brook is of course one of those. But some other big schools, particularly big New York schools are not. New York University and Syracuse University are research 2 universities in their classification. So it's substantially different.

The most recent comprehensive ranking for research universities is Research Doctoral Programs in the United States, published by the National research Council in 1995, and that is a comprehensive
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Number Two In Nation Continued

USSA's Fight to Unleash Access!

Included among those present at this year's SASU conference were officials from the United States Student Association (USSA). Founded in 1947, USSA is the oldest and largest student organization in the country. One of their greatest concerns is making sure that student voices are heard in Washington, and they continually lobby for reforms which are in the best interest of students throughout the United States. Right now, Congress is looking at many of the federal programs which are used to help students in an effort to decide which of these programs can be done away with. USSA is pushing to not only keep these programs intact, but to expand upon them if at all possible.

The four main areas that USSA is currently working on are:

- 1) Altering the imbalance between grants and loans,
- 2) Improving availability of financial aid information and delivery of student aid,
- 3) Recruitment and retention of low-income and disadvantaged students, and
- 4) Student's rights.

In 1975-76, 80% of student aid from the national level was in the form of grants, and 20% was in the form of student loans. Currently, the exact reversal is true. At present, Pell Grants are not considered to be an entitlement; if they were, then Congress would be unable to cut them in order to balance the budget. Under Clinton's proposed budget plan is the elimination of the State Student Incentive Grant. This grant gives money to students which must be matched by the state they are studying in: in New York, this program is known as TAP. If this program is cut, there are no guarantees that the states will continue to keep up their half of the support. At present, this type of state matched support is the only grant available to graduate students. USSA would like to see more support of graduate students on the national level in the form of new grants.

Another insure concerning USSA is Federal Work Study. This program has, over the years, become distorted from what it was originally intended to do. The program was meant to be given to students for doing work that somehow related to the discipline that they were studying for. Currently, it is being used to employ students, in food service, housekeeping, and other minimum wage paying jobs that are not related to their fields of study. This money should ideally be spent to support
Continued on Page 6 under USSA

assessment of every doctoral program in the country, discipline by discipline. And the rankings in there are based on reputation. The way the data was collected was to send about 9000 faculty members around the country lists of fifty departments with the names of all of the faculty there and they were asked to score them on a five point scale with five being the best. On the basis of that, Stony Brook had nine of its programs considered in the top quartile nationally. There were 31 schools in that study with programs in the top quartile. On the basis of the data from that study, Stony Brook is equal 32nd in the nation.

The problem with that is that there is a lot of inertia in reputation. Stony Brook only awarded its first Phd in 1966. We've only been a research university for 30 years. Most of the other public research universities have been around a good deal longer. When you're building a reputation the inertia works against you. It's hard to be one of the established elite institutions when you're a relatively new kid on the block.

So one of the concerns people have about all of these, like "US News and World Report" and even the "National Research Council" Study is that they're reputational and not based on objective measures of quality. Graham and Diamond did something quite different and looked at objective measures of the quality of the faculty. And they did this by looking at numbers of research publications and number of research dollars, but realized larger universities produce more publications and money. So they then scaled the publications per capita of faculty and dollars per capita of faculty. They then argued that, that is really just a quantity measure; more is good. On one level more is good, but it's not always the case according to the nature of the discipline.

Their conclusion was that the best assessment of research universities you could produce was to look at the number of publications in the leading journals of every discipline. There is an appendix in back of the book that lists the leading journals they used in each discipline. What they've done is to limit the number of journals they've looked at and then they looked at all of the publications for a period of time, from 1980-1990. They looked at the number of publication by faculty in each of these top journals.

They counted publications in those journals and relate that to the number of faculty in the university. They then ranked universities on the basis of publications in the top journals in science and social science and on the basis of awards to people in the humanities and arts. Basically journal publications are a small scale activity in the arts and humanities, so they looked at prestigious national and international prizes. On that basis they rank public universities. Research 1 universities in their definition are ranked by combining top science, social science and arts and humanities.

It's a really good ranking based on objective criteria. One of their arguments is that the objective criteria indicate where reputations will be in the future because if you are producing important scholarship in the top journals then your reputation is going to rise. Frankly there are a couple of surprises there. Stony Brook and Santa Barbara being in equal second ahead of long rated first rank schools like UCLA; Wisconsin, Madison; Michigan and Illinois, Urbana is going to surprise some people and I think that it's really just a question of the fact that the reputation of Stony Brook lags behind recent productivity measures. One of the things that really impressed me about this is that the rest of the list looks just fine. All of the top schools are in the top twenty.

When you look at the private schools by the same criteria, there are no shocks there. That the method clearly produces a sensible ranking for the private universities gives further weight to its relevance ranking public universities. I think that's one of the things that's really impressive. One of the things most striking to me when I looked at the data from the National Research Council Study, of the 31 schools ahead of us only 12 are public and 19 are private. So, in other words, of the top 30 universities in the country, only 38% are private and 62% are public. So the top of American higher education is dominated by public universities. That's a radical shift from 20-30 years ago. It's not generally recognized. The privates dominate the top 10%, but the top 20-30 % are dominated by the public. So it really is the rise of public universities in American higher education.

In this Graham-Diamond study, they also talk about rising research universities in the public sector and they rank those on the basis on how quickly they're rising. They rank UC Santa Barbara as the fastest growing and SUNY Stony Brook as the second fastest rising public school. Albany's ranked at number 11 and Buffalo 20 out of a total of 21 classified as rising public schools.

Whether it's a matter of time until we equal or overtake Berkeley, a lot of that's in the hands of the state legislators. I went to Albany last week to talk to politicians about how fragile Stony Brook is and one of the points that I stressed is that if you look at the universities that are in the top group in the nation most of those have been up and running for a hundred years. And it took them that long to get that good. Stony Brook became that good in only thirty years and the old established universities have established themselves because they've reached equilibrium. You can't just pull away funding for five years and then put it back and expect it to rebuild itself. We've grown so quickly to such a high point that anything that's done to disrupt that is really quite dangerous. I don't think there's another school, except maybe UC Irvine and San Diego that've grown as quickly as we have and to a level as high a quality as we have and I think that those schools are particularly vulnerable if you are to change their funding.

One of the things that's interesting too about the Graham-Diamond study, which isn't in the book, is that it's possible to combine some of the information about public and private universities, and if you do that, Stony Brook does extraordinarily well. In New York State, according to the data in this book, only Columbia ranks ahead of Stony Brook. So Stony Brook is not only far and away the best SUNY school but it's ranked higher than Cornell or NYU, schools that have traditionally dominated the education scene in New York State. To be ranked among the top five public research universities in the country and the best outside of California is just an extraordinary achievement.

I think that everyone wants to continue to go forward.

