



Yoga Class Discontinued, Santoro Protests Non-Payment

by Gary Libow

An experimental yoga class coordinated voluntarily by Ms. Madylin Santoro...

The yoga class was an experiment by Ms. Santoro to find out how many members of the college community would be interested.

my time and effort to the class as an experiment, but I'm not going to be a slob over the whole thing.

Letters

To Dean Leonard T Kreisman

Despite the fact that you lacked the courtesy to communicate directly with me or any other student in relation to the "penalty" imposed on the Kaleidoscope program...

think of nothing short of stationing security guards in bathrooms to rectify this unfortunate situation.

So, it seems that someone's efforts in handling the situation are under question by you and Mr. Orlando.

Every time I heard the phrase "due process" or "consideration" since acquiring your memo (in LATE January)...

The dressing rooms "looked like they were hit by a tornado." Posters and signs were ripped off the wall.

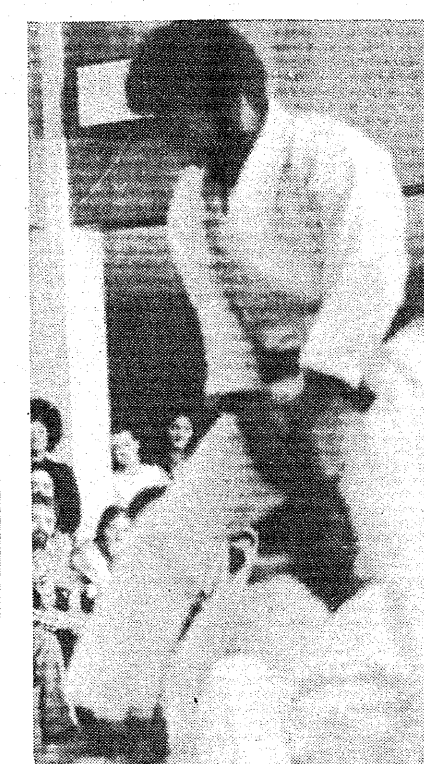
I sincerely hope that after careful consideration of the entire situation, you examine your reaction (the "penalty" arbitrarily imposed by you after receiving Mr. Orlando's report).

C- Building

would soon be residing in Black's offices. They would not actually take over the office until Wednesday, Black was told...

The number of tickets sold at final count was less than 750. In other words, ticket sales indicate that between 150 and 200 seats were empty.

When questioned, Phys. Ed. Chairman Gary Rosenthal, stated that, when Ms. Santoro approached him with the idea of running the class, he made it very clear that she would not be paid and would not be given release hours.



As the new term progresses, the athletic programs offered at S.I.C.C. move into full swing. Basketball, wrestling and martial arts are among the numerous sports S.I.C.C. students enjoy participating in.



Side Lines

Prof. Judith Donlan

In order to formulate a sound educational philosophy of athletics it is necessary to first establish the foundations upon which to build this philosophy.

OTHER COMMITTEES: The Curriculum Review Committee: This body, chaired by a Dean and composed as schematized above, seems to combine the function of a curriculum committee and a course and standing committee.

Experiments

Continued from Page 5

SIZE-STUDENTS: Students in the Liberal Arts Comprehensive Curriculum itself number some 200.

GOVERNANCE: The Governance of the experimental program resembles that of the college only schematically.

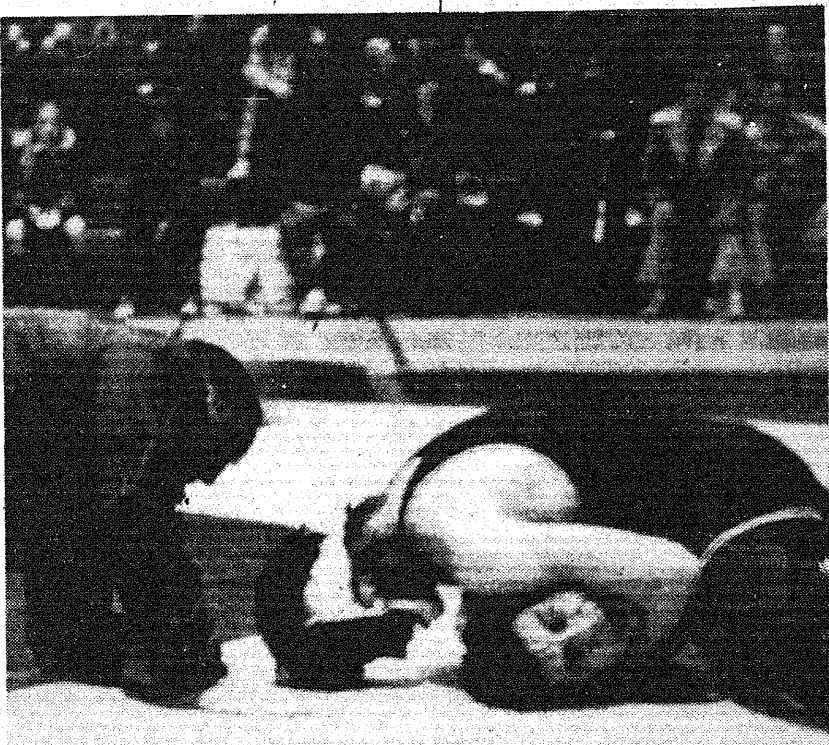
HELP WANTED: The following firms will be recruiting on campus in the Placement Office, C-2

- Tuesday, March 5: Ebasco Services (Utilities Engineers)
Thursday, March 7: Gibbs and Cox (Naval architects and marine engineers)
Monday, March 11: Con Edison (ET graduates only)

FOR FURTHER INFORMATION AND TO MAKE AN APPOINTMENT COME TO THE PLACEMENT OFFICE, C-2

1. Athletic events should emerge from a sound program of physical education instruction provided for all students.

3. Instruction in fundamental physical skills and the development of attitudes of healthful living should serve as a solid foundation for the establishment of a desirable program of athletics.



As the new term progresses, the athletic programs offered at S.I.C.C. move into full swing. Basketball, wrestling and martial arts are among the numerous sports S.I.C.C. students enjoy participating in.

2. All students are included in a physical education program whose educational purposes are the same. These purposes differ only in the degree to which they may be achieved.

4. Physical education classes and intramural athletic activities are more important to the large majority of students than intercollegiate athletics.



These figures by no means signify that under Affirmative Action women are being hired in greater numbers and are, in consequence, untendered.

But, to return to the Carnegie Commission's report on Governance of Higher Education and the governance of CUNY, Chancellor Kibbee's 50 percent "quota" for tenured faculty corresponds with the Carnegie Commission's 50 percent "peril point."

When applying pragmatism to general education it may be said that we learn truly only by involvement or doing.

Pragmatic or experimental learning is accomplished through doing purposeful, creative and beneficial things.

Total fitness as exemplified through demonstration of the student's acquisition of physiological and psychological principles of personal and social health and subsequent translation of this knowledge into definite program of action.

Development of the personality, first socially by establishing a concept of values through the understanding and acceptance of oneself and others.

And finally both cultural and vocational aims may be fulfilled by providing the opportunity for creative self-expression and to serve as a laboratory for those interested in becoming physical education coaches, professional athletes and youth leaders.

1. Participation for all. 2. To approach total education through the play experience.

The Chancellor, then, can argue that CUNY's tenure policy reflects the best advice of the Carnegie Commission.

RESEARCH: ACADEMIC RESEARCH LIBRARY. 1841 Broadway, Suite 1008. Hours: Mon - Fri, 11 AM - 5 PM, Sat 11 AM - 3 PM.

NICHOLAS ESTATES GARDEN APTS. 3 1/2 rooms \$175 4 1/2 rooms \$225. Includes gas heat, pool, playgrounds, private parking & air conditioning.

TERM PAPER CLINIC for EVENING STUDENTS. Need help for your term paper? Come in the Library (Room A-200) - See Prof. Kim.

The earlier BSU move occurred the week before. Two AID secretaries were sitting in the lounge at the time of the takeover. Both were ordered to leave.

"The BSU took over the lounge to ensure the survival of our club," said Sharon Saunders, BSU president, shortly after the takeover. "We made several attempts to get a larger room through legal, administrative processes. We now have the room and will keep it—we're not negotiating."



