

NEWS & VIEWS

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GSEU Rallies Again Health Care, Wage Increases Focus of Protest in Admin

"State Employees: State Health Care!" chanted a band of over 40 grad students in an end of the semester show of force in the Administration building Thursday, December 2. The protesters, organized by the Grad student Employees Union, initially gathered in front of the Staller Center, and then marched to the Administration building, where they hung banners, handed out leaflets in the registration area, and hoped for a personal appearance by president Marburger. Marburger, who was given prior notice of the event according to Union representatives, failed to materialize, but TV cameras and reporters from two Long Island television stations were on hand to record the event.

The protest was intended to highlight two important issues, according to Union organizer Shuva Paul: full health care coverage for all graduate student employees with the state picking up 90% of the cost, as it does for all state employees at the University; and a wage increase of 15% over the next two years, because other University employees were given wage increases in past years while grad student wages remained the same.

In an open letter to President Marburger delivered November 22, the GSEU's Stony Brook Coordinating Committee explained their requests and their struggle with SUNY negotiators, and asked Marburger to take a public stand on these two issues. "The administration claims

it has no influence on negotiations in Albany," said Paul, "but we believe that their public support of grad students can send a strong message to SUNY negotiators." He also believes that the specter of future unrest, hinted at in posters that read "No 90/10 Split, No Peace," may prompt the administration to work *with* grad students.

The administration's response was not acceptable, said Peg Boyle, one of a small group of students who called on Marburger's office during the demonstration. Marburger's aides said that he was "not in his office" when grad students visited. While Marburger has informally expressed his support for better health care coverage for grad students, "these hollow words are not enough," asserted Boyle. Speaking from the staircase landing in the center of the room, she reiterated the Union's position that a public show of support from administrators is urgently needed. "We would like to see the administration *actively* support the grad students through the GSEU. This issue is not only about what's good for grad students, but for undergraduate education and SUNY as a whole."

Two administrators did attend the rally: Vice Provost for Graduate Studies Lawrence Martin, who uneasily surveyed the crowd, and Human Resources Director Dianne Rulnick, who cheerfully greeted reporters and grad students alike. At the urging of Union representa-

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Is this you?
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BUREAUCRACY IS A DISEASE

Disinformation Characterizes Tree- Cutting Capers

Many in the University community were surprised upon returning from Thanksgiving break to find construction workers had knocked down hundreds of trees on campus as preparation for the new Student Activities Center and an access road to it at Central Hall.

Some people don't like being surprised. Members of the University Senate Committee on Campus Environment and Student Life, who normally review such projects were fuming about the unexpected tree-cutting, and appalled that a project of such scope could take place without their knowledge.

"The issue is openness and disclosure of plans," said Larry Wittie, chair of the committee, at its Dec. 3 meeting. Facilities Engineering Director Tony Bastin and Facilities Operations Assistant VP Al Ingle were invited to the meeting to help sort out why the committee was not given prior notice of the tree-cutting for the new road and in the mall, despite Facilities' claims that they made all of these plans known to the administration.

Particularly offensive to the committee was the removal of older trees from the academic mall outside Central

"Bureaucracy is a Disease" made its debut in our last issue as a column dedicated to rooting out instances of pernicious irresponsibility or bureaucratic bungling, in order to promote accountability. In this issue, we investigate the tree-cutting that was carried out on campus during Thanksgiving break.

Hall. Bastin admitted that some errors were made in regard to the academic mall trees, but maintained that the contractors would replace any trees removed by mis-

"Master plans are always in flux."

- Facilities Engineering Director Tony Bastin

take. He noted that transplanting and replanting on the mall had always been part of the plan, and that new trees as large as six inches in diameter can be installed. But,



noted committee member Sidonie Morrison, an eighteen-inch sycamore cannot exactly be "replaced" by this method. The sudden loss of these older trees may have a significant impact on campus morale: sycamore stumps outside Central Hall now bear graffiti commenting on the incident: "R.I.P.: A Memorial To Callous Indifference."

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president's report

The Grasshopper Model of Grad Student Development

By Tim Morton, GSO President,
grad student in Ecology & Evolution

The transition from undergraduate to faculty member is a very difficult process commonly referred to as graduate school. While in this transitory state, a candidate for faculty status is called a graduate student. How would one describe or define a graduate student? Certainly this creature is not an undergraduate nor is it faculty, though it has some of the features of both. Why is this important? Undergraduates and faculty each accrue their own distinct rights, privileges and responsibilities. The question of how a graduate student is defined bears on the rights, privileges and responsibilities that are received. An analogy from the world of insects can be helpful in defining and understanding the process which characterizes the transitional experience of a graduate student, and in giving us a working model for grad student development.

Model 1- Butterfly model of development (holometabolous). The butterfly begins as a larva, or small worm, and goes through the pupal stage, an incubation which leads to the emergence of a beautiful imago. To apply this model to the university experience, think of graduate school as the pupal stage, and a grad student entering it as intellectually amorphous and little developed. It continues in this state until the thesis is written, at which time it undergoes a radical transformation. If the development of graduate student really corresponded to this model, successful completion and defense of

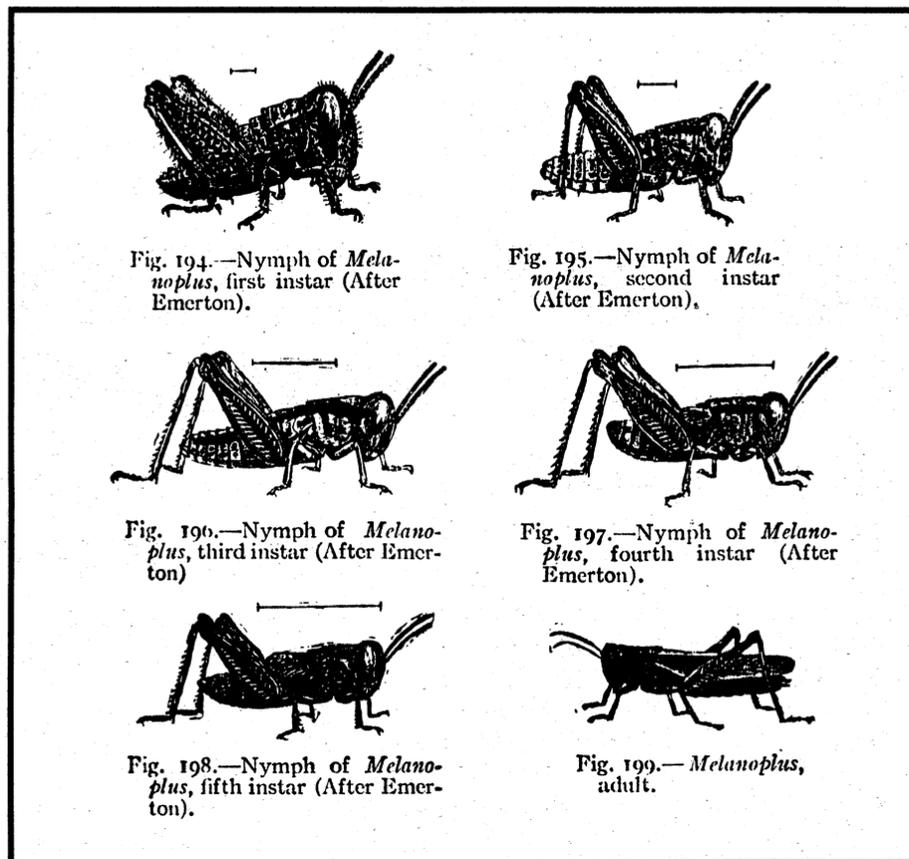


Fig. 194.—Nymph of *Melanoplus*, first instar (After Emerton).

