



The News Ferry

The Learning Town Press

Staten Island Community College

Wednesday, December 19, 1973

Vol. II, No. 6

NON PROFIT ORGANIZATION

PSC Grieves Experiments

Union Claims Issue "Governance" Exp. Staff Claims Challenge to "Concept" and Students on P&B

Meet This Week, PSC and Wm. Birenbaum

Though no one, save Circle 73 director Steve Zwerling, was anxious to converse on the subject, PSC and college management officials did acknowledge that the various rumors alleging the PSC Executive Committee had begun grievance procedures against the SICC Experimental College are true. The tip on the current controversy came from an informed source in the Experimental College who chose to remain anonymous. The first official notification to experimenting and special program staff members came with an invitation to last Monday's meeting on the subject.

It is apparent in the invitation memo, and later verified by Nancy Ryan, local PSC committee member and staff member of the Experimental College...that the notification itself was in response to growing tensions between experimental staff (many of whom are union members) and the PSC. In essence, anger on the part of experimental staff centers on four issues: the aura of secrecy and condescension on the part of the PSC on the issue; the grievance attacks on student participation within at least two of the experimental programs (College Discovery and Circle 73) and the Experimenting College as a unit (3 of 10 members of the Experiment-wide personnel committee are students); further grievance attacks which call for transformation of the Experimenting College and its programs into a governance structure compatible with the traditional college; and the belief, on the part of some experimental staff members, that the union explanation of the complaint as a sort of "pro forma" procedure based on recent BHE approval for five more years of Experimental College (and up to 25 percent student enrollment of the college) is untrue. They argue that the specific points brought up in the grievance, and at the Monday meeting, must have been prepared in conjunction with staff members (i.e. a specific knowledge of how many students on committees, etc. well in advance of the grievance filing in November).

Peter Nigro, SICC Labor Relations Officer, would say very little on the subject. He contended that "the formal

complaint is so generally worded, I do not care to comment on it." He did, however, point out that the grievance status had been reduced to "informal". He speculated that it had originally been filed formally because "they didn't think President Birenbaum would discuss it unless forced."

As it now stands, according to Nigro, the college and union will discuss the issue with an eye toward reaching agreement without a binding arbitration situation.

Asked about the status of the grievance, SICC's representative to the PSC Executive Committee, Claude Campbell, would only say, "We don't want to publicize the issue now that there is the possibility of amicable settlement. Should that fail, it will be another matter."

Mohamed Yousef, SICC union chapter president, was also hesitant to discuss the issue, stating, "in all fairness to the president, we don't want to discuss the complaints now...it is at the complaint stage and an amicable settlement may be reached through the consultative process." To date, union and management spokesmen have declined to enumerate the alleged 27 points of grievance.

Like Nigro, Yousef held the grievance involves governance questions. In that context, he added that, "the president seems to see governance as part of the experiment...but it should be designed to be more inclusive, include more people, not exclude people...We contend that educational experimentation and innovation could live within the framework of institutional democracy at least to the extent allowed under the BHE by-laws and guaranteed by contract."

Asked if his reference to widening the base of participation was in reference to the peer review issues, he replied, "Yes, of course."

Nancy Ryan, PLACE faculty and member of the local PSC committee, is to some degree a victim of her dual

roles. When queried on her position in the currently polarized situation, she replied, "I don't know what to say, I don't have a coherent position."

She claimed last Monday's meeting, which she organized, and the presentation of the union position had been her first introduction to that position.

In a group conversation with Ryan and experimental program professors Julie Nichamin and Rebecca Staton, Ryan described her union role, "as a delegate involved in the slow process of building a chapter on this campus. Relationships with union central and the local faculty are only in the process of developing."

There are a great deal of strained relations that must be resolved."

Staton added that she also felt, "it is premature to present a coherent position," echoing the sentiments of Ryan and Julie Nichamin, who added, "in the present negotiations it is the job of the president to clarify his position on each potentially grievable point."

In her role as a member of the Experimental College staff, Ryan contended that "I fully support the principles on which the experiment is founded and advocate greater student participation." She feels "one of the most important issues is the process by which the experiments were established." In her view, that process and the consequent union actions have led to a resulting situation where, "faculty of the Experimental College are rightfully feeling attacked and pressured. The problem is that the union should not attack faculty of experiments."

Most vehement in opposition to the PSC move against current Experimental College activities is Steven Zwerling, director of the Circle 73 program. Though he had not brought the story to News Ferry attention, he is most determined that "if we lose (Experimental College), we'll lose in public."

In a recent interview, Zwerling seemed most irate about what he views

as underhanded methods used by the PSC in preparing the grievance, and the paternalistic attitude expressed by union representative Claude Campbell when Zwerling attempted to confront those methods.

"I discovered we were being grieved against by way of rumor, and I am a union member," Zwerling declared. The rumor was verified by Dean Felix Cardagna and Nancy Ryan, though they were apparently also unaware of details of the union grievance. Following a conversation with them, Zwerling sent the following letter to Claude Campbell (dated November 30):

"I have been hearing all sorts of unofficial information that the P.S.C. has filed a grievance or grievances about the status and/or legitimacy of the Experiment."

"I of course discount all of this since it seems totally unlikely that the P.S.C. would do anything like this without at least consulting with those faculty members in the Experiment who are P.S.C. members. As you know many of us are."

"If by some chance the P.S.C. forgot to consult with us, I'm sure the P.S.C. would like to meet with us immediately, to tell us their actions."

"I appreciate your prompt response to this."

In addition to Campbell, copies were sent to "all Circle, PLACE & College Discovery faculty members," and Deans Cardagna and Henry Harris.

In a subsequent meeting with Campbell, where he attempted to confront the union official with his allegations of foul play, Zwerling claims he was told that his memo was "snide" and had been "filed in the garbage can."

Zwerling, on that same date, sent a letter to SICC President, William M. Birenbaum, requesting that the president allow members of the Experimenting and Special Programs to participate in any meetings with the PSC on the grievance. Despite the request, as of News Ferry's Thursday interview with Zwerling, he was unaware of this week's Tuesday meeting on the subject between the president and PSC representatives. Following is the text of the Zwerling



Bobby Seale "makes a point" about his mayoral candidacy at his recent talk.

Bobby Seale Speaks On Panthers, Politics, and Shockley

Bobby Seale, with bodyguards, appeared at SICC last week to engage in a dialogue with SICC President William Birenbaum, Henry T. Harris, associate dean of experimenting programs, and Dr. Jessie A. Gilmer, an associate professor in the College Discovery Program. The event was part of the President's Seminar Series. There were no serious disruptions.

Seale, a driving force in the Black Panther Party since its inception, spent the first part of the evening justifying his recent entry into the Oakland Democratic mayoral primary.

"The original vision of the Black Panther Party was to run people for political offices," he said at one point. Later on, he said that due to his entry into the race, some 45,000 people—those who voted for him—"voiced their opposition to a corrupt political system."

What the whole Panther Party struggle is all about, Seale claimed, is having people gain power over the institutions. Seale said at one point, "The question is whether those institutions serve the basic needs and desires of the people."

Quoting Malcolm X, a hero of his, Seale said that he and the rest of the Black Panther Party were willing to take "any and all means necessary," including running for political office, to gain the necessary control to transform those institutions.

In answer to criticism about the way he ran his campaign, Seale said, "Many of the registered Democrats in Oakland are elderly blacks upwards of 40 years of age. If you want your vote, you don't campaign in a field jacket, wearing combat boots, with an M-1 rifle slung over your shoulder."

In answer to a question from Dean Harris concerning Eldridge Cleaver's split from the Panther Party, Seale said:

"Eldridge didn't understand the revolutionary process. He said that he's liable to get whupped with that microphone."

"Are you saying we should have beat the protesters?" the woman asked.

"You could have," Seale said, "but you might have got whupped yourself."

Later on, Seale said, as a general rule, "the best thing is normal objective debate."

The proceedings were then interrupted somewhat by Zeke Boyd, a

member of the Revolutionary Youth Movement, an organizational outgrowth of the National Caucus of Labor Committees.

Boyd raised his hand to ask a question. When recognized, he read a statement protesting the arrest of two RYM members. He then complained to Seale about the bad press RYM has been getting lately in the pages of the Panther Party newspaper.

Seale said the reports the Panthers had been getting about RYM were not good. He alluded somewhat vaguely to an incident in which RYM members, both black and white, supposedly beat up one or more black welfare workers.

"Don't you bring no white people across border lines to jump on black welfare workers," Seale said angrily.

He added that if Boyd could disprove those reports, the Panther Party would apologize. He pointed out, however, that a public forum at SICC was not the place to resolve the issue.

Boyd, who claimed that Seale had recruited him into the Panther Party five years ago, was not satisfied. He continued to press his point.

Seale became angry, jumped up, snapped his fingers and moved behind a heavy wooden podium off toward the side of the stage. Fourth Panther bodyguards then appeared menacingly. Boyd got the message and sat down.

Seale then answered a question from the audience concerning the supposedly "anti-semitic" nature of some articles which have appeared in the Panther Party newspaper.

"We think the Israelis have no right to be taking Arab land," Seale said. "The niggers own oil there. If you call that anti-semitic—sorry."

Seale was also asked the stand of the Panthers in regard to the Black Liberation Army.

"I know very little about the Black Liberation Army," Seale said, "except that some of their members have been arrested. Those who have been arrested are nothing more than political prisoners because they were arrested by a bunch of fascists."

DSG Open Session on Money, Strike, Newman

The Day Session Student Government conducted an unusually productive "Open Senate Meeting" before members of the student body last week in the student lounge.

Prior to the meeting letters had been sent to all students, inviting them to submit agenda items, and to participate in debate on those items and others.

Judging from remarks made to the assembled students by Leona Sanders, chairperson of the Student Senate, relatively few agenda items were submitted by the student body, although several questions relating to student government finances and numerous "personal grievances" had been received.

Sanders stated that the personal grievances would not be discussed at the meeting. Instead, she claimed, they would be answered by letter at a later date.

After the agenda of the meeting was approved by consent, a report was delivered by Dino Lagravinese, chairperson of the student senate commission on student finances.

Lagravinese explained that he had received messages in his mailbox from various clubs stating that they would like to know what is being done with the money allocated for student activities. He explained that \$14.00 per capita is allowed for student activities, which brings the total to approximately \$70,000. He stated that this money has been divided for use in various areas:

Student Gov. Exec	\$5,000
Student Center	\$10,000
Social Services	\$20,000
Publications	\$15,000
Clubs	\$15,000
Intramurals	\$1,250
Unallocated reserve	\$3,750

Lagravinese then moved that the senate release the budget for the Newman Club, and that the Musician's Group be allocated \$180.00 for a concert

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Faculty Votes For March 1st Strike

March 1st will be the SICC shutdown date, if the BHE does not reverse its recently passed tenure policy (viewed by the Professional Staff Congress and the majority of faculty members as a "quota" system); and if the majority of CUNY colleges also strike on that date; and if the Professional Staff Congress (PSC) calls a CUNY-wide walkout on that date. So reads the most recently passed motion of the instructional staff attendant at their December 12th special meeting.

By a vote of 105 for, 70 against and 19 abstaining, staff members voted enthusiastically, if not overwhelmingly, in favor of a much modified strike motion initiated by Professor Pam Carlton, Biological Science department. In its final form, the strike motion carries four riders which set contingencies on the strike call (as noted above), return to work (based on a motion introduced by Professor Ira Shor), and recommends the PSC invite students to Wednesday's rally (Biltmore Hotel, December 19th) from all branches of CUNY.

The "return to work" contingencies were met with overwhelming enthusiasm when brought to the floor as an amendment to the original Carlton motion. They stipulate that the staff, once on strike, will not return to work until the Board of Higher Education repeals the "tenure quota system," and until BHE, "and appropriate duly constituted state and local bodies:

1. guarantee the maintenance of Open Admissions
2. guarantee continuance of a free tuition policy at CUNY
3. establish financial stipends equal to the lower standard for New York City (as defined by Federal Bureau of Labor Statistics) for all students living below that standard.

Unlike the Shor motion on return to work contingencies, those introduced by Professors Pierre Wolf (participation of a majority of CUNY units) and Luther Carpenter ("PSC leads the action as part of a citywide strike") as "strike call" contingencies were met with opposition by otherwise strong strike motion supporters.

Professor Lester Keyser strongly opposed the Wolf-Carpenter rider,

calling the revised strike motion, "unworthy of this faculty," and declaring he would oppose the strike motion, and its Shor amendment on return to work (both of which he favored), due to the strike call contingencies. At that point, Carlton also rose and requested her name be dropped as sponsor, as she, like Keyser, would oppose the revised motion.

Ironically, many faculty, who might otherwise have downed the final motions on the same grounds as Keyser and Carlton, seemed greatly influenced by attachment of the Shor motion, which followed addition of the Wolf-Carpenter amendments.

The move to lock the tenure policy issue into combined concern with the student oriented issues of Open Admissions, free tuition and continuing cutbacks in financial aid may have, paradoxically, doomed the possibility of any job action at all, as the strong strike sentiment expressed at SICC has no precedent in other CUNY colleges.

To date, SICC is the only college of the 20 CUNY units to call for a strike. In addition, the PSC has taken a "will of the faculty" stance to date. Should this remain their policy on the matter, they are not likely "lead the SICC action as part of a citywide strike," as the motion now calls for.

The cumulative effect of the various riders on the strike motion suggest that those desirous of a job action at SICC will now have to convince a majority of faculty at a majority of the 20 units of CUNY, and the PSC Executive Committee, to strike with them. Otherwise, there will be no strike March 1st.

What it means to SICC faculty and student strike organizers is that only the financial aid goal is specific enough to organize around easily. Until more clearly presented, Open Admissions and free tuition protections remain vague goals, easy prey for political "back" passing.

Without a more specific plan of action, a simple overturning of the current tenure policy, couched in the appropriate language, might be presented in such a way as to use the arguments of Shor amendment supporters (that the tenure issue and student oriented issues are inseparable) to prove a concern and provide a kind of "guarantee" that

Open Admissions and free tuition will remain.

The final difficulty of SICC strike supporters hits much more locally than the prospect of CUNY-wide organizing to build a March strike movement. As reported in the previous issue of News Ferry, the "special" instructional staff meetings, Wednesday of the last several weeks, have been plagued with lack of quorum and arguments over



Claude Campbell and Irwin Polishook union leaders at "Teach In" strike vote procedure (by meeting or by mail ballot).

Lefkowitz Stand-ins Talk Consumer Protection

Attorney General Louis Lefkowitz failed to keep his appointment in Staten Island because of Governor Rockefeller's "request" that he be present at the resignation announcement. In his place, Philip Weinberg and Stephen Mindell, both from the 2 World Trade Center office, addressed SICC students on the joint topics of Consumer Fraud and Environmental Protection.

To an audience which included Professor Harry Kirsch's Consumer Economics class as well as interested outsiders, Philip Weinberg of the Environmental Protection Bureau first elaborated on the connection between the "rip-offs" and protection of the environment, a connection which has become increasingly evident in the last few years.

Seven major oil companies, for instance, have had an anti-trust action brought against them by the Attorney General's office on charges of price-fixing, aimed at driving out independent retailers. The big oil companies make much more money on oil production than on oil sales, according to Weinberg, because of the 22 percent depletion allowance which is granted them by the Federal Government. However, the necessity of retaining the selling market often results in price-cutting "wars" which eventually drive the small independent gas station owner out of business.

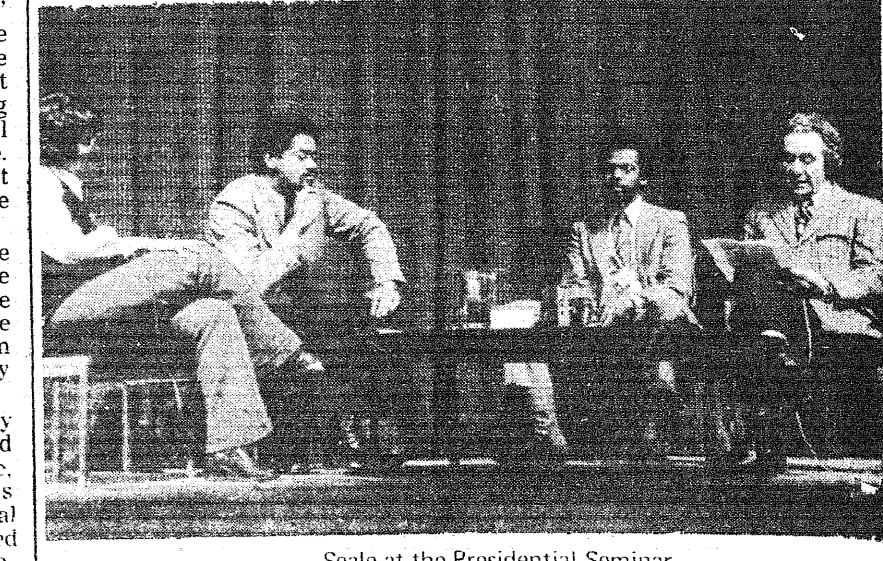
"As it stands now," Weinberg continued, "the oil companies try to make the conservation movement a scapegoat for the energy crisis. If they had heeded the warnings of the environmentalists long ago, this problem would never have reached the proportions that it has today."

In his view, oil consumption is an "addiction" in the United States—with 5 percent of the world's population, the U. S. consumes 35 percent of the world's oil. Asks Weinberg, "Do we want to destroy our entire natural heritage to satisfy this addiction?"

Weinberg further claims that there are, in fact, steps which can be taken to "reduce the addiction," the first of which is to do something meaningful about the state of public transportation in this country. "In 1970," he explained, "public transportation reached an all-time low point, but it also brought about a public awareness of the problem."

The automobile industry and oil companies have, of course, done continuing battles with any effort to improve the quality of public systems; but there are moves afoot to nationalize the railroads, and the Federal

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Seale at the Presidential Seminar.

Jabbar Protests Non-Reappoint

by Kevin Lawrie

Dr. Najim Jabbar, assistant professor of Health and Physical Education at SICC, has been rejected for reappointment in the school year beginning September 1974 by the college Health and Physical Education Department Personnel and Budget Committee.

Highly satisfied with the quality of his teaching and the responses and progress of his students, Dr. Jabbar is quite disturbed at the sudden decision of the committee. "Since I have been here", Dr. Jabbar stated, "teaching has been evaluated as 'superior', 'excellent', and 'very good' by three colleagues who are members of the present committee. But all of a sudden, and within the first five weeks of this semester, my reappointment has been refused for no obvious reason."

The Health and Physical Education Departmental Personnel and Budget Committee is comprised of five faculty members from that department, three

of which have evaluated Dr. Jabbar's classes and have highly rated him in class organization, presentation of material and the progress of his students. If this be the case then, upon voting for Jabbar's reappointment, one of his colleagues has contradicted his own evaluation of Jabbar.

Dr. Jabbar states that "The truth of the matter is that I should have received at least three positive votes in my favor. If any of the three professors who evaluated my work and who are on the present committee has voted negatively, then he or they have obviously contradicted themselves, which is an unfortunate thing for an educator to do."

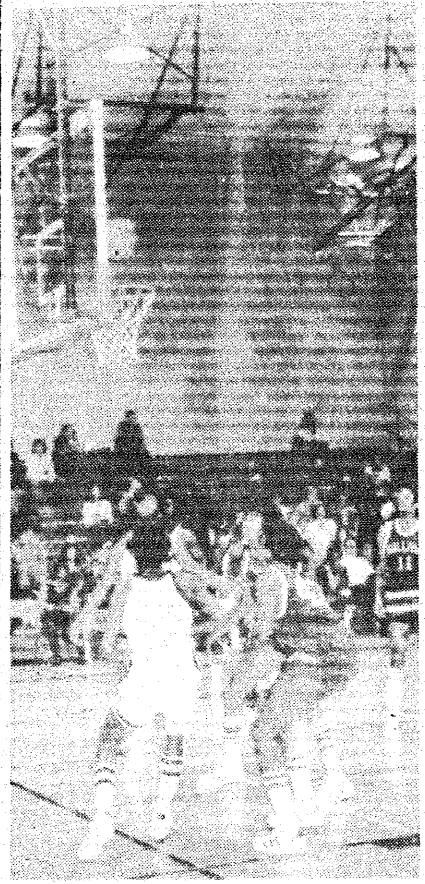
Dr. Jabbar received his B.S. and M.Ed. in physical education from Springfield College and an Education Doctorate from George Peabody College, and has had productive teaching experience at all levels of education. His credentials in physical education are the highest in his department. Jabbar's student evaluations indicate that in his two years here at SICC, he has an average of 86 percent "exceptional" and "above

average" ratings, which is 10 percent above the college norm.

Aside from his other teaching and coaching duties (Cross-Country and Track and Field), Dr. Jabbar has been instrumental in developing and promoting an intensive gymnastic program at SICC, from which he derives great satisfaction. During his gymnastic classes, tens of students can be found sitting in on the class, benefitting from the high quality of instruction, personal assistance and visual aids utilized in his courses.

The statistics clearly indicate that Dr. Jabbar is, and has been a highly qualified, productive and effective instructor within his department, and according to article 18 section 2 of the Agreement Between Professional Staff Congress-CUNY and The Board of Higher Education, which states clearly that teaching effectiveness is the major standard for evaluating classroom personnel, Dr. Jabbar's reappointment should have been approved.

Dr. Jabbar, with support of former and present students, is in the process of petitioning for his reappointment. All students wishing to sign this petition, may locate Dr. Jabbar in his office (D-3).



Action during the Dec. 11 SICC basketball victory over Ulster.

Side Lines

JOSEPH BARRESI.

The concept of intercollegiate athletics needs no apology. It is generally accepted that sports and physical education activities, while contributing to physical fitness also serve a useful purpose in the educational process.

Competitive athletics affords an opportunity for athletes and their coaches to share in the exhilarating thrill of victory and success, and to taste together the bitterness of frustration and defeat. It is hoped that out of this sharing of work, play and emotion there develops an un-

derstanding, a respect and a very real affection difficult to duplicate elsewhere in the relationship of people. The primary aim of intercollegiate athletics is to provide opportunities for qualified students to participate in a number of highly skilled and organized sports with their peers at similar institutions. It should be recognized that in this selective role, with the attendant pressures for successful teams and the efforts directed toward this end, intercollegiate athletics is vulnerable to excesses to a degree not found in the conduct of most other amateur sports programs. There is a great deal of interest directed toward athletes and athletic programs. Much of the interest is coming in the form of healthy criticism.

The sociology of sport has been the theme of numerous papers and articles eliciting the cause of social issues which centers around race relations, human rights and self-fulfillment. Much has been written about com-

petition theory, cheating in sports and sport culture.

A multitude of research is being done on athletics and their effect on participants and spectators. Although many athletes believe that they are participating in a dynamic and worthwhile experience, they are reacting adversely to the system that tends to reduce their status to that of robots managed on and off the field by professional exploiters. We must in some way find the moral fibre, the physical stamina and the intellectual integrity to cope with the problems facing intercollegiate athletics before they engulf us. There are those who say that the problems facing intercollegiate athletics today are simply a re-expression of the problems facing society.

No matter how stringent the laws nor how laudable the objectives, the program of intercollegiate athletics will always be subject to human frailties. The athletic program has weathered many storms. It has been investigated, scrutinized, debated and criticized yet it continues to survive. Unquestionably, the relationship between education and athletics needs to be constantly reexamined in the light of a rapidly changing complex culture. The true worth of competitive athletics is revealed when the educational implication of athletics and the responsibility for the conduct of the program work toward fulfilling the goals of education.

Law

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stressed, rather than courtroom procedure." Each new topic is introduced by Leinseider with an introductory class devoted to describing the primary concepts to be covered. That done, the class then goes into specifics—or, as Leinseider calls them, "Fact patterns." The four questions asked at the beginning of this article are examples of fact patterns.

"It's the most enjoyable course I've ever taught," says Leinseider, "because it relates to things happening around us on a theoretical basis, as opposed to a course based merely on text-book material."

"It's more sophisticated than a law for the layman type course," he adds, "because specific cases are examined."

Student participation and enthusiasm has been quite high he says, and attendance has been heartening.

Marks are given on the basis of 3 exams, which are given after two new topics have been covered. These exams are each worth 20 percent of the semester grade. A final exam worth 40 percent of the semester grade will also be given.

