

News & Views

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Higher Education Assaulted By NY & Feds

The Cuts, The Effects, The Response.

NY State Budget Targets SUNY

The Pataki budget, is designed to close an annual state budget gap of nearly \$5 billion. The proposed budget would cut \$290 million from the SUNY system as a whole; 31% of its state funding. **The cuts include:**

A 31% reduction in state support for SUNY (\$290 Million). The state's share in funding SUNY is currently 60%; the student pays the remaining 40%.

The proposed budget reduces the state's share to 43.5%; students will be forced to come up with the remaining 56.5%. In 1986-1987, the state's share was 90.2%; it has been reduced ever since.

Elimination of all of the funding (\$54.7 million) for Educational Opportunity Programs (EOP); SEEK, CD, and HEOP will all be eliminated. Approximately 620 EOP students attend USB.

Elimination of all TAP for graduate students; \$9.6 million.

A 13.3% reduction in the maximum TAP award for undergraduates; funding would fall from \$4,125 to \$3,575.

A 68% reduction in TAP funding for undergraduate students attending independent colleges.

Elimination of \$14.6 million in funding aid for part time students.

The Effects

SUNY and other state colleges (CUNY and the community college system) are already barely scraping by. The current

budget situation forces SUNY schools to offer so few classes that it now takes an "average" undergraduate almost five years to obtain the classes need to obtain his/her Bachelors degree. The buildings are widely acknowledged to be in a state of disrepair.

Due to lost funding, schools would be forced to increase in revenue by \$215 million (36%) and cut \$75 million in expenses. As a result, undergraduate tuition would have to be increased by \$1000 to \$1800 per year. Graduate tuition is expected to increase by approximately \$2000. For non-supported graduate students, this would raise to tuition to \$6000; an increase of fifty percent.

Such an increase in tuition will simply deny many students the ability to obtain education and result in decreased enrollment. The less privileged members of society (one third of all NY high school seniors attend a SUNY school each year. 400,000 total students attend the 64 campus university) will simply not be able to attend college. A "Academic Cleansing" will occur at a time when a college education is a minimum prerequisite for most, if not all, well paying jobs.

Undergraduates and graduates of reasonable privilege can be expected to simply attend universities in states with less expensive tuition and intact financial support programs. In effect, enrollment at USB and other universities will plummet, and

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Feds To Cut Over \$12 Billion

As covered in some detail in the February issue of *News & Views*, Republicans seek to end the interest deferment on Stafford student loans. Rep. Charles Schumer (D-Brooklyn) believes this change would cause the typical NY undergraduate student (which borrows \$12,636 to complete their education - approximately \$3000 per year of study) to incur an additional \$4,050 in interest debt.

If enacted as proposed, the Republican "Contract With America" (which includes over \$12 billion in cuts to higher education) would cost NY students alone at least \$1.1 billion in aid over the next five years. Savings from the cuts would be split, 50/50, between reducing the federal deficit and increasing Pell Grants to low-income students.

House Speaker Newt Gingrich, although he had a student loan while attending Tulane in order to get his PhD, is leading the charge. The proposed cuts include:

Eliminating the automatic six month deferral of Stafford Loans following graduation. In 1994, over 313,495 students nation-

wide (out of a total of 480,645 total students receiving financial aid) received Stafford student loans.

Complete elimination of campus-based, 5% deferred interest Perkins loans.

Elimination of Javits Fellowships. The program provides fellowships to graduate students seeking terminal degrees in the arts, humanities, or the social sciences.

A reduction in the availability of federally sponsored work-study jobs which provides on campus employment to low income students. NY students, and thus the NY economy, would lose 65,707 work-study jobs the first year enacted.

Elimination of Harris Fellowships. The Program provides grants to colleges and universities which assist minorities and women who demonstrate financial need.

Think the cuts sound bad? The Republicans want even more. According to the *Washington Post*, House Speaker Newt Gingrich has suggested completely eliminating the \$6 billion Pell grant program....

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More News & Views About The Cutbacks.

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Stony Brook (currently Long Island's largest employer) will be forced to layoff employees; further impairing the region's economic recovery.

The above effects will be created solely as a result of the \$215 million cut and subsequent tuition increases required. As mentioned above, an additional \$75 million must be cut by SUNY in expenses. The exact amount of funding which will be cut from Stony Brook is unknown. However, according to President Shirley Strum Kenny, "The Island has lost more than 100,000 jobs in the last six years - and will lose more through this budget." Kenny believes that, even with a tuition increase, USB could be forced to cut a minimum of 200 jobs. Statewide, SUNY must cut approximately 1840 positions or reduce enrollment by 8700 students in order to save this \$75 million.

The Response

News & Views regular Chuck Wright perhaps put it best when he was quoted in Newsday as stating "You hit people in the pocket-book and they start showing up".

NYPIRG has launched a huge lobbying campaign. At USB alone, the group has distributed over 10,000 postcards and flyers. Over 5,000 post cards completed cards have been collected and await delivery, in mass, to elected officials. Statewide, NYPIRG has distributed over 120,000 post cards and has

amassed over 70,000 completed cards.

A rally was organized by Polity in the administration building on Monday Feb. 8. The rally attracted approximately 500 students, faculty, and administrators. In addition to attracting the attention of local media, the purpose of the rally was to obtain signatures on a petition which urge a tuition freeze and the removal of funding cuts from the Pataki budget.

On Feb. 18, Twenty administrators, faculty members, deans, and professionals from USB traveled to Albany and met with legislators.

Assemblymember Steven Englebright (D-Setauket) sponsored a public hearing on "Higher Education Budget Issues" at the Long Island Veterans Home on Feb. 23. The hearing was attended by Assemblymembers (Steven Englebright, Thomas DiNapoli, Paul Harenberg, David Sidikman, and David Sweeney) and community members (Faculty and administrators from area colleges and universities, representatives from the CSEA, Public Employees Federation (PEF), various business interests, the GSO, and students).

In addition, the Student Assembly of the State University (SASU), University Student Senate of CUNY, New York Public Interest Research Group (NYPIRG), United University Professions (UUP), Graduate Student Employees Union (GSEU), and the Independent Student Coalition (ISC) have formed **The Movement to Reinvest in Education (MoRE '95)**.

MORE has organized letter campaigns, distributed literature about the proposed cuts to tens of thousands of students statewide, and organized a statewide rally which was held in Albany on February 27. The rally was attended by approximately 7000 students from over 35 colleges and universities throughout NY State.

A coalition of staff, faculty members, Long Island residents, the GSEU, the GSO, and Polity hosted a rally at the State Office Building in Hauppauge on March 3.

A rally was held at the University at Farmingdale by the Farmingdale Board of Education, Farmingdale Lobbying Committee, and Farmingdale Council of PTAs on March 4.

MoRE hosted a "SUNY DAY" in Albany on March 7. Student government leaders met with various legislators throughout the day.

How You Can Help

Get involved. Find out about and attend the next rally to be held in Albany; scheduled for March 27. Call the GSO for more information; it was still in the planning stages when this issue of News & Views went to print.

