

See The News Ferry

Vol. 1, No. 1

Staten Island Community College

Tuesday, May 1, 1973

SICC's First Four Zambia 'Expatriates'

Four professors—Leon Ablon (Mathematics), Reuben Benumof (Physics), Myra Hauben (Chemistry) and Charlotte McPherson (Reading)—have taken their "thirteen to fifteen shots," as Ms. Hauben put it, and are awaiting final confirmation to go to the African country of Zambia toward the end of May.

The country of Zambia needs help most vitally in the natural sciences. The professors going to that country in May are therefore from the math, physics, and chemistry departments. Because Zambia also must deal with English as a second language, it has invited Charlotte McPherson, a guidance counselor who teaches courses in term paper technique writing and vocabulary.

Charlotte McPherson

Ms. McPherson has developed a unique method of teaching the many skills involved in the mastery of "English." The main ingredient of her program is the guest lecturer. Class discussion is designed to "painlessly" introduce new vocabulary from the lecture; toward this aim, writing techniques and grammar are taught. Finally, a reading specialist teaches from materials dealing with the ideas discussed in the lecture.

McPherson gives the class a lot of responsibility. "Everyone is both a teacher and a student," she believes. She makes a contractual arrangement with the students, whereby each is expected to fulfill certain obligations. If the student meets his end of the contract, he has a say in deciding the grade.

Reuben Benumof

Dr. Reuben Benumof, Chairman of the Physics Department, says "Sympathy is not enough." Instead of doing the work for the Zambians and turning them into "intellectual cripples," he believes it is crucial to give them the learning tools to raise themselves. Educated through a fellowship at Cambridge University in England, which he describes as an "elitist" system, one on which the University of Zambia is based, Benumof feels he understands the obstacles to be met. He sees "tutorials" as crucial, for instance, rather than the British "sink or swim" approach.

Besides being a consultant in general education, Dr. Benumof has written a textbook, "Conceptions in Physics (2nd ed., Prentice-Hall, 1973) which is designed for students of community colleges.

Leon Ablon

In order to make the abstract concrete and practical, Leon Ablon of the math department wants to change the approach to that subject. Rather than learning by rote, the student must conceptualize the problem at hand. A student in Professor Ablon's class couldn't understand, for instance, that a fraction was being "reduced" from two-fourths to one-half. The term we have all learned by rote, "reduce," in truth is a misnomer. The fraction is really "simplified," and that is the word now used.

The modular system in the math department is also of particular interest to the University of Zambia. The course is broken down into five units, each lasting 2½ weeks. The student can repeat each module as many times as necessary, until he is ready for the next one. He can begin the course at his own level—not necessarily at the beginning. Presently, if a student fails at the



ON THE LINE . . . Photo by Lance Hermus
The man who keeps the Zambia interchange program growing, Henry Harris, Jr., Associate Professor and Asst. Dean of Faculty.

Miles and Ndem: Two Non-Zambians From Zambia

Of the two professors who have come from Zambia so far, Drs. Peter Miles and Eyo Ndem, neither is Zambian. Dr. Miles is from Australia and did his graduate work in biology. According to

University, the state loses its investment in him and must start anew. Under the modular program he would be helped, for less money than it would otherwise cost, and chances would be much improved that he would succeed, a boon to Zambia and the student himself.

Myra Hauben

Ms. Myra Hauben, Professor of Chemistry, is going to Zambia due to her experience in teaching remedial courses, and her interest and knowledge of Africa. She was the first to teach Chemistry 30, a mini-course, which is given two or three times a week for no credit.

Ms. Hauben has been to Africa three times. In 1968 she served as a construction worker with ten other students, and a leader of twenty-seven workers from the University of Lesotho through Operation Crossroads Africa. As part of the trip, the group spent a week in Ghana and one in Nigeria.

Ms. Hauben was also co-leader of an American Youth Hostel camping expedition to East Africa (Kenya, Tanzania, and Uganda) which lasted nine weeks in 1971. Last summer she traveled for six weeks in Nigeria, Ghana, the Ivory Coast and Upper Volta.

Zambia Exchange. A Bright Future

The alliance between SICC and Zambia took root last year when President William Birenbaum was invited to the African nation to lecture and consult with government officials and leaders of the University of Zambia about that school's problems.

The University of Zambia—the only university in the emerging country—suffers a high drop-out rate. The problem is especially serious because the copper mines, the nation's mainstay, will be depleted in about thirty years. Skills will therefore be required to make the necessary jump from an economy that produces natural resources to one that develops them. And a hundred college graduates out of a population of three million (the situation in the early days of the University) are simply not enough.

An important reason for the system's failure is due to the wide gap between Zambian high school education, in which students of the underdeveloped country might not even learn about computers and translators, and higher education. The University is based on the Cambridge system of Great Britain (Zambia was formerly a British colony) whereby a student may enter the University if he passes one major test, the difficult "eleven-plus exam."

Besides eliminating potentially good students at the outset, this competitive system requires memorization to pass the exam, not necessarily understanding of concepts. Once in the University, the student either "sinks or swims." Instead of participating in discussion groups, he is on his own in the lecture-tutorial format. The complete lack of remedial help increases the chance for failure.