Leinseider claims that the questions asked in class are surprisingly sophisticated.

"In some areas, they are quite knowledgeable," says Leinseider. "In others, they have misconceptions."

Leinseider stresses that SICC's Practical N.Y. Law course is the only one of its kind in N.Y. State. Asked why that is so, he answers: "Frankly, there is a terrific amount of work involved in getting it together. You're actually teaching a new course every week."

- (1) Yes, criminal solicitation.
- (2) The crime committed is murder, not manslaughter. The concept involved is "transferred intent."
- (3) The crime committed is murder. Reason: murder can result even where there is no intent, if malice can be proven.
- (4) The crime of manslaughter, not murder, has been committed—unless it can be proven that you intended the man to have a heart attack.

ENERGY: HERE COMES THE CRUNCH

TO: Robert J. Kibbee, Chancellor Board of Higher Education

November 28, 1973

FROM: Milton Musicus, Chairman, Emergency Energy Supply Committee

Beginning December 4, 1973, inspectors from the Bureau of Enforcement Department of Air Resources, will visit your buildings on a spot-check basis to determine that energy conservation steps outlined in your agency's response to Deputy Mayor Hamilton's November 5th memorandum have been implemented, and whether additional steps can be taken. Please notify the necessary personnel.

From: Dean Leonard T. Kreisman

December 4, 1973

Subject: Energy Crisis

As most of you know, we are facing a very critical energy problem nationwide and this is also true at the college. The City is requiring that we reduce our energy usage by a minimum of 30 per cent.

In order to "do our bit" the following actions have been taken and I would like to make a number of recommendations which I hope that people will seriously heed:

1. Thermostats throughout the college have been lowered and this is because of a mandate from the City. Your cooperation in not tinkering with the thermostats will be appreciated. We would suggest that people bring sweaters or jackets which they can use if they become too uncomfortable.
 2. Secretaries are urged to turn off lights in their offices when they leave and to turn off typewriters when not in use. (At any time that the office is not occupied during the lunch hours and in the evening the lights should be off.)
 3. The use of college vehicles will be sharply curtailed so that clubs, teams, etc., who will be going on trips will be required to use existing public transportation.
 4. All instructors are urged to turn off classroom lights when they are leaving and no other class is scheduled for the following period.
 5. All holiday lights should be eliminated in all areas. Any decorations that are provided should be the non-illuminating type.
- ... NOTE ...
6. Paper is in critical supply. Everyone is urged to make every effort to conserve paper in their offices.

FROM: CAMPUS ARCHITECT'S OFFICE

Dec. 5, 1973

We ask your cooperation with Buildings & Grounds Department in keeping energy consumption low.

- 1) Turn off lights in unoccupied rooms.
- 2) Keep thermostats at proper setting.
- 3) Keep exterior doors closed.
- 4) Open windows only when necessary.

Lucille H. Murawski, Campus Architect

From Frank E. Allen, Business Manager.....Date: December 7, 1973

Subject: PAPER SHORTAGE

We have been advised by the New York City Purchasing Department and by a number of our suppliers that a paper shortage exists throughout the country. We have been informed that we should expect to experience great difficulties in obtaining our normal paper supplies for the foreseeable future. As an example of the critical nature of this shortage, I wish to cite the following example:

We placed an order recently for 300 cases of duplicating paper from the Xerox Company which has a state contract to provide duplicating paper to agencies of the State of New York and local government units. After waiting awhile to receive shipment of said order, we were advised that, at best, we can expect to receive only 40 cases of the 300 cases ordered; assurance could not be given as to when we could expect to receive the 40 cases in question.

Since the beginning of this fiscal year our general use of paper in this college has been somewhat extravagant. The time has come for us — each of us — to re-evaluate our true needs for duplicating work and paper supplies and to restrict all requests in this area to the bare minimum. Each person is requested to use the utmost imagination, creativity, and inventiveness in developing plans to reduce the need for the use of paper and paper supplies.

Let us join in recognizing the critical nature of the present paper shortage. And thus, let us insist that the use of the limited supplies be restricted to official educational and administrative purposes.

Please bring this matter to the attention of all persons under your supervision with a view to obtaining their fullest cooperation.

From Dean Leonard T. Kreisman.....Date December 10, 1973
Subject Energy Crisis

As you know, an energy crisis exists and the college has taken a number of steps to comply with a reduction in energy use that the City has been requesting. Let me point out that the problem is a very serious one and just last week we were visited (for an on-site inspection) by an employee of the Air Resources Department. During this inspection there were a number of observations which were made which were less than satisfactory in terms of the college's compliance with the directives from the City. I should like to call these to your attention so that special efforts can be made to take appropriate action:

1. Offices and classrooms which were unoccupied had lights on. Instructors and secretarial personnel are urged to make special efforts to see that those areas that are not being used have all lights turned off.
 2. Many offices were observed with hot plates, toasters, and other electrical appliances constantly plugged in. I should like to point out that all such appliances are illegal and it is imperative that they be removed. I can appreciate the need for coffee pots, but it seems to me that we can hardly make a case for hot plates and toasters. Such appliances must be removed at once. If this is not done, then I shall instruct the maintenance staff to report such violations to me and appropriate action will then be forthcoming from my office. Voluntary compliance will be appreciated. The situation is serious.
 3. Typewriters must be turned off when not in use.
 4. Those offices which can control their own heat through the use of thermostats are urged not to meddle with the settings. Heat must be kept to a minimum.
- Let me point out that the college is furnishing a weekly report to the City on power use, and also the use of fuels. If it is apparent that voluntary compliance is ineffective in securing the required reductions, it will be necessary that we mandate more drastic actions. This we would not like to do, so it is imperative that each person take the problem seriously and make every personal effort to reduce power use.



Intramural Physical Fitness Winner: Front R-L Bill Nolan, Giuselda Brown, Lombardi, Marty Bray, Paul. Rear R-L Rich Finkelstein, Mario Syrcuso, Steve Weslom.

Hypocrisy in Amateur Athletics?

by Gary Libow

"I feel the main purpose of having athletics is for the athlete", states Joseph Barresi, Director of Athletics at SICC, during a recent interview. Barresi was questioned about the philosophies of amateur sport, the idealism and the reality.

Barresi, as Athletic Director, feels his attitudes are indicative of what he has witnessed. He's concluded that in most instances, the so-called idealism of amateur athletics is overshadowed by the harsh reality—such widespread problems include:

- 1) Widespread drug abuse among college athletes.
- 2) Lack of communication between coaches and players.
- 3) A degree of mistrust and outright hostility between black and white athletes.
- 4) Recruiting violations to obtain quality athletes.
- 5) Failure of NCAA and NJCAA to enforce rules.

College athletics and the NCAA have become a business," remarked Barresi. Ideally, the principles of amateurism in sport include the institution of control and responsibility to develop sound academic standards (a minimum acceptable academic index for participation-1.6), govern financial aid, recruiting, and ethical conduct of both college and athlete.

The National Collegiate Athletic Association (NCAA) was formed in 1905, as the result of injuries and fatalities in football. New York University had a football player die of injuries. A chancellor at NYU named McCracken called the University President and faculty together to take appropriate action in order to form a new code of rules. Thus the NCAA was playing, with the knowledge of the college and coaches.

The NCAA, the organization whose job it is to keep a watchful eye over amateur sports, fails to do so, contends Barresi. He cited the case of Sylvester Hodge, as an example. Hodge, was a championship wrestler from Hayward State College. It was ruled that he couldn't participate in the 1969 NCAA wrestling tournament because he wore a mustache.

Bill Russell, one of the all-time pro basketball greats, spoke of a racial quota system. Blacks on the college basketball team put up with the following: Two blacks would start if the game was at home. Three started if the game was on the road, and five blacks played only when the team got behind. The NCAA remained silent.

In Barresi's words, "The only purpose of the NJCAA has, is tournaments. Besides that they are of no use." Barresi questions if the college education dream of most Americans has been realized. He states, "Four years of college are a pre-requisite for employment as a professional athlete, the consequences of which is that amateur sports have actually worked to preserve the status quo, rather than being a means for social advancement for large numbers of poor and lower class students."

"There is rampant authoritarianism that permeates the administrative and coaching ranks of the American sports world", notes Barresi, when speaking of the lack of communication between coaches and players. He feels this problem arises early in the athlete's life. Examples are Little League Baseball and Pop Warner Football where, in some cases, youngsters have the idea of winning constantly browbeaten into them, rather than that athletics is a tool of participation for personal growth and recreation.

"The idea is to inculcate what is considered the "correct" attitude, discipline and blind obedience that make robots out of athletes. Generally coaches are, as a group, one of the most authoritarian sets of individuals in our society. They are highly success-driven men with a need to be on top. In an effort to produce winning teams, they manipulate and exploit subservient athletes", says Barresi.

Barresi also mentions that there is a rising degree of mistrust and outright hostility existing between black and white athletes.

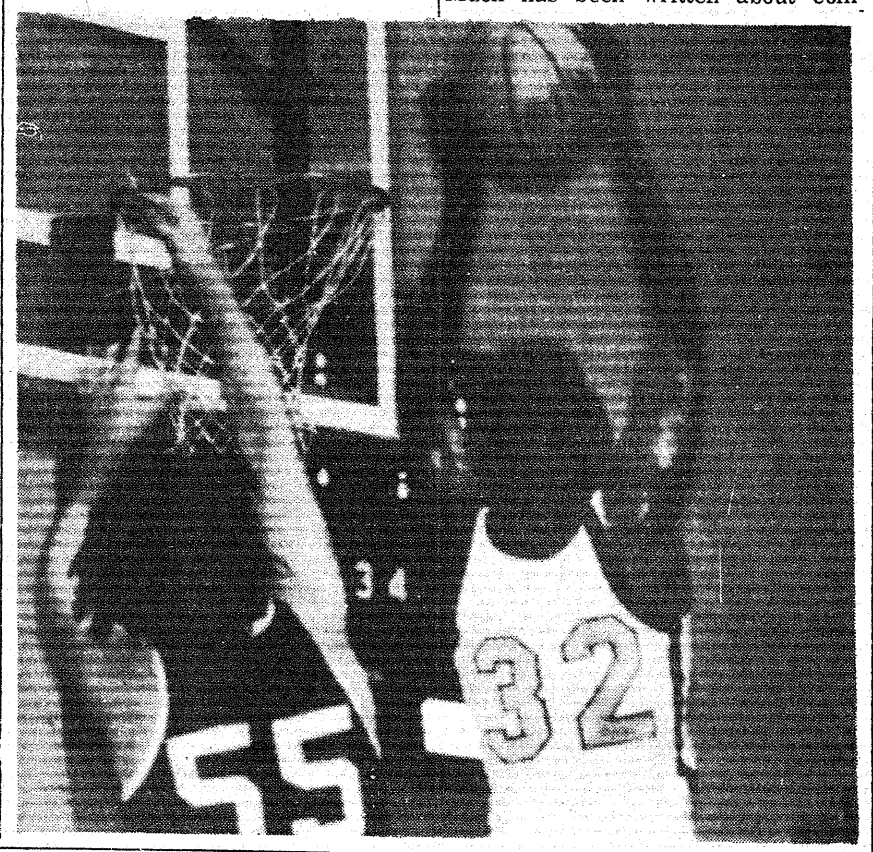
"Black feel their white team-mates receive favored treatment from coaches", says Barresi, "while white athletes feel the blacks are allowed to get away with behavior that the coaches would not tolerate from them, for fear of a boycott or demonstrations."

Some of the services of ballplayers are obtained by unethical and illegal means. Athletes and coaches have been known to falsify transcripts for eligibility. Money, housing and cars have been slipped to prospective athletes under the table in order to obtain the talented ballplayer. Athletes who don't own the minimum eligibility index (1.6 NCAA, 1.5 NJCAA) have been playing, with the knowledge of the college and coaches.

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Sports Calendar

MENS BASKETBALL
Thurs. - Dec. 20 Kingsboro CC
Thurs. - Dec. 27 Xmas Tournament
Fr. - Dec. 28 (Nassau, Kingsboro, Middlesex)
Wed. - Jan. 16 Bronx CC
Fri. - Jan. 18 CC of Baltimore
Sat. - Jan. 19 Catsville CC
Tue. - Jan. 22 Westchester CC
Thurs. - Jan. 24 Hostos CC
Sat. - Jan. 26 St. Francis JV

WOMENS BASKETBALL
Thurs. - Jan. 31 Nassau CC

WRESTLING
Thurs. - Dec. 20 Yeshiva University
Sat. - Dec. 22 MCCAC Tournament

Letters

Continued from Page 8
meet the needs of international students. The contribution of any appropriate furnishings would help give the International Center currently housed in C-129 a brighter look.

If you can be of help in any of these areas, would you please contact me in Room C-129A, Ext. 7544, or contact Mr. Arthur Walker, President of the International Center, in Room C-129.

Sincerely,
Pam Mahajan, Coordinator
International Students Services & Programs

To: All Members of the Instructional Staff
From: Abraham I. Habenstein, Associate Dean of Faculty
Subject: Helping Students Prepare for Final Exams

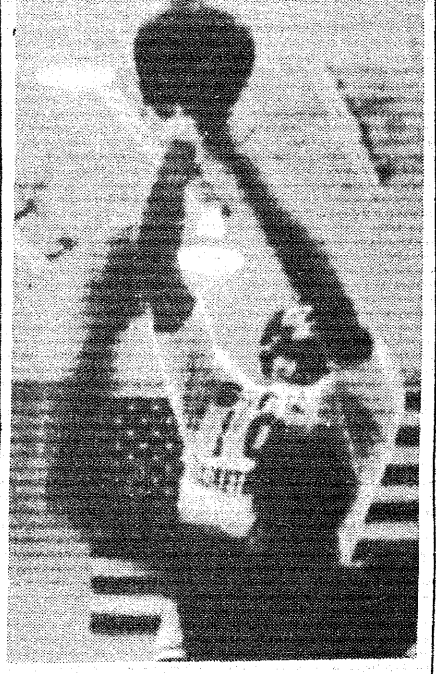
As we approach the end of the semester and final exams, I hope you will take this opportunity to remind students that free tutoring is available to them, in all subject areas, in the Student Tutoring Centre, Trailer 34.

From now through January 10 the Center will emphasize preparation for final exams. To receive this help, a student need only go to Trailer 34, any weekday between 9:00 A.M. and 6:00 P.M., and fill out a simple request form. A tutoring session with an experienced tutor will be arranged without delay, usually within a few days of the original request.

We are fortunate this year to have a particularly competent and dedicated group of student tutors. A recent telephone sampling of 40 students who requested tutoring assistance this semester revealed that 39 were satisfied or very pleased with the help they received from their fellow students. In all, approximately 450 students have received help so far this semester from the Student Tutoring Centre.

The Student Tutoring Centre will remain open during Christmas week and the first two weeks of January to help students prepare for final exams (with the exception of Monday and Tuesday, December 24 and 25, and Monday and Tuesday, December 31 and January 1). However, tutoring will be available during this period by appointment only; that is, students must request a tutor prior to the Christmas vacation period in order for tutoring sessions to be scheduled during Christmas week and the two weeks following.

Three specialized Academic Support Service Centers are also available to students. They are the Reading and Study Skills Center (Trailer 16); the Math Center (Trailer 28); and the Biology Auto-Tutorial Center (Room B-



117). These Centers are staffed by members of the Instructional Staff as well as student tutors. In addition, we are offering "mini-course" review classes on Saturday mornings in December in Chemistry, Biology, Physics, Computer Technology and Accounting. Approximately 150 students are attending these Saturday sessions, which are taught by members of the College faculty.

HELP WANTED

- Full-Time Openings:**
- F.T. 19 - Students with 3 to 6 credits in accounting. Comparers and Provers. Lower Manhattan, Starting salary \$575 per month
 - F.T. 20 - Computer Science people needed. Customer Service Engineer. Install, maintain and repair computers. Work opening in several areas: New Jersey, Philadelphia, New York, and Rochester, New York
 - F.T. 23 - Mechanical Technology Students: Industrial Engineering. Equipment standards coordinator, able to communicate well in writing, good math aptitude, good mechanical aptitude. Work in Consumer affairs department. Recommend equipment to be used. Starting salary \$180. per week. Downtown Manhattan
 - F.T. 22 - Data Control Clerk. Knowledge of J C L. Basic knowledge of data processing specialized EDP courses. \$140 a week to start. Lower Manhattan
 - F.T. 25 - Senior Engineering Aide. Coordination of large scale projects including planning, scheduling, etc., utilities. Must be aggressive and eager to advance. \$700 to 750 per month
 - F.T. 31 - Secretary - type 50 wpm, steno 80 wpm. Midtown Manhattan. Minimum \$135.
 - F.T. 33 - Openings for two evening technology students, able to work full-time days, willing to learn on the job control systems engineering instrumentation. Salary good. Further tuitions will be paid by firm. New York City
 - F.T. 34 - Equipment standards coordinator. Work with analyst in new department to coordinate a program which will be a "Consumer affair" type job. Anyone with industrial engineering background; technically oriented but also a good
- Part-time openings:**
- P.T. 62 - Girl interested in working in textile mills. Laying out patterns on kraft paper. Ability to create. 12 to 6 p.m. or 12 to 5 p.m. New Jersey near Staten Island
 - P.T. 73 - Christmas help wanted in men's clothing store. Staten Island
 - P.T. 76 - Part-time stock men with morning hours free. Staten Island \$2.10 hr.
 - P.T. 82 - Stock - part-time - morning free 9 to 1 or 9 to 2. Staten Island
 - P.T. 84 - Security Guard - Staten Island. Monday to Friday 5:45 p.m. to 10:45 p.m. Saturday - 12:45 to 9:45 p.m. \$2. to start
 - P.T. 86 - Sales. Cashiering to work to assist manager position. Merchandising, retailing courses. Flexible hours. \$1.90 to start
 - P.T. 87 - Stock work in Staten Island Department store. Morning hours 9a.m. to 1 p.m. \$2.35 per hour

New "Maxi" Courses Feature Mentors, Individualized Study

by Sally Johnson

The maxi, last year's rage in Paris, may well be the 1974 hit on the SICC campus. Psychology chairman Howard Stanton, last week, unveiled his spring line of curriculum offerings and expressed the hope that this program will prove to be the "New Look" in education.

"In the Maxi program," Stanton proclaims, "we want to get more from the college - maximize the impact." Therefore, with an eye to making the college more functional in terms of the students, he set about designing a course structure which will give the student greater access to the faculty and vice-versa.

The "20-odd courses" to be included in the Maxi-program are all drawn from the regular college curriculum, and an equal number of teachers have volunteered to work within the new structure. Students must select their full course load from the Maxi offerings, and all classes will meet in the same room - one class per period in order to make inter-disciplinary study more easily available.

But the real innovation of the program, as Stanton sees it, is to afford the participants a chance to work much more closely with the faculty than they ever could in a regular program. Says Stanton, "The chance for an intimate relationship with a faculty member will give the student more of a sense of his own real progress."

In addition to teaching a maxi-course, each instructor will be assigned to act as a "mentor" for five students. Stanton does not like the connotations implied in the word advisor. According to the course prospectus, "each mentor is responsible for the progress of five students, intervenes as advocate with other teachers, and has an important input on decisions on absences, grades, etc."

If, for example, a student requested a prolonged absence from classes to engage in some sort of educational activity, the mentor would be expected to be fully aware of the circumstances involved in the request and would share the responsibility with the course

professor for making the decision. Likewise, the teacher-mentor team will determine grades in a joint effort, since the mentor is expected to have a very real sense of the student's progress in the course based on frequent consultations.

The theory behind this proposed system is premised on the notion that "each student can demand individualized concern. We want to start from where we are, from what we already know, and build on that, being allowed to use whatever ways of learning work best for us as individuals."

Part and Parcel of the demand for individualized concern is the idea that the teacher must really be aware of the extent of a student's knowledge both in the course and outside it - this awareness, Stanton feels, is not something that a professor can gain by simply giving exams and grading papers which is all that the regular course structure allows for.

The teacher-mentor system will, of course, have a great impact on teaching methods in the sense that instructors must gear course material and methods of presentation to the needs of the individuals. Arthur Field, a sociologist and volunteer in the Maxi-program, expects that course material will be taught in units which would cover a given subject of the overall course in a certain period of time.

"Say I'm teaching a course in social stratification," says Field, "and another professor has a student who is working on a project on economics which involves an area of social stratification. If I teach the course in units, he can send the student over to sit in on my class for three or four weeks while I'm covering the material he is interested in. That's the beauty of having all the classes scheduled at different times - there won't be any conflicts."

The switch in emphasis from teaching time to counseling time will also have a marked effect on the personal relationships of the teachers who often, under the present system, know

very little about what their colleagues are doing. As a Maxi-instructor, he or she will be working closely with the other instructors in the program and will, for the first time, be able to get some feedback on how the student is reacting to his or her own course as well as be able to give colleagues some notion of how the students are responding to their classes via mentor consultations.

In conjunction with this, the courses and the professors themselves will be evaluated in terms of how much the students are getting out of it. Up until now, Stanton says, "the teacher says that if a student is doing poorly, he's a bad student." If a student is doing well, "I'm a good teacher." Now the teacher will be evaluated for re-hiring, promotion, etc. with respect to that person's impact on the students. Field claims, moreover, that "teachers will have a sense of being a unit which doesn't happen now."

The courses which will be given under the auspices of the Maxi-program run the gamut from Group Dynamics to Silence, and include the following:

- Community Service Training - Al Maxman
- Economics I - Oded Remba
- Drama - David Doyle
- Modern Man and Nature: The Literature of Ecology - Margery Cornwell-Robinson
- History I - David Trauboulay
- Introduction to Ethics - Lynne Belaief
- Project Physics - William Monaghan
- American Government and Politics - Lawrence Schwartz
- Abnormal Psychology - Ann Mar-moraie
- Psychology of Personality - Andrew Fuller
- Human Relations - Irene Deitch
- Group Dynamics - Ron Scheff
- Behavioral Science: An Integrated View - Howard Stanton
- Communications - David Shepherd
- Sociology - Arthur Field
- History of Art - Paul Covington
- Ethnographic Explorations - William Edwards

Independent study in Science - Rebecca Staton

A Theory of Masks - Nancy Ryan
The Sounds of Silence - TBA
Jazz-Rock Ensemble I - Joe Scianni

With the course offering scheduled and the teaching staff set, the next problem, short of student registration, becomes the assessment of the effectiveness of such a program which places such a heavy emphasis on the long-range impact of the Maxi.

In a memo entitled "Assessing the Impact of a Two-Year College on Its Students," Stanton discusses his view of the role of education which lead him to design such a program and the possibilities for determining its impact after-the-fact:

"The role of curriculum innovation and instructional improvements is ambiguous here. If the principal function of the college is to dampen mobility, then learning (other than the markers of social class) is incidental, and resources might well be concentrated on the recruiting for selective admissions (if they are smart when they come in, they'll still be smart when they leave) and on a faculty of 'stature'."

A more optimistic assumption is that, in a community of colleges at least, higher education promotes equality and justice, and therefore a more livable city for all. On this assumption, resources should be allocated so as to maximize the impact of colleges on their students and through them, on the community."

Leinsider:

Learning the Laws We Live With

Al asks Bob to murder his business partner for \$10,000. Bob refuses. Has a crime been committed?

Abe fires a pistol into a crowd intending to kill Joe. He kills Charley instead. Was the crime committed murder or manslaughter?

Frank is riding in a car with John. He threatens John. John jumps out of the moving car and gets killed. What crime has Frank committed?

A man works for you as a white collar worker in the office of your warehouse. You tell him to go to the warehouse and lift cartons, even though you are aware he has a severe heart condition. He refuses, but you threaten to fire him. If he goes and dies, has a crime been committed?

(answers at end of article)

Dr. Seymour Leinsider of the Business Department answered these questions, and many more, in a new course entitled "Practical New York Law" which is being offered by SICC for the first time this semester.

"This is a true pre-law course in the sense that it is designed from highlights of law school," says Leinsider. "In law school, a semester would be given on each topic we cover. What we're doing

is taking the bread and butter highlights of those topics. It's a highly structured course, but flexible enough to meet the needs of students."

Topics covered include family law, wills, constitutional guarantees, criminal law, landlord-tenant relations, consumer affairs, small claims court procedures, laws with respect to

checking and savings accounts, and insurance laws. Next year traffic laws will be added as a topic.