Pot of Gold  
Due North,  
Collect Shovel,  
Go To Albany



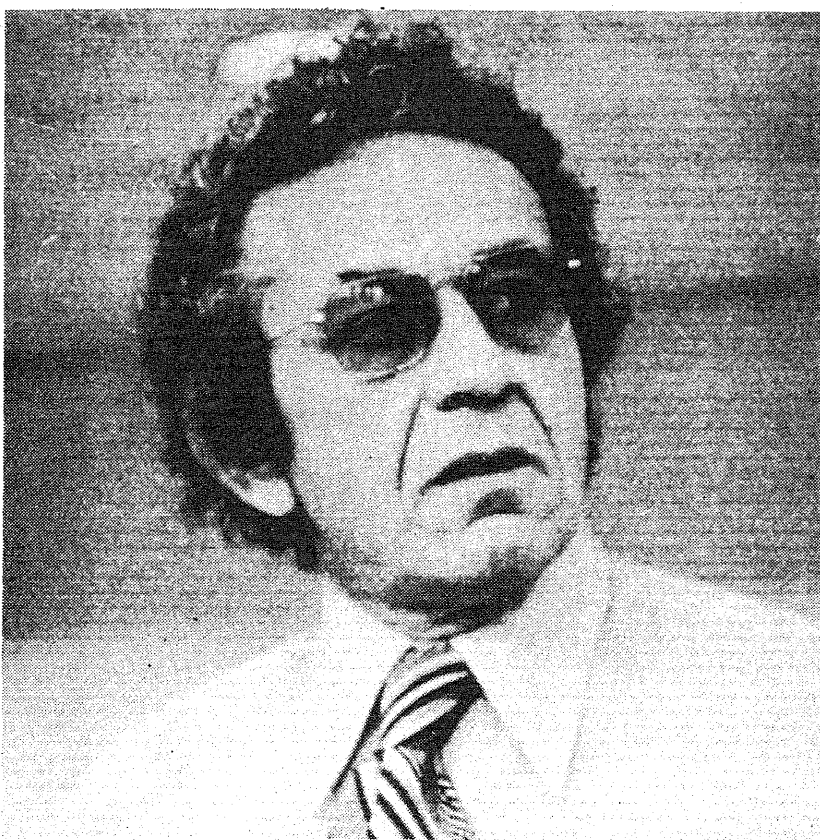
**Abe Beame Mayor**

*"BHE Knew in Summer, No Increases in Rates  
No Budget Cut"  
Bureau of the Budget*



**Robert J. Kibbee, Chancellor**

*"Colleges Knew in Summer, New Formula  
Would Mean Increases"  
BHE Budget Office*



**William M. Birenbaum, President**

*"Accruals Are An NYC Mandated Budget Cut"...*

Last Year  
"underspent,"  
Raise Accrual Rate  
for This Year

Strikes  
Are Illegal,  
Go Directly  
To Jail

Do Not Pass Go,  
Do Not Collect  
Several Million  
Dollars

Catch 22:  
SICC Will Cut Budget,  
So As Not to Spend  
What They Would Not  
Spend Anyway.

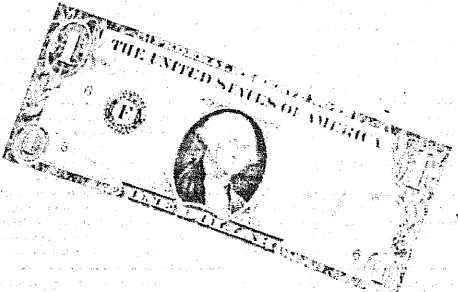
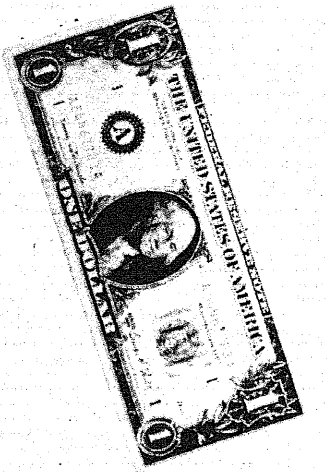
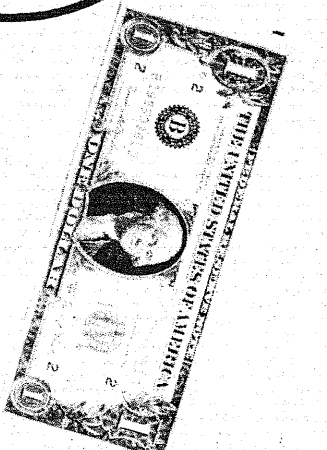
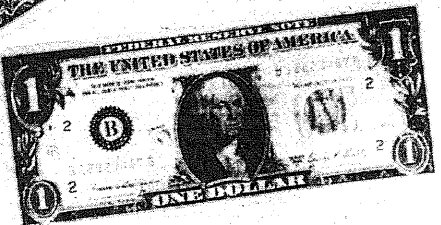
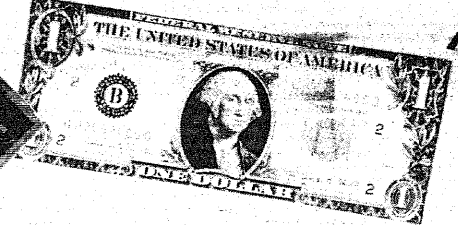
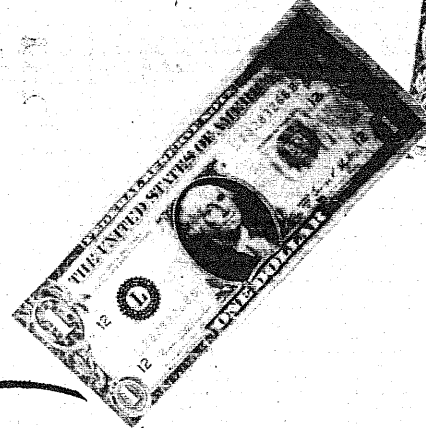
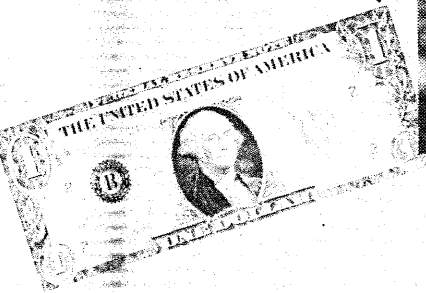
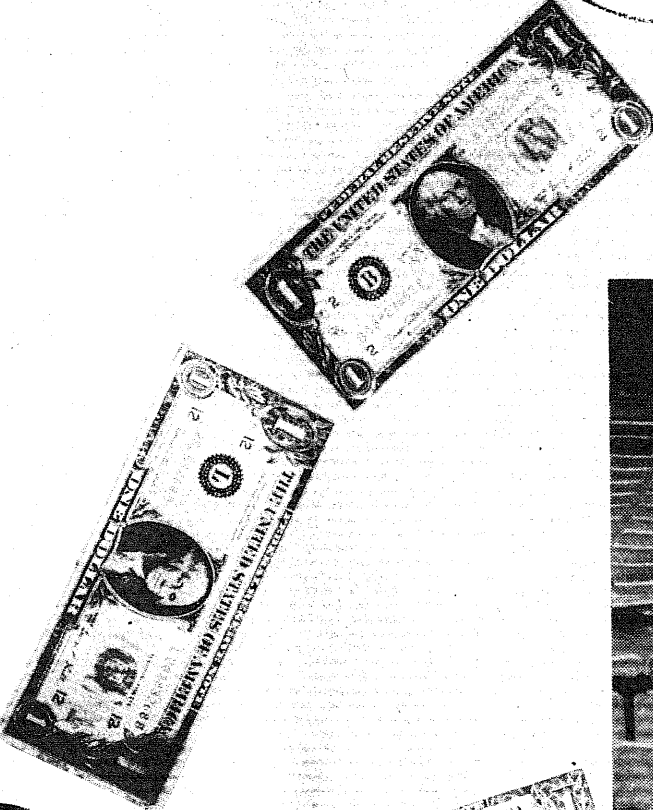
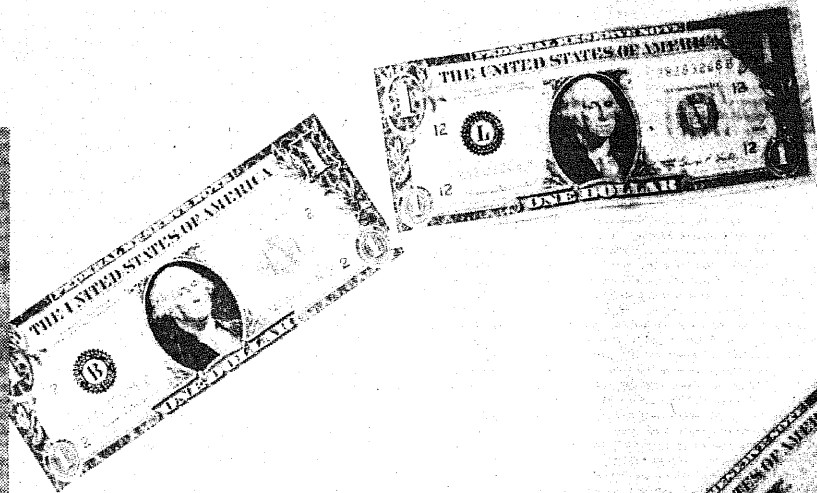
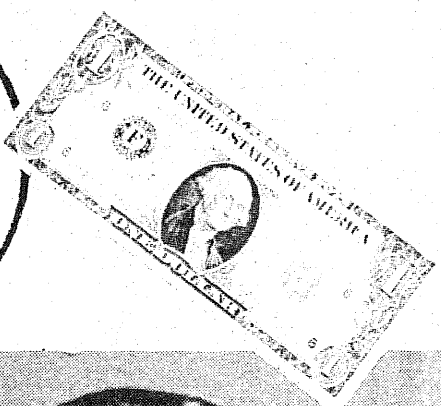
Step one:  
Get Summer Budget Relief,  
Step two:  
Give Relief Back in  
Winter Accruals

