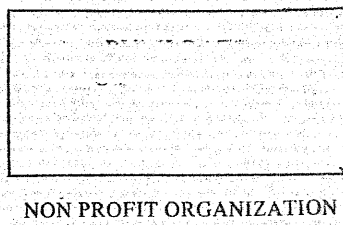




The News Ferry



NON PROFIT ORGANIZATION

The Learning Town Press

Staten Island Community College

Tuesday, December 4, 1973

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New Tenure Proposal Raises Faculty Ire

CUNY-Wide Protest Grows, Job Action Could Follow

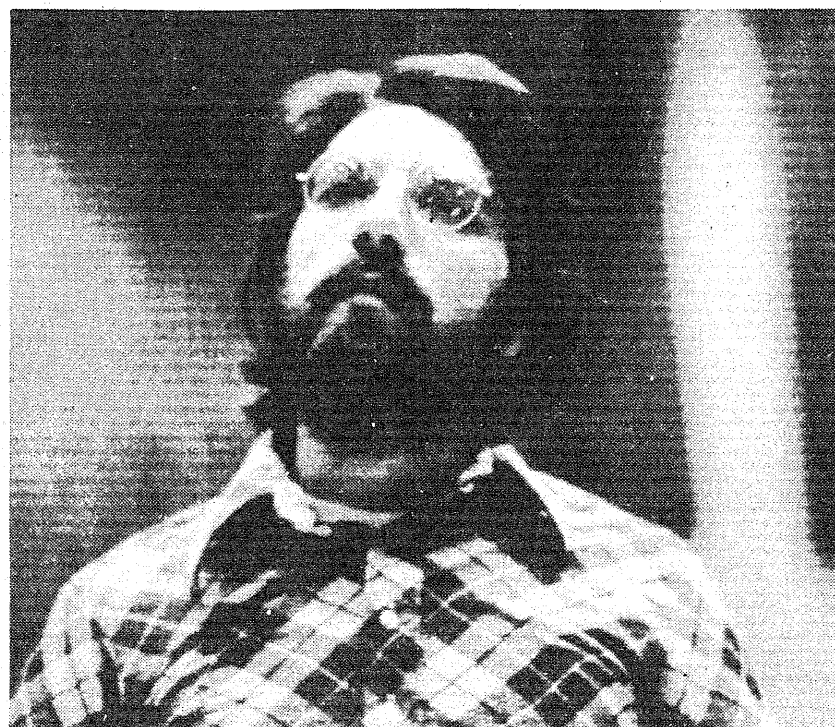
SICC Plans "Governance Vacuum" to Protest

The specter of some type of job action on the part of CUNY faculty looms larger almost daily as the Professional Staff Congress and faculty governing bodies remain locked in opposition to recently passed BHE tenure "guidelines" introduced by CUNY Chancellor Robert J. Kibbee. CUNY-wide, letters and resolutions of protest from college governing bodies now include Richmond, Queensborough, Lehman, SICC and several others. At SICC, the instructional staff continues to meet weekly preparing a response which includes written protest, faculty committee resignations and a possible "work stoppage" by spring.

Justification in the recommendations of individuals for tenure...

Unlike the earlier proposal, which specified "general" mathematical guidelines and covered only an annual Chancellor's report for im-

Justification in the recommendations of individuals for tenure... "Teach-ins," committee resignations, protest resolutions and letters, calls for Kibbee's resignation and threats of direct job actions are indicative of faculty response to the new policy.



Ira Shore spoke out against tenure quotas at last week's instructional staff meeting.

The furor began October 29, when Chancellor Kibbee put a revised tenure guideline proposal before the Board of Higher Education for approval. An earlier proposal (October 9) had been defeated and referred to committee revisions. According to the CUNY Courier (BHE house organ), the committee was formed to draft specific guidelines on tenure based upon "the principles expressed by the chancellor." Those principles had included percentage quotas on the number of faculty at the department, college and CUNY-wide levels, with annual review procedures. Called for, were percentages not to rise above "one-half to two-thirds" of a department, division, college, of themselves (see News Ferry, Oct. 9, for SICC faculty response and special section on tenure).

The Kibbee committee, consisting of BHE members Jack I. Poses, Frederick Burkhardt, Luis Quero-Chiesa (BHE chairman) and college presidents Robert Marshak (CCNY) and Joseph Murphy (Queens) answered initial protest with the currently passed resolution. It calls for "special procedures" to assure the college system "flexibility," the same argument used for the earlier proposal, and, ironically, determines that "the point at which a college might properly institute such procedures would be when a majority (presumably 50 per cent) 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

implementation, the current proposal was various detailed implementation plans shifting the burden of justification, above 50 per cent at the department, division or college level, under, primarily, the college presidents. As presently proscribed by faculty, the policy requires, in effect, separate administrative review, and procedures for such review, in all appointments beyond one-half tenure level.

Although there are no firm figures as yet available, the interplay of percentages at department, division, and college levels would suggest that more than 50 per cent level elements would be affected. For instance, should a college now be at 50 per cent, it would seem all departments and divisions, regardless of tenure level, could be subjected to administrative review in addition to peer review procedures.

"Union urges quota defiance," bannered across a special tenure issue of the Clarion (PSC house organ) summed up the position of the Professional Staff Congress in the current dispute. The accompanying article calls for "mass non-compliance" with the new policy and reiterates the union position that it is indeed a "quota" system (in a recent press statement, Chancellor Kibbee claimed the resolution was being misinterpreted and was not implementing a quota system); that "specific justification" called for "is neither defined nor explained, but it is clearly something other than the professional criteria such as teaching effectiveness, spelled out in the PSC-BHE contract," and that, "whatever it is, it is entirely in the hands of the college presidents to invoke."

H - Changed to X, which unlike the H is an instructor's grade rather than a registrar's grade. The new X grade is submitted to the Registrar's office the same way the conventional scholastic grades are. The former H grade was subject to appeal, and under favorable circumstances could be changed to J (drop without penalty). Under the new system, courses in which the X grade is obtained may be repeated in the same fashion as R grades.

J - Unchanged... drop without penalty.
L - Unchanged... audit grade.
E, M & N - Now eliminated and incorporated into I (incomplete).
E - Formerly a conditional failure.

M - Indicated missing final exam or its equivalent.
N - Indicated missing term paper or equivalent.
P - Unchanged... no quality points. Usually utilized in the case of remedial courses or military service credits. This grade is a mechanism to add credits without effect on the student index.

Many students view the new grading system, per se, as an aid in helping them to meet certain scholastic standards, and are mainly unsuspecting or ignorant to the fact that there are traps in the new system. Dean Perrault offers her *berbum sapienti* to those unsuspecting students. She explained that when applying for transfer to a four-year college, if a situation arises that there are too many applicants for a restricted number of available positions, the CUNY Admissions Service will recompute any R or X grade that has been repeated and incorporate it into the cumulative average which may lead to non-acceptance. Therefore, despite the facility involved in the new grading system, a student's incentive must be maintained because these less restricting grades such as R or X may prove to be quite a disadvantage in further academic ventures. Another little known fact that sometimes snags an unknowing student is that if he or she, for two consecutive semesters, receives as two-thirds of their grades a J, X or R the student's matriculation will be removed. Also relevant is the fact that the new grading system is NOT RETROACTIVE.

New Grade System Has Hidden Penalties

by Kevin Lawrie

Last June 8, under the careful planning of the Committee on Course and Standing, the Faculty Council sanctioned a new grading system which became effective this term. This system seems to be specifically geared so that students may (within reasonable boundaries) hurdle over any pitfalls they may encounter in their scholastic career at SICC with a

C - same
D -
F - changed to R grade which enables a student to repeat a course in which a failing grade was previously obtained. If a student, in repeating an R grade, achieves a passing mark such as an A then it is counted as an A on the cumulative average. In the September



Cecilia Perrault, Asst. Dean of Faculty, warns students of deceiving grading system.

minimal amount of damage to their academic track record. However, there are a number of obscure points in the new grading system that some students may find themselves confronted with when dealing with the faculty and administration concerning these new grades. The following is a revised breakdown of the new letter index modifications as explained by Assistant Dean of Faculty Cecilia Perrault in a recent interview:

A -)
B -)

Echoing the Clarion, "if quotas are going to be applied illegally they should be applied illegally without the collusion of the instructional staff," the last several SICC instructional staff meetings, though plagued by lack of quorum, have been an extended debate on a recently passed resolution calling for mass faculty committee resignations and another, still in debate, which would call for a strike action in February.

The position of the SICC instructional staff, in regards to tenure quotas and outside review (ie. as opposed to peer review) was stated pursuant to the October 9th proposal of the Chancellor. At that time, a vote of 184 yeas, two abstentions and no nays, passed the following resolution:

"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 dissent, obstruct the development of 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.

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NY PIRG Needs Volunteers

The New York Public Interest Research Group (NYPIRG) has begun a campaign to recruit more than one hundred volunteer researchers. The volunteers are needed to work on consumer oriented investigations of problems which are of concern to all New Yorkers.

NYPIRG is a Ralph Nader-inspired non-profit, non-partisan research and advocacy organization supported by college and university students. NYPIRG's seven person, full time professional staff operating from offices in Albany, New York City, and Syracuse includes four lawyers and three researchers, and is backed up by a large number of part time student researchers and organizers.

Donald Ross, the Director of NYPIRG, hails the organization as "the first state-wide public interest group with the commitment and staff to combine the great resources of the campus—students, laboratories, libraries and computer facilities—with the experience of a professional staff."

"Every school in New York State lists public service as one of its purposes. NYPIRG is an attempt by students to fulfill that purpose by working constructively and responsibly to improve the quality of life for New Yorkers."

Mr. Ross is the former director of Mr. Nader's Washington-based Citizen Action Group. He is the author of A Public Citizen's Action Manual (Grossman Publishers, 1973) and the co-author with Mr. Nader of Action For A Change (Grossman, 1972).

Vermont, Massachusetts, New Jersey, and fifteen other states across the country have active PIRG's. Already their successes have been impressive.

Landmark dental care legislation was inspired by Vermont PIRG.

A suit brought by Massachusetts PIRG halted construction of Highway 7 in the Berkshires.

Studies of prescription drug prices by TexPIRG brought about a price posting law in Texas.

MoPIRG in Missouri is responsible for an ombudsman safeguarding the rights of prisoners in the St. Louis City jail.

Betty Furness, the Commissioner of New York City's Department of Consumer Affairs, "welcomes the New York Public Interest Research Group (NY-PIRG) as an ally in the struggle for consumer justice."

The NY-PIRG internship program plans studies in 10 issue areas including the adequacy of emergency medical care, property tax abuse, cable television franchising and the performance of small claims courts.



Pres. Birenbaum and Dr. Welsing attempt to quiet demonstrators.

Racism Charge Leveled at Hecklers, PRO Protests

Charges of racism by several black students and staff members have been leveled at the radical organizers who shouted and whistled down Dr. Frances Welsing, a black psychiatrist from Howard University, who supported Dr. William Shockley's right to speak in the recent Presidential Seminar.

Dr. Welsing, an eminent figure in her field, who was initially scheduled to speak after Dr. Shockley, walked to the podium during the pandemonium that broke out when the physicist was introduced and made several futile efforts to restore order in the room. Her request that Shockley be afforded his right to be heard was met with cries of "sellout" and renewed noise from some members of the audience who refused to hear her out.

SICC President Birenbaum then announced that Dr. Welsing would give her scheduled talk; and she opened with yet another plea for Free Speech: "I think this will be a much more interesting discussion if you listen to Dr. Shockley."

She elaborated on her feelings, saying that the job of a psychiatrist is to help people face reality, "even when that reality is uncomfortable and painful." In relation to her own position as the only black member of the panel, she challenged the disrupters: "What you feel you are protesting is a theory that black people are genetically inferior; yet, I am the only black on this podium and you won't let me speak. It is a racist act to think that I can't speak for myself."

Several members of the black community at SICC agreed with this assessment of the situation, claiming that the organizers were guilty of "the most blatant kind of racism—assuming that blacks are not capable of taking care of themselves." Geoff Atkins, who identified himself as "a black faculty member," also felt that the black students who took part in the demonstration were "used by a minority of students who were really going off on their own little ego trips."

Atkins also felt a very strong displeasure with the Puerto Rican students who supported the demonstrations, and this week sent a letter to the Puerto Rican Organization, demanding an apology for the "disrespect" which they showed for Dr. Welsing. Ray Pena, a Puerto Rican Financial Aid counselor, released the letter, the text of which follows.

SHOCKLEY CARNIVAL

I am sending this letter to you to explain how I feel after the disgraceful conduct, and lack of maturity exhibited by some of the members of your organization last night. I am completely disturbed at the lack of respect shown a black woman last night.

Dr. Welsing is the most respected member at Howard University a black scholar, and she is the most demanded lecturer in the United States at this time. Regardless of who invited Dr. Welsing, your disrespect shows a disrespect for black people in general. I am insulted that Puerto Ricans who are supposedly brothers in struggle, would act like white racist in their treatment of Dr. Welsing.

It seems very odd that none of you booed and blew your whistles when the two white speakers spoke. You were very attentive and quiet. But when a black woman who could have ripped Shockley's theories apart tried to speak, you would not even allow her to speak. One of the problems of children is that they often react to events without thinking. It is a sad thing to say but the things that occurred last night, would never have occurred in a black Southern school.

Once again blacks and Puerto Ricans were used by whites to have their way, and to prove that only whites know what is good for black folks. The insult to Black Faculty, Black Students, and the black community at large will not be forgotten. I am quite sure that you are aware today that many black students who came to the black faculty teach-in were convinced that they should listen to what Dr. Welsing had to say in the auditorium. Your disrespect for blacks and their wishes can only be healed by a formal apology from your organization. Let it be understood that your club is not the only one being criticized for their childish actions. There are individuals within the B.S.U. that will be criticized by their peers and by Black Faculty members for their childish actions. I am hopeful that we can reconcile ourselves after this, but it is understood that you insulted a black educator, and the repercussions of this will be coming from other areas of the country.

I myself will not be soothed until I see a formal apology from your organization, particularly from the President of the club. You have insulted me and many others and I hope you rectify the situation immediately.

Ray Pena, in a recent News Ferry interview, explained his reactions to the letter and to the Shockley event which sharply disagreed with Atkins' interpretation.

"It seems that a black-white issue was made out of this, but it was actually a human issue. After Roy Innis came, I talked to one black student, and the student started talking about people of color versus white people, in effect saying that white people as a whole can never be trusted. Where do we stand? Do we count for black or white? His personal reply to Geoff Atkins follows:

SHOCKLEY IN WOLF'S CLOTHING

I too am sending this letter to explain to you how I feel after the disgraceful letter reached my desk. You talk about the lack of maturity exhibited by some members of P. R. O. on Shockley in Drag Night. Hasn't the question been raised in your intellectual mind that what she (Dr. Welsing) was advocating was nothing but a disservice to the white and black. There is also the aspect that Shockley and Welsing were playing a game with some very "harmful" material. Where praytell, would you place the lowly Puerto Rican? Are we in the same struggle??? Is there unity at all times at all phases of life? Have you somehow made a

racial issue out of a racial issue? Does it ache when you find yourself on the side of freedom in a country that abounds in racism? Just how respected can one be if one were in and under the boundaries of the First Amendment? How can one so respected give lip-service to a racist intellectual game in the name of Freedom can we work towards some other alternative lifestyle. Is there hope that we can work it out? What about white people or do they count???? If we have irritated you it is only because you could not see the day from the night. I urge the brothers and sisters of pro to stand tall for their actions.

The Puerto Rican Organization, headed by Franklin Walters, also issued a public response to Geoff Atkins' accusations, the next day, which defends their position as "brothers and sisters in the struggle," and counter-demands an apology "for the use of defamatory language against the Puerto Ricans."

PRO RESPONSE

It is quite obvious that you seem very concerned about the disturbance caused by students of the Puerto Rican Organization as well as other students (both black and white) on the night of November 20. But your concern is one that looks hypocritical and selfish, geared towards self-promotion in your job by sacrificing the image of Puerto Ricans and the Puerto Rican Organization on our campus.

To start with, on the night of November 20, your emotions overcame your rationality to a point at which you called some of our members "faggots." If we were to elaborate on the subject of immature attitudes, then we think that the above speaks for itself; not only does it show immaturity, but it also shows a lack of ethics and self-dignified behavior.

The fact that some of our members expressed their inner feelings by objecting to Shockley's appearance or listening to Dr. Welsing doesn't in any way give you the right to judge us as individuals. As an organization, we feel that any theory, whether black or white, stating that any man is superior, is simply a mythical dream needed by the weak to re-assure themselves of their status in society.

In your letter, you mentioned the fact that we were disrespectful to Dr. Welsing by not allowing her to be heard. The fact which we are sure you fail to

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Shawcross Named "Distinguished" Prof

Dr. John Shawcross of the English Department has been appointed the first University Distinguished Professor at Staten Island Community College, with the announcement coming from the office of President William M. Birenbaum.

In addition to his teaching duties, Dr. Shawcross chairs the President's Task Force for the three-year CUNY Baccalaureate Degree. His appointment will extend from September 1, 1973 through August 1, 1974.

In his press release which announced the honor, Dr. Birenbaum said that Dr. Shawcross "brings great credit to our college. We congratulate him."



Thumbs Up: The Art of Hitchhiking

by Kevin Lawrie & Gary Libow

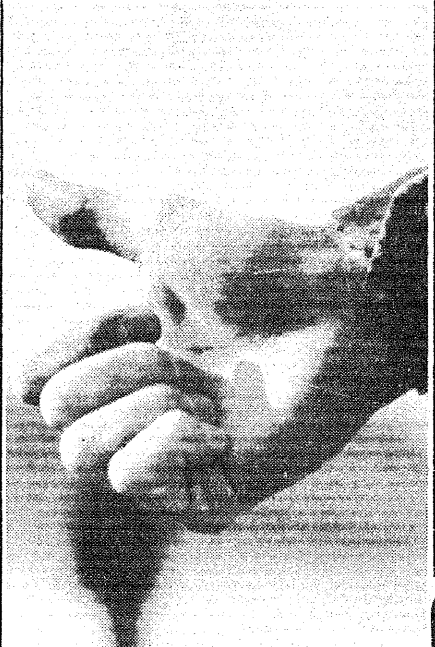
The transportation problem has been, for some time, a much debated issue at SICC. Whether it be complaints about public transportation and high toll rates, or dissatisfaction over the lack of ample parking facilities for students and faculty, the college community has been greatly discouraged over the possibility of any significant remedial action. However, there are those who have ventured far enough to find a suitable solution to their transportation dilemma, and have resorted to more unconventional means of travel—hitchhiking.

Ocean Terrace and Milford Drive is the most popular depot for hitchhikers. At this busy intersection there is great access to passing vehicles, giving the hitchhiker a good chance of quick pickup by a homeward bound motorist. Most hitchhikers are found right after classes end, hoping to "cop a ride." In recent interviews, most hitchhikers mentioned the absurd transportation conditions around the college. The R-7 bus, en route to Brooklyn travels in a ridiculous roundabout route. It travels down Clove Road to the intersection at Hyland Blvd., where it turns left and

proceeds in a zig-zag fashion to the bridge. Overall it is an extremely time-consuming way to travel.