Originally, Leinsider intended to cover each topic this semester. He will not be able to, however, and will probably only get through to landlord-tenant relations or possibly consumer affairs.

"Although the course is going slower, the level of learning is much higher," explains Leinsider, who is in the process of writing a text to aid in the teaching of this course.

After the text is completed, says Leinsider, more topics will probably be able to be covered in a shorter period of time.

Although the course was approved overwhelmingly when originally proposed, Leinsider had some slight misgivings about teaching the course to undergraduates.

"Fortunately, there haven't been any problems," he says now. "I'm amazed at how the students have been able to cope with the material."

Leinsider characterizes the course as being "substantive" rather than procedure-oriented. "What is the law is

Continued on Page 10



Dr. Leinsider discusses the law in New York Practical Law Course.

Quadtriple!

In the latest of the "Kaleidoscopic" successes headed by Fuzzy Williams, the Quadtriple Word Game Contest on Oct. 11th was met with a great deal of enthusiasm and participation. During the game, which lasted from 1:30 P.M. to 6:30 P.M. in the student lounge, some 24 contestants matched their word building wits against each other in teams of 4 playing a series of nine preliminary rounds. The top point winner from each table then became a finalist and the last round was broken down to a group of 6 students. At the end of a highly competitive and verbose final round of Quadtriple, the three highest scoring students emerged to take prizes of \$100, \$50, plus \$25, respectively.

First prize went to Fred Moynihan, a Soph. English Major and general purveyor of literary incoherence; second prize to Dagmar Wiley, an energetic political science major and evening session sophomore, and third prize to Monica Sicile, an eager Freshman Art Major. Runners-up in the contest received free games of Quadtriple. Prizes were donated by the Eldon Game Co., Inc., a New York City based company which has held promotional contests in several local colleges including Columbia and N.Y.U.

Parties

Tuesday, Dec. 18

The College Community is invited to a "Holiday Open House" sponsored by Business Manager, Frank E. Allen and his staff. Festivities will take place in Room A-147 from 1:30 p.m. to 2:30 p.m. The Evening Session Student Government will present a "Holiday & Arts Festival" to take place in the Student Lounge, from 7:15 p.m. to 9:30 p.m.

Wed., Dec. 19

Students and Faculty are invited to celebrate the "Chanukah Festivities" at 1:30 p.m. in Room B-201. Refreshments and entertainment will be provided free of charge.

The Black Student Union will present a Dinner-Dance from 7:00 p.m. to 1 a.m. in the Student Lounge. Tickets are \$5, and are available at the BSU Office (C-128). This price includes live entertainment, free food and wine. All proceeds will go to "Africare". Dress is semi-formal.

For more information, call BSU at 390-7886.

Thurs., Dec. 20

The Day Session Student Government is holding a Christmas Party for children at 1:00 p.m. in the Student Lounge. The party is open to all children.

The Alumni Association is sponsoring a "Hayride" at 3:00 p.m. All those interested should assemble in the Cafeteria at 3:00 p.m.

Fri., Dec. 21

Christmas Festivities sponsored by the Day Session Student Government. 10:00 a.m. - 6:00 p.m.

D E 19 19 C



The advance pottery class taught by Natalie Surving can be found selling their wares for Christmas in the C-building corridor.

History's Omissions

1968: Awesane Mohawks blockade the Canadian American bridge crossing their land and the St. Lawrence river to protest the presence of the Canadian Customs house on their land without their consent, and Canadian refusal to recognize Indian rights to free passage across the border as commemorated in the Jay Treaty signed by Great Britain with the U.S., 48 men, women and children were arrested-charges were later dropped. The incident is still open, for the matters causing the protest have not yet been resolved.

The Long Goodbye

by Les Keyser

In The Long Goodbye, Robert Altman both pays homage to and critically dissects the gangster film. The Long Goodbye is director Altman's best film since MASH, and may be the most underrated and misunderstood film of the year. Actually, The Long Goodbye is last year's film, but the audiences in the sticks were so disconcerted by this modern version of a forties caper flick that they stayed away in droves; the film's distributors, United Artists, rethought their whole promotional campaign, and, as a result, delayed the New York opening. Luckily, astute New York Moviegoers have taken to the film, and the long lines that greeted it on the upper East Side assure a long run for The Long Goodbye. This week it opens on Staten Island, and it deserves a viewing.

Elliott Gould plays Philip Marlowe, Raymond Chandler's famous tough guy private investigator, but the distance between Elliott's interpretation of Marlowe and the interpretation of Marlowe by Humphrey Bogart in the Howard Hawks' version of Chandler's The Big Sleep is in large part what The Long Goodbye is all about. Robert Altman uses the audience's preconceptions about Marlowe, and Gould's failure to meet these expectations, to create a film which is pure nostalgia on the one hand, and pure historical and philosophical analysis on the other.

The nostalgia is there in the music, the forties documentary photography, the exotic air of Mexico, and the interludes with a brokendown writer, all too reminiscent of Papa himself. Nina van Pallandt as the writer's wife is the typical forties shady lady, torn between her husband, Marlowe, and her lover, Sterling Hayden, is perfect as a hemingwayesque giant, lost in his booze, impotent in his rage, and beset by his psychiatrist. Even his death echoes the climax of The Beloved Infidel. It is easy to draw parallels between The Long Goodbye and other works of film noir; the whole motivation of Marlowe's action, his obsessive concern with his friend and sometimes partner, echoes Bogart's passion in The Maltese Falcon, the bribery, duplicity, and corruption that characterize the Mexican interludes in The Long Goodbye are carbon copies of the Mexico Welles dissected in Touch of Evil, and the gratuitous violence of the

gangsters in this film, involving the victimization of innocent parties, recalls Fritz Lang's unremittingly dark masterpiece, The Big Heat.

Altman's real focus, however, is on the present, not the past. He requires that we review forties films in terms of today. Marlowe is no longer just seedy; as Gould portrays him, he is vulnerable. He's a slave of his neurotic cat, of all-night grocery stores, and of modern police. His universe is replete with hippie communes, where scheming alcohol are all-pervasive. His post-war, super highway, ultra-modern California lifestyle is the antithesis of the doomed forties city where, as

Robert Warshaw suggested, the gangster was a tragic hero. The gangsters Gould faces are psychotic, nothing more, nothing less. They smash coke bottles into their mistresses' faces, threaten to castrate Marlowe, yet seem content to disappear once they have their money. There's no honor among these thieves, and there's little significance in their stunted lives; they are surely not tragic.

The post-war American Altman has Marlowe confront an unpleasant vision of: consumption, ennuï, and meaninglessness. It is far from the land of Bogie, but appropriate terrain for Gould. Altman's opus bids a long and loving farewell to the heroes who thrilled a younger, more energetic America; Marlowe has been condemned forever to look out on city full of Colonel Sanders and Mighty Macs, and to be surrounded by stoned avatars of a new Aquarian Age.

Consumer Talk

Continued from Page 1

Government already pumps funds into the ailing Amtrack system. In the Albany State Legislature at the moment, there is also an amendment which would allow the State of New York to run the railroad system, one of the first of its kind.

Consolidated Edison and New York Telephone have also come under attack from Lefkowitz's office for the use of the "declining black rate system" which means, in essence, that the more power a party consumes, the lower the rate. "The present system," said Weinberg, "is designed to penalize the thrifty person, while the extravagant person is rewarded. As the situation stands today, that type of policy is inane at best."

Con Ed, moreover, has set up a nuclear plant at Indian Point upstate on the Hudson River which kills "hundreds of thousands of fish every year because of thermal pollution" as well as a system which sucks in fish with the water intake. "They claim that there is nothing else they can do," Weinberg protested, "but in England, the nuclear plants use a recycled water system which eliminates that problem effectively." In response, the Attorney General's office has "taken them to court."

Stephen Mindell, following Weinberg, also had some sharp remarks for businesses which attempt to defraud the public with false or misleading advertising policies. "When I first

came to this office thirteen years ago," he said, "the law, in effect, said let the buyer beware. Since that time, the pendulum is swinging to let the seller beware."

He claims that Louis Lefkowitz is the "grandfather of consumer protection in the U. S., in the same category as Nader, Bess Myerson, Betty Furness and others. "Businesses are now required to make full disclosure in advertising and selling-related areas, and principles of criminal law are being applied to the consumer area with particular emphasis on "due process."

"It used to be," in Mindell's words, "that public utilities could just turn off a customer's service for non-payment of a bill. Now a utility can no longer take unilateral action until the consumer is given a chance to resolve the problem with a hearing, if need be."

Mindell went on to explain the laws which are now in effect regarding problems in sales installment plans which have long been the bane of the consumer. "Defaulted loans have always resulted in re-possession. In the dead of night, some private detective would sneak into a garage, pick the lock, and re-possess your car. Does due process prohibit re-possession without a consumer hearing?"

This question is one of the major issues now facing the courts in the field of consumer protection and all that it implies. One means of protection that the courts have supplied to the buyer is a relatively new law which states that the consumer can contact his creditor by registered mail which the creditor must acknowledge. Upon receipt of the letter, the creditor has 90 days in which to take action. "This action," says Mindell, "should not have been necessary, but businesses made it necessary."

From that point, Mindell explained the actions that have been taken to reduce the incidence of fraud among the infamous door-to-door salesmen. Speaking specifically about computer dating "rip-offs", he related stories of the sixties when arranged dating hit the high point. "Salesmen called themselves 'social counselors' and sold plans for as much as \$600 to the unsuspecting public, claiming to make perfect scientific matches. One woman from B'nai B'rith came to us complaining that she had been matched with an Arab student. This is the kind of thing that our office must put a stop to if we are to provide adequate public protection."



The troubles of the world do not phase Kris Kringle, who continues to turn up every year at the Staten Island Macy's for children who "know"

It seems to me of great importance that we do not forget how to get very, very mad, and at which people.

Jonathan Kozol

La Gallerie

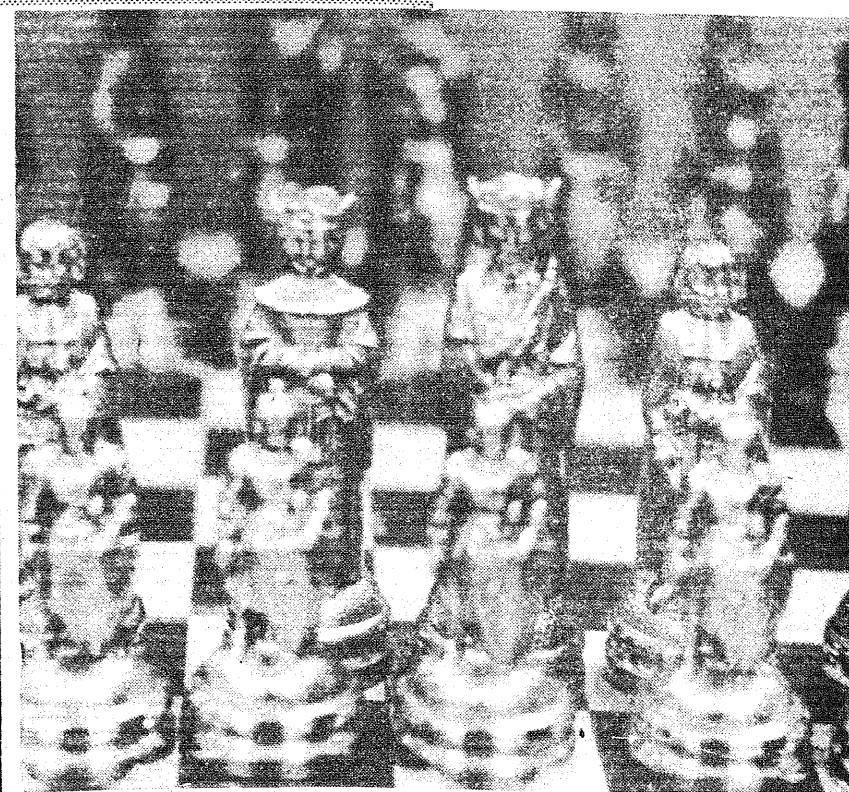
Artistic works of students studying in the Department of Performing and Creative Arts will be on exhibit December 16 - 23. Photography, painting, and sculpture will be featured. Ralph Martel, Assistant Professor, Performing and Creative Arts, is coordinating the exhibit.

Fantastic Forest, an exhibit of pneumatic fabric-constructed flowers, will live and breathe in La Gallerie in January, 1974. Manhattan artist Maureen executed the over-sized forest and exhibited it this fall at SoHo 20, a feminist art collective at 99 Spring St., Manhattan.

Paintings by Richard Robles, a prisoner, will be exhibited in February.

Calendar

- Dec 19th - Chanukah Festivities 1:30 B-201
- Dec 19th - B.S.U. Dinner Dance \$5.00
- Dec 20th - Blast at "The Hunt" 9:00 \$3.00
- Dec 20th - Community Christmas Party Ages 4-12 "Save The Children" C Bldg.
- Jan 5-6 - Comet Kahoutek Watch (sunset observation) 4:30-7 Athletic Field*
- Jan 12-13 - 4:45-7:00
- Jan 19-20 - 4:45-7:45
- Jan 19 - Chopin Recital by Jan Gorbaty 8:00 Theatre S2-S5



Representatives of the seven CUNY Community Colleges recently attended a meeting aimed at establishing a Community College Chess League of The City University of New York. A Motion was passed to establish a round robin tournament among the seven community colleges in attendance for the 1973-74 academic year.

The News Ferry

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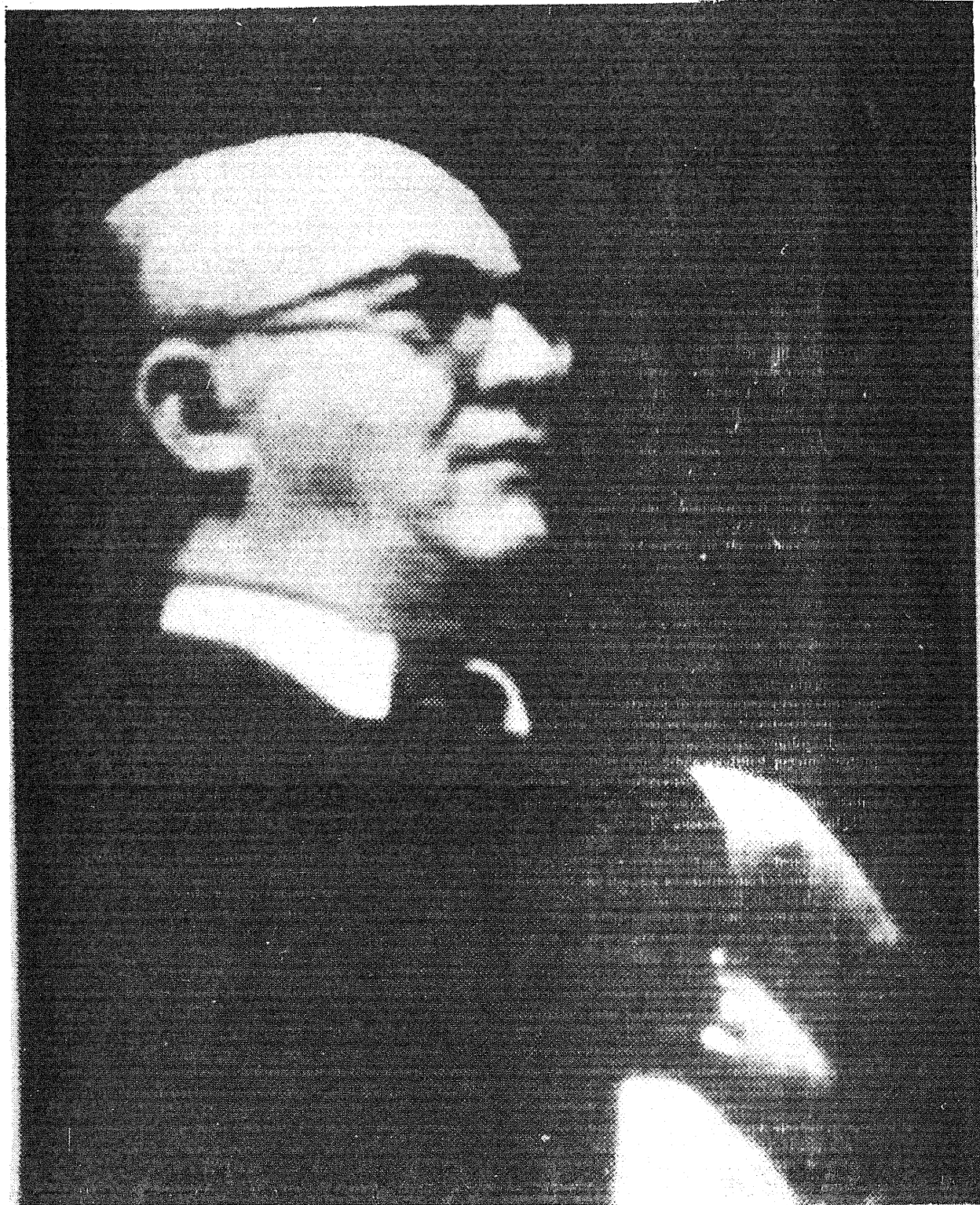
The News Ferry is published under a grant from the S.I.C.C. Assn. Address all correspondence to T-36, 715 Ocean Terrace, Staten Island, N.Y. 10301.
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Action on Tenure

Wednesday, December 19, 1973

The News Ferry

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page four

Tenure, A Definition Under Law

Editorial:

Take It Easy, But Take It

Kibbee on Tenure Policy

(CUNY Chancellor Kibbee maintains there is no "quota" in the new tenure policy)

page five

Sorge Motion: Move to Force PSC Strike Lead Fails

by Sally Johnson

On Strikes: The Taylor Law

(as published by PERB, 1973)

Union Accuses Kibbee On "Dropout" Rates

Zeller on Quotas

(PSC President, Belle Zeller, statement to the BHE)

page six

Rally Call Creates Confusion on "Post-Tenure Evaluation and Review"

by Fred Armentrout

PSC/BHE Contract: Selected Items On Job Status

(from PSC print-out of recently concluded contract with BHE)

page seven

Teach-In Airs Disparate Views

by John Signoriello & Sally Johnson

Makings of a Coalition

(Various extracts of documents pertinent to the combined issues of tenure, Open Admissions, free tuition and financial aid)

The New CUNY Tenure Policy

Following is the complete text of the Kibbee tenure quota policy approved by the Board of Higher Education Oct. 29. Italics added.

WHEREAS, The Board of Higher Education reaffirms the principle that tenure is a privilege designed to protect teachers and scholars from political and other outside pressures in the pursuit of truth, in the free expression of the findings of their scholarship, and in their teaching; and

WHEREAS, The Board of Higher Education reaffirms its conviction that tenure should be awarded on the basis of merit and excellence and that this judgment should be primarily that of the individual's peers; and

WHEREAS, The Board of Higher Education reaffirms its belief that tenure is a unique privilege and protection that no other profession enjoys; and

WHEREAS, The Board of Higher Education reaffirms that the privilege and protection afforded by tenure must be protected by exercising careful and rigorous judgment in awarding it; and

WHEREAS, The Board of Higher Education has determined that departments, divisions or other units of a college which become heavily staffed with faculty holding tenure may constitute a special problem, in that the flexibility of the curriculum is threatened and the opportunities available to talented young professionals are limited; and

WHEREAS, The Board of Higher Education has determined that the lack of flexibility in the curriculum and in staffing patterns is an impediment to the ability of departments, divisions or other units of a college to respond appropriately to the changing educational needs of the University's student body; therefore be it

RESOLVED, That the Board of Higher Education has determined that the normal process of tenure should be one that invokes serious and rigorous judgment of a faculty member's peers and in addition that there should be a recognition that there is a point in the development of a department, division or other unit of a college at which special procedures properly may be invoked in order to protect flexibility for change and growth; and be it further

RESOLVED, That the Board of Higher Education has determined that the point at which a college might properly institute such procedures would be when a majority of the tenurable faculty of a department, division or other unit of a college have become tenured and that at such point the possibility of tenure shall continue but the college will be expected to present specific justification in the recommendations of individuals for tenure; and be it further

RESOLVED, That the colleges of the University be directed to prepare five-year tenure plans for each department, division or other unit and to report to the Board on an annual basis, the status of tenure within the several departments, divisions and units of the institution; and be it further

RESOLVED, That the following guidelines and procedures proposed by the Chancellor are approved to implement the foregoing resolutions:

1. A five-year tenure plan (1973-1978) will be prepared for each department (or division) within the University. This plan will include full information on the current tenure status of the department, its current and projected credit generation, its plans for recruitment, its plans for the granting of tenure, and its estimates of retirement and resignations which can be expected over the five-year period. Ideally each plan should map out the departments' efforts to keep itself within reasonable tenure limits over the five-

year period while still striving to enhance the quality of its recruitment.

Long ago as 1970 the University Faculty Senate underlined the necessity of such departmental plans, and this suggestion of the Faculty Senate was picked up by the Board of Higher Education in the governance document it enacted in the year 1972. It also is a matter of simple applied common sense that the first step in implementing the Board's resolution is careful planning on the departmental level. These plans should be developed and coordinated by the presidents of the individual college and available to the Chancellor by the first of January, 1974.

2. In order to prepare an annual report to the Board of Higher Education on the status of tenure in the University the Chancellor and the presidents will work out an appropriate format which will include such items as, e.g. Percent tenured in each department in 1973
Percent tenured in each department in 1974
Number of new tenures
Numbers eligible for regular or for early tenure
Etc.

This report will be included in the December Chancellor's Report.

3. Effective October 1, 1973, presidential recommendations for tenure which would result in raising the level of tenured faculty in the department or departments involved to a majority or over will require the consideration of a representative senior faculty committee appointed by the president of the college. After consultation with this committee, if the president chooses to forward such recommendations for tenure to the Board, they will appear in the AA Section of the Chancellor's Report. Along with them must appear the president's justification for the tenure action, and his explanation of the impact that the granting of this tenure will have upon the respective departments or divisions.

Colleges that have established small academic review committees in accordance with the Board's Guidelines on Campus Governance need not establish a separate committee for the review of tenure recommendations.

4. The presidents of the individual colleges are both enabled and encouraged in all tenure cases (but particularly for tenure cases that are either controversial, early or special for some other reason) to employ the services of faculty members or other qualified persons within or outside the City University.

This enablement was already granted to the college presidents by the Board's governance document of 1971.

5. In colleges and departments where there is manifestly no problem of overtenuring, it is clear that the principal thrust of the Board's resolution looks not to control of numbers but to the enhancement of the quality of the faculty and the maintenance of high standards in granting of tenure. It also bears directly on the rate at which the tenure percentages are allowed to grow.

6. The Chancellor recommends that each president develop and make known on his own campus appropriate guidelines and procedures, adapted to the status and needs of his college, for the benefit of the college faculty in its tenure deliberations.

7. In accordance with the resolution of the Board the calculation of the percentage of tenured or tenurable faculty will not include lecturers.

8. The Chancellor and the presidents will periodically review these procedures and make such changes as are deemed necessary to carry out the policy of the Board with respect to the granting of tenure.

Vote On March Strike

Continued from Page 1

acting as "ad hoc" advisory body to the instructional staff, presumably in anticipation of presenting a final package of potential actions to the staff at large. Which means, in effect, all of their combined efforts may be overturned at a regular instructional staff meeting on the subject. The December and January breaks will probably hold up a final vote until February. As such, a January settlement with the new Board would reduce the group's decisions to an expression of sentiment, lacking even formal legal standing as a majority position of the SICC instructional staff.

In positive terms, any organizing efforts will undoubtedly put the PSC in a better bargaining position with the new Board (although as pointed out, to the degree union hopes are tied to a January settlement they work against the intent of the SICC strike motion). With the possibility of a combined student-faculty strike on four interlocked issues, spreading anywhere in CUNY, the PSC demands on a tenure policy reversal are likely to appear less unreasonable to Board members.

Even if union bargaining achieves the tenure policy reversal, it is conceivable that concerned faculty and students may build enough of a specific platform, and support movement, to threaten a spring strike on the student oriented issues alone. In such an indirect way, then, the current coalition may result in a fulfillment of the SICC strike motion's wide-ranging intent.