Fig. 195.—Nymph of *Melanoplus*, second instar (After Emerton).



Fig. 196.—Nymph of *Melanoplus*, third instar (After Emerton).



Fig. 197.—Nymph of *Melanoplus*, fourth instar (After Emerton).



Fig. 198.—Nymph of *Melanoplus*, fifth instar (After Emerton).



Fig. 199.—*Melanoplus*, adult.

the thesis would be accompanied by trumpets and fanfare and myriad flashing lights. While there are scores of dissertation defenses every semester on this campus, no field observer has yet to report instances of mysterious music and flashing lights accompanying the events.

Model 2- Grasshopper model of development (hemimetabolous). Grasshoppers when they are young look just like an adult, they lack only wings and the parts necessary for making more little grasshoppers. In the final stages (last instar) of development, they gain wings and repro-

ductive organs, and are only then fully functional. To apply to the graduate school experience; the graduate student at entry is a smaller version of the faculty member it is destined to become. It is also not particularly different from the undergraduate stage it just left behind but as it matures it steadily takes on the form and appearance of a full-fledged faculty member. In general, the new graduate student has many of the qualities which identify it as a faculty member in the making.

The grasshopper model actually quite closely approaches the reality

of graduate student development. But which model do faculty and administrators use? For the most part the butterfly model. By using the butterfly model, they can treat graduate students as students, charge them late fees, and in general make them jump through hoops. On occasion, and when it is convenient, they can treat grad students as more like faculty, for instance, when someone is needed to teach a low level, labor intensive class. [We are expected to take less desirable courses and we do it for the fraction of the cost of a 'real' faculty.]

The grasshopper model of development approaches reality in that it makes allowance for the gradual development of a graduate student. For many, the first two years are spent primarily in the classroom, taking notes, taking tests, etc. The level is higher than undergrad but the process is similar. In the third and fourth years the classes tend toward seminars and there probably is no longer any formal grading mechanism. Research of one's very own begins; there are a few successes, many failures, and a lot of reading. Teaching responsibilities are often expanded and the graduate student may be given full responsibility for a class of her/his own. In the fifth year and on, research, publications, and presentation activities (the stuff of which faculty are made) intensify and many of the qualities of a junior faculty member are attained.

If administration and faculty understood us through the grasshopper model of development, they would be treating us *much* differently.

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Tree-Cutting---

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Even more disturbing was the apparent "disinformation" campaign by the administration, including President Marburger's office. "The administration incorrectly claimed the tree-cutting for the new road had been discussed in meetings of the faculty and its committees," said Wittie, but a search through the minutes of those meetings found no mention of the tree-cutting carried out just before Thanksgiving break. "Jane Yahill and Manny London in the President's office finally had to admit that no minutes existed because there was no public disclosure," he said. The only references that could be found were a small article in a 1989 issue of *Currents* with a much older version of the plans showing an access road using the existing Engineering Loop Drive.

Wittie was also disturbed by the amount of "arm-twisting" he had to do to get any response from the

administration. "These are the good guys," he said, referring to Bastin and Ingle. "They are the only ones who agreed to come and talk with us; the other people in charge declined."

Marburger spoke on the issue at a meeting of the University Senate Executive Committee, Monday December 6. The President denied that there was any attempt to hold back information from the environment committee regarding the access road. He put some blame on the State Construction Fund for not overseeing the plans properly. Mistakes were made, he conceded: they took down more trees than they should have in the mall, and took some down prematurely, which were scheduled to be removed at later date. They also removed trees (the 18" sycamores) that were marked to preserve on plans. The administration is seeking some form of compensation or restitution from contractors for this. In his written report to the Senate, Marburger

stated that the mall trees "will be replaced in accordance with the Master Plan, both with a locust grove and an allee of maple trees. There will be landscaping the length of the Academic Mall, and the completed project will make a dramatic contribution to the appearance of the campus."

Bastin maintained that Facilities Engineering had never kept any of the tree-cutting plans from the administration, and that the master plan documents the environment committee reviewed earlier were not wrong but simply "in flux." Ingle stressed that Facilities Operations has an open book policy, that committee members can come to his office to review construction documents any time, and seemed to suggest the committee was at fault for not actively seeking out information. Wittie bristled at the suggestion, noting that it was standard practice-- and the administration's responsibility-- to bring these mat-

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GSO News

SECRETARY'S REPORT:

Representation is up; RAP still frozen

By Kathryn Kent, GSO Secretary

The November Senate meeting didn't have quite the turnout of the last two Senate meetings, but we were still pleased to see a few more new Senators this time. As of this writing, only six of the thirty eight departments on campus are without Senators!

The President's report noted a number of issues that have significant impact on graduate students. Due to continual budget cuts, it seems that the funding for the library's journal subscriptions has been cut by 50%. The GSO, as well as the University Senate and the Arts and Sciences Senate, are very concerned that this will have an extremely detrimental affect on research at Stony Brook. One Senator noted that in his department, a notice

had been circulated asking if there were any journals that, according to them, could be eliminated from the library's current subscriptions. There is some concern, though, that many journals will be cut without such consultation. The Senate passed a motion urging the administration to increase

the amount of money going to the library, and to journals in particular, as soon as possible.

Many grad students voiced concern about late fees imposed by Student Accounts on people with tuition waivers who were waiting for their final corrected bill, as well as the blocking of registration for those students who have not yet applied for TAP. The GSO Exec, along with Graduate Student Advocate Chuck Wright, will be meeting with administrators to try to work out a more agreeable policy, or to at least establish what the policy is, and have grad students given some advanced warning of policy changes.

Also announced was the resignation of GSO Vice President Rob Cho, who will be leaving Stony Brook for an internship in Washington D.C. The Exec is currently looking for someone to replace Rob, who has been a strong asset to the GSO, both as a Senator and as Vice President.

