

## Budget Cuts: SUNY's Neck on the Guillotine

By TOM FLANAGAN  
Statesman Editor

In 1948, New York State, under Republican Gov. Thomas E. Dewey, created the SUNY system to provide a quality higher education that was accessible to all.

In 1995, New York State, under Republican Gov. George Pataki, is about to dismantle it.

SUNY is being threatened with a 31.5 percent reduction in New York state tax dollars to the core operating budget and more than \$150 million in cuts to financial aid. SUNY officials agree that a tuition increase of more than \$1,000 is probable if the budget proposal remains unchanged.

The proposed cuts to financial aid include the elimination of TAP, Graduate TAP, EOP and Aid for Part Time Students.

Students most effected by these proposed budget cuts, SUNY officials said, will be those who depend on such financial aid programs for their education.

"If tuition is increased, we cannot pull the safety net out from those who can't afford higher education," said

University President Shirley Strum Kenny. "The state is not aware of how... much difference a \$1,000 increase [in tuition] will mean. Many students will not be able to continue their education."

Ana Maria Torres, director of Financial Aid and HSC Student Services, said that state spending cuts to financial aid would effect Stony Brook tremendously. "Cuts to graduate TAP and EOP would be devastating," she said.

She also said that the situation may not be as bleak for undergraduate TAP recipients.

"Unless tuition goes up very high, it might not be very bad for Stony Brook [undergraduate] students. Students now with 100% TAP would get 90%... [but] if tuition goes up \$1,600-\$1,800, we will lose a lot."

William Weitz, president of the SUNY Student Assembly and member of the SUNY Board of Trustees, said in a release last Tuesday that the Board of Trustees have been given no choice by the State Legislature but to create a plan that will implement the governor's mandated cuts.

"This plan, despite all

attempts by the Trustees to salvage the institution, conforms to the draconian measures as directed in the governor's budget request," he said. "Thus, SUNY has been left with no alternative but to comply with the excessive cuts forced upon them by a \$290 million reduction in state tax support."

The Board's plan, also released Tuesday, calls for the closing or merging of eight campuses and hospitals, abolition of 120 academic programs, consolidation of 600 others and the elimination of 2,500 jobs. Despite these cuts, the plan calls

for the students to pay an increase of \$1,600 in tuition. Collectively, these measures will deny 20,000 students access to the SUNY system.

"Today the citizens of New York are faced with the reality of the impending demise of the State University system," Weitz said. "Since February 1, the insurmountable cuts proposed by the Governor have repressed the hopes and dreams of hundreds of thousands of New Yorkers."

"The system's future now lies in the hands of the Legislature," he continued. "Students, staff, friends, parents and alumni must continue to put pressure on their legislators to restore funding to the University and allow the Board of Trustees an alternative to the impending devastation this budget cut forces."

Pres. Kenny, however, remains optimistic. "We are very hopeful that [the solution] will not be as dreadful as the original proposal of a 31.5 percent cut," she said. "We're very hopeful that when push comes to shove, the budget situation will be eased to make it possible for us to give students the education they deserve." □

## Will You Be Affected?

*Stony Brook students get a double whammy: In addition to the cuts in state financial aid that would occur if the state's proposed budget is passed, the Republican Congress is now targeting federal financial programs. A staggering majority of Stony Brook students would be effected by cuts in both state and federal programs.*

### Federal Programs:

**Pell Grant:** an entitlement program with eligibility and award amount based on need. Available to matriculated undergraduates enrolled at least on a half-time basis. Awards range from \$200 to \$2,300.

**Supplemental Educational Opportunity Grant (SEOG):** awarded to students who

demonstrate exceptional financial need, to the extent that without this grant, education could not be continued. Award ranges from \$100 to \$2,000.

**Perkins Loan:** available to students enrolled at least half-time as graduate or undergraduate degree candidates. Annual loan limits are \$3,000 for undergraduates and \$5,000 for graduates.

**Work-Study:** preference is given to students who demonstrate the greatest financial need. Students may work up to 20 hours per week with hourly wage rates ranging from \$4.25 to \$8.

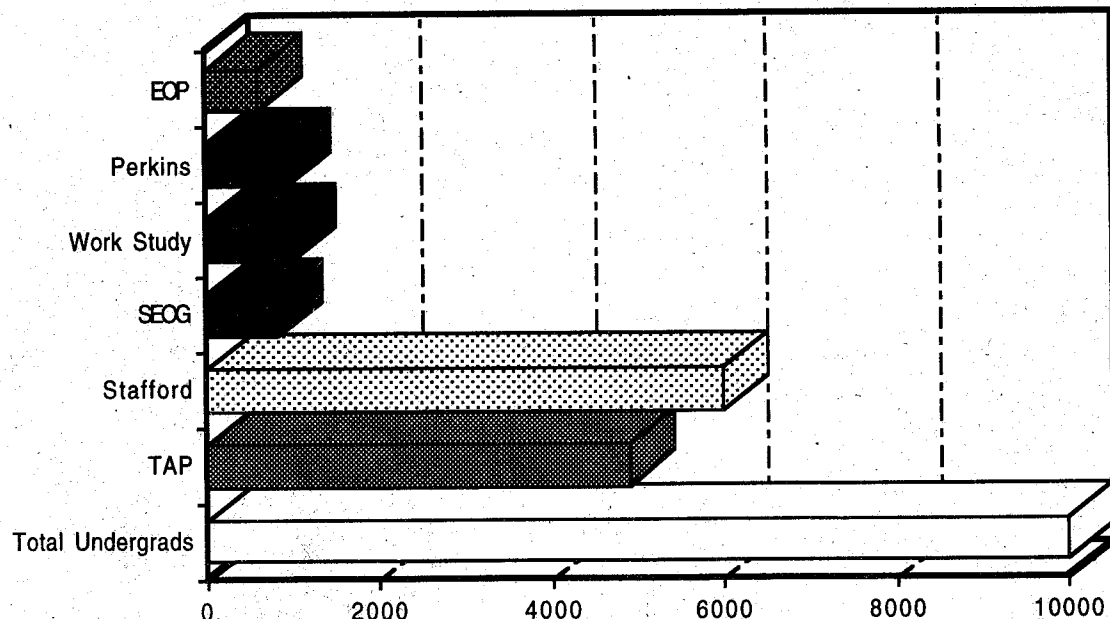
**Stafford Loans, subsidized and unsubsidized:** student must

be a U.S. citizen or permanent resident alien and be enrolled at least half-time. For subsidized loans, the federal government pays the interest while the student is in school; for unsubsidized loans, the student is responsible for the interest.

### State Programs:

**Tuition Assistance Program (TAP):** an entitlement program for financially disadvantaged students who are New York state residents and enrolled full-time. Awards range from \$100 to \$2,600.

**Educational Opportunity Program (EOP):** provides stipends for academically and financially disadvantaged students.



These figures were provided by Institutional Studies and the Office of Financial Aid and Student Employment. For financial aid programs, the figures represent the number of awards given in the academic year 1994-1995. Some figures were estimated.

*The Stony Brook Statesman's Budget Coverage: Up-to-the-Minute, Down-to-the-Wire.*

**Late-Breaking News:**

Baseball Team Receives First-Ever National Ranking at #22.

- See Page 18

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Tuesday, March 21

Registration deadline for intramural racquetball, doubles, handball doubles, tennis doubles and tennis singles. Call 632-7168 to register.

"Bipolar Disorder in Persons with Developmental Disabilities." Psychiatry Grand Rounds. Featured is Dr. Robert Sovner. Health Sciences Center. Call 444-2990 for more information.

"Domestic Violence: Crisis in the American Family." Featured speaker is Susan Koenig. Room 218S, Social and Behavioral Sciences, 11:30 a.m. - 12:50 p.m.

"Compositional and Electro-Acoustic Techniques in Three Recent Works." Jon Christopher Nelson will discuss his compositions and research. Room 3317, Fine Arts II, Staller Center, 4:30 p.m.

"Tuesdays at Five," recital series, "C Minor Classics." A concert of C minor trios by Beethoven and Brahms. Admission is free. Lecture Hall 2, University Medical Center, 5 p.m.

*Clerks.* Two articulate men waste their days at a convenience store discussing girls, drugs, death, etc. A defiant, hilariously low-rent New Jersey comedy. Student Union Auditorium, 7 p.m. and 9:30 p.m. Admission is \$2.00.

"Women and AIDS." A lecture by Robin Berger. Safer sex tips and general information. Room 214, Student Union, 8 p.m. - 10 p.m.

"Black to the Promise Land (1992)." Discussion by Madeleine Ali about African-American teens residing on a Kibbutz in Israel. Room 101, Javits Lecture Center, 8 p.m.

Wednesday, March 22

Last day to remove an Incomplete from the Fall 1994 semester.

"Celebrate Black Women's Day." Fireside Lounge, Student Union, 12:40 p.m. - 2 p.m.

A time management group workshop will be held for students only. Preregistration is required. Room 237, Student Health Center. Call 632-6715 to register.

"Women Artists: Powerful and Diverse Voices." A slide show and lecture by Elaine Cobos at the Staller Center Art Gallery, 1 p.m. - 2 p.m.

"Opposition-Composition." Zack Browning will discuss his composition *In Time* and other works. Room 3317, Fine Arts II, Staller Center, 3 p.m.

"How to Love a Woman." Discussion and activities. Langmuir Fireside Lounge, 7 p.m. - 9 p.m.

C.O.C.A. presents *Frankenstein*. \$2 with student ID, \$3 all others. Student Union Auditorium, 7:30 p.m. and 10 p.m.

The Stony Brook Contemporary Chamber Players will perform a variety of musical pieces. Admission is free. Recital Hall, Staller Center for the Arts, 8 p.m. Call 632-7330 for more information.

A discussion about women's issues, law, and society will take place with Joyce Birdoff, a professor and an attorney. Sanger College Main Lounge, 8 p.m.

"Feminism and Women of Color." A discussion and lecture with Karla Jackson Brewer, Rutgers University. Room 216, Student Union.

Thursday, March 23

"The Politics of Women's Hairstyles," by Connie Koppelman. Room 239, Poetry Center, Humanities Center.

"Breast Cancer on Long Island." Luncheon with guest speaker Lorraine Pace. Reservations required. Student Union Ballroom, noon. \$7.50. Call 632-6040 to reserve a seat.

A group shop workshop concerning abusive relationships will be held in Room 205, Student Health Center, 12:30 p.m. - 1:30 p.m. Free. Preregistration required. Call 632-6715.

"Conservation in Action: The RNP Project Madagascar." Featured is Dr. Patricia

Wright, associate professor of anthropology. Refreshments will be served. Room S-240, Physics Building, 4:00 p.m. Call 632-7080 for more information.

"Exit Rates of Women from Science." Room S240, Math Tower, 6:30 p.m.