At the very least, the last several weeks' activities at SICC, born of the tenure protest, have awakened students and faculty to the fact that the proverbial "assault" upon Open Admissions, financial aid and free tuition is no longer a threat, but rather a work in progress. (Ed. Note: See page 3 for full text of SICC strike motion and Kibbee tenure policy).

The Shor return to work amendment, coupled with the Wolf-Carpenter strike call contingencies, would seem only to deepen the dilemma. With it, SICC

strike advocates must also convince faculty of the other 20 units, and PSC, to resolve to maintain the strike, once called, until demands on the student oriented issues of Open Admissions, free tuition and financial aid are met.

If a general strike call succeeds without the terms of the Shor amendment, accusations of baiting student support for the sake of overturning the tenure policy are inevitable.

In effect, then, SICC strike advocates must now live with a strike motion which puts the burden of organizing for a strike of the entire CUNY system on them; and which then puts on them the burden of keeping the entire CUNY system off the job until student oriented demands are met, as well as a tenure policy reversal.

Coupled with their organizing dilemma, SICC strike advocates also stand, at this point, to take the brunt of any Taylor Law recriminations if a CUNY-wide strike call does not succeed, as well as if it does. SICC is, at present, the only college with a strike call. If the faculty of SICC ignore their motion and strike alone, they are likely to be made example by the State as a "wildcat" strike group (which means fines, dismissals and the like). If the strike succeeds under the terms of the present SICC strike motion (with a majority of CUNY units out and full union support), SICC strike supporters may find themselves isolated again on the Shor return to work conditions.

That is, if a PSC led CUNY-wide strike occurs and succeeds in overturning the tenure policy, the question remains as to what CUNY will do on the student oriented conditions for a return to work. If no college but SICC honors the conditions set in the current motion, assuming a victory on the tenure policy issue, SICC faculty may again find themselves branded renegades and subject to Taylor Law recriminations.

The enthusiastic support for the Shor amendment is overshadowed by several problems beyond those of CUNY-wide organizing dynamics and potential Taylor Law troubles inherent in the Wolf-Carpenter amendment.

Informed union sources have indicated that the Professional Staff Congress has very positive expectations about the attitude of the incoming BHE members on the current tenure policy. Mayor-elect Beame has already stated his agreement with opposition to tenure quotas, and it would not appear an unfounded assumption on the part of the PSC to believe Beame-appointed BHE members may overturn the Kibbee policy.

The key question remains whether or not the Beame appointees accept the Kibbee argument that the ad-



Ira Shor introduces motion that will tie tenure policy, open admission, financial aid, and free tuition to strike recall.

ministrative review procedures tied to an "above 50 per cent tenured" enactment threshold constitute negotiable implementation machinery

for a tenure review policy (which government is very likely to support) based on "budgetary" criteria; or whether they accept the union view that it is clearly a "quota" system of tenuring, and that any such administrative procedure cannot be separated on "budgetary" grounds from its negative impact on peer review and academic freedom.

What it all means in terms of the SICC strike motion is that a January settlement with the new Board will dissolve the strike call altogether. Since the student oriented issues are not strike contingencies, faculty interest in them, at least to the degree of a job action, is likely to fizzle with any negotiated reversal of the Kibbee tenure policy. Given Christmas and intercession, the possibility of any significant student organizing to continue interest in the three student oriented issues by a January settlement date is nil.

Presuming that all else went well (ie. a CUNY-wide, PSC led strike occurred and all agreed to the return to work terms of the Shor amendment), the Shor amendment presents other difficulties for SICC strike advocates. Two of its three demands are worded in terms of "guarantees" from the BHE and "appropriate duly constituted state and local bodies" on the preservation of Open Admissions and free tuition. Only the third declares a specific policy intent (financial aid).

Any political figure sensitive to the combined vote clout of the teachers' unions and 750,000 CUNY students with families will provide promises or "guarantees" on such vital subjects. But, as worded, the Shor amendment outlines no positive policy steps at any level for fiscal, legal, or any other actions to fulfill the conditions of those guarantees.

Kibbee on Tenure Policy

There appears to be considerable misunderstanding of the policy adopted by the Board of Higher Education with respect to awarding tenure at the City University of New York.

The Board's resolution, containing eight specific guidelines for use by CUNY colleges, does not impose a freeze on tenure nor does it establish a quota system.

A careful reading of the resolution will show that this policy is intended solely to generate a more rigorous scrutiny of academic and professional capabilities of each City University faculty member by his peers and college president.

In no way does this scrutiny prohibit the awarding of tenure; in fact it assures that the opportunity for tenure will remain open to qualified faculty, especially younger faculty now entering the academic marketplace.

The resolution adopted by the Board of Higher Education most specifically states that when special review procedures are implemented "the possibility of tenure shall continue." In no instance in the future do I expect tenure to be denied any faculty member whose merit and excellence justify its award.

The policy of review of tenure appointments is intended to insure that tenure-bearing lines continue to be available so that City University can continue to attract the best available talent from the national higher education market.

The policy will maintain flexibility for our colleges so that outstanding scholars from the ranks of women and other minority groups, now vastly under-represented in the ranks of tenured faculty at this and other universities may have the opportunity for tenure appointments in the future.

In order to assist the college and its president in reviewing tenure recommendations, the new policy calls for the establishment of a senior faculty committee to consult with the president. On some CUNY campuses such senior academic review committees already exist. Presidential recommendations for tenure will continue to carry the weight they have always carried with the Board.

But the existence of a new review procedure—a procedure which will be implemented only when the majority of a department have become tenured—in no way shall inhibit the awarding of tenure at City University.

The other guidelines call for—
—five-year tenure plans from each department;
—submission of an annual tenure report from each department;

—encouragement of the use of outside faculty opinion on individual cases;

—development of guidelines and procedures appropriate to each campus;

—exclusion of lecturers from tenure percentage calculations;

—provision for periodic review and change of all tenure procedures.

I urge every concerned CUNY faculty member to read the resolution and guidelines carefully. I am sure they will agree that this policy will serve to maintain and enhance the quality and standards of excellence that are a hallmark of our university's faculty

Education Law: Tenure, A Definition Under Law

§206-b. Tenure in community colleges sponsored by the board of higher education in the city of New York

1. The following words and phrases, as hereinafter used, and for the purposes of this section, shall have the following meanings:

a. "Board" shall mean the board of higher education in the city of New York.

b. "Instructional staff" shall mean the persons employed in community colleges sponsored by the board in the positions of president, dean, director, assistant director, community college professor, community college associate professor, community college assistant professor, community college instructor, community college assistant librarian, community college registrar, technical assistant; or in any instructional position which the board in its discretion may add thereto.

c. "Tenure" shall mean the right of a person to hold his position during good behavior and efficient and consistent service, and not to be removed therefrom except for cause in the manner hereinafter provided.

2. All members of the permanent instructional staff under the jurisdiction of the board shall have tenure.

3. The permanent instructional staff shall consist of all persons employed on an annual salary basis in the community colleges sponsored by the board in the positions of community college professor, community college associate professor, community college assistant professor, community college instructor, community college registrar, and technical assistant, or in any position hereafter created by the board with the concurrence of the mayor which the board in its discretion may designate as an instructional tenure position, who after serving on an annual salary in any of the positions enumerated or provided for in this paragraph for five full years continuously, have been appointed or shall be appointed for a sixth full year. The membership of such persons on the permanent instructional staff shall become effective on the first day of September following their reappointment for the sixth full year. Where the service of a member of the instructional staff, in one of the titles listed herein, is interrupted by reason of absence on a maternity leave duly granted to her by the board, the period of creditable service immediately preceding such absence shall be counted in computing the five full years of service required by this subdivision. Persons appointed initially to the rank of community college professor, community college associate professor, or community college assistant professor may under the provisions of the board's by-laws be placed on the permanent instructional staff by the board in its discretion after not less than one nor more than five years of continuous full time service on an annual salary except that persons of proven record who have achieved tenure at another recognized institution of higher learning and whose initial appointment is to the rank of community college professor may be granted tenure immediately on appointment. Persons promoted to the rank of community college professor shall be appointed to such position after not more than four years of continuous full time service on an annual salary in positions on the instructional staff.

4. (a) Nothing herein contained shall be construed as conferring or permitting tenure, or service credit toward the achievement of tenure, in the positions of president, dean, assistant dean, director, assistant director.

(b) Appointments to or removal from the positions enumerated herein, however, shall not deprive the person so appointed or removed of tenure in the highest position on the instructional staff held with tenure prior to his appointment to such office or conjointly with such office, nor shall such appointment or the holding of such position or the removal from such position deprive any person of service credit toward the achievement of tenure under the provisions of this section. Service rendered by persons employed by the New York city community college of applied arts and sciences in the positions of community college professor, community college associate professor, community college assistant professor, community college instructor, community college registrar, technical assistant, or in any position created prior to April fifteenth, nineteen hundred sixty-four by the New York city community college of applied arts and sciences with the concurrence of the board of estimate or the mayor of the city of New York which the board of trustees of the said community college in its discretion designated as an instructional tenure position shall be deemed a part of service by such persons in said positions for the board of higher education of the city of New York.

(c) Service as department head, senior instructor, instructor or junior instructor during the period from September first, nineteen hundred fifty-six to September thirtieth, nineteen hundred fifty-nine shall be credited toward tenure in the position of community professor, community college associate professor, community college assistant professor or community college instructor respectively.

5. For the purpose of appointments and promotions in the instructional staff which may be made after the date on which this section is enacted, the board shall determine to what extent examinations are practicable to ascertain merit and fitness for each of the positions under its jurisdiction, and, in so far as examinations are deemed practicable, shall determine to what extent it is practicable that such examinations be competitive. Any examination held in accordance with the provisions of this subdivision shall be set and administered through any agency which the board may from time to time create or designate.

6. Neither tenure as conferred through the operation of this section nor the permanent instructional staff

achievement of tenure shall be affected by promotion, or by change of title, except that a person upon whom tenure is conferred through the operation of this section and who may be promoted, or whose title may be changed, shall have tenure in his new position provided such position is one of those enumerated in paragraph a of this section. Nothing herein contained shall be construed to prevent the board from assigning any person having tenure to any appropriate position on the staff, but no such assignment shall carry with it a reduction in rank or a reduction in salary other than the elimination of any additional emolument provided for administrative positions. A person who has attained tenure pursuant to the provisions of section sixty-two hundred six of this article, in one of the positions set forth therein or which the board has added or may add to the permanent instructional staff, shall have tenure in the comparable position enumerated in subdivision three of this section or in any comparable position which the board has added or may add to the permanent instructional staff, if such person is appointed to such comparable position on a full time annual salary basis. Notwithstanding any position to the contrary contained in subdivision three of this section as hereby amended, any person in a position on the instructional staff just prior to the effective date of this act shall not be affected with respect to his tenure or the time credit earned toward such tenure, or the period requisite for the achievement of tenure under the law as it existed just prior to the effective date of this act.

7. A position held by a person upon whom tenure is conferred through the operation of this section may be abolished or discontinued by the board for reasons which are not discriminatory against a particular person or persons. In the event that a position in a department is to be abolished or discontinued, such position shall be that of the person last appointed to such department, save that, for special educational reasons which are not discriminatory against a particular person or persons, the board may continue the services of a person or persons whose position or positions would otherwise be abolished or discontinued, and abolish or discontinue the position or positions of the person or persons next recently appointed to such department; provided, however, that all persons of any grade in such department upon whom tenure is not conferred by the operation of this section shall be dismissed before the position of any other person in such department is abolished or discontinued. If the board abolishes or discontinues the position of a person upon whom tenure is conferred through the operation of this section and can find no position in the community college in which said person is employed which can be efficiently and capably filled by such person, then his name shall be placed and shall remain for three years on a preferred eligible list of candidates for reappointment to fill a vacancy that may hereafter occur in a position which can be efficiently and capably filled by such person or to fill a newly created position which can be efficiently and capably filled by such person. Reappointment to such position shall be in inverse order based on the length of time the names of such persons shall have been on such preferred eligible list. Any person reappointed from a preferred eligible list shall be reappointed at a salary not less than that which he was receiving when his position was abolished or discontinued. Any person whose name is placed on a preferred eligible list as hereinbefore provided shall, for the purpose of maintaining his status in any retirement system of which he is a member, be deemed to be on leave of absence without pay.

8. Persons having tenure under the provisions of this section may be removed or suspended from the permanent instructional staff for one or more of the following reasons:

- a. incompetent or inefficient service;
- b. neglect of duty;
- c. physical or mental incapacity;
- d. conduct unbecoming a member of the staff. This provision shall not be so interpreted as to constitute interference with academic freedom.

Proceedings for the removal of such a person shall be conducted in accordance with the bylaws of the board, and shall be initiated by service by the board upon the person involved of a notice setting forth all the charges pending against him. Such a person so charged shall be entitled to a hearing with the right of representation by any person or persons of his choice before the board prior to its final determination on the question of his removal. No such person shall be removed except at a regular or special meeting of the board, by an affirmative vote of the majority of all the members of the board, except members ex-officio. For the purposes of any such proceeding, the board by its chairman or the chairman of any such committee shall have power to subpoena witnesses, papers and records, and to administer oaths.

9. Each person upon whom tenure is conferred through the operation of this section shall be issued by the board a certificate of membership on the permanent instructional staff.

10. If any clause, sentence, paragraph or part of this section, or the application thereof to any person or circumstance, shall for any reason be adjudged by a court of competent jurisdiction to be invalid, such judgment or order shall not invalidate the remainder of this section and the application thereof to other persons or circumstances, but shall be confined in its operation to the clause, sentence, paragraph or part thereof directly involved in the controversy in which such judgment or order shall have been rendered and to the person or circumstance involved.

Editorial Take It Easy, But Take It

The makings of perhaps the most important coalition in CUNY history are being created at SICC over the recently enacted tenure review policy of the BHE. Namely, a coalescing of what are inevitably interlocked issues and, as a consequence, the joining on equal terms of faculty and students.

Courtesy of a rider introduced by Ira Shor, the recently passed faculty strike motion carries with it conditions of a return to work that require strong commitments from the Board of Higher Education to combat attempts to impose tuition; restrict Open Admissions and continue to severely limit financial aid options for students. . . all in addition to merely ending what faculty see as a tenure quota system now in effect.

We support faculty opposition to the current BHE policy. More important, in our view, we support the very necessary recognition on the part of at least some faculty that they are on a "peer" level with students as victims of the current assault upon higher education nationally, as well as locally. Finally, we support the assertive role of SICC students in the creation of the coalition. They not faculty, have forged the conditions of alliance and will hopefully continue to do so.

Committees are in formation and organizing efforts are in full swing. As such, we feel it necessary to clarify some points before they are lost in the shuffle for unity:

1. The PSC is what it proclaims to be, a faculty union. As such, it continues to work against student representation on Personnel and Budget committees. It continues to focus on what its strategists consider "achievable," labor goals.

If at some point the goals beyond job security aspects of the tenure quota issue are viewed as unachievable, the PSC faculty members of the coalitions are just as likely to become the proverbial "poor white trash" against the Black (students), as remain true to all the goals.

We do not mean to imply they are not trustworthy. We mean to say that, as in any alliance, other concerned parties should be clear on their positions; and very clear on the fact that the ways to keep union strategists seeing the combined goals as achievable is to educate them on the one hand, and recognize their need for you on the other. In other words, making sure their commitment to achievement is as strong as students and concerned staff.

2. Our page one story this issue on the PSC grievance about the experimenting college requires careful scrutiny. It seems quite clear the issue is relevant to the coalition. The issues are involved enough that it can easily be used to divide a coalition. At the very least, then, full disclosure to the student side of the coalition would seem to be called for. . . preferably public; preferably from administration and union.

3. The strike motion itself should be read closely. According to the interpretation of the Chair given at the meeting, it has two parts. The tenure policy reversal is a "condition" for a work stoppage to take place. The rider items (tuition, Open Admissions, financial aid) are "conditions" for a return to work, after the strike call. This is important.

Inside union sources have indicated

high hopes for a reversal of the current policy with the new Board appointed in January. Should that policy be reversed and the SICC motion used as model for union central or other CUNY college units, there will be no strike. . . nor any action on the other three issues.

4. Based on the wording and accepted interpretation of the strike motion, the organizing efforts with other CUNY colleges becomes all important. If the coalition is based on these terms throughout, students will have to lead any spring action on the issues of tuition, Open Admissions or financial aid rates should the new BHE members reverse the current policy in January. In other words, the "peer" element implied in the tenure policy's effect on faculty will be lost.

5. President Birenbaum's explanation of BHE power limitations on issues of financial aid; Open Admissions and free tuition should be taken quite seriously.

As yet, there is no specific definition of exactly what the demands on the Board of Higher Education regarding the three contingencies besides tenure quotas are to be. We would guess this is due to a present lack of knowledge on the legal and extra-legal authority of the BHE.

While we have no doubt that the ambiguous nature of the Shor resolution is the best available at present, it remains a dangerous gap in any organizing effort around the issues. As such, it seems to us a first priority, to those committees now organizing should be creation of some type of research committee (made up of students, faculty, administrators and PSC members) to provide the necessary data that can lead to more specific demands upon the BHE and, hopefully, the beginnings of specific demands upon the State Regents and Albany and Washington governments.

6. Due to additional riders on the strike motion by Pierre Wolf, the strike call itself has more contingencies that place the Professional Staff Congress (faculty union) and faculty bodies of other CUNY colleges (20 in all) in primary roles before an actual strike is implemented. The pertinent "ifs" center on whether or not all other CUNY units and the PSC decide to strike with SICC faculty. In other words, if the tenure policy is reversed, OR if all other CUNY units do not also strike, OR if the PSC does not call a strike, the SICC strike motion is null and void. And all of this takes place before the factors of financial aid; Open Admissions or maintenance of free tuition come into play. As pointed out previously, the "coalition" of issues is only effective after a strike call.

7. At this time, SICC is the only college to have passed a strike motion. As, courtesy of the Taylor Law, this represents an illegal act, it says a lot for the courage of those faculty who made the stand. But it should also be kept in mind that such a step is a big limb to step upon. It means those in support of the motion have a lot to lose. . . in pragmatic terms, their current livelihood. With the current financial crunch on higher education, it is likely to get more difficult for them to find work. . . not less.

Though pressure on students is real, it is also much more subtle and seemingly abstracted. There seem to be "options" for student (i.e. part-time work to replace Financial Aid; guidelines for aid built around tuition

that imply no financial penalty to students; cutbacks in teaching support services and staffing that indirectly work against the success of Open Admissions; etc.). In "marketable commodity" terms, it also means student dues will be paid after they leave here, in terms of what they "don't" have to survive with.

The crisis of faculty is that they are fast becoming financially "expedient." Since we are cutting back on student services, it is clear that there is much less need for people trained to provide such services.

In other words, the "reality" of a faculty member suggests his or her growth process as a "marketable commodity" stops, in some ways, here.

A student, on the other hand, is less likely to view his or her presence here in such a terminal way. . . SICC is part of a life process that still lives in the presumed prerogatives of a "growth" ethic. Society says this should be, and one tends to accept it as such, and presume society will then make good on the necessary support services.

The crisis for all of us is that the various levels and institutions of government no longer find it convenient to believe the title of President Birenbaum's book, "Something for Everybody is Not Enough."

It is our view that what is best in the possibility of continued coalition relies on the last and most important crisis. . . SICC, CUNY and the roughly 7 million students of this country don't want "something," and they don't want "everything." They want, and have a right to have, what they "need." They want, and have a right to have, a genuine role in determining that "need." And, if government and its institutions continue an apparent insensitivity to those needs; they must exercise, and have a right to exercise, every prerogative of organization and leadership at their disposal to defend the survival of their right to education on "education's" terms, rather than "budgetary."

Finally, such a coalition is wrought with risks, suspicions, interest groups and potential divisions. It seems to us that inter-group honesty remains the best way to deal with conditions that will otherwise be used to divide the coalition.

As such, we suggest a student steering committee be created to participate, on equal terms, with union representatives, and faculty committees, and the college administration. "Equal terms," meaning they be considered a voting, vital part of a combined caucus on the issues made up of PSC members, concerned faculty (preferably non-PSC); and concerned administrators.

We also suggest the student steering committee reflect a genuine regard for various sub-groupings within the student body.

Finally, if the tenure quota is truly a part of a coalition of issues, we suggest that the caucus be treated as, at least, a primary advisory body to any discussions of any of the issues, with any of the parties involved; and, at best, the caucus be provided participatory privileges in all negotiations on the issues.

Sorge Motion: Push on PSC Into Strike Lead Fails

by Sally Johnson

Angered by the failure of Professional Staff Congress leaders "to communicate their intentions," Emanuel Sorge, of the Biology Department, recently introduced a motion before the Instructional Staff which called for mass resignations from the faculty union, "if the union does not show some leadership in the tenure issue before February 1st of next year."

The motion, which was defeated by a vote of 39-54, demanded that the PSC either "sanction a city-wide work stoppage or offer an alternate series of guidelines and plans agreeable to the SICC faculty" before the deadline date. A failure to provide such leadership in the action would result in large-scale resignations from the newly-formed faculty union, with a stipulation that no new members would join and that the motion would be distributed to other CUNY schools.

Sorge, the originator of the motion, feels strongly that the final motion passed by the SICC faculty body (see page 3) was inadequate because the amendments which were attached to it in the process "negated the initial impact of the motion." The amendments he challenges call for 1) a majority of the CUNY sister schools to join in the strike; and 2) a PSC sanction of the strike. "These amendments," he claims, "should have gone into a separate motion." The same reasons were given by Pam Carlton, maker of the motion, who requested her name be withdrawn, and Lester Keyser.

The bulk of his anger, however, is directed at the union itself, and at the PSC leaders who have kept the faculty "virtually in the dark" as to its intentions. "During the five weeks that we've been holding Instructional Staff meetings, questions from the faculty were directed at Claude Campbell, the union representative, regarding union plans. In each case, Campbell simply indicated that the PSC was waiting to see the response of the SICC faculty and was willing to follow their wishes. At no time did he communicate any union decisions on a course of action; he did not offer to educate the faculty regarding the value or impact of the original strike motion as compared to the motion which was eventually

passed." Sorge went on to say that his motion came about because, "I haven't seen an attempt by PSC leaders to communicate intentions, to organize and direct this faculty group, or to coordinate the efforts of the 19 CUNY schools into a workable plan of action."

Claude Campbell, the major union figure on the Staten Island campus, defended himself and the union before a meeting of the Instructional Staff on December 12, the meeting at which the Sorge motion was introduced for a vote. Claiming that the PSC has taken decisive steps on the tenure issue, he enumerated a list of proposals and plans which dates back to September 20 of this year:

9-20—The Executive Committee of the PSC held a tenure quota meeting at which it was decided that they would:

- 1) Seek to have the tenure quota proposal rejected at the later BHE meeting.
- 2) Affiliate support from NEA, AFT, and the NYU Teachers Association
- 3) Picket the Chancellor's office during the BHE meeting
- 4) Request political support from Robert Abrams and Abe Beame.
- 5) Contact BHE members.

10-1 The Executive Committee met with Albert Shanker and another union leader who agreed that tenure is a problem common to high school and college teachers alike.

10-2 The union chapter chairmen met and agreed to encourage the turn-out of pickets at the BHE meeting.

10-4 A meeting was held in conjunction with Chancellor Kibbee at which "nothing was resolved."

10-9 The BHE meeting resulted in the issue of tenure quotas being tabled.

10-29 The Executive Committee met with Kibbee just before the BHE meeting at which the tenure proposal was passed.

10-30 and 11-1 Union officers met to plan a campaign which was to focus on several problems:

- 1) Kibbee's criticism regarding a lack of faculty interest in the union actions.
- 2) The lack of communication with union membership.
- 3) The low political impact of the union.

The proposed solutions were as follows:

- 1) Legal action, which is necessary but a slow process.
- 2) National advertisement campaign.
- 3) Circulation of the Clarion, the PSC publication.
- 4) Supportive actions of faculty councils.
- 5) A wide-spread letter-writing campaign.
- 6) Contacting Mayor-elect Beame as well as the Governor and County leaders.
- 7) Requests for community group support.
- 8) Chapter meetings of local union chapters.

10) Requests to union members to contact local politicians.

11-5 A meeting of the union Chapter Chairmen bore out indifference, confusion, and opposition to the tenure quota fight.

11-6 The PSC officers met and voted a "whole plan of action."