If you're a university employee or faculty member, get involved with United University Professions (UUP) by calling Jo at 2-7570. Or, if you're a student, join the efforts of your fellow students in the GSEU, NYPIRG, GSO, or Polity.

Write letters to your represen-

tatives. The GSO (putting its fax machine to the test) will fax letters to legislators for free. Simply write them at:

GSO@ccmail.SUNYSB.edu.

If you don't know what to say, the GSO will even provide you, via fax or e-mail, with a form letter.

If enough of people get involvedthe cuts won't happen.

If enough of people do nothing because they think it won't happenthe proposed cuts will become reality.

-M. Fagan

Sources: Newsday: 2/9/95 and 2/25/95 editions, Legislative Update: 2/21/95 edition, SASU, Colleen of USB NYPIRG, Edward O'Connell of USB UUP, and MoRE.

SUNY Is Not Alone

The budget cuts faced by SUNY represent only a small fraction of the cuts proposed within the 1995-1996 New York State budget. If enacted, Newsday reports that 6,895 state employees could be laid off. The "top ten" agencies which would be forced to layoff staff include (number of employees to be laid off is in parenthesis):

Correctional Services (1367), Mental Health (898), Transportation (791), Mental Retardation (668), Social Services, General Services (340), Education Department (268), Alcohol & Substance Abuse (249), Energy Office (214), Environmental Conservation (207), and Health (199).

Source: Newsday: 2/21/95

GRADUATE STUDENT

News & Views

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Graduate Student Organization
Room 2105, Computer Science
SUNY Stony Brook
Stony Brook, NY 11794
(516) 632-6492/8965

Office Manager: Ida Fuchs
Editor: Mike Fagan

The GSO Executive Council
President: Anne Mayer
Vice President: Josh Billig
Treasurer: Susan Kratrina
Secretary: Wilbur Farley

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.....(the program benefits the nation's poorest students), and replacing it with work study programs.

The Response

Letter campaigns have been begun at virtually every campus across the nation.

A rally was held by George Washington and Georgetown universities on March 1 at the Capital Building.

How You Can Help

1. Write your Senators and Representatives. The proposals are currently being considered by the House Budget Commit-

tee, chaired by Rep. John R. Kasich. Kasich's address is: US House of Representatives, LH-1131, Washington, DC 20515. (202) 225-5355.

An "E-Mail Blitz" has been arranged by the National Association of Graduate Students (NAGPS). Students across the nation are writing e-mail to Congress, care of NAGPS. NAGPS hopes to print out and deliver 40,000 letters "in bulk" to Congress on March 17 and March 20. To participate send letters to:

71551.3365@COMPUSERVE.COM
or
SAVE-STUDENT-AID@NETCOM.COM

2. Get updated information on a daily basis by becoming a member of a organization which

advocates for the protection of student financial aid. To join the National Association of Professional and Graduate Students, use the e-mail address above. Other organizations which exist are:

Student Aid Action
smoon@college.antioch.edu

Student Action Coalition
slund@kentvm.kent.edu

US PIRG Higher Ed. Project
(ivan@essential.org)

US Student Association
(mcclintockl@aascu.nche.edu).

-M. Fagan

Source: Newsday: 2/26/95, Washington Post: 2/3/95, and the National Association of Graduate and Professional Students.

Viewpoint

Budget Cuts Will Destroy SUNY

Anne Mayer,
GSO President

The following article was adapted from a speech delivered by Anne on Feb 23 to State Assembly Members.

Stony Brook has a large graduate student population, numbering over 6,000 full time and part time students. And, like every member of the Stony Brook community, each one of us is under attack by the State budget as proposed by Governor Pataki. The SUNY system stands to be cut by 31.5%, or \$289.5 million. The SUNY system is then expected to raise \$215.5 million to offset the reduction in state aid by increasing tuition, with talk of such increases between \$1000 and \$1800, of which the most likely is an increase of \$1300. In addition, the subject of differentiated tuition at the SUNY colleges and University Centers has been raised, \$1000 and \$1800 respectively. Of course in all of these target figures, enrollment should and **must** remain constant - or other problems will develop. However, national studies have shown that for each \$100 increase in tuition, enrollment diminishes by 1.8%. Multiply that by 10, 13 or 18 and see what you get. These numbers just do not add up.

To add further insult to injury, Gov. Pataki has slated the Graduate TAP program for elimination. Graduate TAP reduces the tuition costs for students, both part time and full time students. At Stony Brook, as well as at other university centers, doctoral programs typically provide full scholarships, to all supported students who serve as fellows or as teaching, graduate or research assistants. In 1993-94, at Stony Brook, the difference between the gross allocation of tuition scholarships and the net cost was \$500,000. Much of this amount came from TAP subsidizing the tuition bill that each campus pays for its supported students. The loss of Graduate TAP would be a devastating blow to graduate education at Stony Brook given this scenario.

Gov. Pataki has proposed no additional money for graduate tuition waivers to offset either the TAP elimination or the tuition increase. While a tuition increase on the surface would appear to in-

crease revenue for the campus, it would also serve to increase USB's costs if its this tuition commitment to supported students is to be met. For example, in the Fall of 1994, Stony Brook provided full tuition scholarships to 914 New York State residents, costing \$1,470,800. If the tuition were to increase by \$1300 per student, then USB's costs would rise by \$1,188,200. A tuition increase of \$1800 (the amount proposed for doctoral programs) would cost the university \$1,645,200. With facts like these, it is obvious that this proposed budget contains hidden costs in addition to the other painfully obvious cuts. This coupled with the elimination of Graduate TAP can only spell disaster for graduate students and for graduate education as a whole within the SUNY system.

Some graduate students will be especially hard hit. Unsupported students will be faced with the tuition increase **plus** the loss of TAP. For example, graduate students receiving full TAP, \$1250 annually, could see tuition go from \$2750 a year (regular tuition, \$4000, minus TAP) **double** to approximately \$5400.

Clearly, the right of access to public higher education is under attack by Governor Pataki. In his political career, Gov. Pataki has demonstrated his disdain for the concept of public higher education. His politics are those of the privateers for whom higher education is not a right, but rather a privilege reserved for those who can afford. For further evidence supporting my claim, one needs to look no further than at another of the state's fine programs, that of EOP, which previously gave access where none could earlier be found, and see what its proposed fate is.

So far I have only dealt with the graduate financial picture. Now I would like to talk about what it might be like to attend Stony Brook if these proposed cuts become reality. Take the example of an undergraduate much of whose education is enhanced by his contacts with graduate students, as teachers, as laboratory assistants, and even as colleagues. This picture would drastically change simply because there would not be as many graduate students in the classrooms, in the labs or on the campus. Coupled with the forced retrenchment of faculty, staff

and academic programs, the SUNY system will no longer be what it was or what it was intended to be - a good system which provided an excellent education at a fair cost. The reality could become that of a system so decimated by budgetary crises that it might not be worthwhile for a student to come here at all. Currently it takes many undergraduates longer to graduate than four years simply because access to required courses has been affected by previous budget cuts - how long would it take under the proposed budget?