An evening with Art Garfunkel. Staller Center Main Stage, 8:00 p.m.

"Eve Costeazoro - Amor de mis Amores." A collection of stories about a mother and a daughter. Staller Center Theater II, 8 p.m.

Friday, March 24

The Stony Brook Chamber Singers are featured, along with guitarist Steven

Speelman, performing a number of musical pieces and choruses. This will be the final concert of the season for the Chamber Singers. Tickets are \$6.00, senior citizen and student discounts available. Recital Hall, Staller Center for the Arts. Call the

Staller Center box office at 632-7230 for more information.

"Your Stepfamily: Learning to Step Together." Presented by Brenda J. Smith. Room 231, Stony Brook Union, noon - 2:00 p.m. Call 632-6136 for more information.

Star Trek: Generations. Presented by C.O.C.A. Room 100, Javits Lecture Center, 9:30 p.m. and midnight. \$2 with student ID, \$3 all others.

Saturday, March 25

"The Priest and the Prostitute." A comedy/drama at the Student Union Auditorium, 7:30 p.m. Tickets available at Polity Box Office. Call 632-6464 for more information.

The Long Island Philharmonic will take the Main Stage at the Staller Center for the Arts, 8:30 p.m. For ticket prices and student/senior citizen discounts, call the Box Office at 632-7230.

Star Trek: Generations. Presented by C.O.C.A. Room 100, Javits Lecture Center, 9:30 p.m. and midnight. \$2 with student ID, \$3 all others.

Sunday, March 26

Debbie Whittemore 5 K Memorial Run. Winners will be named in various categories. 10 a.m. Call 632-7168 for more information.

Induction ceremony will be held by Golden Key National Honor Society in the Student Union Bi-Level, 4:30 p.m. - 6:30 p.m. Call 632-6828 for more information.

Star Trek: Generations. Presented by C.O.C.A. Room 100, Javits Lecture Center, 7 p.m. and 9:30 p.m. \$2 with student ID, \$3 all others.

Monday, March 27

"Eyes Train: I, Not-I." An art exhibit by Pamela Sienna. Come view these works on the 1st floor of the Melville Library Gallery. Call 632-7260 for more information.

A student art exhibition will be held through April 6 in the Student Union Art Gallery, 2nd floor, noon - 4 p.m.

FSA Flea market, Student Union Bi-Level, 10 a.m. - 5 p.m. Call 632-6514 for more information.

"Women with Disabilities in Sports and More." Room 157, Humanities Building, 3 p.m. - 5 p.m. Call 632-8968 for more information.

"Addiction: Is it Nature or Nurture?" A group workshop held in Room 205, Student Health Center, 5 p.m. - 6:30 p.m. Preregistration required. Call 632-6715 to register.

"Writing Your Life Story." A workshop consisting of two sessions, today and April 3rd. Free. Room 223, Student Union, 5:15 p.m. - 6:30 p.m. Call 632-6828 to register.

A health and nutrition workshop will be held in the Roth Quad Cafeteria, 8 p.m. - 9:30 p.m.

Black Womyn's Weekend fashion show and party. Student Union Auditorium 6 p.m. - 10 p.m. and Ballroom 10 p.m. - 1 a.m.

## Campus Calendar of Events

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# States Want Professors Back in the Classroom<sup>3</sup>

(CPS) - The saying for professors used to be "publish or perish," but if state legislators have their way, it may be "teach or take a hike."

Over the last few years, as state budgets face increasing constraints and undergraduates complain of overcrowding and tuition hikes, faculty productivity has come under scrutiny. As a result, many legislators are demanding professors spend more time in the classroom.

States provide more than \$40 billion annually to higher education. Understandably, legislators feel they have the right to ask universities for the same accountability as they do other programs that receive funding. So in several states, they have initiated studies to examine how professors spend their time. In the minds of many legislators, professors just aren't making the grade.

For example, Ohio recently mandated that state-funded universities must increase classroom teaching by 10 percent. This is a watered-down version of a 1991 bill, which linked faculty salaries to the number of credit hours taught.

In Florida, full-time faculty who are paid entirely from state funds must teach at least 12 "contact" hours per week.

Such measures have led universities to take the initiative to analyze themselves. Penn State, the University of California, the University of Illinois, the University of Minnesota, the University of Wisconsin and others have done extensive surveys of faculty productivity.

"In states where budgets have been hard hit, faculty are feeling a lot of pressure," says Andrea Wilger, assistant director of the Stanford Institute for Higher Education. "Class size has grown; there are

constrained resources, et cetera.

"Of course, they are also concerned about how they are portrayed; that faculty have lots of free time, have an easy life," she said

**"In states where budgets have been hard hit, faculty are feeling a lot of pressure,"**

**- Andrea Wilger,  
Assistant Director of the  
Stanford Institute for  
Higher Education.**

Well before you start thinking, "I knew it, after class he hands our papers to the grading assistant and heads to the golf course," think again.

Most professors average a 54-hour work week. Some critics question these numbers, claiming they are self-reported. But dozens of studies by universities, state governments, institutional researchers and federal agencies, using different methods, consistently arrive at the same results.

"We are seeing 50 to 56 hours per week in the workplace," says Michael Dooris, research associate of Penn State's Office of Undergraduate Education, referring to his university's survey of 1,400 faculty. "This is consistent with other professionals, such as lawyers and physicians."

Findings by the Stanford Institute's study of 19 institutions show similar

workloads. "Overall, we found faculty are very, very hardworking," says Wilger. "But they all do place a heavy emphasis on the importance of their own research. It is not that they aren't working hard, but what they are choosing to spend their time on."

At larger state universities and well-endowed private colleges, faculty typically teach a maximum of two courses per term. But "teaching" is more than class hours. It also includes class preparation, grading, student advising, independent studies and graduate thesis supervision.

According to the U.S. Department of Education, faculty spend the most time in the classroom at community colleges, liberal arts colleges and other private colleges (roughly 60 to 70 percent of their

**"Some people wanted to know how to justify giving these large research grants to faculty who are already being paid."**

**- Michael Dooris  
Research Associate, Penn State  
Office of Undergraduate Education**

work time). The percentage dips to around 40 percent at research institutions.

That brings up the old conflict of research versus teaching.

On one side of the issue are people such as Ohio legislator Wayne Jones, who helped sponsor the bill which mandates

faculty increase classroom time in his state. In a press conference, he told about a University of Akron professor, who in addition to his state salary, received a \$50,000 grant to study 12th century Italian marble. Such outlandish expenditures, he said, do nothing to improve the education of students.

But Dooris thinks this example is not representative of the big picture.

"People think a lot of research is not very important, when actually research has led to the birth of super-conductivity, stannous fluoride, polio vaccines, synthetic rubber. . . all have come directly out of research and research universities," he said. "Somebody studying Italian marble is not a fair critique of what goes on."

Dooris says there also is some misunderstanding of how funding works. "Some people wanted to know how to justify giving these large research grants to faculty who are already being paid. But this is not in addition to your salary. If this is a \$50,000 grant, it buys out part of his teaching time; it is not added on to salaries."

Usually, when a large grant is awarded, a portion of the money goes to the university to pay for that professor's time. The university then uses this money to replace the professor in the classroom for that period, often through a visiting faculty member. The rest of the grant money goes toward the cost of the research, such as materials, support staff, transportation, et cetera. Occasionally the professor receives a small stipend above his normal salary.

What research and publishing do

See PROFS, Page 15

## SURVEY SAYS...

**Just over 55% of the Stony Brook students surveyed, believe the average USB student gets high on weed at least once a week.**

## BUT

**Over 70% of the students indicated they had never even tried weed.**

**Only 8.8% indicated using once a week or more.**

**4% indicate using 3 times per week or more. Of the 40,000 students from 4-year schools, surveyed nationally, only 3% used that often.**

## AND

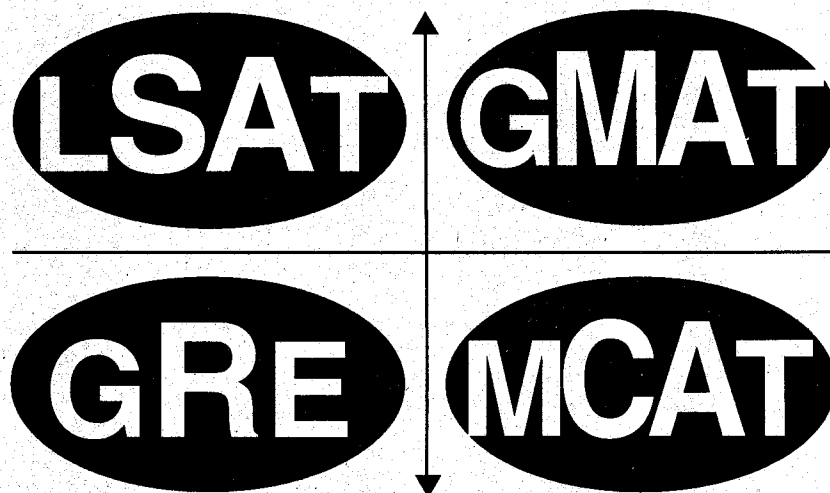
**Even if you assume the real numbers are double what people indicated, that still means that only 8%...not 55% get high that much.**

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Saturday 3/11  
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2:30PM - 7:30PM

Saturday 3/25  
8:30AM - 12:30PM  
2:30PM - 7:30PM

Saturday 4/8  
8:30AM - 12:30PM  
2:30PM - 7:30PM

Sunday 3/12  
9:00AM - 11:00AM

Sunday 3/26  
9:00AM - 11:00AM

Sunday 4/9  
9:00AM - 11:00AM

**For further assistance call Carlos Hernandez at:  
1-800-444-9117 (Washington, D.C.)**

# 6 WUSB Enters Info Super-Highway

By ALISON PETTO  
Special to The Statesman

Campus radio station WUSB has extended its reach both on and beyond the Stony Brook campus with two new services designed to increase communication via the University's E-mail system. Norman Prusslin, general manager at WUSB, said the station is now accessible on the campus' internal E-mail system, which is called All-in-1.

People using All-in-1 on campus can send information directly to the radio station by using the address WUSB.

From off campus, people can address information to WUSB@SUNYSB.EDU.

This new service will make it possible to send information more quickly from one location to another, on or off campus said Prusslin. "We are specifically looking for people to send us announcements of upcoming events, whether it be on or off campus," he added.

WUSB has also gained a menu position on the campus SBNEWS system. Anyone using All-in-1 can look into the menu that is labeled SBNEWS and find a posting for WUSB 90.1 FM, said Prusslin. This menu provides information about the radio station.

"These are two new services that have started up in the last two weeks and we hope that they'll be of use to the campus community," said Prusslin.