11-7 SICC held a chapter meeting which was the first such group to meet after the plan was approved.

11-3 Another meeting with Shanker and Sanders resulted in a decision to:

- 1) Organize
- 2) Take positive action
- 3) Write articles aimed at convincing people of the validity of the union stance.
- 4) Request to Shanker for support should a strike occur.

11-14 Frank Battaglia from SICC was elected faculty editor of the Clarion.

11-20 The Executive Council held a follow-up meeting to assess the progress of the action.

11-27 A meeting was held with Faculty Senate officers to reach an accord on efforts.

Campbell claims that these actions indicate a move toward leadership on the part of the PSC, and that the Sorge motion "posed a threat to the union as well as to the academic community," a claim with which Sorge disagrees.

Said Sorge, "Campbell's reaction was a protective one on the part of the union. First of all, no other CUNY unions have indicated any intention to participate in a strike." But most important, in Sorge's view, is the fact that "SICC is a flickering flame that should be nurtured by the union. PSC is not doing that."

Pierre Wolf, another Biology Department member and the originator of the first strike motion amendment, echoed Sorge's sentiment in regards to Campbell's talk—"Claude Campbell's talk was horrible," he said in an interview, "it was long, irrelevant, and a glorification of himself and the union—nothing more."

In terms of the amendment which Wolf presented, he claimed that he "was a scapegoat. I presented it on behalf of some members of the department, because I felt that a major strike by all or most CUNY schools would be more effective and because there would be less threat of penalization by the BHE." However, if the union does not take action, "I would resign from PSC. I assumed that the union would provide leadership, but it has not done so. In any case, I am fed-up with being a slave of the BHE."



Claude Campbell on the Emanuel Sorge motion which attacked PSC leadership.

SORGE MOTION

If, by February 1, 1974, the central board of PSC has not, in writing, moved or sanctioned a city-wide work stoppage, or has not developed a series of guidelines and plans to offset tenure quotas, acceptable to this body, he it resolved that this body recommends mass resignation of all SICC chapter members from the PSC; that no new members join said union; and that this recommendation be considered by other sister members of the CUNY system. (Defeated:39-54)

Zeller on Quotas

Statement of Dr. Belle Zeller, President, PSC before the Board of Higher Education, October 29, 1973.

On September 24 and on October 9, this Board firmly assumed its responsibility for the integrity of the City University. I urge you to do so again and bury this tenure quota monster for good tonight.

Please don't be misled by the soft language and the glittering generalities of the new Resolution now before you. It is even worse than the one you wisely declined twice before.

The Resolution says some very nice, flowery things about tenure. "Tenure," it says, is designed "to protect teachers and scholars from political and other outside pressures in the pursuit of truth, in the free expression of the findings of their scholarship, and in their teaching." "Tenure," it says, "should be awarded on the basis of merit and excellence."

Then the Resolution tells us, "there is a point" at which merit and excellence shall not be the basis for tenure decisions. That point, it says, is "when the majority of the tenurable faculty have become tenured." At that point, merit and excellence go out the window in deference to "special procedures."

What "special procedures"? The Resolution does not say, except that "specific justification" will be expected. What is "specific justification"? The Resolution does not say, except that the Chancellor is directed to "develop guidelines and procedures" to implement the Resolution.

If you will take each part of this Resolution separately and study it carefully, you will see how spurious and devastating a proposition it is.

It certainly is true that tenure protects teachers and scholars from political and outside pressures. It is also true, as this Resolution does not say, that the process of achieving tenure must protect them from political and outside pressures. And that protection is real only so long as the process of achieving tenure is based on merit and excellence. If all the individual has to worry about is merit and excellence, he is safe. But once merit is subordinated to something else, there is no protection from political and outside pressure. What must the teacher do to achieve tenure besides establishing himself as an excellent teacher? Must he toe the line? Must he not step on anyone's toes? Must he agree with his superiors?

Well, no, the Resolution tells us, the individual is free to pursue the truth,

free to engage in scholarship, free to teach, free to establish his merit—except if he happens to be in a department that already has more than 50 percent of its members on tenure. Then no amount of merit or excellence will do him any good. Then there are invoked "special procedures" and "specific justification." What in the world are "special procedures" and "specific justification"? Who invokes them?

Does the individual invoke them? What "specific justification" can the individual present beyond his merit and excellence? Does the faculty personnel committee or the department invoke them? What "specific justification" can they present beyond merit and excellence? Does the college president invoke them? What "specific justification" can he present beyond merit and excellence? What legitimate "specific justification" can he require beyond merit and excellence? Are you going to leave it up to all the individual college presidents employed by the University now and in the future? Can you appreciate the absoluteness of the power you would be placing in their hands?

Can you appreciate the absoluteness of the power you would be placing in the hands of the Chancellor if you authorize him, as the Resolution recommends, to "develop guidelines and procedures designed to implement" the Resolution?

The impulse that inspired this tenure quota resolution, as it inspired its predecessors, is the argument of "flexibility." You must know that the argument of so-called flexibility is a fake. Attrition—through death, resignation and retirement, especially under the pension system that now affects members of the instructional staff—gives us flexibility. Furthermore, the University has all the flexibility it needs to dismiss a tenured faculty member on legitimate educational grounds—if there are no courses for him to teach or no students enrolled in those courses. The University has all the flexibility it needs to dismiss a tenured faculty member on legitimate professional grounds—incompetence, neglect of duty, incapacity, unbecoming conduct. There cannot be and there should not be any other but educational and professional grounds, and quotas would be arbitrary, discriminatory and capricious grounds.

Tenure is not the lifelong sinecure that it is made out to be: it is subject to the needs of the institution and to the

continued professional competence of the individual.

Tenure is not automatic, it is earned and it is earned the hard way at this University. The institution has all the flexibility it needs to determine merit and excellence before conferring tenure. It has five years to exercise this flexibility—five years of probation, observations, of evaluations. The institution may deny reappointment to the individual during any of these five years. It may deny reappointment to him with tenure after five years—on the basis of his merit.

It is this merit system that has been strengthened and codified by contractual agreement between this Board and our Union. It is this merit system that has given the City University one of the most distinguished faculties in American higher education. It is this merit system which the Resolution before you would destroy.

A tenure quota system would be illegal. We shall challenge its legality and we shall be entangled in litigation and in a wholly embittered relationship—perhaps beyond repair—just at a time when we had reason to hope for a more decent collective bargaining relationship. But before this quota system's illegality could be established, think of the incalculable harm it would do.

Passage of the Resolution by this Board would be chronicled throughout the land: merit is dead at City University. Why would a top-notch teacher subject himself to tenure quotas here when he can go to any other first-rate university in the country with the assurance that he could earn tenure on the basis of merit alone?

A tenure quota system would be a gross disservice to our students, because it would authorize the summary dismissal of some of our most highly qualified professionals and their replacement by beginners.

A tenure quota system would not merely deny tenure to meritorious individuals after five years of service to the University; it would require that they be fired.

It would be a disgrace for this University to be the first in the nation to try to destroy merit.

I urge you, I plead with you, I implore you again to say no to tenure quotas at City University.

On Strikes: The Taylor Law

§ 210. Prohibition of strikes.

1. No public employee or employee organization shall engage in a strike, and no public employee or employee organization shall cause, instigate, encourage, or condone a strike.

2. Violations and penalties; presumption; prohibition against consent to strike; determination; notice; probation; payroll deductions; objections; and restoration.

(a) Violations and penalties. A public employee shall violate this subdivision by engaging in a strike or violating paragraph (c) of this subdivision and shall be liable as provided in this subdivision pursuant to the procedures contained herein. In addition, any public employee who violates subdivision one of this section may be subject to removal or other disciplinary action provided by law for misconduct.

(b) Presumption. For purposes of this subdivision an employee who is absent from work without permission, or who abstains wholly or in part from the full performance of his duties in his normal manner without permission, on the date or dates when a strike occurs, shall be presumed to have engaged in such strike on such date or dates.

(c) Prohibition against consent to strike. No person exercising on behalf of any public employer any authority, supervision or direction over any public employee shall have the power to authorize, approve, condone or consent to a strike, or the engaging in a strike, by one or more public employees, and such person shall not authorize, approve, condone or consent to such strike or engagement.

(d) Determination. In the event that it appears that a violation of this subdivision may have occurred, the chief executive officer of the government involved shall, on the basis of such investigation and affidavits as he may deem appropriate, determine whether or not such violation has occurred and the date or dates of such violation. If the chief executive officer determines that such violation has occurred, he shall further determine, on the basis of such further investigation and affidavits as he may deem appropriate, the names of employees who committed such violation and the date or dates thereof. Such determination shall not be deemed to be final until the completion of the procedures provided for in this subdivision.

(f) Probation. Notwithstanding any inconsistent provision of law, any public employee who has been determined to have violated this subdivision shall be on probation for a term of one year following such determination during which period he shall serve without tenure, provided, however, that the effect of probation hereunder with regard to teachers and others subject to the education law shall not exceed or differ from the effect of probation hereunder with regard to other public employees.

(g) Payroll deductions. Not earlier than thirty nor later than ninety days following the date of such determination, the chief fiscal officer of the government involved shall deduct from the compensation of each such public employee an amount equal to twice his daily rate of pay for each day or part thereof that it was determined that he had violated this subdivision; such rate of pay to be computed as of the time of such violation. In computing such deduction, credit shall be allowed for amounts already withheld from such employee's compensation on account of his absence from work or other withholding of services on such day or days. In computing the aforesaid thirty to ninety day period of time following the determination of a violation pursuant to subdivision (d) of paragraph two of this section and where the employee's annual compensation is paid over a period of time which is less than fifty-two weeks, that period of time between the last day of the last payroll period of the employment term in which the violation occurred and the first day of the first payroll period of the next succeeding employment term shall be disregarded and not counted.

(h) Objections and restoration. Any employee determined to have violated this subdivision may object to such determination by filing with the chief executive officer, (within twenty days of the date on which notice was served or mailed to him pursuant to paragraph (e) of this subdivision) his sworn affidavit, supported by available documentary proof, containing a short and plain statement of the facts upon which he relies to show that such determination was incorrect.

3. (a) An employee organization which is determined by the board to have violated the provisions of subdivision one of this section shall, in accordance with the provisions of this section, lose the rights granted pursuant to the provisions of paragraph (b) of subdivision one of section two hundred eight of this chapter.

(b) In the event that it appears that a violation of subdivision one of this section may have occurred, it shall be the duty of the chief executive officer of the public employer involved (i) forthwith to so notify the board and the chief legal officer of the government involved, and (ii) to provide the board and such chief legal officer with such facilities, assistance and data as will enable the board and such chief legal officer to carry out their duties under this section.

(c) In the event that it appears that a violation of subdivision one of this section may have occurred, the chief legal officer of the government involved, or the board on its own motion shall forthwith institute proceedings before the board to determine whether such employee organization has violated the provisions of subdivision one of this section.

(d) Proceedings against an employee organization under this section shall be commenced by service upon it of a written notice, together with a copy of the charges. A copy of such notice and charges shall also be served, for their information, upon the appropriate government officials who recognize such employee organization and grant to it the rights accompanying such recognition. The employee organization shall have eight days within which to serve its written answer to such charges. The board's hearing shall be held promptly thereafter and at such hearing, the parties shall be permitted to be represented by counsel and to summon witnesses in their behalf. Compliance with the technical rules of evidence shall not be required.

(e) In determining whether an employee organiza-

tion has violated subdivision one of this section, the board shall consider (i) whether the employee organization called the strike or tried to prevent it, and (ii) whether the employee organization made or was making good faith efforts to terminate the strike.

(f) If the board determines that an employee organization has violated the provisions of subdivision one of this section, the board shall order forfeiture of the rights granted pursuant to the provisions of paragraph (b) of subdivision one of section two hundred eight of this chapter, for such specified period of time, as the board shall determine, or, in the discretion of the board, for an indefinite period of time subject to restoration upon application, with notice to all interested parties, supported by proof of good faith compliance with the requirements of subdivision one of this section since the date of such violation, such proof to include, for example, the successful negotiation, without a violation of subdivision one of this section, of a contract covering the employees in the unit affected by such violation; provided, however, that where a fine imposed on an employee organization pursuant to subdivision two of section seven hundred fifty-one of the judiciary law remains wholly or partly unpaid, after the exhaustion of the cash and securities of the employee organization, the board shall direct that, notwithstanding such forfeiture, such membership dues deduction shall be continued to the extent necessary to pay such fine and such public employer shall transmit such moneys to the court. In fixing the duration of the forfeiture, the board shall consider all the relevant facts and circumstances, including but not limited to: (i) the extent of any willful defiance of subdivision one of this section (ii) the impact of the strike on the public health, safety, and welfare of the community and (iii) the financial resources of the employee organization; and the board may consider (i) the refusal of the employee organization or the appropriate public employer or the representative thereof, to submit to the mediation and fact-finding procedures provided in section two hundred nine and (ii) whether, if so alleged by the employee organization, the appropriate public employer or its representatives engaged in such acts of extreme provocation as to detract from the responsibility of the employee organization for the strike. In determining the financial resources of the employee organization, the board shall consider both the income and the assets of such employee organization. In the event membership dues are collected by the public employer as provided in paragraph (b) of subdivision one of section two hundred eight of this chapter, the books and records of such public employer shall be prima facie evidence of the amount so collected.

The law amended section seven hundred fifty-one of the judiciary law as follows:

§ 751. Punishment for criminal contempts.

1. Except as provided in subdivisions (2) and (3), punishment for a contempt, specified in section seven hundred and fifty, may be by fine, not exceeding two hundred and fifty dollars, or by imprisonment, not exceeding thirty days, in the jail of the county where the court is sitting, or both, in the discretion of the court. Where a person is committed to jail, for the nonpayment of such a fine, he must be discharged at the expiration of thirty days; but where he is also committed for a definite time, the thirty days must be computed from the expiration of the definite time.

Such a contempt, committed in the immediate view and presence of the court, may be punished summarily; when not so committed, the party charged must be notified of the accusation, and have a reasonable time to make a defense.

2. (a) Where an employee organization, as defined in section two hundred one of the civil service law, wilfully disobeys a lawful mandate of a court of record, or wilfully offers resistance to such lawful mandate, in a case involving or growing out of a strike in violation of subdivision one of section two hundred ten of the civil service law, the punishment for each day that such contempt persists may be by a fine fixed in the discretion of the court. In the case of a government exempt from certain provisions of article fourteen of the civil service law, pursuant to section two hundred twelve of such law, the court may, as an additional punishment for such contempt, order forfeiture of the rights granted pursuant to the provisions of paragraph (b) of subdivision one of section two hundred eight of such law, for such specified period of time, as the court shall determine or, in the discretion of the court, for an indefinite period of time subject to restoration upon application, with notice to all interested parties, supported by proof of good faith compliance with the requirements of subdivision one of this section since the date of such violation, such proof to include, for example, the successful negotiation, without a violation of subdivision one of this section, of a contract covering the employees in the unit affected by such violation; provided, however, that where a fine imposed pursuant to this subdivision remains wholly or partly unpaid, after the exhaustion of the cash and securities of the employee organization, such forfeiture shall be suspended to the extent necessary for the unpaid portion of such fine to be accumulated by the public employer and transmitted to the court. In fixing the amount of the fine and/or duration of the forfeiture, the court shall consider all the facts and circumstances directly related to the contempt, including, but not limited to:

(i) the extent of the willful defiance of or resistance to the court's mandate (ii) the impact of the strike on the public health, safety, and welfare of the community and

(iii) the ability of the employee organization to pay the fine imposed; and the court may consider (i) the refusal of the employee organization or the appropriate public employer, as defined in section two hundred one of the civil service law, or the representatives thereof, to submit to the mediation and fact-finding procedures provided in section two hundred nine of the civil service law and (ii) whether, if so alleged by the employee organization, the appropriate public employer or its representatives engaged in such acts of extreme provocation as to detract from the responsibility of the employee organization for the strike. In determining the ability of the employee organization to pay the fine imposed, the court shall consider both the income and the assets of such employee organization.

Rally Call Creates Confusion on "Post-Tenure Evaluation and Review"

by Fred Armentrout

A special edition of the SICC union Newsletter, calling for support and participation with the December 19th mass rally (7pm, Biltmore Hotel, Madison Ave. and 43rd St.) to protest the new tenure guidelines, created a good deal of confusion at the most recent Instructional Staff meeting on the subject (December 12). Opening with the headline, "Post-Tenure Evaluation and Review," the half-page leaflet contained an extended quotation from a recommendation by the President's Committee on Tenure (dated April 19).

A short spate of questions followed the distribution of the leaflets with various people asking if the item meant "post-tenure review" was part of the new union contract, or part of the new tenure policy. Following is the item, as extracted from the April report of the Presidents' Committee on Tenure:

In an apparent attempt to explain the quotation, a short item below the quote stated, "The above is the third of four recommendations by the Committee. The others were a five-year tenure plan, for tenure quotas and for external review of tenure recommendations, all of which were adopted by the BHE on October 29."

"That the Board instruct the Chancellor to report on the establishment of procedures in keeping with collective bargaining agreements whereby each

college will be responsible for instituting a system of post-tenure evaluation and review. The present contract mandates post-certification evaluations and permits post-tenure evaluations. The process of evaluation should look both to the improvement of teaching performance and to the dismissal of tenured faculty when performance continues to be unsatisfactory."

Queried on the issue, after the meeting, a union spokesman indicated that the item was probably intended to encourage tenured faculty to support the current protest, based on the fact that three of the four items from that report have been incorporated into the current policy. The intended implication being, apparently, that Post-Tenure Evaluation and Review is not likely to be far behind.

Ironically, what it seems, in fact, to have done in several cases is to create a good deal of anger on the part of some faculty that the current contract permits "post-tenure evaluations." The pertinent item in the contract (Article 18, Professional Evaluation-Section 18.3, Annual Evaluations) reads as follows:

(a) Members of the teaching faculty: At least once each year, each employee other than tenured full professors shall have an evaluation conference with the

department chairman or a member of the departmental P&B committee to be assigned by the Chairman. TENURED FULL PROFESSORS MAY BE EVALUATED (bold caps only, ed.) At the conference, the employee's total academic progress and professional progress for that year and cumulatively to date shall be

reviewed."

The leaflet concluded, "Now that we have met on Wednesday and met on Wednesday (sic) discussing together the tenure quotas, it is urgent that we join our colleagues from other CUNY campuses and further discuss and then ACT on this issue."

DSG Open Forum

Continued from Page 1

to be held in school and for a small reception to follow. He also recommended that the Senate accept a request made by the Con Lib to have the remainder of their budget—\$65,000—which was allocated for a specific program, transferred to the Vietnam Veterans Against the War as Con Lib's donation to their Christmas Party.

The Newman Club budget had been held in abeyance, on the advice of the Commission on Student Finances, while a special committee was supposed to investigate whether funding the club would constitute a violation of State, City or Federal Law.

Earlier this year at least two senators—Dino Lagravinese and Joe Hamill—had serious reservations about funding the club because they thought it might be a "religious institution." If it were, they claimed, allocating student money to it might constitute a violation of the First Amendment.

A committee was named to investigate the problem. It has not done so, however, and Lagravinese moved that the club's budget be released because there is no longer sufficient time to address this problem this semester.

The report, including recommendations, passed 12-0-0. A report was then delivered by Chris Johansen, chairperson of the Commission on Student Elections, regarding a proposed change in guidelines for the upcoming Student Faculty Disciplinary Committee elections.

Because of mailing expenses and delayed postal service due to the Christmas rush, Johansen said his commission has decided that an "in-school" election would be less expensive and more practical.

Johansen recommended that a three-part leaflet be distributed to students in school by the commission members. This leaflet will contain the following: (a) a statement on the importance of electing students to this committee (b) platforms of the fourteen nominees; and (c) ballots and information on where these ballots are to be returned. The report passed 12-0-0.

A report was then delivered by Joe Hamill, chairperson of the Commission on Student-Publication. Hamill explained that the Dolphin is planning on amending its constitution. He stated that the amended constitution would have to be approved by the Senate, and that he would probably present it at the next Senate meeting.

He also presented a recommendation submitted by the Dolphin asking that \$75.00 of their budget, previously allocated under miscellaneous, be used for a Christmas party.

The report was accepted, and seconded, and opened to debate. Debate included the possibility of incorporating the three day session student newspapers on campus—PUNTO, Black Press and Dolphin—be incorporated into one newspaper with three distinct sections to save money. This suggestion was made by a student in the audience. Joe Hamill explained that these three publications serve different audiences and they have the right to request to be separate.

Seeing no further debate, the chair moved to a vote on accepting the report. The report, including recommendations, passed 12-0-0.

A report from the Commission on Student Center was then given by Ed Jagacki. The report included several recommendations. Among them:

(1) Allocation of \$200 for entertainment at the Viet Vets Christmas Party

(2) Re-allocation of \$500 for entertainment on Dec. 19 at the Black Student Union meeting

(3) Allocation of \$1,200 to pay for six films to be shown by Kaleidoscope during the Spring '74 semester.

(4) A recommendation that Viet Vet Club members will make up no more than 50 percent of the ushers for the concert on Dec. 16.

After being amended, and then amended back to its original form, the report passed 7-1-4.

The final commission report of the day was given by Marianne Brown, chairperson of the Commission on Clubs. This included a recommendation that the charter be accepted for the Over 30 Club, and also a recommendation that the charter for the Angie Brooks African Society be rejected due to the fact that they did not submit a constitution.

The report passed 12-0-1.

A report from a member of the student body was then considered. It pertained to a petition being circulated to support the reappointment of Dr. Najim Jabbar. Jabbar is a physical education teacher who has been teaching here at SICC for the last three years. Jabbar has a doctorate and has not been given a reason for his not being appointed.

Joe Hamill moved that a committee be formed to investigate the situation. The motion was seconded and opened to debate. Marianne Brown stated that she thought it would be a better idea if a committee were set up to investigate all of the teachers who were being dismissed from the college. She moved that Hamill's motion be broadened to include this, and Hamill accepted the motion as a friendly amendment.

Dino Lagravinese stated that if the Senate decided to accept this motion, it

PSC/BHE Contract: Selected Items On Job Status

WHEREAS, the Board and the PSC subscribe to the following concepts of Academic Freedom:

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence, he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that he is not an institutional spokesman.

(d) The above principles are recognized as applicable to non-teaching members of the Instructional Staff, including counselors, to the extent their duties include research and publication of results, the selection of library or other educational materials or the formation of academic policy.

ARTICLE 9

9.1 Where reasonably practicable, initial full-time appointment to the Instructional Staff shall be made, in writing, by the President or his designee and approved by the Board prior to the effective date of appointment. Where this is not practicable, such appointments shall be made by the President or his designee, subject to final action by the Board; in such instances, the President or his designee shall advise the appointee, in writing, that the appointment is subject to Board approval.

9.2 In the event that the Board does not approve of the appointment, and the appointee has already commenced work, the appointee shall have the option of receiving compensation pro rata for time worked or accepting a college appointment for the duration of that single semester. However, where the Board does not approve the appointment for cause involving matters such as falsified credentials or inaccurate vita, the Board shall be under no obligation other than payment for work performed to that point.

9.3 All initial full-time appointments to the Instructional Staff (except for substitutes and distinguished professors) shall be for one year or to the end of the academic year in which the appointment takes effect. For appointments to the Business Manager series and HEO series which are made on the basis of the fiscal year, the fiscal year shall obtain.

9.4 All full-time reappointments to the Instructional Staff shall be for no less than one year, except where the reappointment is solely for the purpose of utilizing accrued annual leave.

9.5 Part-time appointments may be for less than one year.

9.6 Appointments to the title of Graduate Fellow shall be for one year, or until the end of the academic year in which the appointment is made.

9.7 Substitutes are temporary employees appointed to fill vacancies caused by leaves and/or emergencies; such persons shall have no presumption of retention.

9.8 Instructors and non-certificated Lecturers (full-time) with four or more years of continuous full-time service in those titles who are appointed to the rank of Assistant Professor shall receive two years of service credit toward the achievement of tenure in the title Assistant Professor.

9.9 When a College President determines not to make a recommendation to the Board of Higher Education for reappointment or promotion of a person recommended to him by a College P & B Committee or other appropriate body, the individual affected by that decision shall be notified of the Committee's favorable recommendation and of the President's decision. The notice shall not state the reasons for the President's action.