The long term effects of the proposed governor's budget are disturbing. I am studying to become a teacher of foreign languages; other graduate students are studying to become engineers, biologists, psychologists, philosophers and teachers. I ask you what will happen twenty years from now? Where will the American dream be? And, more importantly, what will the American dream be? Who will be the teachers, the doctors, the engineers, even the future legislators?

My answer to that is twofold: If the budget passes as proposed, then it will be only those who are wealthy and can afford an education who are in fact educated. On the other hand, if the necessary and fair changes are made to the governor's budget, everyone will continue to have access to public higher education. If the budget passes as proposed, the rights of access and choice to education are gone. The State of New York used to believe in those principles - this country was even founded upon them. Let's not let one vision, that of George Pataki, destroy these rights.

Student Victim Of Attempted Robbery On-Campus

According to the Department of Public Safety, a commuter student was the victim of an attempted robbery on Feb 28 at approximately 6:45 pm. The victim was walking between the Earth, Space & Sciences and Light Engineering Buildings when he was approached by two males wearing ski masks and dark clothing. The victim resisted the assailants' demand for his coat and wallet, and the suspects fled in an unknown direction.

The assailants were described to police as two males which wore ski masks, gloves, jeans, and dark clothing. Both men were of average build, with one being approximately 5'7" and the other 5'10".

The University Police Department is actively investigating this matter and seeks the assistance of the campus community. Crimestoppers, an anonymous program, is offering a cash reward of \$50 to \$1000 for information leading to the arrest or indictment of the individuals responsible for this crime. Messages can be left at 2-3333 or 2-TIPS 24 hours a day.

The Department of Public Safety encourages campus community members to use the Campus Walk Service which it operates during the evening hours. The service is available by calling 2-6337.

-M. Fagan

New Journal Established For Graduate Teaching

Work is underway by the University of Texas at Austin to create a *Graduate Teaching Assistant Development* journal. According to the founding editors, Karron Lewis and Kenneth Jerich, the journal will serve as a "guide to the improved training, employment and administration of graduate teaching assistant development programs."

The journal is currently seeking manuscripts on topics which include: (1) Innovative approaches to TA training, (2) Research into the socialization of graduate students for their various responsibilities, (3) Disciplinary differences in attitudes towards, and approaches to, teaching assistantships and TA training, (4) TA program development efforts and practices, and, (5) Institutional considerations and ramifications in the employment of TAs.

Manuscripts should not exceed 15 double-spaced, typewritten pages. References should not exceed 20 citations; APA format. For subscription and/or additional manuscript information, please contact the editors by e-mail at kglewis@uts.cc.utexas.edu or kjerich@ilstu.edu. If you're not yet on-line: The Journal of Graduate Teaching Assistant Development, New Forums Press Inc., P.O. Box 876, Stillwater, OK 74076.

The Graduate Student Advocate

The TAP Dance: A Clumsy Partner Is Better Than None.

By Chuck Wright
Graduate Student Advocate

One part of Pataki's current budget proposal is to eliminate access to the New York Tuition Assistance Program (TAP) for graduate students. No doubt, there are not just a few of us who would celebrate such a move. The elimination of grad TAP would mean that there would be one bureaucratic hoop fewer through which we would have to jump in order to get ourselves registered each semester. There has been no small number of people who have experienced needless, frustrating, and sometimes quite expensive bureaucratic entanglements as a result of problems experienced with TAP.

Sometimes people were responsible for their troubles themselves - they acted too late, or did not follow up when they should have, or hoped that by ignoring the situation, it would go away. On other occasions, people have acted in good faith on incomplete or misleading suggestions gotten from administrative personnel in various quarters - sometimes finding themselves bewildered when different offices gave different interpretations of what they ought to do. Eliminating grad TAP, it would seem, could only make life easier.

I have to admit that I'm unhappily divided on this issue. As the Graduate Student Advocate, I have seen how annoying, time consuming and expensive TAP has been for many graduate students. Moreover, problems with TAP seem to bring out the worst in the University's administrative personnel. The first impulse on their part seems inevitably to blame the student.

To hear some of them tell the story, no administrative staff person or officer has ever given out any incorrect, misleading or incomplete information, suggestions or advice. The impression one might get from listening to folks who work in or run the administration is that when it comes to things like TAP, the University possesses a staff of disciplined, highly trained and virtually infallible experts.

Their patience is sorely tried, to be sure, since they are overworked, underpaid, and besieged on all sides by nasty, brutish, impatient and pathologically dishonest students who have no appreciation whatsoever of how difficult it is for them to perform their jobs well. But when it comes to advising students on TAP - though we may not understand it - the University administration is a source of nothing but truth and wis-

dom.

As it happens, it is true that many of the University's administrative personnel are overworked, underpaid, besieged (from time to time), unappreciated and generally maligned by students. Having worked with a number of these folk over the past year, I am better able to appreciate how many there are who do care, and who try their best to do their jobs well. My articles in the *News & Views* have often tried to explain the complexities of the SUNY bureaucracy in order to show that it is a pain in the ass for everybody on this campus and that it was not concocted simply to make students miserable. Such articles were written in the optimistic hope that if people served by the campus bureaucracy better understood how and why it works as it does - understood, that is, that our local administration is also seriously constrained by policies sent down from Albany - then they would be better able and more willing to work with it.

On the other hand, I take it as a self-evident truth that nobody is blameless all of the time. While many administrative staffers and officers will admit in the abstract that the apparatus here is unwieldy and all too fallible, when it came to individual problems, like TAP, this generous attitude too often suddenly vanishes and all fingers point at the student. I, however, am simply unable to believe that every story ever told to me by a student who reports having received conflicting, contradictory, or incomplete instructions or advice from administrative staffers who ought to have known better is merely a fabrication.

I can't help but recall the problems with TAP that surfaced last year - academic year 1993-94. Many more students than usually was the case had difficulty with the application process. Scores of applications to HESC were returned because of "incomplete information", and delays in TAP awards seemed almost to be the rule, rather than the exception. Rumors were even circulating among students that the University was instructing us to lie on our application forms. Some time in the spring I eventually discovered that the source of the problem was that the instructions themselves on the application forms were incorrectly formulated (that was the responsibility of the Higher Education Services Corporation). This state of affairs had existed for over a

year, yet to my knowledge no administrative officer or staff person anywhere on campus sought to systematically inform the graduate student population that the reason they were experiencing certain problems, and the reason that University personnel were in fact instructing students to complete the forms *contrary to the printed instructions* (hence the rumors about being told to lie) was that the instructions themselves were incorrect.

Overworked, underpaid, besieged, unappreciated, okay, okay, but let us also include unresponsive and lacking in initiative when it comes to some things.