Many of the students who

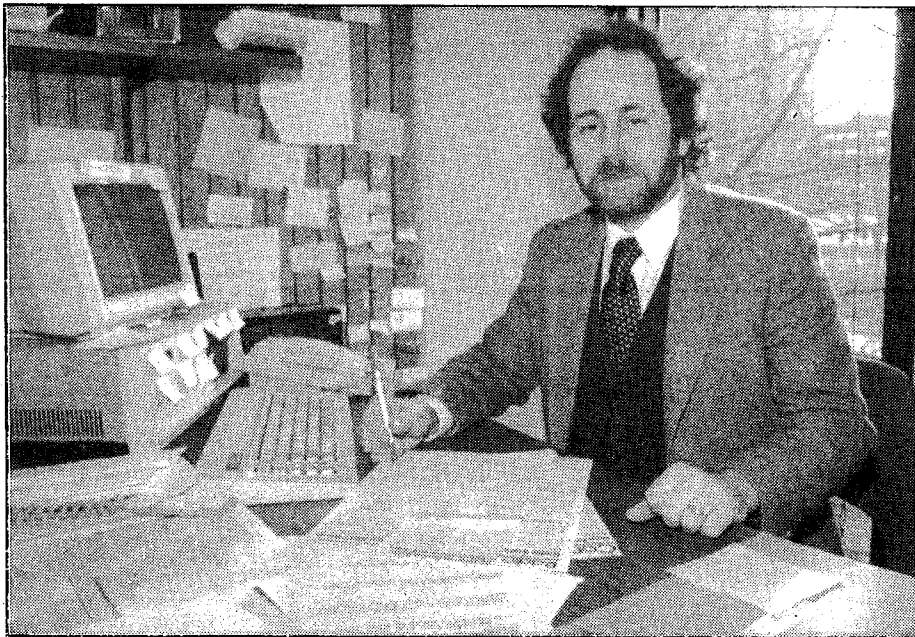
volunteer their time at the radio station agree the new E-mail system will enhance the quality of WUSB's broadcasting.

World and Reggae Music Director, Cydar, said "It will be the greatest in-reach and out-reach for WUSB. It will communicate to the people in a greater manner the idea of radio and what we're about."

"What I'm most excited about

with these two new programs is that when I'm not on the air broadcasting I can keep in touch with the community directly."

And Nick Capozzi, Radiothon Coordinator and on-air personality, added: "People with access will certainly be able to get information first hand, undiluted to us. Input will definitely be coming in like a flood. It's like opening up the flood gates." □



Statesman File Photo

WUSB Station Manager Norm Prusslin hopes that the addition of the radio station to the internet will improve communications with its listeners.

**Contacting campus media sources on the net:**

**WUSB: WUSB@SUNYSB.EDU**

**The Statesman: statesmn@ic.sunysb.edu**

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# From The Graduate Student Organization (GSO):

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## **Bus to March 27th Rally In Albany**

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The GSO is providing free transportation to the statewide rally to protest the proposed budget cuts.

The bus will leave from the parking lot of the Engineering Building at 5:30 am on Monday, March 27th. Interested parties should contact Ida at 632-6492 by **March 24th** to reserve a seat.

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## **Supplement Your Income, Build Your Resume, And Influence The Future Of USB All At The Same Time**

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The GSO is seeking officer nominations for the '95-96 school year. Candidates are being sought for President, Vice-President, Secretary, and Treasurer. In exchange for your leadership, you will be paid \$200 a month.

An unpaid position on the Stony Brook Council is also available.

If you would like to run, please stop by the GSO Office (Computer Science Building, Room 2105) to obtain a petition. **Completed petitions must be returned by March 27, 1995.**

Elections will be held in late April; results will be announced at the May 1st GSO Senate Meeting.

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## **The Graduate School Seeks Graduate Student Advocate**

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The Advocate acts as an ombudsman for graduate students, and helps mediate academic disputes involving graduate students, faculty, or administrators. The Advocate also has administrative responsibilities in the Graduate School. He or she will also work closely with the GSO Officers to serve the needs of graduate students.

The Graduate School funds the position as a GA line (20 hrs/wk, \$9200 stipend) with full tuition waiver, and union benefits. For a complete job description and application, contact the Graduate School at 632-7040.

***It's your school, get involved!***





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Lena Malekan                Altaf Shaikh  
Viktoria Paroder              Marc Weisbaum

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## Editorials

# Off With Traffic Office's Ugly Head

Please, oh please! When the budget cutting ax comes down on SUNY, may the blade dig deep into the Traffic Office's jugular! Rise up, Stony Brook, and demand the closure of this ludicrous and unnecessary bureaucracy!

In the midst of frightening tuition hikes, the Traffic Office is the first thing that should be eliminated in order to relieve the increased burden.

This will afford the students several immediate benefits:

1) Money wasted on the salaries of the zombies that write parking tickets can now be used to offset the pain of the Pataki budget

2) No longer will students hard earned dollars be spent on ludicrous parking tickets

3) The space that the Traffic Office now occupies in the Administration Building could be put to much better use. Perhaps an addition to the Registrar or the Office of Financial Aid, where long lines are par for the course, would much better serve the community.

Currently, the minimum price for a ticket that the automatons in the Traffic Office issue is \$15. If your car is booted, it will cost you \$40 to have it removed, plus the price of your parking infraction, according to the mindless ones in the Traffic Office. And, if your unfortunate enough to be towed, you could be slapped with a fine of up to \$75!!

This is outrageous! That \$75 could be spent on a much needed textbook. Or pay a commuting students' gas bill for two months.

Perhaps the Traffic Con Artists are reading this and asking, "If parking rules aren't enforced, how will order be maintained?" The Statesman, however, views this situation from a slightly different

perspective. The question that should be asked is this: "Why take out the atrocious parking conditions on the wallets of students and their parents?"

For starters, the signs denoting restricted parking areas are laughable. Many are the size of a postage stamp. Those that are readable are often painted in shades of brown and green, helping to conceal them from all but the most alert of drivers. The cheating Judas' in the Traffic Office know that the parking signs are inadequate, and they don't ever want that to change - it helps to fund their undeserved paychecks. They would be the first to sacrifice a student's life for thirty pieces of silver. Off with their heads!

Volumes could be written on the metered parking here at Stony Brook. At \$0.25 per nanosecond, it's cheaper to park in Manhattan than Stony Brook - and a lot less of a hassle, too. And just when you thought it couldn't get any worse, here they come - the nomadic automatons, driving around aimlessly, hoping to pen a ticket for breaking a ridiculous parking rule. The automatons just love those meters. The ticket-writing zombies and their meters can be likened to a spider and her silken web - they lie in wait for dinner, poised, silent, deadly, hoping to snare a hapless victim. At Stony Brook, the victims are students. The Statesman can, at least, tolerate the spiders.

Again, we ask the Traffic Weasels: why take valuable dollars away from SUNY students when the parking conditions are abominable?

To all those ticket writers in the Traffic Office, we have only this to say: **Your jobs are worthless!**

What good do you perform for society? You drive around campus, pollute the environment, and force students to pay through the nose for conditions that they are not responsible for. What kind of job is that? What do you contribute to anyone? Nothing, that's what. Worthless! While you are driving around, accomplishing nothing useful, doing jack squat with your boring lives - think long and hard about what you do for a living. You should worship the ground the students - your employers - walk on. The students have a future, while your future depends solely on the students. You are pathetic. Perhaps that in itself is too much of a compliment.

The Traffic Office houses the lowest form of life here at Stony Brook. And it is a dangerous form of life, for it bites the hand that feeds it. The students should turn their open hands into a clenched fist, in the middle of which is the neck of the Traffic Office.

What should be done in the immediate future? First, limit the price of tickets to a five dollar maximum, and eliminate the boot. Next, let us see if University Police can take over the operations of the Traffic Office. Anything will be better than what we have now. Write to us with proposals. This is your University. You and your parents pay for it. Demand an alternative.

Please, Stony Brook, let your voices be heard. We know you are as fed up with the Traffic Office as we are. Let us, the employers of these lowly parasites, terminate their employment immediately, if not sooner. The Traffic Office has feasted far too long on the welfare of students. And, as always, **LET EACH BECOME AWARE!**

# Adding Insult to Stupidity

Okay, who was the rocket scientist (or should we say "rock"? ) that decided to have barriers installed all over campus during Spring Break?

As if we don't have enough to put up with, someone said, "Hey, while the students are away on Spring Break, let's find a way to further inconvenience them and jeopardize their safety!"

These barriers are bound to create numerous problems and hazards. For instance, the gates installed near Roth Quad now block the roadway that leads past some residence halls to Roth Pond. Students were greeted with a fine how-do-you-do when they returned from Spring Break and attempted to unload their luggage at their Residence Halls' front

doors as they have done in the past.

Not this time.

In other places, such as the side of the Union and around the Chemistry Building, concrete and wooden barriers, supplemented with chain-link fencing, are only missing serpentine wire to complete the concentration-camp-like atmosphere.

More than just an inconvenience, these barriers are a hazard. What if University Police or a local fire department need to respond to a particular location on campus? The usual, speedy, short-cut routes they usually have taken are now blocked. This will slow response time and possible cause accidents. Indirectly, it will

eventually cause extra damage, injury and death.

Imagine a rape occurring in Roth Quad and a University Police cruiser responds. The officer will have to get out of the vehicle, unlock the gate, get back in the vehicle, and only then proceed to the crime scene.

Good plan.

Even worse, in the face of the projected budget cuts, installing these barriers makes no sense.

Who makes these decisions, and why aren't intelligent people consulted before something this stupid is done?

Somebody up in the ivory tower is saying: "Let the chips fall where they may."

We say: **"LET EACH BECOME AWARE!"**

**"When prayer is legislated, you infringe on other people's rights."**

**- Arthur Goforth**



## The Politics Behind the Condom Myths

By Jim Senyszyn

Religious right political hacks like columnist Cal Thomas try to portray use of condoms and safer sex as a liberal-left political plot.

Yet Surgeon General Antonia C. Novello, appointed by Republican President George Bush, issued a statement published in the June 9, 1993 issue of the *Journal of the American Medical Association* strongly supporting condom use for prevention of HIV transmission. Similar statements were issued by her predecessor, Surgeon General C. Everett Koop, who was appointed by Republican President Ronald Reagan.

Novello claims that 20 percent, 40 percent, or 80 percent of all new HIV seroconversions in the United States will be avoided if 25 percent, 50 percent, or 100 percent, respectively, of persons use condoms consistently and correctly.

As to the question of pores in condoms, which has replaced the medieval question about how many angels can stand on the head of a pin in the minds of modern day religious zealots, she cites a National Institutes of Health study which found no holes even at 2,000 times magnification.