Within 10 school days after receipt of the said notice, the affected individual may submit to the President a request, signed by him, for a statement of the reasons for the President's action. Within 10 school days after receipt of the request, the President shall furnish a written statement of his reasons to the affected employee.

The President shall not be required thereafter to justify his decision or his reasons.

ARTICLE 10 SCHEDULE FOR NOTIFICATION OF REAPPOINTMENT AND NON-REAPPOINTMENT

10.1 Members of the Instructional Staff other than employees in the HEO and Business Manager Series and in the Hunter College Campus Schools shall receive written notice of reappointment or of non-reappointment on the following schedule:

(a) Instructional Staff Members in Tenure-Bearing and Certificate-Bearing Titles, Adjunct and Instructor Titles:

1. Persons hired on an annual basis on September 1 in their first year of service shall receive such notice on or before April 1. An individual who has had prior service in another unit of the University shall be deemed to be serving his initial year of appointment in the first year of service at the new unit. This provision shall not be deemed to affect the accumulation of service credit toward tenure or toward a certificate of continuous employment.

2. Persons hired on an annual basis in their second or later years of continuous service shall receive such notice on or before December 1, except that persons in the title Lecturer shall receive such notice in their second year on or before April 1.

3. Persons in adjunct titles hired on a semester basis shall receive such notice on or before December 1 in the Fall semester or April 1 in the Spring semester. Such notification of appointment shall be subject to sufficiency of registration and changes in curriculum which shall be communicated to the employee as soon as it is known to the appropriate college authorities.

PROFESSIONAL EVALUATION

18.1 The evaluation of the professional activities of all employees in a public institution of higher education is essential to the maintenance of academic and professional standards of excellence. The purpose of professional evaluations shall be to encourage the improvement of individual professional performance and to provide a basis for decisions on reappointment, tenure and promotions. An evaluation of professional activities shall be based on total professional performance. Written evaluations shall be on file for all employees.

18.2 (a) Evaluation of a member of the teaching faculty shall be based on total academic performance, with special attention to teaching effectiveness, including, but not limited to, such elements as

1. Classroom instruction and related activities;
2. Administrative assignments;
3. Research;
4. Scholarly writing;
5. Departmental, college and university assignments;
6. Student guidance;
7. Course and curricula development;
8. Creative works in individual's discipline;
9. Public and professional activities in field of specialty.

"It is understood that Lecturers (full-time) shall not be required to have a research commitment.

(b) Teaching observation, as described below, is one factor in total evaluation of academic performance of the

teaching staff.

1. At least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class during the first ten weeks of a semester. The employee shall be given no less than 24 hours of prior notice of observation. Tenured and certificated members of the teaching staff may be observed once each semester.

2. (a) Each department P & B committee shall designate a panel, the size to be specified by the Chairman, of department observers (which shall include members of the P & B committee). The department chairman shall schedule the members of this panel to conduct observations as necessary. Each observer shall submit, through the department chairman, a written observation report to the department P & B committee within one week of the observation. These observation reports shall be considered by the committee in its total evaluation of the employee.

(b) The department chairman shall schedule a post-observation conference for the employee within two weeks after receipt of the written observation report. The post-observation conference shall include the employee, the observer and either a member of the P & B committee or a member of the department with the rank of tenured Associate Professor or tenured Professor to be assigned by the chairman.

(c) Following the post-observation conference, the assigned P & B representative or the assigned senior faculty member shall prepare a record of the discussion in memorandum form for submission to the chairman. The original conference memorandum shall be placed in the employee's personal file. The employee may have a copy of this document provided a signed receipt is tendered. The observation report shall be placed in the personal file.

(d) In the event that the observation or post-observation conference is not held within the time stipulated herein, the employee shall, within 10 working days thereafter, file an "observation/conference request form" with the chairman. A copy of the form shall be sent to the appropriate dean and the Office of the President. Failure of the employee to file within the stipulated time the "observation conference request form" shall bar the employee from subsequent complaint regarding such failure. Upon the receipt of the request form the college shall cause appropriate remedial action to be taken, including, if necessary, scheduling of an observation and/or observation conference by the Dean or President or their designee.

18.3 Annual Evaluations:

(a) Members of the teaching faculty: At least once each year, each employee other than tenured full professors shall have an evaluation conference with the department chairman or a member of the departmental P & B committee to be assigned by the Chairman. Tenured full professors may be evaluated. At the conference, the employee's total academic performance and professional progress for that year and cumulatively to date shall be reviewed. Following this conference, the chairman or the assigned member of the P & B shall prepare a record of the discussion in memorandum form for inclusion in the employee's personal file. Within 10 working days after the conference, a copy of the memorandum shall be given to the employee. Where the overall evaluation is unsatisfactory, the memorandum shall so state. The employee in such case shall have the right to endorse on the memorandum a request to appear in person before the department P & B.

ARTICLE 21 DISCIPLINARY ACTIONS

21.1 Members of the Instructional Staff covered by §6206 of the Education Law may be disciplined by removal, suspension with or without pay, or any lesser form of discipline, for one or more of the following reasons:

- (a) Incompetent or inefficient service
- (b) Neglect of duty
- (c) Physical or mental incapacity
- (d) Conduct unbecoming a member of the staff. This provision shall not be interpreted as to constitute interference with academic freedom.

21.2 Disciplinary proceedings shall be initiated by the President of the College of the person charged, by the service of a written notice upon such person setting forth all of the charges against him. In instituting charges the President shall be deemed to be the designee of the Board and acting in its name.

21.3 Within ten (10) calendar days of the service of a charge, an impartial hearing committee consisting of three (3) tenured or certificated members of the CUNY Instructional Staff shall be appointed by the Board to hear and determine the charge. The Committee shall be composed of tenured or certificated Instructional Staff as follows:

- One member designated by the College Personnel and Budget Committee of the College of the person charged (or by the College Committee exercising the usual powers of such Committee);
- One member designated by the University Faculty Senate Executive Committee from a college other than the college of the person charged; and
- One member from outside the college concerned, who shall be Chairman, shall be selected by the other two and shall be of the rank of tenured full or Associate Professor.

21.4 In the event a hearing committee is not appointed within ten (10) days of the service of charges upon the person charged, the appointment of the persons above described shall be made by the Board or the Executive Committee of the Board.

21.5 The Committee, and the Chairman of the Committee, shall have the powers of a Committee appointed by the Board under §6206.10 of the Education Law, and may request the General Counsel of the Board or Vice Chancellor of the University for Legal Affairs to act as its legal adviser or Hearing Officer, to make rulings on evidence or procedural questions, or to assist the Committee to make such rulings. The person charged shall have the right to representation by the Union or by any person or persons of his choice, the right to confront his accusers, and to cross-examine witnesses. The Committee shall not be bound by the rules of evidence.

21.6 Upon the adverse determination of the Committee, the person against whom charges have been instituted shall be entitled to an appeal on the hearing to the Board, with the right of representation by the Union or by any person or persons of his choice before the Board prior to its final determination on the question of his removal.

21.7 No person charged pursuant to this Article shall be disciplined by removal, suspension with or without pay or otherwise except upon recommendation to the Board by the affirmative vote of the majority of all members of the Board (except members ex officio) at a regular meeting of the Board.

21.8 Any person against whom charges for removal have been made may, at any time during the pendency of the charges, be suspended by the President of the College. Such suspension shall be without loss of pay.

ARTICLE 31 NO STRIKE PLEDGE

31.1 The Board and the PSC agree that disputes which may arise between them shall be settled without resort to strike or lockout and that the requirements of the law in this regard will not be violated. The Board agrees it will not lock out any or all of its employees during the term of this Agreement and the PSC agrees on behalf of itself and its membership that there shall be no strikes, slowdowns or interference with the normal operation of the City University during the term of this Agreement.

PSC Grieves Experiments

Continued from Page 1

memo on the subject:

"I understand that the P.S.C. has filed a grievance questioning the procedures, status, and-or legitimacy of the Experimenting & Special Programs. Many of us in the Experiment are P.S.C. members — at least for the time being — and are somewhat outraged that the P.S.C. would do anything either in our name or concerning our status without having at least the decency to consult with or inform us.

"I am communicating my upset to them directly, demanding a meeting at which they explain their actions. I am writing to you to request, if possible, that we be present at any meetings you have with them at which they present their "case" because we would like to tell them in your presence what we think of their actions.

"I appreciate your help with this." According to Zwierling, it was shortly after the "garbage can" incident that Nancy Ryan promised to arrange last Monday's meeting. Following is the text of her invitation (dated December 6):

"You have all received a memo from Steve Zwierling to Claude Campbell asking about the process by which the Professional Staff Congress initiated a grievance concerning the Board of Higher Education's resolution on the Experimenting Programs here at the College.

"There has been a great deal of concern among faculty members about the nature and function of the grievance. As a delegate to the PSC Delegate Assembly I have taken the initiative to organize a meeting for faculty members who wish to question Union officials.

"This meeting will take place on MONDAY, DECEMBER 10 at 3:30 PM in A-305. Please come yourself or be certain that faculty members from your program do attend to ask your questions."

Zwierling claims he requested a list of experimental college staff who are also union members so that he could do a mailing on the Monday meeting. His request was denied by Campbell, who, according to Zwierling, said the list was "secret" and could not be released to Zwierling as he is "a member of the administration."

Describing what he sees as blatant hypocrisy on the part of union representatives, Zwierling held that "they claim such a grievance is standard procedure when a president creates a new department, division or whatever, without employee protection. They developed 27 points of grievance with no prior consultation with the Experimental College, and zeroed in on three or four aspects of the same issue with different points of view...student involvement on personnel and evaluation committees."

According to Zwierling, the Circle '73 program has 50 percent student representation (5 and 5); College Discovery also has students; and the Experimental College has 3 students on a 10 member Personnel Committee.

"The Union contends it's illegal," says Zwierling. "It was also obvious at the Monday meeting that they had been investigating for some time. They had specific knowledge of our procedures. They had obviously worked in conjunction with members of the experimental staff to build their case. Yet, at no time, had they ever openly requested our help. It's not that we wouldn't supply the information to anyone, at any time, but this was done in a very dishonest way," claims Zwierling.

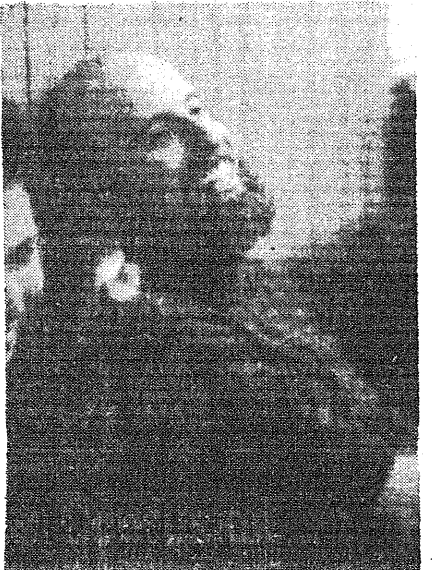
"We understand their struggling with Birenbaum," Zwierling added, "but they can at least tell us 'we're going to use you.' We also know they have a case in arbitration where a former College Discovery faculty member has used, as grounds for part of the grievance, the participation of students on the personnel committee. But when I brought the subject of 'decency' up to Campbell,

he answered, 'let's not waste our time on decency, let's get down to issues!...well decency is a working condition!'"

In Zwierling's view, union motives are "beyond just faculty protection, it's not just for the jobs of the poor workers." He speculates two possible motives beyond staff protection.

"First, the Experimental College now has over 1,000 students and 50-60 faculty. I think the union feels they can't allow the college to get away with that, as it will encourage other "maniacs" to do the same thing," Zwierling claims, adding, "I think they want to kill the concept, kill the questions we raise and kill our procedures...our procedures have problems, but they're sure as hell better than the P&B they have here."

Tenure quotas are the basis of Zwierling's second speculation. "Virtually no one has tenure in experiments, but there is something like 70 percent tenured in the English department. At least ten members of experiments would come under English if they were not in the Experimental College. Such an input of non-tenured staff would substantially lower the English department tenure ratio, and



Steve Zwierling of Circle '73 spoke out angrily on the list of 27 grievances.

English is a union stronghold (only two of nine local unionists holding some kind of active post are not from English)."

"It's bullshit that they're for some higher principles," concludes Zwierling, "it's just so many slots that would be open for new tenuring. They are questioning the entire legitimacy of the experiment and it's just a gravy bowl they can dip into. They ask, 'do you want Birenbaum to control your lives?' Why don't they ask us? They just come forward with a paternalistic, condescending attitude." To make his point on union paternalism, Zwierling claimed that, at one point in the Monday meeting, Campbell had maintained, "we are like children and the union is our parents, providing protection."

Zwierling was also anxious to outline what he considers the primary grievances, as explained by Campbell at the Monday meeting, "no campus-wide referendum; notice to PSC; PSC consultation; students on committees; infringement on protection of employees; P&B committees must be elected; no deans; provisions for hiring, firing; no more than five people allowed to vote on a Personnel & Budget committee ("Sometimes we've had 20 people sit in," stated Zwierling, "Why not?"); no college-wide P&B; exclusion of staff from college committees; peer review on tenure appointments; and implications for the entire system ("Which I think is terrific," says Zwierling)."

"Under the cryptic headings of by-law and contract violations, they're challenging the entire legitimacy of the experiment," summarized Zwierling, "but we're not through. If we lose, we'll lose in public. At least then they'll have to put what they're doing on the table."

Teach-In Airs Disparate Views

by John Signoriello
Cycle 1...
History,
Commissions,
Economics

Claude Campbell, major faculty union figure at SICC, kicked off the tenure teach-in Thursday morning. His intent, like those of the other speakers who followed him in the initial session, was to convince students at SICC to join in solidarity with faculty members if and when they decide to strike in February.

He began by describing some of the abuses he claimed were prevalent in the earlier 1900's when tenure wasn't so prevalent.

Patronage was prevalent, he said—everybody's relatives were on the payroll, and academic interference was rampant. He described one case involving a woman teacher, seen smoking on the street in Vermont. She was fired.

He described tenure as a protection of publications and ideas, and mentioned, too, the aspect of job security implied.

A critical point, and cause of controversy, he said, was the Ocean-Hill Brownsville dispute in 1968 in which thirteen teachers were fired. The UFT saw it as a violation of tenure, he said, and although the teachers were reinstated, credibility was damaged somewhat.

N.Y. State has a strong tenure law, he said, only in the last decade serious incursions have been made on the tenure right. He said the legislature was giving over the right to grant tenure to local boards.

He mentioned conditions in Jersey, where he said any college teachers can be fired for whim, and also mentioned Hawaii, where the AFT rejected a five-year, rotating-basis tenure plan because they viewed it as an attack on teachers' permanency.

He concluded by mentioning the financial aspect, the fact that N.Y. State is faced with a real or imagined budget crunch, and removing tenure is a way of saving money. The same is true regarding charging tuition and limiting stipends he said, because saving is the name of the game.

What's needed, claims Campbell, is an understanding between students and

faculty. It must be a common fight; the faculty will opt for financial aid and free tuition, in return for tenure support.

Frank Battaglia, newly-named editor of the Clarion, the union news organ was next. Due to tenure quotas, as of right now, four-thousand people must be fired, he said—people just in the system, women, young, blacks.

The BHE has also expressed interest in the firing of tenured people as well, he said, in addition to attacking the status of part-timers, who they would like to see get no paid holidays or sick time.

They are also interested in changing the way the hourly rate of \$20 is computed, Battaglia claimed—since hours at some schools are forty-eight minutes, they would like to pay less.

Why is this coming down, he asked? He went on to explain:

The attack on tenure has been prompted by the "Keith Commission on Academic Tenure," which is composed of the academics and two corporation lawyers who have come up with a system of firing younger people, people



of color and women.

The commission is funded by the Ford Foundation, a foundation which, it surprised him to learn, has really very little to do with Ford. Chemical Bank, Wells Fargo Bank, the World Bank are all directors of the foundation, as is Polaroid. "Those kind of money giants are behind the Ford Foundation, and those kind of people wanted to fund a study of tenure," he warned.

If you read between the lines, he said, it indicates clearly that they're interested in quashing dissent. "They talk about the 60's disruptions, he said,

and talk about unionization as the problem of the 70's. If people don't stay, it's hell on wheels to organize."

"Then there is the cost thing. We all know the economy has gone bananas. As I understand it," he said, "the U.S. economy, as of '65, began running into competition in steel and cars, because of higher technology elsewhere."

Part of their success is due to the way banks relate to those economies. The banks invest stock money from trust funds over in Japan—technology increases there and our economy goes berserk, according to Battaglia.

"This economic mess was created deliberately by the same people who managed to fund this commission. They figure to save money in the public sector," he said—"higher education, welfare. They'll cut back on services for people so there is more money for the banks."

He said that open admissions is threatened due to possible implementation of the Keppel system, which provides for tuition at CUNY, with a system of grants provided only in certain subjects such as medical technology, a system, he said, which would contract the number of students



and teachers.

Later on, Arnold Olenik, a CPA by background, spoke. What's happening isn't new, he said; what's new is open admissions in CUNY and California. It's the classic, pattern, he said—people with money saying the middle-class, working people must pay.

What's needed is tax reform, he said—we don't have it and that's why workers resist anything that increases taxes—people who are getting away with murder need to begin paying.

He gave an example of how people's prejudices can be used to throw up a smokescreen around an issue. In a private college where he taught, the teachers wanted a raise. The college, in response, said tuition must be raised, which pitted teachers against students. Both got together, he said, and demanded raises for the teachers with no increase in tuition.

The same thing is going on here, he said; students are being told they must resist tenure if they don't want tuition.

You cannot separate interests of students and teachers, he said. He did not deny that teachers want good pay and a good teaching situation. We can't have classes that are too large, he said, and we need preparation time. But these things are in the interest of students, too, he said.

Don't let them divide us, he said, adding that tenure ensures academic freedom. "If you want teachers who are yes-men and stooges, then tenure is of no interest to you. If you don't, then tenure is a very real issue for students."

Cycle 3 ...

Polishook,
Campbell, Pena

by Sally Johnson

Cycle Three of the all-day affair featured a presentation by Erwin Polishook, a V.P. of the Professional Staff Congress, who re-iterated the need for a "faculty-student coalition to fight the common enemy."

In his view, the common enemy is Governor Rockefeller, the Albany-Legislature, and the CUNY system—he claims that these are the "powers-that-be" which are trying to establish tenure quotas, lower financial aid, and abolish free tuition for CUNY students. "We have a problem with tenure quotas just as the student have a problem with free tuition," said Polishook. "Students and faculty alike will be badly hurt by these efforts."

Seeing the various issues as "serious problems which have been pushed on us from without," the PSC vice-president went on to laud union efforts to resolve these problems which have been both "convert and overt." "The union has supported free tuition all along. Some people say that the union is supporting free tuition because it means more jobs for faculty—this is of course true, but it is also in the interests of the students."

He further noted PSC-sponsored campaigns for student stipends (known as "enough to live"), claiming that the union is "affiliated with some of the most powerful bodies in Albany"—a claim which is at variance with that of other union figures who deplore the "low political impact" of the faculty body. According to Polishook, "We took a position that Kibbee and his group are not doing enough to help underqualified students. Kibbee basically doesn't care what happens to students once they are admitted."

On the other hand, the union, in Polishook's words, believes that "productivity is not measured by the class count—it is instead the educational process. The University measures productivity in numbers; actually it is non-measurable. In the long run, what the students want is what the teachers want."

With a point of view which called into question union motives and actions, Ray Pena of the Financial Aid office then took the podium to direct some very pointed questions at the PSC representative. "There is an incredible amount of red-tape," said Pena, "which is designed to frustrate the student in his/her attempts to get financial help. Some of this has been set in motion by the state, the city, and the union. If the students give support to the faculty, will they support us in terms of financial aid demands?"

The Financial Aid counselor felt that there has been no form of a hard core commitment made to student demands on the part of the PSC; and he further asks, "Whose interest does the union support?" While the faculty is protected by the union which is second-in-line in the power structure, the students can claim no such support; and he would like to see "a complete, across-the-board commitment."

Charlie Isaacs of the AID Center next questioned Polishook's premise that Kibbee et al. are instituting the new measures "to save money." "Whose money is being saved?" queried Isaacs. "It's the students' money anyway, but they want to use the money for other purposes, like the new Yankee stadium." He spoke then of the crying need for a faculty-student coalition saying, "We must put a fist in their face, but a fist can't be made with five separate fingers. We, as faculty, have realized, on the basis of self-interest that our fight is the fight of the students. Let's not re-hash old battles—let's come together."

Bob Trow, also of Financial Aid, made the point that, most student money comes from federal sources. He then pointed out that, "As far as I know the PSC doesn't have one scholarship program for minority students and, in fact, the union has made no input into financial aid. I question their priorities in spending."

Claude Campbell, the union representative on campus, shot back at Trow with claims of a huge union debt which "will not be cleared up for at least three years." As to the question of priorities, he stated unequivocally that "our priorities are to our membership. If we had excess money, we could play the United Teacher Federation's game too."

Then back to Ray Pena, Campbell remarked on Pena's lack of sophistication on the issues. "I respect student demands, but my union interest comes first. Can we support each other on these three issues? We'll support financial aid stipends, but let's be honest with each other about what the union can realistically support."

Makings of a Coalition

On Financial Aid...

Below is a comparison between FY 73 and FY 74 between the major student financial aid programs. We have been cut in overall dollars approximately 23% or \$260,000. In order for this dollar amount to be made up approximately 950 freshmen Priority I and II will have to actively participate in the BOG program. We are therefore setting a goal of 100% incoming freshmen participation in this new program and have already begun out reach efforts. I will keep you posted on how BOG is affecting our student body.

Program	FY 73	FY 74	Change	% of cut
College Work Study	\$537,000	\$439,000	-98,000	18%
Educational Opportunity Grant	227,000	199,000	-28,000	12%
National Direct Student Loan=* (Projected)	(162,000)	(139,000)	(-23,000)	14%
Nursing Student Scholarship	102,000	46,000	-56,000	55%
Nursing Loan = ¹	142,000	87,000	-55,000	39%
College Discovery	\$1,170,000	\$910,000 (-260,000)		
	\$508,000	not available		

* includes matching funds

¹ there will probably be a supplemental of \$20,000 in Nursing Loans during Sept. dollar amounts are to the nearest thousand.

(from a report to President Birenbaum released by Bob Trow, Financial Aid Director)

On Tuition...

TUITION AT CUNY	TUITION AT COMMUNITY COLLEGES
OPTIONS	OPTIONS
1. Continue the present policy of charging no tuition to full-time undergraduate students but continue charging tuition for evening and part-time students and all graduate students.	1. Maintain the present widely differing tuition schedules at individual institutions, which range from zero in New York City to \$550, based on a maximum equal to one-third of operating costs but not to exceed the present SUNY tuition.
2. Eliminate the present tuition charges for evening and part-time students which now discriminate against them.	2. Maintain the present policy (as above) but increase the maximum to the SUNY lower division rate as it is increased.
3. Adopt tuition for all students at CUNY.	3. Provide for a flat tuition rate in all community colleges, related to the lower division tuition rate at SUNY.
4. Adopt the present SUNY tuition schedule at CUNY — which, with the present scholar incentive and SUNY scholarship programs, would require no tuition payments for students with family gross incomes under \$5,300 and full tuition only for those with family gross incomes over \$26,000.	4. Require that tuition be equal to one-third of operating costs.
5. If tuition is adopted at CUNY, gear future changes to changes in SUNY tuition rates.	

(from Fact Finders' Report as run in News Ferry, August 7, 1973)

On Governance...

DECENTRALIZED CONTROL OF GOVERNANCE. The Panel summarized its interpretation of the parties' positions on decentralized control of governance as follows:

The Board desires to protect the autonomy of the college through its By-Laws which state to each campus staff the right to structure its own Personnel and Budget Committee as it wishes. Thus, if a campus opts to include students as full voting members (John Jay) it should not be prohibited from doing so by restrictive contract language.

The PSC seeks to exclude student participation in decision-making since, in its view, the PSC alone is the recognized agent for negotiating terms and conditions of employment with BHE.