It is because of such headaches, as well as for the dishonesty and evasiveness that it seems to bring out on all sides, that my first impulse is to think that eliminating grad TAP would be a good thing. But there is, as usual, another side to the story. In the last issue of the *News & Views* I explained at length how the TAP dance that in-state students have to perform (despite the fact that they receive full tuition waivers) adds to the pool of tuition waiver money available.

At the time, I just used hypothetical numbers. Here are some real ones.

In the academic year 1993-94, 749 graduate students received TAP, for a total of \$614,745 in awards. In academic year 1994-95, the numbers are 791 awards for a total of \$619,765. Some of those awards went to graduate students who have to pay their own way - for them, losing grad TAP might mean the difference between staying in school and going further in to debt, or leaving school altogether. A very large chunk of that money, however, went to provide tuition waivers for students who, were it not for TAP, would have received none.

Here's the way it looks from the perspective of the Graduate School. The tuition waiver pool sent down from Albany amounts to \$6.4 million. This year, the Graduate School supplied tuition waivers for the equivalent of just around 1700 students. (In some divisions, students are awarded 3/4 and 1/2 tuition waivers - so while there was money for 1700 full waivers, there were actually more students who got money). That \$6.4 million covers about 92% of the total tuition waiver monies that are actually distributed to students. The additional 8% - somewhere in the vicinity of \$500,000 - is covered by TAP. So, losing TAP would amount to approximately an 8% cut in tuition waiver funds.

There's more, however. Graduate tuition rates are also likely to increase - a recent figure is by about

\$1500. If the Graduate School is to continue to provide those 1700 full tuition waivers, it will incur about \$2.5 million more in expenses. While we may hope that the tuition increase might be matched by an increase in tuition waiver funding made available to SUNY, this approach does not fit in well with the logic of Pataki's budget. Pataki (and company) want SUNY to start generating more of its own money (\$215 million, as it happens), which, in turn forces SUNY to raise tuition.

It seems highly unlikely that the State will give back with one hand some of what it is taking away with the other when the whole purpose of the exercise is to stop handing over so much state money to SUNY (and CUNY). So the dilemma currently faced by the Graduate School is whether it will be possible to continue providing those same 1700 tuition waivers (which are likely to cost somewhere in the vicinity of \$9.4 million), with only the \$6.4 million in tuition waiver money provided by Albany. If the Vice Provost for Graduate Studies has a neat solution for this, he isn't letting on right now.

Put in this perspective, the loss of graduate TAP seems to be a very bad thing, indeed. Even without the tuition increase, it would be a bad thing. The SUNY system has managed to use TAP to increase the accessibility of graduate education in New York. By requiring in-state students receiving tuition waivers to apply for TAP, SUNY has compelled more privileged graduate students to do a bit of work on behalf of those who are not quite so fortunate.

People have been and continue to be burned by the inefficiency of HESC, by administrative lapses here at Stony Brook, and by their own desire not to deal with an application process that appears to bring them nothing. Bureaucratic entanglements and frustration here and now always weigh in more heavily in an individual's calculation of utility than any abstract "common good" to which they may be contributing, no matter how accurately that "good" might be quantified. It is an empirical question whether the suffering generated by the TAP policy "costs" more than the more obvious benefits that it brings in. My sympathy for those who get stuck in the TAP trap notwithstanding, I'm inclined to think that it does not.

Despite our distaste for the whole business, graduate students should stand opposed to the elimination of graduate TAP.

Viewpoint

Letter to the Editor

Due to the recent change in the political and social climate in the United States, I feel Compelled to address an issue of paramount importance to a proportion of the population that has unfairly suffered at the hands of a few organizations that have come to be known as the religious or Radical Right.

The latter, (i.e. Ralph reed of the Christian Coalition, Dr. James Kennedy of Coral Ridge Ministries in Florida), have used the Bible to justify oppression of homosexuals when in fact it has been researched and found by prominent scholars (John Boswell, Daniel Helminiak) that the Bible does not condemn homosexuality based on a historical-critical interpretation. This interpretation takes into account the original historical and cultural context that the text was written so that each passage can be analyzed in its proper context. When dealing with the issue of homosexuality, if we examine the popular controversial issues in relation to this issue, we would see that homosexuality was not condemned in the teachings of the Bible, but inhospitality (Sodom) and abusive forms of sex (1 Corinthians and 1 Timothy) were.

Therefore, when leaders of the Religious Right preach this misinformation to their members, they are purposely advocating for the denial of basic human rights, and are condoning violence against lesbians and gay men.

In one instance, Dr. Kennedy has devised a "Special Gay Rights Fact and Fiction Survey." He has impressed upon his membership that homosexuals want "Special Rights", that AIDS is a gay disease, and that homosexuality can be cured.

On the contrary, lesbians and gay men are fighting for equal rights, AIDS affects everyone, and homosexuality is not a disease, it is a sexual orientation that is a natural variation within the human race. When someone is denied housing, employment, or even the right to be with someone they truly love, they are being discriminated against. There is something seriously wrong when homosexual teenagers are attempting suicide three times more than their heterosexual peers, and when 40% of these teens run away from home at least once in their lives. These behaviors are a result of the internalization of negative myths and stereotypes taught by society.

It is my understanding that Jesus taught us to love our neighbors as we love ourselves and to not sit in judgement of others. I cannot understand why some leaders of the Church spread hatred against other members, of humanity and thus the church, in the name of God when God, as I and many others understand Him/Her/It, is not full of wrath or vengeance. There are much more important issues at hand: poverty, violence, world peace. Instead of preaching hate, the church (along with every other institution) should support those in need and look for peaceful solutions to these present day problems.

Donna Schwartz

Donna Schwartz is a graduate student in the School of Social Welfare.

**The next GSO Senate Meeting is
Monday, April 3rd.**

**There's lots of good reasons to come
- good food is always one of 'em.**

7:30 pm in The Spot.

Keep Those Surveys Coming!

In Mid-February, the GSO distributed approximately 3000 surveys to graduate students in order to obtain information regarding graduate student views on issues such as housing, campus safety, parking, and cost of living.

To those students who have returned their surveys: Thanks.

To those of you who have yet to do so, we at the GSO have no pride: We beg you to fill them out and turn them in.

**I'd want to print your News & Views
- The more you write, the less I have to.**

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Fax me: (516) 632-8965.

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The Going Rates for News & Views:

Letters to the editor: Unpaid.

A well written, pre-approved, news article: \$0.10 a word; with a maximum of 1500 words (\$150).

**A thought provoking, pre-arranged opinion piece:
Between \$40 - \$70.**

**Generally speaking, the more an article deals with
"graduate student
life at USB" the more likely it is to be published.**

Volunteers Sought For Masters Thesis

Men who were sexually abused as children and have since confronted their perpetrator(s) are sought for an interview. The anonymity of volunteers will be protected. Interested volunteers should call 928-9108 and ask for Mike Fagan. If Mike is not present, please ask the staff to, "Tell Mike Pete Called". Calls will be returned ASAP.