Economically speaking, a student stated, "Why pay the city 35 cents for shitty service when I can save the money and approximately three-fourths of my traveling time by hitching a ride, to and from school."

Another student replied, "I'm just a conscientious citizen doing my share to conserve energy in this time of crisis. I leave my car home and partake of my brothers' energy. And besides, it saves wear on my tires as well."



The standpoint of the hitchhiker is relatively clear. They hitch in order to save time and money, and the other headaches that come with public transportation and driving their own vehicles.

What are the attitudes of those who oblige these individuals? "Most drivers seem quite friendly and are usually willing to drop me off where I want, providing it's on the way," said one student. On the other hand, another hitchhiker bitterly stated, "A lot of them are looking for contributions to help pay the toll, very well, but some have the balls to actually ask for money before picking you up."

One hitchhiker felt there was better chances of getting a quick ride two years ago. He felt years ago everyone used to know each other, but now the school is getting impersonal. He said he usually gets rides from young people, not from 40-50 year olds in Caddys.

The police seem to have let the hitchhiker keep his thumb wagging. "It's not prevalent here", one hitchhiker stated when asked if police are a hassle. "They're no bother at all".

Last year, there was an incident where a woman was molested after she picked up male hitchhikers. Incidents of this sort make all hitchhikers wary of who they accept rides with.

Female hitchhikers are in constant fear of getting trapped in a car with a man who has other things on his mind than just giving the girl a ride. Girls are wary of the people they ride with, and make a quick value judgment before accepting a ride.

Some male hitchhikers stated that homosexual advances are made by some obliging drivers, and many times it can become a rather sticky situation. Most riders, when confronted with such problems, make a quick attempt to get out of the car as soon as possible.

The problems do not act as a deterrent in keeping hitchhikers off the streets. Day after day they can be found looking for a quick ride home. Such factors as the energy crisis and promise of strict gas rationing, the absurd transportation problem around campus, and for economic and convenience reasons, hitching around campus and city is likely to be a growing means of transportation.

AID Advocates ... energy

By Fred Moynihan

In the latest of the seemingly endless Emanations of calculated catastrophe in this country, President Nixon announced on November 25 that new measures would be taken to deal with the current "energy crisis". These new measures range from a decrease of 15 percent in the production of gasoline to divert petroleum resources to the production of heating oil, to lowering our thermostats to a temperature of 68 degrees (if indeed, they have been higher to begin with) to insure sufficient fuel reserve for the winter. The administration's rationale for these measures lies in its contention that one of the great things about America is our ability to get together and overcome, collectively, any problems which come our way. Perhaps this contention has resulted from our successes in dealing with such problems as maintaining our military superiority in the world. Everyone got cracking on this problem and immediately decided to allow funds for education, health care, medical research and anti-poverty programs to be cut in order to increase the military budget. Millions of citizens in this country denied themselves the luxury of proper health care and decent education but gained the immense satisfaction of knowing that we are militarily capable of annihilating any foe who might pose a political or economic threat to our concept of Democracy.

Democracy.

It is now reported that fuel reserves intended for domestic use are to be used for defense purposes. This diversion of fuel resources accounts for almost 3 percent of the total fuel consumption in the United States. Nixon has accomplished this by striking new contracts with companies such as Shell and Texaco under the auspices of the Defense Readiness Act of 1950 which was reactivated on November 1, 1973. The last time this legislation was implemented was during the Korean War when it was deemed necessary to maintain fuel stockpiles to supply the Korean War effort.

The administration has tenaciously clung to the impression that anything it does is a reflection of the needs or desires of the country and uses alleged public support as a rationalization for any action it deems necessary. Americans are totally aware that conservation of energy and resources is necessary, but they are also aware of the fact that exports of fuel, lumber, and grain have been unaffected by our own deprivation. We continue to export 10 percent of our low sulfur coal, which has enormous low pollution power potential the use of which would negate the necessity of drastic fuel conservation. The time has come when we should reconsider any existing long

term trade agreements and consider our domestic needs first.

The administration should realize that the American people aren't the squandering fools they are purported to be. Medium sized passenger cars have seen a decrease in sales of over 10 percent in the past year and the trend seems to be toward the small economy car. The obvious reason behind this trend is greater gas mileage and decreased oil consumption. I believe that the American people were economy minded a long time before Nixon announced that they should be. I begin to wonder what the people of ghetto areas are thinking about Nixon's order to reduce the thermostat. It's been a long time since the residents of crumbling Brownstone tenements have even seen hot water, never mind a luxurious indoor temperature of 68 degrees. To these citizens, Nixon's suggestions are no less than a slap in the face, never mind an inconvenience. If conservation of energy begins anywhere, it should begin with controls on commercial waste. Lighting business buildings such as the World Trade Center requires a staggering amount of electricity, and it is not unusual to see such buildings lighted 24 hours a day. I think that we can do without a lighted skyline for a while and put our energy resources to the use for which they were intended: in the service of the public.

Two Dangerous Box Office Smashes

by Les Keyser

Staten Island audiences, if they follow the pattern of the rest of America, will be flocking this week to *The Way We Were* and *Walking Tall*. These two very different films have proven themselves at the box office, despite rather negative reviews. Usually I'm glad to see critics repudiated, but in these two very special cases, I wish the audiences would stay home. *Walking Tall* and *The Way We Were* are very dangerous films, much more dangerous than the X-rated pornography the pillars of our society decay.

Walking Tall is fascist propaganda, which pretends to preach a respect for law and order and a respect for humanity, while it fills the screen with endless gore, cheap sensationalism, and blatant voyeurism. *Walking Tall* was produced by Bing Crosby Productions, but it definitely isn't family fare. As it catalogues the feats of Buford Pusser, a legendary Tennessee sheriff, it falls into the same trap that many sermons do: it wallows in the picture of unrighteousness so long that any moral besides the axiom that "might makes right" is lost. The picture includes a series of knifings, whippings, stompings, shootings, and muggings that make kung fu flicks look genteel in comparison. Sheriff Pusser is inordinately proud of his big stick, and his forays into sadism are all cloaked in the veil of sanctimoniousness. By the end of the film, the audience has been so inundated with murder and vengeance that the line between right and wrong is totally obscured. Gangster and lawman are no longer different; they are merely contesting forces in an amoral universe.

The obvious intent of *Walking Tall* is to undercut our beliefs in the rights of the accused and our tradition of maintaining that a man is innocent until he is proven guilty. Like *Dirty Harry*, *Straw Dogs*, and so many other recent pictures, *Walking Tall* marks a violent swing to the right in filmmaking. The blood lust that infects this film is much more dangerous than the athletic sexuality of *Deep Throat*.

Maybe films should indeed make love and not war. The criminal justice system in this country is much too frayed to withstand the kind of hatred this Bing Crosby production teaches. *Walking Tall* looks too much like the goose-step resurrected with a Southern drawl and a freckled smile.

If *Walking Tall* is dangerous because it is serious propaganda, *The Way We Were* errs in the opposite direction. It treats very serious material far too cavalierly; its blatant romanticism and escapism undercut the importance of the events it touches. The popularity of *The Way We Were* is easily understandable: the film stars Barbra Streisand and Robert Redford as star-crossed lovers. She plays a clumsy, somewhat homely, political activist, while he is the handsome, devil-may-care man about campus. The film follows them through their college years, when Barbra works hard to kindle interest in the Spanish Civil War, through the Second World War, when Barbra works on radio broadcasts, to Hollywood during the famous fifties, when the radicals Barbra organized are put on trial, jailed, and blacklisted. Redford keeps smiling throughout: on campus he's kind to Barbra, during the war he sleeps with her and eventually marries her, and in Hollywood he does nothing to keep her from leaving him, except smile. The smile is so much a part of his role that when Barbra asks him, "Do you always smile?" the line gets the loudest laugh in the film.

Most of the film is an essay on a doomed love affair, and in these sections, the director Sidney Pollock spares no excess to insure that not an eye is dry; *The Way We Were* is obviously his grown-up version of *Love Story*. It's the same kind of off-beat pairing, with the same social, religious, and political overtones. Jew meets Gentile; poor girl meets rich boy; communist meets Republican. In *The Way We Were*, it's not some infectious disease that destroys it all; it's political philosophy and personal integrity that get in the way. And it's exactly on these adult points that the film cops out. The issue of the Spanish Civil War is buried by a silly prank which puns on a

woman's "piece" as opposed to "peace." The issue of Roosevelt and social change, and of his untimely death, is similarly obscured rather than illuminated by Barbra's outburst at a callous cocktail party. Most importantly, the film's daring mention of "The Hollywood Ten," the blacklist, and the whole infamy of fifties Hollywood bucking under to a rabid anti-communism, is never really brought into the focus needed. Redford and Streisand are always threatened by the persecution, but in the film as it was finally released, they never confront the key issues directly. Rumors abound that the film was edited so that the political overtones did not interfere with box office success. The fact that this cowardice strips the film of any significance, weakens the characterization, and trivializes all the political conversation in the film was evidently judged less important than the need to keep everybody smiling.

Maybe our country is locked into the smile of a sadist, the grin of an unstable president, the smirk of a felonious vice president, the sneer of a savage policeman. In that case, *Walking Tall* and *The Way We Were* are fine mirrors for our society. I hope Staten Islanders will reject that mold, and boycott these films.

Men's Group

by Ray Pena

We think it is about time that men get together and begin to raise our consciousness, as our present system has taught us to repress, not only women, but ourselves, as well. We have been watching women struggling for their liberation (and our's). We have been sitting back, silently saying to ourselves, "We are liberated." JUST HOW LIBERATED ARE WE??? We are not supposed to break down and cry; we are not supposed to be emotional or sentimental. We must become businessmen, rugged, etc. For too long a time, it has been considered odd behavior to say, "Hi, how are you?", with any real, honest-to-goodness feeling to another man. To hug a man is considered unmanly, freaky, or effeminate. To have strong, warm feelings towards a man is also unmanly or queer or rather odd behavior. Why do we feel the urge towards our sisters to evaluate the physical make-up of the woman, without evaluating any other human quality? How did we learn this evaluation process? Why do we at times feel it necessary to be sexually relieved? At times, why do we feel the necessity to be charming when introduced to a woman and competitive when it comes to a man? Where and why did I learn this role-playing? These questions are just beginning points that can be used for discussion. There is certainly room for improvement and re-programming efforts based on our part in the performance. Male chauvinism does still exist!!!!

Why? Have we developed other areas of "machismo"? Are we naturally superior to women? Are other men our competitors in the "playing fields" of women? Why a new effort at raising our

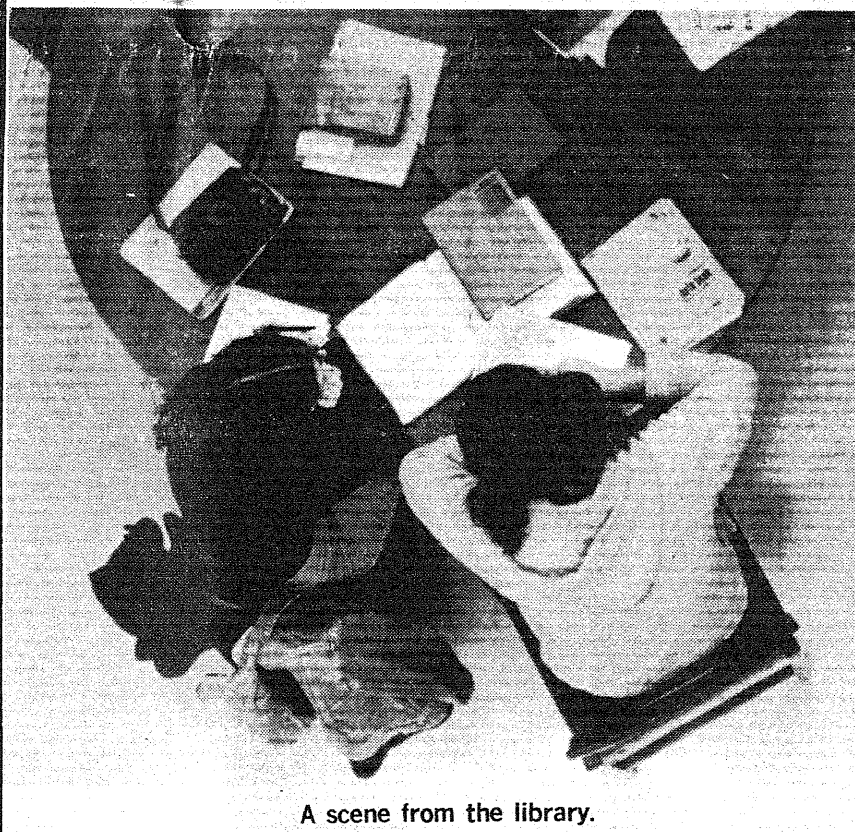
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Juliet Mitchell

Juliet Mitchell, an English feminist and author of *Women's Estate* spoke on Women's Liberation at SICC on Thursday, November 29 in the Student Lounge of "C" Building. There was a reception held for her that evening in the Women's Center with refreshments and such to enable the renowned feminist to answer questions from the audience.



The Longest Revolution



A scene from the library.

An education established and controlled by the state should only exist, if it exists at all, as one among many competing experiments, carried on for the purpose of example and stimulus, to keep the others up to a certain standard of excellence.

John Stuart Mill

Movies

KALEDOSCOPE PRESENTS

- Dec. 11 - Dead of Night & Prematural Burial
- Dec. 14 - Mary Queen of Scots
- Feb. 7 - Life & Time of Judge Roy Bean
- Feb. 20 - Citizen Kane
- Feb. 28 - Portnoy's Complaint
- March 7 - Trash
- March 13, 14 - Billy Jack & Fist of Fury (same time 2 days)
- March 20, 24 - Zachariah & Who is Harry Kellerman?
- March 27, 28 - Reeler Madness & Assasin of Youth
- April 3 - Sometimes a Great Notion (First Week)
- April 17 - The Hellstrom Chronicles
- April 18 - Ruling Class
- April 24, 26 - Lady Vanish & 39 Steps
- May 3 - Marjoe
- May 10 - Night Comers

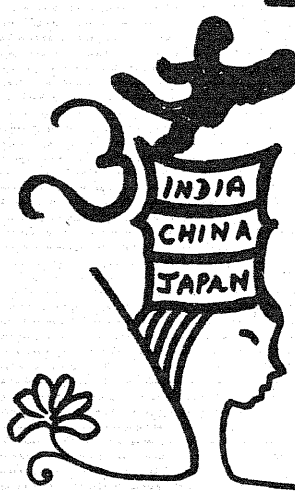
Calendar

- Dec 6 - Demonstration- Clay 8-10
- Dec 8 - Demonstration- Clay 2-5
- Dec 14 - Demonstration- Clay 5-7
- Dec 12 - Vocal Concert C-136 2:30
- Dec 12-15 - Cabaret SICC THEATRE 8:00
- Dec 13 - Jazz Ensemble Student Lounge 1:30
- Dec 13 - Improvisational Acting D-102 8:00
- Dec 15-21 - Student Art Show-Library Gallery
- Dec 15-21 - Sat 11-4
- Dec 15-21 - Sun 1-5
- Dec 15-21 - Mon to Fri 9-9
- Dec 17 - Poetry - Fiction Reading SICC THEATRE 8:00

AWA'RENESS

Exhibit presented by students of

ASIAN LITERATURE



- Norma Bordonada
- William Boyd
- Frances Gallo
- Eka Godwill
- Uman Gungor
- Isabel Lopez
- William O'Keefe
- Judy Stack
- Zelma Toro
- Gail Vikse

La Gallerie
SICC Library, upper level
Dec. 1 thru 15

instructor:
Dr. Sita Kapadia

The News Ferry

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Shockley, and the Aftermath

Tuesday, December 4, 1973

The News Ferry

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"Stop Shockley" and the Press Page Four

Whistle-Stop:

How the Press Viewed Shockley at SICC

by Fred Armentrout

Protest Stops Shockley, Welsing Talks

by Sally Johnson

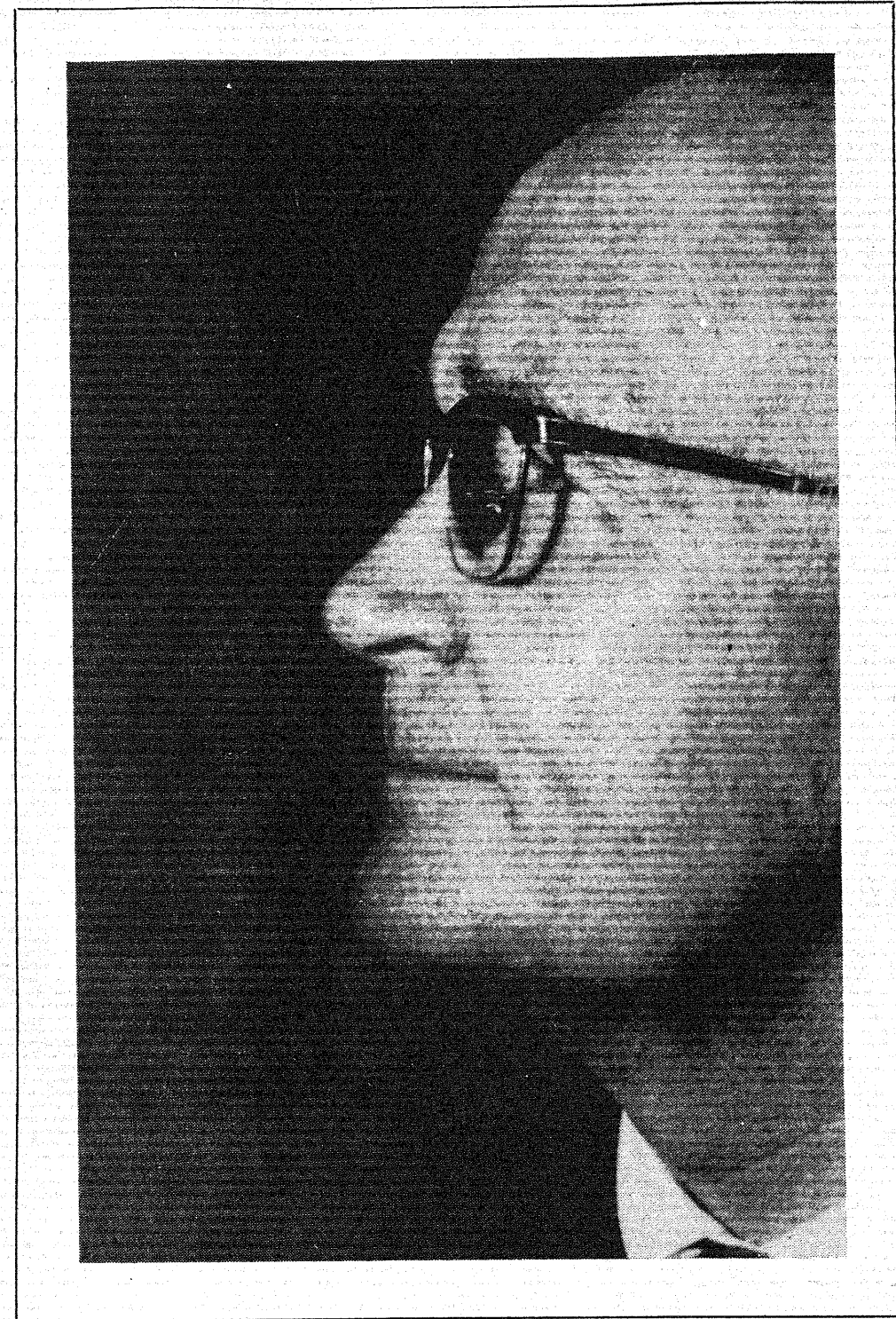
CAR:

Post-Shockley Statement

by the SICC Community
Against Racism

DSG Counter-Attacks "Stop Shockley" Opponents

by Fred Armentrout



Four Views: Shockley's Night at SICC Page Five

Shockley and the Fight Against Racism

by David Friedrichs

(Ed. Note: Professor Friedrichs conducted an attitude survey the night of the Shockley talk. He is a professor in the Sociology Department).