The Fact Finders noted the emphasis on "peer judgement" in matters of faculty job status and concluded "To extend the decision-making authority in these areas to include students who are not the peers of the faculty or the staff would, we believe, be inappropriate to the maintenance of the concept of peer judgement endorsed by both parties."

They further concluded that there was no evidence of student voting at any campus beyond John Jay, and that it would not be desirable to disturb the existing arrangement, but that the student voting arrangement not be extended to other campuses.

In an effort to assure maximum autonomy to each of its institutions, the BHE innovated a program whereby "each constituent unit was authorized to develop its own governance plan and charter, subject to approval of the BHE." Recognizing that such governance plans might vary from the Board's By-Laws, several articles were adopted with release clauses such as the following:

"The provisions in a duly adopted college governance plan shall supersede any inconsistent provisions contained in this Article."

Under its authority to amend and waive By-Laws, the Board offered a five year release from its By-Laws while institutions undertook to develop their governance plans. As of December, 1972, six institutions had approved governance plans; three had tentatively approved plans; four had plans under revision or review; and six had not yet submitted plans (Ed. Note: SICC has not adopted a plan to date).

One plan discussed at Fact Finder hearings was that of John Jay College of Criminal Justice. At that college, students are allowed a seat on the Committee on Faculty Personnel (Ed. Note: equivalent to a seat on SICC's Personnel and Budget Committee).

Recommendations of that committee are made to the College Council (e.g. Faculty Council) for action. Recommendations and actions with respect to appointments, promotions and matters relating to Faculty job security must be reported to the college President, who decides whether or not the College Council should consider them.

(PSC) in its final position prior to impasse the Professional Staff Congress took the position that "Contract language be amended to establish the Agreement (union contract) as the governing document in event of any inconsistency or conflict between By-Laws or policies of the Board and the Agreement." It sought to restrict those new colleges operating under the waiver (independent governance plans) to the adoption of policies consistent with the Agreement; proposed to retain the right to open negotiation on those matters not discussed in the parties' collective bargaining; proposed restrictions on the role of students in governance, prohibiting voting on Personnel and Budget Committees; Urged continuation, protection and, in some instances, enhancement of various practices currently in effect (involving faculty prerogatives and privilege as practiced at individual institutions or CUNY wide).

(from the Keppel Commission report as recorded in News Ferry, June 6, 1973)

On Open Admissions...

I. STUDENT BILL OF RIGHTS

The State would not guarantee access to students beyond the first two years, but sufficient places should be made available beyond those two years in public and private institutions to meet the needs of all students who apply and who are academically qualified by institutional standards.

The private institutions would, of course, maintain their own standards of admission, and no student would have the right to admission to a private institution.

A. We recommend that all New York State high school graduates beginning with the class of 1974 should be guaranteed the opportunity of up to two years of post-secondary education in the State regardless of their income, race, sex or place of residence within the State. Such guarantee should be available for genuine educational reasons through the individual's lifetime. The public two-year colleges should insure that all New York high school graduates have opportunities for access.

(from Hurd Commission report as recorded in News Ferry, June 6, 1973)

SICC STAFF ON TENURE

Whereas tenure is a crucial feature of the academic life and necessary for the very survival of the university for the reasons President Brewster of Yale University outlined in his Report dated 1971-1972: "I have not been able to devise, nor have I heard of, any regime with the sanction of dismissal which would not have disastrous effect. It would both dampen the willingness to take long-term intellectual risks and inhibit if not corrupt the free and spirited exchanges upon which the vitality of the community of scholars depends. This, not aberrational external interferences, is the threat to the freedom of the academic community which tenure seeks to mitigate"

Whereas tenure has always been and must of its essence always be one of the most important decisions any faculty participates in, and whereas tenure in CUNY has involved the faculty in an ongoing and severe process of peer evaluation, which process assures only the qualified teacher will be tenured.

Whereas mechanical tenure quotas, as the analysis by the Faculty Council of New York City Community College indicates, eliminate any real job security, undercut academic freedom, inhibit creative faculty cooperation, discourage faculty commitment, encourage rivalry, favoritism, and conformity, and effect an excessive concern with pleasing those administrators and outside reviewers empowered to grant and revoke tenure.

Whereas the policy of the AAUP that "decisions on tenure must represent first and last, judgments on individual merit" seems only rational and, whereas, the tenure limits under consideration by the BHE, may wipe out the gains lately realized on CUNY faculties for minority groups and women.

Therefore, be it resolved, that the faculty of Staten Island Community College:

1. Requests that no BHE policy on tenure be promulgated that does not reflect a careful and systematic study of the role of tenure and academic freedom in the CUNY and which does not involve significant faculty input and unanimous faculty approval.

2. Condemns any mechanical quota system which forces the actions of individual faculty committees into some outside mold created by an individual or individuals not involved in day to day teaching at Staten Island Community College under open admissions.

3. Affirms its commitment to teaching and to the recognition through tenure of a successful teacher.

Prof. Lester Keyser
Prof. Mohamed Yousef
S.I.C.C. Faculty Council
Ad Hoc Committee on Tenure

FINAL STRIKE RESOLUTION

The instructional staff of Staten Island Community College adopted the following resolution at a special meeting held Wednesday, December 5, 1973, by a vote of 105 for, 70 against, and 19 abstaining:

"The instructional staff of Staten Island Community College resolves that, if no action to reverse the policy of tenure limitation is taken by the BHE by March 1, 1974, the instructional staff at SICC will conduct a complete work stoppage, if the majority of CUNY units support the SICC action by similar work stoppages and if the Citywide PSC leads the SICC action as part of a city-wide strike.

"The instructional staff of Staten Island Community College further resolves that the work stoppage continue until, first, the BHE repeals the tenure quota system; second, the BHE and the appropriate duly constituted state and local bodies guarantee the maintenance of Open Admissions; third, the BHE and the appropriate duly constituted state and local bodies guarantee the continuance of a policy of no tuition at CUNY; and, fourth, the BHE and the appropriate duly constituted state and local bodies establish financial stipends equal to the lower standard for New York City (as defined by the Federal Bureau of Labor Statistics) for all students living below that standard.

"The instructional staff at SICC further resolves to recommend that the PSC invite students from all branches of CUNY to the mass rally at the Biltmore Hotel Wednesday, December 19, 1973."

Siegal, Zwerling: At 106.7 On Your FM Dial...

by Bret Marcus

Jeff Siegal and Steve Zwerling, two members of the SICC faculty "wanted to be heard". And now they can—every Saturday from 11:00 on their own radio show, "Education on the Line" on WRVR.

"Education on the Line" is a freewheeling session devoted to the concept of "total education", rather than institutionalized education. The subject matter of the shows, as well as the featured weekly guests, bears out the show's broad scope. Manhattan Borough President Percy Sutton was on not too long ago in a show that dealt with the education of a politician. Other guests have included Albert Shankar, Conrad Lynn and Joe Flaherty. Flaherty described "Education on the Line" as a "seminar in street smarts."

Call it what you will, the burgeoning radio career of Siegal and Zwerling had an inauspicious start. Siegal was at home correcting papers last year and was listening to WRVR's Connections. Siegal was bowled over by the show, and decided that he too wanted a voice. He called Connections host, Arthur Alpert, and asked if he could do a show. He did a three hour program on open admissions, which led to a bi-weekly show, and finally to a weekly broadcast with his SICC colleague, and sidekick, Steve Zwerling. They have just received another 13-week extension of the show, and Zwerling seems bemused enough by the success of the show to ask, "How did we do it?"

The fact that "they like each other a whole lot" has much to do with the success of the show. They not only like each other, but complement each other as radio personalities. Says Siegal, "I'm a collection of postures." Adds Zwerling, "I'm a posturepedic mattress."

Slight and frenetic, with a bushy head of brown hair, Siegal describes himself as an "aging Du-wa". The rock n' roll singer of the late 50's who then went straight, but not all that straight—that's Siegal. In fact he is a professional performer who has supported himself as a singer and dancer. He also worked on the "Release on Recognition Program" in the Tombs for five years. After a stint in graduate school as a student of history, Siegal came to SICC. He has been on the faculty for four years.

If Siegal is a ball of energy, Zwerling is in a "catatonic trance." Tall, languid, and introspective, Zwerling seems to measure each word. At the age of 35, Zwerling says it's nice to have "a whole bunch of new things happening."

Originally, Zwerling was undecided on whether to pursue a career in English or in medicine. So he took a fr-u-day bus ride to Mexico, declined a ed school offer, and hid out for two months before he broke the news to his parents. Getting a masters from Columbia in 9 months, he took his Ph.D. from Rutgers.

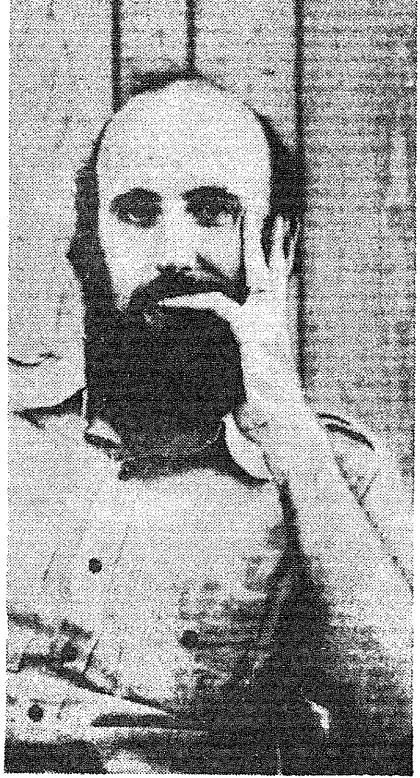
After receiving the highest degree the academic profession can bestow, Zwerling took to "gambling for a living." One night on his way to the Yonkers track, he got a call from Queens College. They asked if he could "start that night"; he threw up all the way to his first teaching job. While acting as Director of the SEEK program at Queens, he met Siegal: "We were a pair of star crossed Zedas." Fired from the program in 1968 because of his support for Open Admission demands, he came to SICC in September of '69.

"Education on the Line" has been a tremendous learning experience for the two. The key to their learning is an open mindedness and respect—for each other, for their guests and above all, for their growing and often outspoken audience.

Of their guests, Zwerling says of Albert Shankar, whom he was predisposed against, "he wasn't the Devil, he's a human being".

Of their audience, which participates through phone calls which are carried live on the air, Siegal says, "We are there to share a process, not to tell people what to do." Their callers run the whole gamut, from a "17-year-old ex-radical to a 68-year-old grandmother who was just entering college." They are quick to point out that they have gotten no crazy calls, which are often the basic diet of run-of-the-mill dialogue shows.

Siegal and Zwerling are proud of WRVR's commitment to the community, and feel that their show is part of that commitment.



They also recognize the inherent powers in media itself, and feel they have a responsibility not to "ego trip" or to use the air waves as "a personal way to salvation."

After almost a year on the air, they still seem awed by the "power and intimacy of radio." Their electricity seems to have set off a spark with their audience. During a recent show on William Shockley, a listener called in with the comment that he "was stimulated by the conversation". Replied Jeff Siegal, "We find it stimulating too. In fact we're swinging from the rafters."



Jeff Siegal and Steve Zwerling, both of the Experimental College, have taken on the greats and near-greats of education in a Saturday morning radio show on WRVR.

Deborah Harton: The Trauma of Transsexuality

by John Signoriello

Deborah Harton, recent guest speaker of the SICC Psychology Club, used to be a male. She's now a female now, and she loves it—particularly her new sexual role.

"I have a functioning vagina," she proclaims proudly, "and, boy, does it function."

Deborah's saltiness may be due to the fact that she was once a sailor. Her name was Austen then, and she joined the Navy after dropping out of high school for one reason only—to get to Western Europe where she had heard that doctors were performing the sex change operation she fervently desired even then.

Austen, you see, had wanted to become Deborah since early childhood. Deborah claims this is not at all unusual.

"The desire to have a sex change generally starts between the ages of 4-9," she says. "Doctors think the fetus is female for the first 14 weeks. Then there is a critical period during which the fetus decides whether to become male or female. The prevalent opinion among doctors now is that the mothers of transsexuals secrete an abnormal amount of female hormones during this period."

In Austen's case, the desire to become female began to become acute at the age of six.

"At that time the word sex change hadn't been coined or invented," Deborah recalls. "The psychology profession knew nothing about people wanting to change their sex. The general opinion was that they were freaks."

Austen had a terribly lonely childhood. He felt uncomfortable in the company of boys and they, in turn, considered him a sissy. Far worse, he was confused and frightened by his desire to become a girl.

"It was psychological hell," Deborah recalls. "I couldn't tell my family, so I held everything inside me. My schoolwork suffered and I was left back repeatedly. Things got so bad that the Franciscan nuns, who were my teachers, wrote the pope asking him to say a special mass for me."

Recalling those hard days, Deborah manages to inject some humor into her recollections, as is her style:

"The nuns used to divide the class into boys and girls," she remembers. "The only way for a boy to get to the girls' side was to be naughty. I was naughty for the first three grades."

For the most part, however, it was not a funny time for Austen. Three times he tried to remove his penis with a knife. Five other times he tried to castrate himself by slitting his scrotum and attempting to remove his gonads by hand.

"I almost bled to death one time," Deborah recalls. "My brother rushed me to the hospital and I told the doctor some boys had jumped me and stabbed me with a knife. The doctor wandered why my pants weren't ripped though and he put me in a psychiatric ward. I stayed there until I managed to escape and go home, with my green hospital gown still on."

Austen spent only one day in high school. "I walked in and walked out. That was the extent of it." Later on in the Navy, he got an equivalency diploma. As for getting to Western Europe, however, that never happened.

"I was in the air branch of the Navy and they kept sending me to school," Deborah complains. "When I finally did get stationed, it was with a group whose primary mission was to fly picket duty off the coast of Siberia."

Austen found life in the Navy intolerable:

"It was virtually impossible to get off the base," Deborah recalls now. "I

hated it. I considered myself a female; my psyche was female. I took showers at two A.M. when the rest were asleep."

Austen eventually found out that married sailors were allowed to live off base. So intense was his hatred of the confined life he was leading that he decided to get married himself, not because he wanted to, just because it would allow him to live off-base with his spouse.

"I got a pass and flew home," Deborah remembers. "There was a girl in my neighborhood who had always had a crush on me. I was fond of her,

to stop drinking, he climbed to the top of a five-story building. There he sat, waiting for the courage to jump.

"Jesus Christ took me from that roof," Deborah insists. "I stayed up all night and the next morning I heard on the radio that doctors at John Hopkins Medical Center were performing sex change operations. I wrote to one of the doctors named on the air and explained that I had no money, only Medicaid. I received a letter two weeks later stating that Medicaid would cover the initial hormone treatments which would last for one whole year."



Deborah Harton — she likes being Female."

Austen went to the doctor then and was told he would be required to dress and behave like a female for the entire year of preliminary treatment. He readily agreed.

"I told my mother," Deborah recalls, "and she began to cry. She made me promise not to tell my father for a year. Actually, when the time came, both my parents were able to accept it, but my brothers and sisters weren't."

During that year, Austen heard of a French doctor in Casablanca who, unlike American doctors, performed the required surgery in one step instead of two.

"I decided to go to him," Deborah says. "I had already been castrated by a doctor here, so I borrowed the \$1,500 needed for the rest of the operation, and, along with a friend who also wanted to have his sex changed, began making plans to leave for Morocco."

Austen decided, finally, either to stop drinking or to commit suicide. Unable

but only as a friend. I told her my desires—all of them. She wanted to get away, and we got married."

Austen started to cross-dress in the marriage, and this confused his spouse. Hoping to change, he fathered a child. The child, Deborah now claims, knows all about her father and accepts.

Things got worse when Austen was discharged from the Navy. The desire to become female became even more pronounced. For a time, he thought possibly that he might be a homosexual, and he resorted to homosexual acts. These didn't appeal to him, however, and he soon began drinking, and drinking and drinking.

"I used alcohol to run away from myself," Deborah says. "Things continued to get worse, and the girl I had married left with our daughter."

Austen decided, finally, either to stop drinking or to commit suicide. Unable

Alumni Notes

by Ed Gray

A reception was held Friday evening, December 14th in the President's Board Room for the thirty-two Scholarship Award Recipients. Many Deans Faculty members, Alumni and students attended. Guests were treated to a buffet consisting of punch, sandwiches, cake and coffee.

Formerly the scholarships were awarded at the Annual Dinner held in June but the Alumni Association Executive Committee decided to award scholarships to deserving students twice a year. The names of the scholarship recipients are as follows: The Arleigh B. Williamson Scholarship (founder of the college), The Dr. Walter Willig Scholarship (the first president of the college), The A. Richard Boera Scholarship (the first Business Manager of the college), The Dr. J. Goller Scholarship (the first campus doctor), The Dean J. FitzPatrick Scholarship and the Dean Zades Scholarship.

Applications will be available during the Spring Semester for those students who wish to apply for the scholarships which will be awarded at the Annual Alumni Dinner in June. Those wishing to apply should be aware that the Scholarship Committee's decisions are based on academic achievement as well as financial need.

The following is the list of the Fall

- 1973 Scholarship Award Winners:
- | | |
|--------------------|------------------------|
| Joseph N. Palmieri | Janice M. Cohen |
| Janet C. Flora | June A. Casey |
| Kwok N. Ng | Martin P. Bray |
| Rita M. Ceita | Joseph Azzopardi |
| Wiener Rouzeau | Dennis J. Pietrocchi |
| Lucrece M. Remy | Barbara A. Flanagan |
| Cha-Huei Wu | Mary E. De Rosa |
| Rita Donlon | Linda Balko |
| Jane P. Benedict | Donna Bickero |
| Margaret A. Bowman | Gary Libow |
| Yrvine Rouzeau | Anthony A. Schoonmaker |
| Jane M. Frangos | Patricia Jennings |
| Emmanuel N. Otuna | Thomas M. Dunn |
| Linda M. Parisella | Arline Vickery |
| Sheila Brown | Robert Sortino |
| Fred J. Moynihan | Fred Masten |

Arrangements are now being formulated for a Children's Christmas Party and Hay Ride here at the college. The party for faculty, staff and student's children between the ages of 5 and 10 is scheduled to start at 3 p.m. on Thursday, December 20th in the cafeteria. Tickets are available in the Box Office, Rm. C 126; for information call 390-7658. Children of the Alumni are also welcome to share in the festivities which include not only a Hay Ride but refreshments and presents from Santa Claus.

A reminder that Alumni Association meetings are held the 2nd and 4th Friday of the month in the President's Board Room which is located in "A" building on the second floor. Refreshments are served.

irresponsibility in developing other energy sources. Warren Schuster—Liberal Arts, Sciences

Yes, as far as I'm concerned Nixon is obviously pushing the Watergate scandal out of the limelight and replacing it with the topic of the energy crisis. Mary Lou Campo—Nursing

No, There isn't. I've been involved in the automotive business for three years. I know from talking to owners and operators of gas stations that its created to bring the price of gas here up to the level of prices in Europe. The American Oil companies have no loyalty to America, they are now international companies. Ed Tow—Business Career

Yes, there is definitely an energy crisis, you can feel it every morning when you get up, you can see it because there is less congestion of vehicles on the streets and highways. U.S. foreign policy towards the middle east crisis is responsible. They haven't been equitable in dealing fairly with the Arabs and Israeli's. Lou Maillard—Liberal Arts Non Sciences

I do believe there is an energy crisis now, and I think that the reasons for it is a conspiracy by the major oil com-



panies (there is a suit in Florida against 15 major oil firms) now they can get their Alaskan Pipeline, raised prices and force out independent service stations by cutting down supplies. The Arab oil embargo is also detrimental because we rely on 20 percent of our oil from the Persian Gulf during the winter. Mel S. Delgado—Business Transfer



Letters...

To the Editor:
The purpose of a "Learning Town" is the exchange of ideas. I am not knowledgeable as to the genetic theories which William Shockley holds. However, I believe that to prevent this man from speaking his ideas is an undue prejudice on the part of anyone who takes part in such action. That, and not any theory which is held by one man or others for that matter, will hold as a bigger detriment to the society at large as well as the (supposedly) intellectual society of the "Learning Town."

Sincerely,
Thomas C. Jorgensen
SICC Alumnus

To the Editor:
I am not speaking for the Black Students in general but for myself as a black student, thereby citing some facts.

In reference to your front page article in the News Ferry (December 4 issue), I would like to point out to you that the Black Students only agreed to listen to Dr. Welsing's teach-in. We all concluded we would not go into the auditorium, even if she insisted on debating Shockley. We agreed that anything that happened to her during the course of her debate with Shockley would be her responsibility and that of those that invited her.

I would also like to point out to you that what happened in the auditorium was not unwelcomed by the majority of those present. When Dr. Welsing was offered her chance to speak, she stood up to plead for Dr. Shockley: "I think this will be a much more interesting discussion if you listen to Dr. Shockley." I feel that she wanted to use the chance because she is a black sister to allow Shockley to speak, saying "What you feel you are protesting is a theory that black people are genetically inferior. Yet I am the only black on this podium."

Shockley has never been allowed to debate his racist attack in any college, not only SICC.

You should not feel sorry for interrupting Dr. Welsing's speech because she was trying to plead for the wrong horse to be on the track. I think you would bear with me that the Black Students are ready to compromise with a good, law-abiding citizen, no matter what his/her color, race, or nation.

Sincerely,
Tokumbo Ford
SICC Student

To The Editor
I wish to point out that the information which I gave your reporter on August 30 was, in fact, correct.

The limit on the number of times a student may repeat courses was set by the Course and Standing Committee on October 25, 1973. I resent the implication of the paragraph in question.

In the September 11 issue of News Ferry, Elaine Bowden, a member of the Course and Standing Committee, pointed out that "there are no limits to the student on number of repeats per course or subject." Quite to the contrary, Dean Perrault indicated that the limit a student may take any course is two times. If a student needs or desires to take a course more than twice, the permission of the department chairman or his designee is required.

Elaine Bowden

To the Editor:
The last issue of the News Ferry dedicated a few paragraphs to a major event that took place on our campus: the visit of a group of French businessmen from the Marne area. I think we must add some details to that article, since I am the person who started the whole thing.

I was in Reims the last year coordinating the Program of Study Abroad of CUNY when the Centre of Productivity of the Marne contacted me in order to find an American campus where it would be possible to hold a Seminar on American Business. I suggested our campus and got in touch with Prof. Marguerite Boms from the Department of Modern Languages. She contacted President Birenbaum who approved the project and suggested that a committee be set up, including Prof. Raymond Kudia, Chairman of the Business Department, Dean Roslyn Atkinson and Dr. Nigro, to implement the program suggested by the Center of Productivity of the Marne (PRODEM).

During the summer our President was invited to Reims where he met with the executive members of PRODEM. Upon his return to New York the President wanted his office to supervise the final steps of implementation of the Seminar as a special honor to his former Reims hosts. He assigned Prof. Alison Bernstein as co-ordinator. The pool of Interpreters was organized by the Department of Modern Languages; many members of the SICC faculty as well as students and members of the Staten Island community participated

Getting out of the U.S. was not as easy as Austen expected. "I had been dressing as a female for almost a year," she recalls, "and the customs clerk was a bit confused when I showed him my passport which listed me as male. He called his superior and I was told that I could not leave the U.S. in female attire. After a quick change into male attire, Austen was allowed to leave. They arrived in Casablanca on a Wednesday and Austen was prepared for surgery the following morning."

"I still hadn't seen the doctor," Deborah recalls, "even after being brought to the operating room and being administered sodium pentathol."

Before the drug put her out completely, however, she looked to the left and saw someone dressed entirely in black. It was the doctor.

"I didn't know whether he was going to change my sex or embalm me," she jokes. "He was smoking a cigarette and my last words to him were, 'Doctor, please be careful where you drop your ashes.'"

She awoke a female and returned as soon as possible to the U.S., where she began job-hunting—unsuccessfully.

"On job applications, I put down what I was," she says. "I wouldn't let society force me to lie. Consequently, I got no jobs. For a time, I became a prostitute. Eventually, I got a job in a transvestite boutique."

She also set about having her sex changed on her personal records. After considerable bickering, the Navy agreed to change the sex originally listed on her service record. The Catholic church granted her a baptismal certificate with a female name on it, and the board of health, after seven months of fighting, agreed to change the name on her birth certificate.

She has not, however, been able to have the sex changed on her birth certificate.

"New York City refuses to do that," she says, "but I'm going to Supreme Court to try and force them to."