Acknowledging that holes can occur, she refers to quality control testing by the U.S. Food and Drug Administration which has found an average condom waterleak rate of 0.3 percent. If the failure rate of a

batch of condoms exceeds four per 1,000, the condoms are recalled and barred from sale. This is a far cry from the 33 percent failure rate hysteria mongers like Thomas proclaim.

She says that there are further obstacles to passage of HIV even through a microscopic hole. A free virus, which is nonmotile, would pass through a hole only if it were associated with a cell that moves or if it were moved by hydrostatic pressure through a hole.

However, monocytes and lymphocytes that may carry HIV are too large to pass through microscopic holes detected by routine testing. And an FDA study simulating free HIV in fluid under pressure found that most condoms leaked no fluid at all and that, "even the worst-performing condom reduced estimated viral exposure 10,000 fold."

The statement cites condom effectiveness during actual use evidenced by contraceptive failure rates ranging from less than one per 100 to 16 per 100 users per year. She illustrates the importance of proper condom use by results from a British study of married, more experienced users with condom-user failure rates for pregnancy as low as six per 1,000 users per year.

C.M. Roland's concerns about the barrier performance of latex rubber featured in the June 1993 issue of *Rubber World* were

rebutted by an article by M.D. Morris and T.D. Pendle in the very same issue.

Morris and Pendle attribute condom failures mainly to misuse rather than any inherent defect in the product. Leaching in water, which is part of the normal condom production process, effectively makes the porous structure in the latex disappear, they claim. They also refer to the two rubber layers of a condom saying that, "the possibility of a hole being made through both layers, or of a hole in each layer being perfectly aligned seems extremely remote."

They say that their contention is further borne out by the tensile strength of condoms under high elongation and direct experimentation with the HIV virus.

A March 1989 *Consumer Reports* article "Can You Rely on Condoms?" also reports that examination of stretched latex condoms by an electron microscope showed "no pores" and "an effective intact barrier which won't even let water - one of the tiniest of molecules - filter through." It also describes various laboratory experiments showing that various sexually transmitted germs cannot pass through latex condoms.

The leaky boat rumors about condoms spread by the religious right do not hold water. But condoms do hold water and hold back the HIV virus too.

Jim Senyszyn is an alumnus from the Class of 1966 with a B.S. in Mathematics.

Letters and opinions can be delivered or mailed to:

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## NYPIRG Joins Forces to Fight Budget Cuts

To the Editor:

I am writing to correct the inaccuracies contained in Mr. Rick Resnick's letter that appeared in the March 6 edition of *The Statesman*. My name is Coleen A. O'Mara and I am the NYPIRG Project Coordinator here at SUNY Stony Brook. Coleen M. Skadl is a student at USB who did in fact write the letter to which Mr. Resnick referred.

Here at Stony Brook, NYPIRG, Polity, SASU, USSA, the GSO, the GSEU, the UUP, and many other campus organizations are working as the Campaign to Save SUNY to fight the proposed cuts to the SUNY Budget. Governor Pataki's proposed executive budget threatens to savagely cut New York's public universities and hurt students, as well as their families', ability to pay for college. The cuts to SUNY, together with the cuts to TAP and the elimination of Graduate TAP, the Equal Opportunity Program (EOP), and other opportunity programs, would slam shut the door of higher learning for thousands of students.

NYPIRG believes that New York State should invest, not divest, in students and in SUNY. Therefore, NYPIRG is fighting for a 1995-96 state budget that includes the following five items: a tuition freeze at SUNY, restoration of the cut in state aid to SUNY, restoration of the cuts to TAP, continued funding for Graduate TAP, continued funding for Aid to Part Time Students, and continued funding for the EOP and other opportunity programs.

To get students' voices and concerns heard in the legislature and in New York State as a whole, NYPIRG has been running, in coalition with campus and statewide organizations, an effective higher education campaign, both here at SUNY Stony Brook and across New York State.

At USB, NYPIRG participated with SASU and several administrators in the Polity Senate Town Meeting on the budget cuts, helped organize the rally in the administration building, staged a tremendous postcard campaign which will deliver over 5,000 postcards from Stony Brook students alone to their legislators (over 100,000 were sent out at the 20 NYPIRG chapter campuses), recruited a bus of USB students to attend our MORE Coalition Lobby Day in Albany on February 27 in which over 8,500 students from other SUNY, CUNY, and independent schools attended, and, finally, assisted with arrangements for the rally at Hauppauge on Friday, March 3.

In the coming weeks, NYPIRG plans to set up a phonebank in the Stony Brook Union so that students can call their legislators, to register students to vote, to continue with a letter writing campaign to the state legislature, to involve parents of USB students by writing letters and making local lobby visits, and to help get as many USB students as possible to the rally in Albany on Monday, March 27.

If you would like to get involved with the Campaign to Save SUNY, please stop by or call the NYPIRG office (SB Union 079/632-6457) or the Polity Suite (SB Union 258/632-6460).

Sincerely,

Coleen A. O'Mara

NYPIRG Project Coordinator

## Private Property Act To Threaten Environment

On Friday, March 3, the now famous House of Representatives passed a bill known as H.R. 928; The Private Property Rights Act.

Although its name may sound promising to many, its true objectives must be looked into. In reality, it is just another attempt to undo the Wetlands Provision of

the Clean Water Act and the Endangered Species Act. By not attacking the two acts directly, the Republican majority along with several Democrats whom have jumped onto the "Contract With America" bandwagon have avoided the negative publicity which would have been generated by nullifying very popular legislation.

Under this bill, if a landowner has a 10 percent decrease in the value of his property due to governmental regulations, he is entitled to compensation from the government. At first, this may seem like a fairly reasonable request. Hard working Americans should indeed be compensated when regulations cost them significant financial losses. Unfortunately, the truth is that this bill has been drafted mainly to aid large corporations such as the mining, logging, and oil industries. Under the terms of the bill, the government agency which imposes the regulations would also be responsible for the compensation. Therefore, if the Environmental Protection Agency (EPA) imposes a ban on logging in the Northwest, or prevents a wetland from being drilled for oil in the Southeast, they must cover the cost of the compensation. Minimum cost to the agency would be in the billions of dollars. Under its budget of approximately six billion, the EPA could not afford to enforce a fraction of the protective laws which are present to protect our countries last remaining natural treasures. Within weeks, the Senate is likely to follow suit in passage of the bill.

Fortunately, President Clinton strongly opposes the bill and has formally stated so. Still it is important for the people of this country whom are concerned about the environment to write the President and show support for his veto. More importantly, we must recognize and not reelect (if possible) those politicians who support the bill. This would include Democrat W.J. Tauzin (whom happens to represent an oil rich district in Louisiana), and New York Senator Al D'Amato whom

is an advisor to the Center For The Defense Of Free Enterprise (CDFE). The CDFE is an organization founded and headed by tax evader Alan Gottlieb to "fight back" against environmentalists. The CDFE's funding list includes such corporations as MacMillan Bloedel, Louisiana Pacific, DuPont Chemical, and Exxon.

Americans must quickly come to realize that the Republicans' idea of a smaller government may sound appealing, but what they really want is a shift in power from the government democratically elected by the people to one run by the large corporations. The only way for us to prevent this takeover of our country is to become aware of the situation, inform others, and vote accordingly.

Eric C. Morgan

## Article Brings Out the Truth

I would like to congratulate you on the excellent article "Authoress Claims Media Conspiracy" in the March 2, Number 40 issue of your paper. Every word in it is pure truth and sheds one of the very first rays of light on darkness of the shameful US media coverage of the war in the Balkans. Reading Alexandra Cruz's article is really refreshing after myriad of preposterous lies fabricated on a daily basis by such media-mercenaries like Mr. Roger Cohen and Mr. Anthony Lewis, paid from Saudi Arabian and other Pan-Islamic funds, praising in epochal terms Muslim fanatics and murderers.

*The Statesman* should be commended for revealing a (small) part of the truth, not just on professional, but on patriotic ground also: what is good for Bosnian Muslims today, will be good for Hammass, Hesbollah and the like tomorrow; more bombs in the World Trade Center are certain products of the editorial policies of *The New York Times*.

Sincerely,

Milan Cirkovic

The Stony Brook Statesman Tuesday, March 21, 1995

# Statesman Features

Tuesday March 21, 1995

## Carmina Burana and the Ballet De Bordeaux

By MELANIE SELWYN  
Statesman Staff Writer

Pulsating music, foot-high platform shoes, and numerous curtain calls were all a part of the performance the Ballet de Bordeaux.

The dance company performed to the powerful musical score *Carmina Burana*, taking the Main Stage at the Staller Center for the Arts on March 11. The near-flawless performance was separated into two segments. The first was a slightly modern interpretation of *Les Nuits D'Ete* [The Nights of Summer]. The principle dancer was Giuseppe Della Monica, who has been with the company since 1981. Accompanying Giuseppe are four women. One woman, known only as "She," is present at all times on stage. However, "She" never dances with Giuseppe. "She" is the ever-present observer. Meanwhile, "He" dances with four women in succession - each woman of a different color costume and a different mood of dance. The "lady in gray" is elusive, white is romantic, red is sexy, and, surprisingly, black is submissive. In between the duets, "He" dances a cappella, his steps and clapping are audible to the audience.

After the first segment, the company then danced the main performance which was the *Carmina Burana*. The music of the *Carmina Burana* is more widely used than one might think. The opening movement of the opera has

been used in many movies, including Mel Gibson's *Hamlet*, and *Excalibur*. The music has also been featured in movie trailers, the most recent being the advertisements for *Highlander III*. The music has also been mixed into a well-known techno version which most people call "Oh Fortuna," since those are the first two words of the song. It is widely used because the music pulses with an amazing amount of bass. The second segment of the show opens with the sound of this incredible music pulsing as the entire company is on stage behind the principle dancers.

The principle dancers are mounted on elevated platform shoes, wearing shining robes that encompass their entire figure. Each is wearing a large mask to name their character. Giuseppe Della Monica performs the role of Bacchus, Isabelle Boutot is untouchable as Fortuna, as is Gilles Martin performing Sole. The body of the company undulates, crawls, and pulses around their deities in celebration of their power. The melodrama of this performance was a stunning experience for me.

The ballet lasted about two hours. While the presentation was most enjoyable, there was a minor, but noticeable, problem. I wish that the Staller center had a better sound system. This massive piece of music was literally tortured by speakers that could not handle the bass, and as it was, the treble was too high. Other than that, the performance is one that I would enjoy seeing again.



Courtesy of The Staller Center for the Arts

## A Broadway Audition With Alice Ripley

By JOSEPH P. GRASSI  
Statesman Staff Writer

The talented, successful Broadway actress Alice Ripley (of "Tommy" and "Les Miserables" fame) conducted an informative and valuable master class in Theater Two of the Staller Center for the Arts. The subject was auditioning for professional musical theater.