"Dr. Shockley, You Are Wrong"

by Pierre Wolf

(Ed. Note: Professor Wolf is a geneticist in the SICC Biology Department).

A Night at the Circus

With Apologies To The Marx Brothers-
Harpo, Groucho, Zeppo, Chico and Karl

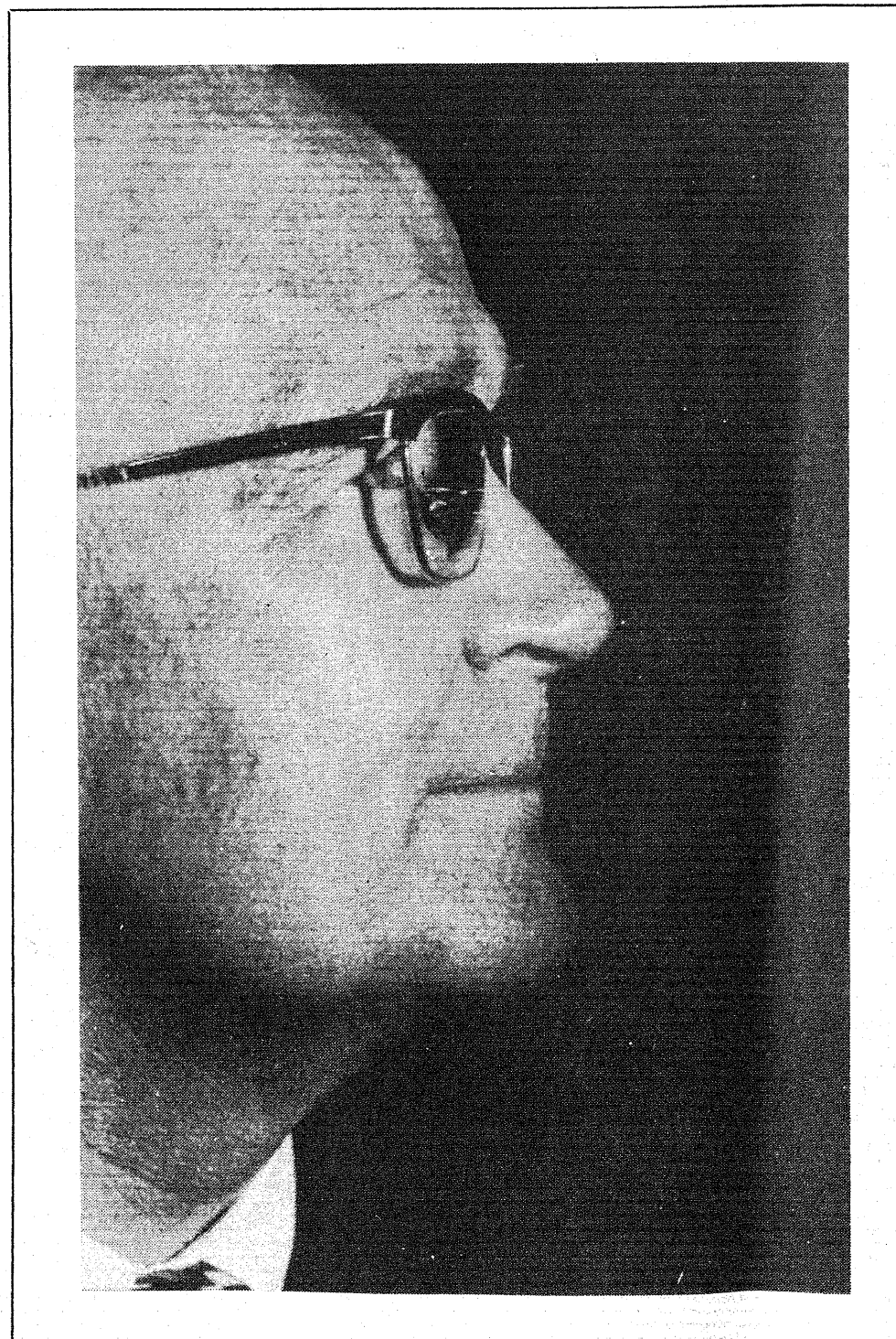
by Gary Libow

(Ed. Note: Gary Libow is a News Ferry intern and contributor to the Peach War Press. He is a Liberal Arts curriculum student).

Shockley: Whose Victory?

by Lewis Zlotnick

(Ed. Note: Lewis Zlotnick is a News Ferry intern and student in the Business Transfer program).



Editor's Note . . .

The items on page five of the News Ferry two-page "aftermath" section are primarily expressions of the personal views of their authors.

The item from Professor Wolf came by mail and unsolicited; that of Professor Friedrichs came out of a News Ferry request for the results of his questionnaire, distributed the night of the Shockley event. He chose to write his own article on the matter and allow us to edit it for our needs. We chose to print it intact.

Five News Ferry interns were present at Shockley's appearance. As with most of the SICC community, they

had strong feelings about the event and what happened. Some felt strongly enough to want to write about it. Given the expressed interest, we offered all who attended a chance to write. The two included chose to do so.

One other intern felt Shockley should have been allowed to speak, echoing the views of the two interns in this issue...at least on the First Amendment question.

Two other interns were in agreement with the demonstrators, at the time, although since have developed ambivalent views on whether the Stop Shockley move was the right way to handle the problems he represents.

News Ferry Review:

"Stop Shockley" and the Press

Protest Stops Shockley, Welsing, Talks

by Sally Johnson

Jeers, cries, boos, and whistles put an end to the long-awaited talk of Dr. William Shockley before it ever began as organized opposition drowned out SICC President William Birenbaum's attempts to introduce the controversial speaker and Dr. Frances Welsing's short statement in support of Dr. Shockley's right to speak.

Numbering about a thousand, the audience of free speech advocates, stop-Shockleyites, and local curiosity-seekers stood outside in the cold for close to an hour before they were ushered into the College Theater through several lines of security guards who were hired for the event.

They sat quietly if restlessly through Dr. Birenbaum's opening remarks which included an admission of "administrative maladroitness", an apology for the inadvertent use of the words "in honor of" on the invitations, and a run-down of the names, known and unknown, who were scheduled to debate Dr. Shockley.

Dr. Mark Lappe, an associate at the Institute of Society Ethics and Life Sciences at Hastings-on-Hudson, took the podium first with a heart-felt request that the audience "relax". He followed with a plea for attention to all the speakers: "I ask that any of you who are inclined to listen to me, listen to all the other speakers also." Terming the subject of the debate "a battle for people's minds," he then launched into a discussion of the "revolution of ideas" which is taking place in this country at the moment.

"There is a movement to replace environmentalist theories with genetic determinism," said Lappe; "the proponents of genetic determinism claim that their theories will solve all our problems." He went on to explain that while geneticists claim that environmentalist theories are inadequate, "there is a dearth of any definitive tests" to prove that this is so. Moreover, the genetically determined diseases which were initially thought to provide solid evidence for the genetic

theories are greatly influenced by environment, at least to the extent that they cannot be used as scientific evidence.

With a strong attack on the social and moral climate of the United States at present, he finished with a call for moral considerations on the part of scientists and social planners alike: "To the extent that replacement of environmentalist models with genetic ones requires destroying social policies for compensatory education or suspending welfare payments, this revolution is one with a very high social price indeed."

Columbia professor Thomas Bever followed Lappe, questioning the validity of using I.Q. tests to support a theory of genetic determinism which carries such strong social and political overtones. "Intelligence," said Bever, "is much like the weather. Anyone knows when it is very bad or very good, but know one knows what causes it."

The tests themselves, he agrees, are useful in terms of determining an individual's potential success in society; however, this "does not hold true for groups which have been traditionally barred from achieving success in the society." In practical terms, the tests are designed to reveal maximum differences in the examinees — in other words, "the tests are manipulated by the designers."

Arthur Jensen, Bever argues, is the most articulate of all of the genetic determinists, but even his theories are false and/or unprovable in that many of his hypotheses cannot be effectively tested. Jensen's arguments presuppose innate human inequality, whereas Bever claims that "inborn human equality or inequality is a political and moral question, not a scientific one. Equality," he concludes, "is a constitutional principle."

The subject of all the furor, Dr. William Shockley, then took the stage amidst cries of "Racism" and a chant that ran: "Hitler rose, Hitler fell, racist Shockley go to hell." The disrupters broke out the police whistles — those

that didn't have them either clapped or yelled — and the ensuing racket was such that the physicist returned to his seat without opening his mouth.

Dr. Frances Welsing, a black psychiatrist from Howard University, made several futile attempts to quell the noise and requested that the audience hear out Shockley for the sake of an open debate, but was met with cries of "Sellout" and "You're part of the problem" when she tried to elaborate on her position. "If I attempt to speak," she said in a final attempt to be heard, "and you respond in this way, you will be saying something about yourselves that you don't want to say."

The extent of the disruption finally prompted her to remark, "I feel like a Jew in Nazi Germany," and in the few moments of silence that followed, she explained her feelings on the dynamics of the meeting: "We are here tonight to discuss the topic that is perhaps the most important topic that the entire world is being faced with. I think that this will be a much more interesting discussion if you listen to Dr. Shockley. In the field of psychiatry, we are taught that the main task is to help people face reality, even when that reality is uncomfortable and painful. If we cannot face the problems we must deal with, it will be impossible to solve those problems."

Renewed efforts to stop the discussion one-and-for-all succeeded at last, and she returned to her seat as Dr. Birenbaum made one last attempt to allow Shockley to speak and then adjourned the meeting with the stipulation that "the First Amendment is not adjourned here," and Shockley penned on the blackboard a statement to the effect that his position would be made available.

Shouts of jubilation and victory from the organizers greeted this announcement as the scheduled debaters walked off to hold a press conference for the national media and to distribute the promised statements of the geneticists' position. The stop-Shockleyites adjourned to their victory party; the Free Speech advocates disbursed feeling a certain amount of disgust and anger at all they had witnessed; the curiosity-seekers went home, apparently satisfied an "event" had transpired, and knowing little more about the issues involved than they did when they came.

wonder if they dare put it to a plebiscite of the whole college? Or are they also into the PLP's form of "democratic centralism"?

As if to answer Hentoff and other accusations of oligarchy, Senator Joe Hamill entered a resolution requesting Senate approval for an "Open Forum" to be held for discussion of the question: "What was the issue in stopping Shockley?" In answer to queries by Senators Riggi and Bodden, Hamill indicated it would be an "open question," and that an "official history" would be prepared that would include different points of view.

With the forum proposal passed (13-0-1), a committee was formed to "secure the arrangements." Elected to chair the committee was Joe Hamill, author of the resolution and chairperson of the SICC Community Against Racism Committee (Hamill is also the reported author of the DSG "Stop Shockley" resolution). Also elected were Joan Bodden (PLP campus spokeswoman and chairperson of the "teach-in" committee on Shockley) and Jamilah Ashun. Leona Sanders tied Ashun in voting, but declined the position. \$40 was allocated for implementation.

To date, the Senate has allocated \$440 to various committees on the Shockley issue. \$200 went to the CAR committee, \$200 to the "teach-in" committee and the current committee allocation.

According to the minutes, the new committee and election of its officers were the only Shockley related items resolved last session. With the exception of the University Student Senate item, and original committees to stop Shockley, most DSG action has been in response to bad press. In an earlier resolution, News Ferry was accused of "yellow journalism" tactics in several alleged "conscious" misrepresentations of fact. The current attack on the Voice again assumes that the governing body has been "slandered," and in the Hamill resolution on the Open Forum, suggestions, the proposal claims, "almost all of the press coverage was a distortion of fact, and paid scant regard for the real processes that led to the activities on that night."

Accusations of "red-baiting" and distorted coverage have been prevalent throughout the "Stop Shockley" campaign.

In addition, the N. Y. Times was attacked vehemently in the Bodden-authored PLP statement (see News Ferry special edition)... "Editorials supporting Shockley's right to speak have found their way onto the pages of the N. Y. Slime — the mouthpiece of US capitalism. If the bosses support Shockley's right to speak, shouldn't we at least think twice about it?"

In that same News Ferry issue, the SICC Mayday Committee claimed the college president had mobilized a monopoly on communications, "in a campaign which has known no limits."

In a leaflet campaign and front page News Ferry article, the Mayday Committee claimed the President had: 1. Mobilized powerful figures to present his view. This was an apparent allusion to the Innis talk and to the Eleanor Holmes Norton meeting with students. In a special "teach-in" session, — "Stop Shockley" Black professor was brought in (reportedly from Harvard) to counter the impact of the Innis talk.

2. Unilaterally cancelled classes and all other campus activities for this purpose. Birenbaum apparently did the

Whistle-Stop:

How the Press Viewed Shockley at SICC

by Fred Armentrout

With the whistleblowing of SICC's night with Shockley a triumphant memory to some, and embarrassing to depressing one to other members of the SICC community, the press corps has moved on. With the exception of a promised feature in this week's Village Voice by Nat Hentoff and possibly a second from that paper's Clark Whelton, the press, if thinking about Shockley's news value at all, is no doubt gearing up for Princeton in December and Harlem at some undetermined date (where two more tentative debates are scheduled between Shockley and Roy Innis of CORE).

SICC, it would appear, has had its "day" on the whistle-stop circuit of the New York press corps. Following is a brief analysis of the Shockley coverage:

As perhaps many people did on the night of November 20th, News Ferry staff members rushed to the closest television to catch the late reports. As predicted in the News Ferry editorial on the subject, Shockley had center stage.

TV NEWS

Most elaborate was NBC (TV 4) with a few seconds of footage focused on a stop-Shockley banner and whistle-blowers. Jim Hartz, in his midwestern-bland mentioned something about a half-hour of noise that kept Shockley from speaking and concluded the sequence with the inevitable shot of Shockley writing his message on a blackboard (that pamphlets with his views were available at the college) and pulling it out for the cameras. The sequence had opened with a background portrait of Shockley. ABC (TV 7) had even less than Hartz. There was a verbal report that his ideas

on race and genetics were controversial, that his talk had been stopped by demonstrators making noise.

Eyewitness News (CBS) flashed its "in a minute" news finale lineup noting that "Rose Ann" would be coming (she had covered the Shockley debacle). She never came and there was no coverage at all.

So much for TV coverage of the event. The two stations that did cover the scheduled talk and its protest never mentioned that there were three other prominent people on the podium to debate Shockley, nor that D. Frances Welsing, a black psychiatrist, was also refused a platform by the protestors.

NEWS DAILIES

"SHOCKLEY, A NOBELIST, IS JEERED AS 'NAZI,'" went the Daily News headline on the event. By-lined by two staff reporters (Mary Engels and William McFadden) the article also featured one photograph of the event... Shockley at his blackboard with the message mentioned earlier.

The article outlined how a "highly organized" part of the audience "hooted, hollered, chanted (they left out the whistles) — 'Hitler rose, Hitler fell, Mr. Shockley, go to hell!'" Earlier, in its large type face lead, the article pointed out that Shockley was denied a chance to speak due to his belief, "that blacks are inferior to whites, genetically speaking."

The article went on to quote Dr. Shockley at some length about "the tragic failure (of free speech) exhibited here," and how it represented a lack of faith in intellectual process and humanism.

Unlike TV coverage, the News made note of the other three speakers, mentioning Dr. Bever and providing Lappe a one-liner ("I'm against an immoral focusing on blacks in this way"). So much for a combined hour of anti-Shockley position making.

The News then moved on to the "Nazi of the Year" award banners, Welsing's attempts to quiet the crowd (which earned her catcalls of "sellout" and led to her being denied speaking time as well as Shockley) and her eventual statement "I'm beginning to feel like a Jew in Nazi Germany." News writers also made careful note of the shouted retort, "And look what happened to them!" The story closed with the Shockley blackboard message and, in its final paragraph, a note that Shockley shared Nobel honors for invention of the transistor in 1947. The item ran on page four of the "final" edition.

"HECKLERS ON STATEN ISLAND BAR SHOCKLEY SPEECH ON GENETICS," was the New York Times headline on the event, page 41 (front page of that Wednesday's center section). In that secret language of newspeak political analysis, the Times, predictably, did not run the everpresent photograph of Shockley and his blackboard. Instead it ran a photo of a rather grim William M. Birenbaum braced at the podium and a serene William B. Shockley. The article was by-lined from the pen of reporter Evan Jenkins.

After making due note of the "national" nature of the Shockley controversy, the Times report calculated a "minority in the crowd of 1,000" made up the demonstrator segment; that they "appeared to be predominantly white;" and that "it was impossible to tell how many were students at the college."

Like the News, Times reporter Jenkins noted the heavy security force and procedures and outlined Shockley's Nobel honors.

Unlike the News, the Times report also noted, at some length, Shockley's hereditarianist views ("genetic determinism," as Dr. Lappe typified them) on intelligence and the impact of that theory in explaining the disadvantaged position of blacks in society. The story also outlined opposition viewpoints and their emphasis on environmental influence such as culture bias in IQ testing; cultural and economic deprivation and "shoddy" research on the part of proponents (such as Shockley) of the hereditarian view.

The Jenkins article also noted "little sympathy" for the Shockley view in the audience, and that "much of the largely youthful audience was clearly angry that he was being shouted down." The Times article closed its emphasis on SICC's turmoil outlining who the other speakers were, and introducing a statement on the Shockley dispute issued by CUNY Chancellor Robert J. Kibbee which compared a recent book-burning in a South Dakota town with "threats made by members of our own community against the appearance of a visiting speaker."

The Times article went on to quote the Kibbee statement as declaring that, "after centuries of folly, there are still those who believe that, censorship can be imposed over the minds of men," and concludes with a note on the barring of Shockley from the recent NYU forum of 700 academics which was called to attack his and other hereditarianist positions.