I asked Dean Martin as to whether he thought the publication of this book would give Stony Brook more leverage in gaining back state funding. He expressed his hope that it would and explained that in the past the state government has had a tendency to give money to embarrassingly weak programs rather than to embarrassingly good programs and that hopefully now the state would see what a good thing they have in SUNY Stony Brook and not let us go without support.

Among a point of interest to graduate students that Dean Martin passed on to me is that the Provost is creating 20 new TA and GA positions for the coming year as well as expanding the Graduate Council Fellowships to 15, rather than the usual seven or eight. These are five year fellowships given to incoming graduate students. This comes as good news in light of Graham and Diamond's book in that a large amount of research done here at the University is carried out by graduate students and we need therefore to maintain and increase support for graduate students in every discipline.

There had been talk before about cutting certain programs at Stony Brook, but it must be remarked that Stony Brook had by far the highest ratings out of every SUNY University Center in each of the three categories of Graham-Diamond's study. SUNY has had major cutbacks at the state level for the past two years. For many programs at Stony Brook, these cutbacks may not have been as critical to the departments if those departments were of the nature that they are able to bring in outside research money, but not all programs are of that nature and state budget cuts do hurt all programs in some way.

S. Budzynski

SASU Continued

Brook GSO President Hasan Imam. At the end of the conference, a march and demonstration in protest of Pataki's proposed budget took place at the state capitol building.

The conference centered on four aspects of Pataki's budget (the following is taken from a SASU conference pamphlet):

* **\$400 Tuition Increase-** another tuition increase will force many students out of college and will prevent many other from entering. As a result of Pataki's last tuition hike, over 18,000 students were forced out of SUNY because they couldn't afford tuition.

* **\$180 Million cut to SUNY-** Yet another cut to the SUNY budget will lead to larger class sizes, departmental cutbacks, and faculty layoffs. How much will a SUNY diploma be worth if the quality of our education is continuously undermined?

* **\$175 Million Cut and Drastic Changes to TAP-** The state's largest financial aid program will be cut to pieces. The governor wants to **eliminate Graduate TAP**; decouple TAP from tuition (so that if tuition goes up, the TAP award doesn't); offset or take away half of the amount of federal Pell grants from TAP awards (even though Pell grants are for non-tuition costs); double the current minimum earned credit requirement (which will hurt part-time students); increase and expand the "Uppercut" award reduction, starting sophomore year; remove over 10,00 middle class students from eligibility by changing the income formula; and eliminate the income offset for families with more than one dependent in college.

* **Welfare Reform that doesn't allow college credits and work study hours to fulfill the new work requirement-** Students receiving welfare will be forced out of school to fulfill work requirements to receive their benefits, amounting to a wage of less than \$2 an hour. This cuts off access to higher education, the best long-term route out of poverty, for those who need it most.

Guest speakers at the conference included H. Carl McCall, State Comptroller; Colia Clark, Chairwoman of Campus Action; Assemblyman Edward C. Sullivan, Chairperson of the Committee on Higher Education; and a surprise visit and speech by Arthur Eve, Deputy Speaker. In his speech, McCall stressed that "Students make the difference." He cited the 60's Civil Rights Movements and Vietnam protests, and how students involved in each often risked their lives for what they believed in. During a meeting he once had with Nelson Mandela, he asked the South African President "what made the difference [in his battle to end apartheid]?" and Mandela answered, "The students did." Students in South Africa boycotted school for an entire year in protest of the apartheid, and were instrumental in bringing about change in their government.

McCall went on to say that "Education is not just an expenditure. Education is an investment!" He explained that for every dollar invested in higher education, there was a four-fold return by means of the student returning money back into the state. He further remarked that the seven new trustees to the SUNY Board all share Pataki's ideology and do not believe in SUNY. He contrasted this with Governor Nelson Rockefeller's original goal in founding SUNY: "...to insure to every young man and woman who desire an education that they should not be denied it."

Arthur Eve, Deputy Speaker, stated his speech by commenting that McCall had once been the recipient of welfare, and how ironic it was that he now signed every check issued by the State of New York, and that he himself had once been homeless: two lives changed for the better by their SUNY educations. Eve brought up the fact that the amount of money spent on the prison system in New York equals the cost of both the SUNY and CUNY systems combined, and that the governor wants to spend more money on prisons and less on SUNY and CUNY. He described the prison system as "the new welfare program," later remarking, "the child you neglect today may blow your brains out tomorrow." He reminded the audience that the one institution of higher learning whose graduates have the most representatives in Fortune 500 companies is CUNY.

Assemblyman Sullivan said during his speeches that Pataki does not want students to have a higher education. It was mentioned that unemployment was good for Wall Street (stockbrokers often see a reduction of employees in a company as an indication that it is reducing its excess and is becoming more efficient. This tends to send the company's stock prices soaring, earning revenue for everyone involved). Colia Clark remarked as well that with more prisons and less education, the economy would have a new source of exploitable labor, referring to the trend of putting prisoners to work on manufacturing.

During the lobby clinic, USSA President Kazim Ali went over the six big lies given by politicians to students and the actual truth behind them.

#1) There's no money left. There is enough money for higher education if the tax cuts are not followed through with. Two years ago, Pataki promised to finish through with the tax cuts that Cuomo had started and add on with his own. Cuomo had decided not to follow through with the implementation with his tax cut plan because he realized that there were no programs that could be cut without causing serious damage. There is also a \$2 billion surplus in the state budget which has been put into a slush fund; this money will probably be given out strategically as Pataki comes up for reelection. In addition to his plan to allocate more funds to the prisons, Pataki wants to spend \$2.1 billion to rework the Long Island Railroad so that it can travel to another section of Manhattan, and spend another billion dollars on building a new tunnel.

Prior to 1986, both SUNY and CUNY were free of costs. Private institutions, who saw the creation of state universities as a threat, fought against their establishment until the state had agreed to pay them for each student graduated from a SUNY institution. This payment plan is still continued today! Cornell University has, in the past, received more State aid than the University of Albany. This absurd waste of funds would be better spent for improving conditions within the SUNY system.

#2) It's not your right. Regardless of whether or not it is your right, tuition has tripled and students continue to struggle to pay their tuition. Many of the politicians who now want to cut access to the SUNY system once attended SUNY or CUNY themselves, before 1986, when tuition was still free. The next time a politician tries to pull a sob story about how hard they worked today for school, ask them how much it cost them when they attended.

#3) The tuition increase is a Big Gulp-a-day. Yes, the tuition increase does equal one Big Gulp-a-day, but the tax cut proposed does not even equal half a Big Gulp-a-day.

#4) What should we cut instead of SUNY? Nothing, stop the tax cut instead.

#5) SUNY-the bloated bureaucracy. Not anymore: since 1995, thousands of SUNY workers have lost their jobs due to the governor's budget cuts.