Do Not Pass Go,  
Do Not Spend  
\$378,000



**Erwin Polishook, PSC**  
*"Judge Us By What We Accomplish"*

# THE ACCRUALS GAME





ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT ADVERTISEMENT

Experimental Studies Program

by George Thomas

In answer to a growing number of questions about the Experimental Studies Program, the Executive Committee has asked me to give you as much information as I have been able to find...

relationship of faculty participation, though in a different context, to courses given on an experimental basis in a University Resolution of June 23, 1969...

Since January, 1970, SICC has been a member of the Union of Experimenting Colleges and Universities, a national organization committed to faculty-student involvement in innovative programs.

1. Civil Service Institute (a technical responsibility at best since the Associate Dean of Faculty, Evening Session and Continuing Education, runs the program)

AIMS AND WAYS: In broad terms, the current Catalog reads (p.121) the program looks to give students "the necessary freedom to develop for themselves a creative and personally meaningful educational experience."

Learning Centers: 1. Circle 73 2. PCA Experimental Courses 3. Place 4. Urban Learning Center of the College Discovery Program

Grievance Machinery

by Claude Campbell

The grievance machinery in any union contract provides an employee with a mechanism to insure due process in all personnel actions.

problem remains. With the variety of teaching methods in current vogue, the problem seems insurmountable, but the union will give these types of cases on the basis that such judgement is arbitrary and an infringement on a grievant's academic freedom.

NOTES ON THIS SPECIAL INSERT

The executive committee of the Staten Island Community College Chapter of the Professional Staff Congress has authorized the preparation of this material on the current state of higher education and of CUNY particularly and approved their circulation by means of the Staten Island News Ferry.

To cover this cost, the local chapter is using funds collected as part of a local war chest to improve communications and to coordinate concerted activities by the chapter.

administrations objections to these specific teachers, but they weren't afforded their rights under the grievance procedure or the by-laws of the Board of Education.

The U.F.T. reacted. At issue was the basic tenet that if a negotiated procedure in any union contract would have validity if the firings were allowed.

This last BHE resolution, however, extended the program still further: 1. To include the second year of college, with the corresponding change in title from the Experimental Freshman Studies Program to Experimental Studies Program.

The curricular designation for those graduating from the program is Liberal Arts—Liberal Arts Comprehensive Program. Students started graduating from the program in June, 1972.

anyway, I have simply given a large sampling from a consecutive computer-run of all the existing experimental courses through December 1973.

Table with 3 columns: TITLE, CREDITS, HOURS. Lists various courses like 'Problems in American Society', 'History of Puerto Rico', etc.

books, though I have eschewed scholarly and copious notes of indebtedness in favor of conveying more information.

very real sense, all America is a tenured society. Look, for example, at the professions. Doctors protect each other in a medical association, lawyers band together in a bar association.

Some of the questions asked by people on college personnel and budget committees is will this candidate for tenure ever merit promotion? Nobody can make such a decision, especially about a candidate rushing about as ours do.

The danger of this is two-fold. The person works insanely for five years, trying to be a good teacher, getting a Ph.D., writing madly to build a publication list, dashing about his or her respective campus joining committees, etc., etc., etc.

Some Thoughts on Tenure

by Les Keyser

Faculty tenure is currently the key issue in higher education. Now that the fires are extinguished at San Francisco State, Harvard, Kent State and Columbia, all eyes are on the mentors of the young revolutionaries.

It is crucial, I think, that one see the link between the trouble on campuses in the sixties, the rise of student groups, the attacks on the traditional university, on capitalism, and on the war, and the current attacks on faculty tenure.

In all this, I find it imperative to note that tenure did not face these vicious public attacks until the American people were incensed over campus insurrections.

Table: TENURE STATUS AT CITY UNIVERSITY AS OF DECEMBER, 1973. Columns: PRIOR TO PRESENT CYCLE, PRESENT CYCLE 1973-74, AFTER PRESENT CYCLE.

freely and heavily from the Smith volume, and from Faculty Tenure, the Keast Commission report, also published by Jossey-Bass in 1973, and from Academic Freedom and Tenure, edited by Louis Jouhan, a rather dated and stodgy AAUP project.

Most of the public has no true understanding of tenure, and thus both conservative bureaucrats and so-called innovative reformers can blame all of higher education's woes on tenure.

Table: TENURE STATUS AT CITY UNIVERSITY AS OF DECEMBER, 1973. Columns: PRIOR TO PRESENT CYCLE, PRESENT CYCLE 1973-74, AFTER PRESENT CYCLE.

tenure precludes only capricious or arbitrary firing. Overcoming the "fog" of nebulous verbiage associated with tenure, and escaping from the trap of nominalism must be our first task.

There is not to say that there are no special problems in teaching college which specifically require the protection of tenure.

Table: TENURE STATUS AT CITY UNIVERSITY AS OF DECEMBER, 1973. Columns: PRIOR TO PRESENT CYCLE, PRESENT CYCLE 1973-74, AFTER PRESENT CYCLE.

There is a classic case at S.I.C.C., which hasn't become a grievance yet, where the department clearly stated they didn't understand or appreciate the teaching methods used.

The danger of this is two-fold. The person works insanely for five years, trying to be a good teacher, getting a Ph.D., writing madly to build a publication list, dashing about his or her respective campus joining committees, etc., etc., etc.

Table: TENURE STATUS AT CITY UNIVERSITY AS OF DECEMBER, 1973. Columns: PRIOR TO PRESENT CYCLE, PRESENT CYCLE 1973-74, AFTER PRESENT CYCLE.

There is a classic case at S.I.C.C., which hasn't become a grievance yet, where the department clearly stated they didn't understand or appreciate the teaching methods used.

Our chapter now has its own special war chest to fight tenure quotas, insidious denied promotions, and other unfair labor practices.

Table: TENURE STATUS AT CITY UNIVERSITY AS OF DECEMBER, 1973. Columns: PRIOR TO PRESENT CYCLE, PRESENT CYCLE 1973-74, AFTER PRESENT CYCLE.

There is a classic case at S.I.C.C., which hasn't become a grievance yet, where the department clearly stated they didn't understand or appreciate the teaching methods used.

person with five years of positive evaluations can not reasonably be fired for reasons not referred to in those documents.

