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Sex Discrimination Suit Brought Against CUNY

CUNY Women's Coalition Action Would Cost CUNY \$40m

Melman, Local Rep, Claims She Was a Victim

The largest sex discrimination suit ever brought against a university was filed recently against the City University of New York in the Federal Court, Southern District. The suit, brought by the CUNY Women's Coalition, alleges that women are discriminated against in every possible aspect of employment in CUNY. The Coalition estimates that the suit will cost City University at least \$40,000,000 in back pay and damages.

Dr. Lilia Melani, Coalition spokeswoman, charges, "The University has institutionalized second-class citizenship for women. We are conspicuously absent from positions of power and prestige, and our doctorates are worth \$1,300 to \$3,000 less per year than those of men."

According to the Coalition, this suit is a response to the University's refusal to take any substantive actions to ameliorate the discriminatory conditions under which women work. The University has, to date, ignored charges of sex discrimination filed against it with HEW and EEOC by the Coalition and individual women, the Coalition charges.

The suit deals with discrimination in hiring, initial appointment, salary, promotion, tenure, maternity, pension benefits and other terms and conditions of employment. It is being brought under Title VII of the 1964 Civil Rights Act and Section 1983 of the United States Code, on behalf of the 5,000 women faculty in City University.

"More important than the fact that the suit has been filed is the reason why women brought this suit," says Lilia Melani of the English Department of Brooklyn College. "Simply because of this: wherever we look in the University, we see men to the right, men to the left, men to the front — and women to the back."

Although women in City University have credentials that equal or exceed those of men, although they perform the same functions, women are systematically and resolutely regarded as inferiors and treated as inferiors, at every level and in every aspect of University life, Melani charges.

"At the department level, women are appointed at the lowest ranks and usually remain there," she claims. "Fifty-nine per cent of all the women faculty in the City University are in non-tenure bearing ranks. Even in fields where there are large numbers of women, men find no merit in women candidates. In 1972-1973, the English Department at City College had 54 tenured men and only 5 tenured women; it should be noted that the City University itself has awarded 19 women, but only 14 men the Ph.D. in English."

"The Departments are run by chairmen, and I mean chairmen. Consider the decade from 1963-1972. In the senior colleges 84 percent of the chairmen were men; at the community colleges 81 percent were men. Department appointments committees are also predominantly made up of men. But the men in the University will tell you that chairmen and members of the appointments committees are elected democratically."

But are they? First, nearly 70 percent of the faculty is male. Second, and even more critical, is the fact that the majority of women are in ranks that exclude them from voting for, let alone serving as chairmen or members of the appointments committees. As a lecturer, I cannot vote for my department chairman or appointments committee, although I have a Ph.D. and have been in the English Department at Brooklyn College for over ten years. The democratic traditions of this country do not include government without representation; there is no democracy for women at the City University of New York."

Even if women are hired at the same time as men, they are generally hired at the lowest salary step, Melani charges, and it takes women longer to be promoted than men, particularly from the assistant professor to the associate professor level.

"A study by HEW of my department established that it took women two times longer to be promoted than men

with comparable credentials," she says. "We can only assume that the men making promotion decisions felt that women's credentials were worth only half those of men's."

The discrimination against women follows them even when they retire, Melani charges. "The pension plans treat women differently from men," she says. "The immediate response is that women live longer than men. But whites have a different life expectancy than blacks, Christians from Jews. Why not divide the population into these categories? The reason is immediately apparent: because it would be discriminatory to do so. Currently women either pay more into their pension plans to get the same benefits at retirement as men, or pay the same amount into the plan as men but receive lower benefits. However, the living expenses for women are the same as men's, working or retired. Rent and food cost me as much as they do a man, and I suppose that the same will hold true when I retire."

One of the plaintiffs in the suit is Dr. Clara Melman of the Department of Psychology and Sociology at Staten Island Community College.

"Most of the sex discrimination experienced by the women at the City University of New York is routine and undramatic," she says. "Discrimination is a way of life, and both men and women have come to accept it and operate within its confines. This has had negative consequences, especially for women who learned to adjust to their inferior status and adapt themselves to the way of the institution."

It should come as no surprise to anyone that Chancellor Kibbee's own Advisory Committee on the Status of Women at CUNY reported sex discrimination to be endemic to life at City University, she says, "in both administration and teaching, the higher the rank, the fewer the percentage of women found. Nineteen of the 20 College presidents are men, she claims; the chancellor is a man, and the final policy-making body, the Board

of Higher Education, consists of 16 men and four women, none of whom represent a woman's organization."

"It is no accident women have been denied access to the upper salary and status positions," Melman says. "The atmosphere at CUNY which predisposes men to advance while women do not is that of an old-boys-club, an atmosphere which pervades even democratically elected committees, where the proportion of women is notoriously low. In the lower ranks where women are most represented, there is no franchise. Thus men enfranchise themselves, then 'democratically' vote themselves onto the major committees."

Few women are privy to the deliberations of the policymaking men, she contends, "in fact, the CUNY Bylaws assures the supremacy of the old-boys-club by prohibiting candidates from knowing why they have been passed over."

This policy especially affects women who are primarily in the lower ranks and are non-tenured, she claims, and the policy of secrecy is perpetuated under the guise of "academic judgement," which in effect means that all deliberations are confidential, and no one may tell you why you have been denied a job or promotion.

"Challenging academic judgement at CUNY is verboten," she says. "It cannot be analyzed, examined, debated or questioned. Confidentiality is so strong that even when a member of the Personnel and Budget Committee was willing to testify on behalf of a woman who alleged discrimination, the University threatened that his tenure could be revoked. Thus silence is mandated from the top at CUNY. Any individual whose appointment, reappointment, promotion or tenure is denied can neither discover the reasons for the rejection nor make any defense."

According to Melman, the CUNY Women's Coalition has questioned the results of the exercise of academic judgement because, through it, women have been denied appointment, reappointment, tenure and promotions, while less qualified males were approved.

"We have found that in personal files such as 'Despite the fact that she has a husband and two children' or 'Her skirt is too short' as standards upon which academic judgement is exercised," she says. "We have discovered that women have been denied appointment, reappointment, tenure and promotion 'because men need it more.' Common hardships and problems of men then become the standards other men use as part of academic judgement."

"Hopefully, through our class action, CUNY will begin to eliminate the old-boys-club way of doing things—which in effect has condemned women to second-class status at the City University. We welcome the enfranchising of the disenfranchised faculty, highly represented by women, to make the university a more democratic system. As of now the structure of CUNY reinforces an atmosphere that is discriminatory towards women."

Clara Melman claims to have been discriminated against while at SICC:

"In my case, I was denied recommendation for promotion by my department and then at all levels of appeal, from the department upward," she says. Different standards to insure the promotion of men and rejection of women were used. This action was hidden under the umbrella of confidentiality based on academic judgement. Gentlemen may behave like gentlemen to other men, but women are excluded from such boys' club chivalry!

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Leona Sanders chaired the recent CUNY leadership conference, designed to mobilize CUNY-wide support for what she termed, "real student input in decisionmaking processes."

DSG Leadership Conference Features NSA, CUNY Leaders

Although plagued with poor weather and a dismal turnout, the Day Session Senate sponsored CUNY Leaders Conference made a start toward what SICC student government figures hope will be an annual event. In an effort to draw a wide base of student interest, organizers brought in Drew Olim, Executive Director of the National Student Association and three representatives of the CUNY University Student Senate. In addition, Robert Trow, SICC's Director of Financial Aid made a presentation on current cutbacks.

Olim, the NSA representative, focused his short discussion on the need for developing a "student legal status" and the problem most campus governments have in keeping touch with their constituencies. "The degree to which student rely on lawyers is highly coincident with their success factor in disputes with college administrations," he advised after a brief review of several legal problems students encounter such as "in loco parentis" attitudes, access to their records and inaccurate handbooks regarding student press rights now in use by most colleges.

"What does student government do for students," was the question he opened discussion of his second subject with. "what he views as the need for student governments to be more in touch with the basic consumer needs of their constituents. Surprisingly, NSA studies indicate cost of books and educationally related materials followed closely by stereophonic equipment and related items as the two primary interests of most students. Cars, travel and legal problems were third in the NSA interest study."

Olim also advised that "so long as student governments rely on administrators to solve their problems, they will remain bound to college administrations."

Clarissa Gilbert, Project Director for CUNY's University Student Senate, argued strongly that "we do not have open admissions in CUNY" and focused on several problems she views as contradictory toward that goal:

o According to Gilbert, the fact that only "after 1969" high school graduates are eligible has closed out Open Admissions to many veterans and people who first went to work before continuing school. She claimed students in that category must still pay \$18 a credit hour for study.

o Gilbert also held that the irregular provision of remedial assistance denied students access to the best faculty and often stigmatized students who need help. She maintained that the Queens College example should be followed in that there is no differentiation made within the college between remedial and non-remedial students.

She concluded that the present "limited" form of Open Admissions is not enough and that the program will not truly be operative until a serious concern to keep students from flunking out is provided. She also argued that Open Admissions should be, minimally, a statewide program with the state willing to pay private colleges if that is where a student chooses to go.

Based on low turnout, Chairperson Leona Sanders altered earlier plans for several afternoon workshops into one informal session where position papers were drawn up for distribution to all CUNY campuses. The session included representatives from SICC, Queens, Hunter, Brooklyn and Richmond Colleges. Following are the first drafts of positions developed at that January 21st workshop:

TENURE

I. The Board of Higher Education rescind guidelines on tenure.

II. a) If guidelines are not rescinded, develop a system of 7 years appointments after a faculty has served 5 consecutive years.

III. a) While current guidelines are in effect, call for the inclusion of students on tenure review committees established by college presidents.

b) Mandate student evaluation of teacher effectiveness on all levels where personnel decisions are made.

c) Inclusion of students on college wide P&B or whatever college wide committee that passes on appointments.

d) While current guidelines are in effect, release to faculty members, upon request for such purposes he/she deems necessary, all information pertaining to that committee decision to tenure or not to tenure faculty members.

e) To include student participation on P&B committee and all decision-making committees concerned with

appointments, reappointments or promotions.

f) Inclusion of student evaluation in all decisions.

IV. a) Each college develop and implement an evaluation process.

V. a) Student evaluation of faculty members to be utilized in accordance with questionnaires formulated by student-faculty committee, consisting of no less than 1/2 student membership. Such committee be incorporated in the governance structure of each CUNY unit.

vi. BHE to reject recommendations of colleges that do not meet deadline on P&B appointments.

GOVERNANCE

The BHE is to implement its section of statement on reorganization of the University to include student input on all decision-making bodies to implement a system which could place no less than 50 per cent student 50 per cent faculty on all departmental and college wide committees.

Direct student voting membership be provided for on BHE from whatever agency or body that is empowered to do so.

Student voting membership be included on all sub-committee and committees of the BHE, the office of CHANCELLOR, COUNCIL OF PRESIDENTS AND COUNCIL OF DEANS.

All Committees established within CUNY that include administration officials or members of BHE, prohibited from barring student participation in executive session.

FINANCIAL AID

Call for creation of task force of students, Financial Aid Officers, Union officials, and Administrators, to investigate and make

recommendations, based upon findings, in all areas of Financial Aid. Student Representatives and Financial Aid Representative (Day, Evening Graduate and Community Colleges).

FREE ADMISSION

Reaffirm the policy of Free Tuition within CUNY and call for the establishment of Free Tuition throughout the state.

In addition to the resolution made in the conference workshop, background materials in the meeting packet included a resolution on the tenure issue by the CUNY University Student Senate, and a proposed resolution on Student Academic Freedom by that body. Following are the texts of those position papers:

PROPOSED RESOLUTION: STUDENT ACADEMIC FREEDOM

The Board of Higher Education affirms the right of students who attend the City University to the protection of

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Black Under Fire Dispute Flares in AID Reorganization

by FRED ARMENTROUT

Recent announcement, by AID Center director, Martin Black, that a reorganized staffing pattern and operational concept would take effect this term, has led to a bitter confrontation between some AID staff members aligned with both student governments, and AID's Director, supported by the college administration. In addition, the reaction of irate staff and student governments over the reorganization has led to open confrontations with several new AID staff members; rumblings of dissatisfaction from some club members; and rumors of confrontation between members of the Day Session Student Government itself.

Conceptually, the reorganization is clearly a move toward more centralized administrative control of the growing AID Center operations, which, according to Martin Black, has doubled full-time faculty members since its September inception and has a combined total of almost 30 people, with student interns and secretarial or part-time staff.

Formerly, the AID Center had been constituted as a Student Advisory Center (SAC) under Dean of Students Stamos O. Zades. Following a group effort, several position papers and an eventual operations plan called the "Team Concept," the traditionally combined student life (AID people) and curriculum counselors were split. Student life counselors were shifted to departments under the general coordination of Dean Zades. In addition, Zades directs a second center, known as CHOICE, which is essentially geared toward high school recruitment and career counseling.

The announcement of the split, itself, was met with some degree of consternation by curriculum counselors and a PSC grievance is still pending on the issue and its related personnel effects. Curriculum counselors are now under departmental Personnel & Budget Committee auspices, while the CHOICE Center is a direct administrative entity. AID full-time staff, like curriculum counselors,

carry faculty status (rather than administrative) but the directorship is an appointive post on the order of a deanship. AID staff are under the auspices of a special Personnel and Budget Committee made up of three deans, the AID Director and two students.

"TEAM CONCEPT DROPPED"

The "team concept" which relied on a core of full-time staff, working with various conglomerations of part-time help and volunteers, was not unlike the new "panel" system, in that each "team" was to be responsible for a specific project or area of work that comes under the center," as defined in an extended profile in this past fall's issue of Lemon (a magazine which replaced the former Student Handbook).

In practice, however, each team leader was given wide latitude toward developing a self-concept for their

group...a practice Black had applauded, in earlier interviews, as providing for diverse staff views and student interests. Student interns and part-time staff were given full participatory privileges in developing AID's pledge to be more than "armchair advocates" for institutional reform.

The concept had made for strong position papers and combined lobby efforts on issues such as attendance regulations, student seats on the Curriculum Committee of the college and the retention of Dance courses as an option in fulfilling Physical Education requirements by the full AID contingent in Faculty Council sessions. It also led to tightly structured Day and Evening Session Student Governments which, in turn, led to increasing demands for autonomy and direct control of student life functions.

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In reaction to his recent reorganization of the AID Center, DSG has called for Director Martin Black's resignation.

Hauer Calls For Minority Law Meet

Staten Island Community College will host a minority careers conference entitled, "The Lawyer as Agent of Change: A Blueprint for Minority Participation," on March 16th.

"This conference will be concerned with the deficit of minority representation in the legal profession and its relationship to minority discrimination and a consequent non-existent source of public and private leadership from minorities," says Virginia Hauer, the prime mover behind the conference.

"Only about 2 percent of lawyers are black," she says. "Women, Puerto Ricans and other minorities are less well represented. We hope this conference will generate interest in law, especially among minorities, since right now 80 percent of all lawyers come from lawyers' families."

Virginia Hauer began thinking about sponsoring the conference after reading a report by the Educational Policy Center which pointed out the problems minorities law students face in law school. They include: (1) no remedial help; (2) all white administrations at law schools, with mostly white students; and (3) intentional over-grading or under-grading of minority students.

"Minority access to the nation's law schools has increased greatly," she says, "but for minorities, other than women, the failure rate is extremely high."

The goal of the conference is to encourage minorities (women, blacks, Puerto Ricans and others) to enter the

legal profession through a better understanding by counselors and minority students of admissions credentials, minority law student's particular problems, and law career opportunities.

Speakers will include Ms. Cathy Douglas, Institute for Public Interest Representation, Judge Bruce Wright, Manhattan Criminal Court, Mr. Joseph Erazo, First Deputy City Administrator and SICC law faculty member, and Mr. Haywood Burns, Director of the National Conference of Black Lawyers.

The heart of the conference will be the workshops with participants including minority high school and college students, high school and college counselors, minority law students, law school deans, CLEO representatives, career lawyers, and LSAT representatives.

The workshop on law school admissions, a general workshop, will include as panelists, Deans from law schools, an LSAT representative, and CLEO-ABA representatives.

Minority law students' problems will be explored via separate workshops for each minority, and a number of separate workshops on various law careers will include as panelists, government lawyers, representatives from small law firms, representatives from Wall Street firms, and a Legal Aid Lawyer.

Pre-registration fees, including lunch, will cost students \$2.00 and others \$5.00. Regular registration will cost students \$5.00 and others \$10.00.

New Health Service

Beginning in February 1974, there will be a urologist, Dr. Kai Chen, and a gynecologist, Dr. Kathleen Perry, on campus one day a week under the auspices of the College Health Center. They will be available for confidential VD testing, family planning and appropriate physical examinations. They will be located in Room D-136. Stop in or call 390-7561 for an appointment. Their services will be available to the entire college community.

Community Scholars: "Poor Risks" to "Agents of Change"

by Sally Johnson

Marking the fifth full year of operations, the Community Scholar Program's graduation ceremony on January 23rd sent yet another group of "poor risk" minority students out into either the business or the academic world with a marketable skill.

Conceived in 1968 by President Birenbaum, Dean Habenstreit, and Program Director James Wooten, the Community Scholar Program was initiated with the assistance of several minority community leaders on Staten Island.

"To the Black and Puerto Rican populations of this island," says Wooten, "college was always represented by the white population; the minority groups were not at all in evidence on the campus."

With this in mind, the founding group set about devising a program to reach into the communities where "less than 25 percent of the high school graduates go to college, where 4 out of 5 Black and Puerto Rican teenagers are high school dropouts." The idea was to take students from six "target areas" who had at least two years of high school, but who felt that they were not yet prepared for college, and admit them into a college preparatory program. Beyond that, the program designers believed in the need for continuing guidance for the students, to put an end to "revolving door" education which is prevalent in the CUNY system.

The staff and tutors of the Community Scholar Program were then hand-picked. Wooten, in accordance with his defined goals, was looking for "people" rather than for degrees. Numbering fifteen, the staff members also come from the minority groups that the students represent. "We chose people who had backgrounds similar to the students," explained Wooten. "We wanted people who are not tied down by tradition and protocol."

All of the staff at the moment "by coincidence" have Master's degrees, but "we don't like to play a credentials

game because credentials have been used to exclude minorities for a long time." At present there are eight teaching faculty members, as well as a full-time counselor, and anywhere between 3-15 tutors who work at a work-study rate and are ex-program members for the most part.

Community Scholar students, with an average age of thirty years old, are causing important changes in the college with respect to the present emphasis on youth, according to Wooten. Many of those in the program are nurses' aides, Willowbrook employees, practical nurses, and the like.

"Minorities have always been programmed to the lowest positions — women as secretaries and nurses, and men as laborers. We are trying to create higher aspirations for these people, to change their self-image." By introducing older students into the college environment, "teachers have come to find that their students are actually their peers and they cannot condescend to the students in the same way," claims Wooten.

The pre-college program involves a four-course curriculum which is broken down into two one-and-a-half-hour sessions per night, four nights per week over a fifteen week period. During this time, the students take a basic curriculum of English, Biology, Math and Study Skills which is designed to enable them to perfect skills in which they were deficient because of previous educational problems.

Upon successful completion of that program, they have the option of matriculating at SICC or going into business of some sort. Of the ones who do opt for college, many go on to higher colleges, but their progress is monitored all the way through by the Community Scholar staff — "Once a Community Scholar, always a Community Scholar."

Wooten feels that in general, his program has been a highly successful one. They regularly receive 200-300 applicants for 150 openings, and this

without any advertising other than word-of-mouth and community organization referrals. Now Wooten would like to see the program expand to include some younger students "because we feel they can utilize the education better in the long run. We don't want to just get people into college — we want to create agents of social change."



James Wooten, director and co-founder of the Community Scholar program.

According to Wooten there has been virtually no social change as a result of Open Admissions. "Open Admissions has serviced mainly whites," he stated, "and 85 percent of Black and Spanish speaking students flunk out of high school — it will take at least 3 to 4 years before Open Admissions services these minorities. By that time it will be non-existent."

Wooten anticipates considerable improvements as far as the academic situation of minorities is concerned. "Years of poverty, coupled with the inability in gaining access to colleges

music never overwhelms the image, but serves as a perfect complement. The last shot in *Serpico* is striking visually, but effective emotionally only because the music reiterates earlier themes.

DeLaurentis, Lumet, Pacino, Salt, Allen, and Theodorakis, and scores of other craftsmen and artists are responsible for *Serpico*; their achievement is an impressive one. Regardless of your views on police, graft, and the Knapp Commission, *Serpico* merits your attention.

Cabaret

by Phyllis Zucker

If, like myself, you saw the film version of *Cabaret* and never caught the play (I was busy in college doing a little hoofing myself), an evening with the SICC Players production of this musical was quite an exhilarating experience. The first number opened with much pazz — some of the chorus members were great. They were more together and had a greater stage presence than, unfortunately, some of the leads. One very attractive girl was an excellent dancer as well as a dead ringer for Liza Minnelli, who has come to symbolize, in recent minds, the Sally Bowles. I kept thinking she would have been better cast as the leading lady who, although looked the part, carried herself rather awkwardly. In the last scene, she had enough presence of mind to get down from a shaky stool, but she kept playing with her rhinestone strap, so that we couldn't concentrate on her song.

The scanty and seductive costumes were fabulous; I haven't seen a panty girdle like the orange one that one of the chorines wore since the days before I switched to panty hose! The orchestra was fantastic, especially the timpani. I think, however, they could have played a little softer during some of the leads' songs.

If I had left at the end of the first act, I would have said that the production deemphasized the threat of Nazism. Of course, we have the lovely tenor's rendition of "Tomorrow Belongs to Me" which sent a shiver down everyone's spine. But the staging of that number could have been more effective if the various-sized cast members had lined up in a V formation a la the Nuremberg rallies. Oh, well, beg my pardon, Mr. director, I'm not Bob Fosse, but I've got a few suggestions: Anyway, the opening second act lesbian dance did give a little more of the Nazi perversities. The little number — der Blaue Engel — lost a little of its perverse impact — I think Charlie Adams seemed to get carried away with his imitation of Marlene. What did give the flavor of this sick era were the little subtleties — the garish costumes, the exposed thighs and plunging necklines.

Speaking of actors — Bob Elia, playing Ernst Ludwig, the Nazi, seemed the most professional of the cast — from his consistent accent to the continental way he held his cigarette. The two older characters — Herr Schultz and Fraulein Schneider, (they had 60s between them!) seemed out of character with this youthful cast and kept the liveliness of the production down. A little vignette played by the sailor-loving whore (who had a potentially good speaking voice) was very effective. There were some precious moments from super-numeraries in this show — the drunken sailor gave us one. As for Sally, she had the throaty voice of a hard-boiled girl but she worked too hard on her voice so that we were all rooting for her to get through the last song, "Cabaret."