VILLAGE VOICE

"DOES IQ MEASURE YOUR RIGHT TO SPEAK?" was the title of a Village Voice article (11-22) that appeared the day after Shockley did his non-speak at SICC. Whelton had covered the weekend Conference on Racism (CAR) at NYU where a resolution against Birenbaum's invitation to Shockley was

drawn up (at least if the unsigned resolution copies distributed on campus were valid). According to Whelton, the SICC and Princeton debates were part of the "stop Shockley" targets in the sessions.

Whelton noted the ambiguous positions of the CAR sessions, which concluded, amongst other points, that "disagreements on the issue of free speech should not split CAR," a position he typified as, in effect, condoning the prevalent anti-free speech tactics. In a similar vein, "academic freedom" should never interfere with "active fights" meaning, presumably, whatever anybody is doing.

Whelton's conclusion was, unlike the CAR positions, very much to the point: "When someone wants to suppress the right of free speech for their own interests they can always find reasons. This has been a trademark of the right in America for years, and to watch the left embrace this philosophy is depressing. The critics of Shockley and Herrnstein are quick to say they can punch holes in the IQ-heredity argument, but many of them behave as if they believed they were on the losing end of the debate willing to substitute physical intimidation for a losing position."

"WILLIAM SHOCKLEY AND THE FIRST AMENDMENT (I)," is the title of a Hentoff column devoted to the Shockley debate. It was written before the actual event and presumably this week's Voice will carry Hentoff's second article covering the event.

The Hentoff article, barring several diversions into background information, is essentially a series of "free speech" answers to eight groups of opponents to Shockley's right to speak (and three notations regarding SICC groups who did support Shockley's free speech rights).

Noting opposition at Harvard, which led to Shockley's "dis-invitation" there, by the Black Law Students Association, Hentoff described Shockley as "an avocational and tendentially unscientific 'geneticist.'" In that capacity, he described Shockley as "a disseminator of the pernicious doctrine that Blacks are genetically inferior."

Hentoff's answer was simply, "the First Amendment does not include any qualifying clause such as 'Freedom of Speech is a fundamental right of everyone except those who spread pernicious doctrines.'"

He also notes "dis-invites" at Dartmouth and Brooklyn Polytechnic Institute a result he ascribes to "those who are convinced both that free speech has its limits and that they have been endowed with the wisdom and moral fervor to determine who can speak freely and who cannot."

In quick succession, Hentoff lists statements released by the President of the SICC Black Student Union (Orchid D. Johnson) Day Session Student Senate (a proclamation) and Faculty Women's Coalition (majority resolution). Johnson accuses President Birenbaum of "racist behaviour" in his invitation to Shockley; the DSG pronouncement calls for stopping Shockley; and the Faculty Women's Coalition requests the President rescind his invitation based on an argument that Shockley, by the invitation, is given "star-billing" in the name of free speech and that his appearance "could undermine all the positive work we've done so far."

Hentoff reads the reference to "in the name of free speech," as being derogatory and challenges the Coalition to enlighten him as to what "limits on free speech they feel righteous enough to set." He also asks, "are these faculty members such poor teachers that one man in one night can argue away all the positive work they've done so far?"

Issue was also taken with the Student Women's Group who issued a statement to Birenbaum emphasizing that "proponents of black inferiority resulting in a policy of genocide do not merit a platform."

"Free speech has nothing whatsoever to do with the merit of any argument. The First Amendment protects the most foolish and the most pernicious kinds of speech. If the notion prevails that a man or woman must pass a 'merit' test before he is allowed to speak in public, Shockley alone won't be suppressed but a good many other people of all kinds of views, including radical feminists, will also find forums closed to them," was Hentoff's answer.

An Opposition statement by Franklin Walter, Puerto Rican Organization president was also noted, though not commented upon.

"The Progressive Labor Party was always around to lend an inflammatory hand," claimed Hentoff. He quoted one of their leaflets as "boldly" addressing the First Amendment problem: "The ruling class would have us debate this free speech issue into the ground in order to obscure the real issue, the content of Shockley's ideas." Hentoff answers that, "now you'll know where you're at when the Progressive Labor Party takes power. It will decide what you ought to hear."

His final argument came in answer to a statement quoted by Tom Wicker's New York Times column on the subject. Helen Bracey, SICC student senator, cited the Supreme Court's recent decision that "community standards" can govern what she refers to as "moral standards". She finds Shockley's views "obscene and immoral." Hentoff: "I hope Chief Justice Burger's attention is called to that fallout from his views on 'obscenity.'"

Beyond refutations to various pressure groups who, at the time, were attempting to get Birenbaum to "dis-invite" Shockley, Hentoff cited the Movement with a petition drive that netted, according to Hentoff, "over 2000 of the some 5000 full-time students at

Continued on Page 8

DSG Counter-attacks "Stop Shockley" Opponents

by Fred Armentrout

Last week's (Wednesday, November 28) Day Session Student Government meeting brought three new moves by members of that body to punish opponents of their "Stop Shockley" campaign, counter accusations of Progressive Labor Party influence over their militant proclamations and actions against Shockley's speaking, and apparently mitigate growing suggestions that the body's Shockley actions were oligarchical in nature (in other words, that the DSG has operated as a local "ruling class" phenomenon).

Based on a report by Joe Mendez, Day Session Senate representative to the University Student Senate (a CUNY-wide body of student legislators), which recorded opposition SICC's stand on Shockley he recommended a committee be formed to study creation of an alternate University Student Senate, "with ideas like ours," according to recently released minutes of that session. Mendez also suggested funds be cut off (each college of the CUNY system contributes to keep the University Senate operating) and noted that Richmond College representatives were amongst the opposition.

Mendez had asked for support to the SICC government on their "Stop Shockley" position, a move defeated (2-10-0) by other CUNY student government representatives at the session. In his report, Mendez stated that he was promised a second chance to request

support. He stated the chance was never offered, "due to lack of a quorum." There was no record in the minutes of the move moving on either of the Mendez recommendations.

Peter Riggi read a Village Voice article by Nat Hentoff which, according to the minutes, "slandered the Student Government at SICC, by calling the Student Government the power base of PLP."

Joan Bodden stated she had called the Voice to complain, and they stated they would accept a letter of objection, "and that they would maybe publish it." The minutes also indicate Chairperson Leona Sanders "emphasized that this letter be written and encouraged the Senate to move on this matter immediately."

The pertinent section of the Hentoff article (Voice, November 29) reads as follows: "Meanwhile, however, the Day Session Student Senate, a Progressive Labor Party power base at Staten Island Community College (although the PLP does not have a majority of the senate's members), is engaged in the formidable task of rewriting the First Amendment. It is being done in such a way, presumably, as to bar Shockley or anyone else who doesn't meet the student senate's draconian standards of who is fit to exercise free speech at SICC."

"If and when these student senators are ready to reveal their emasculated version of the First Amendment, I

CAR: Post Shockley Statement

This committee was formed by the Student Government to prevent William Shockley from speaking, debating, etc.

Many tactics were discussed at several large meetings. The applause and whistles were decided unanimously.

We concluded after no small brainwrecking and soul searching that genocide and racism are not debatable issues. They are historical falsehoods that have been invented for specific purposes by the ruling class in order to divide workers, drive wages down through labor competition for jobs, etc. These theories, such as Shockley's, that try to pseudo-scientifically justify racism and genocide, are still being discussed, under the guise of "Free Speech," and it is outrageous!

We have also concluded that free speech is not designed to protect the oppressors; that they (oppressors) don't need the first amendment to speak, they have the power to speak, but most importantly to act and implement Shockley's Theories such as forced sterilization, etc., whenever and wherever they wish.

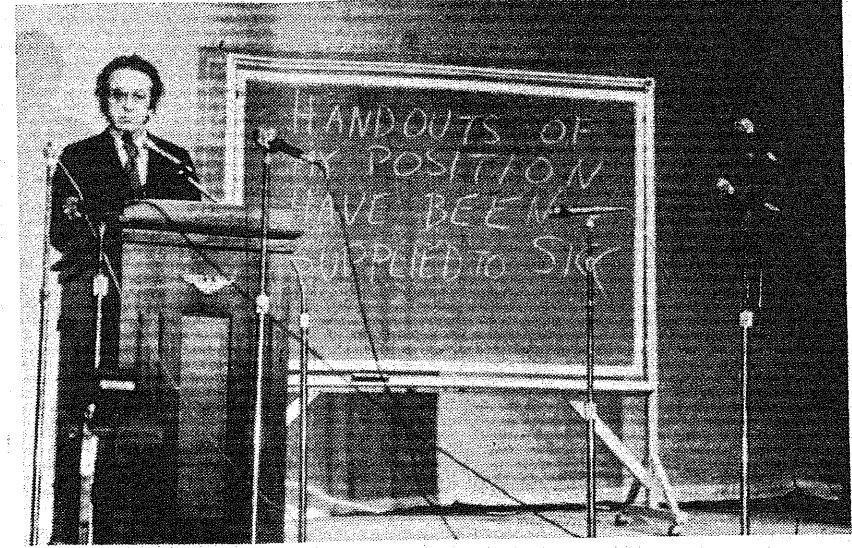
We have consistently adhered to our intention to stop Shockley.

We have run into the hottest repression by the college administration to defuse student militancy, divide students by manipulation, and finally overtly show the true colors of their bogus liberalism. Behind the thin crust of Liberalism the guns wait, with ever increasingly itchy trigger fingers.

The defense of free speech for Shockley, racism, genocide, knowing that these ideas cannot be separated from action, and are already being implemented, (forced sterilization of Black Women), leads us to believe that these liberals are defenders, if not, way down inside, secretly, adherents to racism and genocide.

The lengths to which these liberals: President Birenbaum, the greater part if not all of the Administrative Staff and some Faculty, will go to, including student suspension, faculty suspensions, disciplinary actions, arrests, etc., have proven that this is true.

We will continue to struggle against racism, exploitation, and Administrative Oppression, in all of its forms, until they rear their ugly heads no more.



Four Views on Shockley's Night at SICCC

Shockley and the Fight Against Racism

by David Friedrichs
Asst. Prof. Sociology

One of the main points made by those who opposed the appearance of Dr. William Shockley on the SICCC campus was that, by virtue of his having won a Nobel Prize (albeit in applied physics) and being given the respectability of a college campus platform, his "theory" would be vested with a special legitimacy which would have the effect of swaying a significant proportion of the audience to adopt his point of view.

Relatedly, a Nazi analogy was invoked: if Hitler had been denied a right to speak, his rise to power and the subsequent extermination of some six million Jews would not have been possible (ergo: if Shockley is freely allowed to speak and proselytize for his point of view, we may bring upon Black Americans a domestic holocaust).

The first point is a hypothesis... we do not know the actual effect that Shockley's presentation has upon his audience. With regard to the second point, it involves an interpretation of history open to dispute. An alternative interpretation would be that Hitler was not taken sufficiently seriously at an early enough stage... consequently the implications of his philosophy and policies were not openly confronted and exposed. The following points can, however, be made:

... The point of view held by Shockley on Black intellectual inferiority and the benefits of bonus plans for sterilization are, whether or not one likes it, quite widely held.

... Furthermore, these views would be widely held, given the historical development of black-white relationships, even if Shockley (and, for that matter, Herrnstein and Jensen) had never been born. Not only are these views held, but, more ominously, they are acted upon... by legislators, administrators, councils, bureaucrats and others with power.

... The special danger of the Shockley-Jensen-Herrnstein viewpoint is that it lends a special aura of respectability and provides a "scientific" rationale for the continuance and further development of such policy.

With regard to Shockley's theories, a large group of people find them: a) morally repugnant, b) scientifically inaccurate, or c) both.

The question, then, is how these theories might be most effectively dealt with, and here there is disagreement.

At SICCC, one vocal faction succeeded in stopping Shockley from speaking by shouting him down. Members of this group, or ringleaders in any case, believe that this action was morally necessary and the most effective means of combatting racism.

Other members of the audience, fitting into the categories of opposition

outlined above (a, b, or c), would disagree.

First, there are those who hold the First Amendment principle of free speech to be sacred. In addition, many of these people feel that the Shockley thesis is so obviously vulnerable, both morally and intellectually, that its fallacies can be exposed, to advantage, in public debate.

Some of the intellectual fallacies focus upon invalid assumptions about the cultural fairness of IQ tests; serious questions about what the tests really measure; the invalid comparison of racially mixed populations; the invalid quantification of environment (Ed. Note: the percentage of influence accredited to environment by those, such as Shockley, who base their arguments on high hereditary influence over intelligence); and the self-fulfilling prophecy element of propagandizing a belief in the intellectual inferiority of a particular group of people (Ed. Note: if one's form of inquiry, legislation, et al is predicated on a conviction that Black people are inferior, the direction of inquiry will focus on proving what one already believes and disproving anything that would contradict that belief).

It should be recognized, however, that Shockley and others of his persuasion serve a particular function. They bring into the open beliefs and policy proposals which exist in any case, but are frequently "camouflaged" for political reasons.

As a case in point, the issue of racism was fairly dormant at SICCC prior to the announcement of the Shockley seminar. The announcement of Shockley's impending visit provoked a great deal of focus upon and discussion of racism and its effects. Although there may be some debate on the question of how healthy this discussion was, a fairly reasonable axiom would be that racism cannot be successfully fought by ignoring it.

The "household hypothesis" is pertinent here: By denying Shockley a platform and openly confronting him, one evades the issue... and he simply appears on another platform ("mousehole") where he may not be confronted.

Due to security precautions, the tense and volatile situation in the auditorium, the fact that Dr. Shockley never spoke and the abrupt ending of the seminar, the original plan could not be implemented.

Inevitably, due to the factors mentioned above, many people either did not complete the questionnaire or failed to return it. However, the people involved in the distribution of the questionnaire made every effort to recover as many questionnaires as possible, and the entire auditorium was canvassed to pick up any on the floor or left on seats.

The total number of usable questionnaires (page 1 completed) was 78. Although no claims of a "scientifically random" sample can be made. Of course, it can be pointed out that a poll of 78 out of a population of 1000, with no known bias, is of some interest. The results are as follows:

QUESTION 1:
"The IQ test measures intelligence very accurately and fairly."
... A very significant majority of the respondents (69 or 89 per cent) disagree with the statement that IQ measures intelligence very accurately and fairly. This is an interesting result in that the Shockley theory rests heavily on the

premise that IQ testing is an accurate measure of intelligence.
Only five (7 per cent) agreed and three (4 per cent) had no opinion.

QUESTION 2:
"Intelligence is mainly inherited; environment has relatively little effect on intelligence."
... Again, a substantial majority (54, or 75 per cent) disagreed with this statement. Ten respondents (14 per cent) had no opinion. Nine respondents (12 per cent) agreed. Several respondents indicated that they thought the first and second part of the statement required separate answers. Shockley's position (Ed. note: 80 per cent of intelligence is hereditary and 20 per cent environmental) is very much in agreement with the statement.

QUESTION 3:
"The higher a person's IQ, the more likely he will be to make positive contributions to our society."
... A significant majority of the respondents (51, or 65 per cent) disagreed with this statement. Eighteen (23 per cent) agreed. Nine (12 per cent) had no opinion. Shockley's position is clearly in agreement with the statement.

QUESTION 4:
"People with low IQ's should be encouraged to voluntarily have themselves sterilized (so that they cannot have children) by offering them a money bonus."
... This question pertains to a central proposal that Shockley has made in what he terms a "thinking exercise." An overwhelming 68 respondents (88 per cent) disagreed. Four (5 per cent) had no opinion. Five (7 per cent) agreed.

QUESTION 5:
"Black Americans are more likely to have a lower intellectual capacity than White Americans."
... A very significant majority (57, or 73 per cent) disagreed with this statement, which is a basic "finding" of Shockley, Jensen and Herrnstein. Twelve respondents (17 per cent) expressed no opinion. Seven (10 per cent) agreed.

QUESTION 6:
"A theory which holds that Black Americans are intellectually inferior to White Americans is a racist theory."
... Fifty respondents (66 per cent) agreed. Seventeen (22 per cent) disagreed. Nine expressed no opinion (12 per cent). The majority of the respondents apparently felt, in other words, that regardless of any "scientific" or "empirical" evidence Shockley might have offered for his point of view, his theory is inherently racist.

QUESTION 7:
"Scientific knowledge today, is capable of establishing whether one group is more intelligent than another."
... A very large number of respondents (24, or 31 per cent) had no opinion, or felt they lacked a substantive basis for answering the question. Seven (9 per cent) agreed. Forty-two (60 per cent) disagreed. The majority clearly felt that science, at present, could not provide an answer.

QUESTION 8:
"Freedom of speech should be unlimited in a democratic society, even for ideas degrading or dangerous to a particular social group."
... This question, of course, went to the heart of the debate about what happened, did not happen, or should have happened at the seminar. Despite the fact that responses to the previous seven questions clearly indicate the overwhelming majority of our respondents were not sympathetic to Shockley's ideas, a clear majority of 48 respondents (61 per cent) apparently felt he should be allowed to speak. Eighteen respondents (24 per cent) disagreed. Twelve (15 per cent) had no opinion. A number of respondents indicated that they didn't think the question was applicable because they don't consider our society a democratic one.

A SICCC Geneticist Speaks Out: "Dr. Shockley, You Are Wrong"

by Pierre L. Wolf, Associate Professor,
Department of Biological Sciences

As mentioned earlier, skin color results from the action of many genes, B1, B2, B3, etc. ... these being dominant over b1, b2, b3, etc. ... for white. Similarly, intelligence results from the action of many genes I1, I2, I3, etc. ... incompletely dominant over i1, i2, i3, etc. ... thus conferring the various degrees of intelligence as measured by the I.Q. scale.



Dr. Pierre L. Wolf, SICCC geneticist

If, momentarily, we abandon the field of genetics to consider some pages of an American History textbook, particularly those concerned with the life before, during and after the Civil War, we would be able to hint that some sexual intercourse took place between the white "master" or "mistress" with his or her black slaves, either male or female. Likewise, after the Civil War, "miscegenation", that is, the mingling of whites with blacks probably took place over a fairly large scale. The same situation probably occurred in other corners of the world where blacks of Africa, Central America and South America were exposed to the white colonialists. Thus, it is very unlikely that the American black individual, as well as his brother from Africa, Central and South America is genetically "pure", that is, his genetic make-up consists exclusively of capital letters B1, B2, B3, etc. ...

At the same time, assuming with Dr. Shockley that superior intelligence is an attribute of the white, and poor intelligence, an attribute of the black, if a black individual has received through "miscegenation" some white genes, he received at the same time some genes for high intelligence. Hence, his skin is neither "pure black" nor "pure white" but of many shades varying from dark brown to light brown. And similarly, his intelligence is neither high nor low but somewhere between these two extremes.