The creative nature and spirit of giving of Ripley was evidenced by this master class. Theater Two was turned into a New York City theater audition. She wanted to conduct this master class "as it would normally be." Selected Stony Brook theater majors performed as Ripley performed the duty of casting director. Each of the seven performers sang two songs to show their uniqueness, talent and role type.

After each student performed, Ripley went through what they did and critiqued their performance. She stressed the importance of putting one's emotions into the performance. Showing one's emotions is hard enough in an acting situation but it is especially hard to let inner emotions out during an audition. This skill is very important to have because, as Ripley explained, it is the only way an actor is going to open the doors to their talent and success. "It is hard to show



A select group of Stony Brook students had the opportunity to meet with and view a performance by Alice Ripley, a Broadway actress.

emotions to strangers. You have to get in touch with your feelings you don't show to anybody because that is what is going to make the casting director remember you."

The fact that in the "business," musicals and musical acting are taken less seriously or thought of as less difficult to perform in was discussed by Ripley. "The hardest kind of performing is musical theater, because everyone thinks it is so easy. It is not any less of an art than acting in non-musical plays."

The distinction was made however that it is lot easier for a non-musical actor to adapt a musical than it is for the experienced musical actor to adapt to serious plays. This is underlined the importance of good acting when auditioning for professional musical theater in New York.

She suggested that the actors should think of their lovers or people that are dear to them while they perform in order to give a more powerful and heart felt impact on the casting director.

"Imagery is very important," said Ripley. "Think of a scent, person, situation or day, something to draw the emotion you need to act effectively."

Alice warned that drawing from one's emotions might be

painful in an audition but that it is necessary. "You have to wrap your lips around what you're saying," said Ripley. "Too many working performers are thinking about their coffee in the dressing room or something." The most important thing to Ripley "is to really be comfortable and if you are nervous don't pretend you're not. Let that emotion work for you, too."

Among other advice Ripley gave to the talented people in the Theater Department is that anger doesn't have to be acted loudly all the time. "Beneath most anger," she said, "is a tremendous amount of sadness... address every song as a monologue... treat every line like Shakespeare." She added that the more unique material one performs during an audition, the better, unless specific material is requested by the casting director.

Alice Ripley honored the students with a beautiful and thrilling performance that made members of the audience cry. She has just finished performing in "Sunset Blvd" on Broadway and plans to continue performing in major cities around the country in "Fontane." The experience was wonderful and valuable for all those who attended. □



# Washington, D.C. Students Protest Federal Aid Cuts <sup>11</sup>

(CPS) - WASHINGTON - About 200 Washington-area college students attended a rally on Capitol Hill in early March to protest Republican-proposed cuts in student financial aid programs.

Four Democratic members of Congress addressed the students, most of whom were from Georgetown University.

The demonstration came at a time when Republicans have outlined deep budget and tax cuts aimed at reducing the deficit. Up for consideration are significant cuts to student aid, including the elimination of interest subsidies for student loans while students are attending college.

Rep. Nita Lowey (D-N.Y.) said students must organize on every campus across the nation to protest financial aid cuts.

"Student loans are an investment in the country," Lowey said. "The Republican majority is showing their extremism, and you have to fight them at the ballot box."

Rep. Lynn Woolsey (D-Calif.) told the students she wanted to take the energy and the intelligence of the crowd and "pass it out in the House."

She said reducing cuts to financial aid is her top priority because more than 1,000 students in her district will lose their loans if the legislation passes.

In response to the speeches, students chanted, "Students vote, too," and "Boot the Newt," referring to House Speaker Newt Gingrich (R-Ga.).

Woolsey said if students are not able to attend college because they cannot afford it after their loans are taken away. "We won't have people ready to walk the halls of government when we get rid of Newt."

Rep. Patricia Schroeder (D-Colo.) said the Republican majority in Congress is fighting a war against young people by vowing to take their financial aid and funding for school lunches. She said students can fight back by using their power to vote.

"They are about to take away from you the opportunity to run this country," she explained. "They think you're not going to vote. . . yes, you can vote."

Sen. Clairborne Pell (D-R.I.), the founder of the Pell grant, also addressed the crowd. He told the students he believes "deeply" in the

need to invest in education because the strength of the nation depends upon the character and education of the American people.

The rally also featured four area students, who give their personal accounts of how cuts would affect them.

George Washington University freshman Jenny-Brooke Condon said two of her sisters and her mother are all attending college, and "financial assistance has been a lifeline." She said there is no logic to explain why hard working Americans should be denied an education if financial aid is cut.

Trelwany Thompson, a Georgetown University junior, said she has a dream of being the first person in her family to graduate from college. She said she currently has taken out three federal loans and has a work-study job.

"Some members of the federal government are trying to take my dream away from me," she said. "All of my hard work will be taken away (if financial aid is cut)."

Susan Gorman, a sophomore at Georgetown, said her brother is also

in college and her sister will be going to college next year. She said her father died of lung cancer in April, which left her family "emotionally and financially devastated."

Her financial aid package at Georgetown increased this year, and she was able to return to the university. But she added that she and her sister are realizing they might have to transfer to schools closer to home if their financial aid is slashed.

"The government has failed to consult the students about cuts in financial aid," Georgetown student Carlyn McVey said. "Just as [Rep. John] Kasich (R-Ohio) has the ability to decide my future with his vote in Congress, I have the ability to decide his future with my vote."

George Washington freshman Doug Minier, who is the internship coordinator for the GW chapter of the College Democrats, said about 60 percent of GW students are on financial aid, and the cuts are going "to really hit our pocketbooks." He said students can make a difference if their voices are heard.

Miner said a national rally is tentatively planned for the beginning of April. □

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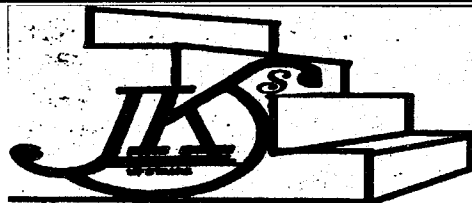
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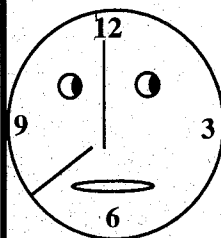
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# Abortion, Politics, and Medical School: Three is a Crowd

(CPS) - Chicago - Medical student Gillian Herald says she's become familiar with a variety of medical terms and procedures during lectures at the University of Illinois-Chicago. But the second-year student has noticed one topic that never seems to come up in class.

"We hardly ever hear anything about abortion. Sometimes we talk about birth control and other subjects, and the conversation seems like it would naturally progress to abortion, but it never does. It's always avoided," says Herald. "What we have received, we've received because we asked for it."

Most medical school administrators, however, would say specific training for abortions is no more a part of the first two years of medical school than would be learning techniques for brain surgery.

"Major training for spontaneous or elective abortions occurs in the OB/GYN residency programs," says Patty O'Shea, spokesperson for the American Association of Medical Colleges. "In medical school, they're trying to address the broad informational needs of all students. You get more detailed information in your residency program."

Still, as the demographics of medical school shift - a record-high 18,968 women enrolled last fall - new concerns are being raised about abortion training.

Last month, the Accreditation Council for Graduate Medical Education (ACGME) unanimously approved a revision of the Program

Requirements for Residency Education in Obstetrics. Effective January 1, 1996, the revised statement says that OB/GYN programs must provide "A structured didactic and clinical training experience in all methods of family planning, including methods of contraception, including natural methods, as well as sterilization. . . . Experience with induced abortion must be a part of residency training, except for residents with moral or religious objections. . . . Experience with management of complications of abortion must be provided to all residents."

Institutions such as Catholic hospitals that have a moral or religious objection to abortion must comply with the requirement by offering experience in performing abortions at another institution.

The new requirement, which applies only to students planning to be obstetricians and gynecologists, must be followed by hospitals with residency programs in order to qualify for federal funding.

The policy was backed by numerous medical organizations, including the American Hospital Association, the American Board of Obstetrics and Gynecology and the American Medical Association.

"For the safety of the patients, it is essential that physicians providing abortion services are trained and competent," said a released statement from the AMA. "Therefore, the AMA believes that this requirement is necessary for the health and benefit of

patients."

The ACGME ruling has met with outrage from many anti-abortion and religious groups, including the Catholic Church. "Coercing people and institutions to participate in the destruction of innocent life is a great evil," said Cardinal Roger Mahony of Los Angeles, chairman of the National Conference of Catholic Bishops' Committee for Pro-Life Activities.

A study at Columbia University of 216 of the 271 residency programs in the U.S. indicates that 47 percent of graduating residents in obstetrics and gynecology have never performed an abortion. A similar study out of the University of California at Davis revealed that residency programs offering first trimester abortion training dropped to 12 percent in 1992 from 23 percent in 1985. Training for second trimester abortions fell to 7 percent from 23 percent during the same time period.

Dr. John Gienapp, executive director of the ACGME, says that as abortions switched from hospitals to clinics, fewer residents were exposed to the proper procedures. "There has always been the expectation that were explanations and teachings in family planning, but this is the first time the requirement is this explicit," Gienapp said. "Residents who are being trained in hospitals may not have the exposure to abortions they once may have had. We need to ensure that they're receiving the proper training."

Michele Arch Allen, spokesperson for National Right to Life, disagrees. "The accreditation is a political

move," said Allen. "They're trying to put abortion on the same level as other medical procedures so people will think it's like anything else. Students who would choose to opt out of learning abortion will feel pressure from their decision by school officials who have been told to make sure it's part of the curriculum. It's outrageous that people can be coerced into something that is not a healing art."

Currently, obstetricians and gynecologists do not have to be trained in performing abortions to get licensed. Some medical students say that abortion techniques are so similar to dilation and curettage procedures, or D & C's, in which the walls of the uterus are scraped after a spontaneous abortion, that specific training is unnecessary.

Others, however, welcome the training that will stem from the new requirement.

"The ACGME is recognizing that abortion is an important medical technique," says En Stirred, a third-year medical student at Wright State University. "Doctors should know the accurate techniques of an abortion just like they should know counseling options for patients who are looking for some information on contraception. It's something that people don't like to deal with, but we still need to know the procedures."