Billy Jack

by Charles La Cerra

"Billy Jack" has been described as a sleeper film. A sleeper film is a term used to describe a film that is of high quality but has not been popularly conceived in this way, until after a time the public has come to recognize its value and the film becomes widely viewed. "Billy Jack" has been circulating in local theaters now for about two years and has done remarkably well at the box office. Some estimate that the film has been viewed by almost forty million people. What can account for its huge financial success after having been received so coldly by many movie critics?

The movie can be described as a protest film. A small school on the outskirts of town somewhere in the southwest prefers to place the individual development of its students above the established ways of education and conformity of its counterpart, the townspeople. The school is composed of students who have been castaways and dropouts from the white racist society. They wish to be left alone to run their affairs as they see fit, but they are harassed in

their efforts by the racist townspeople who can't comprehend why they choose to by-pass established values. Billy Jack emerges as an allegorical figure who is a father protector for the experimental school; he appears somehow when he is needed and is able to exhibit superhuman powers in opposing the establishment. He is a peaceful Indian, but says he is driven to violence by the abuses of this racist society.

One need not be an accomplished psychologist to realize that many of the approving responses of the audience come because authority figures are questioned and derided. Indifferent parents are exposed, ambitious politicians exhibit their callousness and greedy businessmen are revealed for what their true interests are. Yet, the film displays a sense of intelligence by showing that not all establishment people are so calloused or lacking in sensitivity. Some townspeople try to assess how they are relating to these outcasts and even go to the school to examine some of the modern techniques of education, such as group encounters. However, the broad strokes of the film support those creative thrusts that were so powerful during the 1960's that demanded more understanding, tolerance and equity in American life. The film has an interesting resolve.

Billy Jack is corralled by the

authorities in an old missionary building. He wants to fight until he dies to by-pass established values. Billy Jack emerges as an allegorical figure who is a father protector for the experimental school; he appears somehow when he is needed and is able to exhibit superhuman powers in opposing the establishment. He is a peaceful Indian, but says he is driven to violence by the abuses of this racist society. In a rather moving scene, she persuades Billy Jack to give himself up to the authorities because violence is not the answer to the kinds of problems beset by the school or by society. If Billy Jack holds out, the school will not receive the financial support it needs so badly to subsist. In short, she makes a plea for amnesty, to work through the system, even though it is unjust, because the consequences of not working through it are worse. What with the occasional photographing of the cross, one is left with the conclusion that perhaps Christian charity toward one's enemies can be more productive ultimately.

The film is making millions despite the fact that its low budget is occasionally evident in less than excellent sound and photography. On the other hand, this is not to take away from some outstanding aerial shots, one, all-too-brief, of an Indian ceremonial dance. Tom Laughlin and Delores Taylor, the producers, in addition to making an interesting and perceptive film, have also used much-mocked unorthodox means of marketing which has turned them into millionaires.

Library Starts Poetry Series

George Economou



A series of poetry reading programs will begin February 20 at Staten Island Community College, when the college's library department will present two distinguished poets — one of them an SICC faculty member — in the inaugural event.

The program, at 3:30 P.M. in the library's La Gallerie, will offer poetry readings by Professors George Economou of Long Island University's Brooklyn Center and Armand Schwerner of the Staten Island College. SICC's President William M. Birenbaum will speak to mark the opening of the poetry reading series.

Professor Economou, who teaches English and comparative literature at LIU, has had his poetry published in

many literary magazines, and considerable acclaim has greeted his most recent books, "Poems for Self Therapy" and "The Goddess Natura in Medieval Literature." Professor Schwerner, a faculty member in SICC's department of English and speech, is the author of six books, five of them poetry; his poetry has appeared in 19 anthologies of American poetry and he has also published adaptations from American Indian, Eskimo and primitive Hawaiian poetry.

The poets will be introduced at the February 20th program by Dr. John T. Shawcross, professor of English at SICC, a City University distinguished professor, and internationally known authority on the works of John Milton. The poetry series is being supported in part by a grant from Poets and Writers, an organization aided by the New York State Council on the Arts.



Cheerleaders practice for the coming season in the halls of "C" Building

NOTHING IN EDUCATION IS SO ASTONISHING AS THE AMOUNT OF IGNORANCE IT ACCUMULATES IN THE FORM OF INERT FACTS.

HENRY ADAMS

People's Exchange

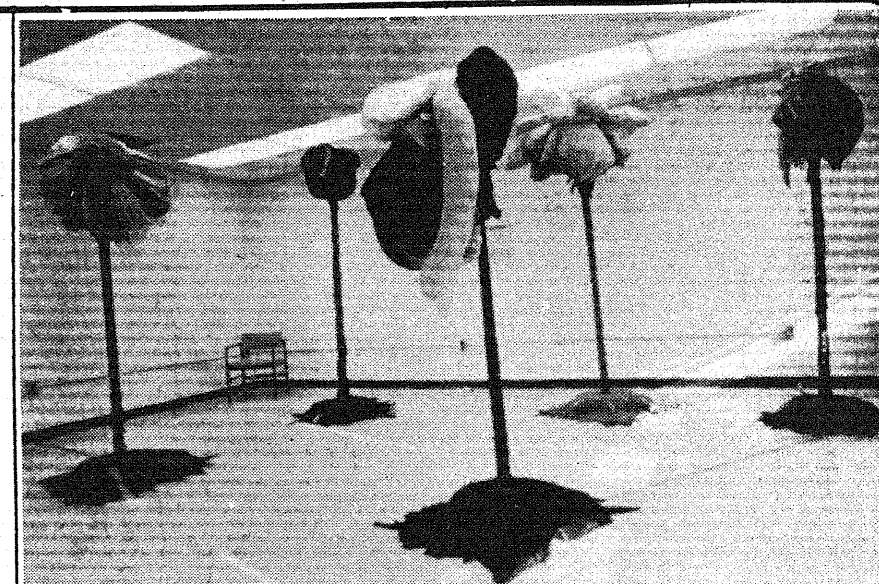
CAN'T BELIEVE IT'S FREE? Well, it is. And things like our People's Exchange have been happening for years. People who have been at the mercy of big business and merchants for centuries have found various ways to beat the vicious cycle of the Merchants' Exchange.

The Merchants' Exchange is only interested in money; a salami is not to be eaten, a book is not to be read, clothing is not to be worn, they are to be bought and sold. That kind of exchange is for profit. The People's Exchange is for people, for their needs and wants — free.

But a small group of dedicated people cannot do it all; it takes the effort of many, many people, in co-operation, to bring in things and give them away. Give what you can (contrary to another American myth, it does not have to be new to be useful), take what you need, and leave the rest.

The People's Exchange is organized by the MAYDAY Committee, a group of people on campus who are committed to progressive social change. MAYDAY is open to students, faculty, and staff who believe that capitalism cannot satisfy the needs of the people and that, together, we can make a revolution.

MAYDAY



"Magic Garden" of trees was a recent La Gallerie presentation.

Library Gets Arts Grants

Two grants totaling \$500 have gone to the Library for the promotion of cultural activities in the college community. Under the direction of Ms. Gopi Varma of the library staff, a large grant proposal was sent out to several cultural foundations as well as circulated to various interested parties on the campus.

In December, one of the proposal recipients, Poets & Writers, Inc., responded with a \$200 commitment in a letter which designates that the money

is to be used for "fees for poets, playwrights, or fiction writers to read and discuss their works at the college."

There is, however, a further stipulation that writers "paid with Poets & Writers funds should be among those listed in a Directory of American Poets or its supplementary news letter." With this in mind, Ms. Varma invited Mr. George Economou to read on February 20 to initiate the series. (see calendar)

The second source of grant money is the Staten Island Council on the Arts which responded to the request with \$300. Last week, the library received the letter of confirmation from the Council which agreed to pay \$100 for two poets, \$100 for two writers, and \$100 for a show featuring the work of photographer Anna Moon.

In addition, the Creative Artists Public Service Program (CAPS) has agreed to donate two works of art by well-known artists to the college for a permanent collection.

Feb
Feb
5 Feb

History's Omissions

1897: Women of Caughnawaga petition the Canadian minister of Indian Affairs that they want to keep the traditional Iroquois system of chiefs.

1973: Emily Howell, who learned to fly at seventeen because she was too young to be a stewardess, becomes the first female pilot on a U.S. commercial airline frontier when she assumes duties as a second officer on a Boeing 737.

The News Ferry

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"FUTURE SHOCK" COMES FEBRUARY 14, WHEN ITS AUTHOR... ALVIN TOFFLER... IS FEATURED IN THE PRESIDENT'S SEMINAR SERIES

FEB. 14 President's Seminar Series: Alvin Toffler 8p.m. College Theater
FEB. 17 Music: Concert by pianist Richard Goode, winner of the Clara Haskil award in international competition — third in a subscription series of Staten Island Concert Assoc., Inc.: SICC Auditorium; 3p.m.

FEB. 19 Film: Citizen Kane 8p.m.
FEB. 20 Poetry: Readings by Armand Schwerner and George Economou, professors of literature — coordinated by Mrs. Gopi Varma of SICC Library; La Gallerie, SICC Library; 3:30p.m.

FEB. 20 Films: "New York Knickerbockers — Highlights 1972-1973", an NBA film, and "Highlights of Stanley Cup Playoffs" a New York Rangers Film.
Port Richmond Library: 4p.m. and 7:30 p.m.

FEB. 22 Men's Basketball vs. Nassau CCC 8p.m.
FEB. 24 S.I. Museum Film 4p.m. College Theater

FEB. 28 Film: Portnoy's Complaint 4:30 & 8p.m. Aud.

For the panels concerning the Day Session Senate, Constituent Groups, and Clubs and Organizations, as well as the Evening Session Program, I will assume direct administrative responsibility.



Concerning the Day Session Student Government, first I am asking Mr. Calvin King to head up a new panel, to be called the Day Session Government Advisory Panel, to work with the Day Session Senate, its panel will be the following persons: Mr. Harold Weiss (Finances); Mrs. Vincent Massaro (Publications, Academic & Curricular Affairs); and Ms. Nancy Muniz (Elections).



Second, I am appointing Professor Isaacs as the coordinator of a new entity to be called the Constituent Groups Resources Panel;



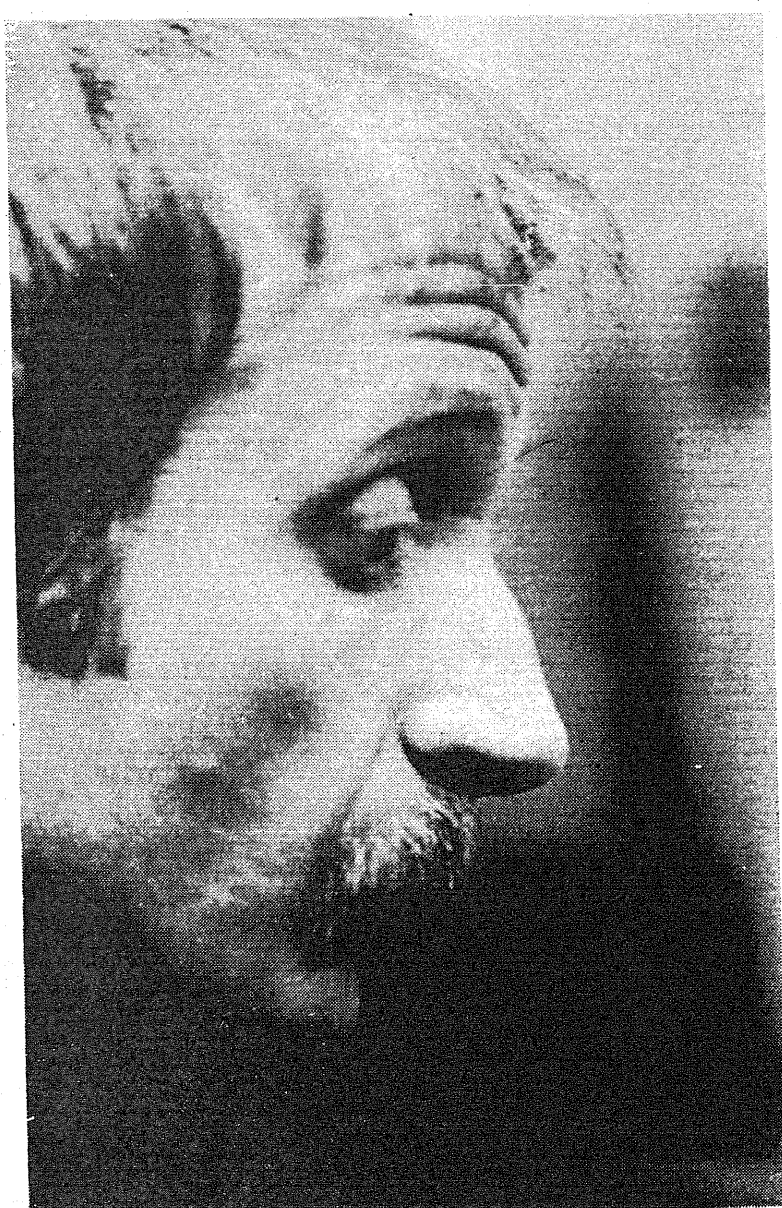
A third area which I believe merits our full attention concerns student clubs and Organizations. AID is indeed fortunate that we have been able to acquire the services of Mr. Geoffrey Atkins, to head up a panel to assist in meeting the needs of Day Session Students in this area. Also joining this panel will be Ms. Pam Mahajan, Ms. Nancy Muniz and Mr. Marcellus T. Jones.



During this past semester, I pledged to members of the Evening Student Government that for the Spring semester I would make additional staff support available to them. Therefore, in addition to continuing the designation of Ms. Nancy Muniz as head of our Evening Services Panel, I am assigning Professor Charles Isaacs, Ms. Nancy Kurzman, Mr. Geoffrey Atkins and Mr. Vincent Massaro to work with her.



Reader's Guide to AID Reorganized



In addition, Professor Hirsch will serve as Curriculum Coordinator for the AID Center, advising me on all present and contemplated curricular offerings. Finally, Professor Hirsch will continue to build the base for the development of a Humanistic Educ. Program to be facilitated through our Center. In this endeavor, he will be utilizing a broad spectrum of the diverse talents to be found here and elsewhere in the institution.

I am, with the approval of President Birenbaum, appointing Professor Jerrold Hirsch to become the new Assistant Director of the AID Center. In his capacity as Assistant Director, Professor Hirsch will have immediate administrative responsibility for the following program areas: Student Center Programs & Operations, International Programs and Services, and Secretarial and Clerical Support Services.



The Student Center Panel will be coordinated by Ms. Nancy Kurzman. Ms. Kurzman will be responsible for the total operations of the Center and will serve as both a resource person to, and administrative agent for, any college-wide initiative in the cultural programming area. Additional members of this panel will include: Mr. Harold Weiss, Ms. Nancy Jeans, Mr. Hans Marryshow, and Ms. Shirley Merrill.



Ms. Pam Mahajan will continue to serve as the Coordinator of the International Program and Services Panel. For the purpose of supplying additional staff to assist Ms. Mahajan with her responsibilities, Ms. Nancy Muniz and Ms. Janie Carter are also being assigned to this panel.



Mrs. Jayne Waller will continue to head the AID Center's Office Management Panel. Also included on this will be Mrs. Marie Taverna, Mrs. Lois Lupo, and Mrs. Dagmar Wiley. The Office Management Panel will be responsible for assessing the total clerical needs of the Center, and for recommending plans in which the resources that we have can best be utilized.

AID Disputes Flares

Continued from Page 1

Disputes over control of the SICC Association and disbursement of student government funds and Student Center space allocations began a rift amongst AID staff members, and between student governments and staff, which culminated in a near complete breakdown of internal cooperation over the "Stop Shockley" campaign launched by the Day Session Government and supported by the SARG team (including Charles Isaacs and Marcellus Jones, two AID staff members). Due to the combined votes of staff and students in the SARG group, AID's "policy" vote supported the DSG.

Under the new "panel" concept, AID core staff will remain in a "coordinator" function, but under the direct administrative control of either Martin Black or newly appointed Assistant AID Director, Jerrold Hirsch. In effect, the change nullifies the former suggestion of autonomy in the "team leader" title and provides a stronger emphasis on implementation of programs by Panel Coordinators under the direct administrative purview of Black or Hirsch, who consequently retain direct policy control.

GRADED INTERNS

In a revised intern system, which a DSG position paper claims, "reads like a menu" and "vulgarizes" what that body views as former attempts at internal democracy, Black has initiated a graded intern system which provides stiffer guidelines for voting membership in the AID group and discourages students "active in extracurricular leadership roles" from applying.

In essence the "A" internship category parallels a straightforward Work Study position in the college and provides for no active participation in AID operations. A type "B" intern parallels the current staff hierarchy, in that they are allowed, at the discretion of the Panel Coordinator, to enjoy full participation and voting rights at the "panel" level. Full staff participation privileges are accorded type "C" interns. But they must have a semester's experience in one of the other levels; be recommended by a staff member or panel; and undergo an interview with Black to determine what he views as their professional integrity to the AID Center.

Student government leaders view the "professional integrity" interview as a facade to enable Black to screen out potential policy opponents. Black argues that his intent is not to screen out opposition, but to assure the same standards of professional conduct and responsibility that apply to full-time staff are met by the interns.

STUDENT VIEW

Student government opponents view the Black "opposition with responsibility" argument much the same way they have viewed the "freedom with responsibility" retort of the president's office and administrators on the SICC Association

Board of Directors: "There's no question in my mind that this is political," was the comment of DSG Finance Commissioner, Dino Lagravinese.

In his view, and that of other DSG and ESG officials, the reorganization is a payback for continued confrontation with the college administration. Besides their view of the conceptual changes implied, and the tougher AID intern system, student government figures argue that the disbandment of SARG (accompanied with transfer of Charles Isaacs to Constituent Group activity and Marcellus Jones to Club duty under Geoff Atkins); arbitrary and secretive nature of Black's methods in creating the reorganized program; and what they see as a "de facto" attempt to deny them selection of their own faculty advisors proves the move is an attempt, on the part of the college administration, to counter their demands for autonomy and a reprisal for their effectiveness to date.

ISAACS' TRANSFER

"Serving coffee to Constituent Groups" is the way Lagravinese describes Isaacs' new job description. Isaacs and the SARG (now "in exile") group argue that the fourteen point job description is an attempt to "set-up" Isaacs for a non-reappointment at the end of the Spring term (when most of the present student government will graduate).

In response to the charges, Black maintains that Constituent Group activity was Isaacs' original job description (although a second page of duties has been added)... "I see the change as evolving from a lopsided emphasis on a centralized student senate. I gave Isaacs this because he has been so successful with the student government, because this was his specialty. He was brought here by Birenbaum for that purpose amongst hundreds of people he must know who might take the job."

Asked if the detailed job description was a prelude to non-reappointment, Black claimed, "Absolutely untrue... in my view he's been given the opportunity to create a participatory democracy with students. He's doing groundbreaking work in that area." In response to what he viewed as the criteria of success, he argued, "No one can guarantee results, but they can guarantee effort. If someone documents a conscientious professional job, that's enough."

"PANEL" CHANGES

In actuality, more than settling of SARG was involved in the reorganization shuffle. Again echoing a change in tone, the Student Action Resource Group (SARG) has been replaced by the Day Session Government Advisory Panel, under the coordination of newly appointed Calvin King.

In the meantime, the Interaction Center Team has been, at least temporarily, scuttled to accommodate appointment of its former leader,

Jerrold Hirsch, as Assistant Director of AID. Hirsch is viewed by many student government leaders as an "arch enemy" of student interests. Though his humanistic education team never got off the ground, Hirsch had unofficially been administering most of the areas under his purview for some time.

In a view shared by several DSG members, Lagravinese claimed, "Hirsch, who gets along with no one but himself, is now the Assistant Director," and held the appointment was yet another indication of Black's political motives.

The former Concert Bureau Team has been merged with the former Student Center Services Team under a Student Center Panel. Another new appointment, Ms. Nancy Kurzman will be the coordinator. And Geoffrey Atkins, recently transferred from the Dean of Faculty's staff, will coordinate a new Clubs and Organizations Panel. "The International Programs, Evening Session Activities and Office Management Teams will remain essentially the same except for secondary staff shifts (part-time) and transfer to "Panel" status.

BLACK'S METHODS

Even staff members, who generally support Martin Black's directorship, have expressed dismay at his methods in creating the reorganization. Most feel the reorganization should have been done in consultation with staff and, in some cases, students.

"It was our first notice, although I gather Marty had consulted with Jerry Hirsch and Birenbaum. The following Monday some of the staff got together and we requested another meeting to discuss the plan. Marty refused. On Thursday we called our own meeting where Marcellus made the motion to call for Martin Black's resignation, which was defeated. He didn't show at that meeting either."

"Finally he showed at a Friday meeting and answered questions indicating the changes were made to establish more direct supervisory control. Motions were made to recommend a one-month delay, but Marty announced that his mind was made up and it was not open to discussion."

In a separate interview, Black stated three reasons for the reorganization: 1. availability of additional staff (3 full-time and 4 half-time), 2. Reconsideration of the program as a result of the Fall semester's focus which resulted in Evening Session not being well-served, lack of equal stress on Evening, Clubs, Constituent Groups and the centralized Student Government and 3. inability to administer the growing program alone.

"I gave appropriate consultation, though I'm not prepared to indicate who I spoke to or what about," claimed Black when queried on the lack of notice to staff. He also claimed the secret advance preparation of the proposal was to enable him to present it to everyone at the same time, and save new people from a disadvantage.

Asked if his changed administrative policies were a basis for secrecy, he maintained, "I deny there was no input. I'm surprised by all the surprise. I asked them about problems and suggested steps would be taken to accommodate." Pushed on the

"For this reason," he says, "many see the new advisors appointed under Black's reorganization as potential enemies." For his part, Charles Isaacs also seems to think he is being punished via the reorganization.

"By removing me as advisor, I think it says between the lines that all advisors, if they encourage independence and advocate policies of student government when opposed to the administration, will have happen to them the same thing that happened to me... it doesn't matter who the person is."

Recently, Isaacs sided strongly and actively with the Senate in regard to their opposition to William Shockley's appearance on campus. During the Shockley disturbance, Isaacs refused to "counsel" students not to break the law, even though Martin Black ordered AID staffers to perform that function because he saw it as part of their "professional responsibility."