As a matter of fact, if we assume that 10 pairs of genes are involved in conferring skin color to individuals, 1,024 different kinds of gametes can be produced, and 1,048,576 different shades of skin color may appear, the more capital letters B1, B2, B3, etc. ... present in the genetic make-up of an individual, the darker the skin. The same applies to intelligence: the more capital letters, I1, I2, I3, etc. ... the more intelligent the individual is, and the more lower case letters, i1, i2, i3, the less intelligent the individual is.

To oversimplify the problem, let us assume that one pair of genes, B for black, dominant over b for white, controls skin color, and that a second pair of genes, I and i controls intelligence. Let us assume, with Dr. Shockley, that an American black, Bb, is of poor intelligence, and has the genes ii.

If a male Bbii marries a female Bbii, the gametes produced by both sexes

may be either Bi or bi. Their offspring may be 25 per cent pure blacks with low intelligence, Bbii, 50 per cent dark-skinned with low intelligence, Bbii, and 25 per cent whites with low intelligence, bbii!

But American blacks are not genetically "pure" as skin color is concerned. That is, they are unlikely to be BB, nor are they entirely of low intelligence, ii, since they may have inherited from their white mates some genes I for high intelligence. Thus, American blacks are most likely to have the genetic make-up BbI, I representing superior intelligence in the combination II, and i representing low intelligence in the combination ii. If a male BbIi mates with a female BbIIi, which is most likely to occur in the United States among our black population, as well as in other regions of the world with a predominantly black population, the gametes produced by both sexes are BI, Bi, bI and bi.

Applying Mendel's second law or law of independent assortment, the resulting offspring are: 6.25 per cent pure black superiorly intelligent; 12.50 per cent pure blacks of average intelligence; 6.25 per cent pure blacks of low intelligence; 12.50 per cent dark-skinned superiorly intelligent; 25 per cent dark-skinned of average intelligence; 12.50 per cent dark-skinned of low intelligence; 6.25 per cent whites superiorly intelligent; 12.50 per cent whites of average intelligence; and 6.25 per cent whites of low intelligence.

These figures lead to some comments:

The percentages of pure blacks superiorly intelligent, and that of whites superiorly intelligent are exactly the same: 6.25 per cent.

Likewise, the percentages of pure blacks of low intelligence and that of whites of low intelligence are exactly the same: 6.25 per cent.

Among the so-called black Americans, both genetically pure and dark-skinned, 18.75 per cent are of low intelligence; however, an equal percentage, 18.75 per cent of black Americans, genetically pure and dark-skinned possess superior intelligence, this compared to only 6.25 per cent of whites, superiorly intelligent.

The largest percentage of blacks is found in the average-intelligence bracket: 12.50 per cent genetically pure black, and 25 per cent dark-skinned, a total of 37.50 per cent. Similarly, the largest percentage of whites, 12.50 per cent are of average intelligence.

There are as many whites with superior intelligence as there are whites with low intelligence (6.25 per cent). Likewise, there are as many pure blacks that have low intelligence as there are pure blacks that have superior intelligence (6.25 per cent); and there are as many dark-skinned individuals with low intelligence as there are dark-skinned individuals with high intelligence (12.50 per cent).

These figures speak for themselves. Dr. Shockley, your theory is scientifically wrong! Brush-up your genetics or go back to the transistor!

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Shockley: Whose Victory?

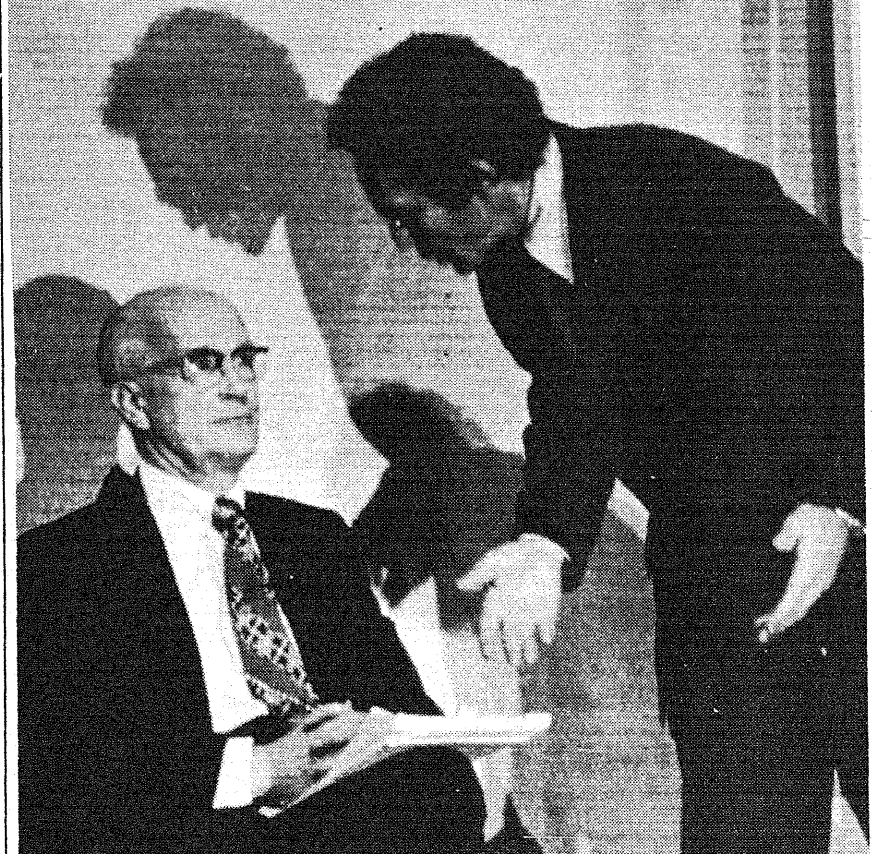
by Lewis Zlotnick

As I observed the jubilant post-Shockley "press" conference given by the student government, I wondered what had been accomplished, the more I pondered this question the more questions came to my mind.

Despite the victory claimed by the DSG, the PLP and its followers, I wondered who had really won. If they were the victors, why then were all the major proponents of the press at Dr. Shockley's press conference? The reason why Dr. Shockley received so much coverage and why he will continue to receive it is because of the inability of extremely qualified debaters such as Dr. Welsing to show, in an intellectual public confrontation, the grossly inadequate and unacceptable theories of Dr. Shockley.

fact that we prevented Shockley from speaking at SICCC, it is that this action does not stop Shockley's deplorable theories from being spoken and paid for

The issue is a clear-cut abridgement of the First Amendment. There is no moral issue in the First Amendment. It is either "Yes" or "No."



Many of the people who came to participate in the open forum still know of Dr. Shockley's theories only from the incomplete literature distributed by the Progressive Labor Party. What the PLP and its followers have succeeded in doing is perpetuating their own racist tokenism. The PLP has proclaimed the right to tell us what is wrong and what is right, what is good and what is bad. But what is worse is that the PLP has tried to protect the blacks from Shockley and, in effect, is preaching racial inferiority. The Black does not need the PLP to hide under its self-righteous umbrella for the oppressed; the Black does not need the PLP to speak out against Shockley. Racism has been around hundreds of years before the PLP came into existence. The only way the Shockleys and the Jensens can be destroyed intelligently is through complete exposure.

by our government. It will not stop the Nixon Administration from pondering the creation of a "Brave New World" behind closed doors.

You cannot fight Shockley with emotions. His theories are based on cold facts and supposed in-depth studies. We must therefore find the loop holes, blow them apart and completely destroy them with solid evidence on a highly intelligent level, defeating the opposition at its best.

If an organization labeled radical can use and sometimes abuse (which is their right) its freedom to speak then who is to decide whether a Bobby Seale or a Dr. Welsing has the right to speak?

If we are to stop Shockley constructively, the public must hear Shockley out. If we are to stop Shockley it must be done unilaterally with equal time given to a Dr. Welsing, who in fact only received one tenth the publicity and press coverage Dr. Shockley is receiving nationally this week.

Blatant generalizations, bird whistles, and catchy slogans used by Joan Bodden and others will not stop a highly motivated publicist such as Dr. William B. Shockley. But it tragically succeeded in stopping Dr. Frances Welsing. What my fellow students who muted Shockley have demonstrated is their inability to grasp the seriousness of their immaturity. They have deprived their fellow students and faculty from using the right to assemble, listen, speak, debate, question and exercise their intelligence.

The voices opposing Shockley's appearance lay claim to the moral argument of the monopoly of free speech in this country; a similar analogy can be made on our campus. The Day Student Government has the same monopoly as our national leaders do. The emotionally charged resolution opposing Shockley's appearance is typical of the self-perpetuating ego-mania plaguing our student government. If such a decision was made without consultation of its constituents then how many other decisions based on purely emotional selfishness have been made? Is this pluralism in the true sense of the word? Is it not hypocrisy when the DSG contradicts its own first amendment?

Unfortunately, we did not listen to Dr. Welsing, who I believe to be a much better debater than Roy Innis. Would the hecklers have given the same respect to Roy Innis if he were there?

Those who have labeled Roy Innis a sellout for his belief that Shockley should be debated, and have accused him of being a pawn for the Nixon and Birenbaum administration, have proven that through emotional reaction highly irrational rhetoric will be used to try and destroy any dissent from a radical point of view. Especially after examining Mr. Innis's past and present accomplishments with CORE.

This has scarred the President, but worse, it has permanently scarred our school. It has defeated intelligence and has given heed to mass hysteria.

I contend President Birenbaum should be commended for his successful attempt to destroy us, which is plaguing our universities, and has re-awakened some of the social activism which died with the 60's.

A Night At the Circus

With Apologies To The Marx Brothers-
Harpo, Groucho, Zeppo, Chico and Karl

by Gary Libow

Last Tuesday's gala SICCC "protest" against William Shockley reminds one of a three ring circus. Shining lights, cameras and controversy brings Billburr the Ringmaster out into the spotlight. It's called public relations, publicity, and Bill's soaking it all up. Face powdered, cameras blasting, Billburr proclaims to the world, "Ladies and Gentlemen, welcome to the SICCC circus, home of the First Amendment. A student peon scampers on stage jokingly serious and asks, "Mr. Ringmaster, who invited Mr. Shockley?"

"As Ringmaster I did of course."
"How much money was used to bring Shockley here?"
"Five Hundred Dollars."
"Whose money was it?"
"The peons pay a \$48 circus admission fee and some of that money was used to buy this act."
"But Mr. Ringmaster, if the peons money is used to buy this act, shouldn't they decide who to invite?"
"You peons don't have the right to decide, I am the Ringmaster, I make the decisions!"

Ladies and gentlemen... Welcome to the SICCC circus...

Meanwhile behind the scene, Izzuks the Liontamer is huddling with his clowns, conspiring against the Ringmasters newly found act.

"Hey man, we can't let this guy go on stage in front of all those people."

"But why not?" asks one of the clowns.
"I don't agree with the man. He doesn't have the right to say what he believes, if I don't agree with him. Shockley has the nerve to say all lions are inferior to tigers! A man with that dangerous point of view is dangerous. I'm not going to let him speak... ITS NON DEBATABLE! We all know he's wrong, all the peons know he's wrong, but he's dangerous very dangerous. ITS NON DEBATABLE!"
"But can't we expose this man center stage", asks one of the clowns.
"No, I don't even want to give this man the right to speak, because I don't agree with him. Even if all the peons don't agree with Shockley and even if they want to expose him on stage, we can't let it happen. ITS NON DEBATABLE. Liontamer Izzuks growls, lashing his whip.
Boddo, leader of the Proletarian Language Party, (clown union) shouts her approval. She proceeds to get some of the clowns who are sick of their everyday routine at the circus and want some excitement. Included among these are the SICCC CIRCUS GOVERNMENT whose egos are so inflated, they're bursting at the seams.
"Even if 90 per cent of those peons want Shockley to speak, we are the CIRCUS GOVERNMENT and we say he shouldn't. We'll draw up a proclamation against the Ringmaster and his new act. We don't care what the peons want, we're the gov't and we'll do

as we see fit".
"Ladies and Gentlemen... Welcome to the SICCC circus. Right now our famous new act... William Shockley...
"Boo", says the liontamer. "I don't agree with him. He's dangerous. ITS NON DEBATABLE!!!! "Boo", says Boddo, leader of the Proletarian Language Party (clown union). She hardly has the support of any clowns. Most feel the new act should go on.
"Boo", says a member of the CIRCUS GOVERNMENT, not representing what the students feel. "I know they want Shockley to speak, but I'm the GOVERNMENT and I don't think he should be given the right to speak... and I got the power!"
It appears that the Ringmaster is acting surprised, but he fully realized what was going to happen if he invited his new act, as he pleased.
"I bet I get my name in the paper and my picture on T.V. I'll be famous... now I can go to a bigger and better circus."
The Liontamer, Head Clown, and CIRCUS GOVERNMENT succeed in their "gala protest".
The new act doesn't get a chance to give his performance, even if people want to hear what he has to say. All because some 50 out of 1000 people say the new act is NON DEBATABLE. The Liontamer and HEAD CLOWN smile, they succeeded. The Ringmaster is also

Equal Time...

Any responses to the items on these pages or to the Shockley issue in general are welcome and will be run in the next issue of the paper if space allows.

nappy because he got what he wanted. He saw himself on T.V. and got his name in the paper... maybe he'll get a job at a bigger circus.

ONE POSSIBLE ENCORE
(if you don't like the ending, fill in the blank)
The Liontamer was demoted to cleaning up elephant doody. The Ringmaster felt the Liontamer whipping the lions was dangerous.
"But you can't do this to me", says the Liontamer.
"You're a dangerous man... and you don't have the right to give your point of view", says the Ringmaster.
"But...", protests the Liontamer.
"IT'S NON DEBATABLE!", states the Ringmaster.
The CIRCUS GOVERNMENT was also discarded. The Ringmaster felt even though the peons believed the show should go on, the CIRCUS GOVERNMENT did what they wanted.
"I don't agree with you", states the Ringmaster... "and I'm doing WHAT I WANT by getting rid of you. You don't have the right to say anything, if you disagree WITH ME. ITS NON DEBATABLE!"
Today, the Ringmaster still does what he wants with the peons money. He spends it as he sees fit. When someone questions his action, all he says is... IT'S NON DEBATABLE!!
This is not an editorial. It is my point of view and it is my right to write this. All hostility over this should be directed at me, not anyone else. I know some select people who aren't going to like to hear what I have to write...
To them I say... IT'S NON DEBATABLE!!!!!!

Tenure

Continued from Page 1

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 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.

Six days after that October 3 resolution, the first Chancellor's program came before the BHE. Its referral to committee led to the current policy and its subsequent October 29th approval.

Like the more extreme proposal now in effect, the SICC instructional staff has followed the lead of the PSC and other campuses with more extreme resolves. The minutes of the November 7th instructional staff meeting record that:

"Professor Currie moved that the instructional staff adopt the following resolution: "WHEREAS the B.H.E. has imposed an impossible and unbearable tenure quota, the instructional staff of SICC urgently requests that all faculty members immediately resign from all committees, departmental and college-wide, and from Faculty Council. Notice of such resignations is to be forwarded to the Secretary of the Faculty by Thursday, November 15." After considerable debate, the motion carried by a vote of 89 for, 14 against, and 27 abstaining."

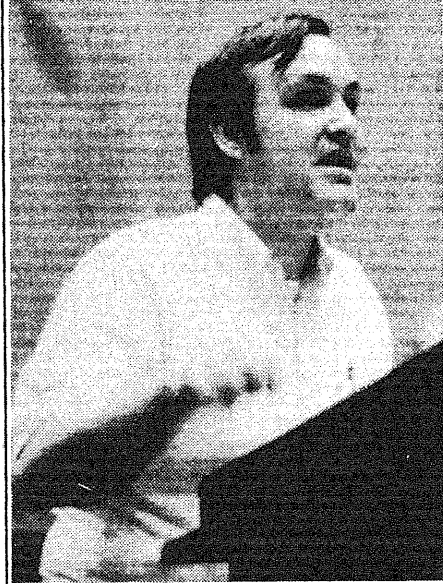
Some of the "considerable debate" mentioned in the minutes centered on the date of the resignation call. As such, the November 14 instructional staff

meeting on tenure found Professor Currie introducing a revised "resignation" calendar, via an "implementation motion" on his original proposal. As approved (153-27-25), the procedure and revised February action date are recommended as follows:

(A) establishing a ten person committee to solicit resignations conforming to the resolution of November 7, 1973.

(B) directing the secretary to contact the secretaries at all the other branches of CUNY to provide them with the resolutions and arguments concerning responses to tenure limitation generated by the SICC staff, and to request the secretaries to transmit copies of these materials to each member of their staff.

(C) setting the effective date on resignations in response to tenure



Lester Keyser speaking out against tenure quotas.

limitation at February 1, 1974.

(D) establishing a committee to work with the PSC to co-ordinate activities at all branches of CUNY.

The first signs of a split in the tactical considerations of the SICC faculty was expressed in heated debate over a resolution introduced as a rider on the Currie motion. Professor Ira Shor added a point "E" on the Currie motion, accepted by Currie, that, "the ten person committee join with a ten delegate student committee, with six day session students and four evening division students and that if resignations take effect February 1, and no action by BHE occurs by February 10, this committee convene a

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governance convention to draw up a new governance plan for SICC."

Professor Stanley Zimmerman strongly protested the move, and a heated exchange over its parliamentary propriety, as well as tactical, ensued. Following strong statements of opposition by several members of the body, arguing that the "power vacuum" created by resignations was the point of the tactic and that an alternative governance proposal of any sort would undermine its effectiveness, Zimmerman moved to divide the question (vote on Currie's separately from Shor's). Shor's motion was subsequently defeated.

To underscore the sense of urgency on the tenure question, and its national import, Professor Keyser indicated that faculty members had requested he inform the staff of the recent de-tenuring act passed in New Jersey and of the Robert Birnbaum report on "Termination Procedures for faculty with two or more years of service." Birnbaum is a president in the Wisconsin state system who wrote state college presidents and county college presidents describing procedures for termination of tenured faculty. Prof. Keyser then read sections of the termination notice received by 142 tenured faculty at Wisconsin:

"As a result of our review of programmatic needs on this campus in 1974-75 and following thorough review by the faculty within your school-college, the decision has been made to terminate your present position effective June 30, 1974. You are being provided with this one-year advance notice as required under present university rules at this time in order to allow you maximum time to arrange for other employment.

We recognize that tenured status has long been associated with job security as well as academic freedom. However, we are sure that you understand that lack of funds caused by a decrease in enrollments or allocated funding, or by changes in program areas is justifiable cause for the release of staff members and the reduction of program offerings.

Because of your tenured position and prior service with the university, we will attempt to relocate you if at all possible prior to the effective date of termination."

November 29th brought the most heated session of the instructional staff to date. On the 14th, Professor Pam Carlton had entered a motion calling for a complete work stoppage on February 1, 1974. Tabled at the time, the resolution brought sharp exchanges with its revival at the most recent meeting.