The next step is when an observer or a chairman alleges data which the grievant doesn't think is true. This is a delicate area where some chairman have been violating the rights of the employee.

At Step II, I've heard a hearing officer say that the grievant signed the document and did not reply to it; therefore, he must have accepted the contents.

Don't be rushed into anything. Most errors are made because people panic and begin spewing paper here and there. Go talk to people you respect and trust.

If, within 21 days of your observation, you have not had a post-observation conference, file a memorandum with the chairman requesting a conference.

Grievance after grievant has sat across my desk, and twenty others like it in City University, and said that they were so stunned at what the chairman had to say in the evaluation or observation conference that they couldn't gather their thoughts.

What Can I Do? 1. JOIN THE PSC If you are not a member, contact Sandra Adickes, Les Keyser, Mohammed Yousef, or your department representative immediately.

2. SEND MONEY TO THE STATEN ISLAND CHAPTER TO SUPPORT NEWSLETTERS LIKE THIS AND CONCERTED ACTIONS

3. WRITE THE NEW BOARD MEMBERS In a recent Post article, chairman Giardino was asked for his views on the tenure quota controversy.

4. HELP ORGANIZE THE CHAPTER AT SICC We now have a representative in every department. We are hoping to establish a telephone network so that the leaders could call five people a piece.

5. ATTEND CHAPTER MEETINGS INSTRUCTIONAL STAFF MEETINGS AND FACULTY COUNCIL MEETINGS If the union is to have an effective voice on campus, it must speak through many mouths.







# Teach-in: AID Controversy Aired

by Sally Johnson

An hour of angry accusations and counter-accusations between dissident students and staff, and AID Director Martin Black, culminated the February 15 teach-in which was billed by the Committee on the Protection of Independence in Government (COPING) sponsors as a presentation on the history of AID.

For the last hour of the three hour forum, Martin Black and Jerry Hirsch fended off questions from students senators and SARG-in-exile members which had to do with the ways and means of the recent AID recognition. Charges of non-consultation and secrecy seemed to be the students' major bone of contention as they attacked Black about the procedures which he employed in setting up the new "panel concept" of AID.

Black himself opened the hour with a bit of guerrillatheatreen when he walked into the Student Lounge with a shovel, announcing his intention to "shovel out all the bullshit that has been going on here." Student senator Ed Jagacki immediately challenged Black with a quote from a News Ferry article in which it was reported that the AID director did not consult with staff about the reorganization. "Why," asked Jagacki, "did you plan the reorganization in the middle of the year when no one was here?"

Countering with a charge of non-consultation on the Shockley issue, Black closed the debate by claiming that he had in fact consulted with "people who choose to remain unnamed." SARG-in-exile member Penny Grillos then questioned Black about the new internship structure which is designed to keep senators from being AID interns on the theory that the dual role can result in a conflict of interest. In light of this, queried Grillos, "does AID stand for student advocacy or doesn't it?"

To set the score straight on that issue, the director who has come under considerable attack of late, responded by saying that "when AID people feel that certain things are appropriate, the senators don't necessarily agree—it is better not to have conflicting interests." While Ed Jagacki spoke out in support of Grillos' position, Joe Hamill agreed with the idea of conflicting interests, claiming that "there is a conflict between taking orders from Martin Black and working for the students."

Lorraine Ercolano, of the Evening Session Government, then had some pointed questions for Nancy Munez, the advisor to the ESG. "Nancy, why did we stick our necks out to get you space in our office and then you moved right back to the AID office?" To this, Munez answered that she needed to be accessible to certain resources of the AID center, without which she could not continue to do her job. "The AID staff, she remarked, "has to stick together."

While Ercolano dropped the issue, the topic of advisors and advisor responsibilities became of primary importance for the remainder of the meeting, leading to some heated confrontations between Geoff Atkins who stood on Black's side, and Charlie Isaacs who is now the faculty member of SARG-in-exile.

Dino Lagravinese, one of the more outspoken senators, then put a question to Black regarding student needs and who determines those needs: "You contend that you service the students. If you alone are going to decide what student needs are, how does that help students mature?" Black denied this charge, saying "I don't decide student needs, but I also don't feel that the student senate is the most representative body on campus. I can offer an advisor to the senate, but they don't have to choose to use that person."

Isaacs took the floor on that one, in reference to a dispute over a memo which Isaacs wrote on club budgeting processes after the senate had reinstated him as their advisor. "You told me not to do that without clearance," Isaacs contended. Geoff Atkins, the head of the clubs panel, answered with the charge that Isaacs did not consult any of the clubs before presenting the memo. Black refused to "discuss the memo in public."

Isaacs then raised a basic question about his status as an AID staff member. "AID was supposed to be based on democracy. On January 3, Martin Black announced a basic change in philosophy. As I see it, he succeeded from AID. Either he has dissolved AID, or AID is now a puppet of the administration."

Turning this accusation around, Vinnie Massaro then proposed a theory, "We all know that the Shockley issue was a slap in the President's face. Since the President loves conflict, maybe Charlie is the administration stooge?" Lagravinese came back with the notion that "theories are not realities. The reality is that Charlie serves students according to their needs and requests." He then turned on Geoff Atkins "with a formal request that Atkins "not send out any memos unless they specifically have your name on them", and an open request that students in general come to the senate with their needs and problems.



Marcellus Jones, who had that morning received notice that he was fired from his part-time AID staff job, finally dropped specific grievances and broached the bigger issues at hand. "The main problem," said Jones, "is whether these AID people are relevant to the students. SARG was part of AID and yet was mostly students. Why was SARG dissolved and why aren't students guaranteed a right to vote any longer?"

With a counter-charge in the form of a question—"Can any senator name 10 members of his constituency?"—Black proceeded to explain his feelings about the nature of AID interns in the present conflict. Said Black, "AID is an administrative unit, directly accountable to the President, and the staff is accountable to me. We have solicited student input, but I am not accountable to students and I will not be dictated to by the DSG. AID is not a democratic group—when the students say jump, I do not jump. I try to get people on my staff who are in basic agreement with my philosophy of professional accountability, although I do not expect a consensus of opinion on every issue."

Then, in a final request for mutual understanding, Geoff Atkins stood up to request an end to the personal conflicts which he feels are a major contributing factor to the present dispute—"This seems to be a matter of personal conflicts. This is just mutual accusations about the past. AID is only

here to help. We could really rake up dirt, but this infighting is only helping Birenbaum, not us. You're attacking people as lackeys, but that will not solve anything."

### HISTORY OF AID

The early afternoon session of the teach-in was considerably less heated and focused mainly on student explanations as to the origin and nature of the AID concept. The reading of a prepared document entitled "Student Control or Controlled Students?" opened the session at noon, and that was followed by various student and staff presentations with the floor open for audience questions.

Marcellus Jones led it off with his view of SARG as it was, claiming that it was a "legally constituted body on campus, which operated on the basis of



Martin Black attempts to clear up the "bullshit," as angry students confront him on the issues of AID staff policies.

internal democracy. We believe that students are capable of decision-making." As he sees it, Martin Black wanted to do away with any type of democracy in the AID center—thus the reorganization plan. Claiming that the plan itself was "typed in Birenbaum's office," Jones went on to explain that his SARG group "rejected the arbitrary shuffle because our primary purpose is to serve students."

The notice of his firing came shortly thereafter, "I can't tell students to make decisions about what affects them if I'm not willing to make decisions about things that affect me." On the issue of student power, he reiterated the belief, picked up later by Frank Ehlers, Penny Grillos, and Bob Weiss, that "there aren't going to be any changes if people are not willing to understand that there is a certain amount of risk in attempts to change."

Frank Ehlers of the Convicts' Liberation club and Bob Weiss of the Vets' club both continued on this tack, with warnings and admonitions about the need for risk-taking in the seizure of power. Relating a story about a semi-violent confrontation when "we threw the military off campus a few years ago," Ehlers stated that "whatever tactic is called for must be used."

Agreeing with Ehlers, Weiss brought up the Shockley case once again, claiming that the incident "put us in bad with the administration. It became obvious that to get something, one must take it by any means necessary."