Phyllidia Ku, a second-year medical student at Brown University, agrees. "It's important to know because physicians should be able to

Please See ABORTION, Page 14

## Campus Notices



### Closed Out of a Class This Spring? Try Summer Session.

Stony Brook students were mailed the 1995 Summer Session Preliminary Course announcement last month, which lists more than 300 courses in two summer terms. Details in the Summer Session Bulletin, to be available in March at the offices listed below. The preliminary course announcements are now available in the following offices:

- Office of Records/Registrar, second floor Admin.
- New Student Programs (Orientation), 102 Humanities
- Center for Academic Advising, E3310 Library
- Undergraduate Transfer and Evening Studies Program, E1340 Melville Library
- School of Continuing Education (CED), N201, SBS
- Summer Session, 217 Old Chemistry

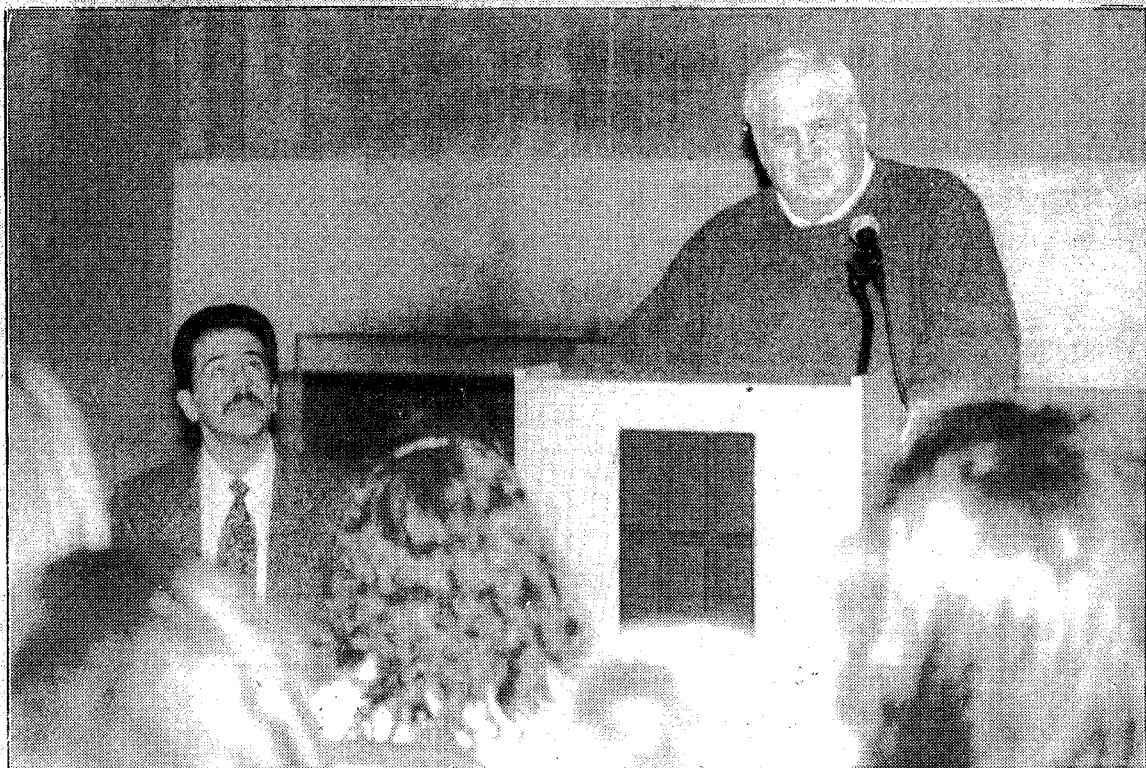
The Department of Environmental Health and Safety has openings for students approved for Financial Aid Work-Study. Nursing, Science and Engineering students are preferred but department will consider all students interested in Safety Services and Occupational Health Services. All interested applicants should contact Renee Nelson at 2-9671.

## Campus Notices



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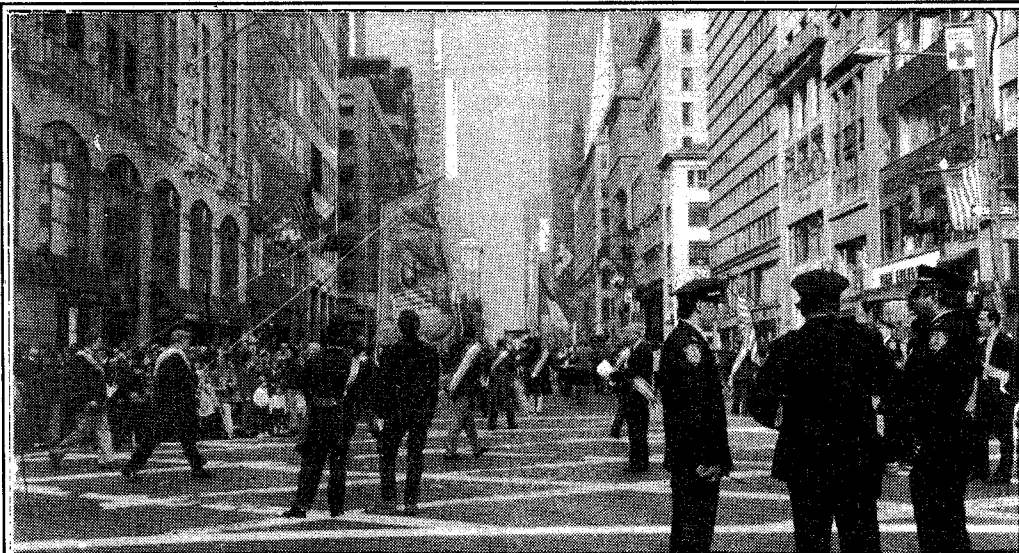
**STUDENT ASSISTANTS NEEDED TO WORK ON COMMENCEMENT DAY - MAY 14.** Spring housing move-out deadline will be extended for successful applicants. Apply at the Conferences and Special Events Office, 440 Administration Building. Applications will be accepted until 60 commencement aides are hired. No phone calls, please.



Statesman / Erik Jenkins

## "There are jobs out there. . ."

So said Bob Greene (standing), two-time Pulitzer-Prize winning journalist, to more than 30 aspirants on Tuesday March 7. Greene was one of a number of panelists speaking about jobs and internships for journalists at the Stony Brook Satellite Chapter of the Society for Professional Journalists first event in 1995. Greene was joined by *Newsday's* Stu Vincent (seated), Stony Brook Director of News Services Vicky Katz, WUSB Station Manager Norm Prusslin, and *Newsday* Fall/Spring Internship Director Dennis Bell. An SPJ spokesman said that Bell suddenly passed away during Spring Break.



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Marchers prepare to make the turn down Fifth Avenue during New York City's St. Patrick's Day Parade last week.

Statesman / John Chu

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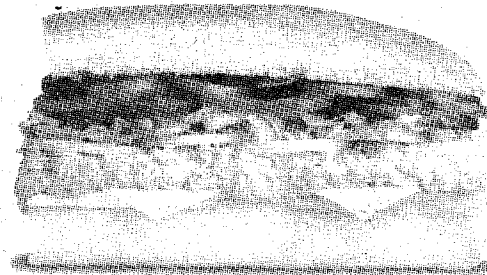


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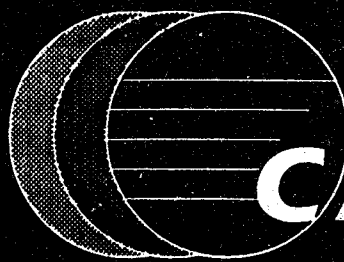
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# Medical School Students and Abortion

ABORTION, From Page 12

give patients the full range of their options," Ku says. "You need to deal with your own ethical issues first, but then you are obligated to provide your patient with the proper perspective."

UIC's Herald says differing laws in abortion make knowledgeable doctors necessary in each geographic region. "There are areas of the country where there are no abortion providers," says Herald. "If someone drives hundreds of mile to get an abortion, then comes home, has complications and has to go to the nearest hospital, she would expect that a doctor on duty would know what those complications may be and what are the best ways to treat them."

But some students feel that the new requirements may infringe on their religious beliefs. "It seems like the accreditation council is trying to mainstream abortion," says Mary Buss, a second-year student at Georgetown's School of Medicine. "To some people who are pro-choice, abortion training should be

almost mandatory, but I don't feel like I have to perform abortions to be a competent doctor. I think the ruling could cause damage because it's infringing on the religious beliefs of the schools and the students. It potentially forces them to do something they may not believe is morally right."

Gienapp maintains that students opposed to abortion will not have to perform any in order to receive certification. "We're not forcing any person or hospitals to perform or allow abortions if it's against their moral or religious beliefs," he says. "We have no intentions of doing that."

Laura, a third-year student at St. Louis University Medical School who wishes to be identified by her first name only, says that the ruling will drive a division between students in OB/GYN rotations and residencies. "It's like saying we're not as competent as doctors because we don't do abortions," she said. "That infuriates me. If anything, I see myself as the better doctor because I practice medicine to save lives, not destroy them."

About 30 percent of the nation's hospitals are affiliated with religious groups and do not perform abortions. Administrators from these hospitals are currently looking at how the ruling may affect them.

Mike Maggio, spokesperson for Loyola Medical Center in suburban Chicago, says there may be options that will work within the center's present day-to-day operations. "As a Catholic hospital, we don't perform abortions, but there are similar procedures that are performed," Maggio says. "If a fetus dies in the womb, then the effort to remove that fetus is the same procedure as an abortion. We deal with medical situations in OB/GYN that are appropriate for a Catholic hospital."

Gienapp says that religious hospitals have options, including not to train anyone in obstetrics or gynecology or to accept only those residents who are opposed to abortion and have no intention of seeking the appropriate training. Religious hospitals also can allow their residents to get the training at other hospitals.

Already, organizations are pushing for increased abortion training. Last year, Planned Parenthood of New York City began a training program for doctors, teaching safe abortion practices to interested physicians at their own clinics. So far, the organization has trained more than 45 physicians.

The American Medical Women's Association is sponsoring the Reproductive Health Initiative, a program focused on medical students concerned about abortion training. After getting input from schools, students and doctors, the AMWA will create a prototype for a fourth-year elective

which will give interested students training in abortion.

Students on both sides of the issue fear that hospitals interviewing for residents may use abortion as a litmus test for their applicants.

"So much of what you do in the last two years of medical school and during your residency are based on recommendations and approval of others," says Buss. "There may be students who are coerced into doing things they may not want to do, especially something as dramatic as perform an abortion, because they're receiving pressure from people who have power over them."

Risha O'Connor, a second-year student at Northwestern University Medical School, worries that hospitals fearing controversy may avoid certain residents. "Residency interviewers may screen people out, using the new accreditation policy as the reason," O'Connor says. "OB/GYN people should be trained in abortion but if students say they want it, hospitals may use that as a way to avoid accepting that student."

Despite concerns about limiting students, Teri Wolf, a first-year student at Michigan State University College of Human Medicine, thinks the ACGME ruling will ultimately benefit students. "I'm hoping the accreditation will have a trickle-down effect," Wolf says. "We should start talking about issues we haven't talked about before. Regardless of what you believe, these are issues that need to be discussed, and now it still seems like they're being avoided whenever we're in the classroom."