Asked to comment on the new policy, SICC President, William Birnbaum noted that he did not feel the present policy was "appropriate" and that he had been a "minority of one" on the BHE Task Force and Council of President considerations of the subject in September (see News Ferry September issue for Birnbaum's counter-proposal and Council of Presidents results). He characterized the current policy as an "expedient assessment that discriminates against the young and old," that, in his words, "cheapens the meaning of tenure" to the eligible in-between.

Despite his objections to the current tenure stance of the BHE, Birnbaum defended CUNY Chancellor Kibbee as "about the only public figure who can address the current assaults on Open Admissions and tuition." He added that he could not be a party to current calls for Kibbee's resignation.

In an impassioned plea to support the strike call, Professor Ira Shor claimed that "constituencies like ourselves are just too expensive," and that the CUNY moves were part of a "nation-wide push to manipulate skilled labor out of jobs." Calling himself an other faculty a "privileged constituency" with an earning power average, in CUNY, of \$18,000 per year salaries and 16 per cent fringe benefits, Shor argued that faculty must stand together.

Shor went on to claim that the faculty had allowed adjuncts (part-timers) to be separated as a group and that the

No, definitely not. More than half the kids don't even know what or who the Student Government is and would not know how to go about getting in contact with them—anybody who knows what it is, doesn't know what it does.

Tom Troccoli
Electrical Technology
I really don't think the Student Government represents all of the students because I feel that I don't know anything about it. And, as a freshman, I feel that more should be said and explained about the Student Government.

Francis
Liberal Arts Non Sciences
Yes, it definitely does. Those who would say no, they are the ones who have never made demands on the government. Not because they don't have any problems and they are being treated justly, it's primarily because of their lack of faith in their Representatives.

This government has attempted to get the students involved in the implementing of policies. The Structure of the government calls for students to participate on Senate committees. There are 8 commissioners who set up committees that cannot work without students. The success of this government depends heavily on the students. If this government is not Representative of the majority of students at SICC, it is because the majority of students have not taken an interest in student government.

Leona Sanders
Chairperson, Student Senate
Chairperson, Academic Curriculum Affairs
Vice President, SICC

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

PCA Plans Major December Festival

The Performing and Creative Arts Department of Staten Island Community College presents:

What	Where	When
Vocal Concert—Art Songs and Pop	C-136 Theatre	Wednesday, Dec. 12, 2:30 PM Wednesday-Saturday, Dec. 12-15, 8:00 PM
The Musical Play—CABARET	Theatre	Thursday, Dec. 6, 8:00 PM-10:00 PM Saturday, Dec. 8, 2:00 PM-5:00 PM Friday, Dec. 14, 5:00 PM-7:00 PM
Demonstration/Clay Event Pottery Sale	B-101	Thursday, Dec. 13, 1:30 PM
Jazz Ensemble	Student Lounge	Thursday, Dec. 13, 8:00 PM
Open Class/Improvisational Acting	D-102	Thursday, Dec. 13, 8:00 PM
Student Art Show	La Gallerie, Library	Saturday-Friday, Dec. 15-21 Saturday, 11:30 AM-4:00 PM Sunday, 1:00 PM-5:00 PM Monday-Friday, 9:00 AM-9:00 PM
Reading—New Poetry and Fiction	Theatre	Monday, Dec. 17, 8:00 PM
Student Film Marathon	Theatre	Tuesday, Dec. 18, 10:00 AM-6:00 PM
Chorus, Vocal Ensemble, Jazz Combo	Theatre	Wednesday, Dec. 19, 2:00 PM
Dance Program	K-001	Wednesday-Friday, Dec. 19-21, 8:00 PM

Tickets for CABARET are \$2.00 each for the December 12 and 13 performances; \$2.50 each for the December 14 and 15 performances. All other events are admission free. For additional information and confirmation of scheduled events, telephone 390-7768 between 9:00 AM

moves on tenure were now calculated to split tenured from untenured as a bargaining group typifying the union as providing only "minimal self-defense" measures, Shor held the position of CUNY is clear, "they need \$50 to \$80 million this year, and they intend to get it."

On that note, the most recent SICC meeting on the tenure issue concluded. Tactics, union participation, voting procedures and the strike call itself remain subjects of heated and unresolved controversy. Ironically, even the "resolved" issue of committee resignations and the like are, at best, tenuous decisions. To add to their dilemma, the now regular Wednesday instructional staff meetings have been without quorum and, as such, acting as an ad hoc advisory committee until a full house can one day pass final approvals on the "resolved" and unresolved motions offered to date. The only clearly "resolved" decision to date was made in a November 19 resolution passed by the Department of English and Speech. It calls for a December 13 "teach-in" on the tenure question.

Following is the text of that decision:

WHEREAS, the recent decision of the Board of Higher Education regarding tenure is part of a pattern of worsening conditions within the City University of New York; and

Whereas, these conditions affect every person at Staten Island Community College; and

Whereas, the instructional staff of SICC may be involved in a variety of job actions this spring; be it

Resolved, (1) that the regular class schedule for Thursday, December 13 be replaced by a Teach-In on the Crisis in CUNY;

(2) that this Teach-In be structured as a large meeting followed by workshops, recurring three times during the day (morning, afternoon, and evening);

(3) that examining the Crisis in CUNY means exploring the short and long term causes and effects of these inter-related events:

a) the attack on instructional staff (tenure quotas, BHE, Oct. 29, 1973; new cost-efficiency measures proposed for adjuncts; "review" and "dismissal" of some tenured faculty recommended in CUNY "President's Committee on Tenure." (April 1973);

b) the deterioration of educational opportunity for New York City citizens (financial aid cutbacks; tuition and other Keppel Commission proposals);

c) the changes in workload and working conditions for secretarial, janitorial, security and other staff (speedup with Open Admissions; with work-study cutbacks; with instructional staff reorganization);

(4) that since the Crisis in CUNY affects every constituency on campus, everyone shall be released from their normal duties to be free to participate in the discussion;

(5) that planning and coordination of the activities of December 13 be carried out by a committee of volunteers who present themselves at this Instructional Staff Meeting, and that this committee seek to involve other constituencies in the planning, especially students and secretarial, janitorial, and security staff in this charter effort;

(6) that resources of SICC like mimeo, posters, etc. be available to the committee.

Alumni Notes
by Ed Gray

The Alumni Association has been very busy arranging events and speakers here at the college for participation by students and alumni.

We have George A. Stern of the Business Department coming to the college on November 29th (club hours) at 7:00. His topic will be "The Small Investor and the Battle for Investment Survival" in Rm. B 118. All are invited.

We are also planning a Christmas Children's Party for the week before Christmas. It is currently in the planning stages. Mrs. Norma Siebenhiller, President of the Staten Island Geological Society, has made arrangements with Ms. June Casey to have a speaker from the Geological Society come to the college on January 11th, at 8:00 p.m. Mr. Zabinsky has been collecting slides of minerals, rocks, and gems for forty years, and has been micro-filming them for twenty years.

The lecture will be held in Rm. B. 146. All Geology department will be invited. Slides of diamonds, gold and copper will be included so we expect a very good turnout.

Working on the various committees are the following active alumni: Marshall Axt, John Dooley, James Jackson, Tom McKnight, Joseph Naimo, Joseph Palmieri, Joseph Quinn.

On Saturday, November 10th, Ed Gray and June Casey attended a Seminar out at Travelers Inn, opposite La Guardia Airport, in Queens. Alan Shark, former President of the SICC Alumni Association, addressed the group concerning "Collective Bargaining by Student Groups". Alan Shark also announced that the film that was viewed at the conference was made possible by a grant by the Alumni Association of SICC.

On Wednesday, November 14th, the faculty advisor, Cornell Frank, the President, Ed Gray and an office assistant, June Casey drove down to Philadelphia and attended a day long conference at Temple University. There were various meeting concerning record keeping both a computer and manual methods. This conference was sponsored by the American Alumni Council of which we are a member in Region II.

The Alumni Association meetings take place the second and fourth Friday of the month in the President's Board Room in the "A" building at 8 p.m. Refreshments are served and all alumni are welcome to participate.

Focusing on the ways and means of managerial advertising, SICC professor and advertising firm consultant Gordon DiPaolo is presently giving an advertising course under the auspices of the Business Department which has yielded some "surprisingly professional" results.

With an eye to the problems and considerations of the ad director and ad manager, the class is given common advertising problems—most of them textbook problems—which are to be analyzed in terms of the medium of advertising, the viewing or reading audience, and the budget allocations for such advertising.

One yearly assignment, for example, involves the preparation of a six-month budget for television and radio spot advertising for a given product, usually fictional, which must be prepared on the basis of charts and tables that show statistics on the socio-economic groupings of the viewers. From this, the student must find answers to those most basic advertising questions—what station? how much? how often? when? and the like.

Another class project centers on the actual presentation of the product in terms of the most effective approach to a selective buying audience. The students, in this case, are presented with the name and marketing details of a fictional product and are then left on their own, charged with the preparation of a complete advertising campaign.

In order to do this, the student must decide for himself what buying market the product is likely to appeal to and, based on that decision, which magazines, newspapers, television

Men's

Continued from Page 2

awareness? Are we trying to compete with the Women's Liberation Movement? No, we think not. Rather, we feel it's a compliment to their efforts, their struggle, i.e., it is necessary for men to think in new directions in regards to humans of either sex—in directions that we, as a group, have always failed to reach. No, we do not wish to negate anything that the women have done to aid us up to this point. In fact, it is a very welcome and healthy

state of well-being to become aware that we have been repressive and have been repressing not only them, but ourselves as men, as human beings. We're trying to grow as students, faculty, staff, and community. We must begin interacting as individuals, to work so we may understand just what we have done for far too long to women and to ourselves. As Paulo Freire says, "We, the learners, must discover the reasons behind many of our attitudes towards our cultural reality, and, thus, confront cultural reality in a new way." (paraphrased)

For further information, call Ray Pena at 390-7760.

Credit For City "Lifers"

by Bret Marcus

Three different aspects of the learning experience, which are normally separated in the traditional academic curriculum, have been brought together in a new course being offered at SICC this semester.

"New York City Life and Affairs" is the name of this experimental course, and as its name suggests, it offers students a taste of real work experience to supplement a weekly speakers program, and the more traditional academic fare of readings in urban and municipal affairs.

The 5-credit package consists of two parts: the internship—work experience which is worth two credits, and the academic part which features a weekly lecture by experts in urban affairs, and a follow-up session in which the

over the city in a wide variety of activities. One student is working with high school adolescents in the New Dorp RAP Center. Another is working in ABC reporter's Geraldo Rivera's project to aide the mentally retarded. An additional two students are working with the Administrative Office of the Supreme Court on Staten Island, where they do everything from court stenography to observing the actual function of the courts.

These projects are supervised by an on the job supervisor, who is in touch with the course's two teachers.

The promise of the course is that it offers the students a new approach to a traditional discipline, and that the work experience should have direct application to the academic material and vice versa. Students draw from their work experiences to question and challenge the guest speakers in what are often lively debates. Secondly, it



Students in the City Life program.

week's lecture is discussed, work experience is evaluated, and assigned material is studied.

There are 12 students enrolled, and the course is taught by Nancy Ryan, whose specialty is literature, and who is part of the department of "Experimenting and Social Programs"—known as the "Places"—and by David Schmall, a political science instructor.

What makes this course different is the work internship. Students have options in selecting projects. Students can take one job, at which they work 5-6 hours a week at no pay, or they can observe a number of different agencies in a given area and then write up critiques. Internships take students all

offers the students a new vantage point from which to examine the reading they are doing.

Sandra vanden Heuvel, a student in the course says, "People who see urban problems in New York decide to move out, but the problems of the city remain and cannot be escaped. I haven't made my own decision as to whether I can struggle through the frustrations of city agencies."

"New York City Life and Affairs" doesn't promise easy answers and solutions to the urban malaise that is New York, but Sandra and her fellow students would probably agree that this is one course which raises some new, and perhaps different questions.

Ad Class Markets, Creates Fictional PR Products

stations or radio stations will reach the greatest percentage of that market. The question of copy content follows close on the heels of these considerations—what particular virtue of the given product is likely to evoke a response from the potential buyers.

Pedro Salas, a business student who has since decided to specialize in advertising, dealt with those questions in a very specific way when he prepared an ad (see graphic at right) to sell non-existent deodorant tablets which may be taken internally—the name of the product is taken from the student who thought it up. Pedro initially decided that these tablets would sell well to readers of Ebony and the Ladies Home Journal, and he then set target dates for the publication of the ad in both magazines.

As to the ad copy, Pedro, in his words, "wanted to create an image of freshness and nice-to-be-near," accordingly, he chose a close-up photograph of a young woman which he felt emphasized those qualities. His decision to include (again fictional) endorsements from Consumer Reports and the Food and Drug Administration was based on the fact that a new product on the market "should be approved by nationally recognized consumer-watchdog organizations". Particularly in the case of new products, Pedro says, the advertiser must "convince the consumer that the product will help him."

Pedro's finished copy, according to DiPaolo, is "proof of what a well-motivated individual can do using imagination and the benefits of personal experience."

A tablet for perspiration odor?

Our Chester Enterprises is not kidding. We did this one ourselves. Chefs-Tabs, the new revolutionary body odor protection is a tablet that you can use anywhere.

Convenient, simple and effective. Chefs-Tabs are easy to take and they work. They make you feel confident and fresh.

For the very active and the gorgeous it's a must! Chefs-Tabs are available in many sizes and flavors. They are available in many sizes and flavors.

For more information, contact us at 873 Park Avenue, New York, N.Y. 10022. Telephone: 465-0560.

909 Cheever Avenue, New York, N.Y. 10022
Los Angeles, Calif. 90001
Chicago Illinois 10018

1000 Michigan Street, Detroit, Michigan 48205
442 West 11th Street, Kansas City, Mo. 64105

Please mail me a copy of your "Analysis and Technical Data" that will tell me about Chefs-Tabs.

NAME _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____

You've got to be kidding.

Indecent Exposure

By Lewis Zlotnick

DO YOU FEEL THE STUDENT GOVERNMENT REALLY REPRESENTS THE MAJORITY OF SICC STUDENTS?

No, they only represent a small minority which get involved. Most people just don't have the opportunity or the time. Their opinions are never really represented by the Student Government at all.

Joseph Trezza
Business Teacher

This is my first semester here and I haven't really seen much of what the student government has or is doing. Maybe it's because I haven't looked for it. A lot of my friends don't know what's going on here and I feel I don't belong because of it. I don't feel this is my school.

Mary Meleida
Liberal Arts and Science

No, definitely not. More than half the kids don't even know what or who the Student Government is and would not know how to go about getting in contact with them—anybody who knows what it is, doesn't know what it does.

Tom Troccoli
Electrical Technology
I really don't think the Student Government represents all of the students because I feel that I don't know anything about it. And, as a freshman, I feel that more should be said and explained about the Student Government.

Francis
Liberal Arts Non Sciences
Yes, it definitely does. Those who would say no, they are the ones who have never made demands on the government. Not because they don't have any problems and they are being treated justly, it's primarily because of their lack of faith in their Representatives.

This government has attempted to get the students involved in the implementing of policies. The Structure of the government calls for students to participate on Senate committees. There are 8 commissioners who set up committees that cannot work without students. The success of this government depends heavily on the students. If this government is not Representative of the majority of students at SICC, it is because the majority of students have not taken an interest in student government.

Leona Sanders
Chairperson, Student Senate
Chairperson, Academic Curriculum Affairs
Vice President, SICC

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

Tom Troccoli
Electrical Technology

Francis
Liberal Arts Non Sciences

Leona Sanders
Chairperson, Student Senate
Chairperson, Academic Curriculum Affairs
Vice President, SICC

Zades, Nelson Call CHOICE Success Story

by Angelo Patitucci

The Curriculum Happening and Open House event, displaying the wide spectrum of courses and services available at S.I.C.C., was made possible by the herculean efforts of Dean Stamos O. Zades, director of the Center for Higher Options in College Education (C.H.O.I.C.E.), its entire staff, and Mr. Roger Nelson. The event took place on Campus on Nov. 9th, 1973, from 9 A.M. to 9 P.M.

Dean Zades' timing was deliberate, staging it just prior to priority registration for the spring semester, when most students' and prospective students' interest was at its peak, as to the variety and content of various courses offered.

According to Roger Nelson, approximately 3,000 attended.

Dean Zades explained how "a college catalogue may become obsolete a week after its publication, due to the constant additions and changes of courses offered, and curriculum requirements." This was one of the prime reasons that the "Happening" was presented.

Informed faculty personnel were on hand at each exhibit to offer detailed information on the courses available, both new and old.

Roger Nelson stated, "It is C.H.O.I.C.E.'s aim to acquaint new and prospective students with the surprising diversity of courses available, and to alleviate some of the confusion which must certainly exist in the minds of most high school graduates as to which course to pursue."

S.I.C.C. has a liberal arts program designed to deal with this problem. Out of the sixty-four credits needed for a liberal arts degree, only thirty-eight are required; twelve from each of three categories, and two for health education. This leaves twenty-six credits for a student to experiment with in a few different fields, so that he or she can better decide which suits them best.

In order to increase attendance at the "Happening", according to Mr. Nelson, "letters of invitation were sent to all seniors of Staten Island high schools, and eight or nine high schools in Brooklyn, near the vicinity of the Verrazano Bridge."

The center of activity was in the Student Lounge. Each department presented a colorful display, and informative literature was available. Some of the departments had interesting exhibits, films, puzzles and prizes. One of the most popular attractions was at the Computer Science display, where students tried to beat the computer at tic-tac-toe and other number games.

The Biology section of the Health Sciences department, presented a film on the birth of a baby.

The Instructional Resources Center, a division of the S.I.C.C. library, had a video tape showing improvisational and modern dance routines from S.I.C.C.'s dance classes, and Panel Discussions of student interest.

However, this was not the full extent of the "Happening". In certain designated classrooms there were open-house showroom classes, with model experiments and exhibits. One of the more interesting of these was in the Department of Electrical Technology classroom, in room B156. Visitors were able to view a miniaturized IC Audio Amplifier under a microscope, and observe Microwave and Bell Telephone Systems demonstrations.

The Language Department demonstration, held in room A315, presented various films emphasizing the relevance, and need for foreign language study.

One of the highlights of the event was the introduction of nine new law courses. Instructors include such illustrious personnel as Judges and Lawyers. They handed out beautiful parchment replicas of the Declaration of Independence, and the Constitution of the United States.

Another field of interest included the expanded Astronomy course, keeping in tune with the current interest in the space age, and the revelations of cosmic consciousness.

Also new are three courses added to the History department offerings. These are, Psycho-History, Your Parents' America, and Man in Time. These courses are geared to stress the fact that History is not simply a story of the past, but, as stated in their brochure, "It's everything men and women have ever done," and also, "that every human activity takes place in time."

There also were many little known activities at S.I.C.C. which were given long awaited publicity at this event. One such, was the People's Center, a gathering place for informal tutoring, where students can seek help in a friendly, relaxed atmosphere. Here, they can also meet new people, have casual rap sessions, and make new friends.