What particularly bothers Isaacs about Black's new AID staff reorganization is the new job he has been assigned to, as supervisor of the Constituent Group Resources Panel. As such, he is charged with getting the Constituent Group Concept functioning at SICC.

Isaacs, who doesn't believe the constituent group concept is workable, claims this is an impossible assignment. In conversation, he gives the impression that he thinks he was given the job intentionally—so he could fail at it—and then be denied reappointment at the end of the year.

Martin Black claims nothing could be further from the truth, although he does admit that the constituent group concept hasn't been functioning very well at all.

"If Charley puts his creative ability into this job, not only will he be reappointed, but he will gain national significance," Black says. "He's got a super opportunity to build a national reputation and further the cause of student self-governance like never before."

At any rate, the new student government policy for selection and recall of advisors hinges, practically, on the Administration's willingness to make released-time payments to advisors the students choose, and the Administration, at present, shows no signs of doing so readily.

Continued on Page 7

question, Black did conclude, "I don't think I told them directly, but gave inklings of change, though they were vague at best. I alluded to the fact, tried to create the impression of change."

ADVISOR DISPUTE

"A chess game," is the way Student Center Commissioner, Ed Jagacki, viewed the move, "they want to see how much they can get away with." DSG Chairperson, Leona Sanders, views the move as an attempt to appoint student government advisors. Sanders, who has never agreed with administrators advocating for student rights, claims, "The important question is what we are going to do to survive. We exist in a power structure and this is a struggle for control. As long as we leave it to them behind closed doors we allow ourselves to be shafted."

Although Black claims it was never his intention to impose advisors on Student Government, Sanders and other student leaders argue that full-time paid advisors assigned to student government are tantamount to a "de facto" assignment, which has led to the DSG resolution to appoint Isaacs as Senate advisor, allow the Chairperson to select her own, and demand release time payment for Student Government advisors (a method used to accommodate department chairmen and various other faculty assigned to administrative jobs).

Black's response to the demand was to remind the DSG that "release time" was outside of their authority. Asked if he would consider providing release time to Isaacs as an advisor to the Senate, he held he did not think Isaacs could be spared from his Constituent Group duties.

Sanders, an advocate of breaking ties with the AID Center altogether, argues that the AID Center staff, "provides the administration a job title for people who apply. They're not hired or fired by us." In her view student leaders should, "not restructure what they did. They don't want our input." She advocates serious consideration of taking the reserve money from the SICC Association (several hundred thousand dollars) and, "starting our own Student Center."

"We cook in the same kitchen, but we can't eat in the same room," was the way Dino Lagravinese described what he perceives to be a dual standard of accountability (based on the argument that students must consistently prove their sense of responsibility, but administrators and faculty never do), but he disagrees with Sanders on the ultimate aim of the current confrontation. In his view, "We will never be independent. We must remain, as a unit, but with participatory control over student life in the college. We don't want to be an independent state, we want an independent existence within the state."

ANALYSIS

Several things seem certain to emerge from the current dispute over the reorganization. Primary are the "snowball" effects that will inevitably result from AID and student government actions to date:

With increased student pressure, the centralized administration created with reorganization is likely to tighten. Whatever unwritten truces that existed between AID staff members before are likely to continue exploding in a war of memoranda and accusations. Refusal of Isaacs and Jones to accept and enact the reorganization has pushed the issue to showdown proportions and, clearly, two jobs are on the line.

Student government leaders seem determined to carry what they see as a survival struggle to some finish. Most current senators are scheduled to graduate in June and fear what they view as victories to date will be erased before a new group can organize itself. Whether one views them as a series of hard won battles against a recalcitrant administration and faculty, or tributes to the good will of those bodies, the current student governments are likely to be remembered as the strongest in SICC's history... it is a legacy they are apparently willing to risk everything to leave behind.

Whether one sees Black's determination to show good faith in establishing a decentralized constituent government as politically motivated or an evolution of a concept, the current dispute is certain to bring student-based challenges to the centralized student governments. In addition, current "panel" emphasis on club autonomy is likely to engender friction between club and organization officers and the student governments charged with making the value judgements that determine their budgets and space allocations.

The "privilege vs. rights" dispute will, in the end, collide with the college president's interpretation of BHE Article XV, which means the ultimate need for a good deal of legal savvy and/or a massive education and organizing effort to bring the issue to the proverbial "streets."

If proponents of "independence within the college," such as Lagravinese, prevail, a "win" is more likely to be conceived of as a combination of firm procedural "due process" guarantees from the president to assure student input into student life activities, and protect student decisions from arbitrary standards of accountability.

Interns Wanted

See Page 10

New AID Staff View Reorganization

by Sally Johnson

Announcement of the reorganization of the AID center closely followed the hiring of several new faculty members, and there are currently five additions to the core staff of AID—some new and some transferred from other jobs within the college.

Those who have never served on the SICC faculty before this spring number three—Calvin King, Nancy White Kurzman, and Janie Carter. Geoffrey Atkins has been moved from Dean Perrault's office and Vinnie Massaro has assumed new duties in addition to his work with CUNY-BA program.

Calvin King, newly designated advisor to the Student Senate, has walked into what is possibly the most touchy situation in that he has been assigned to replace Charlie Isaacs as the appointed advisor, while the Senate is attempting to assert its right to select its own advisor. King graduated from SICC in 1971 as a Community Scholar. From Staten Island, he attended Richmond College and then received a Master's in Urban Affairs from Hunter College with the help of a Woodrow Wilson Fellowship.

The majority of his time has been spent as a community organizer—he was one of the founders of the Mariner's Harbor Health Clinic, has served on the board of the Staten Island Community Corporation, and was involved with the organization of the Fellowship Community Day Nursery. In his present position, he goes by the title of Coordinator of the Day Student Government services panel.



Vincent Massaro, director of CUNY B.A., is also part-time publications, constituents and Evening Session advisor for AID.

His views on the AID center and the concept behind it are vague at this point, since he has no first-hand knowledge of the events which led up to the reorganization proposal in January. As he understands it, "AID allows for independent input by various components of the AID center in planning and development of student governance and services." As one of those various sources of input, "my contact with the Student Senate should be non-direct, my assistance should be, for the most part, technical to enable the senators to follow the appropriate steps in a given process."

When asked directly about the present conflict, he claims that he honestly is in no position to make any judgements on the issues. "I was hired by the P&B Committee as of December 1, and I came to this job after a three week orientation period. I didn't have full knowledge of the workings of the AID center prior to coming here."

However, he does admit that "the senators feel I have been placed here by action to carry out its directives. While I realize that I am part of those directives, I do not feel that I am here to carry out orders from higher-up."

Is there a contradiction between his plans to serve the students and his means of appointment? "There are many elements in flux at the moment. The Senate passed a resolution demanding Black's resignation and voted not to re-instate Isaacs. Now there is a resolution to re-instate Isaacs. There are all sorts of contradictions involved. The Senate seems to want faculty involvement on its own terms."

King feels, moreover, that the present situation puts him in a "paradoxical position. I think my duty is to serve the Senate, and this latest resolution won't allow me that privilege." He had envisioned the intercession as being a good time to organize and plan for the spring. Now, "too much time is being spent on a seemingly inner conflict. As a result of the conflict, the senate members are being unfairly polarized by some staff members. It doesn't allow for a functional and worthwhile situation. It's fairly impossible for the proper services to be rendered."

Nancy White Kurzman, the Advisor to the Student Center Commission, has transferred to SICC from Florida Atlantic University in Boca Raton, Florida. She was the Associate Dean of Student Affairs and the director of the University Center. Previously, she spent six years on the faculty of Trenton State College and five years at Finch College in Manhattan.

"They said they were interested in having me work on college programs and with students and building operations," she says of her response to the New York Times ad which brought her here. Now Ms. Kurzman is a faculty member—a designation which she considers legitimate because "we are doing teaching outside the classroom. We're working towards building better human relations through group dynamics; we also can serve as counsellors because we get to know the students in a different way than most teachers do."

In her present post, she also acts as the director of the Student Center—a position previously held by Jerry Hirsch. As such, she is responsible for the functioning of all the Center services, as well as acting as advisor to Kaleidoscope, the entertainment arm of the Student Center. "I meet with the commission once a week so that we can promote programs and provide better services," she explained.

"At the moment," she added, "the most glaring problem is the need for space. Jerry Hirsch initiated the idea of removing the administrative offices from the C Building. If this happens, we will take the whole building and re-evaluate the space use."

When asked about the possibility of an independent student center, she stated her objections to the idea on a practical basis: "I think the Student Center should be a co-operative arrangement with students, faculty and administration. You have to understand the C Building is an on-going part of the campus while students leave—you need an on-going staff. While most of the services that exist here should be expanded, there are no real deficiencies. We should make more use of campus facilities as well as make use of our proximity to the greatest cultural center in the world, based on a greater understanding of student needs and interests."

Geoff Atkins is one of the old faces in the new AID Center Staff—from his job as an assistant to Dean Perrault, he has

1, although the bulk of his time is still devoted to his major job. He is now a member of the DSG advisory panel as the advisor to the Academic and Curricular Affairs Committee which is chaired by Leona Sanders. On top of that, he serves on the ESG panel, in addition to his duties as the advisor to the Dolphin and Punto. Finally, he is a member of the Constituent Group Resources panel.

"My responsibility," says Massaro, "is to act as a facilitator, to simplify publication problems. Beyond that, I was assigned to work on the Curriculum committee because of my knowledge of the CUNY-BA program. I am not there to do the editor's work for him or her—the closeness of the ties will depend upon the wishes of the individual editor. In terms of curricular affairs, Leona and I are planning a new course in the work of the commissions—a workshop type of course which has only become possible because of the precedent which was set by CUNY-BA."

The current dispute among the AID staff does not really trouble him as he is not directly involved, however, "I don't like the hostility that's going on. There was always an undercurrent of conflict which has developed into open hostility."

In his view, "there are always going to be charges of non-consultation and tyranny leveled at any director. The adjustments which were made in the reorganization are a natural part of any new program—the re-structure was valid and the problem of the decline of student influence over decision-making will probably take care of itself."

To Massaro, the present conflict, though, is no greater a problem than the ones which existed from its inception. "AID operated under a democratic front before. We were kidding ourselves; democracy doesn't work in an institutional setting. For a democracy to work, you need strict social controls, and Martin was reasserting his control."

In reference to the question of SARG-in-exile, Massaro feels that Charlie Isaacs and the rest of the group are not facing up to practical realities in this case. "Isaacs claims that faculty accountability to students works. Philosophically, that's a nice idea, but we aren't paid by students. Given a valid reorganization, Isaacs should do his job—if he doesn't, it will come to a confrontation which we are not, at present, prepared to deal with."

Isaac's refusal to assume his new responsibilities, to Massaro, represents a threat to the whole institution—a threat which Martin Black, as the director, must deal with. (See Sarge-In-Exile story this section.)

"Anyway," finishes Massaro, "any organization which claims to be a democracy, but accepted an appointed director in the first place is a paradox. For a true democracy, the director should have been elected in the beginning."

DSG Committee Call

• Birenbaum created and has direct control over the Advocacy, Interaction, and Development Center (AID Center).

• Martin Black is the Director of the AID Center.

• Birenbaum opposed the student take-over of the SICC Assn. Inc.

• Birenbaum opposed the Student Senate on its position to stop Shockley.

• The students won these battles.

• The AID Center is "supposed" to advise students, help them, Advocate the students positions, and Develop programs and strategies to assist students

• What Birenbaum opposes, Martin Black opposes.

• Birenbaum gets angry that the students won those battles.

• Looks like Martin Black isn't doing a proper job in Birenbaum's opinion.

• The AID Center staff isn't doing a proper job in Martin Black's opinion.

• The answer is simple: The real job of the AID Center isn't to help students, but to MANIPULATE them to do what the Administration wants them to do, while convincing them that they really have power.

• Martin Black couldn't control the radical (student power advocates) students and faculty on his staff.

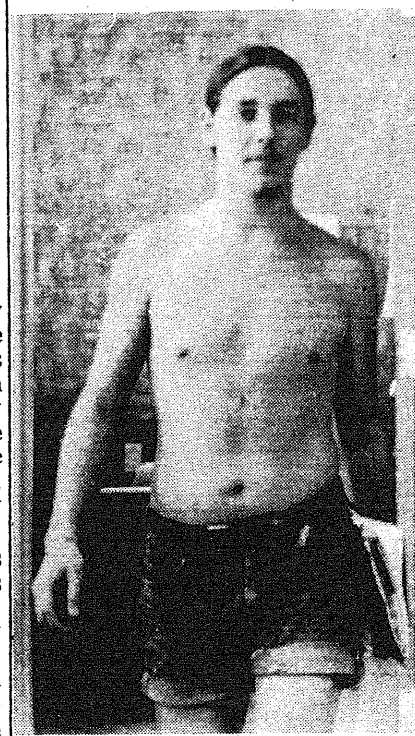
• Martin Black "re-organized" the AID Center staff, without consulting the students, the Student Senate, or even the AID Center staff, by taking away the student interns' vote on the staff, removing the radical students and faculty from contact with the Student Senate.

• Looks like Martin Black thinks that they'll do a proper job: be better manipulators—if they're not, they'll be removed (re-organized) too.

• The Student Senate doesn't buy it: on Friday, Jan. 11, 1974, the Senate voted to demand Martin Black's resignation as Director of the AID Center, and voted to demand control over the selection and recall of its advisors.

14th on the topic: "Democracy at SICC: Student Control, or Controlled Students???" They also plan to begin circulating a strongly pro-Isaacs report entitled "History of the AID Center's And Student Government's Inter-Relationships."

Hamill claims the new selection policy is important because, "If the administration hires an advisor to the Senate or any of its commissions that advisor is accountable upward."



Joe Hamill chairs the DSG committee formed to oppose AID reorganization.

Hamill is of the opinion that Charles Isaacs is being punished, via Black's reorganization, for siding with the Senate on controversial issues instead of upholding the administration's view of things.

"What that ends up meaning is that any anti-administration victories for students are going to be seen as the fault of the student government advisor," he claims. "Any advisors that know this, that know what's happened to Charley, are going to think twice about whether or not to risk their jobs by advocating student positions that are anti-administration."

Quicksilver: Kaleidoscope Barred from Auditorium in Concert Dispute

by Fred Armentrout

Amidst the ongoing turmoil of recent AID Center reorganization moves occurred what student government protesters see as yet another move to "punish" their continued challenges to administrative authority over student life... the Kaleidoscope program has been barred from use of the auditorium or, according to a January 10 memo from Dean Leonard T. Kreisman, "any other college facility."

The basis for the action was a memo directed to Kreisman from Anthony P. Orlando, Superintendent of Buildings and Grounds, complaining about cleaning and security problems at the December 16th "Quicksilver" concert, sponsored by Kaleidoscope. Ironically, notification of the Dean of Administration's action on the matter followed, by three days, a request from AID Director, Martin Black, to cancel that center's current contract with Kaleidoscope, "for the implementation of concert programs."

The Orlando memo claimed the "Quicksilver" concert had "broken many records" and that, despite the fact Orlando had not been present at the concert, "feedback" that was related to him presented the following seven grievances.

1) The cleaner who worked the event finally went home at 7:00 a.m. and he was only able to do a portion of the clean-up he should have done. Normally 2 hours after an event in the auditorium he is through with cleaning.

2) The cleaner picked up 3 - 55 gal. drums of empty beer cans, wine and whiskey bottles. Previous to this event, the most that was picked up was 2 barrels full of empty beer and wine bottles and that was after a Christmas Party in the student lounge several years ago. I am told that at least 10 cases of beer were brought in on a dolly for the guys in the band alone. This was not for people in the audience who apparently brought in their own supply of booze.

3) The two dressing rooms of the stage looked like they were hit by a tornado. Any posters or signs that were on the wall were ripped off. Toilet tissue dispensers were also ripped off the walls.

4) The stench of vomit and urine still remains in the dressing rooms.

5) Smoking and drinking was done openly in the auditorium uncontrolled.

6) The auditorium was filled beyond legal capacity and there was no effort to limit the attendance. I understand that a group from a motorcycle gang entered and nobody even challenged them. They entered free.

7) Half of the bathroom toilets were stopped up. Some with beer cans.

Orlando concluded, his memo contending that "it seems to me that this type of event, which is unsupervised and uncontrolled is never an asset to the college and should be discontinued."

Reportedly, complaints had also been registered by Edgar Paradise, SICC Security Chief and William Hanauer, who administrates the use of auditorium facilities.

The Kreisman memo has created considerable controversy with AID center staff, as well as students. Kaleidoscope board member, Michael Fenti, had assumed major responsibility for arranging the event and, in the view of students and AID Center staff, had done an excellent job.

Besides opposition to Kreisman's apparent agreement with the view that the concert was "unsupervised and uncontrolled," student government leaders interpret the timing of the Kreisman action as coincident with what they see as a punitive and retaliatory reorganization of the AID Center by Director Martin Black.

In a recent interview with Jerrold Hirsch, newly appointed to the position of Assistant Director in the AID Center, and Martin Black, both agreed that they considered the Kreisman position very harsh.

As they explained it, three administrative bodies were involved in organization of the well attended concert (estimates of over a thousand people in attendance were made) — Kaleidoscope, Student Center Commission (DSG) and AID.

"Students were very anxious for a second concert," explained Hirsch, "Michael Fenti had gone to a national entertainment conference in October and made a connection with the Associated Booking Company, where he landed Quicksilver. I don't want to see this get hung on him as, I think, he

Kaleidoscope barring alcohol. "The liquor was reportedly brought in for the band," he claimed. He also added that the Student Center Commission guidelines had specifically forbidden alcohol, indicating there was a sensitivity to the problem.

As to allegations of marijuana, cigarette smoking and liquor brought in by the audience, Black maintained that an improved system of ushering procedures was necessary; tickets should carry a warning to the audience; and, if necessary, "concerts may have to be stopped unless people comply."

In his view, AID staff members and the Vietnam Veterans Against the War club did the best they could to handle the crowd. "This was a very over full capacity house, no one expected it. Yet there were no incidents or disruptions, no acts of vandalism of any significance."

"It's true that doors must be watched more carefully," claimed Black about allegations that Hell's Angels motorcycle gang members had entered for free. "But," he added, how were the ushers to "challenge them" referring to



"Quicksilver Messenger Service" played to an overflow house in December...resulting in a denial of access to the auditorium for future Kaleidoscope presentations in January.

Hirsch explained that he assigned AID intern Fuzzy Williams to work with Fenti. In addition to contractual obligations with the AID Center, Kaleidoscope met with the DSG Student Center Commission to establish guidelines for the concert (such as barring of liquor, ticket checking and the like).

According to students and AID Center staff, the event was in no way uncontrolled. Hirsch pointed out that there had been disagreements between AID staff and Fenti, but that a set of ground rules had been drawn up by the Student Center Commission.

Black claimed he had advised the Kaleidoscope board to postpone the event due to the limited lead time for preparation and claimed the final authorization arrived only 1.5 weeks before the event.

"I disagreed with Fenti on two points, that lead time was too short and that no one would be there," claimed Black, adding, "I was wrong on the second point by about 1100 people." Black claimed equal responsibility with Kaleidoscope for the concert's failings, but agreed with some of the points in the Orlando memo.

Advocating creation of firm guidelines and codes for events, Black advocates riders on contracts with

the Orlando accusations. He also queried as to why the campus security force allowed the Hell's Angels in if the administration considered their presence objectionable. "If challenging them meant violence," claimed Black, "then the ushers handled it well."

Asked about claims that the Kreisman memo was part of an administrative program to challenge growing student power, Black claimed the position was "a political expedient, not really in the student interests."

In answer to an issue about the financial cost of bringing Quicksilver, Black claimed he had not opposed the Kaleidoscope decision to bring the group or spend the money... "I just made the point that the question of a \$5,000 cost for one Sunday night, given the tight financial situation, should be considered. I'm in no position to throw stones. I lost \$16,000 on a big jazz concert on the athletic field and had the Island District Attorney complaining that he could hear the music in his bedroom at the Clove Lake Apartments."

He held he was not opposed to the concert being designed to lose money, as had been claimed by DSG Finance Commissioner, Dino Lagravinese, but argued that value judgments were

involved as to how money should be spent and that his questions were posed in that interest.

Asked if the Quicksilver dispute was the basis for AID's move to cancel its contract with Kaleidoscope, Black claimed, "it is my feeling that it has been mutually unsatisfactory. If students still want the contract, we will keep it." But he held the Quicksilver event was not the sole basis of his decision to cancel.

"They're trying to demonstrate our irresponsibility," claimed Finance Commissioner, Dino Lagravinese, on the intent of Kreisman's action, "there's no question in my mind that it is politically based," he added. In a separate interview, Lagravinese claimed, "the whole thing is based on the fact that Hanauer did not like what took place."

In his view, the combination of a dislike for rock music events; resentment that a student set up the event (Fenti); and the student decision to keep ticket prices low \$2 and \$3 and lose money on the event, were the major reasons for Kreisman's actions. Lagravinese claimed he had had several talks with Black on procedural matters for the concert and, outraged at Orlando's accusations of incompetent handling, held that a great

deal of preparation had gone into the event.

In Lagravinese's view, the problems the concert did have were relatively minor given its size and short preparation time. Like Black, he challenged the accusations about clean-up and security... "why couldn't they put two men on clean-up for such a big concert, and as far as the motorcycle gang, where was the security force at the gates?"

Basically, Lagravinese argues, the severity of Kreisman's action is indicative of a political intent to quash the growing sense of autonomous planning and implementation of programs on the part of students. Following is the text of the Kreisman memo (Ed. note: the memo was addressed to Professors Black and Hirsch):

As you can see from the attached memorandum from Mr. Orlando, it has taken me a rather long time to recover from the shock of reading this report. This particular concert was organized rather last minute, and in addition, I was assured that there would be adequate supervision, etc. This was apparently not the case.

Given the general ground rules under which we operate, this will officially advise you that the sponsoring group will no longer enjoy the privileges of being able to book the auditorium or any other college facility. I really see no need to belabor the point. Mr. Orlando's memorandum makes abundantly clear the problems.

I would appreciate your communicating this information to the appropriate parties and their advisors.

SARG-in-exile: Isaacs, Interns Refuse to Enact New AID Formula

by Sally Johnson

Claiming that AID Director Martin Black's reorganization plan was basically an attempt to "eradicate internal democracy," Dr. Charles Isaacs and the other members of his Student Action Resources Group have declared themselves SARG-in-exile and have announced their intentions to continue operations from the C building office.