The study is overseen by Dr. Ruth Brandwein, Professor of Social Policy at the University of Stony Brook School of Social Welfare. Please do not hesitate to contact Michael Fagan, (516) 928-9108, or Ruth Brandwein, (516) 444-3176 with any questions or concerns.

A Graduate Student Profile

Between A Hard Rock And A Good Place:

The Life and Times of Mary Kelly, part one.

By Barry Joseph
 <bjoseph@ccmail.sunysb.edu>

Everyone knows Mary. And if you don't, you might imagine you know someone like her. Mary's the kind of student who comes into class like an invading army. When she's absent, the silence that emanates from her usual corner is deafening and when she's all riled up, nothing is going to stop her. If you're picturing someone verbally masturbating on things they barely understand and dragging the class further into the ethereal realm of the abstract, you have the wrong person in mind.

Mary's different. She always keeps it real. Mary has her own style of "conversating", as she puts it, and it flows freest when on a role. Like many who commute to Stony Brook from New York City, she often complains about entering "suburbie," pronounced stumbled and slurred, as if rocks were tumbling off her tongue. Phrases get mixed about in her head and tossed together like salad. "Get a wife!" she has demanded, meaning for me to put my life in order, and she once described someone as being "caught between a hard rock and a good place," a customized phrase best suited to describe herself.

During an argument about welfare, she tells me, "I don't have to play Susie homemaker and sit home all day. I'm a woman who does a hundred and one things. I can chew bubble-gum and still walk the walk. Because my mother did it. And I'm doing it. And my mother didn't ask nobody for a fucking handout!" We argue about stigmatizing welfare participants and she begins to tell me her family history, which, in the end, becomes her own. Welfare is a touchy subject, it turns out, as Mary could easily have been caught in the cross fire of the current Republican onslaught against poor, black, teenage mothers. But she's not. And this is her story.

With an impassioned yet cautious tone, like some righteous preacher, Mary begins her tale. "My mother came from a family of nine who picked cotton in the south. And she swore to herself, when she came to New York as a sleep-in maid, that she would never ever find herself on welfare." And she

didn't. For 25 years she worked for the Department of Public Transportation and married a man who did the same. She helped trains run and he drove a bus.

They settled down in Queens and raised a family. When Mary was old enough to be on her own, she set out under tense conditions. "I left home when my father and me were having, you know, adolescent problems." She got in her car and left with just the clothes on her back. "The first night I spent at my girlfriend's place. When I woke up in the morning and I looked in the mirror, I said, 'how are you going to support yourself?'"

She went out and worked any, and every, respectable job she could find: fast food server, telephone operator, even coupon distributor. "I would do what I had to do to get myself to college." Despite her work ethic, she still was not able to make ends meet.

As a last resort, she went to get aid from the welfare system. "Because my upbringing said it was morally wrong, it was the very last thing." Their refusal blew her mind. "I said the hell with them. I'll work. I'll do whatever I have to do to get myself to finish college. That's what motivated me."

She discovered a drug rehabilitation program on the top floor of an elderly home where she could volunteer. And that's where she decided to turn her life around. "They gave me room and board and I lived among the recovering addicts and diverse populations coming in from women's prisons." They taught Mary the ropes. "I knew what it meant to urinate in a cup in front of a nun. I knew what it was to have a curfew. I knew what it was to be in a rap session with people talking and sharing feelings about their drug experiences." After living there for two years, she began college at the New York Institute of Technology.

Mary discussed with her new street-wise friends what made them get on drugs/alcohol or end up in prison. "I knew what it was to see a baby withdrawing. I knew what it was to see them high. I knew what it was to steal. I knew what it was to cop. And so I began to see, first hand, what their environment entailed."

One day, Mary's mother came to visit. "She didn't know I lived

among these people. I was too ashamed to tell her."

Mary had only said that she lived on the third floor of an old-age home. "She walks in and sees the population and she says to me and I never forget the pain in my mother's voice- 'these are addicts, aren't they?'"

Mary said, "Yes Momma. They are my friends. They protect me. They understand me."

Mary's mother replied, "They may be your friends, but you always have a home. You don't have to stay here."

A recovering addict Mary's mother's age, who had a daughter of her own, walked over to her and said, "She doesn't belong here. She sticks out. She should go home."

Mary's mother said, "Whenever you are ready to come home, you come home. And I'll move you back in."

So one day, as she sat looking out her window at the people and flowers in the park below, a tear came to her eye. And she thought to herself, "Lord, what am I doing? I don't really have to be here. I'm not happy. I tried to make it on my own, but the system kicked me in the ass. But I have to be me. I have to be free." She realized it was time.

Just before her last year of college, she headed home. It was a summer evening and her mother was sleeping, up in Mary's old room, laying in her old bed. Mary said, "Mom?" Her mother awoke and asked, "What are you doing here?" "I want to come home." "Are you sure?"

Mary repeated, "I want to come home." "Okay," her mom replied, and moved her back in. Her father looked at her and said, "I never kicked you out, you know. You wanted to go because you wanted to be independent."

And Mary replied, "That's all I wanted to be. But you smothered me. You didn't want me to be a typical woman. And I just needed to know that I had self-worth. That I did have an opinion. That I wasn't leaning on anybody. I wasn't asking for anything. And I was worth something."

Mary had found the self-worth she had been lacking. After completing her undergraduate program, she entered the Human Services field in order to nurture women similar to her old housemates. She married her col-

lege boyfriend and, birthing two boys, has been raising a family of her own ever since.

But after a few years at work, she began to feel herself stagnating within the rigid framework of the bureaucracy. "I felt I needed to empower myself and enhance my skills as a professional to meet the challenges of the social ills which plague our community." So she decided to gain the skills necessary to challenge, and if possible change, the system. This decision led her to Stony Brook's MSW program.

So how does she handle theoretical class discussions when fellow students debate issues like Welfare reform as if they were mere intellectual games? "I get very angry because the reality of it is this has had a profound impact on me. I was once a victim on that other side and then an employee working for that system. I never was on welfare, but I knew what it meant to be without, to need some assistance, and to be denied. So it's not to put down [welfare participants]- I praise them- I wish some others could follow in their pursuit. But I think that people tend to be insensitive, they don't really know. And you don't know, until you really (experience) it."

Mary grows frustrated with "people drawing conclusions, stereotyping. But people have to look beyond what the media is saying." Don't be distracted by reports of the occasional welfare cheat, she reminds us, when most of the corruption in the welfare system comes from the embezzlement of high officials.

"And the people that have never been there, born with a silver spoon in their mouth, shouldn't be too quick to judge."

And while it's all too easy for us to hold Mary up as a model for all those in need to follow- the perennial boot-strap model of self-help- it is just as easy to blame women on "the system" for lacking her vision, drive, and inner strength. But we must remember that ideals are just that -ideals. And no one deserves to be punished as a failure for succeeding at being human.

Next Month: Mary, part two. As Mary learns to divide her time between classes, family, and her full time job, she gets caught up in another project: challenging her local community board for the future of her children and her people.