In Rob's report to the Senate, he related the events of a recent Grad

Council meeting. The Grad Council has been looking into the confusion surrounding the creation of the new Center for Behavioural Neuroscience. Apparently, there has been some disagreement as to what courses would be taught by faculty members in the Center, and the Grad Council is looking into how grad students in the Psychology Department will be affected by these matters. The Grad Council also decided to increase the award amount of Grad Council Fellowships from \$11,000 per year to \$13,000 per year, in order to attract outstanding graduate students. They also want to see offers of acceptance made at a uniform time by all departments, so that they can award these fellowships in a more timely manner.

The major news from the University Safety Council is that, while they are still awaiting training, the university has now purchased guns, lock boxes and holsters for Campus Safety Officers. Apparently, the training will be done by the Suffolk County Police. Also, President Marburger has asked for a survey indicating what perceptions are of safety on campus. The GSO is forming a Campus Safety Committee to address some of these issues, with Senators Robin Stears and Susan Kratina establishing the Committee. Anyone with concerns about safety issues on campus are asked to contact them via the GSO.

The Budget Committee brought a number of large allocations before the Senate. One was a request for \$1000 for a magazine of feminist writings, to be called Focus. Treasurer Chris Kushmerick stated that he would be doing the mid-year budget adjustments before the next Senate meeting, and would then be able to tell the Senate if the money is available to support Focus.

Another big issue for the Budget Committee is the allocation of RAP travel funds. The GSO finally found out that we would be given a total of \$8000 by the university to help subsidize RAP, but then learned that, according to the Trustee's Guidelines, we may not be allowed to use our own money on RAP. Subsequently, while applications are still being accepted, RAP funds remain frozen until we

can figure out just how much money is available, and in the case of only having \$8000, how it should be allocated when the demand for it is expected to be more than double that amount. Treasurer Kushmerick will recommend to the budget committee that we spend the \$8,000 on a first-come/first-served basis, rather than decrease the RAP award to \$40 per student or try to make awards merit based; the matter should be settled at the next senate meeting, Thursday, Dec. 9 and monies could be available as soon as the 10th.

Other allocations approved by the Senate were: a \$300 line item allocation to sponsor Women's History Month; \$300 for MFA students to participate in an art exhibition; and \$500 for a band and sound system rental for a Music Department party to which all grad students are invited.

A NYPIRG representative from their MORE project (Movement to Reinvest in Education) asked everyone to please sign, and distribute for signatures, postcards to be sent to the Governor, advocating more money for education, along with a tuition freeze.

GSEU representative and contract negotiator Marianthi Lianos reported that they are now informally talking about health care benefits, and are currently negotiating what sort of plan will be given to TAs and GAs, and how much they will have to contribute for coverage. Still on the table, as well, is the amount of raise TAs and GAs will receive under the contract. In order to have the contract go into effect with health coverage next fall, they are hoping for an end in negotiations some time toward the beginning of the year. Marianthi also mentioned that they are pressing for retroactive salary increases to cover this year as well as next year. When asked if she was concerned that the number of TA lines would go down if each one cost more, she replied that any benefits negotiated by the Union would hopefully be added to the SUNY budget, as long as the Legislature approved them, and therefore should not reduce the total number of lines.

GSO Senators '93-'94

Anthropology: Osbjorn Pearson
 Applied Math & Statistics: Lorraine Greenwald
 Art: Dominic Molon
 Biochemistry & Cellular Biology: Lillian Medina, Robin Stears
 CED: Roger Forbes
 Chemistry: Jerry Moore
 Comparative Studies: Doug Burco
 Computer Science: Sanjay Padubidri
 Earth & Space Science: Kim Marie Pacanovsky
 Ecology & Evolution: Alex Bely, Siana LaForest
 Electrical Engineering: Paul Walker
 English: Wilbur Farley, Jay McRoy
 French & Italian: Clarice Alves
 Germanic & Slavic Languages: Zoran Cerar
 Harriman: Susan Katrina, Lucy Park, Theodore Haegle (alt.)
 Hispanic Languages: Anne Mayer
 History: Carmen Munoz-Schira
 Marine Sciences: Felix Edwards, Kathy Mitchell
 Materials Science: Srikanth Reddy
 Microbiology: Beth Agresta, Andrew Settles
 Music: Alex Ezerman
 Neurobiology: Nancy Murray
 Oral Biology & Pathology: Thomas Spradley
 Pharmacology: Monica McTigue
 Philosophy: John Tucker
 Physics: Kenji Matsuoka
 Physiology & Biophysics: Jiyun Kim, Michael Ziebell (alt.)
 Political Science: Josh Billig
 Psychology: Marin Andersen
 Social Welfare: Sean Joe
 Sociology: Annulla Linders, Alexander Trillo
 Technology & Society: Joanne Daly, Robert Young
 Theatre Arts: Lisa Brownstein

Departments still without Senators

Mathematics, Mechanical Engineering, Economics
 Nursing, GSP, Linguistics

**The Next GSO senate meeting is
 Thursday, December 9 at 7 pm**

**in the future grad student lounge,
 2nd Floor Roosevelt Quad Dining Hall
 (above Fannie Brice Theater)**

**heroes and beverages will be served.
 call the GSO at 632-6492 for more info.**

special report

The SFS Retreat, The Undergraduate Project, and The Middle States Review

By Tim Morton, GSO President and grad student in Ecology & Evolution

"Since it is not for us to create a plan for the future that will hold for all time, alle the more surely what we contemporaries have to do is the uncompromising critical evaluation of all that exists, uncompromising in the sense that our criticism fears neither its own results nor the conflict with the powers that be."

-Karl Marx in a letter to Arnold Ruge, 1844

Several weeks ago I was one of the fortunate fifty to be invited to attend the annual Student-Faculty-Staff (SFS) Retreat. This year's theme was "Charting the Course: A Look at the Stony Brook Undergraduate Project." The strategies and goals of the Project, as presented to us in a 25-page document at the retreat, were troublingly vague and, considering grad students teach 40% of undergrad courses, painfully lacking in any acknowledgement of our role in undergraduate education. It's also disturbing that at the same time the administration is proclaiming the importance of things like library acquisitions and teacher training, it has been gutting these very same programs, as documented in the recent Middle States Review. If we're serious about upgrading undergraduate education, it's time we took a look at some concrete proposals.

What is the Undergraduate Project? At this stage it is a lot of ideas and approximately \$4.5 million with which to implement them over the next 3 years. This project is intended to revitalize undergraduate education at SUSB and make us the model for other "teaching/research institutions". SUSB is primarily a research University and, for faculty, the rewards for teaching pale in comparison to the rewards for work in other areas (research, grants, clinical or professional practice). We need this initiative because the academic environment for undergraduates is perceived to be bleak, especially when in contrast to the excellence in graduate education.