As Isaacs the faculty coordinator to SARG, sees the matter, "The principle of SARG is to be accountable to the students, not to the administration. If we succumb to administrative directives, we are giving in." Thus, neither Isaacs nor the six student interns intend to perform the duties which have been assigned to them under the new AID plan.

"We could all lose our jobs," admits Isaacs, "but then the reorganization was designed as a warning to student advisors who might want to encourage student independence or advocate student positions."

Under the former AID structure, Isaacs and the six student interns who comprised SARG (as well as Marcellus Jones who served as a part-time staff member) carried 7 votes out of a total 20 AID center votes, and were the largest single voting bloc at the decision-making level. On paper, Isaacs has become the "facilitator of constituent groups," which is a completely new and largely undefined position, while the interns would assume new intern jobs under the proposed "A, B, C Internship" program.

In response to the reorganization plan in general and, more specifically, to the means by which it was drawn up, the SARG-in-exile group feels strongly that their present actions are justified by administrative tactics. "We were playing by the rules," Isaacs stated recently, "the administration attacked us when they realized that we had too much power. Under Article XV, 2B of the BHE by-laws, we acted according to our original proposal which was accepted by the administration last fall. Now Birenbaum is going to put people's jobs on the line—either you agree with him or you are on the line."

Accordingly, the SARG group composed a memo to Martin Black as soon as the reorganization announcement was made which was worded as follows:

"After careful debate, our team collectively came to the agreement that the center staff (including S.A.R.G.) was not involved in any process leading to the reorganization, and that the content of the present A.I.D. organization is not acting in the student interest."

Explicitly, the present plan was drawn up clandestinely, shuffles staff members around without due process, and serves to debilitate rather than advocate a position of serving in the student interest, without regard or reflection of the work we have accomplished as a result of long debate emanating from the now defunct position papers of last spring.

We feel a responsibility to our work and our constituency and therefore do not recognize the reorganization as valid and will continue to work together as S.A.R.G.-In Exile."

Marcellus Jones and three of the interns — Penny Grillos, Joe Hamill, and Steve Price — spoke further about their feelings about the work SARG is doing and the effects of the new AID plan. Jones, a part-time College Associate, recognizes that "I may be

terminated, but I cannot accept my new job." He is slated to work under Geoff Atkins on the panel to co-ordinate clubs and organizations.

In response to a question about the long-term effects of this conflict on the functioning of the Student Government, Jones went on to say that in his view, "this will solidify the Senate. They were thrown into a position with no power or say, even over their own advisor."

The Student Government has since resolved to re-instate Isaacs as the advisor, with the choice of advisor for the Commissions being left up to the individual body.

Penny Grillos, one of the interns involved with SARG-in-exile, sees the internal conflict as a potential, if not probable, "full-scale face-off" between administration and students, with the stakes being a long-needed definition of student power.

Her intern status, she claims, remains the same, "except on paper — Martin (Black) cannot take our jobs away." As to her SARG responsibilities, she believes that the group exists "not to judge student actions, but just to help students to accomplish what they feel they need or want to do."

Joe Hamill, another of the interns, feels that the structure and function of SARG is, "more clearly defined now than it was before — we are not accountable to Martin Black or the administration any longer." He, like the other students, acknowledges that they "expected reprisals" for positions which SARG as a whole took on certain issues last fall.

On the issue of the internship reorganization, Steve Price was outspoken, although his peers seemed to be in agreement. "Why was the initial SARG proposal accepted? We have not done anything that wasn't

by agreeing with the Director and not 'making waves'."

Several new staff members were suddenly brought in at this point. Did Prof. Black do this to neutralize the staff reaction to the reorganization, since these people had not been around to take part in the historical developments leading up to the new plan?

There are those who believe that a personality conflict is at the root of the AID Center struggle. We reject this analysis. We believe that the root lies in an ideological conflict: advocacy of student autonomy vs. the manipulation of students.

The AID Center has been trying to develop a viable ideology for 18 months. The Student Action Resource Group (SARG) has one. We believe:

— that students are adults and should be treated as such;

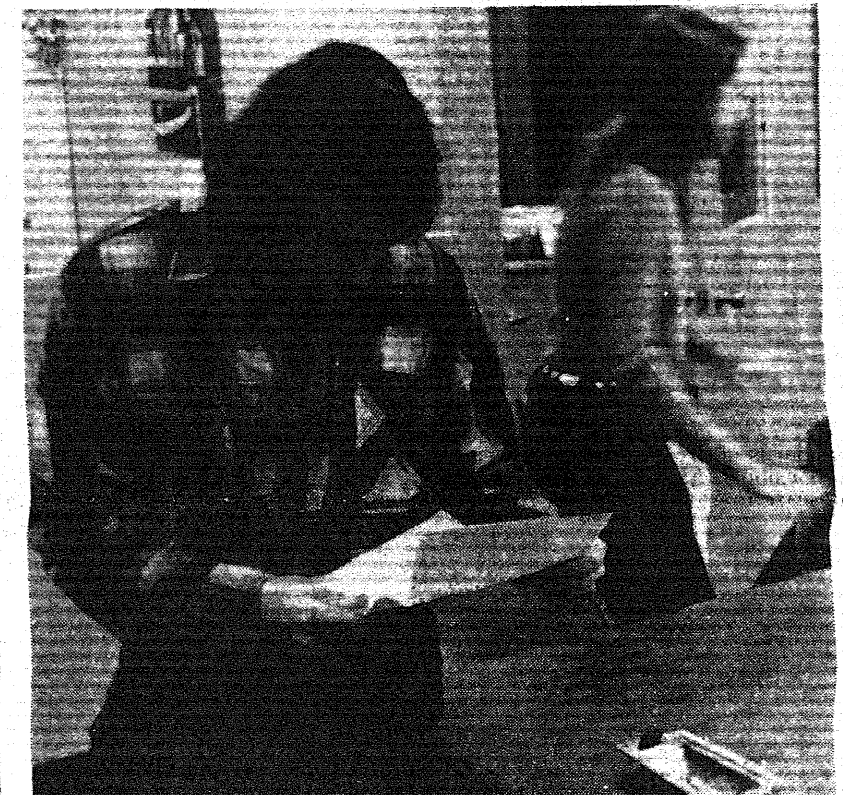
— that students must take an active role in decision-making which affects them;

— that student organizations must not be manipulated by the administration, but controlled by the students themselves;

— that the AID Center should have as its main function, the rendering of resources and technical assistance to the student body, Student Government, and all student groups and organizations, as those bodies desire this aid and without rendering judgement as to the content of the project or event for which we are asked to give assistance.

WHAT ACTION TO TAKE

Workers rarely realize that they have the power, the right and the responsibility, to themselves and to their labor, to demand and create conditions of dignity, respect and accountability for themselves and their constituency.



Charles Isaacs' transfer back to Constituent Group work is at the center of the SARG-in-Exile move.

outlined in the proposal. Martin Black accepted the idea, but the idea went beyond his expectations."

Under the present internship structure, interns are divided into three categories — A, B, and C; the A-type intern has no voting rights, while the B-type gets a vote on the panel and the C-type has full voting rights. "However," says Price, "a student becomes a C intern only after a discussion with Martin Black. That means that if Martin doesn't like your views, you won't get to vote. Martin will decide the rights for everybody."

The most comprehensive statement of the SARG position on the issues is in the form of a public memo which the group released in January in which they itemize their objections to the new AID system and to the way that the plan was presented to everyone as a total surprise.

THE AID CENTER STRUGGLE: SARG'S PERSPECTIVE

On January 3, the staff was informed of the reorganization of the AID Center. The team concept — a concept developed through long and tedious struggle involving the entire staff — is to change. The reorganization calls for the replacement of teams by "panels," which is not merely a matter of word games, but of changes in jobs, functions and lives. No evaluation of the team concept was deemed necessary; we know for a fact only that Prof. Black alone saw the teams as some sort of failure.

WHAT WAS THE REASON FOR REORGANIZATION?

The best way to answer this question is to check out the new plan and see what it calls for, what the designer of the plan had in mind while creating it:

— The creation of panels, each, except for the Office Management and International Programs and Services, having a function corresponding to a Student Government function. The Student Government was not consulted in any way as to whether or not they want the services or the particular people assigned.

— The creation of a hierarchy for internships (Grade A, B, and C), one which recalls the "three-fifths of a man" concept of second-class citizenship. Prior to this, interns were given voting rights at AID Center meetings and the invidious distinctions between "professional" and "non-professional" (at least in theory as outlined in Martin Black's position papers of last Spring) were to be eliminated. Now, it appears that interns can only achieve full citizenship

There are so many forces which act against us every day at our workplace to make it difficult for us to know that we have any rights at work (e.g. lack of consultation or active part in deciding the present reorganization).

The concepts of "professional," "secretary," and "work-study student" put us all into pigeonholes which define us, disguising the reality that we are all first human beings who must labor for a wage in order to live, who also have a right to expect elementary human dignity and recognition of our capacities to work together in building this center.

In this case, consider the shabby under-handed manner with which we were shuffled around, and expected to work against the students, and not with them, by:

— taking autonomy away from the Student Government and assigning advisors as if by "divine right";

— creating a hierarchy among interns by arbitrarily assigning them a letter status.

Most of the AID Center people, especially the "non-professionals", have consistently and enthusiastically worked with the students in their own interests, as defined by them. To allow one person, by virtue of title, to deny this function is to degrade ourselves. To meekly comply "under orders" means that the error and blame rest upon us.

For these reasons, SARG will continue to function as before — but in exile. Only a request from students to do otherwise, or to change the direction of our work, will affect what work we do, with whom, and how it is to be done.

Because we are all affected by the reorganization, SARG will support and work with any group or individual who feels that it is not possible to work at a job where one can be shuffled around at whim without recognition of their basic human rights.

In a footnote, Isaacs explained his view of the governance structure in general and why the AID plan had come as such a surprise to him:

"There are basically three types of government. The first is the feudal system where everything is the prerogative of the king. The second is the constitutional system which is another word for bureaucracy, but at least there is a definition of rights. The third is the people's government which is for all the people. We thought we were in the second, moving towards the third. Now we find that we are still in the first."

DSG Responds to "Quicksilver," Memo Moves to Evict AID Staff

by Fred Armentrout

In an apparent move to force the hand of SICC's administration, the Day Session Student Government has responded to the Dean of Administration's action on the "Quicksilver" concert (see story this section) and a move by newly appointed Assistant Director of AID, Jerrold Hirsch, to relocate the former SARG office to smaller quarters, by voting to evict non-student personnel (in effect, AID staff) from their present quarters in the Student Center.

Responding to an initial decision by its Commission on the Student Center, chaired by Ed Jagacki, the DSG unanimously passed the following resolution on January 23:

Commission on Student Center Report

Whereas—Dean Kreisman's Dec. 16, 1973 memorandum to Martin Black and Jerry Hirsch stated that college facilities will no longer be available to the Kaleidoscope program until a list of precautions is drafted by the Student Government, to be submitted to Dean Kreisman, to which he will reply—a smack on the wrist to the students by the powers that be;

Whereas—an unsatisfactory reorganization of the AID Center has been drafted and is being facilitated, a change not made in the student interest;

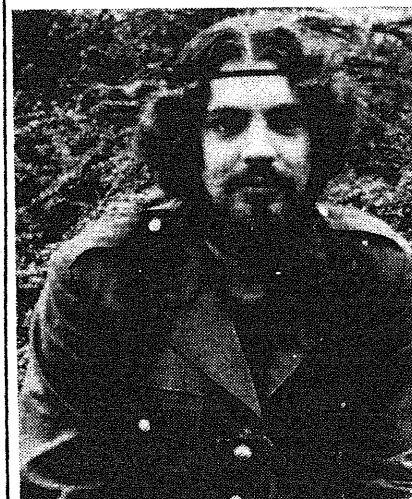
Be it enacted—that all (non-students) AID CENTER personnel in rooms C-129, 130, 131 and cubicles 1,2,3,4 and 7 of room C-132 be advised that their present offices will be re-allocated to student organizations and programs prior to the resumption of classes on February 4, 1974.

VOTE 11-0-0

Amended by the Senate, January 23, 1974. Above resolution adopted by Student Center Commission on Jan. 17, 1974 by a vote of 3-1-0

Although Hirsch had backed down from implementation of space reassignment and the "Quicksilver" issue is likely to become more a

guidelines dispute than a facilities issue in the future, the DSG move has already accomplished what, in view of the DSG student power stance, are likely to be seen as three major objectives:



Ed Jagacki, DSG Commissioner on the Student Center, began the move to evict AID staff from the "C" building.

1. The move may well become more important as a symbolic act of defiance to administrative control of the Student Center when they, inevitably, fail to succeed in the eviction procedure. The Center is the geographic hub of student life. As such, it presents a working symbol for student control over their own affairs or, for organizing purposes, the lack thereof.

2. As now presented to the student body, the presence of AID staff in the building may well serve as the fuel to keep the current protest growing.

If student leaders can convince a major segment of the student populace that the argument fostered in the recently issued "History" (see this section) is correct, the presence of AID staff itself may become a rallying point for student protest:

"The reasons why the Senate must reject the AID Center are simple. Ever since the nation-wide student power movement of the 1960's, Student Activity Staffs have expanded and strengthened in colleges and Universities across the country. These Student Activity Departments are almost invariably put forward as 'student advocates,' or 'student facilitators,' but as events at SICC demonstrate, their ultimate aim is control of students."

3. They have caused President William M. Birenbaum to elaborate on an earlier and more vague interpretation of policy on the space allocation question. In doing so, they have caused him to sharpen the edge of the "privilege vs. rights" dispute. Following is the text of the Birenbaum memo to AID Director, Martin Black (issued the same date as the DSG eviction proclamation):

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."

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Isaacs Challenged in First Defiance to Reorganization

by Fred Armentrout

AID Director, Martin Black, and various staff members apparently have no intentions of allowing SARG-in-Exile nor its advisor, Charles Isaacs, to assume responsibilities of newly appointed "panel" staff. In a flurry of recent memoranda, Isaacs' first attempt to "advise-in-exile" has been met with a warning from Martin Black and a reprimand from Geoffrey Atkins (newly appointed Clubs and Organizations Panel leader).

In a January 25th memo to five student senators and chairperson Leona Sanders, Isaacs presented what he termed, "a concrete proposal for the (club) budgeting process." Besides sidestepping consultation with Atkins, the memo was evidently designed as the first operational act of SARG-in-Exile in that it refers the chairperson and senators to that group for assistance in modification and implementation of the Isaacs proposal:

"I believe this procedure would both simplify and make more efficient the allocation of club budgets. I hope you will consider implementing it, with the necessary modifications, for use during the Spring Semester. If you decide it would help, the Student Action Resource Group (in Exile) would be happy to assist in informing the organizations concerned, through meetings, workshops or any other format desired."

Three days later, on January 28, AID Director Martin Black issued a strong statement advising Isaacs to follow procedures initiated by his reorganization plan and expressing concern over Isaacs' apparent refusal to consult new AID staff members responsible for the Clubs and Organizations Panel. Following is the text of the Black memo:

"I am writing you this memo

pursuant to our discussion of January 28th. I am instructing you as a member of the AID Center that in the future any significant service or activity that involves the AID Center program which does not concern Constituent Groups, be channeled through the appropriate administrative coordinator as designated in my memo to the staff of January 3, 1974. As I indicated, I am very much concerned about the propriety of your sending out a memo on January 25, 1974, concerning budgeting processes for clubs and organizations without the approval of the AID Center staff member administratively responsible for this area."

On January 30th, Geoffrey Atkins joined the fracas with an angry assault on Isaacs' apparent insensitivity to Atkins' position as new Clubs and Organizations advisor. Accusing Isaacs of involving student senators in a "quest for personal satisfaction," Atkins also argued that the action was hypocritical to the ideals of "student rights and the democratic process," in that Isaacs had not consulted clubs nor the student senate Commissioner on Clubs (Marianne Brown) before making his own proposal for student government handling of club budgets. Following is the text of the Atkins memorandum:

The purpose of this memo is to inform you and those commissioners of my disbelief regarding your memo dated January 25, 1974. I could not believe that a man of your professional ability would allow his own political persuasions to override his professional judgment on this matter.

In your memo you state, "Recently, I have reviewed the by-laws of your commissions and discussed with many of you how we might learn from the experience of the Fall semester. Out of

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Editorial: The Trouble in "C" Building

"In view of the legal situation in which student governments usually exist, there would be little purpose in specifying in the charter of the student parliament more than three powers: one, the power to constitute and organize itself; two, the power to make recommendations to the university president; and three, the power of its officers to carry out those duties which may be delegated by the university president. The theory of this government would be simple: All authority to grant and to withhold the privileges of the university are vested in the university president. The practice of this government, however, we should expect to be quite different and more complex."

William M. Alexander

Assoc. Prof. Political Science, Cal. State Polytech.

The above excerpt is from an article entitled "Rethinking Student Government for Larger Universities," which appeared in the Chronicle of Higher Education. More than any statement made to date, by the various parties enmeshed in the AID reorganization dispute, it constitutes the essence of what the trouble in "C" building is about... a challenge to the "constituent" student government concept itself.

The parties involved in the AID reorganization dispute, and in the various other events now occurring such as the "Quicksilver" conflict, freshman orientation and eviction issues, view the goings on in several different ways... all of which, in our view, pivot on the basic question of whether student government prerogatives are a privilege or a right.

The AID center was designed to assist in the implementation of the constituent concept. Professor Isaacs was originally hired for that purpose. Whether one sees its reorganization as a reprisal against Isaacs for his disbelief in the constituent concept's viability; or a reprisal against a now strong and centralized student government; or merely an evolutionary step toward furthering a goal Professor Black claims was never veered from, the basic accountability by AID center staff to the president directly, and a presidentially conceived student government ultimately, has yet to be seriously questioned.

Even the current dispute is not, primarily, a governance challenge as much as it is a "rebellion" on the part of some staff and the present student government against enactment of a concept they originally pledged themselves to foster.

As such, in our view, student government leaders and students-at-large must make a choice: either to build a power base through the constituent system which might, one day, challenge its lack of rights over privilege; or take on the necessary legal and organizing machinery to build a governance structure that retains sole accountability to its student constituency.

We were not here at the time a presidential task force created the present governance machinery, but the fact that a "presidential" task force was its progenitor indicates the present crisis is no small one for student leaders and sympathetic faculty.

In a system where all prerogatives and access to resources are a matter of "privilege," the price for autonomy is high indeed. With the possible exception of \$70,000 a semester doled directly to student government, there are virtually no resources available to student control that are not a matter of privilege. When one considers that one college department may cost well over \$300,000 annually to operate, servicing the entire student population satisfactorily on the student government's immediately available resources of \$140,000 annually is a gloomy prospect.

Issues of "release time" for advisors, credit for governance participation and the like present the same kind of problems. Even if faculty, for their own political self-interest (and they do have such an interest), support student autonomy, the mechanisms of support services (such as credit for students or release time for advisors) must gain approval through a slow committee process under a high degree of administrative influence.

Another weight supporters of student autonomy must carry is their limited legal standing. It is perhaps one of the ultimate ironies of the student protest era that it accomplished so much in securing the rights of citizenship for various oppressed groups and so little in securing even equal protection for students themselves.

Yet, in relation to their status as students, there are the beginnings of a student "legal" concept being fostered, in large part, by national legal groups. But it is likely a serious attempt to cut loose from their current administrative stranglehold would require the bulk of what resources SICC students have in legal proceedings.

In the end, the issue is whether students and their leaders at SICC, and throughout CUNY for that matter, (courtesy of Article XV's ambivalence), want a parliamentary government with privileges or a government-in-exile with none. In both cases a certain kind of "authority" can be fostered, in neither case is there the possibility of a real "power" over student life in the immediate future.

It seems to us that both have advantages and disadvantages toward the presumable desirable end of student autonomy in matters affecting student life. It also seems to us that, without some realistic development of a student-as-citizen legal status, the real test of student governance is how well they learn to use the "carrot and stick" philosophy of the college administration and faculty to their own

advantage as an oppressed majority.

One thing is clear, however. If students want rights instead of privileges, they are going to have to be willing to forego whatever privileges they now or in the future have acquired. They are not likely to convince the institution that it is in "its" vested interest to willingly hand over rights and prerogatives to yet another entrenched interest group (ironically, faculty, administration and even alumni at this and most colleges are vested with more actual power and deference than students), nor would it make much sense to expect "rights" to be given in the way "privilege" is provided.

Finally, it is unlikely that waiting for some national movement to do it for SICC students will result in much success. When Mrs. Rosa Parks refused to take a seat in the back of a Selma, Alabama bus, the last things on her mind were a national movement, a Martin Luther King Jr., or a Civil Rights Act. What rights and prerogatives students now have arrived at in much the same way. Movements are built on the backs of the "somebodies" willing to pay the dues, and it is unlikely that a movement to assure equal rights for student-citizens will be any different.

The trouble in "C" building, in our view, is not that the AID director or college president have abridged some sacred trust or violated some higher morality. They have done what they think is right. And they have done it the easiest way for them to do it... by exercising their administrative authority without consulting the intended beneficiaries or victims (depending on one's point of view) of that authority.

Efficient and effective management often takes on its own morality... which is why there are a first ten amendments and a fourteenth amendment, for everyone but students and welfare recipients and, in fact, anyone ostensibly provided a service by government institutions. While the institution of government remains subject to citizen safeguards, there is yet to be an effective challenge to the administrative tyranny of government institutions.

In that regard, colleges in general and SICC in particular are better than most. The fact that "Quicksilver" was allowed; the former "team concept" in AID created; that a strong student government exists at all and, finally, that we can print these editorials and still exist, are testaments to the good will of SICC's president and administrators.

We agree with students and their leaders who recognize that that even a form of benevolent despotism is intolerable in a free society, but we must take issue with the day session student government's committee tactics to date. The pink leaflet recorded in this issue, calls for Martin Black's resignation and various assumptions of "motive" on the part of Black and the

college president seem more interested in punishing them as some kind of "evil-doers" than establishing a framework for student autonomy now or in the future.

It seems to us that inaccuracies and innuendos do nothing to clarify the trouble in "C" building. There is a very real issue of student rights involved, and there is the necessity for students and their leaders to understand and fight against their second-class citizenship status. As such, we strongly recommend that student government leaders rely more on their capacity for leadership and less on propaganda to achieve their desired ends. Such tactics, in our view, only belittle the dignity they have achieved as a governing body to date.