And for those who still refused to believe that the Shockley affair is not yet dead, the issue reared its head one more time in the form of a memo from SICC President Birenbaum on the subject of an invitation to participate in the teach-in.

You requested during our meeting today that I send to you in writing my views stated below about your invitation to participate in a Student Senate teach-in.

I appear in public on and off this Campus all the time to discuss all kinds of subjects, controversial and other. I welcome the opportunity to do this, and will continue to do so.

But your invitation to do this under the sponsorship and with the participation of the incumbent Day Session Student Senate raises certain questions we ought to resolve.

1. This Senate is on record with the position of denying Free Speech and First Amendment protection to persons with whom it has disagreed, disagrees, or may disagree. This Senate has disagreed, disagrees, and may disagree with me. It is not at all clear to me, therefore, whether or not I am one of those persons to whom the Senate's Resolution denying Free Speech applied. I cannot appear under Senate auspices, therefore, unless that body assures me quite explicitly that it will implement and defend aggressively my right to Free Speech guaranteed by the United States Constitution during the occasion I would appear under its auspices.

2. As an officer of this public College, I am bound by honor and by law to uphold and implement faithfully the Bylaws of the City University of New York. I cannot appear under the sponsorship of any individual or group who on the occasion of that appearance, knowingly and intentionally is in violation of those Bylaws. If I appear under Senate auspices, therefore, I will want to be assured at the time of that occasion that the Senate is not knowingly or intentionally violating the Bylaws of the University which I am pledged to observe, as are all other citizens of this college community.

3. Assuming resolution of the above matters, I will be pleased to reach a specific agreement with representatives of the Senate about the details of the public event it wishes to sponsor with my participation. As a basis for such an agreement, I suggest the following:

- a. That we agree upon a statement of the subjects or themes which we will discuss and debate.
b. That two students of your choice and I will engage informally in discussion and debate to be moderated by a member of the teaching faculty upon whom we mutually agree.
c. That our discussion be one hour in duration and be video-taped, that the video tape will be the property of the College, available to students and/or teachers and staff for use on the campus as they may choose and within the terms of the First Amendment.
d. That I enjoy the courtesy of reviewing prior to issuance any publicity issued by the Senate or its agents in anticipation of this event, should any such publicity refer to my participation in any manner.

If we can reach agreement on the above items, I am at this time, February 7th, available to appear under Senate sponsorship on Wednesday, February 20th, Thursday, February 21st, or Friday, March 1st.

# C-Building Takeovers

Continued from Page 1.

in regard to the selection and recall of faculty advisors. That policy is as follows:

"Any organization funded by the Day Session Student Senate, including the Day Session Student Senate and its Commissions, may choose, from among the college-wide faculty, any advisor of its choice, and appropriate release-time payment shall be provided, if necessary, by the college, in order for the advisor to adequately perform his-her duties."

Selection of faculty advisors became an issue because Martin Black's reorganization of his AID Center staff, among other things, removed Charles Isaacs as faculty advisor to the Day Session Senate. The new student government policy for selection and recall of faculty advisors hinges, practically, on the administration's willingness to arrange for release-time payments to advisors the students choose, or on the Senate's willingness to pay those advisors themselves.

In regard to release-time payments by the administration, Birenbaum said, "I cannot consider the proposal because it is beyond my power to do so. The by-laws and union contract are very explicit about tenure-bearing lines. It would be an entirely different matter if they were non-faculty lines."

He added: "I think it is quite appropriate, and I encourage the DSG, to hire their own employees."

The senate resolution caused SICC President William Birenbaum to elaborate on an earlier and more vague interpretation of policy on the space allocation question. Following is the text of the Birenbaum memo to AID Director Martin Black, issued the same date as the DSG eviction resolution:

Pursuant to discussions with Student Senate President, Geraldine Jackson, I wrote you on September 15, 1971, as follows:

"It is my policy to respect assiduously and to defend aggressively the jurisdictions, prerogatives and powers of the student governments of SICC, day and evening sessions, as established by University and campus law with regard to such matters as space allocations in the C Building, the allocation of funds in support of student activities, and the chartering and supervision of student organizations."
Ultimately, I am responsible and accountable for all activities conducted and college properties used in the name of City University at Staten Island Community College. Therefore, regarding the above policy, I will remain actively engaged to ascertain that due process, University and College Law and policy, and educational goals and purposes as established by the Faculty are properly respected and observed."

Regarding space allocation in the C Building, this policy makes the following points very clear:

At that meeting, Birenbaum reportedly asked the student senators to address the "larger question" of whether they thought the AID Center, as presently constituted, need exist at all. This they did at their February 13th meeting. They not only officially reallocated AID's office space to various clubs and organizations, but addressed themselves to the "larger question" as well by passing the following resolution calling for the dissolution of AID:

WHEREAS the AID Center, as it is presently constituted, has advisors assigned by the Director, in a centralized administrative staff, to all aspects of student governance; the Senate, its commissions, its chairperson, and the clubs and organizations, and WHEREAS that assumes that the AID Center's ideas, on what students lack in technical skills, are correct, and WHEREAS that further assumes that the optimal method for dealing with these externally conceived technical deficiencies is to supply unsolicited advisors, and

WHEREAS that conflicts with the new student reality that the students want to, and are encouraged to identify their own problems and initiate and develop methods to solve them, and WHEREAS the Senate recognizes the need for advisors for some students involved in Senate or club activities this year and in succeeding years, and WHEREAS the Senate has voted to have a policy of student control over the selection and recall of advisors to clubs, the Senate, its commissions, and its chairperson, with release-time payment provided by the college, for those advisors, and

WHEREAS this policy is in conflict with the present administrative procedure of the AID Center for choosing advisors for the Senate, its commissions, and its chairperson.

BE IT RESOLVED THAT the Day Session Student Senate recommends to the President of the college, pursuant to Senate positions and policies and changing student realities, that the AID Center, as a centralized administrative staff, be dissolved, and

BE IT FURTHER RESOLVED THAT the Senate recommend to the President of the college that he take appropriate steps to facilitate the securing of release-time payment for faculty members chosen as advisors by and for the Day Session Student Senate, its commissions, its chairperson, and clubs and organizations funded by it.

In an interview following the Senate's actions, Birenbaum was asked why he

wanted this "larger question" addressed:

"The AID Center is designed to service student life," he answered. "It functions as an experimental center and input as to how clients react to the service is a determinant as to whether the service need exist or not."

Birenbaum was then asked whether he would dissolve AID now that the DSG had made its feelings known:

"I have no inclination to act solely on the advice of the DSG," he answered, "as they represent no more than twenty students, if that." He went on to say that he sees an average of twenty students per day personally in his office.

Hirsch went over to the lounge shortly after he heard that it had been taken over. "I proceeded to enlighten them about the history of the lounge, the reason for its existence, the fact that it was called for in the PSC contract, and the fact that it was an administrative area," Hirsch said afterward. "They considered the matter closed and I contacted Mohamed Yousef, the faculty union representative."

Yousef's attitude was and remains flexible. "In the past year we have had periodic executive committee meetings with William M. Birenbaum," he said. "Since last year there has been a demand for the lounge space. The nature of C-building has changed, so there was logic in the request. I'm on record as willing to accept another equal facility."

Yousef said that he "has come to understand the grievances of the BSU and perhaps they have merit." He added that the PSC will take no action against the students. "I'm not dealing with the BSU on this issue," he said. "I'm dealing with the administration on the contract."

In an interview shortly after the takeover, Dean Kreisman said that according to the terms of the PSC contract, the college is required to provide faculty space.

"The college has made C-109 available to the union," he said. "It is possible the college will make available other space to the faculty. Determination of union space is the college's responsibility. Clearly, the BSU is in illegal occupation of the room—the room is not theirs. Should the college assign other space to the PSC, then the designated use of C-109 changes. The matter then goes to the DSG."

Several days later Kreisman denied rumors that a decision had been made to designate the library's "La Galerie" as a replacement faculty lounge.

"That is incorrect," he said. "No official decision has been made yet."

Asked if there had been any thinking along those lines, he replied: "No, not to my knowledge."

As for the eviction of Martin Black's staff from its offices in C-building, that matter became entangled with the question of whether the Senate thought the AID Center, as presently constituted, need exist at all. SICC President William Birenbaum was partly responsible for this.