The Project, as presented, is structured in four parts: I) Recruiting, i. e. getting students here; II) The Total Student Experience, Academic, Cultural, Social- i.e. making SUSB the kind of place these students want to be in; III) Teaching/Learning- encouraging good and innovative teaching and making this possible by providing the equipment and facilities needed; IV) Ensuring Sustained Success- i. e. faculty involvement, curriculum

changes, and creating an atmosphere of open communication. The document we were given lists sections and subsection of strategies geared toward the more specific goals. Each goal reads like a soundbite, filled with catchy phrases and buzz words. They are more like wishful thinking than considered strategy. Some excerpts follow in the box below.

Where did these strategies come from? Administrators have defined them over the course of the past year or so. *The most shocking revelation of the SFS Retreat was finding that there was no student input to the Undergraduate Project and little, if any, input from faculty.* Who is in charge of implementing the project? Jerry Schubel, Chair of the Steering Committee for the Undergraduate Project. Who will judge the project? Jerry Schubel, Chair of the Steering Committee for the Middle States Review. The input solicited at the SFS retreat should not be a substitute for actually involving students and faculty in the design and planning of this project.

Back to the Project itself: one of its most important objectives must be Section III- promoting good and innovative teaching. Yet the role of graduate students who teach 40% of undergraduate classes goes almost unmentioned. In the strategies list, we get mentioned in #9 as a problem that Grad Program Directors should be aware of. We also get mentioned in lucky #13 where they outline a plan to get even more work out of us.

The Teaching/Learning strategies as a whole appear to be skewed toward coercing faculty into doing more work. Rewards are mentioned but they are not likely to be commensurate with the increased work load. Functionally, however, not all faculty will bear an equal load. Administration has little leverage on tenured faculty, but they can exert significant pressure on new faculty. It is the new faculty who will bear the largest burden. This will be offset to some extent by the typical path of least resistance; they'll get a graduate student to do it. I see this in many departments already. The faculty are already feeling stressed with the current work load and graduate students are already being asked to do more, while getting nothing in return. To get more work out of the faculty will require significant incentives, more than what I see here.

Had I been included in the planning stages of the Undergraduate Project, and as representative of

the graduate students I should have been, these documents would look very different. There are a number of alternatives and concrete strategies which should be considered.

First, restore funding for FISO, the Faculty Instructional Support Office. The Undergraduate Project strategies also suggest that we "reinvigorate FISO" along with 220 other wishes for the new year. It needs to be given high priority. This program was created in the mid 1980's and fostered the development of a community of committed teachers. The de-funding of

FISO over the past several years has essentially extinguished the voluntary efforts of these committed faculty, as noted in the Middle States Review ("Intellectual Life At Stony Brook: Nurturing Teachers and Teaching").

Second, compensate new "pre-tenured" faculty, who will be under the most pressure to sacrifice research to teaching. Give them a fifth year sabbatical, so that they have some time to get research done before they are evaluated for tenure.

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Excerpts from "Some Strategies for Success," The Undergraduate Project

From Section III, strategies to encourage good and innovative teaching.

1. Acknowledge and reward good teaching in promotion and tenure decisions.

2. Balance research and teaching. Let new faculty-- at all ranks-- know what to expect. Chairs and Deans must make it explicit that good and effective undergraduate teaching are expected and acknowledged.

3. Clarify expectations for promotion and tenure. Make teaching and service count!

4. Create a competitive awards program for development of multi-disciplinary programs.

5. Create mechanisms to stimulate excellence in teaching: course and curriculum development grants, reactivate FISO... keep money central, not departmental for these programs.

6. Develop group/team teaching, not in series but in groups to reinvigorate burned-out faculty.

7. Empower faculty who are dedicated to undergraduate teaching. Provide forums to bring them together.

8. Get more famous senior professors into large introduc-

tory classes. If necessary, help them learn to teach well.

9. Graduate program directors need to take undergraduate teaching needs into account in assigning TAs.

10. Have a merit pool within Office of Undergraduate Studies to encourage multi-disciplinary teaching; participation in university-wide activities.

11. Have students select a "Teacher of the Week" or "of the Month"; recognize them in Statesman.

12. Identify faculty who are outstanding scholar-teachers at the undergraduate level and use them as models.

13. Try to assign advanced graduate students to TA large introductory courses. Consider creating a new title like assistant instructor. Then "tilt" the TA resources in this direction.

14. We need a program to guarantee matching funds for successful proposals to enhance undergraduate teaching, research, and facilities.

15. Use more teachers who have won teaching awards for introductory courses. Reward them or their department; maybe a laptop computer to take home.

Other choice excerpts...

Other choice excerpts from the Undergraduate Project's "Strategies for Success" include:

"Diversity is not a big come-on to many traditional high-achieving students. Be careful how we use it in PR and recruitment."

"We have a lot going for us. We are weak in communicating,

both with the outside world and among our students. [sic.]"

"Stony Brook is still viewed as a hold-over from the 60's. We need to 'conventionalize' our image. Football and business should be two priorities."

"We need to create and nurture an appropriate ethos."

"Project the positive. Feel good about Stony Brook!"

SOA Alumni Leave a Legacy of Killings

By Mike Fagan, Graduate student, School of Social Welfare

On Wednesday, November 17th, Roy Bourgeois, a priest and activist, spoke at the Peace Center on campus to commemorate the fourth anniversary of the murders of 6 Jesuit priests in El Salvador and their two associates. As you may know, El Salvador is recovering from a 12-year civil war which killed

75,000 people. Yet, as Fr. Bourgeois indicated in his talk, our country's activities in El Salvador are not yet over, and there are compelling

reasons to, once again, put pressure on our political leaders to stop the killing.

In May of 1992, I visited El Salvador. While there, I witnessed the effects of the civil war, and began my own investigation into the United States' role in the war, an investigation which I have since continued. To provide some background to Fr. Bourgeois arguments, I offer some historical information on the Salvadoran civil war and our country's role in it.

The majority of Salvadoran citizens do not own enough land to conduct subsistence farming. As a result, peasants have, for many years, occupied land illegally in order to survive. The Salvadoran government, con-

trolled by the military and fourteen ruling families through the ARENA political party, responded by forcibly evicting the peasants. The peasants, angered that land was often left unfarmed by the legal owners following the evictions and unable to survive without occupying the land, began to forcibly resist evictions in the late 1970's. The peasants created an army, the FMLN, in order to

organize their resistance.