#6) Tax cuts generate good business. Investing money in SUNY generates better business. What better way to invest one's money is there than in a person's education?

On Monday, the last day of the conference, students went, in groups, to visit the representatives from their districts and discussed their concerns about Pataki's cuts with them. A large group of Stony Brook students met with Assemblyman Englebright, who is very supportive of the issues that SASU is fighting for. They also met with the aide to Senator Lack, who has not yet taken a position on the proposed budget cuts, and recounted many personal stories on how the budget cuts have affected themselves or those that they know. SASU President Annette Hicks, People of Color Chair Amanda Angell-Whithead, and I met with Senators LaValle and Schuyler. LaValle said that he agreed on the idea that money invested into education is an investment that brings high returns, but came off as pro-downsizing SUNY. Although he did not state any decided position on the issues, he did offer suggestions, such as long distance learning.

All of the representatives were given a SASU pledge which they were asked to sign. Assemblyman Sullivan, before an auditorium full of enthusiastic students, was the first to sign, as a symbolic gesture to initialize the start of Lobby Day. Each representative was also given a stack of 500 cards, signed by students, stating their objections to Pataki's proposed budget.

Also given to the representatives was a copy of SASU's 1997 Response to the Governor's Budget. This response included the following requests:

- 1) Restore the SUNY budget cuts;
- 2) Oppose the changes in TAP; and
- 3) Uphold the SUNY Financial Aid Increases.

After lobbying their representatives, students joined outside of the Legislative Office Building. Here, they broke out in chants and performed skits, one of which included the beating of a dummy imitation of Governor Pataki, in demonstration of their displeasure over his proposed budget.

Many students believe that any attempt made to change their representative's vote on the budget issue is a futile one, that they have already made up their minds on how to vote on the upcoming proposals. I heard several students remark after the lobbying that those who hadn't immediately signed SASU's pledge probably never would. This is a wrong assumption to make. **These people are your representatives: they depend upon your vote to stay in office, and therefore they are going to listen to what you have to say, especially if they know that you are involved, watching and paying attention to every decision they make.**

I urge every student to either call or write to their representative as soon as possible, and let them know how you feel about the way that the New York State government is treating the SUNY system. The reputation of your school, the value of your degree, and even the future of this state and country depends upon you receiving the best education possible, one unhampered by drastic budget cuts and uncaring politicians. Access to the SUNY system has been severely attacked and limited by Governor Pataki, and will continue to be so as long as those sharing his ideology remain in office. We do not want what

is currently occurring to SUNY to begin happening at other state universities across the country.

Many Stony Brook students are active in SASU: SASU's President, Annette Hicks, is a student here, and Polity President Karen Zolotov is their Stony Brook campus president. The SASU office is currently located in the Polity office in the Student Union, room 258. You can also contact their main office in Albany, at (518) 465-2406 or fax them at (518) 465-2413. We here at the GSO urge you to join them and lend your support in the fight against cuts to SUNY.

For more information about SASU, contact the GSO Office.

SNARK, Stony Brook's New Literary Magazine

There is a new forum available for creative writers on the Stony Brook campus. SNARK, the university's only open-themed literary magazine, founded and edited by graduate students, hit the presses last Spring and has published two issues.

The idea of starting a new literary journal took form in Professor Richard Elman's Fiction Workshop. Noticing a relative lack of creative writing journals for a school this size, we (founding editors Rod Burns, Marlais Olmstead and Elizabeth Fonseca) decided to try to contribute to the cultural life of the community. We approached the English Department with the idea and got started.

The first issue came out in Spring 1996, launched with a contributors' reading followed by an open mic. We continued holding readings in Fall 1996, when the most recent issue came out. We are now accepting submissions for the upcoming Spring 1997 issue.

Although the magazine is still new, some changes have already occurred. Co-founder and editor Marlais Olmstead has had to leave her position; Carlos Hiraldo has stepped in. A regular series of open mic readings has been introduced, which we hope to make continually more accessible to all of the campus community and the community at large.

Our goal is to see the journal take off and become a long-term publication, enabling graduate students to hone editing skills, and providing a forum for quality writing from undergraduates, graduates, faculty and staff. We welcome and appreciate any support, in the form of submissions, attendance at readings, and other ways of making SNARK a vital voice on campus.

Manuscripts should be in the following format:

- * Typed, double-spaced.
- * No name on the MS, only its title; title, name, address and contact phone number and/or e-mail address should be attached on a separate sheet.
- * Stories of up to 2000 words length (approximately 8 double-spaced pages), similar length excerpts and up to three 1 page poems are accepted. There is no restriction whatsoever on subject matter, theme or style.
- * Submission is encouraged, but not required, on 3.5" standard computer disks, in MS Word 5.0 or higher (both Mac and IBM format). Please also attach your submission in hard copy form.
- * E-mail attachments are also accepted. Please keep them to the required length, and mail to JRBURNS@ccmail.sunysb.edu.

Stony Brook MFA Students Represented at CAA Exhibition

The College Art Association's annual conference took place this year in New York City and twelve MFA students from Stony Brook currently have work on display in the art exhibition held in conjunction with the conference. I recently spoke with Mel Pekarsky, who is head of the MFA program at Stony Brook and who has, in the past, been involved with the College Art Association, about the conference, the MFA exhibition and its importance in relation to the students exhibiting.

The CAA, he explained, is THE society of record for artists and art historians and critics. The association was founded in the twenties, and was originally called the American Art Association, but dropped "American" as it became increasingly more international. At each meeting of the CAA there is an exhibition of the regional MFA programs. Other cities to host the conference are Boston, Chicago, Los Angeles, Dallas and Fort Worth. Every third year, though, the conference is held in New York City.

At the conference itself, which lasted about a week and started on February 12th, various scholars present material at different panel groups revolving around specific themes. Professor Ann Gibson from the Art History and Criticism program at Stony Brook participated in one of the panels this year presenting work on the nature of art magazines.

Professor Pekarsky remarked that in looking over the program from this year's meeting, he noticed a change in the format of the conference. Previously, it was mostly presentations by the "cream of the crop" from the field of art history, whereas now it has become more of a format for graduate students. At the panel I attended, there was a mix of those already established in the world of academia and promising graduate students.

Twenty schools in all from the greater New York area are represented at the exhibition. "We usually surprise everybody," said Pekarsky, "in looking

Announcements Announcements Announcements

Text and Identity

Twelve Women/Twelve Artists

University Art Gallery, Staller Center for the Art
State University of New York at Stony Brook

March 5 - April 12, 1997

The Gallery will be open for one hour prior to Main Stage Performances

Unless Graduate Students and Faculty call the German Department or Professor Bloomer, the German Translation Class will be dropped at Stony Brook. As of this moment no translation class will be offered next semester.