Another, was the Alternate Learning Center, including PLACE, and CIRCLE '73. These are, in a sense, small colleges within the larger college. According to its literature, it was formed in order to create an environment that is a learning community of faculty and students, where its student size is intentionally limited to no more than 250 to 300 for each center. This intimacy permits faculty to recognize a student's problems quickly, and help them personally and efficiently.

In sum, the "Happening" was a time for all department heads to "do their thing" in order to rouse up interest in their particular courses and services.

When questioned, many presently enrolled students of S.I.C.C. who were in attendance, expressed amazement at how much their school has to offer, and the number of activities about which they had had no prior knowledge.

One example of this, as stated by Gopi Varma, administrative assistant to the Chief Librarian, is, "the students' ignorance of the full potential of S.I.C.C.'s library, which is left virtually untapped."

Dean Zades stated that, "the extent and scope of the services offered by S.I.C.C. are manifold, if only the students would take the time to explore them."

Mr. Ambassador:

Finger on the U.N., "Peacekeeping" or Politics?

by Sally Johnson

Ed. Note: Seymour Maxwell Finger, political science professor at SICC, was formerly an American diplomat for twenty-six years, serving in Germany, France, Hungary, Italy, and Laos. Following his years of diplomatic service abroad, he spent fifteen years as a member of the United States mission to the United Nations, the last four of which he was an ambassador there. Presently he is the director of the Ralph Bunche Institute of the City University's Graduate School in addition to his duties here. These remarks are taken in part from his article entitled "Breaking the Deadlock on UN Peacekeeping" which appeared in the Summer 1973 edition of ORBIS Magazine, and in part from a personal interview.

Current flare-ups in world-wide diplomatic tensions — in Rhodesia, the Middle East, in Southeast Asia — have thrown the spotlight onto the fine art of diplomatic negotiations. The globe-trotting activities of Henry Kissinger draw daily headline coverage; the expertise of Le Duc Tho, North Vietnamese negotiator, resulted in a cease-fire in Southeast Asia, however tenuous that peace may prove to be.

The fact that all of the resultant detentes have been achieved outside of the framework of the United Nations calls into question the functional value of the UN in terms of its past performance in the areas of peace-keeping and military enforcement actions. Has the U.N., in fact, made any truly significant achievements in international relations in its three-decade history? What are the prospects for its future in terms of becoming the single important structure for the resolution of any and all crises which may appear on the diplomatic horizon?

Dr. Seymour Maxwell Finger, fifteen-year member of the U.S. mission to the U.N., believes that the organization has achieved notable successes in the world arena since 1945 and will continue to do so within the boundaries of its limitations — those limitations being the world super-powers and their willingness to sacrifice self-interests for the good of the international situation.

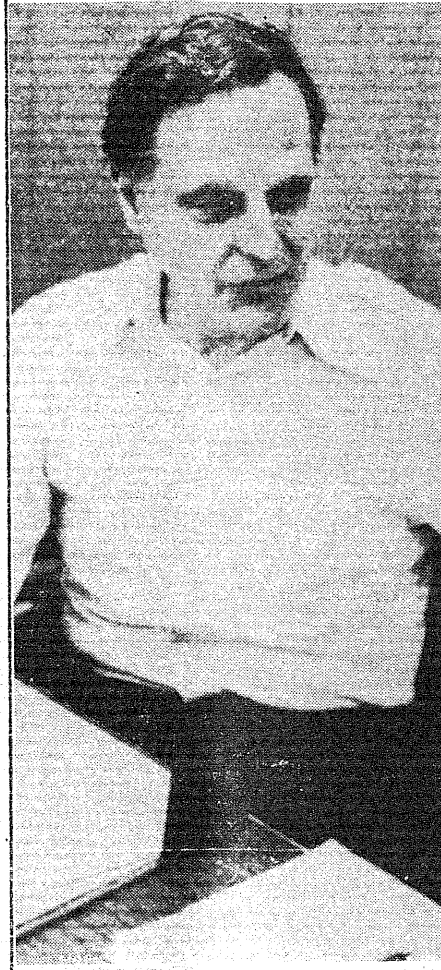
"Of course, I am an optimist," says Dr. Finger of his hopeful outlook on the U.N. future. "How could one spend fifteen years there and be otherwise?"

This view, optimistic or not, is substantiated by a history of peace-keeping operations — in the Middle East, Korea, the Congo, India, Cyprus, New Guinea, and the Dominican Republic — which have actually averted open hostilities and, in some cases, established a long-term peace. In these instances, the U.N. has sent in non-partisan military observer missions which are charged with maintaining cease-fire agreements for the most part. The other two options open to the Security Council are

military enforcement actions (used in Korea in 1950) and economic sanctions (used in Southern Rhodesia in 1966).

The major obstacle confronting the United Nations in its role as world peace-keeper is the structure of the Security Council which is, in the end, responsible for all decisions regarding U.N. operations. The Security Council was set up, in 1945, to include the five major wartime allies — China, Britain, France, the USSR and the United States — which would in turn keep tabs on Germany and Japan.

Since that time, says Finger in the Orbis article, "the situation has changed radically. First of all, there



was an open split in the allied coalition, thus removing a precondition of effective coercive action against outlaw nations. And the Germans and Japanese have directed their great energy and competence to economic growth rather than militarism."

Furthermore, the last twenty years have seen a flourishing of the "Third World" nations which are just beginning to assert a political voice both individually and, of late, as part of a collective of Non-Aligned Nations which recently met in North Africa. These nations, unwilling to knuckle under to the demands of any of the super-powers, have added a new dimension to the problem which was not foreseen by those who drafted the

original United Nations Charter; this new-found political force "has brought with it a degree of instability in what is loosely called the Third World."

The Third World nations have, in fact, created more disruptions on the international scene and caused more diplomatic tensions of late than could have ever been foreseen at the time of the signing of the U.N. Charter. When the United Nations imposed economic sanctions on Rhodesia, it did so by a unanimous vote of the Security Council; in spite of this, the United States has continued to buy chrome from Rhodesia, an act which is a direct violation of the UN action. Similarly, the underdeveloped Southeast Asian nations have been a constant headache to the U.N. since the beginning of the French Indo-Chinese war in the late 1940's. With an obvious conflict of interest among the superpowers, the USSR, China, and the United States, as resident members of the Security Council, could not come to any agreement about U.N. action in the area; the issue was only settled, for the time being, on the drawing boards in Paris and in secret meetings between the United States and North Vietnam.

The Korean crisis of 1950 is another case in point, although what point can be drawn from the record of events is another matter. Dr. Finger cites the establishment of a military peace-keeping force in Korea and the cease-fire settlement as an example of a U.N. success. On the other hand, many political observers feel that the issue was settled in U.S.-China negotiations long before the U.N. action was announced and that the U.N. was merely playing out a role assigned to it by the diplomatic representatives from both countries.

But perhaps it is unrealistic to expect the United Nations to be capable of more in a conflict involving the powers that be in the world today. Is the Korean issue in fact a fair scale upon which to measure the relative successes and failures of the U.N.? Dr. Finger writes, "With a few exceptions, notably Korea and Vietnam on the one hand, and Hungary and Czechoslovakia on the other, the kind of peace-threatening situations the world has encountered and will continue to encounter are local conflicts, not directly involving the forces of major powers. UN peace-keeping actions in such situations have been of three types: (1) In quarrels and border disputes between small states, as in the Arab-Israeli conflict, a UN mission could supervise a cease-fire and serve as a buffer. (2) In situations like the Congo and Cyprus, where internal strife threatened to draw in outsiders, the UN has helped to restore order and stabilize the situation. (3) In situations such as in Greece at the end of the 1940's and Lebanon in 1958, the UN helped to spotlight subversion and infiltration."

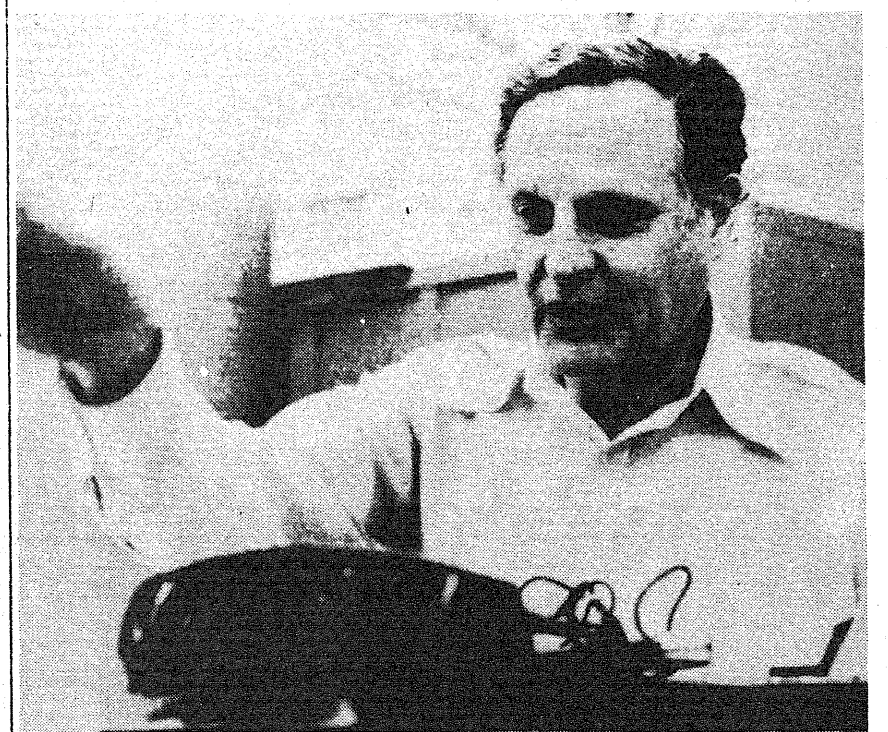
Clearly, the Arab-Israeli conflict in

the last few months has pushed all other contenders from the spotlight and presents the most clear and present danger to world peace at the moment; as such, it demands a comprehensive analysis both in terms of the very real danger it presents and in terms of the potential for long-term settlement by the UN.

The history of UN efforts in the Middle East is considered by some to be at best an abdication of responsibility, although it might also be argued that it was the best that could be done under

Republic no longer wished the UN to maintain troops on Arab territory.

Hostilities between the Israelis and the Arabs broke out immediately following the UN withdrawal, and the infamous Six-Day War was begun and ended in the blink of an eye, but no amount of eye-closing has been able to resolve the tensions which came out of that skirmish or to answer the most basic questions regarding ownership of land. While the UN position all along has been that the Sinai Peninsula and the Golan Heights are rightfully Arab



the circumstances. The November 1947 Palestine partition plan, voted by the General Assembly, and the establishment of the State of Israel provoked fierce fighting in the Middle East which was finally halted by a Security Council call for a truce and which resulted in the signing of Armistice Agreements by Israel, Egypt, Jordan, Lebanon, and Syria. Simultaneously, the Conciliation Commission for Palestine was formed with the understanding that it was intended to resolve all the issues and sources of conflict as well as to expedite

possessions, there has never been any concrete action based on this position other than a series of condemnations of acts of Israeli aggression and the Secretary-General's designation of Swedish Ambassador Gunnar Jarring as the special representative to the Middle East.

While the Jarring mission met with limited success, it could never reconcile the question of land holdings — the question upon which any long-range settlement must necessarily be contingent. The outbreak of the fighting

"The record of these U.N. actions over the past two decades shows that United Nations peacekeeping, as distinct from enforcement action, has been primarily an auxiliary to political measures—an extension of political action to contain conflict and set the stage for peaceful settlement."

Seymour Maxwell Finger ORBIS, Summer 1973

the rehabilitation and repatriation of the Palestinian refugees, an instruction which was never fully carried out.

The next major UN decision concerning the Middle East occurred in 1956 as a result of the Suez crisis in which Israel, France, and the United Kingdom intervened, against Egypt's closing of the Canal. The UN, in this case, called for the withdrawal of the troops of Israel and her allies from the Canal Zone, and stationed an Emergency Force (UNEF) there to keep the peace and open the Suez Canal. The UNEF was placed in the area with the consent of the parties involved, but was forced to withdraw by Egyptian President Nassar who, in 1967, claimed that the United Arab

this year points out the glaring deficiencies in any and all of the previous agreements, and leaves the international community to deal with essentially the same problems that it failed to cope with in 1948.

Thus, two questions arise in light of the present situation — Why? and How? Why did events take place as they did? How can these vitally important issues be resolved so that the failures of the past three decades are not repeated? Dr. Finger believes that they can be written into an effective, realistic settlement and that the UN is in the best position to insure the enforcement of a settlement.

"The failures in the past of the UN and the world," he feels, "are due to the lack of a sense of urgency regarding the resolution of the Middle East situation. Now that the nations involved have dramatized the urgency to the world powers, the possibilities for positive action are much greater."

It is this same sense of urgency that has enabled Henry Kissinger's diplomatic negotiations to succeed where Jarring's failed. "Both the Israelis and the Arabs realize that the United States' position on the matter carries enough weight to drastically affect the outcome. Given this factor, Kissinger's negotiations could not have failed to produce more immediate results."

As to the UN role in the settlement, Dr. Finger foresees that "the Sinai will be returned to Arab sovereignty, but will become a demilitarized zone, patrolled by UN forces with assurances to Israel that the force will remain until it is voted out by the Security Council." This action, he believes, will provide adequate insurance for the Israelis that the western front is safe from any renewed Arab aggression and at the same time fulfill Arab demands for the return of all pre-1967 Arab lands.

While the question of the Golan Heights could be resolved under the same type of settlement, the problem of the Palestinian refugees remains; but Dr. Finger does not consider that an insurmountable obstacle to a long-term peace either. Newspaper reports of business-as-usual on the West Bank of the Jordan indicate that tensions are not as great as one might expect; Dr. Finger feels that these people who have been the real losers in the situation, may be given an area of land such as the Gaza Strip to inhabit with the benefit of well-demonstrated Israeli agricultural know-how.

The role of the super-powers in all this, he says, has been dictated by self-interests heretofore: "The Soviets do not want to see the eradication of the State of Israel because then the ferociously chauvinistic Arabs could be counted on to throw them out when they are no longer needed; it is in their interest to keep the pot boiling, but not to let it boil over." The United States, of course, has acted with its oil interests in mind throughout, and has therefore had a much greater stake in seeing the crisis resolved without making too many enemies in the process.

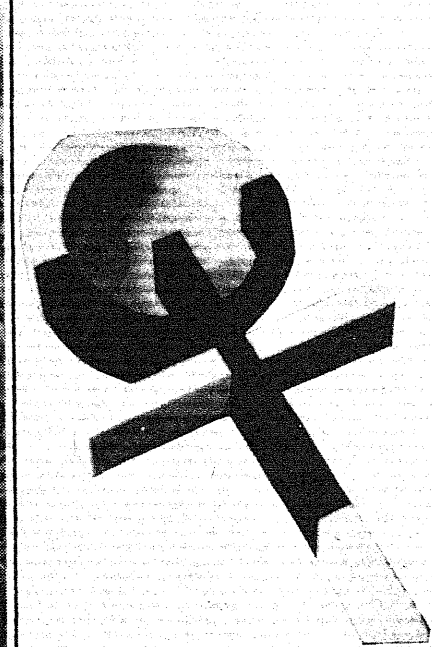
"As long as the international community is structured by super-powers," he says with a tone of resolution, "the UN will be powerless to defy the will of those nations. The United States military budget alone is one thousand times that of the United Nations. But you must look at it like a fire department. There are some instances of a major fire that cannot possibly be put out. But when you consider all the little fires that it does put out, do you only look at the failures and abolish the whole organization?"



by Lois

Against the bleak, gray tones of a November-bound SICC campus, the latest fall fashions run a full color spectrum which is guaranteed to brighten up even the gloomiest day. Hats—as wild as you like 'em! Shoes—the sky's the limit! Baubles and bangles dangle from every earlobe and wrist—any place you can find to hang them is fair game!

Top left: Furs are the name of the game for warmth and style this winter (fake, of course - it's naughty to kill animals now). Our model sports a jacket-length bundle of soft and stylish fur that is designed to move with you and go where you go — from a hard day's workout on campus, to a frosty night on the town, to a frozen weekend in the hinterlands. With her outfit nicely topped off by a softly folded hat, she's set for the action this winter — the only trick is to stay out of the woods during hunting season!



Directly above: This demure, sophisticated Ms. is ready for a somewhat different schedule of November happenings — possibly curled up in front of a roaring blaze while the wind rattles the windows outside. Those perennial favorites — full-length skirts — are with us again this year (in case you were considering cutting off last year's maxis, don't!). Plaids give a new twist to this year's fashion scene. Imported straight from Scotland, big, bold, bright plaids are sure to cheer up any room on those gray mid-December days — not to mention what they'll do for the lucky person wearing them!

Below: Fur again — but this time with a Vogue look to it as modeled by the very stylish model pictured below. Her jacket is reminiscent of the golden days of Hollywood — the days when the Garbos and Dietrichs of the world trailed minks on the ground en route to a premiere. The long, shaggy fur is sure to show off its wearer to a distinct advantage on an evening in Mid-town, at a show in the Village. Who knows? — you may yet be mistaken for Garbo.

The model's indoor wear also ranks in the a la mode category — wide-legged pants in conjunction with a smart, body-fitting top. Small tops are very much IN this year; they can be found in every color of the rainbow, in every material from flannel to voile (the sheerest).

Pants, likewise, are a must for every fashion-conscious wardrobe — the wider, the better! Swinging free and easy around your legs, the pants style has fashion with the added virtue of function — so stock up now.



Above: Boots highlight the fashion scene again this season — high, low, and everywhere in-between! Pants go inside or outside the boots — take your choice, or alternate. Boots zip, buckle, hook, and lace (word of warning: if you tend to run late in the mornings, don't buy the hooks).

The weather-minded model above is decked out for fall rains in style with a classic raincoat on top and dark patent, lace-up boots below. The style goes with jeans on the SICC campus and evening skirts elsewhere — how 'bout the new gaucho pants with boots for the cold months ahead?

Below: Our tall, lithe model pictured below displays campus wear which is in fashion in any season from early fall through late spring. Jeans are the preferred wear of the generation — how many pairs do you own?

Her high-rise platforms are the rage of the 73-74 season, but present definite dangers for the wearer in the way of sprained ankles and broken legs. Platforms dot the landscape in a dazzling array of colors, but they're recommended only for those with a very good sense of balance!



Season Opens: Pickman Promises "Aggressive" Basketball

By Kevin Lawrie

On Wednesday, November 26, the SICC basketball team opened its 1973-74 season against Camden Community College in the school gym. Coach Evan Pickman is enthusiastic over the depth and ability of this year's team, and is extremely optimistic concerning their success. "We've worked hard in practice for the past weeks, and I feel that this team is much further advanced than any other team I've ever had," Pickman said.