The United States increased its involvement in the region following the election of Ronald Reagan. During the 1980's, the U.S. govern-

ment paid over four billion dollars to the government of El Salvador for use in defeating the FMLN. Throughout this period, economic conditions deteriorated, foreign trade declined, and food production was devastated. Despite this, the military and the fourteen ruling families prospered.

In 1991, following reductions in military aid from Washington, the Salvadoran government negotiated peace accords with the FMLN. The long, painful civil war finally ground to an unsteady peace. After the cease-fire, the UN sent a delegation, known as ONUSAL in El Salvador, to observe the peace accords and document the human rights abuses which resulted from the war.

Okay, now back to Roy Bour-

geois' presentation last Wednesday. Fr. Bourgeois is head of a watchdog organization known as School of the Americas Watch. The School of the Americas (SOA) is run by the U.S. Army and currently located at Fort Benning, GA. The SOA trains nearly 2,000 soldiers from Latin America and the Caribbean each year in skills such as counter-insurgency operations, military intelligence, sniper fire, and commando tactics. Not including salaries for the 179-person staff, the SOA costs U.S. taxpayers \$5.8 million per year.

According to Fr. Bourgeois, the school does not train soldiers to defend their borders from invasion. Instead, they are taught how to maintain their societies' status quo against threats from within their respective countries. In other words, the soldiers are taught to make war on their own people. Representative Joseph Kennedy, in an address to the U.S. House of Representatives on Sept. 30, 1993, objected to the expenditure and what it represents: "This institution costs millions of dollars a year and identifies us with tyranny and oppression".

Evidence compiled by the UN Truth Commissions Report on El Salvador, released on March 15, 1993, supports the opinions of Fr. Bourgeois and Rep. Joseph Kennedy, and reveals a stunning list of "alumni accomplishments". According to this report, graduates of the U.S. Army School of the Americas represent 19 of 26 officers cited

in the Jesuit Massacre. In addition, the school's alumni represent: 2 of the 3 officers cited in the assassination of Archbishop Romero, 3 of the 5 cited in the assassination of U.S. nuns, 3 of the 3 cited for the murder of union leaders. The list goes on.

Outside El Salvador, the graduates of SOA have also made their mark on the world: 100 of the 246 Colombian officers cited by a international human rights tribunal are SOA grads, as are convicted drug trafficker General Manuel Noriega, and Bolivian dictator General Hugo Banzer. Once again, the list goes on.

Perhaps Jesuit Father Robert F. Drinan, a professor at Georgetown University and a personal friend of the six Jesuits murdered, writes the closing to this piece best: "Will the anger and shame of millions of Americans at the carnage engineered by their country suddenly fade or disappear? Will Americans forget the murder of the six Jesuits and their two associates? Will the war in El Salvador be forgotten the way the US people have forgotten Vietnam, Grenada, Panama and Iraq? How can the American people sit complacently as their leaders rain death and destruction on nations?"

The U.S. is once again on the wrong side of history in Central America. Only you can stop it. Write your Senators and Representatives!

Alternative Voice
by Mike Fagan

Jailed Doctoral Student at Washington State Finally Freed

An article in Chronicle of Higher Education, (11/10/93) reported that Rik Scarce, a doctoral student in Sociology at Washington State University was released from Spokane County Jail after 159 days of incarceration for refusing to answer a grand jury's questions about his research.

Scarce, the author of *Ecowarriors: Understanding the Radical Environmental Movement* (Noble Press, 1990), had been ordered by US District Court Judge W. Fremming Neilsen to testify before one of several grand juries investigating raids of university research laboratories and fur farms in Oregon, Michigan, and Washington.

Scarce refused to testify on the grounds that it would harm social scientists ability to conduct

research that requires confidentiality to sources. The code of the American Sociological Association also maintains that researchers must maintain confidentiality "even when this information "enjoys no legal protection or privilege and legal force is applied."

Judge Neilsen released Scarce as it became apparent that further incarceration was not likely to result in Scarce's testifying and because federal law states that the jailing of witnesses who refuse to testify must be coercive, not punitive.

But the issue is not over, according to the Chronicle. "The Supreme Court may still decide to rule on Mr. Scarce's claim because it has never considered the legal status of scholar's guarantees of confidentiality to research sources."

Change in Payroll Status Brings Reduction in Hours for Some Library Workers

Grad students working in the libraries on campus have seen some changes in their paychecks and working conditions this semester. Some students claim the changes came without warning, and that comments from library personnel indicated the changes were in response to Grad Student Employee Union negotiations with SUNY in Albany. Any change in terms or conditions of employment because of ongoing labor negotiations is a violation of labor law, said Shuva Paul, GSEU organizer.

The change in payroll status was in response to a dictate from the Provost, said Library Personnel Director Germaine Hoynos, and means that grad students are being paid out of Research Foundation funds rather than state monies. As

a result, they are now on salary (stipend), rather than hourly wages.

Don Cook, Associate Director for Reader Services, Facilities and Planning, said the reasons for this change are complex and have nothing to do with library or student needs, or GSEU negotiations. Rather, it is part of a move to readjust numbers at the state level; trading research dollars for state dollars makes SUNY Central's budget look better. The students are not paid less, said Cook, and are even getting a slight pay increase; one student worker confirmed that his hourly wage went up fifty cents to \$6.50 this semester, though the number of hours he worked went down slightly, from 20 to 19.

Cook said all students were in-

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The arts in Review

Autumnal Abstraction

Gary Wojdyla: Paintings
Library Gallery
November 29-December 17
Reviewed by Dominic Molon

November Were it not for the telling artistry of Gary Wojdyla's paintings, I would really despise them. They remind me of the dreaded arrival of December 22nd—the winter solstice. Their pallid, fading colors seem to signal the twilight of autumn, that most deliciously nostalgic of seasons. As pink, orange and off-white collapse into cloudy black on the horizontal plane of his painting, so does the sky, ever so much earlier as the days pass.