The Career Placement Center Presents

Job Searching on the Internet

Reservations required, Sign up now at the Career Placement Center, Ground Floor-Melville Library. Workshops will be held on the following dates: Wed., March 5, Wed. April 2, 12:40pm-2:10pm.

Stony Brook Union Art Gallery

Spring 1997 Exhibition

Tuesday, March 4, 1997 - Thursday, March 20, 1997

In Celebration of Women's History Month

Stony Brook Alumni Show

Monday, March 31, 1997 - Friday, April 4, 1997

Photography/Student Exhibition

Monday, April 7, 1997 - Tuesday, April 24, 1997

"Art as Philosophy"

Monday, April 28, 1997 - Saturday, May 3, 1997

Student Arts Festival

For More Information call 632-6822

Humanities Institute

All Events are free and open to the public.
All events held at HISB, Library E4340 unless otherwise noted

April

2 Wednesday, **Daniel James**-Duke University, "Poetry, Factory Labor, and Female Sexuality in Peronist Argentina," 4:30. co-sponsored by the Latin American and Caribbean Studies Center.

3 Thursday, **Sylvia Molloy**- New York University, will speak on *Fin de Siecle* poets and Oscar Wilde in "The Politics of Posing," 4:30.

10 Thursday, **Kathleen Vernon**- from USB's Hispanic Languages and Literatures Department speaking in the Faculty Colloquium Series, "The Two Marias. Framing Race, Gender and Revolution in Spanish and Mexican Cinema," 4:30.

17 Thursday, **James Mandrell**-Brandeis University, "I Feel Pretty: Carmen Miranda, Little Richard, and Liberace: The Necessary Queerness of American Culture," 4:30.

10 at 4:00pm. Claude Massu., "Contemporary Public Architecture in France," Tuesday, April 8 at 4:00pm. Darcy Grigsby, "Delacroix's Massacre at Chios and the Risks of Heterosexual Conquest," Thursday, 17 April at 5:00pm. All lectures in the Staller Fine Arts Center, Art Gallery.

Stony Brook Jazz Ensemble Thursday, April 17 at the Staller Center

The Stony Brook Jazz Ensemble, now in their third season under the direction of esteemed New York jazz bassist Todd Coolman, will be presenting their spring concert on Thursday, April 17 at 8:00 pm in the Recital Hall of the Staller Center for the Arts.

As a special attraction in this concert only, the jazz ensemble will be joined by former Count Basie drummer extraordinaire, Mr. Dennis Mackrel. Mr. Mackrel's performing associations include: Tony Bennett, Quincy Jones, George Shearing, Joe Williams, Nancy Wilson, The Carnegie Hall classic Jazz Orchestra, and Harry Connick, Jr.

Thursday's concert will also feature a wide range of repertoire running the gamut from rare Ellingtonia from 1940 to Bill Hollman's 1995 Grammy Award winning composition, *A View From the Side*. Additionally, Mr. Mackrel will perform several of his original critically acclaimed compositions.

This concert will surely be well attended and advance tickets are advised. Admission is \$7.00 (seniors and students: \$5.00). Tickets are available at the Staller Center Box office: 632-7230. For more information, contact the Music department at 632-7330.

10th Anniversary World Premieres concert April 16 at Stony Brook and April 24 at Columbia University

The Contemporary Chamber Players of the Music Department at the State University of New York at Stony Brook will perform the Tenth World Premiere series with two concerts. The preview concert will be held Wednesday, April 16 at 8:00 pm in the Recital Hall at the Staller Center for the Arts. Admission is free. The second concert-The Premieres concert will be held Thursday, April 24 at 8:00 pm at Miller Theater, Columbia University, 116 St. & Broadway, New York City. Tickets are available at the door for \$7. Students with valid ID will be admitted free.

The world Premiere pieces for these concerts are: *A tuitipen* for chamber ensemble by Mexican composer Carlos Sanchez-Gutierrez; *Stony Brook Concerto* for winds, brass, strings, percussion and piano by MacArthur Fellowship winner Ralph Shapey and conducted by Mr. Shapey; *Quadrants II* for violin, cello and piano.

by Mike Ross; *Twittering Machine* for chamber ensemble by Perry Goldstein, a member of the Department of Music at Stony Brook; and *Old Songs for a New Man* for chamber ensemble and baritone voice by Derek Bermel with poems by Wendy Walters. The pieces will be performed by graduate students from the Music Department at Stony Brook.

During the past 10 years, the Stony Brook Contemporary Chamber Players, a graduate student group, has commissioned and premiered nearly 60 works at their annual World Premieres Concerts in New York City. These works are also presented at a preview concert at Stony Brook University. Composers selected for commissioning have represented a wide range of styles as well as geographical locations and age groups. Composers who have written for the group include Pulitzer Prize winner Wayne Peterson, Harvey Sollberger, Augusta Read Thomas, Randy Steiger, David Dzubay, MacArthur fellowship winner Ralph Shapey, Jing Jing Luo and Ana Lara, to name only a few.

The world Premieres concerts have received a number of favorable reviews from such publications as the *The New York Times* and *Musical America*. The Stony Brook Contemporary Chamber Players' unique and highly successful commissioning and performance project has been recognized by composers internationally as an outstanding contribution to contemporary music, one which is virtually unmatched by any professional or student group in the nation.

The group is co-directed by Gilbert Kalish and Raymond Des Roches, both of whom are noted for their contributions to the performance of contemporary music. Composer Daria Semegen coordinates the commissioning program and is liaison between the commissioned composers and the ensemble. All three are faculty members of the Department of Music at Stony Brook University.

Mascagni's L'Amico Fritz at the Staller Center

The Stony Brook Opera Ensemble and Symphony Orchestra will present a fully staged production of Pietro Mascagni's opera *L'Amico Fritz* on Friday, April 11, 1997 at 8:00pm, and Sunday, April 13, 1997 at 3 pm on the Main Stage of the Staller Center for the Arts at Stony Brook. There will be a pre-opera lecture in the Recital Hall one hour before each performance.

David Lawton, Professor and chair of the Stony Brook Department of Music and an active conductor in American regional opera will conduct the performances. Cynthia Edwards of New York City Opera will direct the production. Brent Erlanson, familiar to local audiences for his work with Theatre Three in Port Jefferson will be costume Designer. Lighting Designer Elizabeth Silver, making her fifth appearance with the Stony Brook Opera Ensemble, completes the production team.

The cast will showcase graduate and undergraduate students in the vocal program at Stony Brook. Many of these talented young singers already have impressive professional credits in regional opera. Joining the cast are members of the Stony Brook Chorale (Timothy Mount, conductor), and the Stony Brook Symphony Orchestra (Gustav Meier, Music Director). The opera will be sung in Italian.