# Tenure

Continued from Page 1

quorum here for your Instructional Staff meeting, our informational picket line embarrassed us. This apathy is killing us." This view was challenged by Petratos who claimed that he has been out on picket lines for thirty years now and is no better off for it: "Let's go all the way, but no more picket lines."

Then back to Lorraine Cohen, who expressed a basic distrust of any sort of political settlement which is brought about by city politicians. "Beane and his friends are owned by big business, by real estate interests," she said. "They will sell us out in the long run, maybe not on this issue, but they will sell us out." And she posed yet another challenge to the union leaders: "Why were the rank and file union members not allowed to take the floor at the PSC rally?"

On this point, Claude Campbell, the SICC representative, expressed a view of unionism which suggested a single-minded devotion to PSC policy. Referring to a talk given by Albert Shankar at the rally, he suggested that the union could not allow a public attack on a major labor leader in such a forum. He commented further that the rally "was not designed for the rank and file."

Faculty activist Ira Shor picked up on this point, saying, "Don't do to us what our enemies do—let us speak out on issues." Beyond this, he called for a "reconstruction of our understanding of power. This budget crisis should not have come upon us unexpectedly, but the union seems to operate on special interest politics like the administration."

In an interview, SICC chapter president Mohamed Yousef elaborated on some of the "special interest politics" which are beginning to concern chapter members and the faculty at large. "The local chapter has 400 members," he began, "but some of those are not technically teaching faculty. We have a long way to go, especially with adjuncts."

On the question of a strike, Yousef predicts "that there will not be a strike." He sees the recent installment of a new BHE as a hopeful sign on the issue of tenure quotas and expects that the policy will be rescinded in the near future. Yousef himself voted against the strike motion which was finally passed by the SICC faculty that included Ira Shor's amendment for the inclusion of student demands with any faculty settlement. He feels that each issue should stand on its own—each issue warrants faculty support on its own merit." However, in his view, the

Birenbaum met with several student senators early in the week. News Ferry coverage of this meeting was prohibited by Birenbaum. No explanation was offered.

Regarding space allocation in the C Building, this policy makes the following points very clear:

1. The President voluntarily designated the Student Senate as agencies to allocate spaces in the implementation of his responsibilities. The designation obviously created a privilege in the Senate—not a right—for the responsibility of the use of University properties on this campus remains with the President.

2. A privilege abused may be withdrawn.

3. In his agreement, the President reserved the power to review due process in the allocation of spaces in the C Building, and the power to review space allocations as these bear upon the implementation of College educational goals and purposes, and University and College law and policy.

4. The privilege granted extended and extends only to the allocation of spaces in support of student organizations. It does not extend to the use of public spaces (i.e., the auditorium, hallways, bathrooms, community lounges, etc.), or to spaces used in the general service of the College Community (i.e., faculty lounges, bookstores, AID, Financial Aid and other general administrative areas, etc.)

These remain our policies, and we have adhered to them carefully, including during the Fall of 1973, when several student organizations appealed directly to this Office pursuant to Student Senate space and budget allocations. In each case, after a preliminary review of procedures, we have referred complaints back to the appropriate student agency.

Birenbaum's hint that "a privilege abused may be withdrawn" did not deter the Senate. Early in the week of February 14th, it became apparent that they were going to allocate AID's space to various student clubs and organizations.

On Monday, acting before official Senate approval, the Vietnam Vets Association "symbolically" took over Martin Black's office. The action involved a group of about twenty-five vets and friends marching down the hall in C-building to Black's office, where Black, obviously tipped off, sat calmly behind his desk, waiting for them.

Black was told his office was no longer his. He asked, "Pursuant to what authority?" And was told, "pursuant to the authority of the Commission on Student Center."

Black reminded the assembled vets that official Senate approval could not come until Wednesday. A spokesman for the vets told Black they were taking over the office in the "interim" pending Senate approval. "But that's like someone taking over the White House immediately after being elected," Black complained.

Black was told the act was only "symbolic" for the time being. The vets wanted to put a sign up announcing they

Continued on Page 10

reality of the situation at the moment is the tenure question. If and when the other problems (open admissions, free tuition, etc.) surface, "I personally would call for drastic faculty action."

Yousef also claimed a union victory on the budget crisis in terms of the planning firing of 100 adjuncts. President Birenbaum indicated last week that he had decided upon "partial non-compliance" with the CUNY mandate and the adjuncts were not let go, but Birenbaum "omitted mention of a PSC meeting with him that morning which included Zeller, Cantor, Campbell and myself. The cuts were made on the basis of information to the effect that CUNY enrollment had dropped this semester. That did not happen here—the evening enrollment went up in fact." At that point, Yousef claims, the union stepped in and "things went back to normal."

On this point, Claude Campbell, the SICC representative, expressed a view of unionism which suggested a single-minded devotion to PSC policy. Referring to a talk given by Albert Shankar at the rally, he suggested that the union could not allow a public attack on a major labor leader in such a forum. He commented further that the rally "was not designed for the rank and file."



Belle Zeller (standing) and Erwin Polishook (seated left) address local union members on tenure.

Whether or not Yousef's assessment of the situation is correct, union actions do not seem to have alleviated certain faculty grievances which result more from major governance questions than from specific issues. Faculty critics do not trust politicians; the union does not have enough strength to achieve anything other than political settlements. Arthur Field may have hit upon the real sore spot when he stood up to make a statement which closed the union meeting: "There is not enough contact between union leadership and faculty. There is no sense of a strong union—the feeling is that you get more on your own than with the union."



"I think it's kinda high but what can you do. They should consider the students when they regulate their prices."

Gilda Bradshaw Liberal Arts



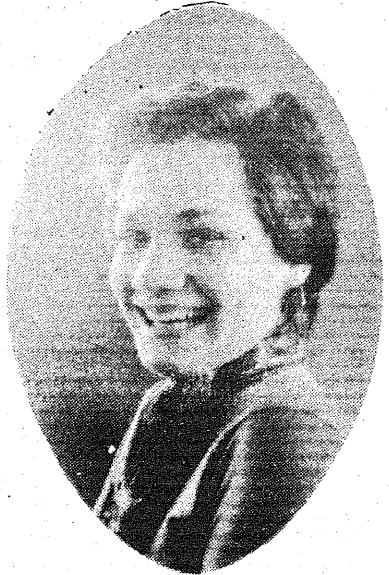
"The food is not bad but Hero sandwiches are getting smaller, while the prices are getting larger."

Dennis Magna

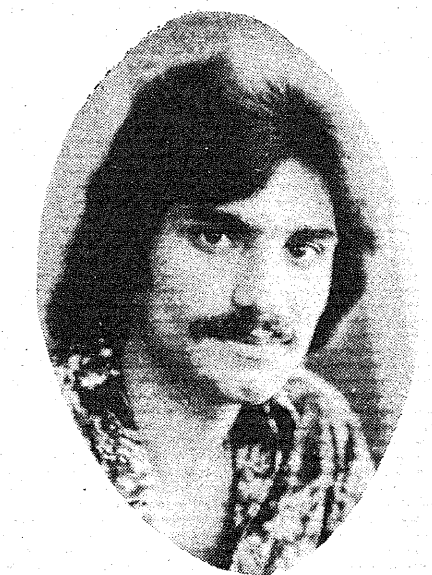
# Indecent Exposure

by Lewis Zlotnick

This column is aimed at creating a mode of opinion for the student. Only questions of current social and political value relevant to the student body at 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 a "tongue-in-cheek" out for me. Lewis Zlotnick



Vinny Franzone Liberal Arts and Sciences



"The food is good but I think very over-priced... I eat here all the time... maybe because it's so clean that's why the prices are so high... the veal parmesan is delicious..."

Sal Amato Pre-Law

"We're college people, not working people. We're barely making it in here and what they charge us, the food ain't even worth it. For these prices, I can go to McDonald's and get better food."

Vivian Lewis Liberal Arts

# Shabaka to Remain at SICC

by Sally Johnson

In a temporary settlement to a long-disputed issue, Professor Shabaka has returned to her office in College Discovery, pending tenure evaluation from the Central College Discovery office at the Board of Higher Education.