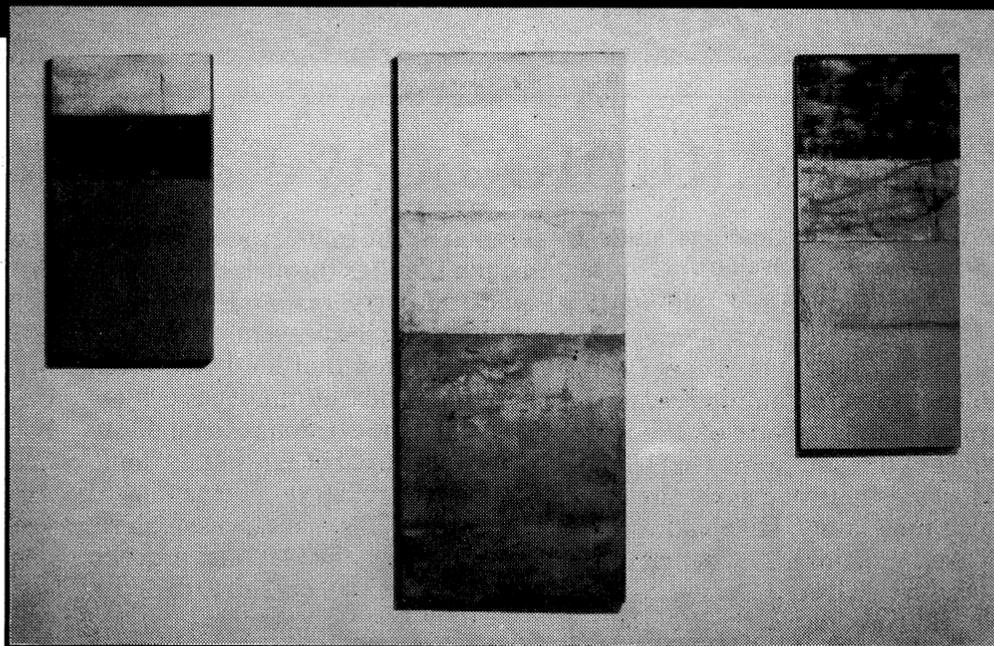
It's the colors that get you first, those grubby, Manet-like tones that stop your glance dead. But only for a moment. Then the subtleties, the accidents on the picture plane take hold. Arbitrariness provides a fragile tension between color and gesture. Is that vertical line a rust stain or painted meticulously? Was the beeswax manipulated to get that sallow quality? Wojdyla presents the viewer with this sort of pleasur-

able struggle.

Color shifts betray a sensibility akin to Brice Marden's unerring juxtapositions. The clever re-arrangement of black, orange and off-white on the framing panels of a triptych show an intuitive wit at work. Varying tone and placement, Wojdyla more than toys with the colors but taps a unique character out of each. All washed-out, they should blend or dissolve into one another, *not* cunningly contrast themselves.

Maybe the cautious texture shifts do this. The application of the paint and the inclusion of beeswax cause quiet skirmishes on the surface. The black field at the center of the long horizontal work has a sheer metallic finish. It twice denies the wood on which it rests and the paint that produced its steely skin. Follow it right or left and there's a dead matte surface bracing, or perhaps breaking, the gaze.

Strategically placed or not, the



Gary Wojdyla's paintings are at the Library Gallery through December 17

works up-end the otherwise painting-unfriendly space. Frustrating our unnecessary desire for central situation, the paintings' edges meet the ceiling or the end of the wall. Debasing the traditional triptych with an abstract cruciform terminates the association of any of the works in the gallery as purely painting. Spatially concerned, Wojdyla's works instill conflict within the viewer, anxiously shifting from

color, to gesture, to surface, to space and back again.

In the end, however, the experience is anything but one of distraction. Not unlike autumn, the anxiety about the season's transience and the delectation of its presence is shared by Wojdyla's painting. They seem perfectly suited for Fall, yet their winsome act of balancing and unbalancing is art for any time of the year.

Library Workers--- continued from page 5

formed of the change in payroll status when they were hired in the fall. But the resulting changes in conditions and hours came as a surprise to some. "I was confused, at first," said Sparky Prokop, a grad student who works in the library.

A number of students had their hours cut as a result of the change. This is because RF monies are monitored more closely, explained Cook. Grad students receiving this money are technically only allowed to work a total of 48% of full-time, or roughly 20 hours per week. Students who are on partial stipends from their departments must get documentation from their departments of how many hours they work there, so the library can calculate how many more hours they can legally work at the library. As the stipend amount varies per student, the number of hours they're allowed to work in the library also varies. In the past, these library employees could work virtually as many hours as they wanted, and could vary that week to week. Often it made up for inadequate departmental support. Now many of those people have a de facto cut back in hours and, hence, pay.

Marianthi Lianos, GSEU President and contract negotiator, also said that library workers have complained to her, and that they were told the changes came about as a result of union negotiation. Those kinds of comments themselves con-

stitute unfair labor practice and intimidation, according to Lianos. The Union was disturbed by the fact that terms of employment were changed while negotiations are going on, and concerned that students will be pressured into devaluing the work they do for department stipends in order to obtain more library hours. "The work of TAs and GAs is difficult to quantify; the number of hours spent teaching or grading does not accurately reflect the real value of the TA to the department," she said. They are also concerned that SUNY is now enforcing a policy-- the 20-hour a week limit, that they had previously disregarded. Also, shifting the employees to the Research Foundation payroll makes them RAs instead of state employees, and removes them from the collective bargaining unit of the Union.

While some students may be hurt by the changes, Cook asserted that the negative effects were unintended, and do not benefit the library at the expense of grad students. The change in payroll status means workers get salaries for a fixed number of hours per week; it gives the library less flexibility to schedule more personnel to cover its busy seasons, and it gives workers less flexibility to accommodate their own schedules. "Graduate students are a stable part of the work force," he added.

-Kuzma

ONGOING ART EXHIBITS

Gary Wojdyla: Paintings

MFA Exhibition, Library Gallery, November 29-December 17

Union Art Gallery

USB students Maria Sophia Macedonio and Andrea Robin Reingold
Union Art Gallery, Stony Brook Union, 2nd Floor
Thru Friday, Dec. 10. Gallery Hours Monday-Friday, noon-4pm.

WOOD at Staller Center Gallery

Works by Edward Mayer, Raoul Hague, Zdeno Mayercak, Catherine Murray, James Surls. Thru Friday, Dec. 17. Gallery Hours Tuesday-Friday, noon-4pm.

The Graduate School Presents: Recent Work in the Humanities

Farida Sarkar: "Dimple Dasgupta: A Case Study of Suppression, Frustration, and Anger"

David Raskin: "Tilted Arc: Context-Based Meanings"

Tamara Teale: "Native Americans and Literature: Ethnic Cleansing or Getting the Whites Out"

Wednesday, December 15

7:30 pm

Schomburg Commons, New Grad Apts.
(North Loop Rd., behind Kelly & Roosevelt Quads)

Refreshments Served · Parking Available
Call Kathleen Broshanhan for info. 632-7040

The arts in Review

Multi-faceted Silences Fill Library Gallery

Kirsten Kucer: Silences
Library Gallery, November 8-26
Reviewed by Janie Welker

In the library gallery, two young men were sprawled on the floor, backs to the cold concrete, faces turned upward.

Suspended above them were rows of conical vessels, fabricated of clear plastic and filled with clear water that caught the morning sun like a prism, and at night would cast eerie shadows to line the walls like silent witness.

The students seemed unafraid of the weight hanging above them. This conceptual sculpture entitled "Silences" by MFA student Kirsten Kucer, invited this kind of intimacy and reverie.