Viewpoint

The Truth About Welfare: Not What One Might Think

You've read about it in the newspapers and magazines, you've heard about it on the radio, you've seen it on TV: The "Contract With America" includes huge cuts in federal welfare programs (Food Stamps, Aid to Family with Dependent Children -AFDC-, SSI, SSD, Medicaid, Medicare, HEAP, and possibly even Social Security). AFDC (the largest federal program for single, unemployed mothers with children) has come under the most attack.

Despite all the news coverage, you may not know what the programs do, what the initials stand for, how much a recipient on a given program receives, or even what the eligibility requirements for the programs are. No, I can't and don't blame you. The media coverage and Republican platform has not focused on any of the above "news". Instead, we have been fed misleading rhetoric and buzz words such as "responsibility", "accountability", and the like.

I've worked with persons in poverty for more than five years. I've worked for the Suffolk County Department of Social Services (the local agency which administers the vast majority of the above programs). As a result, I feel obligated to bring you the facts (as opposed to the myths) on welfare. Here they are, from my "front line", The Hunger Action Network of NY State, and The Child Welfare League of America:

Most poor families (as defined by the federal poverty rate) do not receive welfare. In fact, 60% of the families in poverty have at least one family member who works full time. In New York State, a household receiving both AFDC and food stamps has an income of only 82% of the federal poverty line

threshold. NY spends about \$1.4 billion total for AFDC and Home Relief (an income program for single unemployed individuals); this is less than 3% of the overall State budget expenditures (NY State Budget, 1994-95; Hunger Action Network of NY).

Meanwhile, at the federal/national level, the media and political campaigns have missed, or *miss construed*, the following information:

Myth: AFDC benefits allow people to live easy.

Fact: In no state does AFDC benefits bring any family above the federal poverty line. Only 13 states have AFDC benefits which are above 50% of the poverty line.

Myth: In-kind (non-cash) benefits fill the gaps left by inadequate and declining AFDC benefits.

Fact: In only 14 states are combined AFDC and Food Stamp Benefits above 75% of the poverty threshold. Only about 22% of AFDC families receive any type of federal housing subsidy -- they pay 30% of their AFDC monthly payments for rent. The vast majority of recipients, 78%, must seek housing in the private sector, which can consume between 50% and 75% of their AFDC monthly payments.

Myth: Welfare costs have exploded, burdening taxpayers and enlarging the federal deficit.

Fact: The share of federal spending on AFDC has actually declined from 1.5% in 1975 to 1.1% in 1992. Approximately 2% of the average state budget is allocated to the program. The state and federal cost of AFDC in 1993 was \$22 billion. In comparison, the Federal government spent just under six (6!) times that amount (\$130 billion) on the saving and loan bailout of 1991.

Myth: Families receiving welfare are very large.

Fact: The size of the average family receiving AFDC is slightly smaller, not larger, than that of the general population. In 1993, the average AFDC family consisted of 2.9 persons. Meanwhile, in 1993, the average family in the general population was 3.16 persons.

Myth: Most welfare recipients are able-bodied adults who do not want to work.

Fact: Two-thirds (9.6 million) of AFDC recipients are children, and 100% of adult recipients are caring for children. Despite their parenting responsibilities (nearly always without a spouse's assistance), 83% of welfare recipients reported that they would leave welfare immediately for a minimum wage job if it provided health care for their family.

Myth: Welfare encourages adolescent mothers to establish independent households.

Fact: The percentage of poor women-maintained households headed by 15 to 19 year old women with children decreased from 3.9% in 1979 to 2.9% in 1990.

Myth: Parent and guardians will provide a supportive and nurturing home environment for a parenting teen and her child.

Fact: For many pregnant and parenting teens, "home" is not a safe place. A survey conducted in 1994 by the Child Welfare League found that, among young mothers surveyed in programs for pregnant and parenting girls: (A.) About 62% of the young women were estimated to have been abused or neglected by a caregiver, (B.) Nearly 64% were estimated to have had at least one unwanted sexual experience, (C.) About 50% of those young women would be placed at risk of sexual physical and/or abuse if they returned to their families.

Myth: Welfare increases births outside of marriage.

Fact: Family structures have changed among all demographic groups. In 1980, married-couple families made up 40% of U.S. households; by 1990 this figure had dropped to 26%. A U.S. Dept. of Health and Human Services commissioned study found that "welfare simply does not appear to be the underlying cause in the dramatic changes in family structure of the past few decades." A statement signed by 79 researchers in 1994 also included that "welfare programs are not among the primary reasons for the numbers of out-of-wedlock births."

Myth: Women receiving AFDC have additional children to increase their AFDC benefits.

Fact: The notion that women on AFDC have children in order to receive the average benefit increase of 465 is unfounded. If women were bearing children for AFDC benefits, a correlation should exist between welfare pregnancies and AFDC benefit levels. However in 1989, states with the highest birth rate among women ages 18-19 (AZ, AR, MS, NV, NM) had lower benefit rates, while states with the lowest birth rates in this population (MA, MN, NH, ND, VT) had higher than average benefit rates.

Myth: A strict time limit is needed to move families off welfare.

Fact: Currently, over 50% of welfare recipients leave welfare on their own within one year; 70% leave within two years. Unfortunately, many are forced to return due to a lack of stable employment, adequate or affordable child care and health insurance. The percentage of families who receive benefits for more than five years fell from 25.9% in 1986 to 19.6% in 1992.

Is the National Debate Really About Welfare?

Let's Define Welfare Simply As "Receiving Unearned Income From The Federal Government". Is welfare receipt, as defined in this manner, the sign of free loading on society? You make the decision. The demographics of the recipients aren't exactly the uneducated racial and ethnic minorities you might expect.

Home Buyers: By allowing taxpayers to deduct interest payments on home mortgages, the federal government gives an annual \$41 billion subsidy to mainly middle class and wealthy homeowners, 85% of the subsidy is for taxpayers earning above \$50,000 annually. The federal housing agency's budget (HUD) is only \$25 billion by comparison. (NY Times, Feb 94)

Agribusiness: The federal government provides an annual \$39 billion subsidy to agribusiness, compared to \$15 billion for AFDC (welfare). In 1991, USDA gave Gallo wines \$5.1 million to promote wine, M&M/Mars \$11 million to promote candy bars, and McDonald's \$465,000 to promote chicken nuggets. Between 1985 and 1989, Cargill Inc., Continental Grain Co. and Louis Dreyfus Corp. received free wheat, corn and other commodities worth more than \$1.17 billion for resale for private. In 1992, ranchers received an estimated \$55 million subsidy in the form of cut-rate grazing fees on public lands. (Washington Post, March 94)

Energy: Many large companies receive cut-rate energy prices from the State's Power Authority. The NY Times receives 10% of the lower-priced power from the state's nuclear power plants. Wall Street firms Chase Manhattan, Morgan Guaranty, Prudential Securities, Citibank, Goldman Sachs and Bear Stearns receive 59% of the

allocation of cheaply priced state power. These firms made \$8.2 billion in profits in 1993. (Newsday, May 4, 1994)

Social Security: Most retirees collect far more in lifetime benefits than they paid in lifetime taxes. After adjusting for inflation and interest, an average American retiring in 1991 paid \$34,142 in taxes and can expect \$108,558 in benefits. (Knight-Ridder Washington Bureau, April 25, 1993)

Health Care: In 1991, Medicare (the health services program for the elderly) spent almost \$19 billion on benefits to households earning \$50,000 or more. More than half of the overall medicaid budget (the health services program for the poor) in NY State goes to long-term care expenses, especially for nursing homes.