On the other hand, Martin Black's claim that he did not see how he might provide Professor Isaacs release time to remain an advisor to the DSG (when they clearly prefer Isaacs remain); his arbitrary and secretive approach to developing the reorganization; the attempt to dislocate Isaacs from his office into smaller quarters; and a general sidestepping of the student rights issues in recent interviews, seems hardly consonant with an organization that professes itself to:

"serve to be an example of how, by combining an understanding of educational politics, along with respect for knowledge and a skillful use of advocacy techniques, reform can be facilitated within the institution."

That was a stated goal in Lemon (the student magazine that replaced the handbook in September) of what the AID center is, or was, about.

While its advocacy for institutional reform on faculty committees and in relation to faculty prerogatives over students has been, to date, commendable, we would hope "skillful advocacy techniques" are intended to be applied to the college administration as well. A starting point might be AID and what it's done with students lately, rather than on their behalf.

Although we do not agree with the apparent centralist position of student government, we are curious to what degree concern for student governance on the part of the college administration applies to creation of a democratic and, consequently, decentralized process and what degree of concern applies to insulating student governance into a sort of "test tube" democracy so as to avoid external interference with presidential prerogatives?

"Constituent groups, parliamentary and British models are terms often used to describe SICC's student government by administrators. The article by Professor Alexander alluded to earlier provides a curious rationale for the "British" approach:

Quicksilver: \$7000 misunderstanding?

Researching the "Quicksilver" controversy was somewhat like reading "1000 Misunderstanding" for the first time... a study of "culture shock." There is little doubt but that the staid and true "educational value" notions of SICC are not unlike those of most colleges... Van Cliburn is educational, Simon & Garfunkel whipsy and tolerable, and rock music disgusting and vulgar—at least to the elder side of the proverbial generation gap.

-editorial

Yet there are serious questions raised by the actions of the Dean of Administration toward the student cultural program, Kaleidoscope. Foremost is the severity of his administrative fiat denying that group any further access to the auditorium or "any other college facility." Does that mean student cultural activities are to go into exile?

No one News Ferry interviewed was completely satisfied with the handling of the event, but anyone with the slightest experience in rock concert extravaganzas must surely recognize that the allegations are hardly a basis for "punishing" its sponsors. What exactly happened at Quicksilver?

People crowded to hear them and overflowed the auditorium on a rainy Sunday night. Who should have anticipated 1100 people? And was the fact that they didn't have a case for some sort of criminal negligence?

Beer was bought for the three bands playing. Members of the audience smuggled in liquor and marijuana. There can be little argument that this might have been anticipated. There is not likely to ever be a rock concert where members of the audience don't attempt to do the same. But the same can be said for members of the SICC student and faculty body on the daily basis. Should the reaction be to eliminate students and faculty from colleges to relieve the problem?

People relieved themselves, orally and otherwise, in the bathrooms, leaving the smell of urine and vomit. Besides the fact that bathrooms are, presumably, for that purpose, there is a question of the cumulative impact of a potential 1100 people using two rooms combined with drinking that might be considered.

As to tearing posters off walls or smoking in the auditorium, a more pertinent question might be how the posters managed to keep the crowd so well controlled.

In the case of the long-suffering cleaning person, there is no doubt but that he or she was outraged. Still, the question persists, doesn't an event of this magnitude warrant more than one cleaning person?

There is little doubt events of this size require careful planning. There is little doubt Kaleidoscope and AID ought to have anticipated some of these problems. There is no doubt a recognition of the mammoth problems Messrs. Orlando, Hanauer and Paradise experience with any college "event" should be incorporated into guidelines for events at the college and they should be considered.

On the other hand, we must ask who the Dean of Administration or his administrative assistants consulted to verify that the event was "uncontrolled?" Where is there a respect for due process in an arbitrary decision to effectively eliminate student cultural programs? Does any administrator have the right to "declare" that a segment of the SICC community shall not enjoy the rights of public access to public facilities as a "punishment?" And, if so, should he?

Recent instructional staff meetings have witnessed smoking and littering. Are they to receive equal punishment under these unwritten laws?

And, we must ask, what of the Shockley event? Why is it an adequate security force can be provided to protect the college from its own students but not from the Hell's Angels motorcycle gang?

Surely, that one cleaning person must have spent a good deal of time picking up litter and torn down posters from that event. Does this mean the president will no longer be able to hold his seminar series in the auditorium?

Administrating physical facilities on an overcrowded campus is a thoroughly thankless job, and there is ample reason to support Dean Kreisman and his staff in reasonable attempts to produce guidelines and enforce them. But pontificating the rights of access to college facilities as some medieval form of punishment for transgressions, without the slightest regard for the rights of a "presumed" offender, is an outrage. Administrative overkill seems a poor substitute for administrative concern.

"In view of the growing delegation of authority to students, the question is not whether such authority should be granted, but rather how it should be acquired and exercised by students. If we are prepared to endure the primitive decision-making methods of student power activists, the school of hard knocks will no doubt develop new institutions to represent students. Systems of law and order from outside the campuses will be invoked and an uneasy truce under police supervision established. A relationship polarized something like that of union and management will develop."

Presumably the "primitive" methods of that proverbial school of "hard knocks" was good enough to create this country's Constitution. It was also good enough to differ with our British brethren on two major issues:

One was the creation of a legal system that, at least in principle, protects the individual despite the cost to social management. The other was creation of a governance system willing to risk the "school of hard knocks" in an effort to be forever free of what no one seems to want to call the "British" model... a constitutional monarchy, subject to the primacy of a House of Lords.

Although there is, as yet, no firm evidence that the Alexander concept of constituent groups applies to SICC's student governance system (beyond its emphasis on student representative accountability) we suggest strongly that AID, or some other administration group or representative, be appointed "officially" to be college governance liaison to student government.

It is clearly at cross-purposes for AID to remain, on paper, a student advocacy firm while acting, de facto, as an unofficial interpreter and arbiter of college administration policy toward student governance.

Equal Time...

As always, in issues of a controversial nature, News Ferry will provide equal space for commentary or rebuttals by interested parties to materials in the special section on AID's reorganization.

AID/DSG: Disputed Issues

Following is a brief summary of issues which one side or the other of the current dispute between the Day Session Student Government and AID Center staff consider to be "disputed."

o SICC Association. The SICC Association is the repository of student fee monies. The Association as a body only meets once annually and the organization is run, primarily, by an Executive Board currently composed of students, faculty and administration members.

The Day and Evening Session Student Governments launched a summer long campaign to gain a voting majority in the Association membership and on the Board of Directors. After a protracted struggle, they now have a majority in the Association membership and 50 percent or an effective blocking vote, on the Executive Board.

o Association Reserve Fund. The SICC Association maintains a reserve fund which now totals several hundred thousand dollars. Student government leaders waged a campaign to claim these funds which resulted in a compromise that allows them a separate Student Government budget and reserve fund. Coincident with this, student government figures are now the only signees on vouchers for these funds.

o "Quicksilver" and concert arrangements in general between Kaleidoscope and the AID Center have been an ongoing sore point. Student government figures contend that the AID staff contractual arrangement of non-interference in student choices of entertainment and responsibility for implementation have not been met.

o According to student leaders, the SICC radio station, WVSI, was arbitrarily closed down by its advisor. A conflict ensued which led to its reopening.

o Students also maintain that proposed Peoples' Exchange and Peoples' Library are opposed by the college administration, though there has been no substantiation of this to date.

o According to Finance Commissioner, Dino Lagravinese, the administration has opposed activities of the Social Services Commission regarding its issuance of loans to students for emergencies and grants program. This also remains unsubstantiated.

o The DSG position to "Stop Shockley" and consequent influence of the SARG group in swinging an AID "policy" vote to support their move was strongly opposed by AID Director, Martin Black.

These and other disputed issues may or may not reflect actual conflicting viewpoints between AID staff and student government leaders. They are important in that they are viewed by the student side as ramifications of the AID Center's and college administration's failure to support the building of a student government in good faith; and are viewed by many AID staff members as ramifications of the student governments' failure to show a willingness to compromise on issues of student input.

SARG, C.O.P.I.N.G. Claim Orientation Shift a Reprisal

The December 20th reassignment of freshmen orientation responsibilities from the AID Center's Charles Isaacs to Dean Stamos O. Zades in the CHOICE Center has been branded a political reprisal by members of Isaacs' SARG group and COPING, the DSG Committee formed to protest AID's reorganization. According to its recently released "history" (see this section... "Student Control or Students Controlled?"), the reassignment was the beginning of what that committee views as a "purge," because the freshmen orientation festival in September was too "anti-administration" in presentation.

In his notice of the reassignment, President William M. Birenbaum indicated that testing, unique problems in the Experimental Programs orientation procedures and the "thrust and direction of new efforts developing in CHOICE," were the basis for the transfer of responsibilities. Following is the text of that memo to Isaacs:

As you know, since I asked you to serve as our administrator for orientation in the College, the reorganization of Student Personnel Services and the creation of the CHOICE and AID Centers have intervened.

Reviewing the administration of testing programs for incoming freshmen, unique orientation problems which have arisen in the Experimental Programs, and the thrust and direction of new efforts developing in CHOICE, it now is appropriate to integrate orientation with the overall programs going forward in CHOICE.

Therefore, effective this date, responsibility for orientation in the College is assigned to the Dean of CHOICE.

This will, of course, release some new portion of your time for service in your own Center as Martin Black may direct.

I deeply appreciate your work during this last year on the orientation front. I

am sure Stamos will want to call upon the AID Center, as he will upon other parts of the College, in the implementation of future orientation efforts.

Based on a memorandum from AID Director, Martin Black, Isaacs claimed that, in fact, only administrative responsibility was shifted and that the AID Center would still be implementing the program... the basis for the argument that the reassignment was intended more as a reprisal than a substantive change. Following is the text of the Black memorandum:

"During the past week or so, Dean

Zades and I have been engaged in conversation concerning the delivery of information connected with the student activities program on campus to the freshmen who will be coming here for the Spring semester. During the course of these meetings, the Dean and I have constructed a tentative model which I believe the staff may want to utilize towards the purpose referred to above. This model would call for the incoming freshman to be invited back on campus on Friday morning, February 1st, and to be broken down into smaller groups with various members of the AID Center hosting a number of freshmen. Individual members of the AID Center



Student government leaders claim transfer of orientation duties to the CHOICE Center is based on the Sept-ember program being "too anti-administration."

would also be given the option of inviting presently enrolled students active in campus activities to assist with this program.

Both Dean Zades and I would have preferred additional lead time to work on this program, but he has now called upon us to implement this Spring's Orientation. To do this, I would like the staff to convene on Monday, January 28 at 2:00 P.M. in the Conference Room (A-230) at which time Dean Zades and I can present our ideas to you for discussion."

In an interview with Black, he asserted, "It is not a title I have any influence over. I got a memo just like Isaacs, that's Birenbaum's thing." Asked about the role of AID in implementation of the freshmen orientation, Black argued that AID has always been available for it and that, at Dean Zades' request, AID will provide a "time slot" of activities like other campus organizations, but will not be implementing the total program. (Ed. Note: Due to deadline considerations, News Ferry was unable to interview President Birenbaum for his reaction in time for this issue.)



... And Then There Was AID

(Ed Note: The following document initiated the division of AID and CHOICE Centers. It was issued by SICC President, William M. Birenbaum, to all members of the former Student Personnel Department to explain the change)

During this academic year, especially during the past semester, I've met several times with the counseling staff in the Department of Student Personnel Services, with the Dean of Students and with the Director of Student Activities and members of his staff.

We have talked at length about the changing character of the College in relation to the delivery of student services and the deployment of the talents engaged in this Department.

Major new events and trends in the recent history of the College encourage a constructive look at the future of student personnel services on the campus.

1. Many academic programs are emphasizing anew a student-centered approach to formal instruction. Our teaching faculty has always been distinguished by a close relationship with the students, but in several sectors this relationship has grown even closer. Many members of the faculty give advice and counsel far beyond the classrooms.

2. On the other hand, through Open Admissions, the Special Admissions Program, College Discovery and other efforts, several new campus-wide student services have emerged outside the Student Personnel Department. These include tutorial services, internship programs, drug and sex guidance, college outreach and placement, subject matter laboratories, veterans affairs, study skills centers, and program advisement. There has been a significant decentralization of counseling services through the formal academic programs in the College.

3. Through the addition of the experimental programs and the recent reform of the Liberal Arts option, the academic choices open to students have multiplied. The expansion of options underscores the need to expand academic and program advisement services — services which directly assist students in making intelligent choices.

4. In student life, there is a growing concentration upon education for the development of action skills, in self-government, political affairs, fiscal management, and program design. We

want to continue to promote this curriculum as a working laboratory through which students may learn to apply knowledge practically in the pursuit of their own objectives.

Pursuant to the lengthy consultations with the Department, at the Board, and among our staff, and taking into account the constructive suggestions made by members of the Department, we have decided upon the following steps, to become effective September 1, 1973.

1. The Center for Higher Options in College Education — The Center for CHOICE.

Dean Zades will become the Dean of Choice, and with a core staff, will develop a CHOICE CENTER, to promote intelligent choosing among students. Beginning with our relationships with the secondary schools and the external community, and carrying through placement testing, orientation, program choosing, choice of transfer schools and choice of careers and job, he and his staff will develop means to help students navigate their options. (He will also serve as the College Ombudsman, obligated to make our administrative machinery work better for students. He will be equipped with funds to help the departments advertise and promote their programs, so students will be better informed about the options open to them.) In all matters other than personnel and budget problems, the Center for CHOICE will be directly responsible to the President.

B. The second center will be known as the Advocacy, Interaction and Development Center — AID — a place devoted to the organization and use of knowledge in behalf of student action programs. Professor Martin Black will become the Director of AID.

2. The counseling staff will be redeployed through direct assignment to the various academic departments and programs in the College. Students will be encouraged to seek advice and counseling through the person or persons assigned in their home-base department or program. Hopefully, the counselors will concentrate upon academic advisement, and through that, as required, address the special personal needs students may present. The counselors may do some teaching

as a part of their overall assignments, re-establishing some direct classroom relationship with the students. Overall coordination of the work of the counselors will be exercised by an executive who will be assigned to the CHOICE Center, and be responsible to the Dean of CHOICE.

3. All present counselors in the Department of Student Personnel will be assigned to departments or departmental clusters after consultation with the departments and staff members concerned. Each department will be responsible through the chairperson and its regular departmental structure for evaluation and recommendations concerning the counselors assigned to them. The departmental chairperson will take into full account the recommendations and evaluative reports of the executive coordinating counseling. That is, a counselor assigned to a department will be a regular member of that department, with the right to vote in all departmental elections in accordance with Bylaw requirements. Personnel recommendations relating to counselors will be acted on by the departmental appointments and/or promotions committee. The above recommendations will be transmitted for subsequent review to the College P & B Committee by the appropriate departmental chairperson.

The President will create a presidential ad hoc advisory committee on counselors consisting of three elected counselors, three students, the Director of Counseling, and the Dean of CHOICE. The committee will advise him prior to his transmission of his recommendations on counselors to the Board of Higher Education.

4. AID's personnel and budget problems will be administered by a college-wide committee consisting of 3 Deans, 1 being the Dean of Administration who will serve as chairperson, 2 students, 1 elected by each of the two student governments, and the Director of AID. This committee will be responsible to the President. For all other administrative and program purposes, AID would be directly responsible to the President.

5. The Student Health Services will be reassigned to the Office of the Dean of Administration for the present time.

William M. Birenbaum,

Democracy at SICC:

Student Control or Controlled Students?

(Ed Note: The following "interpretive" history to student government relations with AID was issued by the DSG Committee opposed to the reorganization... C.O.P.I.N.G.)

Collapse & Reconstruction

When the Spring semester of 1972 opened there was no student government and no student politics. The virtual inactivity of the previous student government plus the historic failure of community colleges to draw enough students with both time and interest for school activities resulted in a student body which looked on student government as something of a joke and not at all appealing. Therefore not enough students applied for candidacy and no election was possible.

In the absence of an elected student government all student power remained in the hands of President Birenbaum. A task force appointed by Birenbaum met over the summer to write a new constitution under which a new election would be held in the Fall. Central to that new constitution was the concept of Constituent Groups: students assigned to groups by random selection from an alphabetical roll of the student population. Each group was to have a senator elected to the student senate and a chairperson elected to both chair constituent group meetings and keep in contact with the senate.

Charles Isaacs was hired during the summer to be advisor to the new student government and constituent groups. As a student advocate he was assigned to work out of the Student Activities Center and appointed to Birenbaum's Executive Staff. A student advocate is not a student but an advisor who takes what the student's determine is in their interests and helps them develop the most efficient ways to further their goals. The student advocate may advise the students of what he or she thinks is beneficial or harmful to their cause. Charles Isaacs was hired by the Administration to advocate the students' positions. The students' positions of course do not always (if ever) coincide with the Administration's.

When the Fall elections were being organized Birenbaum decided that a requirement for candidacy would be a 2.0 grade point average. Charles Isaacs thought this should only be decided by the students. We organized a meeting of the candidates informed them of the issue and invited them to make a decision. They opposed Birenbaum's requirement. A committee of the candidates then confronted Birenbaum with their position in the face of which he backed down.

The Senate was elected with 33 percent of the student vote as required by the Board of Higher Education (SICC was the only college in CUNY to meet this requirement). Now there was a duly elected operating Student Government; yet Birenbaum insisted that all senate legislation meet with his approval. Birenbaum was taken to court in an effort to stop his interference with Student Government.

The court case went on throughout the first semester of the new government while student and administration interests continued to clash.

The Senate passed a resolution banning military recruiting on campus; Birenbaum refused to implement it. At the time the new senate had not yet gathered sufficient support from the student body at large to effectively counter Birenbaum's decision.

Birenbaum wanted to require the senators to take a government course being taught by Judge Titone. Isaacs argued that only the student government constitution could make such a requirement. The course was held, but not required.

Meanwhile the Constituent Groups had proven to be a failure since students did not attend the meetings. Isaacs saw that the Constituent Groups were not wanted by the students, and that they could not work at the school and recommended the concept be dropped.

Moving Ahead

In the Spring of 1973 a court decision forced Birenbaum to relinquish his stewardship of the Student Government. The senate, now in its second working semester, had become more experienced and efficient. With the end of Administration interference, the Senate was able to get down to running the student government. Club budgets were allocated 4 weeks earlier than before; housing and emergency loans were made available to students through the Commission on Social Services; the senate adopted an off-campus program policy which allowed the George Jackson Society to open a storefront called Prospects Community Services Center; Spring elections were organized and held; a new constitution, written by students, with a modified approach to Constituent Groups was ratified.

Simultaneous with the development of a strong and efficient student government was the reorganization of the Student Personnel Department, which had been composed of the Counseling and Student Activities Centers. CHOICE, formerly the counseling section and AID (Advocacy, Interaction, and Development), formerly student activities, became independent units.

Meanwhile, the AID Center developed a philosophy of working for institutional reform and greater responsibility to student advocacy. This philosophy in working form became the "Team Concept." This was the result of a process which involved input from the entire department, including clerical staff and work-study students.

One of the teams created in late Spring was the Student Action Resource Group (SARG), composed of Charles Isaacs and six student interns, each with equal voice in developing policies. SARG committed itself to:

"... collectively facilitate student action in all dimensions of college life. Its major objective is the development of creative activism based on the recognition among students of their common interests. Toward this end, it will advise student groups, advocate student rights, and engage in a variety of special projects."

SARG insisted that advisors to student organizations must be accountable to their students, not to the administration.

In the summer semester of 1973, the Student Activities Center of the Student Personnel Department offered a course in "Theory and Practice of Campus Leadership," known as SPAD-100. Many of the newly elected student senators and re-elected senators took the course. The faculty teaching it were Martin Black, Charles Isaacs and Pam Mahajan. Isaacs continuously stressed the ability and desirability of students to change their institution through the effective wielding of their power as an organized student body.



Martin Black opposed most of the ideological and tactical positions contained in this approach toward student power. Black stressed that students were already powerful, that students should not organize to confront those who impeded their best interests as they defined them, but instead should only negotiate for concessions and compromises.

Summer Struggles

The Student government continued to meet throughout the summer—unprecedented anywhere in CUNY—and began developing important but also controversial strategies toward gaining power. The first and most immediate struggle for a transfer of power from administration to students was to gain control over student monies in the SICC Association, Inc.

On June 25, 1973 at the annual meeting of the SICC Association the student senators presented a mandate

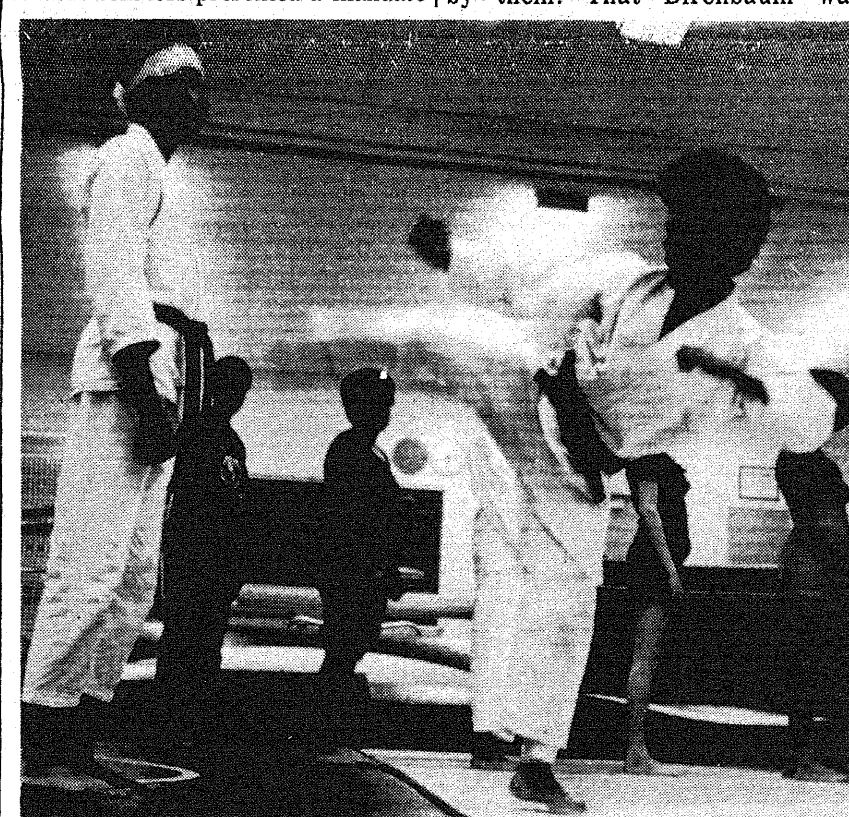
steam. The Commissions operated efficiently; the meetings of the Senate were run in smooth parliamentary fashion; important programs were instituted in the Senate. (e.g. Social Service loans, grants, Scholarships; Demands for seats on the Faculty Council and all of its standing committees, etc.) as never before, the new Board of Directors was more readily and intelligently funding programs that were in the students' interests. The DOLPHIN, the student newspaper, got off the ground with



Some areas of DSG and ESG decision-making include Child Care Center funds, choice of facilities for Student Lounge and responsibility for charters, space and budgets of clubs.

increasing expertise, and ran a good competition with the NEWS-FERRY, the Administration's arm of mass communication.