The Dolphin basketball team has had a winning season (over .500 pct.) for the last five years, and in 3 of the last 4 seasons has been invited to the Regional Tournament. Last season, in the Metropolitan Conference, the team finished with a 7-1 record, and were co-champs with NYCC.

"We're building a tradition here at SICC," Coach Pickman stated, "we've been known as a top-notch highly rated, competitive team in our region in previous years, and we'll try our hardest to continue being so."

This year's squad is different from others in past years. They are playing what is known as a "small man game"; a guard oriented, quick pressing, pressured type of game for forty minutes. The Dolphins have been known in the past as a defensive ball club, and this year will be playing a "Knickerbocker" style defense, an aggressive team-defense.

This year's personnel is ideally suited for this type of game-plan. Returning

this season are six sophomores, three of whom were starters last season. Completing the team are seven freshmen, all of whom were starters on their high school teams.

Veteran, Joe Polizzi (captain), will start at the guard. Polizzi is known for his quickness and ball-handling ability as well as being a team leader and play-maker.

At the other guard is Joco Jenkins who is considered an aggressive defensive player and a threat on the fast break.

Forwards are Keith (Dr. K) Hudson, who Pickman likes to compare to Julius Erving of the N. Y. Nets, and Earl Thomas, a transfer student from Mississippi, who is an "excellent" left-handed shooter with a long range.

Reg Magwood, co-captain and veteran guard, will be playing what is known as the "big guard" or "swing man" position, a sort of all-round handyman on the court.

Rounding out this year's squad is Keith Lewis, a 6'0" freshman guard who Coach Pickman boasts "is the best offensive guard I've ever had here." Lewis was a high scorer during pre-season and is deadly on the fast break.

Due to the type of game they are playing, a good bench is essential in order to give the team some depth. The Dolphin starting five are backed up by a staff of highly talented and experienced ball players who add dimension to the overall picture of the

team. They are Tony Nesbit, a 6'3" soph who is a steady shooter and a strong rebounder; Paul Bianco, 6'4" freshman, supplies the needed size in the front court; Barry Gianfortune, a strong left-handed ball handler; Chris Berry, a freshman guard; Bob Besingman, a utility "swing-man"; Gary Prince, a 6'5" forward, is an extremely physical player who possesses versatility in both offense and defense, and Ken Washington, another reserve swing man.

Considering the circumstances, Coach Pickman is elated at the amount of talent he has to work with. Being a Community College in the CUNY system, SICC offers virtually no incentive for high school athletes to want to attend here and compete. A good high school ball player would rather accept a scholarship to a four-year college.

SICC is at a disadvantage against some of the teams on their playing schedule. Such teams as Ulster C.C., Sullivan C.C., and State U at Farmingdale offer scholarships and such to their athletes.

"The reason that despite this fact we still get some of the better high school competitors," Pickman says, "is the fact that we're a winning team, and people hear about this as well as our facilities and they turn out."

Although he is happy with the progress of his team, Coach Pickman is very much disappointed with the lack of



Varsity basketball team working out before opening game.

Side Lines

by Gladys Meyer

The Physical Education Department, through the office of the Director of Athletics, presently offers women the opportunity to participate on the varsity level in three sports. In the Fall, volleyball is the sport; in the Spring, softball; and spanning both semesters, basketball.

The technical requirements for women participants is similar to that of their male counterparts: 1) maintain a 1.5 academic average, 2) be a full-time student (carry at least 12 credits), 3) have passed at least 10 credits the semester prior to competition, and 4) pass a physical examination given by the college physician. The teams

practice on an average of three times a week and participate in matches and games of the New York State Athletic Association for Junior College Women as well as in pre-season scrimmages and, if qualifying, in post season State, Regional and National Championships. As the men's teams are provided with uniforms, shoes, transportation, and meal money, so also are the women's teams.

One main difference between the men's and women's teams is the emphasis on participation by as many as possible, both experienced and inexperienced. If you have had prior experience in the sport, of course this is no hindrance, however, everyone interested in learning about the sport is also very welcome. Varsity competition for women at the community college level generally is still in its infancy and if interest and support grow, the variety of the activities offered will also expand.

Interest and support are two very important terms. Interest may be expressed merely in written or verbal form to the effect that women should have the opportunity to choose to participate in sports at an advanced level if they so desire. Support, on the other hand, requires giving something of yourself, such as your time for

practicing and learning the fundamentals of a sport; your time to act as a manager for a team and perhaps score, time or handle equipment; or perhaps your time to attend home matches or games and encourage those who have already given much of their time and energy and are on the court or field.

Some community colleges have forty candidates vying for positions on a volleyball team, or fifty or sixty for basketball. At Staten Island, although a fair number express an interest in participation, only a comparative few actually make the effort to come out and join a team.

In my two years plus at Staten Island I have been impressed by the work and effort expended by the participants, and by their accomplishments. Perhaps as the women's volleyball coach, I can give the best examples by referring to that particular sport. Last year, a team of eight, and sometimes only seven, women represented Staten Island against squads of twelve and fifteen. Although only six players are on the court at any one time, particularly in tough hard fought matches it would have been very nice to have substitutes to switch in and out to provide players with a rest, to give encouragement to those on the court, and to provide an effective strategy against a strong server. This was a luxury our opponents had, but one which we could only dream about. Even against these odds, the team had an undefeated season, won the N.Y.S.A.A.J.C.W. Championship Tournament and came in seventh place at the Northeast Regional Championship at the University of Rhode Island (eleven out of the thirteen colleges participating in the tournament were four year or senior colleges).

This year, out of a squad of nine, only two women have had previous volleyball experience. Since the middle of September, each player has worked hard at scheduled practices and on their own time and have not only expanded their knowledge and skill but have also developed a deep interest in the game as well as concern for the individual members of the team.

Perhaps they cannot execute every play perfectly, but they have only been practicing for several weeks while it takes several years to really develop a volleyball team. What these few women have accomplished in this short time is nearly fantastic. From a push, punch or throw the ball over the net type game, they have learned to receive the serve, set the ball and then spike it over the net. From an individual contest of who can slam the ball around the most, they have developed a true "team" game, involving all six players on the court in every play. Instead of having one player run all over the court, each player reacts to the ball in such a way that by using the maximum three hits permitted, the strongest possible return is made to the opponent. To state it in an over-simplified form, the team has learned to work together and to help each other for the good of the entire group.

Whether or not they can earn the right to a berth in the first National Junior College Championship in Miami in the middle of December remains to be seen as the season progresses. As a coach, it is gratifying to see a group of individuals learning to work together and becoming friends, both on and off of the court. Win or lose, my only regret is that there are not twice as many participating in this aspect of the Physical Education program.



Winners of Intramural Turkey Run.

Soccer Misses Regionals on Grade Mix-up

by Kevin Lawrie

On Saturday September 29, in their second game of the season, Coach Donlan and the SICC soccer team unknowingly fielded an ineligible player, thus causing the team to forfeit to Queensborough Community College.

This prevented the Dolphin squad from making its bid to compete in the Regionals this season. The Dolphin player, according to Donlan, was cited as ineligible due to an incomplete grade received last semester, that had been completed, but had not yet been filed with the Registrar's office.

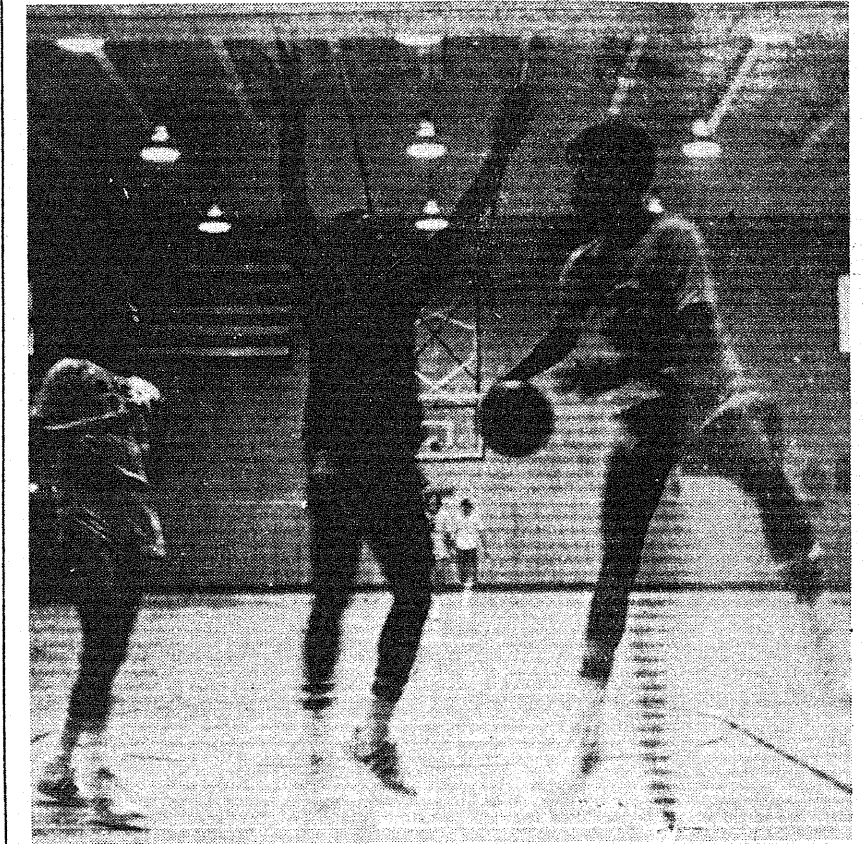
The forfeit to Queensborough proved to be a pitfall for a team that has competed in the Regionals for the past six years, and in three consecutive previous seasons has won the Metropolitan Community College Conference title. Nevertheless the Dolphin footballers rallied and finished the season with a respectable 11-0-3 record. This makes a four-year total of 55 wins, 5 losses and 5 ties, without losing a regular season game in these four years.

Despite the fact that the Dolphins

didn't make the Regionals, Coach Donlan stated that "Overall, it was a successful season. We had a well-rounded and talented team." He went on to say that out of last year's starting line-up only two players returned. It has been a "building" year for the SICC soccer team.

Offensively the team tallied 73 points, scoring 17 in one game against Sullivan County CC on October 27. For the 14-game season, the leading scorers for SICC were Louis Portugal with 21 goals and Enrique Rivadulla with 13. The defense allowed only 12 goals behind goalies Jose Martinez and Andy Nicolacopoulos and defensive backs Alex Zelaya, Carlos Mendez, Franz Dorismond and Mario Quintanella.

In anticipation of next season, Coach Donlan said that he expects to have an "extremely powerful squad." This optimism is based on the fact that only 3 of the present 25-man team will be leaving S.I.C.C. and Donlan will have the pick of the incoming crop of athletes trying out for these vacancies.



Varsity basketball team working out before opening game.

Intramural Study

Correction

1972	
WHITE	78.7
BLACK	12.9
PUERTO RICAN	4.2

PRO Protests

Continued from Page 1

see is that Dr. Welsing was strategically placed in a position where her blackness could be used as a means of allowing Shockley to speak (it failed).

We would also like to bring to your attention the fact that the B.S.U. did not support Dr. Welsing in her appearance to debate Dr. Shockley and did in no way condemn the actions of P.R.O. The fact that you are part of the faculty gives you no right to use your position to try to develop disunity between Blacks and Puerto Ricans or staff and students.

As to your statement saying "I am insulted that P.R. who are supposedly our brothers in struggle will act like white racists in their treatment of Dr. Welsing." As for this statement, we clearly see that we are being insulted by your comparison of P. R. to white racists. The P. R. O feels and has brotherhood in the struggle with our black brothers and sisters as oppressed people, but we don't fail to see the fact that your comparison of P.R. to white racist automatically fails to qualify you as a brother in our struggle.

We don't see any need to make a formal apology because we performed in a legal and justified manner. It is also quite clear that you don't have the right or the authority to challenge our actions. If you find difficulty in communicating with us, we feel that you should withdraw away from our ideas and our ways of going about things. We also feel that your arguments and statements are more personal than anything else.

We therefore feel that until the time has come when you could act more rational and not allow your emotions to overcome your rationality, you will then satisfy our demand for an apology for the use of defamatory language against P. R.

Whistle-Stop

Continued from Page 4

SICC; the SICC instructional staff as a body which voted 135 to 16 (and 10 abstentions) to uphold the First Amendment, as well as over 300 faculty signers of petitions to the same effect and the minority group of the Faculty Women's Coalition who issued a report defending Shockley's right to speak.

STATEN ISLAND COVERAGE "SHOCKLEY'S SPEECH THREATENED BY DISSENTERS' NOISE," read the S. I. Advance story on Shockley night at SICC. Most lengthy of "straight news" articles on the event, Advance staff writer Carolyn De Luca attributed the disruptions to "a small group" (which she later estimates at "less than two dozen") of SICC students amongst the 1000 attendants.

The Advance article had by far the most extensive coverage of the post-seminar news conference hastily held in the theatre pro room. De Luca noted Shockley's "lack of faith" argument for why he's not allowed to speak as well as his defense for the IQ based assumptions about Black inferiority. "It's been backed, up by some very expensive studies."

The article also noted the Shockley "genetic enslavement" view that he claims drives him to point out what he believes to be Black genetic inferiority. In his logic, the poor, low IQ, Black or White makes babies faster than the non-poor college grad Black or White. To date, neither his articles nor recent talk on the Susskind Sunday Show elucidate whether the "enslavement" are the college grad types or poor, low IQ types.

Also noted was the tentative debate with Roy Innis in Harlem agreed upon by Innis aide Mary Dennison and Shockley at the news conference. Innis, apparently, is intent to do in Harlem what cannot seem to be done at Ivy League colleges or SICC...debate Shockley.

De Luca makes due note of Shockley's "dis-invite" track record to date and moves on to Dr. Frances E. Welsing, who was also denied a platform by demonstrators. Noting Dr. Welsing was "the only black person on the stage," the article goes on to describe her attempts to reason with demonstrators. "If we can't face problems, it will be impossible to solve

them." Her attempt to reason hecklers into allowing Shockley and herself to speak brought jeers of "sellout" and a chorus of whistles.

Welsing's answer to the Swastika banners inscribed with "Nazi of the Year Award," was also duly recorded, "I'm beginning to feel like a Jew in Nazi Germany."

Describing protesters as "members of a SICC Community Against Racism Committee and which was comprised of Progressive Labor Party members, some Student Government senators and a few black students," the article went on to note "the college's almost 600 member Black Student Union earlier declared that it was boycotting the seminar to disassociate itself from any violence."

De Luca also described individual arguments between "angry black students and others" with the demonstrators, and noted Island Urban League Director Dave Smith's denunciation of the hecklers as "a bunch of liberal whites," as well as his argument that "Dr. Welsing was quite capable of defending the black viewpoint in front of the audience" (Ed. Note: for more on the developing confrontation between angry campus Blacks and "Stop Shockley" protesters, see this issue's front page story).

The article also noted President William M. Birenbaum's opening apologies for the early Shockley tickets which used the term "Honor", suggesting attendance was a form of tribute. According to the article, the reference had offended the "sensibilities" of many. Not included, was Birenbaum's explanation. According to his statement at the event, there had been a mix-up in printing instructions and the wording that had been used was the same as had been incorporated in the invitations for the William O. Douglas talk. A second, corrected series was issued later.

In closing, the article provided several background slugs on the day of the event. Birenbaum had held, "it would be a horrible idea not to confront ideas like this publicly." "Seven members" of the campus CAR committee met with Advance reporter De Luca. The report quotes the reasons of two for the protest... "an obligation to keep racists off the campus," stated Joan Bodden; Ms. Sandy Young, described as a black student and one of the loudest protesters, "called the BSU decision to boycott, 'inadequate'." CUNY Chancellor Robert J. Kibbee was quoted defining university function as, "to serve as a forum for the exposure of ideas to scholarly analysis and criticism." Finally, a "teach-in" organized by Black faculty "preceded the seminar" for the purpose of informing "black students of Shockley's theories and genetics in general."

According to the Advance report, 60 students had attended. CAMPUS PRESS

At the SICC campus, three of five existent papers supported Shockley's First Amendment rights. They include Dolphin, Evening News and News Ferry. Though editorial views may come later, Pungo and Black Press did

DSG Counter-attack

Continued from Page 4

same for the special "teach-in" session above, as he had done for the Innis presentation.

3. Instructed administrators, chair persons and program directors to confront each staff member with a petition in support of his position. There is no material evidence of this presented in the Mayday Committee broadside. Nor, to date, has the administration disclosed whether it did, in fact, conduct a petition drive.

Those known to News Ferry are the "Stop Shockley" drive of the "teach-in" committee which were available at a table in "C" Building; the Instructional Staff petition approved by a vote of 135 to 16 (with 10 abstentions) were available in Faculty Council Secretary, Les Keyser's office; the Ad Hoc Committee for Preservation of Free Speech was reportedly founded and its petition drive conducted by Dagmar Wylie, a student.

4. Required all AID center members to "counsel" students and faculty to "implement the law." At a special meeting with the Day Session Student Government, President Birenbaum handed out the "suspension" regulations of the BHE and a campus map, indicating permissible areas of demonstration (the quadrangle). In a follow-up interview with AID Director, Martin Black, he indicated that he had received such instructions, but argued that this was a normal function of the AID center and that, regardless of his views, it was a presidential function to

maintain campus order and the laws that pertain to it.

5. Pre-empted the total resources of the college to duplicate and circulate propaganda supporting his position at the expense of teachers and students carrying on the academic functions of the college.

It is unclear, in the attack, whether the reference is to campus propaganda or outside activities. Press members did report a thick packet of release material was made available on Shockley night. Only the Freedom of Speech petition and poster-board First Amendment reprints would seem to have emanated from some pro-administration sources. The First Amendment boards may have actually come from "Stop Shockley" sources as they were stamped with "Bullshit" after they had been printed.

Other than these and two "invite" notices (Innis and a Law Course talk) material on the walls, throughout the controversy, has been overwhelmingly "Stop Shockley." Beyond campus generated materials, entire doorways, windows and walls were papered in Challenge, the Progressive Labor Party house organ.

Neither side has indicated how much material was sent to outside press or government sources. Both sides were quoted in N. Y. Times, S. I. Advance, Village Voice and News Ferry materials.

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ATTENTION JANUARY GRADUATES JOB OPENINGS

Tuesday, Dec. 11

Electronic Data Systems will be on campus to recruit for their systems engineering developmental program and their operations developmental program. EDS designs, implements, and operates large-scale business information systems and is interested in talking to students majoring in computer sciences, business administration, and accounting.

Thursday, Dec. 13

Con Edison will be on campus to talk to students graduating in January with degrees in Electrical or Mechanical Technology or with accounting or secretarial coursework.

For more information or to make an appointment to see one these recruiters, contact the Placement Office, C-2. You must have an appointment to talk to the recruiters.

Vets Wanted

To work (for pay) as part-time Peer Counselors in the new SICC Veterans Advisement Center.

If seriously interested, see Jack Peters, Director, SICC Veterans Advisement Center - "B" Building, Room "B-7" - IMMEDIATELY !!!