L'Amico Fritz (Friend Fritz), Mascagni's second opera, was composed in 1891, a year after the premiere of *Cavalleria rusticana*, the opera that catapulted him to international fame. A lyrical comedy tinged with melancholy, *L'Amico Fritz* tells the story of a wealthy middle-aged Alsation bachelor who, in spite of himself, falls in love with the beautiful young daughter of one of his tenants. A great favorite in Italy, *L'Amico Fritz* includes two very famous numbers: the "Cherry duet" in Act II, and the popular Intermezzo between Acts II and III, which is often encored in Italy.

Ticket prices for *L'Amico Fritz* are \$20, with discounts available for senior citizens, students, and groups. Call Staller Center Box Office at (516) 632-7230 for tickets.

Stony Brook Chamber Singers Concert April 12 at Staller Center

The Stony Brook Chamber Singers will present their spring concert on Saturday, April 12 at 8:00 pm in the Recital Hall of the Staller Center for the Arts. The Stony Brook University Chamber Singers is an auditioned small ensemble of about 24 singers. The ensemble consists mainly of undergraduate music students and some graduate students. In the past several years, the Chamber Singers has toured Canada, New England and the east coast. The group is under the direction of conducting graduate student, Kimberly DeVries. Saturday's concert features the performance of: Mozart's *Te Deum*; Palestrina's *Missa Brevis*; selections from the music of Haydn and Vivaldi; and Harry Somer's popular

Songs of the Netherland. If you are longing to hear beautiful music and fine choral singing, don't miss this concert at the Staller Center!

Tickets are \$7.00 with a senior citizen and student discount available.

Garden with your friends in the beautiful Three Village Garden Sanctuary near the Setauket Mill Pond. 10x20 foot tilled plots, watering provided, will be ready for planting in mid April. Rent is \$25.00 (\$10.00 refundable deposit included) for the entire season. To rent call Al Carlson (Neurobiology) at 2-8661 or at 941-4954 after 7:00 PM.

The Corporatization of Public Institutions: The Alienation of the Student

As we reach the end of the twentieth century, we find ourselves ever more caught up in what it means to live in the post-modern era and the Age of Information. It seems that what differentiates the post-modern from the modern is that we now feel the repercussions of the modern. The information superstructure which took root in the modern era has been developing at an ever increasingly fast pace. It allows the ideology and practice of a market economy formulated from the past era to be implemented more totally and speedily. I would hesitate to say that there is not a place on Earth not touched by the market economy. One of the benefits of the market economy is that it allows for a global society. One of the disadvantages is that the information that we receive of one another cultures is at a very superficial level. Another drawback, one connected to the first, is that the nature of the media through which we come into contact with other cultures has definite impact on the manner by which we learn and develop our consciousness. Our perceptual consciousness is becoming increasingly two dimensional. We are moving towards living in a very illusory world. This era is considered a pluralistic one because of the nature of the Age of Information or Communication. We are so bombarded by information and images -information as image - and ideologies -image as ideology - that it is as was said in the twenties, that "anything goes." Well, not quite. Before anything goes, it goes because of money. There is a lot of money behind all the technology that goes into keeping up and expanding this Age of Information and there is a lot of money being made from it.

Many students at this University were born directly into this system and may have long taken it for granted. If they weren't born directly into it, they have at least been affected by it since birth, and are now living in the midst of it. It is one of the benefits of a higher education that one can gain a critical consciousness of the society in which one lives. But now the functioning of systems of higher education has been put into question. It seems that many people believe that they too must function like variables in the system of a market economy. The very reason for receiving an education is called into question. Is it really to receive an education? Or is it to make money? After all, even if you learn to look at society critically as a result of your education, reality is that you have to find some way to make money off from this critical consciousness. Not only do you have to make some money to survive, you have to make a

lot of money to pay back those enormous student loans you took out to get that critical consciousness. Nothing is free, especially not the luxury of education. And education has become more of a luxury as tuition costs skyrocket and student funding becomes scarcer nationwide. What's more is that having an undergraduate degree does not mean nearly as much as it used to. Education is a commodity, an expensive commodity. Someone is not going to pay for it just to fail out of school. Instructors are under pressure to make sure that students are not failing out, at least at too high of a rate.

None of this is actually new. Its just more visible now as a cause of the accelerated rate at which the world operates. Any problems existent in the past which remained unresolved will appear now with greater intensity. And there was never a scarcity of unresolved problems. Everything unresolved reoccurs at an accelerated rate and with greater intensity. Anything undefined also appears in its ambiguous state at an accelerated state and with greater intensity.

For me, this has come into focus since I moved to the area last Fall to begin my graduate education. Coming from a small private institution I've been confronted with the problems existent in a larger public institution. And SUNY seems to be a most explicit example of these problems due to the situation it finds itself as a cause of budget cuts from the state and the decrease in state funding for programs like TAP. The repercussions of cutbacks at the state level for the funding of the state university were articulately laid out at the last GSO meeting of the semester (December 11th) by Dr. Joseph Branin, who is the new Dean of Libraries. As most of you know, there has been a lot of discussion about consolidating the various campus libraries into one library.

Dr. Branin came to the meeting looking for input and support on the issues facing the library, realizing that the libraries get the greatest use from graduate students. The problem is, of course, economic, and SUNY faces this problem more dramatically than other libraries in other states. He said that one big problem all around is the cost of scholarly material, especially scientific. The cost of this material has skyrocketed over 100% in the last 10 years, but the University's subscription to the material has only gone down by 8%. Other challenges facing the library are cutbacks in staffing and the lack of technology which is a real problem considering that more and more journals are moving to electronic form. Branin stated what we all know first hand, that our "traditional library in is not in good shape," that it is "not up to pace with other research libraries" and that the "digital technology is not up to par." As for solutions, he stated that he is going to ask for a higher slice of the university budget, do more creative work in fundraising, gathering support from private sources, and rechanneling the current \$8 million budget. "That's where the controversy comes in," stated Branin: re-channeling the budget into two libraries instead of nine. He estimated that this consolidation of the libraries would save \$200,000 and asked those present if it would be worth the inconvenience. Among reasons favoring the consolidation, Branin stated that more and more research is

becoming inter-disciplinary and more and more information will be available electronically so that it won't matter as much where it is located. He later said that it is a "trivial argument about where the paper materials are," it is more of a question of if "we have the materials."

Branin brought up the issue that many departments don't have a branch library and have to go to other branch libraries anyway. Most of the humanities departments don't have branch libraries and they have been among the most supportive of the idea. Many other universities in fact do not have branch libraries. He felt that much of the negative feelings towards the idea stemmed from the concept of a centralized library system here going "against the grain of tradition." The question was raised as to whether the computer digitalization of the library will come first or if the closing of the libraries would come first. Branin answered that more money is being put into the computerization and that no decision has yet been made as to the closing of the libraries and that it will most likely not happen quickly. He also stated that if the libraries were to close that there would not be a loss of seating, but a gain of seating.