Ku says medical students have a responsibility to ask for lectures on abortion, even during their first and second years. "It's a tough subject to talk about but it needs to be done," she says. "Our curriculum is crowded enough as it is, so sometimes it's probably easier not to talk about abortion during the first two years. The school figures we'll get it in our clinicals. If they don't do it, we have to demand it."

Alison Abreu, a second-year student at the University of Iowa Medical School, says her classmates are probably as exposed to lectures on abortion as any medical students in the nation because of the proximity of three abortion clinics in Iowa City, including one that is run by the medical school.

Abreu says that doctors at the school clinic serve as instructors at the school, and OB/GYN students can do rotations at the facility. "I think that it's been helpful for medical students to get exposed to abortion as part of their curriculum," she says. "If we hadn't been exposed to it, we may never even consider it."

"It's important because abortion is a legal right for women. If people aren't willing or taught to provide it, it won't matter if it's legal or not. □

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# States Want Profs Back in Classrooms

15

PROFS, From Page 3

provide faculty is national recognition in the form of grants, top job offers and opportunities to work with the brightest graduate students. It also ensures tenure - or lifetime job security.

And for the universities, it's the great researchers, not the great teachers, who attract research dollars, major corporate endowments and top students. In fact, universities often offer reduced teaching loads as an incentive to lure top faculty from competing institutions.

So, unless a professor really botches up on student evaluations, her effectiveness as a teacher may have only minimal impact on her career fortunes. After all, research and publications are judged by the best and brightest in the field. Teaching is judged by novices—the undergrad.

This point was emphasized in a survey at the University of California where 97 percent of faculty believe being a teacher is very important, but only 7 percent felt faculty were rewarded for good teaching.

Jon Solomon, an associate professor in the University of Arizona Classics Department and a popular teacher on campus, said his career is an example of how good teaching is not rewarded. Despite the fact that Solomon has won numerous awards at UA, he repeatedly has been denied tenure.

"I have been an associate professor here 12 years, taught more than 10,000 students, won eight teaching awards, developed high-tech course materials and wrote a book about public university education," wrote Solomon recently in an editorial to *The Daily Wildcat*. "For all that and my other 50 publications, my promotion and two appeals were denied. When I appealed to the president, in essence, challenging him to promote me on the basis of my teaching record, his reply was 'after you write another book.' This message here is the reality: teaching does not count."

Solomon said that when university administrations consistently reward research and de-emphasize teaching, students suffer.

"We need widespread, inspirational, effective teaching," Solomon said. "We need to offer scintillating survey and introductory courses. And we need to train all our graduate teaching assistants to be the excellent teachers of the future. Then and only then will students walk across the Mall discussing what they learned in their last class rather than how boring it was or how unconcerned they are that they skipped it."

Let's face it - great teaching brings more intrinsic awards. The reward a professor gets for being a good teacher is a heavier course load, because he or she attracts more students. Then in addition to teaching and research, professors also must spend time involved in university service. Depending on the university, participation in governance committees, departmental meetings, search committees, et cetera, is required.

Still, Solomon and other professors agree research is essential at a university. Faculty say they feel that research makes them better teachers by bringing new information and the excitement of discovery back to the classroom.

Of course, everyone knows there are "deadwood" professors out there, resting on their tenure. Professors have a tremendous amount of leeway about how they schedule their time and sometimes this leads to abuses. For example, a faculty member might juggle a schedule so he or she has to be on campus only three days a week, regardless of students' needs.

According to Stanford Institute's report, faculty are concerned about how the "deadwood" affect higher education's image. The deadwood problem comes from a campus culture that values independence and grants tenure. One professor said, "We have people who can take advantage of the system. They get to a point where they don't publish; they don't care about teaching - they're tenured."

But most faculty agree that deadwoods are the minority. The majority of professors are in high gear, driven by the "publish or perish" doctrine that is nurtured by administrations across the nation.

That may mean before professors can be asked to change, the system has to change. Rather than have reforms legislated from the state house, most universities would prefer to do this themselves.

"We prefer to solve it ourselves rather than have solutions from outside," says Dooris, adding that Penn State plans to require its departments to have workload policies. Under the new policy, each department must develop definitions of excellence for teaching, research and service. "Departments then will be rewarded (in budget considerations) on how well they achieve these goals."

Dooris feels Ohio's 10 percent solution is a "silly law."

"It's the equivalent of telling painters they have to use 10 percent more time to paint. I'm not sure it will improve quality, and it's impossible to document."

Even Ohio legislator Jones said that the state was just trying to send the message that teachers are needed in the classroom.

But faculty cannot be expected to spend more time on teaching until the way they are evaluated is altered, say professors.

Solomon, who authored *Up the University: Re-creating Higher Education in America*, has suggested that universities need to make teaching a priority by hiring a round of proven teacher/scholars, by recognizing superior teachers and by establishing a reward system to make each member of the teaching faculty feel challenged to excel in teaching.

Ernest Boyer, author of *Scholarship Reconsidered*:

*Priorities of the Professorate*, said that research could include different categories, allowing for studies of things such as effective teaching methods. This would direct some scholarship at teaching, instead of away from it.

Similar methods were called for by Stanford's President Donald Kennedy in a 1990 speech in which he asked for a "recommitment toward teaching." Later he added to this, calling for a revamping of the faculty reward system, including recognition of scholarship beyond what is published in journals, peer review of teaching, and a more flexible approach to defining faculty careers.

No matter the method, the fact is getting teachers back into the classroom is a complex assignment. But, it is becoming one assignment that universities are expected to pass.



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# Baseball Team Ranked #22

By KRIS DOOREY  
Statesman Staff Writer

For the first time in the history in the University of Stony Brook, the men's baseball team has been ranked nationally.

Monday afternoon Head Coach Matt Senk received the American Baseball Coaches Association / Collegiate Baseball NCAA Division III National Baseball Poll which ranks the top 30 teams in the country. At number 22 he saw - SUNY at Stony Brook.

"We are obviously excited about being recognized nationally," Senk said. "It is quite an accomplishment for our program and also for the University in general."

"It [the ranking] is a result of all the hard work that our players have done thus far, and also a result of the kind of season we had last year," Senk continued. Last year Stony Brook finished 26-9 and narrowly missed an NCAA bid losing to FDU-Madison in the ECAC championship game. "I am ecstatic about finally breaking into the national polls, but there is still a lot of season left," Senk said in a cautious tone. "We have to remember that with one bad week or a let down we can fall out of the poll just as quickly as we got in it."

The Seawolves began the season with an 8-2 record, including a 4-3 win over SUNY Cortland, which was previously ranked 12th, and a 13-1 pounding of Division II California (PA). Stony Brook may have been ranked higher, but lost close games to number-20 St. John's University, previously ranked 23rd, and Johns Hopkins, which was also ranked in the previous poll. Defending national champion Wisconsin-Oshkosh was a unanimous number-one. Two other New York schools are also ranked in the Top 30, Ithaca College (2-5), eighth, and Rensselaer Polytechnic Institute (3-6), 26th.

"Usually early on in the season teams like Ithaca and RPI play tough schedules," Senk said referring to the losing records of both teams. "But, on the same hand, Ithaca has been ranked nationally since they began ranking Division III teams. They are a well-respected program with a winning reputation."

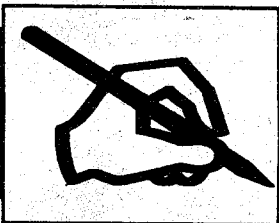
The Seawolves' ultimate goal is to win the Division III National Championship and this is definitely a good way to start the season. "It's great to be ranked, but it's not the end of the year. We still have twenty-five games to play," Senk said. "Hopefully we will be ranked at the end of the season when it counts." □

## American Baseball Coaches Association/Collegiate Baseball NCAA Division III National Baseball Poll

(Rankings Indicate Team, Record, Point Total, and Previous Ranking. First Place Votes in Parentheses.)

1. Wisconsin-Oshkosh (7)	11-1	210	1
2. Eastern Conn. State Univ.	6-0	197	19
3. Marietta College, OH	11-4	185	7
4. Ferrum College, VA	11-4	183	25
5. Allentown College, PA	7-1	173	NR
6. Univ. of La Verne, CA	16-6	171	NR
7. Univ. of Southern Maine	0-0	158	9
8. Ithaca College, NY	2-5	151	11
9. Univ. of Cal.-San Diego	8-7	145	3
10. Aurora University, IL	4-1	142	22
11. Ohio Wesleyan Univ.	8-2	135	17
12. Carthage College, WI	2-0	128	4
12. Elizabethtown College, PA	11-3	128	14
14. Millsaps College, MS	11-1	115	NR
14. Wesleyan Univ., CT	4-2	115	5
16. NC Wesleyan College	12-6	114	2
17. Univ. of Wisc.-Whitewater	0-0	109	16
18. College of Wooster	8-0	98	21
19. Rutgers Univ., Newark	6-2	60	NR
20. St. John's Univ., MN	8-4	52	28
20. Ohio Northern Univ.	11-1	52	NR
22. SUNY at Stony Brook	8-2	50	NR
23. Mary Washington Coll., VA	8-5	44	13
24. Cal-Lutheran University	7-7	42	8
25. Occidental College, CA	NR	40	NR
26. RPI, NY	3-6	39	15
27. Illinois Wesleyan Univ.	6-1	29	NR
28. Loras College, IA	9-2	26	NR
29. Allegheny Coll., PA	5-0	25	28
30. Franklin & Marshall, PA	7-2	21	NR

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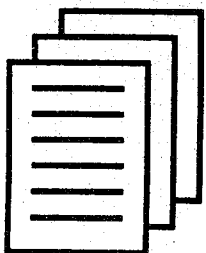
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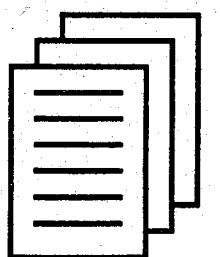
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**"GET OFF THE BENCH AND GET IN THE GAME"**

## BaseBall's Best Start Ever

### BASEBALL, From Back Page

earned the victory in his Stony Brook mound debut. Nathan came in with the bases loaded and induced a ground ball to second to earn the save in his first-ever pitching appearance for Stony Brook.

The Seawolves continued to roll as they pounded Clinch Valley College of Virginia 10-2 later in the day. Stony Brook scored seven times in the first inning and coasted the rest of the way behind a solid pitching performance from junior Garrett Waller. Waller hurled six innings, allowed five hits and no earned runs to earn the victory.

Paradis paced the offense with three hits, including a triple, and three RBIs. Livingston and Verunac each had two hits, while freshman infielder Vin Causeman added a bases-loaded triple.

Stony Brook collected two more victories the next day, beating Gettysburg 8-2 and Division II California (PA) 13-1.

Hart threw his second complete game of the trip, scattering eight hits and striking out seven to pick up his second win. Nathan led the offense with three hits, including a double, and two RBIs. Paradis and Colon each contributed two hits to the cause. Colon and McAleer both had a pair of

RBIs.