Deborah, in a precedent-making case, has also gotten a divorce from her wife.

"The papers picked that up," she says, "and my phone rang continually for awhile. Most of the calls were from males asking for dates. Others were calls for help from people who were in the same situation I had been before my operation."

The latter calls helped her decide what she really wanted to do with her life—which is to help others face the same problem she has faced.

"So many people helped me. Now it's my turn to help somebody else," she says. Deborah is concerned primarily with the psychological trauma people like her have to face.

"Thirty-five doctors in the U.S. are doing the operation now," she says, "although it is technically illegal to remove healthy organs. Fourteen more will begin soon. Usually, patients are rushed in and out without any psychological preparation at all. This results in a number of problems and many end up committing suicide. John Hopkins does offer some psychological help, but they demand that their applicants live and dress as female for a full year prior to the operation, which is impractical for some."

In this endeavor.

I feel obliged to mention all this in order to give credit to the people without whom the Seminar would not have been possible and who were forgotten in the News Ferry article (November 13, 1973, REIMS VISITORS I.F.A.V.E.).

As far as the visit of the eight students of the Ecole des Beaux Arts of Reims with their professor, Madame Bazin, is concerned, I would like to mention that the organizers of their stay in New York were Dr. Mortimer Schiff and Mrs. Sophie Mathews as well as Mary E. De Rosa.

Gerard Bissaintine
Department of Modern Languages

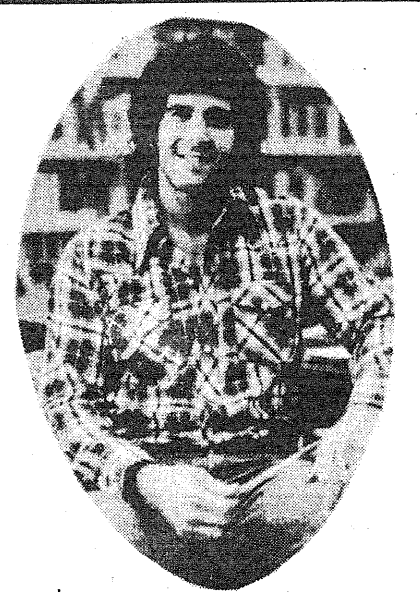
To ALL College Employees and Corporation Employees:

Over the last few years many of us have become aware of the fact that our campus accommodates a considerable number of international students. These students provide an invaluable resource to us in that they greatly add to the heterogeneity of our campus community. In addition to contributing fresh viewpoints on national and international affairs, many of these students have also amassed outstanding academic records here and have served in vital leadership capacities in the area of student activities.

With the advent of the college's recent efforts in the area of international education, it is important that we not lose sight of the need to supply essential services to those students who come to us from abroad. Many people are unaware of the financial, language, and personal adjustment problems which international students face as they seek to further their education here. In an effort to devise a constructive plan of action which can be utilized by these students to take full advantage of their experience in our country, the AID Center has established, as one of its priorities, the development of an International Students Services & Programs.

Among the priorities in this program is our desire to find ways in which interaction between international students and the native faculty and students can be facilitated. We are particularly interested in seeking means in which the experience of our international guests can be widened and diversified as much as possible. Some ideas on ways in which this can be accomplished would include the development of an extensive home hospitality program during the Thanksgiving and Christmas recesses and the establishment of an effective housing bureau on campus designed to

Continued on Page 10



Indecent Exposure

By Lewis Zlotnick

This column is aimed at creating a mode of opinion for the student. Only questions of current social and political value relevant to the student body of SICC will be asked. Students are chosen at random. This is a prime opportunity for the often voiceless student to express his or her views. The success of this column depends on you—so keep an ear and eye out for me, Lewis Zlotnick.

IS THERE AN ENERGY CRISIS? IF YES, WHO IS RESPONSIBLE FOR THE CRISIS?

There is an energy crisis. I think it's the fault of the govt. and the people, mainly the government. A lot of the big oil companies are holding back. There isn't a shortage, they just want to increase the price of gas and this is the only way they feel they can do it. Susan—Liberal Arts



Radio SICC: WWSI Begins Growth Plans

by Angelo Patitucci

S.I.C.C.'s own radio station, WWSI, is undergoing a dramatic change. To implement it, a new committee of students was set up to revamp the whole broadcasting operation. When interviewed, a spokesman for the committee stated that, "the station, as it is now, is nothing more than a HI-FI set for the Student Lounge, and a poor one at that. In order to transform it into a true radio station, as found at other City Colleges such as Brooklyn and Queens, many changes must be made."

"First of all," he explained, "our goal is to become a truly functional service to S.I.C.C., by broadcasting news, weather, and sport reports, announcing upcoming club events, and offering special features, which will consist of pre-taping group discussions and debates over issues pertinent to SICC students and faculty." He went on, "we will also present documentaries on various Rock groups, and make announcements on anything of interest as to what's happening, not only on campus, but over all of Staten Island as well."

Changes will include innovations such as Disco dancing in the Student Lounge at regular intervals, and the installation of speakers in the Cafeteria. They would also like to hold interviews with interesting luminaries, discussing any problems which may affect S.I.C.C.

When asked about the types of music they will be offering, spokesmen explained that, up to now, the selections played were left entirely to the discretion of the disc jockey at hand. In the future, they intend to accept requests from listeners, and, in this way, offer a wider variety of music.

The committee spokesman went on to explain some of their long-range goals, which include building a

separate studio for productions, where future shows can be pre-taped. They also hope to obtain a "C 2 LINE" through the N. Y. Telephone Co. (which permits broadcasting over long distances via telephone lines), to other college campuses, and transmit from their equipment. "This," he explained, "would permit seminars, with advisors, secretaries, and faculty from all five boroughs participating."

When asked when all this would come to fruition, he replied, "The major obstacle, of course, is money. A requisition for new equipment and supplies is being submitted to the Board

of Directors of the SICC Association, when next they convene in mid-December. "This equipment," he continued, "will enable us to finally get off the ground."

"The total cost, in excess of 36,000, represents the minimal amount necessary to get our radio station out of the Tinkertoy Stage, and into a professional operational stage," he added. "And, he went on, "in order to realize our long-range goals, at least an additional \$14,000 will be needed."

According to committee members, "The total amount allotted the radio station this semester was just \$415, and, the engineers and disc jockeys all work on a voluntary basis, without pay."

"We are transmitting over an ancient, 25-watt Bogen transmitter, with a half-mile radius, we improvised by utilizing an old tape recorder for a Queing amplifier, and one of the two turntables is a relic automatic changer from an out-dated Philco phonograph," one member claimed.

They displayed their tools, which consisted of two bent screwdrivers, a rusty pair of pliers, a toy soldering iron, and a brace handdrill. Their supplies consisted of a drawer full of assorted junk, and bits of wire.

The committee spokesman further stated, "The transmission is carried over the 110 volt A. C. wiring throughout C building, and the speaker wiring was accomplished by using a mixture of bell wire, telephone wire, and lamp cord wire." "And," he concluded, "As a matter of fact, the whole set-up, as it stands, was built on improvisation."

Prof. Clarence Beninati, E. T. dept., when asked about the possibility of WWSI becoming a licensed FM station, covering all of Staten Island, stated, "The big question again, is money." He explained that, "In order to operate a license FM station, you must first obtain a 1st class F.C.C. license (which is nominal in cost), but then you must hire professional broadcasting engineers and station managers on a full-time basis, which becomes expensive."

"You must also submit a feasibly workable plan to the F.C.C., subject to their approval. And then, there is the long wait for a frequency allocation, which usually takes from six months to a year to acquire," Beninati continued.

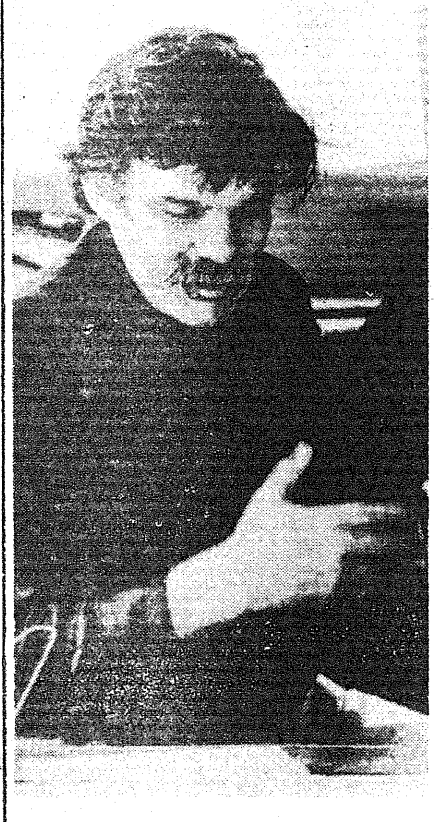
In closing, he added, "Although the achievement of our goals will be difficult, they are not unattainable, and will require moving ahead one step at a time. The first step being," he added, "the approval of the acquisition of funds for the desperately needed equipment."

Howard Stanton: Search for the Maximite

by Sally Johnson

(Ed. Note: Howard Stanton came to Staten Island this year as Chairman of the Psychology Department, before which he spent three years in Massachusetts. During that time, he was involved in the conception and operation of experimental education courses ("Maxi") which he has carried over to the SICC campus (see page 2 article). Most of his sociological, psychological, and anthropological work, however, has been carried on off-campus in research institutes, so that he is relatively new to the field of institutional education.

In the past, he has spent time in Hawaii, South America, and most recently as a research director in Puerto Rico where he also was involved in organizing for "people's rights."



NF: Dr. Stanton, what is your concept of the role of the university in people's lives and is it fulfilling that role effectively?

STANTON: It seems clear to me that college ought to do something that makes the world a better place to be in like churches should, like A&P supermarkets should - something positive should be coming out of all this especially since the community pays for all this like the CUNY system which is supported by taxpayers (I don't feel sorry for taxpayers, but they're all putting out money and they assume that something is happening.) A lot of people are putting out enormous amounts of money and time, particularly the students, so that it ought to be really leading to something.

You can say what are all the things it might lead to and then you can find out whether or not it really leads to them. If an organization takes something seriously, like General Motors takes profit seriously and it keeps very close track of its profits. If they ever start to decline, it creates havoc in the executive wing. A college doesn't keep track of the effect on its students.

NF: Do you think that a college can be that objective? Keeping track of profits is an objective thing - you can count them.

STANTON: Almost anything can be counted - we count all kinds of things in a college. For example, people use SATs, we keep track of grade distributions, students' evaluations of teachers - there are a lot of things we keep track of, and they may all be bad measurements. Who says a SAT makes any sense? Who says grades make any sense? But we pay great attention to them, so I think that in the same way with at least equal accuracy, we could keep track of the effect on students. And yet the colleges don't do that, so I conclude that the colleges don't really care.

NF: What do you think accounts for this apathy, this lack of interest?

STANTON: They have too many other things to think about. I think a basic rule of colleges that was threatened by Open Admissions was that you try to get the brightest possible people in as students, because that way your graduates will be successful, or bright as the case may be. As long as college doesn't do you any harm, if you were bright when you came here, you'll be bright when you leave. If a college wants bright graduates, colleges have long since learned that you don't get any brighter in college, so they get

people who are good before they start. Instead of measuring the change in a student, we measure the absolute level of a student. We use all the various tests in order to take people who are as intellectually healthy as possible, so that they'll be healthy when they graduate.

NF: Do you think that Open Admissions is indicative of an interest on



the part of the community or is it more of a political game?

STANTON: In the case of Open Admissions, the diploma is really used as a union card for all kinds of work. Most kinds of work require a degree, many depend upon the prestige of the college, so that it really affects your economic opportunities in life. A strong reason for the existence of Open Admissions is the pressure from people far down the economic ladder that their children will get a chance to go to college, because otherwise they will not have, in the future, the same kind of comfort, or dignity or style in their lives.

NF: Do you see Open Admissions as a ploy to make a great middle-class out of the potentially violent and rebellious people from the ghetto areas?

STANTON: No, not really. It has that effect to some extent, but the people who opposed Open Admissions were people of a higher economic status, more conservative inclination, while the people who fought for Open Admissions were of more liberal status, some with radical inclinations. I don't think it was a plot on the part of the conservatives; if it was a mistake (I don't think it was), it would have been a mistake on the part of the radicals. In a direct sense, the places where I was, the clearly radical types were the leaders in the Open Admissions fight.

NF: Let's get back to the subject of the Maxi-program. Would you elaborate on your experiences of the last couple of years that led you to design the Maxi-course?

STANTON: Almost all of my jobs have been as a researcher or a director of research, and I haven't had a job primarily as a teacher. Most of my experience is out of the continental United States - in Puerto Rico, the Caribbean, South America. They give you a different (not to say better) perspective on some things. Also I'm a sociologist and, to some extent, an anthropologist, and my research years were spent almost entirely living in ghettos and villages, so that the perspective I have on college now is much like the perspective I had as a child. No one in my family went to college, and hardly anyone has gone since - we're just not that kind of a family.

In Puerto Rico, I was living in public housing projects, and slums, in sugar cane workers villages doing studies. As time went by, I got more and more involved in action and less and less doing the research; in the last couple of years I was there, I was totally caught up in organizing. We mainly organized community groups who mostly protested various things, laid down in front of bulldozers and refused to move from their houses.

My job, per se, was with the government in the Department of Health and I worked for the University of Puerto Rico, both of them directing research centers. My job status was affected by my outside activities, but not a lot. That was, in a sense, tolerated, because a lot of the people at the University are Socialists or Independents in Puerto Rico, and the University in those years was quite turbulent - there was a lot of rioting - and at that point no one was really being fired because of it.

NF: Why, and when, did you return to the States?

STANTON: When I returned to the States in 1969, I came back because of the rioting and so forth. I felt bad being off someplace else when everyone was uprising up here, so I came back and got a job at Clark - the first teaching sociology job I had ever had. I was essentially fired from Clark after a time for something which was quite simple, but they never forgave me for it. I taught a course which about a fifth of the students signed up for, and when I saw these three or four hundred people, I didn't have any idea what to do about them. I couldn't think of any way to give grades to all these people, so finally I said, "Look, you can all stay if you'll give yourself your own grades, and with that out of the way, let's concentrate on how in the world three or four hundred people are going to learn anything in a semester."

Well, it turned into a great big thing. The University tried to force a change, said I had to give grades to them and offered to supply any kind of money to hire assistants who would then help with the grading. The students said no, "we started the course with a promise that we could grade ourselves and we want to continue that way."

One of the deans claimed that I had been lying to the class, so I asked him to speak to them himself, and he got booted and catcalled out of the hall. That shook him up terribly. The students decided to apply directly to the Faculty Senate, over the heads of the administration. Many of the faculty decided at that point that I was just not going to stay.

NF: Please talk more about the experimental education work you did during that time.

STANTON: In Massachusetts, I was running a storefront, and when the Cambodia strike started, we got a strong community component involved with the college students, so that it was really a college-community coalition so to speak. This coalition voted on things such as how long the strike went on, strike demands and so on; we were one of the few groups I know of who really had a strong community involvement on the decision-making level.

We were involved in all the national movements - the Coca-Cola boycott, marches on Washington, the whole bit. In a lot of ways, it was fun and quite an ego trip - we got flown to the Coca-Cola headquarters and the Marlboro headquarters in a private Presidential plane. But we finally said, "For God's sake, let's do something serious - let's somehow weld together whatever colleges can have and whatever communities can do."

In terms of my past experience, I'm not really a bulldozer operator, so why should I lie down in front of a bulldozer? Why not lie down in front of a college, which I should understand better? So we started to work on education, and the name "miniversity" started at that point. We wanted to start something which would give a person anything he can get at a college, and yet he is the person who runs it.

According to the by-laws, only students could vote, and they're the ones to decide what new members to admit - it totally belongs to them. Many times, a student from the community goes to the campus and never really returns to the community. The black student who goes to Yale is just another "Yalie" by the time he's through. So the aim was to keep the community whole and let the students work in the community. You don't say no to anybody; like a hospital, the less healthy a person is, the more you want to work with him. The person with the least academic credentials is the most in need of help.



Community organizations nominate people who would be studying, and then the work involves a lot of work with the community. The teachers, like in Chinatown, (Stanton is referring to a proposal for a miniversity in Chinatown which is now under discussion) will be Chinese so they can work in multi-lingual classes, and you can use examples and materials drawn from the community experience.

We would take people who wanted to become doctors, lawyers, whatever, start them there and help them follow through. The time for getting a degree is somewhat shorter than the average time for most students.

NF: How supportive were the universities that you worked in conjunction with (i.e. Harvard, Roxbury Community College, Goddard, Williams)?

STANTON: Most people who teach at a college with a campus can't think of any good reason why someone would not want to come to their beautiful campus - they have libraries and laboratories and gymnasiums. Why would anyone want to stay down in a scruffy storefront? I've tried to explain that a lot of times and I find that it seems impossible to explain, so we tend to say it in terms of people who for some reason have relative immobility. That's a way of saying that ultimately these institutions gave us no real support.

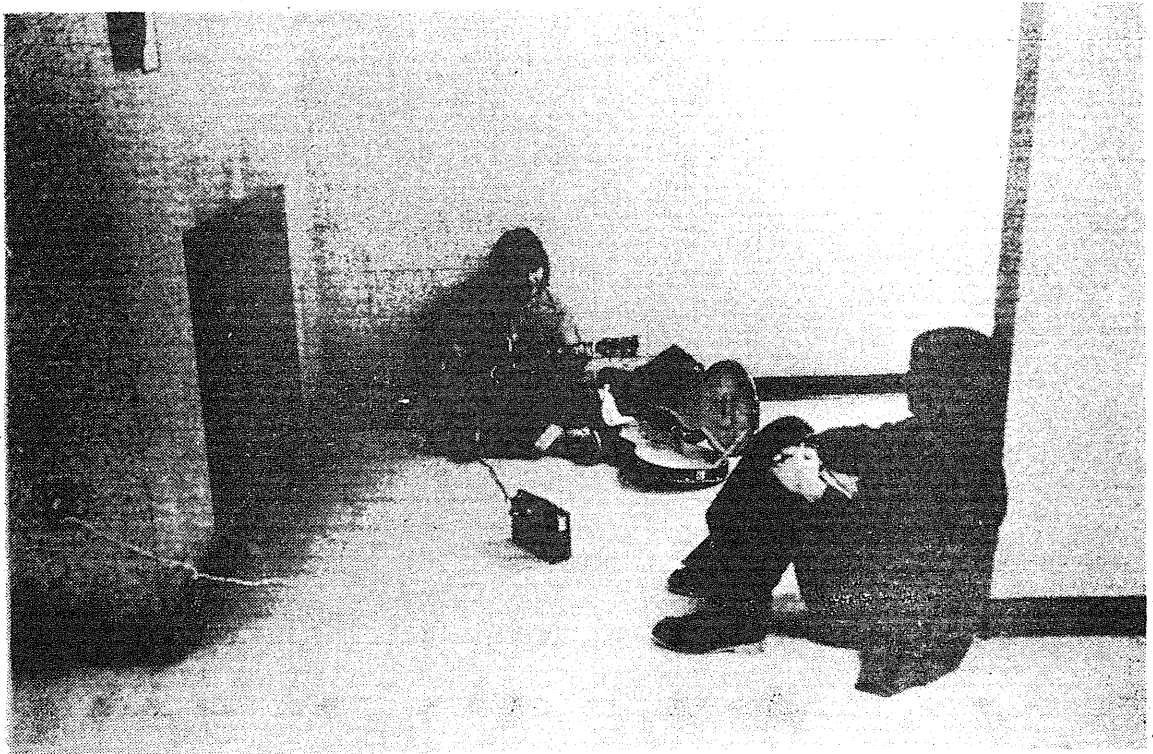
To a lot of people on campus, some of these things are quaint or cute - they can say, "Oh, that's nice. Look at all the little Puerto Ricans sitting around in a circle reading their leaflets. They don't mind, they like to come and visit, and come to parties. There are very few people on a campus who have any concept of what the college looks like from the community's point of view."

A book that impressed me as a child was *Jude the Obscure* - what the college looked like to the boy who had beaten his way through life. People in villages and ghettos see the shining towers off there, and they might like to go and partake of it. Yet, somehow, it always keeps eluding their grasp. A lot of those people are demonstrably competent - many of them I'd match with myself or my colleagues in all kinds of areas - yet they can never make anyone listen to them or pay attention to them. Colleges will sometimes listen if you keep arguing and fighting with them, but ultimately they just don't understand why a campus is not right for everyone.

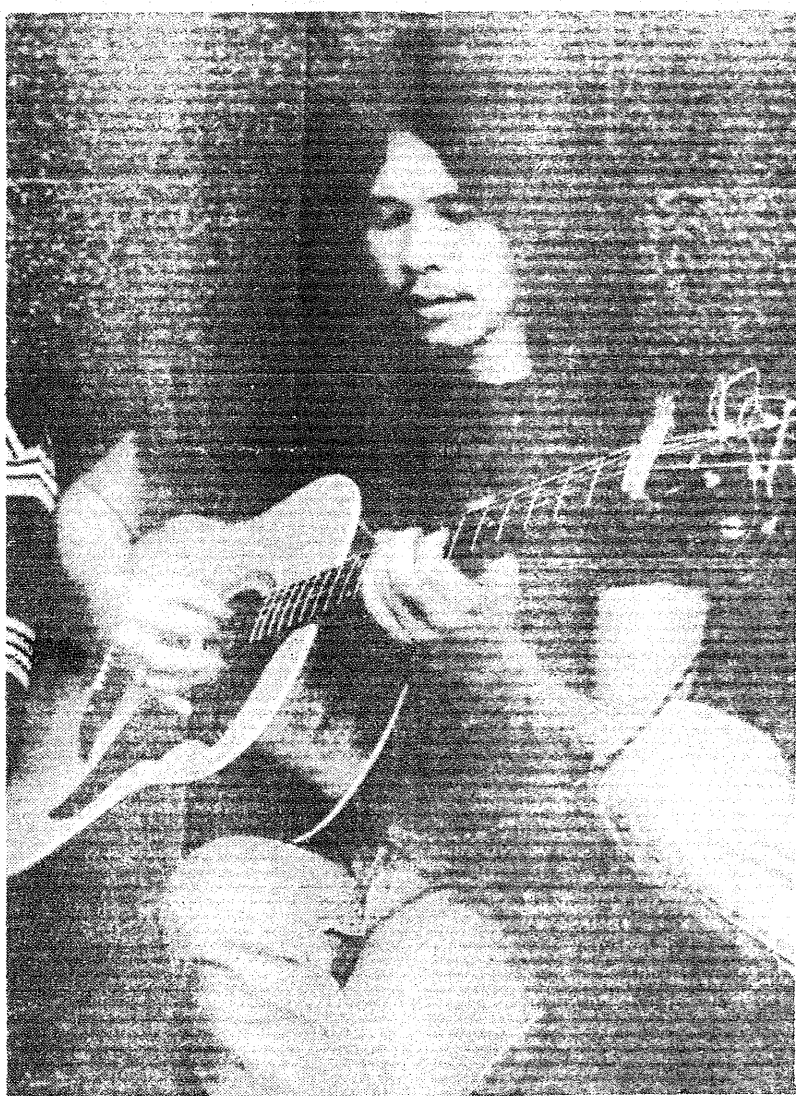
NF: What is the college's role in terms of social mobility?

STANTON: Colleges, I think, tend to slow down social mobility. The reason that colleges are heavily accepted is because we do take students who come from families that are somewhat better off and then hold them in place. We do things which give them priority in the better jobs for the next generation. Community colleges do have an odd sort of role in taking students who are a little further down in the economic ladder, but also leaving him further down when he finishes, so we keep the middle in the middle while Harvard keeps the top on top. The streets just keep the bottom on the bottom.

Teachers are very well paid for the work they do - they complain a lot, but if they ever had to work as laborers... In part, we get that because we keep our mouths shut. We really help limit social mobility and we're rewarded for doing so without inquiring too deeply into exactly what we're doing.



"Ride The Music" — Jefferson Airplane



"Music is also a means of rapid transportation. Hui-Neng, who later became the Sixth Patriarch was dishwasher in the monastery's restaurant."

—John Cage



"Music, Sweet Music, there'll be music everywhere" Martha & the Vandellas (Dancing in the Streets)



HAVE A HAPPY!