The cost savings would go into improving the original library and towards getting ready for a digital library. It is a matter of "semantics of whether calling it a cost savings," Branin said, "when the whole university is faced with a constrained budget." "The university refused to cut back when its budget was cut back." This I feel is really the heart of the matter. There is no more money. The University needs to keep improving, but it has to do so without an increase in funding at the state level. Last semester in a nationwide college magazine, SUNY got attention for having been the worst hit in state cutbacks for the state higher education system and, in addition, hit badly as well as far as state aid to students. I don't think anyone could honestly say that this sends a good message out to the students that the state cares about their future well being.

The question of the centralizing of the libraries is one with no "happy" solution. Perhaps it is the most ideal one of working within the budget while still trying to improve conditions. The all-around lack in governmental support for any institutions has pushed all institutions once depending on more governmental support to operate at a more "corporate level." One of the proposed solutions for dealing with the libraries budget problem of fundraising and seeking outside support is a channel that many institutions have looked into. Fundraising and especially seeking money from large corporations has become an increasingly important activity for non-profit organizations. This leads to the corporatization of those organizations. I know at my undergraduate institution that those individuals who headed fundraising held a lot of pull within the college due to the importance of their positions.

What we're seeing happening is the realization of Bush's dream, a dream that he inherited from Reagan. Non-profit organizations dependent on the good will of corporate funding and every organization operating in a corporate manner. More though than being the realiza-

tion of Reagan or Bush's dream, it is the realization of capitalism and the modern era. As institution's are subjugated to the gratuitous whims of corporations, they also become suspect to adopting the capitalistic ideology of those corporations. One may counter that this ideology is the basis of the United States and that adopting the ideology is necessary to function within the country. I for one, though, would like to remain free to make that decision for myself and not have it forced upon me, especially at the level of an institution for higher education. I find it sad that as one of the leading countries of the world, we are one of the worst supporters of higher education.

Another way that the SUNY system sees as a solution to the whole question in decrease in state aid is differential tuition. Each campus would have the authority to set their own tuition and also to set differences in tuition between departments. It is true that many other states do have differential tuition and it does allow for a difference of the level of prestige within the different state universities. It also fosters competition between the different institutions. But competition seems to be what our country is all about and, indeed, the modern idea of individuality is directly connected to the idea of competition. This is also connected to the idea of alienation as it becomes harder to afford a higher education, many of us will and already do feel alienated by the state. In differential tuition, the key word is differential. It would let us be sure of our differentiation from each other.

S Budzynski

The GSO Office has Moved!

Our office is now located in the new Student Activities Center, Room 224. Our phone number is 632-6492. Feel free to stop by any time!

Stony Brook MFA Students Cont'd

very well and having a good showing." He expained that although "we don't have the advertising dollars, we have people exhibitting widely and quite a presence in the art world." This is the third year that Stony Brook students have exhibittd in New York at the CAA conference, but the MFA program has only been in existence here for ten years.

Noticeable in looking at the Stony Brook artists at CAA, are the very different identities and varied representations of media. "Our program is geared," expalained Professor Pekarsky, "to help people go their own way." "It's very good," he said, "for the MFA candidates who are graduating, if it turns out CAA is in New York the year of their graduation, so that they can interview and have their work looked at." At least one MFA student did interview at the conference this year.

The MFA exhibition really is quite remarkable when you consider that the New York area is often looked at as the center of the contemporary international art world, and every major school in the New York metropolitan area is represented at the showing. For those interested in visiting the exhibition, it is being held at Hunter College's Fine Arts Building at 450 W. 41st Street, which is just past the Port Authority Bus Terminal. The exhibition will be open until March 22. Those Stony Brook students exhibitting are: Bluewater Avery, Kristen Mara Brown, Greg Bryson, Jeffrey Corbett, Kelly Dean, Nathan Japel, Judy Lee, Marcia Neblett, Jason Nickel, William Oberst, Jason Paradis and Craig Zamiello.

S.Budzynski

The Ball

(Poem appearing in last edition of SNARK)

Kathleen Johnson

The city pounds,
bouncing, punting, hitting.
Toys of antiquity,
round, magnetic,
tossed down by ancient gods
and rolled out into the summer's morning.

Tides of children rise
and fall upon shore of endless playing fields.
Kicking the moon.
Like the moon
so many surround you.
Even God does not command such an
audience.

Warring tribes
stop warring.
Hold their positions
long enough
to watch you fly by
and carve temporary bliss in the air.
All is forgotten when you come
between
and land in the hands of enemies.

But love too can be forgotten
on Sunday afternoons
when you fly between lovers.

Foul!

The dog lives for you though.

And what boy or girl would give you up
for say, something square?
The square has nothing on you.

You cannot bounce a square,
kick a square.
its edges rough, pointy,
get stuck,
in walls and hallways,
get trapped,
four corners,
a city block.



Flying Trapeze Artist
By Marcia Neblett

USSA continued

students working at internship positions for which they might ordinarily not get paid, not to provide a cheap source of exploitable labor.

Included among USSA's efforts to cap the amount of money students must repay once they graduate is an attempt to: eliminate origination fees on loans; low interest rates; income contingent repayment; loan consolidation; and direct lending. One of the most appalling aspects of the student loan is that there are high origination fees: not only must a student pay interest on the amount that they have actually received, they must also pay interest on the origination fee. Since the lending institution is compensated by the government if a student defaults on the loan, and since they often sell the loan to other agencies, student loans have become a highly profitable business for those involved in granting them.

The above are only a few examples of the many issues on which USSA is currently working. On April 5th through the 8th, they will be having a national Lobby Day in Washington D.C., where their main office is located. This would be a great opportunity for Stony Brook students to get involved and help in the fight to preserve access for higher education. Workshops will be given on the major issues affecting students, as well as training on how to lobby one's representatives. Afterward, students will descend, as a whole, on Capitol Hill to speak to their Congressmen and Senators.

If you would like more information about this event, or about USSA itself, you can contact them at (202) 347-USSA, or visit their website at www.essential.org/ussa. You can also e-mail them at ussa@essential.org, or write to them at 1413 K St.NW, 10th Floor, Washington D.C. 20005. They are anxious to hear your concerns about the future of your education so that they can better represent you.

Visiting Research Scholar from the University of Aix-en-Provence to Give Lectures at Stony Brook

Professor Claude Massu, an architectural historian from the University of Aix-en-Provence, France, will be in residence as a Visiting Research Scholar in the Art Department of Stony Brook during the months of March and April.