The Senate had over this period of time become more aware of itself as a collective body with strength and ability, and the natural consequence of this was to grow more functionally independent of Birenbaum as a representative of Administration. On his return from China, President Birenbaum wanted private rap sessions with the Senate, but was turned down by them. That Birenbaum was



to amend the by-laws of the Association to make it mandatory that every member of the Association must be a student in order to ensure 100 percent student control over the use of their own money.

Martin Black fought against this student mandate, himself under heavy pressure from the administration and faculty members of the Association to do so. It was important that during these many meetings of both the Association and the committees of the Association, Charles Isaacs, as the advisor to the students, consistently supported their position.

The administration continued to construct obstacles to the student position, asking students finally to choose between the freezing of all student funds or a compromise. In the students' interest, student representatives had to accept the compromise of an operational majority on the board and a decisive majority on the Association.

It is again important for students to know that through all of this, Black opposed the students while Isaacs gave students the much needed technical and strategic advice they sought.

In that same summer the senate called for an investigation of Birenbaum's control over a scheduled trip to China, which infuriated Birenbaum. When Birenbaum returned from China he removed Charles Isaacs from his executive staff. This was one of the first concrete admissions by Birenbaum that Isaacs could not work in the interests of the Administration but Martin Black could.

Full Steam Ahead

In the Fall of 1972, Charles Isaacs was coordinator of Orientation in the newly formed AID Center (Sept. 1, 1973). Orientation was run by students for students. To a disturbing degree, for the Administration, the Orientation Festival was both anti-Administration, and anti-institutional.

As the students settled down from registration and orientation, the Student Government picked up full

becoming increasingly agitated about losing contact with, and thus opportunities to control, the senate was evident.

Also at this time, on Birenbaum's executive staff, Martin Black solidified his opposition to the senate and indicated a desire to get more involved in direct advisement to the Senate. The NEWS-FERRY began to attack the Senate for anything and to propagandize students away from the Senate.

In September the AID Center had a new component: The Student Action Resource Group. Charles Isaacs was the coordinator of SARG while Martin Black was the Director of the AID Center.

SARG governed itself by an internal democracy, demonstrating its attitude of how all student groups, and departments should be governed, and fought for these rights consistently. SARG advised any club or organization of its rights to autonomy from their faculty advisors (e.g. the radio station WVSI, the Musicians Club and the Senate.) Isaacs as advisor to the Senate made it known repeatedly that the Senate had every right to either choose another advisor or to have none at all. When specifically questioned on this, Isaacs enumerated the simple legal steps to be taken by the Senate to achieve this.

SARG also began special projects: the People's Exchange, in cooperation with the Commission on Social Services and the Mayday Committee; the People's Library; the SICC Health Fair.

The AID Center staff, which included the SARG student interns, began to oppose Martin Black's administration more openly on such issues as the rights of staff secretaries to an autonomous team governance, and its opposition to William Shockley.

During this time, Charles Isaacs' job description officially changed, minimizing the emphasis on Constituent Groups and maximizing advisement to the Senate, its chairperson, its commissions, the clubs and organizations and ad hoc

committees. This came out of an agreement and understanding that the Constituent Groups were an unworkable, artificial construct, which the students didn't want and which they viewed as an imposition on their lives. Alternatives to the Constituent Groups were already being considered by the Senators.

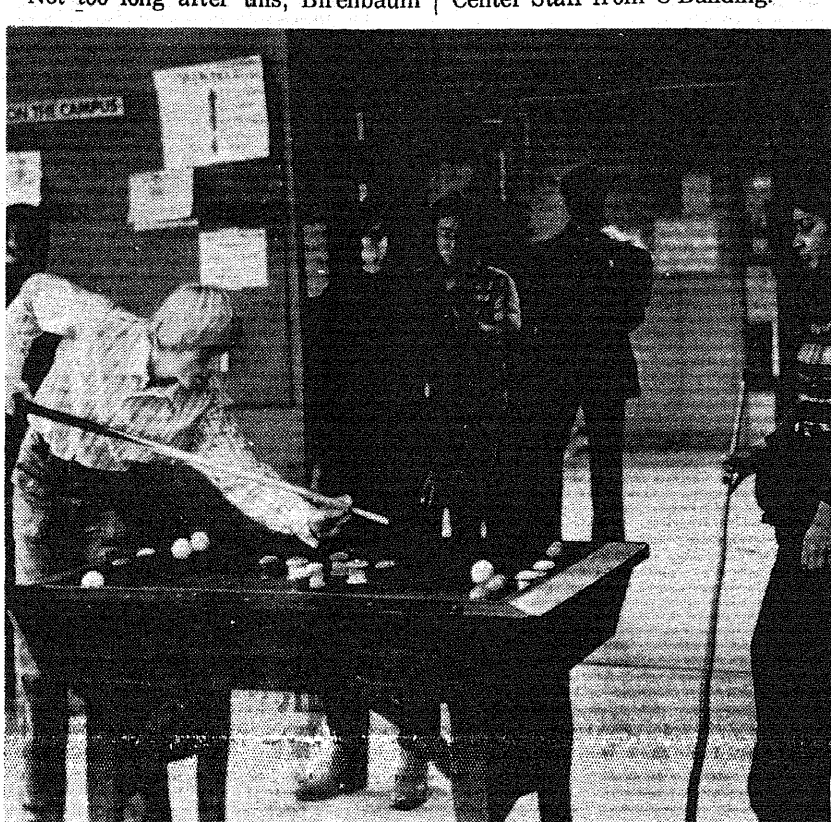
In October and November of 1973 the Senate worked on opposition to William Shockley. The Senate went on record on October 31, 1973 as being opposed to William Shockley speaking and set up a Committee to implement their position.

Charles Isaacs was an ardent and vocal supporter of the resolution, and joined the Committee. Following Birenbaum's lead, Martin Black opposed the students and the Senate. Isaacs worked hard: the only faculty member opposing Shockley and Birenbaum in the Open Forum; attending every meeting of the Committee, and all of the strategy meetings, doing tasks such as writing and helping to distribute leaflets, speaking at teach-ins with other faculty and students, etc. Martin Black worked hard against the students and the Senate by intimidating his staff into signing the "Free Speech for Shockley" petition making his staff "counselors" (a police force) by orders of Birenbaum, for the night of Shockley's appearance etc. (Isaacs refused to be one of the "counselors").

After Shockley was stopped, the Senate had a Teach-in on what the issue was in stopping Shockley, to answer some still unresolved questions about administrative manipulation and its implications for the future. Joan Bodden, Frank Walters, Orchid Johnson, Martin Black and Charles Isaacs were the panel. Black gave a prepared speech that was printed in the DOLPHIN and that was a collage of misrepresentations and inaccuracies as well as an extended attack on the students and the Senate.

Retaliation

Not too long after this, Birenbaum



wrote Isaacs a letter removing him as coordinator of Orientation and giving that job to Dean Zades in the CHOICE Center. The Administration's purge had begun.

Then, during intercession, Martin Black did the rest of the "hatchet-job." Without consulting the staff of the AID Center, the students, or the Student Senate, Martin Black with Birenbaum's approval (he even had the reorganization typed in Birenbaum's office), sprung this totally surprise reorganization paper.

On January 3, 1974, Martin Black distributed the New Reorganization Plan which "will become effective immediately."

The plan calls for the following: the creation of seven panels, five of which have functions to "advise" corresponding parts of Student Government and its commissions. SARG was disbanded. Isaacs was removed from being advisor to the Senate.

No part of Student Government was consulted on any part of the plan nor were students consulted on whether or not they wanted this advisory force or the particular people chosen for the jobs.

Isaacs was set up with a job description consisting of 14 different functions. Not only did Black decide that Isaacs would not be advisor to the Student Senate, (logically) only the Senate must hold this power, but Isaacs new job is Supervisor of the "Constituent Group Resources Panel."

Since the Constituent Groups have proven a bad concept, throwing this job to Isaacs clearly means that he's being set up to be let go when his contract runs out. The administration will then be able to justify this by stating that this un-do-able job was not done well.

In addition, under the new plan work-study students, who were formerly interns with full voting rights at AID Center staff meetings, found that they now had this right denied and had their internships taken from them. Black's new plan for interns reads like a menu: grade A/B or C. Only grade C interns vote, one becomes a "C" after a talk with Martin during which it is understood that the student will agree not to disagree with AID Center positions and not to "Make waves." People who do this may then vote, in which instance not only does the democratic process become garbled, but the vote becomes a farce.

It is not simply the process alone, which has been de-democratized. The new plan insures that the interests of students as students define them, will not come into conflict with the way in which the administration defines students' interests because now the means by which students can govern themselves are being taken away in certain instances and impeded in others.

What this New Reorganization does is clear:

1. The senate does NOT have the power to choose its advisors, if it chooses to have advisors at all. The administration has seized the "right" to assign advisors to Student Government in order to manipulate,

influence, and obstruct the actions and policies of our government, just as they did with the struggle over student monies in the corporation.

2. Student Clubs—which formally have had the right to choose advisors may lose their rights next. If the Student Government which allocates club budgets can't choose advisors, how can they protect that right for clubs?

3. Work-Study students will have no right to take part in decision-making at the AID Center Staff meetings unless they agree to become Martin's puppets; Martin already being Birenbaum's "Yes-man". Students don't need an Administrative talent show at SICC, but a service which will help implement student decisions and positions by providing the necessary technical skill and school resources.

Is this any way to run a Center devoted to student Advocacy, Interaction, and Development?

Students Fight Back

In response to the Reorganization Paper the Day Session Student Senate passed a resolution calling for the resignation of Martin Black as the director of the AID Center, and for all Student Organizations, including the Senate and its commissions, to have the right to select and recall their own advisors. This committee was formed in order to implement these demands.

According to the principle of selecting and recalling its own advisors the Senate thereby refuses to acknowledge the validity of the process by which the advisors to the Senate and its commissions were appointed. The Senate can't agree to have an advisor unless they select and recall that person according to the demand in the resolution. So, recognizing this, the Senate wants no part of Martin Black's appointees. On January 23, it elected Charles Isaacs to continue as its advisor. The Commission on Student Center voted to remove all of the AID Center Staff from C-Building.



Why We Must Fight

The reasons why the Senate must reject the AID Center are simple. Ever since the nation-wide student power movement of the 1960's, Student Activity Staffs have expanded and strengthened in colleges and Universities across the country. These Student Activity Departments are almost invariably put forward as "student advocates", or "student facilitators", but as events as SICC demonstrate, their ultimate aim is control of students.

Students are given the illusion of self-government, but the limits of their decision-making are clearly defined. When the Student Government at SICC organized themselves to take power over how resources from their fees were being used (within the Association), when it took a political position independent of the Administration, the response was to order a re-organization of student advisors.

We have been learning many lessons from Watergate about how money and power speak in the national Government. We can apply that lesson in our own lives and demand autonomy for our own Government at SICC.

The reason that the AID Center reorganization by Martin Black must be opposed is not one of personality or personal preference, but one of structure and function and the rights of people.

Because the AID Center was created by Birenbaum and has its advisors selected by Martin Black, all important decisions are made from above. In this way advisors are made accountable to higher-ups, not to students. This structure has to affect the functions that the advisors perform. If their jobs depend on the Administration, and they are asked to do something by the Administration, they have to do it.

The Administration manipulates from above by telling student "advisors" how to influence student activities. Unless an advisor rebels from the structure and is committed in practice to principled accountability to the students to the people below, the advisor will have to act for the Administration and against the students.

If the advisor rebels, he or she also risks getting fired by the administration. This was the course that Charles Isaacs took.

Students would have to sacrifice many important student services if they had to pay for these advisors out of student monies. But the Senate wants faculty advisors to be paid by the college through released time payment (i.e., when a teacher doesn't teach a course because his or her job as advisor takes up so much time, the college can pay the teacher his or her regular pay for the time the teacher spends advising.)

In this way students can free themselves from manipulation by the administration and run their own lives. The administration would like to control us, we must fight for ourselves at S.I.C.C.

And we have just begun to fight!

Sanders Dropped From AID in "Dual Role" Controversy

by John Signoriello

An interesting event in the relatively short history of the AID Center involves Martin Black's termination of Leona Sanders' status as a member of the AID center. It is interesting as an example of some of the problems that arise when politics, personalities and jobs are mixed.

Leona had a problem at the beginning of last semester. She needed a work-study job, but didn't want to be away from the Student Government offices for too long a time during the work-day, lest it interfere with her availability as Chairperson of the Senate. Charles Isaacs, supervisor of SARG and faculty advisor to the Student Senate, and Martin Black, his boss, solved the problem for her, but only after consideration.

"Being on student government on any CUNY campus is seen as a rip-off by some students," Isaacs explains, "because student government execs usually get some form of pay-off, generally in the form of a work-study job for which they get paid for doing nothing."

Isaacs and Black agreed this form of "corruption" should not be promoted at SICC. Instead, they gave Leona a job assisting Charles Isaacs with orientation. It was a real job, Isaacs says, one she would have to work at, and the plan was accepted by Financial Aid although Isaacs claims that Black, at the time, expressed some reservations about the whole idea.

Leona worked, Isaacs says, and competently. But often, in her role as chairperson, she found reason to criticize AID and some of its staff members.

To begin with, Leona isn't a proponent of the AID concept. "I don't think the administration has accepted student government at SICC," she says, "That is the reason why AID exists."

During the semester she was particularly critical of Charles Isaacs' activities as faculty advisor to the student senate, and made no attempt to hide her dissatisfaction. "I felt he had too much input into student government," she says. "He was not acting as an advisor, but as a leader-president, in fact." She still criticizes Isaacs for having what she terms "a power bloc in the senate."

She found cause to criticize Martin Black, too. During an altercation at a SICC Association meeting, she accused him of being a "racist" and talking down to members of the student government, namely herself.

She also had a dispute with another member of the AID staff, Pam Mahajan, former leader of the International Programs and Services team. Sanders and Mahajan had travelled together to India, on a trip financed with SICC Association funds, for the purpose of conducting seminars on student leadership.

"Once in India, I became the child and Pam, the mother," Leona says. "Pam was technically acting the role of chaperone, and I guess because we were in India, she took the role seriously. I was supposed to do only what I was told to do, and it nearly drove me crazy."

Once back, Leona wrote a critical report about the trip. Her purpose, she claims, was to prompt the Board of the SICC Association to lay down guidelines governing the conduct of students and faculty in foreign countries to prevent anything of the sort from happening again.

Leona asserts that all the public criticism she made about AID staff members was done so as part of her role as chairperson of the student senate. Neither Isaacs nor Black dispute this. Yet, on October 31, she received the following memo from Martin Black:

"It is with deep regret that I feel called upon at this time to terminate your status as a member of the Advocacy, Interaction and Development Center. From both a personal and professional basis, I consider this action on my part to be particularly unfortunate because I continue to have great admiration for

DSG Committee

Continued from Page 4

Martin Black addressed this problem, somewhat obliquely, in a recent memo to Leona Sanders, Chairperson of the Student Senate. He wrote:

"The part of the Senate Resolution which states 'and appropriate released-time payment shall be provided, if necessary, by the college in order for the advisor to perform his/her duties,' seems to me to be mandating action that is clearly beyond the scope of the Senate."

In that memo, Black stated, however, that the Senate and its commissions may choose any advisors of their choice:

"This is totally correct and has, to my knowledge, always been the policy," he wrote. "The AID Center has no legal authority to name any advisor to the Student Government, but can only put forth a resource person who is available for the students to use or not use as they see fit."

Internally, amongst AID staffers, there is some grumbling that Black acted by "fiat" rather than by consultative process. This particularly galls some AID staffers who claim they were led to believe originally that AID was going to use democratic means to reach far-reaching policy decisions.

In reaction, SARG, which was disbanded under the reorganization, has decided to function in exile, offering

the intelligence and vitality which you have displayed in the past.

"Recently, however, I believe that I can fairly state that you have revealed some very real personal reservations on your part as to the integrity, judgment and dedication of at least two members of my staff. Most important, however, these reservations have been presented in a public forum.

"Although I recognize that the reservations stated by you publicly were not done so in your capacity as a member of the AID Center staff, it



Disagreements between DSG Chairperson, Leona Sanders, and AID staff members led to her being dismissed from an intern position with AID prior to reorganization.

appears to me to be unrealistic to accept conduct from you toward other members of the staff that I could not tolerate from any other person assigned to the AID Center.

"I hope that you understand that in taking this action I am in no way attempting to discourage you from following through on your convictions. On the other hand, given my responsibilities as Director of AID, I feel I have no choice but to terminate your membership on my staff."

Black's action did not cause Leona to lose her work-study job, since she was actually working for Charles Isaacs, who did not care to let her go. What it did, in effect, is deprive her of a vote at AID staff meetings.

Questioned about the incident, Martin Black said: "I feel this is an internal matter. It belongs in the AID center, but not for public consumption."

Interns Wanted

- WRITERS
- PHOTOGRAPHERS
- GRAPHIC SPECIALISTS
- SALES PEOPLE
- RESEARCHERS

See Page 10

technical assistance and expertise to the student government just as before.

Not long after the reorganization was announced, a vote was taken at an informal caucus of AID staff members on a resolution calling for Black's resignation. The resolution failed to pass. Asked to comment on it, Black said:

"My spirits are buoyed by the fact that my staff voted overwhelmingly to express their confidence in me." He noted that the vote was 10-4 against calling for his resignation.

"Of the four who voted for resignation, only two were actually staff members," he added. "Go into any department at SICC and see if any chairman gets that kind of vote of confidence."

The two votes Black termed ineligible were cast by AID student interns. As part of Black's reorganization only a limited number of interns will enjoy the full voting rights at AID meetings. Formerly most interns had that right. Now they will be grouped in A, B, and C categories, with only C's allowed a vote, and them only after being interviewed by the director. This was another reason why the DSG saw fit to challenge the reorganization.

Asked about the Senate vote calling for his resignation, Black said: "The vote on the resolution was five calling for my resignation, two opposed to it, and three or four abstentions. That means of the twenty senators eligible to vote, only five saw fit to call for my resignation. I interpret that as a 'does okay' of their understanding that I am trying to serve students as best I can."

Sex Suit

Continued from Page 1

"By the end of the term the chairman had resigned, and was placed in another department. With him away and his power and influence with other old boys throughout the school diminished, members of my own department were able the following year to review my basically unchanged credentials more objectively, and I was subsequently promoted.

"What makes my case so unique is the dramatic change made by the resignation of the chairman and his transfer to another department. What about women in departments where the same man is chairman for nine years or longer? Every department member knows that to defy the chairman could mean being sabotaged, under the guise of academic judgment, at the time of reappointment, tenure or promotion. Once a chairman is in power, fear keeps the department members in line and strengthens the chairman's position with the department and school-wide. The administration, understanding the chairman's power to maintain departmental stability, supports his institutional position.

It is the chairman's formal connections (as well as private meetings with other old boys like himself) that has catapulted these people to such important positions sanctioned and protected by administrators, overwhelmingly men, who rose from these same ranks in substantively the same way.

Sex discrimination is built into the structure of CUNY, and it is the entire structure of power at CUNY which must be changed in order for a truly egalitarian university to exist, Melman contends. "Otherwise, in the same routine and undramatic way as now, women will continue to be discriminated against while equally or less qualified males will be initiated into the old-boys-club which will recapitulate the entire process," she concludes.

Internships Open

The Internship Department develops internships related to course work or areas of interest, which with approval of a Professor allows from two to twelve credit hours.

Examples of Internships are:

1. A writing course — 5 hours credit — 2 for classroom work and 3 for a half day internship a week in a writing placement. Some of the placements are: News Ferry, Dolphin, Police Department, and the Fortune Society.
2. Urban affairs course — 5 hours credit, 2 in class and 3 credits for internships. Placements include: Willowbrook, Corrections Department, Maimonides, Henry Street Settlement.
3. A drama course — 5 credit hours — 2 classroom hours and 3 hours for internship which include: Circle in the Square, New Federal Theatre, Chelsea Theatre, and the American Place.

It is also possible to do an internship independent of a class with the approval of a professor in your department or doing an apprenticeship through the PLACE. Credit is given up to 6 hours according to the Professor. Some Professors allow 1 credit hour for each 2 hours of intern work.

The Internship Department has nine law courses under the title of **Introduction to Law**. The courses are:

- Justice and the Defendant
- Politics of the Law
- Crime and the Community
- Administration of Justice
- Law, Courts and the Community
- Consumer Rights Law
- Introduction to American Legal System
- Changing Concepts of Family Law
- Women and the Law

Alumni Notes

On January 15th, 16th and 17th, I attended along with June Casey an office assistant and son Edward, the American Alumni Council Region II Conference at the Pocono Manor Inn in Pennsylvania. Many workshops, seminars and meetings took place including talks concerning Community College's problems by experienced alumni co-ordinators. We brought back two large packages of literature to help us in our future events.

Scholarship applications will be given out at the box office at the start of the spring term. Anyone who is interested in filling out an application please pick one up at the box office between the hours of 11:00 A.M. and 7:00.

Alumni Meetings are held on the 2nd and 4th Fridays of the month in the President's Board Room on the 2nd floor of "A" building. The meetings begin at 8 P.M. and all are welcome.

Various events are planned for the spring term including an Alumni-Varsity Basketball Game on February 9th, a meeting concerning Purchase Power on February 20th, a Theatre Party at Radio City Music Hall on March 15th, a Museum Dinner on April 21st, a New York Baseball Game Outing on May 19th and various other events. Any one interested in these events please come to the box office for any additional information.

Course on Corporation in Society

A novel approach to the world of business, offering students the opportunity to get a citizen's-eye view of a society dominated by business, will be presented to SICC students in the semester starting this month.

The recently developed course, "Business in Society," has been organized by its instructor, Professor Arnold J. Olenick, around a critical approach which seeks to stress corporate social responsibility rather than the maximizing of profits. Professor Olenick, who believes the course could also be entitled "Society Looks at

Business," says that businessmen and consumer activists will appear as guest lecturers during the semester, while other SICC faculty members will also address the class in the fields of economics, history and sociology.