Corporations: The state Investment Tax Credit (ITC) provides a \$300 million tax subsidy for businesses. The six major credits, exclusion and preferences in the NY State corporate franchise tax costs the state about \$800

million a year. According to former State Comptroller Ed Reagan, at least \$500 million of the corporate tax breaks are of questionable merit. Tax subsidies provided by IDAs (Industrial Development Authorities) in NY State cost taxpayers more than \$340 million in 1991. One study of New York investment and employment tax credits indicated that 2 corporations received nearly 40% of the Tax Breaks. (Fiscal Policy Institute)

Military: The military is the largest source of corporate welfare. Only 23% of our military budget is for defense of U.S. shores. In 1992, NY State taxpayers alone paid \$15 billion to defend Western Europe. The U.S. spends 40% of the world's military expenditures - more than the next 10 biggest spenders combined. (Common Agenda)

The articles on this page have been adapted, with very few changes, from materials furnished by the Child Welfare League and the Hunger Action Network of NY State.

Calendar Of On-Campus Events

Wednesday, March 8

Graduate students in School of Social Welfare presents "Obstacles to the Effective Delivery of Comprehensive Human Services: Implications with Lesbians and Gay Men". The panel discussion will be held in HSC, Level 2, Lecture Hall 4 at 11:30 am.

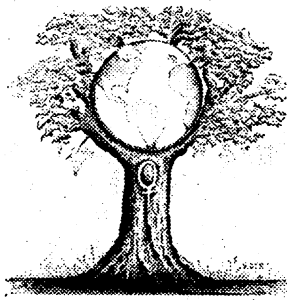
The USB Counseling Center will feature a workshop on **Overcoming Procrastination**. If you are ready to take an honest look at how you delay and avoid, this group can offer practical techniques that can help. Student Health Center, Room 241, 3:30 pm - 4:45 pm.

Monday, March 20

The Graduate School and the Undergraduate Initiative will sponsor an Open Forum on Teaching. Come enjoy a full free meal catered by Station Pizza and join us in a casual conversation about teaching, innovative ideas,frustrating experiences, and their esteem in a university setting. Come by and help set the topic for discussion! For more information contact Ray Maietta at RMAIETTA@ccmail.sunysb.edu or 2-9686.

Tuesday, March 21

Alternative Cinema presents **Clerks**. In Kevin Smith's defiant and at times hilariously low-rent New Jersey comedy, two hyper-articulate guys waste their day at a convenience store. The dialogue entails dizzying debates on girls, drugs, death, lasagna fellatio, and hockey but - by extension - captures a segment of society which usually escapes the notice of mainstream movie makers. 7 and 9:30 pm in the Stony Brook Union Auditorium. Admission is \$2.



MARCH 1995 INTERNATIONAL WOMEN'S HISTORY MONTH

WUSB-FM (90.1FM) and Campus Channel 6 will be broadcasting various special programs for Women's History Month.

All events are **FREE** except where noted (\$)

Women's Studies Program
Old Chemistry, 105
State University of New York at Stony Brook
Stony Brook, New York 11794-3456
516-632-9176

For more information, or if you require a disability related accommodation, please call 632-9176
The State University of New York at Stony Brook is an affirmative action/equal opportunity educator and employer.

ON GOING EVENTS

Feb. 27 - March 24
Art Exhibit
Kirsten Kucer: *New Works*
Frank Melville Jr. Library Gallery
1st Floor/right of entrance

March 1 - 31
Library Exhibit
Books by Women Authors
3rd floor near circulation

March 1 - 31
Exhibit: *Women's History: Promises to Keep*
Administration Bldg., 1st Fl. Admissions

March 1 - 31
Book Sale (25% off) featuring women authors and selected gender studies titles
University Book Store.

March 3, 10, 17, 24 & 31
Speakers: Celeste Gertsen and Gerald Shephard
Series on Women's Health
Sponsor: Counseling Center
Radio Station WUSB 90.1 FM
2-2:30pm

March 3-24
Art Exhibit: *Women's Issues*
2nd Floor, SB Union Gallery
M-F 12-4pm
Reception Mon., March 6 7-9pm

March 7 - May 2
Support Group for Women who have experienced sexual abuse as children and adolescents
Facilitators: Jeanne Botty RNBS
Kathy McLaughlin RNBS
Registration required 632-6720
Student Health Bldg. 1-2:30pm

March 27-April 21
Art Exhibit
Pamela Sienna: *Eyes Train: I, Not-I*
Frank Melville Jr. Library Gallery
1st Floor/right of entrance

ON CAMPUS

Tuesday, February 28
Ellen Ross (Ramapo College)
Historicizing Motherhood: Guilt, Gratitude and Freedom
Sponsors: Women's Studies/Humanities Institute
Frank Melville Jr. Library,
Humanities Institute, E4341 4:30pm

Tuesday, February 28
Panel: *Black Women and the Criminal Justice System*
bell hooks, writer; Frances Brisbane, Dean, School of Social Welfare; Amina Baraka, activist/poet; Harriet A. Gilliam, Esq.; Lorna McBarnette, Dean, School of Health Technology and Management.
Sponsors: Africana Studies, Affirmative Action/Equal Opportunity, Women's Studies.
Staller Center, Recital Hall 7-9 pm

Wednesday, March 1
Original Folk Music: *Vocal/Acoustic Guitar Duets by Case & Novak*
Sponsor: Campus Residences/Women's Studies
SB Union, Fireside Lounge.
Refreshments 8-9:30pm

Thursday, March 2
For Women Only: *A Child Sexual Abuse Workshop*
Facilitator: Ann Peterson Ph.D.
Registration required 632-6720
Student Health Bldg. 2pm-3:15pm

Thursday, March 2
Concert of Music by Women performed by members of the Music Department
Staller Center, Recital Hall 8pm

Monday, March 6
Thomas Downey, former Representative, 2nd Congressional District
Families Under Siege
Sponsor: Child & Family Studies
Frank Melville Jr. Library,
Javits Room (2nd Floor) 3pm

Monday, March 6
Panel: *Women In The Clergy: Do We Still Have a Long Way to Go?*
Sponsor: Interfaith Center and Center for Womyn's Concerns
Roth Quad, Cafeteria 7pm
Refreshments

Monday, March 6
Sexual Gender Roles: discussion and activities
Langmuir, Fireside Lounge 7pm