Professor Massu is here on a Fullbright Research Grant to work on his current project "Modernist and post-modernist houses in the New York area since the late 1960's." While at Stony Brook, he will give two lectures, through which he would like to engage in dialogue with students and faculty. These are to be held in conjunction with the Art History and Criticism Lecture Series which is free and open to the public.

During his first talk, Professor Massu will present work on the French architect Hector Guimard. This talk will be given on Monday, March 10, at 4:00 p.m. The second talk on contemporary Public Architecture in France will be on Tuesday, April 8th, also at 4:00pm. Both lectures will be held in the Art Gallery on the main floor of Staller Center.

Professor Massu's presence on the Stony Brook campus offers an unique opportunity to hear this widely known scholar on past and contemporary architecture.

By Scott West

GSEU's "National Day of Action"

News Release
Stony Brook, NY

Members of the Graduate Student Employees union/CWA Local 1188 (GSEU) joined graduate students across the country on February 27, 1997 for a "National Day of Action" in support of unionization among graduate students who work as teachers, researchers, and staff in the nation's universities.

Graduate students at more than 22 universities -- from New York to California and from Florida to Oregon -- participated in a day of leafleting, teach-ins, demonstrations, and rallies organized by the Coalition of Graduate Employee Unions (CGEU). The day's event marks the first time graduate employee unions across the country have joined forces in a coordinated action.

There are over 100,000 graduate employees in the United States. At many universities, graduate students teach up to 50% of the total class hours, frequently for low pay and no benefits. The National Day comes at a boom time in unionization efforts among graduate employees, with three new unions and countless organizing drives begun in the last five years.

"Twenty new campuses have called just since September, asking us how to start a union," said Darcy Leach, spokesperson for CGEU. "Graduate employees play an essential role in the functioning of the universities, and today we have stood up to demand respect for our work and recognition of our rights as employees."

Here at SUNY Stony Brook, members of GSEU participated by holding a rally in the lobby of the Administration Building, to celebrate the recent union victory in settling its second contract with the State of New York, and put the campus administration on notice that they must take the union seriously. They proclaimed the lobby the "Provisional GSEU Office," dramatizing the failure of the campus to offer GSEU the office space it has made available to other unions. Members read aloud the 14 points of the CGEU program and illustrated its demands for respect with examples of specific grievances from Stony Brook. The event wound up with a visit to President Shirley Strum Kenny's office announcing the agenda for the next labor management meeting currently scheduled for March 31.

Dear Dr. Kenny,

Settling the second contract between the Graduate Student Employees Union/Communication Workers of America local 1188 and the State of New York offers the Stony Brook administration and the Stony Brook Teaching and Graduate Assistants the opportunity to renew our acquaintance.

While we do not have a Labor/Management meeting scheduled until March 31, the GSEU is bringing certain issues to your attention now. Today (February 27) we have occupied the lobby of the Administration Building for a few minutes, declaring this space the "GSEU Provisional Office." While your administration considers demonstrations to be stunts, the purpose of public action is no different than that of this letter. We are only seeking accountability from a management which seems at best indifferent to the plight of its graduate employees.

Throughout this academic year, and for who knows how long beforehand, it has been evident that the Human Resources Office has been particularly understaffed and overworked. This problem has been particularly acute since October 1996. We trust that the search for new Human Resources staff is being conducted with all due speed and in compliance with affirmative action guidelines. In order that the March 31 meeting be as productive as possible we sincerely expect that new staff members will be in place at that time and present at that meeting.

Recently pay was partially withheld from at least five of our unit members earning more than a cap unilaterally set by the Graduate School. While

the individual circumstances of the five are quite different and a temporary solution has just been reached in four of the cases, the pay stoppages betray an underlying problem in the Graduate School. While the individual circumstances of the five are quite different and a temporary solution has just been reached in four of the cases, the pay stoppages betray an underlying problem in the Graduate School. Without commenting on the basis of the problem, the Graduate School acted precipitously and callously in stopping the pay of our members without consultation or warning.

We are still working toward a resolution in the case of our fifth member, and will do so for any other cases that arise. However, we can not expect any problem honestly approached or completely solved until the administration enters into a genuine relationship of Labor and Management with the GSEU.

Stony Brook Parking Quagmire: Where's My \$5?

Campus Public Safety officers, Human Resources Department, even AVP for Campus Operation Gary Matthews all admit publicly what we've known all along: graduate employees get parking stickers that last so long as they work, just like other employees.

The \$5 parking sticker fee was eliminated over last summer. According to a July 3, 1996 memo, parking stickers held by current faculty and staff would not be renewed again in the Fall. Only new employees would be required to pay the \$5 fee as a one time initiation into the joys of fac/staff parking. The applicability of this policy to GSEU members was confirmed in a December 2, 1996 memo from Gary Matthews.

Yet almost every returning graduate employee was charged the \$5 fee and given a sticker that read "Expires August 31, 1997." Many reported unpleasant experiences arguing their rights with the staff of the Bursar's Office. The few who evaded the charge considered themselves lucky. They had kept \$5 for themselves and away from the bureaucracy.

Meanwhile GSEU staff and Steering Committee Members worked in labor management meetings to get the inconsistencies in Administration policy ironed out.

Suddenly, early in this semester, TAs and GAs were getting tickets for having "expired" parking stickers, when most, if not all, of these parking stickers are completely valid. Everyone seemed willing to admit that GSEU was in the right, but no one seemed willing to do anything about it.

In a discussion with GSEU staff last week Public Safety Traffic Officer Artie Schultzer said that the ticketing of "expired" fac/staff stickers had stopped. Meanwhile, Public Safety will eliminate and refund the charges to those mistakenly ticketed. Only ten GSEU members have taken advantage of this offer so far.

Only one question remains: will GSEU members ever see the \$5 parking sticker charge again. Right now, according to Schultzer, TAs and GAs are being sold a \$5 parking sticker that will be renewed next Fall, and every Fall for five years, so long as the holder remains an employee.

This contradicts the statements of Human Resources personnel, of AVP Gary Matthews, and of Bursar Catherine Rehman. All three have said that they doubted that the \$5 charge had been assessed, but if it had, then it should be refunded, but in any event was not being charged now.

The \$5 may not seem like much, but it is more than just a matter of principle. The inconsistencies, inaction, and lack of concern shown by administrators over this issue is representative of the Administration's general lack of concern for graduate employees.

For now the question remains: Where's my \$5?

Contact the GSEU at 2-7729 or via campus mail c/o Sociology Department z=4356. Individual appeals can be sent to Garry Matthews, Assistant Vice-president for Campus Services in 474 Admin.

Yale TAs win Government Support in Battle Against Administration

Courtesy of Gordon Laffer, Yale GESO

The National Labor Relations Board filed a formal complaint charging Yale University with illegally intimidating graduate teachers involved in last year's grade strike. The complaint names Yale President Richard Levin, Provost Alison Richard, Undergraduate Dean Richard Brodhead and Graduate Dean Thomas Appelquist, along with a dozen faculty among the individuals who violated federal labor law by threatening or punishing strike participants.