The course will be offered in both day and evening sessions at SICC. Day session students may attend classes on Mondays, Tuesdays and Thursdays at 3:20 P.M. or Mondays, Wednesdays and Thursdays at 5:10 P.M., while evening session students may attend the 5:10 P.M. sessions or classes at 6:25 P.M. on Tuesdays and Thursdays.

Each has two hours of class work and two hours of work in courts, Corrections Department, Consumer Affairs Department, jails and District Attorneys' offices.

A Saturday morning Language Institute is being offered in February by the Language Department. The six classes will be in Chinese, French, German, Italian, Russian and Spanish. Students with proficiencies in languages are offered internship credit hours by Dr. Bomse for assisting with the Institute. Students with proficiencies in languages other than these six will be offered internship credit hours for assisting at the institute in conversation groups using tapes in Arabic, Greek or any other language.

Birenbaum Named to Board of Bunche Institute

Staten Island Community College's president, Dr. William M. Birenbaum, has been elected to the Board of Directors of the Ralph Bunche Institute of the United Nations.

On the board of the newly organized institute, President Birenbaum will join with other "leading scholars and distinguished public figures" in providing "general policy guidance" for the institute, which has been established under the aegis of the Graduate School of the City University of New York as the only American academic institution concentrating exclusively on the United Nations. Director of the institute is Professor Seymour Maxwell Finger, who has been on the faculty of Staten Island Community College since leaving the service of the United States two years ago after 26 years as a diplomat, the last four as an ambassador.

One of the principal aims of the institute is to contribute problem-oriented research on the United Nations, at the same time developing a new generation of scholars on the U. N. who can become the teachers, writers and practitioners of the future.

Faculty Jobs

Chancellor Robert J. Kibbee has announced the establishment of a faculty referral service within the colleges of the City University of New York.

Under the direction of the Office of Faculty and Staff Relations the new service will attempt to match CUNY job openings with CUNY faculty who have had at least one year of full-time teaching experience.

Faculty interested in utilizing the service should send a resume with a covering letter to the Faculty Referral Service, Office of Faculty and Staff Relations, CUNY, 535 East 80th Street, New York, New York 10021.

English Workshop in Tottenville

SICC will conduct a college-credit English composition workshop this spring at Tottenville High School for South Shore residents who find that location more convenient than the college's Sunnyside campus.

The workshop, to be carried on by SICC's Continuing Education Department, will carry five credits applicable to degree programs at the college. It will be held Monday and Wednesday evenings from 7:30 to 9:40 P.M., and will be open to all interested Staten Islanders.

Emphasis in the workshop will be on writing and speech, through an introduction to literature and related media. Details on the course are available by phone at the SICC Continuing Education office, at 212-390-7730.

Isaacs Challenged

Continued from Page 5

these discussions has arisen a concrete proposal for the budgeting process. For a man who believes in students rights and the democratic process, you did not apply these ideals in practice. You never consulted with me, the clubs, or the Commissioner on Clubs to receive input on your suggestion.

From the time that I arrived in the AID Center, I gave you the courtesy of informing you of any recommendations or action being taken that might affect you in your present position. As the leader of SAGU you have undermined various AID staff in pursuit of their job functions. You have strained the relations between AID Center staff, students and Student Government. You have involved Senators in your quest for personal satisfaction, which in turn makes the question of Student Government autonomy questionable. And, in preparing the new budgeting process proposal, you did not consult with the clubs or organizations whom you are directly affecting.

I hope that in my personal objection to your attitude, you check yourself out and realize the split you are causing amongst students, and staff in the AID Center. It would behoove you to be more considerate in your actions which affect others in this institution, and not consider your own personal interest as top priority.

Asked to comment on his action, AID Director Martin Black claimed, "It is a memo to a member of my staff and, in my view, should not be made a public issue. As such, I absolutely refuse to discuss it."

Eviction

Continued from Page 5

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

1. The President voluntarily designated the Student Senates as agencies to allocate spaces in the implementation of his responsibilities. The designation obviously created a privilege in the Senates—not a right—for the responsibility under the Bylaws for 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.

Under the circumstances her article in your December 4 issue was remarkably well done. But it is only natural that, in dealing with such complex subjects, certain important differences in nuance might be introduced. For example, I did not say that "the major obstacle confronting the United Nations in its role as world peacekeeper is the structure of the Security Council." While the structure, especially the veto, is an obstacle, the major problem is the unwillingness of the sovereign member states to live up to their Charter obligation to cooperate in maintaining peace and security. When they cooperate, the UN works; when they don't, it cannot work. It is nevertheless important to have it there as a vehicle for cooperation in keeping peace on those occasions when member states are prepared to cooperate. And maybe someday nations will be mature to the point where consistent cooperation through the UN for peace will be the general rule.

The difference in nuance on the Middle East is even more important, particularly with regard to Israeli withdrawal. My views on that subject were set out in my article of February 1972 in the Middle East Information Series. The relevant portion is quoted below:

Israel has rejected Jarring's initiative of February 1971 and GA Resolution 2799 (XXVI) of December 20, 1971, calling upon her to respond favorably to it. Yet there are certain circumstances under which Israel might find it possible to consider that initiative. If the demilitarized zones include all of Sinai, if practical security arrangements are made in the Sharm el-Sheikh area for guaranteeing freedom of navigation through the Straits of Tiran, and if freedom of navigation through the Suez Canal is guaranteed, Israel might not find it disadvantageous to withdraw its forces to the former international boundary between Egypt and the British Mandate of Palestine — on the clear understanding that the secure and recognized boundary between Egypt and Israel would be a matter for separate negotiation. Obviously Israel cannot accept Egypt's interpretation, given in the latter's reply of February 15, 1971, but perhaps an Israeli reply along the lines suggested above would, at long last, start the process of negotiations between the parties, direct or indirect, which Israel considers essential to the attainment of peace and security.

A very persuasive argument for another Israeli look at the Jarring proposal was made in a Life article by Charles Yost, now retired after an outstanding career as a diplomat, including two years as U.S. Permanent Representative to the U.N., 1969-71. Ambassador Yost's ideas comprehend a U.N. presence, including Big Four contingents at Sharm el-Sheikh and other strategic points. While I agree wholeheartedly with Yost's main point—that a viable peace with its Arab neighbors is far better long-term security for Israel than holding large chunks of territory and bitter Arab hostility—I do not see the slightest

CUNY Conference

Continued from Page 1

academic freedom. The basis of this freedom was originally stated by the Board in its "Statement on the Reorganization of the City University" when it was stated that students as a participant in the academic community have the right, "... to influence their institutions of learning as a matter of both right and responsibility."

In an attempt to set forth the protection to which students are entitled under the doctrine of academic freedom for students, the Board affirms the following rights of students:

1. They have the right to review all materials placed in their academic and personal files at the end of each semester and such other times as may be necessary, and to place in these files materials of an explanatory nature concerning any item held therein.
2. They have the right to know in all cases who has requested to see their academic and personal files, and the purpose for which the file is to be reviewed.
3. They have the right to refuse to any person the power to reproduce any item contained in academic or personal files.
4. They have the right to pursue any course of study available within the college they attend.
5. They have the right to participate in equal voting capacities with faculty and administration in the development of both college and departmental curriculum.
6. They have the right to systematic involvement in the hiring, firing, tenure and promotion decisions involving their faculty and Department Heads.
7. They have the right to know at the beginning of each semester at the start of class the basis to be used in determining grades.
8. They have the right to appeal a grade to a departmental committee composed of equal students and faculty.
9. They have the right to collectively evaluate course content and faculty practices in their classes

and to have these evaluations distributed to the college community.

10. They have the right to have their evaluations of faculty used in all personnel decisions.

11. They have the right to express any views that they consider relevant to classroom material without fear of academic reprisal.

12. They have the right to the privacy of their lives while off the college campus, and to have material pertaining to these matters removed from their files.

13. They have the right to be free of academic or non-academic pressure in regard to their participation in student groups or the policies of those groups.

14. They have the right to join any duly chartered student organization on campus.

15. They have the right to assembly whatever reasons they feel necessitate it where such assembly does not constitute a threat to the health or life of the college community, to property or to the ability of the college to carry out its essential functions.

16. They have the right to sponsor any speaker they wish to bring on campus given financial ability.

17. They have the right to participate in the determination of an on campus codes of conduct.

18. They have the right to have the code of conduct distributed at the beginning of every semester including changes.

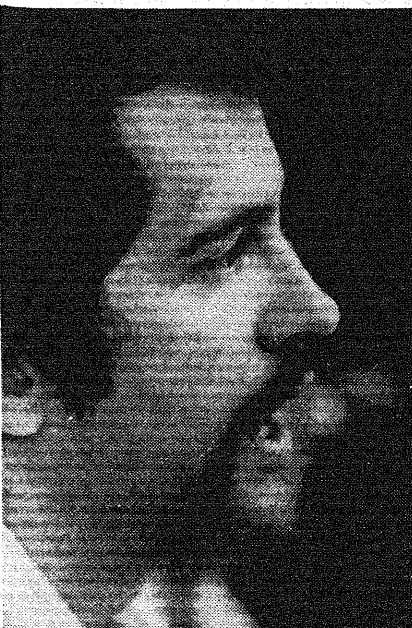
19. They have the right to have the code of conduct written in clear and precise terms so that a reasonable person shall have no difficulty interpreting them.

20. They have the right to be free from an arbitrary and capricious enforcement of a code of conduct.

21. They have the right to expect that the University shall establish and adhere to non-discriminatory policies concerning equal opportunity and access to all facets of the University.

22. They shall have a notice sent by registered mail announcing intentions of placing student on probation. They may, at that time, request a hearing. No student may be dropped from the register of the college without such prior notice and hearing.

23. There shall be a judicial body set up on each campus composed of equal students and faculty which shall have the right to hear all matters pertaining to the Student Code of Conduct.



Drew Olim, left, spoke on student law. D. Lagravinese, right, contested claims of some speakers.

Finger on the U.N.

To the Editor:

As you know Sally Johnson taped an interview with me on UN peacekeeping and the Middle East. Through a technical error the machine did not record the interview and she had to write the story without either the tape or notes, and because of a deadline, submitted the article without having a chance to show it to me.

Under the circumstances her article in your December 4 issue was remarkably well done. But it is only natural that, in dealing with such complex subjects, certain important differences in nuance might be introduced. For example, I did not say that "the major obstacle confronting the United Nations in its role as world peacekeeper is the structure of the Security Council." While the structure, especially the veto, is an obstacle, the major problem is the unwillingness of the sovereign member states to live up to their Charter obligation to cooperate in maintaining peace and security. When they cooperate, the UN works; when they don't, it cannot work. It is nevertheless important to have it there as a vehicle for cooperation in keeping peace on those occasions when member states are prepared to cooperate. And maybe someday nations will be mature to the point where consistent cooperation through the UN for peace will be the general rule.

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A very persuasive argument for another Israeli look at the Jarring proposal was made in a Life article by Charles Yost, now retired after an outstanding career as a diplomat, including two years as U.S. Permanent Representative to the U.N., 1969-71. Ambassador Yost's ideas comprehend a U.N. presence, including Big Four contingents at Sharm el-Sheikh and other strategic points. While I agree wholeheartedly with Yost's main point—that a viable peace with its Arab neighbors is far better long-term security for Israel than holding large chunks of territory and bitter Arab hostility—I do not see the slightest

chance that Israel would relinquish the Golan Heights or East Jerusalem, as he appears to suggest. The strategic part of the Golan Heights contains no substantial Arab population; hence, the parallel Yost makes with Alsace-Lorraine is not correct. Also, Germany had not been threatened with extinction, as Israel was in 1948 and 1967.

Arrangements can be worked out for a united Jerusalem, with Arab control over Moslem holy places. And in Sinai it should be left to Egypt and Israel to negotiate secure and recognized boundaries, as provided in Resolution 242, perhaps limiting changes to the "insubstantial alterations" mentioned by Secretary Rogers in his speech of December 9, 1969.

The U.N. cannot impose an agreement, but it can encourage efforts, in the words of paragraph 3 of Resolution 242, "to promote agreement." Meanwhile, it can provide the parties with a rationale for not resuming hostilities. And its Observer Mission, by observing and reporting violations, helps to maintain the truce. If agreement in substance is reached among the parties, a U.N. role in enforcing such an agreement and in reinforcing its peace and security guarantees might provide a limited but crucial margin.

Israel has shown understandable reluctance to depend on U.N. guarantees, bearing in mind the abrupt

withdrawal of U.N.E.F. in May, 1967. Yet, as Secretary Rogers observed in a television interview on January 5, 1972, there are ways to insure that a U.N. peacekeeping force could not be withdrawn at the wish of one of the parties; for example, the Security Council resolution establishing the force could stipulate that it could be withdrawn only by a decision of the Council—as Yost suggests. In effect, such a resolution would give any Permanent Member a veto on withdrawal. The other requirement, of course, would be that the troops comprising the force would have to be reliable, at least in substantial part, and prepared to hold firm until a Council decision is taken to remove them. (Incidentally, both parties have now lived for more than four years with a U.N. Observer Mission along the Suez Canal.) Naturally, the type of U.N. peacekeeping force required, if any, would depend on the nature of the agreement reached between the parties.

There are, admittedly, risks for the parties in pursuing any of these avenues toward the negotiation of peace. But inaction also has its risks and, in the long run, I believe they are graver and more dangerous risks than is the risk of grappling now with the difficult issues that divide the parties. It is the parties directly concerned who must overcome those difficulties and reach agreement, but—as indicated above—there are many significant ways they can be helped by the U.N. and third countries, both in reaching agreement and in guaranteeing it, if they are willing to try.

Sincerely,
Max Finger

HELP WANTED

Part-Time Openings:

- 9 - Stock work on Staten Island. Morning hours at \$2.35 per hr.
- 15 - Light porter work and Stock work. Student with free mornings Staten Island. \$2.40 per hr.
- 16 - Student with Bookkeeping skills. Manhattan. 10 to 15 hours week Salary open
- 18 - Girl once a week to do housework on Staten Island
- 19 - Stock-Sales - early afternoons, evenings and Saturday Brooklyn, \$2.00 per hr.
- 21 - X-Ray Technician - Staten Island. Salary open
- 22 - Person to maintain records for estates and trusts in the Fiduciary Department of a Certified Public Accountant firm in Manhattan. Work 25 hours a week.
- 23 - Students with one full day off from school. Per Diem Bank Teller positions. Applicants must be at least 19. Applicants should have good figure ability and be able to deal with people. Must have a neat appearance.
- 24 - Sales, Showroom work on Staten Island. Neat appearance will also hang electrical fixtures in showroom. \$2.50 an hour to start.
- 26 - Receptionist - light typing and phones. 9 to 5 Tuesdays and Thursday - 1 hour lunch. \$3.75 to start.
- 27 - Two clerical openings - light typing and answer phone to take orders; hours to be decided on with students. Salary open. Work is in Woodbridge, New Jersey.
- 28 - Electrical Technology students - Trouble shooting on circuit boards.

Full-Time Openings:

- 1 - Assistant Engineer- Technician. Experience Students Graduate. Technology not necessary \$8700 to start annually
- Engineer Technician with 1 year experience Start at \$9500 Both jobs in New York
- 7 - Sales with Insurance Company
- 8 - Technician Trainee. Research and development technician \$140 to 170 a week. Work is in New Jersey or anywhere in Country.
- 10 - Graduate Student to be Restaurant Manager Trainee. Staten Island
- 12 - Collection Correspondent. Correspondent Collection work for Corporate Accounts. Manhattan. Very good opportunities and fringe benefits including tuition plan. Graduate
- 13 - Typing no steno. Telephone work - Manhattan. \$140 a week to start. Stenographer - Pays \$150 to start.
- 15 - Stenographers - Salary open
- 19 - Sales Managerial. 2 yrs of college plus retail experience Staten Island. \$150 to start.
- 21 - Physical Therapy Aide. Staten Island
- 22 - Programmer Trainee. Computer Science Program. Cobalt Program. \$8,000 annual to start. New York City Office Assistant
- Jobs with U.S. Civil Service Commission in New York City
- 24 - Senior Computer Operators (two) High School Diploma, and two years of full-time paid electronic digital computer. Supervise the operation of an IBM 370-168 Electronic Computer. Starting Salary \$9,400 per annum. New York City
- 25 - Electrical Technology Students - Trouble shooting in circuit boards. Salary open. Brooklyn.



I don't think there is any revolution. 'Cause sex has always been around, maybe it was not as publicized as it is now, and it's always going to be around, no two ways about it.

Danielle Ursitti
Liberal Arts Non Sciences
No, it's no longer a revolution. Human sexuality is becoming widely accepted.

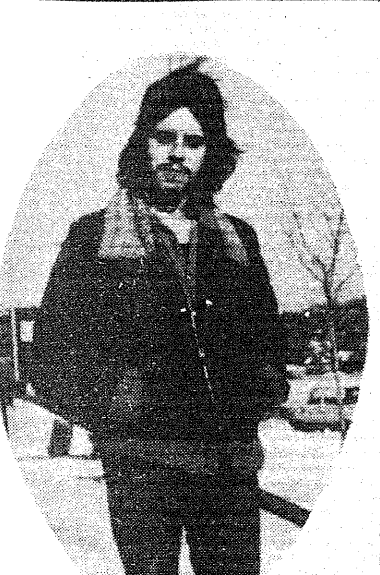
Jay P. Hanson
Business Career
I don't call it a revolution it's just that sex is more out in the open.

Vicki Costa
Liberal Arts
It's not dead, it's increasing. It's more outspoken and more known how to get into this heavy mess without any regrets.

Francis Reyes
Nursing

"... those who suggest that the sexual revolution has already been won are naive. Our society is more sexually schizophrenic than sexually liberated.

Hugh M. Hefner
Editor & Publisher, Playboy



The sexual revolution is dead, it's just all played out. I feel there is too much sexual freedom today. I am completely against women's lib, and this is what started the whole thing. The role of a woman has changed and the sexual revolution was brought about because women wanted the same rights as men.

Indecent Exposure

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 eye and ear out for me: Lewis Zlotnick IS THE "SEXUAL REVOLUTION" DEAD?

I don't look at it as being a revolution, it's more of a better state of individual awareness that either didn't exist in the past or hadn't been developed to the level that it exists on today. In other words, today there are professionals whose job it is to research sex and educate people with their findings when in the past people just relied on whatever bits of hearsay passed their ears.

Sam Kursan
CUNY BA



Zeller Interview: On The State Of The Union

(Ed. Note: Belle Zeller is the current president of the Professional Staff Congress, CUNY's faculty union. The following extended interview is the first of a periodic series with top policy makers in the CUNY higher education system)

NF: Dr. Zeller, have you read the resolution passed by the union chapter at SICC and if so, what do you think of it?

Zeller: Well I think the instructional staff at Staten Island has expressed very courageously and frankly how they feel. True, they have gone further than any other instructional staff and, as I understand it, they do call right now

latest example of increasing administrative controls needlessly over student and faculty, thus further eroding the input that may come from students in policymaking, and certainly decreasing the influence of the faculty on matters where they had a good deal to say.

Now let's get on the question of our high salaries. Don't be taken in by that

8,000 members. That would represent easily 75 percent of our full-time people. The percentage is lowered because many of our part-time people are not members. They just can't afford to, even though we have lowered the dues. A good number of our adjuncts have full time jobs elsewhere so they're the ones who pull down the general average.

Of the full-time people we have at least 75 percent of the staff and we're hoping to get more and more of the adjuncts because they have very special problems to which we want to devote more attention so that we are a representative group. Now that doesn't mean we don't want more members or that we shouldn't have 90 percent or more of the full-time people, and also a vast increase which I am hoping for in the adjuncts.

NF: We received recently, a news release mentioning that women faculty members in CUNY have filed suit against the city university because they feel they are discriminated against — both in terms of salary and promotion. Do you think that this is a problem, and

the money for it. Maybe as we grow stronger we'll be able to do that. The UFT does that, but the UFT is an organization of some 70,000 teachers and they can do that. We're a young organization and we don't have the money. Our affiliates have different programs to help students so take that into consideration. We contribute as affiliates to the state organization and organizations that do help students.

NF: Has open admissions, in your opinion, lessened the standards at CUNY?

ZELLER: I suppose I have to be frank and say that it has not raised them at all, and it has not maintained them. Not because open admissions as a policy is bad, but because of the way it was implemented. We have not had proper resources to do as good a job as I think we can do. There is nothing wrong with the policy. There is nothing wrong with widening the policy so our young people can get a good education and, by so doing, modify their lifestyle.

What's wrong is that it hasn't been properly implemented, and that fault lies not only within the university but also outside the university. We were not given the financial resources that we were promised. We have made suggestions to the administration as to how open admissions can be better administered, and I do hope they're taken seriously because we've got to do a better job.

Open admissions is now in its fourth year and we've got to put a halt to this revolving door. That is not what the faculty thought they were approving when they went along with open admissions. We were going to do a good job. We were going to widen the opportunities.

NF: In a purely professional sense, how do you regard President Birenbaum at SICC? Has he been a help or a hindrance?

ZELLER: Well, I think you ought to direct that question to the local union members at SICC. I think they're in a better position to answer that question. I think at times he's been very cooperative and, I dare say, with regard to other programs not so cooperative. I think the local members at SICC are in a much better position to answer that question.

I don't want this to appear as a dodge, but you can be sure that the relationship with the presidents vary from college to college and it isn't a question of all bad or all good. I think that local members can point out specifically where they have got the cooperation of the presidents and where they haven't.