In design, the sculpture was simple. Kucer made scores of narrow triangular plastic bags, about four feet in length, a hand's-width across at the top, narrowing to a point at the bottom. They were tied off and hung from bars crossing the ceiling, row after row, in straight lines. The narrow yellow cords holding the bags provided the only touch of color.

In conception, the piece was considerably more complex, full of apparent contradictions, a duality inherent in the stripped down, almost severe form of the piece, and the range of

responses, from cerebral to sensual, that it invoked.

On one level, the transparency of the plastic and the water it contained lent an air of the incorporeal. Kucer is a swimmer, and the extreme quiet and calm of the piece does seem to mirror both the serenity and solitude one can find in the depths of a pool, as the body slices through water, weightless, unencumbered.

Yet at the same time, one could feel the weight of this piece, the materiality of each body of water, contained within its plastic skin, and each vessel yielded like flesh to the touch, substantial yet giving.

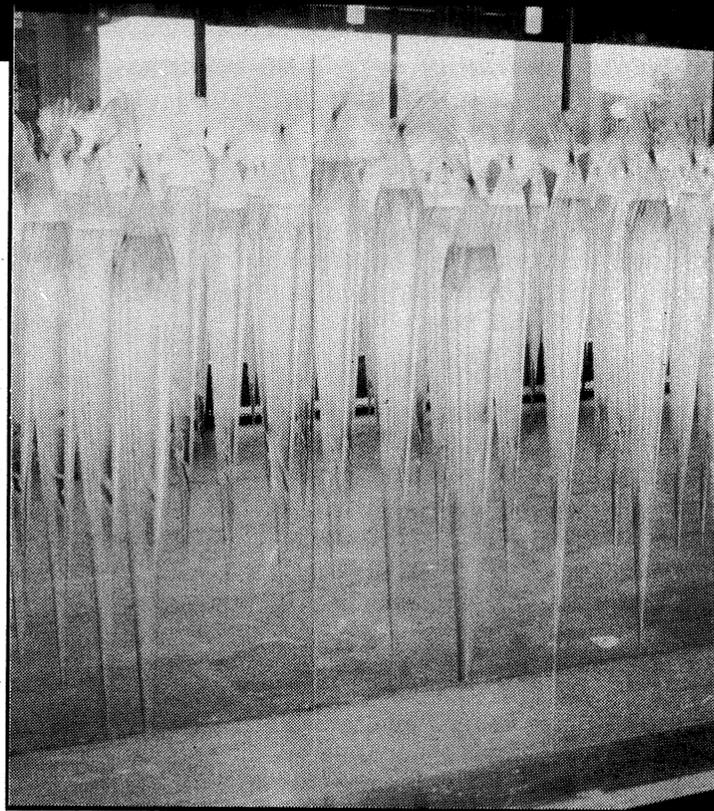
The form of each bag of water was, at its most basic, geometric, a long triangle, devoid of descriptive gesture, and yet somehow resonating with references. Kucer herself calls them vessel, which opens up a myriad set of possible meanings: woman as vessel and body, nurturing and yet somehow insubstantial; the fullness of life, or its converse, emptiness; a being as easy to see through as water, and as difficult to grasp.

The shape of the vessels also lends itself to organic reference as tumescent phalluses, or breasts drawn

out by suckling. At night, hanging from the cords which seem far too thin to bear their weight, they seem to swing slightly, like hanged men. The sculpture was also quite responsive to its environment. It was best seen in the early morning, when the sun bounced off it like crystal, or at night, when directional lighting played off the shapes, creating shadows from the transparent.

Although the library gallery, with its two walls of glass, seems to fight many artists trying to display different types of work, Kucer was able to use the space to her advantage; the transparency of the two walls echoed that of the sculpture.

The one real problem Kucer had was a technical one. Although she did hang a large sample of the vessels in her studio for a three-week trial to test their durability, she didn't count on the effects of artificial heating and the effects



of direct sunlight on the plastic, which after a few days began to spring leaks. Had the gallery floor been waterproof, this might have been an interesting development. As it was, Kucer had to report daily for mop duty.

However, the richness of this work is what leaves the most lasting impression. One evening, Kucer flicked off the lights so viewers could see the work unlit. Ambient light played off the rounded surfaces of the vessels, which shimmered like icicles in that still darkness.

FOCUS

A New Feminist Literary Journal



*essays, poetry, short stories,
artwork, photographs*

*preference will be given to works addressing
feminist, campus, & multi-cultural issues*

*submissions must be cleanly typed or word-processed,
double-spaced, unstapled, and accompanied by a
title page containing author's name, address
and phone number*

*leave submissions in FOCUS box, room 105,
Women's Studies Office, Old Chem. Bldg.
deadline: December 6, 1993*

UPCOMING MUSIC EVENTS

Winter Chamber Music Series

Outstanding chamber music performances from baroque to contemporary, by Music Department students. Monday, November 29, Tuesday, November 30, Monday, December 6, and Tuesday, December 7. All concerts at 8pm, Staller Center Recital Hall. Free.

Stony Brook Wind Ensemble

Works by Wagner, Rossini, Bizet, Dvorak, and Liszt; soloists Julie Josephson on trombone and Hana Kim, clarinet. Jack Krieselman, conductor; Ron Stewart, Assistant Conductor
Wednesday, December 8, 8pm, Staller Center Main Stage. Free.

University Jazz Ensemble

Featuring instrumental works by Thelonius Monk, Duke Ellington, Miles Davis, Charles Mingus, Charlie Parker, Don Thompson, Eric Dolphy, and vocal works by Cole Proter, George Gershwin, and Irving Berlin. Directed by Steve Salerno.
Thursday, December 9, 8pm. Staller Center Recital Hall. Free.

Opera Scenes and Arias

Performed by graduate and undergraduate voice students. Excerpts from Mozart's *Don Giovanni*, Verdi's *Il Trovatore* and *La Traviata*, Menotti's *The Old Woman and the Thief* and *Maria Golovin*, and Donizetti's *Don Pasquale*.

Friday, December 10, 8pm. Staller Center Recital Hall. \$5

Messiah Sing-Along

Bring your own score or buy one at the door, and join the audience/chorus for this annual event.

Sunday, December 12, 3pm. Staller Center Recital Hall. Free.

The Music Department offers these concerts free of charge, except where noted. Donations, as always, are gratefully accepted at the door.

calendar of events

A selected listing of events on campus that may be of particular interest to graduate students

Tuesday, December 7

Winter Chamber Music Series: Outstanding chamber music performances from baroque to contemporary, by Music Department students. 8pm, Staller Center Recital Hall. Free.