The issues of the case revolve primarily, around the problem of tenure eligibility as it applies to faculty who have been transferred within the CUNY system. While Professor Shabaka has been at SICC only since October of last year, she has held previous positions at Manhattan Community College and at Medgar Evers College as a resident member of a Psycho-Social Services Unit which operated out of the Central CD office.

As Shabaka explains it, "Seven psychologists were assigned to each of seven community colleges to act as counselors. The unit was dissolved in 1972, and each of the psychologists involved was assigned to one of the colleges." Thus, when she came to SICC last fall, she was only one year away from tenure evaluation.

SICC President Birenbaum then acted to have Professor Shabaka re-assigned to the BHE, claiming that he was not able to make a decision on her tenure evaluation because of the short length of her stay on this campus. In his words, "Tenure is usually judged by one's peers. Her length of service on this campus would be the shortest in her CUNY career, and we are bound by a difficult tenure policy at the moment."

Professor Shabaka concurs with this assessment of the situation in that, "I was asked to be re-assigned to the BHE by President Birenbaum because he did not wish to deal with tenure. I am too close to tenure."

However, she contends that BHE by-laws make allowances for the special problems of transferred faculty, and all past reports and evaluations are readily available to a tenure evaluation committee.

For this reason, she feels that she has a grievance against the college because of the course of events, in her view, suggests that she was being judged on a basis other than competence or contribution of service as they appear in the union contract.

"It seems to me," says Shabaka, "that there is a grievance implied if one has tenure eligibility (covered by the BHE by-laws despite transfer), and a college, because of 'closeness to tenure', is unable to accept."

In an initial move to fight President Birenbaum's attempt to have Professor Shabaka re-assigned to the BHE, the Black Caucus of SICC headed by Steven Moore, sent a January 28 memo to the President which is reprinted, in part, below:

In her relationship with colleagues, Prof. Shabaka has been cooperative, while at all times challenging of the traditional roles and norms within the program and the college. While this may be found threatening to some who are less concerned about the progress of education and student development, her questioning nature and keen critical and analytical approach to problems are decided assets to a college which emphasizes change and excellence. She has always been willing to share her expertise with others, seeing as her ultimate goals student growth and development instead of her own self-aggrandizement.

It has been an enlightening experience, having Prof. Shabaka as a member of our Staten Island Community College staff. Therefore, we urge you to take the above under very serious consideration, as it relates to your recent decision to not have her remain at Staten Island Community College. We want Professor Shabaka and her line transferred from Central College Discovery, to our college.

Signed by well over 100 faculty and administrative personnel, the memo went out city-wide to political figures and newspapers and, in effect, charged President Birenbaum with the responsibility for "guaranteeing the rights of all individuals on this campus."

Since the January and early February events, there has been a temporary compromise solution reached. As Steven Moore explained the compromise, "The temporary solution is that Birenbaum has accepted a re-assignment to SICC. The problem is that it is only a re-assignment, not a transfer. The tenure evaluation will come from the BHE."

President Birenbaum feels that this solution is the best that could be hoped for under the circumstances and that "the BHE will give a fair and objective evaluation of the case." He goes on to explain that "it is unusual for a person to be so mobile. In light of that mobility, we had to be particularly careful."

As for Professor Shabaka herself, she doesn't care who finally evaluates her tenure, but feels that there should not have been any problem in the first place since she has worked in the CUNY system all along and has evaluations of her work "ranging from good to excellent." She is back at SICC at least until her tenure evaluation comes before the BHE. If and when she receives tenure, she will be accepted at SICC with her line paid for by the BHE, but transferred to the administrative jurisdiction of this campus.

# Ehlers, Jagacki "Prospects," "Con Lib, And "Special Admissions" View

by John Signoriello

NF: What is con lib? How did it originate? What does it do?

Ehlers. In order to fully answer, a certain amount of background material is necessary. On the SICC campus, there is a program called the Special Admissions. This program has been operating now for six semesters, possibly seven. It is set up to allow ex-drug addicts access to the college campus. It was originated in Arthur Kill, where a Soc. 1 and Psych. 1 course was taught for credit. Four graduates of that course came to SICC. One of them has graduated; the other three fell by the wayside.

Since that time the program has been expanded to include ex-convicts. At present they have sixty people from various rehabilitation centers and prisons now on campus. As the program expanded and there were more and more ex-drug addicts and ex-felons running around the campus, there was a great social gap.

The school, by its very nature, was something far and distant from people of that background. They never had any hope or expectation of ever attaining a college education—college was something for other people. So they didn't relate very well to the students on campus at that time. They ended up hanging around in their free time, and getting very discouraged. Jane Hickey, another student, and myself came up with the idea of forming a club to deal with the needs of ex-addicts and ex-convicts. So we drew up a charter and constitution and by-laws. While doing this it occurred to me that we had an excellent vehicle for social change on campus. Most ex-addicts or ex-cons are not, as myth would tell you, stupid or ignorant.

They're generally very smart and very creative, but also very frustrated. We decided that this frustration could be put to good use. Our primary goals were to alleviate some of the hardships of men "inside" by corresponding with men in prisons or rehabilitation programs that had nobody; helping with work release programs when they got out, or when they came up for parole; and offering counseling, for their various problems, which are many.

NF: Con Lib has recently opened a storefront—"Prospects"—in New Brighton. What is its purpose?

Jagacki: On June 1, 1973 a storefront facility was acquired by Frank Ehlers and myself. Funds were provided for the rental of this storefront to be paid up by Dec. 31, 1973. Our objectives, initially, were not related to the tasks that we have since undertaken. This change came about because of

the obvious immediate needs of the community. We decided to utilize our resources, limited as they were, in creating a community service center.

So, we acquired an additional \$150 expense budget for the summer months. Semi-day care facilities were

children helped clean the facilities, also, sweeping, mopping and dusting. They also aided us in distributing 300-350 free lunches per day (donated by the Urban League).

We instituted a writers workshop (Non-accredited course) instructed by



Frank Ehlers spent 11 years facing "four walls" before coming to S.I.C.C. established, which was well attended by the children of the community, with whom we established an excellent healthy support with. This function was both recreational and educational in nature for the 30 children who utilized it. These children participated in many ways, besides receiving these services.

Some of the other children taught the younger ones simple arithmetic or how to spell their names and, the still younger ones, the alphabet. The

Recently a community resident, who had been an invaluable service to the center, appeared in court for burglary. He had previously served a prison sentence for a felony committed. The center aided this man in finding employment, and I spoke on his behalf at his sentencing. After submitting a letter to the probation office, the man received 5 years probation, during which time a monthly report will be written to the probation office from the center regarding his disposition.

Our plans for the future are: a) to institute a wider variety of courses (academic and vocational in nature) in the community.

b) to develop more programs for the children such as:

- 1. Tutorial services
2. arts and crafts
3. athletic events
4. parties and dances

Before the end of Spring '74 we plan to have instituted various courses, for instance, high school equivalency training, remedial reading, college level courses, with the emphasis on community or urban problems, also tutorial services on all educational levels, various counseling (job counseling, referrals, drug counseling, birth control and abortion) services, and a community publication. We eventually wish to become an arm of the college, in an academic sense, that reaches out to the community for the benefit of the community.

It is very unrealistic to expect somebody just out of a prison or a rehabilitation center to come up to a college for counseling or any other type of help because colleges are very foreign to their nature, and they are somewhat awed at the ivory tower aspect... so the storefront becomes an excellent vehicle for them.

NF: What problems were encountered in setting up the storefront?

Ehlers: There were many, many problems setting this up. First of all, it was a pretty new concept and the school administration was very leary of the idea. But student government liked the idea—there's a number of activist people there. They gave us a budget and they okayed it. I went out and procured a lease agreement with the landlord on a storefront and the money was allocated. But the SICC Association refused to release the money.