Though the NLRB announced in November its intention to file the complaint, the Board gave Yale two months in which to settle the case voluntarily. Unfortunately, the university has not chosen to settle. The Labor Board has set a date of April 14 for the trial to start; it is likely that the government will subpoena Yale officers and senior faculty to testify regarding their participation in the threats and reprisals made against Yale graduate teachers.

The decision of the NLRB marks the first time that graduate teachers at a private university have been legally recognized as employees. TAs and GAs at SUNY were recognized as employees, and legally able to organize, following a 1987 grade strike at Stony Brook. The NLRB ruling moves Yale's graduate teachers forward.

Although not yet formally recognized, Yale graduate teachers in the Humanities and Social Sciences are organized into the Graduate Employee Students Organization, affiliated with the Hotel Employees and Restaurant Employees International Union (HERE).

Yale clerical and maintenance workers are also represented by HERE. While these workers do have contracts, Yale's administration has attempted to impose summertime layoffs and wage cutbacks. Under the proposed changes to the office workers' contract, new hires would earn only \$10,000 per year.

GSEU Exempts Members from Transportation Fee

Graduate and Teaching Assistants who were charged a Transportation Fee this semester can pick up a refund at the Bursar's office.

Negotiations concluded between the State of New York and the Graduate Student Employees Union on January 16 of this year exempted GAs and TAs from the Stony Brook Transportation Fee.

The agreement was reached just as the Spring semester began. SUNY Central stopped the charges for Stony Brook TAs and GAs who had not paid tuition and fees at that point. The agreement came too late to prevent charging GSEU members who paid early or through loans.

Those who were charged may pick up a cash refund at the Bursar's Office in the Administration Building Lobby, according to Bursar Catherine Rehman.

GSEU had won cases last semester against the Albany and Buffalo administrations for imposing Transportation Fees. The Public Employees Relations Board ruled that imposition of transportation fees without negotiation was in violation of Article 7 of the GSEU contract.

In return for gaining the exemption of its members from the Transportation Fee in the future, GSEU agreed not to seek refunds for the Transportation Fee charged in Fall 1996. At \$20 per member, this concession amounts to about \$17,000.

GSEU represents the 850 GAs and TAs at Stony Brook and the 4000 TAs and GAs working in the SUNY system.

GSO ELECTIONS 1997-1998

CALL FOR NOMINATIONS FOR THE FOLLOWING OFFICES:

President

Vice President

Treasurer

Secretary

External Representative

[for a description of the responsibilities of each, see below]

Procedure:

1) If you are nominating yourself:

- On a sheet of paper, print your name, department, telephone and ID numbers.
- Include a brief, typed statement (200 words or less) indicating why you are seeking the position, what your objectives are if you are elected, etc. This statement will be included on the election ballot. **Unless we receive your statement, you name will not appear on the ballot.**

2) If you are nominating someone else:

- On a sheet of paper, print your name, department, telephone and ID numbers.
- In addition, please provide this same information for the person you are nominating, and which position you are nominating them for.
- You must inform the individual that he or she has been nominated, and they must include a brief, typed statement (200 words or less) indicating why they are seeking the position, what their objectives are if they are elected etc. This statement will be included on the election ballot. **Unless we receive their statement, his or her name will not appear on the ballot.**

Deadline: All nominations must be returned to the GSO office (Room 224 in the Student Activities Center) by **April 19th at 4 p.m.**

There are **NO EXEPTIONS** To this deadline!

Addendum: To be placed on the GSO 1997-1998 Election ballot, a nominee must have at least 25 signatures of graduate students. These students must also print their names and their ID #'s next to their signatures.

Officers

The offices of the GSO shall be those of the President, Vice President, Secretary, and Treasurer.

Section A: President

The President shall:

- act as a spokesperson for the GSO in the presentation of its positions and enunciation of its policies;
- supervise the execution of Senate-approved legislation;
- appoint and remove members of all GSO and University committees, subject to confirmation by a majority vote of the senate;
- chair meeting of the Executive Council;
- in conjunction with the present and incoming Executive Councils, conduct an open search for the position of Graduate Student Advocate to serve in the following academic year, and recommend a candidate to the Graduate School;
- approve the hiring and removal of GSO administrative personnel;
- hire and remove the GSO Control & Disbursement (C&D) Agent, subject to a majority vote of the Senate;
- report at each Senate meeting a summary of his or her activities and such activities of the University Committees which may be of interest to GSO members;
- have the power to interpret this Constitution at GSO Senate meetings. In the President's absence, this power devolves upon the Vice President, Secretary or Treasurer, in that order.

Section B: Vice President

The Vice President shall:

- assist the President in the execution of her or his duties;
- fulfill the responsibilities and duties delegated to her of him by the President;
- chair the GSO Senate in the absence of the Speaker;
- report at each Senate meeting a summary of her or his activities which may be of interest to GSO members.

Section C: Secretary shall:

- record, publish, and report the minutes of the Senate and Executive council meetings;
- assist the President with the dissemination of GSO matters to the public;
- maintain and distribute a membership list of the senate;
- chair the Elections Committee;
- report at each Senate meeting a summary of her or his activities which may be of interest to GSO members.

Section D: Treasurer

The Treasurer shall:

- chair the Budget Committee;
- be responsible for the management of all GSO revenues and expenditures, as detailed in the Budget Committee Bylaws;
- in conjunction with the Budget Committee, the Executive Council and future officers, prepare the organization's budget for the following academic year;
- provide an oral and written update on the state of GSO finances at least once every semester;
- report at each Senate meeting a summary of her or his activities which may be of interest to GSO members.

Section D: GSO External Representative:

- must be a member of the GSO;
- shall be nominated by the President, and confirmed by the Senate at the beginning of each academic year by a majority vote of the Senate; in the event of a vacancy, a new GSO External Representative shall be nominated and confirmed;
- may be removed from this position upon recommendation of the President and a majority vote of the Senate;
- represent the GSO at functions external to the Stony Brook campus.

New and Views

Editor:

Scott Budzynski

Associate Editor:

Meenakshi

Selvakumar

Published materials do not necessarily reflect the opinions of the GSO or the editor or associate editor of "News and Views." "News and Views" can be reached at sbudzyns@ic.sunysb.edu or you may leave a message in the GSO office, room 224 in the Student Activities Center, PH # 632-6492.

The Spot

The Graduate
Student Lounge.

Including selection
of imported beers
and live music.

Open Wednesday
through Saturday
until 2:00 a.m.

Located in Fanny
Brice Theater,
Roosevelt Quad.