Against California, Paradis and Livingston both had three hits to pace the offense. Paradis scored three runs and added a triple, while Livingston ripped a pair of doubles and drove in four runs. Verunac and Daly both added a pair of RBIs. Lynch earned his second win of the season with a complete-game three-hitter.

The Seawolves ended the trip on a sour note, losing 4-1 to Johns Hopkins, ranked 29th in the country.

Hopkins scored two runs in the second inning as the laced four consecutive hits off Tavernese, who suffered his first loss of the season. McAleer ripped his second home run of the season in the third to narrow the gap to 2-1, but Hopkins added single runs in the third and fourth to earn the victory.

Causeman had a pair of hits, while Paradis and Livingston both added one safety. Tavernese finished with six strikeouts.

The Seawolves begin the Northern section of their schedule Wednesday when they visit Dowling College. The home opener for Stony Brook is this Sunday when they host New Jersey Tech at 1 p.m. □

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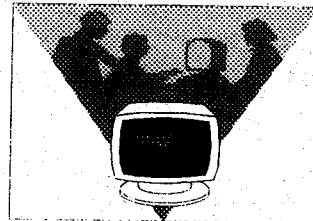
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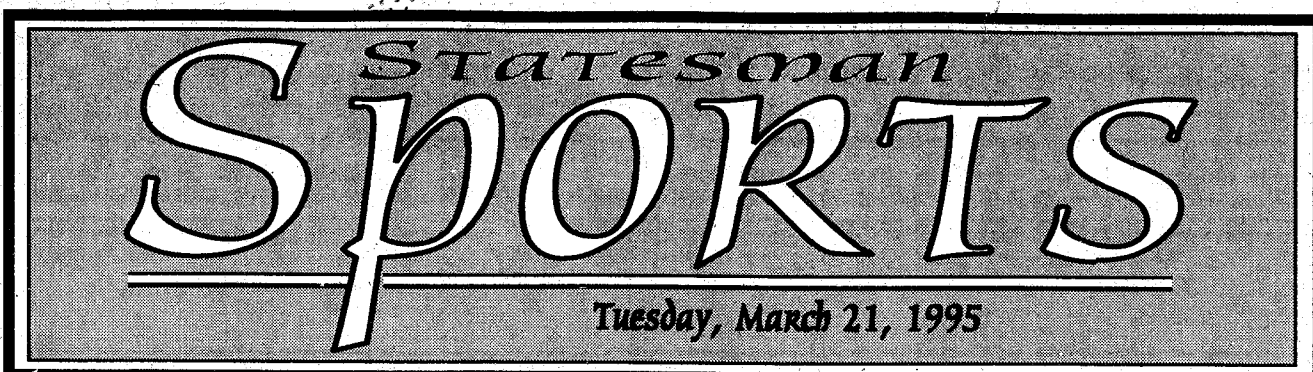
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# Baseball has Best Start - Ever!

## 'Wolves Dominate Sunshine State

By KRIS DOOREY  
Statesman Staff Writer

The University at Stony Brook baseball team has set a high goal: winning the national championship. During Spring Break the team got its season started on the right foot by winning eight of 10 games in Florida. The 8-2 record marks the best start to a season in the history of Stony Brook baseball.

Behind the solid pitching of senior Mike Robertson, the Seawolves defeated St. Joseph's of Maine, 3-1, on Opening Night. The lanky right-hander scattered five hits over six-plus innings before yielding the mound to junior transfer Sal Tavernese in the seventh. Tavernese got the final two outs to earn the save in his first appearance for Stony Brook.

Junior first baseman Mark Balsamo gave Stony Brook a 1-0 lead in the fourth inning with a two-out double to score senior catcher Dave Marcus. Then in the sixth, Marcus singled home junior shortstop Joe Nathan to give Stony Brook a two-run lead. Stony Brook added an insurance run in the seventh when junior transfer Danny Paradis tripled

home freshman center fielder A.J. Verunac.

On day two of the Seawolves' spring trip, the Brook defeated Washington College, 7-3, and Wesley College, 9-2.

In the early game, junior pitcher Pat Hart hurled a

third consecutive strong pitching performance of the season in the afternoon game as junior Tim Lynch yielded only two hits over six innings against Wesley. The Seawolves led the game 3-1 in the fifth inning when they scored five times without the benefit of a hit.

With one out Marcus reached on an error and then Haag and Balsamo were both hit

in the country) and St. John's University, Minnesota (23rd). Stony Brook came out of the day with a hard-earned split, beating Cortland 4-3, but losing to St. John's 3-2.

Trailing 3-0 with two outs in the bottom of the eighth inning, the Seawolves pulled out an improbable victory against the Red Dragons. The rally began with a one-out single by Verunac, then with two outs Paradis laced a run-scoring triple to make the deficit two. Junior left fielder Chris Livingston followed with an RBI single and then Nathan followed with a 420-foot home run to near-straight-away center field to cap the rally.

Haag paced the Seawolves with three hits, while Livingston added a pair of singles. Tavernese was impressive on the hill again in earning his first victory at Stony Brook. The right-hander scattered six hits over nine innings and struck out four batters.

Later that evening, Stony Brook suffered its first loss of the season as St. John's took advantage of the control problems of sophomore pitcher Don Ecker.

After the Monks scored three runs in the first two innings freshman hurler Tom Bachynsky held them scoreless the rest of the way, but the Seawolves were able to score only two runs. Haag led the offense with another three-hit performance, including a pair of doubles, while Colon laced two hits, including a double.

Stony Brook got back in the winning column against Susquehanna in a 16-14 slugfest. The Seawolves jumped in front 8-0 nothing, but then had to score seven runs in the sixth inning and hold off a late rally to pick up the victory. Marcus drove in five of the Seawolves' first seven runs with a bases-loaded triple in the first and a two-run double in the second.

Down 12-9 going into the sixth, Stony Brook scored seven times on only three hits, including a grand-slam homer by sophomore outfielder Scott McAleer, who had two doubles earlier in the game. Marcus and McAleer each had three hits, while Nathan had two, including a home run.

Freshman Gabe Correa  
See BASEBALL, Page 18

**The 8-2 record marks the best start to a season in the history of Stony Brook baseball.**

complete-game four-hitter and struck out 11 batters. Stony Brook scored three runs in both the first and second innings to put the game away early. Verunac and sophomore first baseman Frank Colon contributed two hits apiece while junior designated hitter Erik Haag and junior utility man Jason CiFuentes both had two RBI.

Stony Brook received its

by the pitcher to load the bases. The fun began as Seawolves head coach Matt Senk called three consecutive suicide squeeze bunts that all worked. Verunac, sophomore third baseman Will Bernanke and sophomore outfielder Pat Daly all laid down run-scoring bunts.

The next day, the Seawolves played two nationally-ranked opponents, SUNY Cortland (12th

## Lacrosse Starts Season, 1-1 Ready for Action

By PHIL DIANNI  
Statesman Staff Writer

The lacrosse season is already underway, with the Seawolves splitting their first two games, winning the first, but losing the second.

The first game was played on March 12, during the team's trip to Arizona, which co-captain Brian McDonald called "a very productive week."

During the trip, the Seawolves recorded their first win by a score of 23-4. According to McDonald, the win was made possible because of a "total team effort."

"We came out pumped and banged in a few early ones," he added.

The leading scorer for the 'Wolves was junior attackman, Pritesh Patel who had a career high five goals and added an assist. Patel was followed closely by fellow attackmen Courtney Wilson and Jason Rotzman with three goals each.

Herkimer-transfer Chris Theofield was impressive in his debut with two goals and three assists. Co-Captain Will Imhoff,

(two goals, two assists), was joined by Alexis Arguello, Chris Kollmer, Omar Ceballos and Dave Danielson who all had two goals each.

After the win against Arizona, the team traveled to Phoenix to scrimmage the Phoenix Lacrosse Club who they defeated 19-4. Derek Reyna, Pete Gillen, and Theofield each had three goals in that game.

Saturday afternoon the Seawolves played their first of nine home games against Adelphi. This was a game during which the 'Wolves led most of the time until Gary Reh, the 1993 Division II Player of the Year, broke the 8-8 tie just over six minutes into the fourth quarter.

"Steve Cox played excellent, he stopped some big-time shots to keep us in the game," said McDonald. Cox had a total of 29 saves during the outing.

Early in the game, attackman Courtney Wilson left with a bruised knee and didn't return. The 'Wolves rallied from a 5-3 deficit by scoring four straight goals to take the lead 7-5.

"We looked tired towards the end," McDonald said.

The 'Wolves did have their chances, they were only one for seven on man-up situations. "We really have to improve man-ups," said McDonald, "we have to do better than one."

The offense was led by Kollmer with two goals and Theofield with one goal and two assists, while Reyna, Wilson, Imhoff, Ceballos and Danielson added a goal each. The defense had a good overall showing, led by Mark Jakubowski, who was able to shut down Adelphi's top attackman Reh for most of the game.

"We did a real good job clearing the ball, but we have to improve our transition defense," said McDonald.

Although the final score was 11-8, in favor of Adelphi, the Seawolves played well, and are now looking ahead to Mount St. Mary's this Thursday. The next home game will be Sunday, March 26 at 1:30 against Colgate. Sunday's game will be televised on SportsChannel. □

By DAVID CHOW  
Statesman Staff Writer

The men's tennis team returns to action Tuesday the 21st, and looks to be stronger than ever. The team still features Bruno Barbera, now a senior, who is undefeated with 27 wins in his college career. Coach Manny Tabibnia describes the team as extremely talented but young and inexperienced.

"There will be a lot of mistakes that we will work through," said Tabibnia. "They will learn something from every game. Last year we were 13 and three for the season and nine and one the year before. We want at least to repeat last year's record or win as many games as possible."

The team will play a difficult schedule that includes eight Division II teams - Stony Brook is playing its final season in Division III. Also on the schedule is nationally-ranked Binghamton University, where the team must win their matches if they hope to get to the Metropolitan Tennis Championships at the end of the

season.

Barbera, who is expected to return to the Metro-Championships, is the two-time defending champion for singles. He was ranked as the number one Division III player in the country before he was injured last year. Barbera is hopeful that he can recover his luster and try to go undefeated for his career.

The season opens with a scrimmage match against Dowling at the Stony Brook Tennis Courts today at 3:30 p.m. Six singles matches and two doubles matches will be played. The rest of the home season is as follows:

March:		
23	Hofstra	3:30 pm
25	John Jay	1:00 pm
29	Sacred Heart	
April:		
1	NYU	12:00 pm
2	Vassar	1:00 pm
4	Pace	3:30 pm
6	Adelphi	3:00 pm
18	Dowling	3:30 pm
24	Southampton	4:00 pm