It took us an entire semester to find out why they would not release the money. Nobody would tell us anything except "no." Finally we found out that they were unsure of the legalities. The student government allocated the money, but had not set up a policy for authorization of the loan for which to spend that money. So SARG was formed. Senator Joe Hamill played a large part along with Charles Isaacs, in formulating an off-campus policy. Once this policy was formulated, it then had to go before CUNY lawyers, and that took a month or so. Finally, when all the problems were knocked down, they conceded to give us the money for rent of the storefront. They provided us with no money for funds, no money for equipment, nothing like that. Therefore, we had to hustle. We put together a few pieces of office furniture and stuff like that. We got some paper and printed up some letterheads, and we went into business.

NF: What problems do ex-convicts encounter, once they're out?

Ehlers: That primarily depends upon the convict and the offense for which he went in. Americans have a "horror syndrome" about certain type crimes. We can understand crimes of greed and crimes of violence, but we don't understand crimes of passion. An armed robber has a much better chance of re-adapting to society, than say, someone convicted of rape. Rape is viewed as a heinous crime in the eyes of society.

As for individual problems, I can only offer myself as an example. I was convicted of armed robbery and felonious assault in 1960, and was given a sentence of twenty years, of which I served eleven. I spent the entire decade of the sixties in prison. A lot took place during that time—the assassination of President Kennedy, the assassination of Robert Kennedy, the shooting of Martin Luther King, Kent State took place, Haight-Ashbury took place, the flower child movement, etc. So when I came out in '71, I had missed the entire decade. I was still thinking 1950's. It was very strange, I was paranoid.

It was impossible for me to get a job, because I had no work background. I could not apply legitimately. I falsely filled out job applications because I had worked—I was twenty-two when I was arrested. Therefore, I had to apply, which meant that any time a company wanted to do a checkup on my job application, I was subject to dismissal. One of the rules of parole was that you had to maintain a steady record of employment.

Another problem is just normal everyday relationships with men and women, who have never been in prison. In prison, you are taught to do things by rote, by the bell, by the number. It's very much like the armed services in that respect. When you come out and are given total freedom in your movements, you don't know what to do. You play it by ear most of the time, which can be very frightening.

Also, the rules of parole say that an adult cannot sleep with, or have sexual relations with, any person not his lawfully wedded wife. Also, if two ex-convicts are caught conversing with each other, it is a crime, a violation of parole, which doesn't seem reasonable when you consider the fact that, if a man has spent ten or twelve or twenty years in prison, his only friends are other people that have been in prison. Nobody that has ever been in prison can quite understand the problems ex-cons face.

NF: How has the new Brighton community reacted to the storefront facility set up by ConLib?

Ehlers: Well, there has been a very mixed reaction. The new Brighton community—Jersey St. in particular, because we are located there—has seen an influx of storefronts every summer. They come by the dozens; they hang out, and as soon as the weather gets cold, they close up and go away, and the

next year new ones open up. We, so far, have survived an entire summer and an entire winter, which is now making the people think that we really do mean business.

Response to this from the beginning has been sporadic. We hung out down there for at least a month, without any response at all. People didn't even know we existed, which is understandable. They had to find out what we were doing and what we were about. Once we took over the Urban League free lunch program, people started coming over and asking what we were all about. We told them, as best we could, what we were trying to do, what we could do, and asked for their ideas.

We worked very closely with the Martin Luther King Heritage House in cleaning out a church that they bought to turn into their own facilities. We worked with a community theatre workshop, allowing them to use our space for their rehearsals, offering our services in time, feeding them during rehearsals with the free lunch program. We instituted a writers workshop, which was taught by a staff person here at the college, George Cain, whom I don't think is at the college any more. We also instituted an artist workshop, by a neighborhood artist, which worked out well for awhile but he moved back down South. He couldn't handle it financially up here.

We put one person from the neighborhood into the college for that semester, which was last semester. We have seven applications for the college for September. We had the courts of Staten Island place a man on probation in our custody. He is doing fairly well. We have secured jobs for various people. We placed some people on Methadone maintenance programs. We dispense birth control and venereal disease information throughout the neighborhood. We have drug counseling. We have various tie-ups with certain programs throughout the city beside services, like Arthur Kill Rehabilitation Center. We were going to work with Fortune Society, but they were doing their own thing.



DSG Senator and Student Center Commissioner, Ed Jagacki, is a co-founder of Prospects Community Center.

NF: How have the local police reacted? Ehlers. The cops have been fairly neutral. At one time I invited the cops on the beat into the storefront for some coffee, and we sat down and had a long rap about what we were trying to do. They seemed amiable enough. I asked from them the name of the director of their PAL program here in Staten Island, and his telephone number. I am trying to set up a liaison, but everytime I call them they seem to be busy. So after a few more weeks I will have to drop it.

NF: Con Lib members and Vets seem to get along very well. Why is this so? Ehlers. That's really very simple if you go back to some of the answers I gave to the previous questions. Prisons and the armed services are not at all dissimilar. Things are done by the number, by rote, you are not expected to think for yourself, but to follow orders. The same social pressures are used. Because of that we seem to feel strongly along the same lines in issues dealing with freedom.

NF: How do you think the "Prospects" serves the college? Ehlers. Well, Colleges are supposed to serve the needs of society around them. Community colleges are specifically said to serve certain segments of the society. We would expect a graduate of a community college to be known as a certified CPA or a bona fide genius in the second or third level of management, that they are certain to go on.

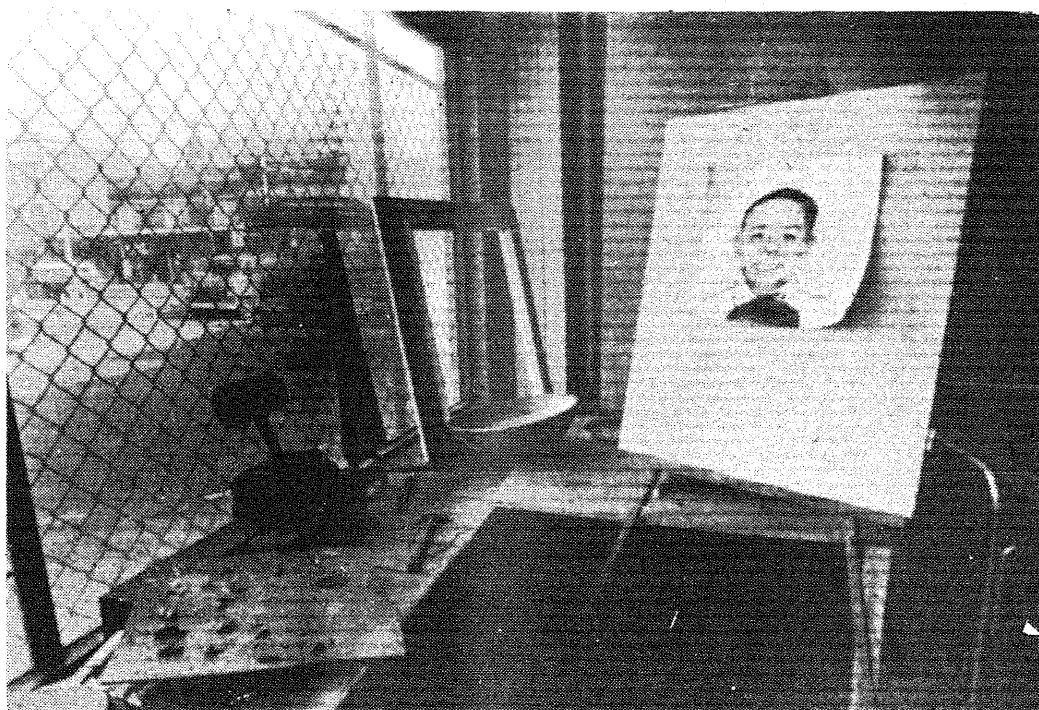
Unfortunately, people who need it the most have very little reason for Open Admissions program access.

They are unaware a community like New Brighton is a very poor area. People are generally too concerned with living their lives, so they never even entertain the idea of college. The college being located where it is, physically on Todt Hill, makes the prospect of anyone from the New Brighton area entering college practically new.

These are the people which the college is designed to serve. In order for the college to perform that function, they need some kind of arm in the community. We feel that if we are not that arm now, we will be in the near future.



Community residents, at first curious, became quite friendly and receptive, and frequently volunteered time and effort for our different functions.



They provided us with no money or funds, no money for equipment, nothing like that.

We put together a few pieces of office furniture and stuff like that.