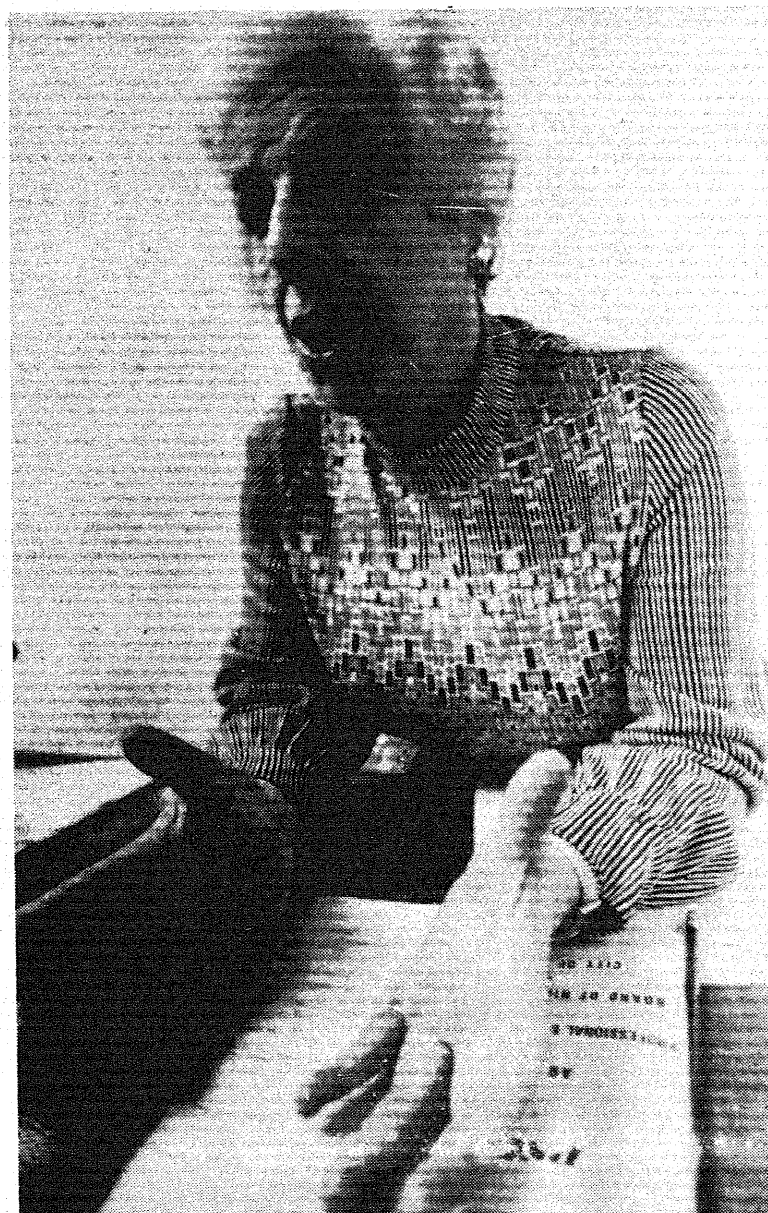
Now we have not been able to break down the individual presidents'

there to serve the students. Without students there would be no university, and it seems to me that the students should be just as much interested in judging their instructors on merit, and not on quotas, as the instructors.

What you are doing here is depriving the students under tenure quotas of a young instructor, or for that matter an old instructor, who is not getting his tenure because he happens to be in a department that has already achieved a quota. That is not good for students and it is not good for the instructor.

in CUNY brings to mind something that is occurring at SICC right now. The PSC has grieved against the experimenting college because students are members of the P and B committee in the experimenting college. What is your view of students on P and B?

Zeller: The policy of the PSC is for a greater role of students in an advisory capacity in letting the personnel of P and B, whether it is at the department level division level or college-wide level, know what they think of their teachers. We think that's a legitimate role.



Bear in mind that the board, having made this policy, has really broadcast to the higher education communities of this country, in fact throughout the world that, 'we'll ask you to come but we're not at all certain no matter how good you are, that you can get tenure in the City University because of the tenure quota system.'

That's bad for the students because we have been in a position to recruit the best across this country. If tenure quotas interfere with that, and we believe it does, you are going to lower the standards of the City University. You're going to cheapen the degree and that affects our students. So students should be very much concerned with tenure quotas and see that we do away with them.

NF: It's conceivable that at some point in the future the City or State

We don't think they are qualified to vote in P and B because you not only take into consideration what the instructor does in the classroom, but if you look at our contract, you will see that there are nine criteria. I don't believe, if you examine those criteria, that you will feel that the students are in a position to judge all nine, even though we say that what teachers do in the classroom is most important. There are eight additional criteria: their research, service on committees, their service to the community, their scholarly output, etc. I don't think that students are in a position to judge all that.

What we would like to see is that no personnel committee vote on reappointing or promotion of an instructor without having before them

"a large proportion of our women faculty appear in the lower ranks and on lower salaries. That has to be corrected."

might try to link the issue of free tuition to the maintenance of faculty salaries at the present levels — meaning you can have one or the other. How do you feel about the relationship between free tuition and the maintenance of faculty salaries at present levels?

ZELLER: To me they are absolutely unrelated. Don't be taken in. I know an attempt has been made to use students by saying your free tuition is threatened because the salaries of instructors are so high. They are absolutely unrelated. And I can tell you from my long experience with public officials, when they take from one they don't give to another. It's a false premise and students should not be taken in by that.

Free tuition has been with the City Universities since the days of the establishment of city colleges over 100 years ago. It has paid rich dividends to this city and it should not be tampered with. It has broadened the opportunity of those who come from poorer families to have an opportunity to get a decent education and return their talents to the community.

NF: Who would be most interested in eroding that faculty input?

Zeller: Bear in mind what has been happening in the City University. I do think, as we grew, we needed more administrators. But if you examine, you will find that there has been quite a proliferation of administrators such as vice-presidents, deans, provosts, and so on. There's a real question in my mind whether you need quite that many administrators. When you have a great number of administrators from the Chancellor and president on down you've got to give them something to do because they get a pretty good salary. They get a stipend, a very generous stipend, over and above the professional salaries.

Now when you do that, you've got to give these people something to do. There's increasing evidence that this is another attempt, in our opinion, to decrease the input of the faculty. And I want to say that I think continued decrease of faculty will result in a decrease in standards of the City University. I'm a firm believer in the proper role of a faculty in policymaking; there's nothing new about that — as well as the proper role of students in university policy.

NF: Your mention of the input of students into educational policymaking

the report from the students as to what the students think about the instructors' performance in the classroom. We think that they're qualified to do that, particularly if they participate with the faculty in preparing the data, the forms, and the criteria, that will be used to judge an instructor's classroom performance. There we think that the students have an important role to play and we do believe that the departmental committee should place heavy emphasis on these reports from the students when it comes to reappointing or promoting an instructor. But we don't think that the student is qualified to judge all the criteria that go into evaluating a teacher.

NF: In a recent statement you accused the Chancellor of not releasing dropout rates. In your opinion, why has he not released them?

ZELLER: Well you'll have to ask him that. There's no reason why we cannot have up to date figures and not have to wait two years and be behind.

NF: Free tuition and lessening of financial aid to students seem to be symptomatic of present administrations both on the state and federal level. What efforts will the PSC make to use its political clout to offset this?

ZELLER: There's no doubt that education is under attack not only in this state but in other states and we don't have too sympathetic a federal administration. Education must have top priority and the only way you do that is for all forces to get together we've done that in the past this is not the first time. Education is under attack it is not the first time that the city university has to go hat in hand to Albany to get its share.

The PSC has always cooperated with other faculty groups with student groups and with the administration. There is no reason for any segment in the city university to look upon the PSC as an advisory group we are with the administration 100 percent in seeing that the city university gets a fair share of the tax dollar for its programs and that includes maintaining free tuition open admissions, greater aid to needy students.

We're with the administration 100 percent and cooperating with them this year as in the past and we can use our affiliates. The strength with us is that we're not just a city university group

asking for support in the city university, we can get support outside of the city university and we have; the labor movement, the central aid council in New York City, the merged 200,000 teacher group affiliated with the NEA and the AFT and the AF of L. We bring our muscle to bear to see that the city university and the education in general gets its fair share. We are active members (PSC) is an ad hoc member of the City University Committee an organization made up of some 60 local groups who are working to maintain free tuition for the city university and to see that the city university gets its fair share of the tax dollars. We are active in that organization.

NF: You mentioned before that there seems to be a lingering opinion among faculty members that unionism is somehow in conflict with professionalism in regard to college level teachers.

ZELLER: A very small group, that number is getting smaller and smaller. Particularly when one crisis after another hits the city university which affects the academic standing of the university and the ability of that instructor to do a good job for which he is being paid so that this antagonism to unionism is becoming less and less every day.

NF: Can you tell me some sort of anarcanism?

ZELLER: Yes. Educations affiliation to labor at all levels is coming, particularly in higher education at a much more rapid pace in the 70's so you can look forward to more and more thinks or what the general public thinks. We have been in the forefront of securing tenure as far back as 1940. The legislative conference which preceded one of the organizations which merged in 1972 was responsible with others for putting the tenure law on the statute books of the state and I think that was a great step forward in preserving academic freedom in raising the standards of free inquiry from which everybody benefits, the students as well as the faculty member.

NF: Once the tenure issue is resolved what issues will the PSC devote energies to?

ZELLER: There's no end to the number of issues. All you've got to do is take a look at our contract because our contract expires in August '75 and we were one late in implementing a new contract it took 13 months to renew our contract. We're not satisfied with a number of aspects in the existing contract. There are always fresh issues facing the university. We have many problems dealing with our part time people. We have many problems dealing with bread and butter issues in the light of inflation. We continue to have a very slow policy. We want to examine very closely our procedure for observing and evaluating teachers. We're very much concerned with maintaining high quality. We don't want incompetent teachers retained and at the same time we want competent teachers retained. So that we have no end to the number of problems we have. We're going to take another look at our grievance machinery to see if its operating properly so that we give the proper protection to our faculty members we want to be sure in the coming session of the legislature that the city university gets its fair share of the tax dollars and so on. There's no end to the number of problems we are concerned with.

We await with great interest the appointment of the new board of higher education. We want to see what sort of people the governor has already appointed his three and Mr. Beame will probably be an governor his seven so we're off to a new start with a new board and we do hope it will be a cooperative board and we do hope we can get greater cooperation from the Chancellor and the presidents particularly with regard to our negotiations of a new contract.

NF: In the event that the tenure issue is not resolved to the PSC's satisfaction and a strike is called, what considerations have you given to the Taylor Law.



ZELLER: We're aware of the provisions of the Taylor law. We're aware of its penalties. We're a responsible organization. We won't rush into a strike just as we didn't rush into a strike although we thought we were sufficiently provoked by the 13 months that it took to get a new contract. We didn't rush into a strike then and we resolved it. We made some sacrifices, but there is a limit to the number of sacrifices that our instructional staff will make but we're being hopeful. We're not going to rush into a strike with regard to tenure quotas. We like to believe that the new board will reconsider the matter. We even like to believe that the Chancellor in the light of the unanimous disapproval of the faculty concerning tenure quotas will reconsider.

"There's a real question in our mind whether you need quite that many administrators. you have a great number of administrators you've got to give them something to do"

strike, if the tenure call is not needed by the board and the Chancellor. Maybe they are a little nature, but they do reflect the king of a large number of our instructional staff who haven't gone any further than to indicate a lack of confidence in the Chancellor or asking for a resignation.

However, I repeat, we're hopeful that the new Board, and perhaps even the Chancellor, will re-examine and remove this very bad resolution from the books. If they don't, we will ask for a strike vote if no action is taken by March.

NF: What makes you think that the new board will rescind the policy that has been adopted?

Zeller: First, because it will be a Board made up entirely of new members, and I like to feel that they will take the time to examine just what this resolution means, and see the reaction to it — the unanimous disapproval by the faculty. I don't think any board wants a faculty not working, particularly a new board.

Furthermore, the Chancellor himself is now in the process of consulting with different groups, particularly the PSC with reference to this resolution. He has indicated that it is subject to reexamination, so we are hopeful that the Chancellor himself, in light of the reaction to Board adoption to tenure quotas on his recommendation, will re-examine and will come to the conclusion that it was wrong of him to recommend this new policy and it was wrong for an outgoing "lame duck" board to go along with him.

Now this has to be a change in substance and not just a new language that might be face-saving for the Chancellor.

NF: If none of this does come to pass, and a strike vote is called, are you confident that the faculties at the various CUNY campuses will go along with a strike?

Zeller: We're going to do everything possible to impress upon the new board that this is a very fine opportunity, because it wasn't this board that did it. If it's the type of board we hope it will be, one that is aware of the reaction in higher education circles across this country, I don't think they will want the City University to be the first to say that individual merit does not count if a teacher lands in a department in which 50 percent of its staff is tenured.

In addition, I'm not going to say I'm not hopeful that the Chancellor himself will see that an error was made and will change his mind. But that is still to be seen. And I'm hoping the presidents, to what extent they were responsible for pushing the Chancellor in that direction, will cooperate with the Chancellor and the instructional staff in getting this off the books of the City University as soon as possible.

NF: In your opinion, what considerations prompted passage of the resolution?

Zeller: I think this is another example of eroding the input of the faculty in policymaking, and in personnel considerations such as recruiting, appointments tenure, and promotions. I view this with great concern. This is the



percent of our teaching staff as full professors, as compared with 50 percent at Columbia and 40 percent at NYU. Those are colleges in the City of New York. Now when you take into consideration the rest of the country, you have to take into consideration that we live in the highest cost of living area in the continental USA.

So don't be taken in by looking at the schedules. Bear in mind how many we have in the upper brackets where the salary is the highest. Be on guard. We urge the students not to be taken in by artifacts of that sort, they're fallacious.

NF: I, however, at a future date there was an attempt to link both free tuition and the maintenance of salaries on an either or basis, what alternatives would the PSC suggest to insure the retention of both?

ZELLER: What I'm saying is we would be strong. This is very, very important, that we be strong. The PSC is a professional union affiliated with a state organization of 2,000 teachers; affiliated with a national organization, the NEA, with 1,300,000 teachers; and the American Federation of Teachers of 4,000.

So we have political muscle. Combine that with cooperation thousands of students who in turn have parents, and, by gosh, deep down I am confident we can beat down any attempts to do away with free tuition in the City University. I am absolutely confident, as long as we stand together on this issue. We can defend it by citing the rich dividends that are returned to this community, to this state and to this country by the graduates of the City University.

NF: What percentage of the instructional staff at CUNY are members of the PSC?

ZELLER: We have in the PSC about

what steps does the union plan to take to alleviate it?

ZELLER: It is a problem. Women of the City Universities, as well as other colleges throughout the country, have a just case in crying out against discrimination. Now it is true in the City University that a large proportion of our women faculty appear in the lower ranks and on lower salaries. That

"But we don't think that the student is qualified to judge all the criteria that go into evaluating a teacher."

has to be corrected. We're working in that direction. We have a women's caucus which is active.

In addition, in our contract, we try to introduce features that make it possible for more and more women to take courses and get higher degrees. One example would be maternity leaves as well as leaves for their husbands, so the mother can go back to school or continue her teaching.

What we have to do is widen the opportunities for women to qualify and to go out of our way to find qualified women. This is very, very important. Go out of our way to find qualified women and where qualifications are equal, give the women a break. But the important stress is to make it possible for more qualified women to come into the market and, in addition, to find the existing qualified women. They're there. We have to go out and find them and we have to widen the opportunities to increase that.

NF: Does the PSC have any scholarship, grants or programs for financially needy students?

ZELLER: No we don't. We don't have

NEWSPEAK FOR NEWSPEOPLE: A quiz for budding journalists.

1. When a Nixon Administration official is caught lying, he really only ____.
2. When a Nixon Administration official retracts a lie, it becomes ____.
3. The excess of Nixon Administration lies and news media omissions and distortions over the public's swallowing capacity is known as the ____.
4. American instruction on the merits of capitalism and the horrors of communism is called education, but Cuban instruction on the merits of communism and the horrors of capitalism is called ____.
5. NATO countries are allies of the United States, but Warsaw Pact countries are ____ of the Soviet Union.
6. The government of a friendly country is called an ____.
7. The government of an unfriendly country is called a ____.
8. The head of a friendly government is called its ____.
9. The head of an unfriendly government is called its ____.
10. Any insignificant and geographically remote country the United States wants to retain influence over is a ____ country.
11. A backward country in which most people get even less to eat than they used to is a ____ country.
12. With wage and price controls but uncontrolled profits, the United States enjoys a ____ economy.

CORRECT ANSWERS SCORE YOURSELF

	Correct	Qualified for
1. misspoke		
2. inoperative	12	Anchorperson
3. credibility gap	11	Editor
4. indoctrination (or) propaganda	10	Commentator
5. satellites	9	Columnist
6. administration	8	Reporter
7. regime	7	Copyperson
8. leader	0-6	Unemployable
9. ruler		
10. strategic		
11. developing		
12. free		

A. KENT MACDOUGALL

Now we do feel that the students have a stake in tenure quotas. We do believe that students, on their own, should be able to come to the conclusion that tenure quotas are not good for them. This is our concern as teachers. We're

in the
future —
Everyone
will be
famous for
15 minutes.

Andy Warhol

but in the meantime...

We are looking for twenty students interested in various facets of the Publishing industry. Students can be from any study curriculum, but must be able to devote 15 hours per week to the News Ferry production schedule.

The rewards of working with the News Ferry will vary with the intern and his or her job function. However, to all interns:

We can guarantee resume credentials as a staff member of a working press. The News Ferry is no "test tube" publication. It can and will hold its own with any community press. As such, you will carry a specific job function with specific criteria and definitions of success.

We can guarantee personal recommendations from professional staff. The people you work with will vary with your job. But all of them are well credentialed and experienced in their fields. See "Who Staffs the News

Ferry" for resume highlights of staff credentials to date.

secondary and Junior High School English; had worked for Harper and Row Publishers in the same position; The New Yorker Magazine; Hayden Publishing; and Miracle Press before joining the News Ferry.

Another Editorial Assistant is a Vassar graduate who, as a student organizer, was a member or leader of twenty-one different organizations or activities. Work experience ranges from Forbes Magazine IBM Programmer to Photographer for CUNY's "FEEDBACK" newspaper and English tutor.

The editor created the feature and editorial format for a weekly newspaper on Staten Island which won two of six contests for newspaper excellence in its first year of operation. As Editor, his paper was recipient of the 1971 Community Service Award for "best overall coverage" of the New York metropolitan weekly press and came in third runner up in the National Editorial Workshop Services Award (formerly A. J. Liebling Award) for "general excellence" amongst weekly papers nationally. As a reporter, was nominated for best story on firefighters in 1970.

In total, the editor has seven years experience in everything from legal publications and the un-

derground press to advertising copywriting.

PHOTOGRAPHY:

One News Ferry photographer has been regularly published in nine different publications worldwide; has had two "one-woman" shows in New York and been part of three group shows including the American Institute of Graphic Arts. A photo from that show was published in the Minor White edition of Aperture Magazine.

She came to the News Ferry from free-lance assignment work with Pepsi-Cola International in Brazil; is a licensed teacher; as School of Visual Arts scholarship student worked in Creative Photography with Ralph Hattersley; and holds her B.A. from NYU in English-Journalism.

Another News Ferry photographer has studied photography and film at NYU, the School of Visual Arts and New School. He has taught photography to emotionally disturbed children at Memonides Institute and has been an advertising photographer. His one-man and group shows include the Soho gallery; Stonybrook University; The Darkroom and Crossroads Galleries. He has been published in four books of poetry and photos with Empathy Graphics and is an independent filmmaker.

Intern Openings...

(4) Writing Assistants:

Writing assistants will train with the editorial staff on all aspects of reportorial technique; re-write practices; copy and assignment editing; investigative research methods; standard journalistic practices and ethics. Interns will rotate on "beat" assignments and copy desk work.

(2) Photo Assistants:

The two photo assistants will alternate between shooting assignments and darkroom work. Shooting assignments will include magazine portrait; straight news and subjective photography. These interns will be provided a unique opportunity to incorporate whatever freelance experience they have acquired with the production demands of "staff" photography. . . shooting to assignment and deadline schedules, cropping and reduction, and various other facets of publication photography will be offered.

Required is a serious interest in photography and your own shooting equipment. Darkroom experience is preferred, but not required.

(4) Layout Assistants:

Three of the four assistants will alternate between working at our composition plant in Brooklyn and working with the conceptual and creative aspects of layout.

Interns in these slots will experience all aspects of newspaper production, from visual conception techniques to offset paste-up. Although graphics backgrounds are preferred, they are not required.

The fourth intern should be someone interested in typography as a science or the computer technology of cold type production. We are currently negotiating with a large typesetter corporation to secure direct on-the-job training with the company on the News Ferry machinery. This intern will be responsible directly to the editor for exploration of computer possibilities in layout covering areas of production efficiency and creative possibility.

(4) Sales Assistants:

All four sales assistants will work directly under the advertising manager in local space sales to Staten Island and Brooklyn retailers. In addition, they will research the mechanics of national advertising potentials and regional sales opportunities. The News Ferry anticipates generating over \$20,000 worth of ad revenues this year, 12 per cent of it will go to the sales force directly.

Students must have their own means of transportation for these positions, as they will be traveling during most of their working hours.

(1) Market Analyst:

In essence, this student will provide logistics information to the sales force. His or her function will be primarily concerned with research and analysis of data for News Ferry promotion and sales purposes.

(1) Editorial Assistant:

This intern will focus on news research, public relations and various other editorial areas of activity. He or she is the "house" equivalent of the marketing analyst in that responsibilities revolve around news support logistics and public relations research for the News Ferry as an entity, much like the market analyst will concentrate on the advertising base.

(1) Production Assistant:

The production assistant will primarily fulfill the role of traffic manager. This intern's responsibility is coordination of all activities related to production.

The production assistant will provide research and programs necessary to properly evaluate methods, supplies and information for application to mechanical coordination of the publication.

(1) Distribution Assistant:

Beyond responsibility for physical distribution of the paper and full coordination of that activity, the distribution assistant will be called upon to research and report upon all aspects of mailing mechanics; laws; etc. and research (with the market analyst) expanded readership capabilities, promotions and methods of distribution.

(1) Secretarial Assistant:

This position requires the most highly skilled pre-requisites. The secretarial assistant will be responsible for correspondence, files and any other record keeping necessary to a publication. This will include experience in establishing a "morgue" of various publications.

(1) Financial Assistant:

This intern will provide all aspects of financial analysis for the News Ferry; be responsible to research improved bookkeeping and accounting methods; predict sales problems and earning potentials and, generally, study and apply him or her self to all aspects of newspaper finance.

The six single intern categories all, in one form or another, represent management aspects of editorship in any newspaper. Consequently, they will all work directly with the Editor or Associate Editor and will be expected to be people with management aspirations.

Each intern will be expected to assist in researching the academic and career possibilities of their assigned area of interest.

Who Staffs The News Ferry...

All staff members have in common a single factor, production experience. News Ferry staff members' academic credentials range from a basic Bachelor's Degree to MFA's. Because we are a production house, however, our orientation is more toward what they have done in the field. Following are some of the different staff members who have worked for the News Ferry to date:

EDITORIAL:

"My average weekly copy load ranged from 2200 to 4000 words. During my tenure at the REGISTER I had the opportunity to cover numerous hearings on the widest range of subjects and, upon leaving the paper, had only been questioned once as to accuracy. . . it was later found to be a multiplication error."

This writer was nominated for the Ernie Pyle Award for advocacy journalism (on the now well known, then little known, LNG tank dispute on Staten Island) and Pulitzer prize for investigative reporting.

A former Editorial Assistant was licensed to teach