Tuesday, March 7
Self Defense Workshop: Demonstration & Participation
Facilitator: Sergeant Thomas Clark
Sponsors: Community Affairs Office
University Police/Campus Women's Safety Committee
SB Union, 1st Floor, Bi-level 12:30-2pm

Tuesday, March 7
Speaker: Carol Kessner
Procreation, Contraception, Abortion and Rape in Jewish Law
Physics Bldg., Rm. 112 3:30-4:50pm

Tuesday, March 7
Lesbian Life: discussion and activities
Langmuir, Fireside Lounge 7-9pm

Wednesday, March 8
Speaker: Sharon Fawley, Pres., NOW-NYS
The New Face of Feminism
Sponsors: Campus NOW/Office of Affirmative Action/Equal Opportunity
Old Chemistry, Peace Center 12:30pm

Wednesday, March 8
Slide/Lecture: *Cactus Columns or Aesthetics at the 'O.K.' Coral, Landscape and the Structure of Westerns*
Speaker: Alessandra Ponte
Sponsors: Humanities Inst./Art Dept.
Staller Center Art Gallery 4:30pm

Wednesday, March 8
Film: *Raise The Red Lantern* (1991)
The story of a wealthy Chinese man in 1920 and the competition between his four wives.
Discussion: Iona Man-Cheong
Javits Lecture Center, Rm. 105 6:30pm

Thursday, March 9
Cherie Diamond (L. I. Women's Coalition)
Violence In Relationships
Sponsors: Campus Women's Safety Committee/Psi Gamma Sorority
SB Union, Ballroom 1-2pm
The Suffolk County Clothes Line Project will be on display 12:30-2:30pm

Thursday, March 9
Cherie Diamond (L. I. Women's Coalition)
Psychological Aspects of Violent Acts Against Women
Sponsor: Campus Women's Safety Committee
Physics Bldg., Rm. P116 3:30-4:50pm

Monday, March 20
Discussion: *Women In Sci-Fi and Fantasy: From Heavy Metal and Gor To Thendara House*
Facilitator: Colleen Skadl
Hand College, Main Lounge 9:30pm

Tuesday, March 21
Speaker: Susan Koenig (VIBS)
Domestic Violence: Crisis In The American Family
Social & Behavioral Sciences Bldg.
Rm. 218S 11:30am-12:50pm

Tuesday, March 21
Lecture/Discussion
Women and AIDS presented by Robin Berger (LIAC)
Sponsor: Center for Womyn's Concerns
SB Union, Rm. 214 8pm

Tuesday, March 21
Film: *Black to the Promised Land* (1992). African-American teenagers stay on a Kibbutz in Israel where cross-cultural exchanges help to break down myths and stereotypes. Discussion follows with director Madeleine Ali.
Sponsor: Hillel
Javits Lecture Center, Rm. 101 8pm

Wednesday, March 22
Slide/Lecture: Elaine Cobos
Women Artists: Powerful and Diverse Voices
Staller Center, Art Gallery 1-2pm

Wednesday, March 22
How to Love a Woman
Discussion and activities
Langmuir, Fireside Lounge 7-9pm

Wednesday, March 22
Lecture/Discussion: Karla Jackson Brewer
Feminism and Women of Color
Sponsors: AASO/Center for Womyn's Concerns.
SB Union, Rm 216 8pm

Thursday, March 23
Slide/Lecture: Connie Koppelman
The Politics of Women's Hairstyles
Humanities Bldg, Poetry Center, Rm. 239 12 noon

Thursday, March 23
Career Women's Network luncheon
Speaker: Lorraine Pace
Breast Cancer on Long Island
SB Union, Ballroom 12pm
Reservations required 632-6040

Thursday, March 23
Performance Artist: Eve Costeazoro - *Amor de mis Amores*. A series of stories, or cuentos, revolving around a mother and daughter
Sponsors: Theater Dept./Dept of Student Union and Activities/Women's Studies
Staller Center, Theater II 8pm

Saturday, March 25
Tournaments for Women Only
Soccer 7a.m.-7pm
Volley-Ball 8a.m.-8pm
Indoor Sports Complex, Pritchard Gym

Saturday, March 25
Play: *The Priest and the Prostitute*
Comedy/Drama
Sponsor: Club India
SB Union, Auditorium 7:30pm
Tickets available at Polity box office
Proceeds to Women's Charity \$

Monday, March 27
Sylvia Geoghegan & Maria Hensley present
Women with Disabilities in Sports and More
Humanities Building, Interfaith Conference
Rm. 157 3 - 5pm

Tuesday, March 28
Alternative Cinema: *Bhaji on the Beach* (1994)
Director: Gurinder Chadha
A comedy/drama of ethnic and women's issues. \$
SB Union, Auditorium 7pm & 9:30pm

Tuesday, March 28
Take Back The Night March to demonstrate every woman's right to walk safely on campus
Sponsors: Center for Womyn's Concerns/Psi Gamma Sorority
SB Union, front entrance 9pm

Wednesday, March 29
Concert: *Arti DiFranco*
Sponsors: Student Polity SAB & MPB
SB Union Ballroom 8pm \$

Thursday, March 30
Art Slide/Lecture: Judith B. McCrea (artist), University of Kansas
Trips & Changes
Inspiration and images of Latin America in McCrea's paintings
Sponsors: Latin American Caribbean Studies/Art Dept. Reception Follows
Social & Behavioral Sciences Bldg., Rm. 320 N 4-5pm

OFF CAMPUS

March 5 - April 12
Art Exhibit: *Whose Body Is It Anyway? The Larger Woman*
Smithtown Arts Council
Mills Pond House 25A & Mills Pond Rd., St. James
T-F 11-4pm Sat./Sun. 12-4pm
Opening Reception March 5 2-4pm

Thursday, March 9
Discussion: *Escaping Abusive Relationships: The Options Out There*.
Sponsor: Long Island Progressive Coalition
Emma Clark Library, 120 Main St., Setauket 7pm

Wednesday, March 22 & 29
Participatory Demonstration
Rudy Zadworny (Martial Arts Women's Self-Defense Expert)
Port Jefferson Library, Meeting Rm. East Main St., Port Jefferson 7:30pm
For information 473-0022

Monday, March 27
Speaker: Bruce Meyer, M.D. (OB/GYN University Hospital)
Pregnancy and Preconception Care
Registration 941-4080 Ext. 1
Emma Clark Library, 120 Main St., Setauket 7pm

Women's History: PROMISES To Keep

SPONSORS: Art Department, Center for Regional Policy Studies, Department of Student Union and Activities, Division of Campus Residences, Graduate Student Organization, Humanities Institute, Latin American/Caribbean Studies, Music Department, Office of Affirmative Action/Equal Opportunity, Office of the Provost, Office of Undergraduate Studies, Staller Center Art Gallery, Stony Brook Union Gallery, Student Polity, Theatre Department, Women's Studies Program; Adrienne Munich, Director; Connie Koppelman, Women's History Month Co-ordinator.

STONY BROOK
STATE UNIVERSITY OF NEW YORK