Wednesday, December 8

Stony Brook Wind Ensemble: Works by Wagner, Rossini, Bizet, Dvorak, and Liszt; soloists Julie Josephson on trombone and Hana Kim, clarinet. Jack Krieselman, conductor; Ron Stewart, Assistant Conductor, 8pm, Staller Center Main Stage. Free.

Art Critic Hal Foster: Speaking in the Staller Center Gallery, 7pm.

Thursday, December 9

University Jazz Ensemble: Featuring instrumental works by thelonius Monk, Duke Ellington, Miles Davis, Charles Mingus, Charlie Parker, Don Thompson, Eric Dolphy, and vocal works by Cole Proter, George Gershwin, and Irving Berlin. Directed by Steve Salerno. 8pm. Staller Center Recital Hall. Free.

Thursdays at Noon Lecture Series: Jack Ludwig, English professor, reading from new novel, *Ysak's Fable*. The poetry Center, 239 Humanities Bldg. 632-7399.

Friday, December 10

Broadway for Kids: American Family Theatre Company. 2pm, Staller Center. \$8/\$6 students & seniors. 632-7230.

Opera Scenes and Arias: Performed by graduate and undergraduate voice students. Excerpts from Mozart's *Don Giovanni*, Verdi's *Il Trovatore* and *La Traviata*, Menotti's *The Old Woman and the Thief* and *Maria Golovin*, and Donizetti's *Don Pasquale*. 8pm. Staller Center Recital Hall. \$5

Sunday, December 12

Messiah Sing-Along: Bring your own score or buy one at the door, and join the audience/chorus for this annual event. 3pm. Staller Center Recital Hall. Free.

Monday, December 13

Village Cinema presents "Menace II Society" sponsored by Greater Port Jeff Arts Council and Humanities Institute. 8pm, Theatre Three, 412 Main Street, Port Jefferson. \$4/\$3.50 students. 632-7765.

Tuesday, December 14

Tuesdays at Five: The Guid Trio: Patients Concert. Greenhouse Cafeteria, Univeristy Hospital. For more info call the Insititute for Medicine in Contemporary Society at 444-2765

Wednesday, December 15

Recent Work in the Humanities: Graduate School-sponsored colloquium. Schomburg Commons. 7:30 pm. Refreshments will be served. Contact Kathleen Brosnahan, 2-7040.

The Underrepresented Graduate Scholars (UGS) will be meeting at 5:30 on Tuesday, December 7th, in the Graduate School Conference Room (Computer Science Building, 2nd floor)
All underrepresented grad students are invited to attend.

Fund For Investigative Journalism

We know your time is valuable. If you're interested in covering a campus issue relevant to grad students, researching and writing an article suitable for publication in News & Views, we're willing to pay you for your efforts (up to \$250 per issue).

Possible topics include *but are not limited to* the Presidential Search Committee and 1st amendment issues for GSEU organizers on campus. Contact the editor for more information. 632-8965/6492.

Tree-Cutting--

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ters up for review before they happen.

Steve Englebright, a USB geologist and state assemblyman noted for his commitment to environmental issues, was also disappointed by the developments. "I was never shown plans for anything but the building," said Englebright. There was some mention of access improvement, but, "I was never led to believe it would take the form it subsequently did." As for the cutting of trees on the mall, Englebright was "surprised to learn it was part of the same project."

He was also disturbed by the lack of adequate consultation with the affected community. "Concerns I heard from faculty and staff indicated they had no prior knowledge. The disconnection between the faculty and the contractors is something that should have been avoided; I should have been consulted."

"It appears the plans that were drawn were confusing and difficult to read for the contractors," said Englebright. Wittie added that Englebright and interested faculty members would probably have noticed the glaring discrepancies in the documents, and resolved some of the confusion before the tree-cutting took place.

The cost breakdown of the new activities center was also an issue for Englebright, after it was reported that roughly \$7 million or half of the \$13 million tab for the Student center-funding which he helped secure- was going toward construction of the new access road. "Actually, it's more like a quarter or a third of the total, \$4 or \$5 million," said Ingle. Bastin asserted that it would cost as much or more than that to re-work the existing access road, the Engineering Loop, and that the expense for a new road was justified. Englebright said he doesn't object to the cost of the road per se, but the manner in which it was not revealed.

Undergraduate Project-- *continued from page 4*

Third, and most obvious, is to add more TAs. Huge introductory courses are one of the big evils of SUSB. They result in little personalized attention and interaction during the first undergraduate year. For example, I am the only TA for a lecture with 820 students, and there are 3 lecturers. None of us knows more than a handful of students. They don't know us either: for the end of semester evaluations I put up an overhead projection with the instructors' names and identifying characteristics (male/female, beard/no beard, etc). More TAs would make this a better class. It may be wise to mention here that TAs are cheap-- about 3-4 TAs for the price of a new faculty member-- they are only around for a relatively short time, for the most part they work without complaint, and in general they tend to clean up after themselves. A bargain at twice the price. Money is tough to come by and in general will limit the number of new faculty we bring in to handle any increased teaching. Graduate students are a cost effective supplement to the new faculty that will need to be hired.

Fourth, convert some GA lines to TAs. The distinction between TA and GA is pretty much arbitrary, both are paid on State dollars but a TA usually does something closely associated to teaching while a GA has duties which may or may not involve teaching. If it is true that many GAs are not in the classroom, then getting them back into teaching serves three purposes. It is a learning experience for the graduate student; it can reduce the load on the faculty; and it can provide more opportunity for undergraduates to interact with faculty (indirectly through graduate student) and to do research (working with graduate students). Note that increasing the number of TAs has a positive effect on graduate

students, faculty, and undergrads. If you accept the fact that they cost less than new faculty, then increasing the number of TAs is a plus for administration too. Why then do we not have more TAs?

A fifth option is to hire lecturers. There may be a trend growing among research universities toward hiring lecturers instead of the more traditional faculty member who is part researcher and part teacher, in effect, a more pronounced division of labor. There are merits and detractions to this type of system which need to be evaluated. Bringing in lecturers may be very difficult to accomplish in any practical sense since it represents a dilution of research faculty who bring in considerable grant money.

As Fred Preston put it so well at the Retreat, "This University has a record of a lot of starts but very few finishes." It tries to do everything at once but in the end fails due to lack of leadership, direction and focus. We need prioritized, concrete goals, not sound-bites and wishful thinking!

GSEU Rally--

continued from page 1

tives, Martin reluctantly addressed the students, and offered to facilitate a meeting between Union reps and Marburger at a later date. Protesters ended the rally peacefully with a March around the second floor gallery and past the office of President Marburger, who according to his aides, was absent.

The Union is planning another action in mid-December, according to Paul, contingent on the outcome of negotiations scheduled for December 15.

-Kuzma