Smartering from the high failure level, both financially and in terms of the country's future, the Zambian government approached the State Department of the United States for assistance. The Department put the African officials in touch with President Birenbaum, who is highly regarded for his innovation in education, and the American's trip was arranged.

Two of Birenbaum's suggestions were that foreign instructors learn the language of Zambia, and that students tutor their fellow students. Surprisingly or not, he initially received a bad press for his "radical" proposals.

The government of Zambia was still highly interested in exchanging ideas though, and they have sent, to SICC, people from their universities. Dr. Peter Miles and Dr. Eyo Bassey Eyo Ndem, to observe how the experimental programs here work. Dr. Ndem was here for a month (he left the U.S. on April 17) to advise SICC on an African studies program. At the end of September, the Vice-Chancellor of the University of Zambia, Dr. Goma, will visit for one or two weeks, to take an in-depth look at SICC. He is in a position to directly effect change at Zambia's University.

Dr. Birenbaum heads the SICC exchange program. The faculty committee is headed by Dean Henry Harris, Jr. and Dr. John E. Nankivell, Chairman of the Department of Mechanical Technology. Future plans include the possibility Dr. Ndem will teach here, and Dean Joseph Harris will go to Zambia with selected students from the Urban Studies program. More immediate plans include the four professors scheduled to visit Zambia in May.

Faculty Council Returns Straight 15% Cut Rule

'Each Faculty Member Knows Who Works And Who Doesn't, We Are Supposed To Be A Community of Scholars' - NOLAN

'I Don't Think It's The Business Of This Institution To Elicit Blind Conformity and Obedience' - BLACK

By a vote of 32-26 and 5 abstentions, the Faculty Senate determined, April 12, to rescind the present attendance regulations in favor of a return to the blanket 15 percent "cut" rule for the Fall 1973 term. In addition, two counter motions were cut short of a floor test by the majority vote to support the flat 15 percent proposal sponsored by Patricia Nolan, Assistant Professor of Chemistry.

Opposition focused on the arguments against the arbitrary nature of a blanket administrative "cut" rate. Various proponents of the Nolan plan based their support on growing absence failures (H grades) and numbers of students on some form of "probationary" status. Though both sides agreed there is no statistical evidence to base support for any specific attendance rule interpretation, that would rectify the growing rates of absence and probation, the sense of urgency amongst some straight "cut" rate supporters was attributed to a desire to take some action in the direction of a resolve by administrative decision. "I (Continued on Page 3)

Final Stony Brook OK Expected Momentarily

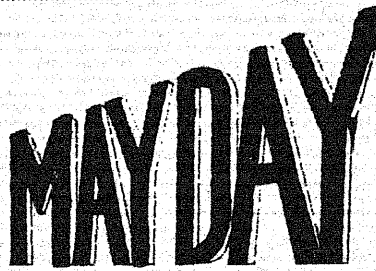
'Youth And Community' Study Would Be National Model

Unique Program Would 'Shift Center of Gravity' In Higher Education - CARDEGNA

"Expected momentarily" is Dean Felix Cardegna's description of the current timetable for implementation of a five year pilot project in "Youth and Community Studies." According to Cardegna, months of groundwork could come to fruition at any time, pending various administrative adjustments at the Stony Brook campus.

The program represents firsts in its implementation as well as its educational concept. In providing a guaranteed baccalaureate program through Community College and Stony Brook, and preparation for Masters work, "Youth and Community Studies" represents the first firm link in a cooperative effort between CUNY and SUNY systems to develop a smooth mechanism into career work in the "human services."

More than a "feeder" system, the new approach will incorporate studies at both campus sites on an ongoing basis and provide various faculty exchanges. As described in its final prospectus: "Each institution will develop a Youth and (Continued on Page 2)



By unanimous vote of 11-0, the Day Session Senate authorized \$1200 for today's campus Mayday activities. The budget breakdown includes food at \$500; supplies at \$400; publicity at \$100 and \$200 for entertainment. Today's campus activities include films, speakers, music, exhibits, food and a "people's exchange" of brought and found items. Following is the text of the May Day Committee's introduction to the history of May Day celebrations: WHY MAYDAY?

On May 1, we will gather together at S.I.C.C. for a Mayday celebration. Mayday is the only holiday that celebrates our history—not a day in honor of those who own Chase Manhattan Bank or ITT—but a tribute to the working people who built this country, who keep it going today.

Those who run the U.S. have proclaimed May 1 "Law Day." This is the only country in the world where working people have had their holiday stolen from them. They have tried to bury our history—we are going to reclaim it this May 1, 1973. Here, at S.I.C.C.

WHAT HISTORY?

Our history is one of long and bitter struggles for survival—from slave rebellions to demands for the end to child labor to the call for an 8-hour day. None of our victories have come easily; people have had to pay a price even to satisfy their basic needs.

Today is no different from the past—struggles for survival and human rights continue. Inflation from a ten-year long war makes meeting ends almost impossible. Nixon announces each day new cutbacks in health, in education, in housing. Working people who fought in the Vietnam War come back to find no jobs and inadequate VA benefits for education and health. We face the possibility of a new and more fierce war in Indo-China—all from the people who brought you watergate.

But people are fighting back. Veterans here at S.I.C.C. are challenging the Veterans' Administration. Students are beginning to organize to fight against Rockefeller's plan to impose tuition in CUNY, to leave "Open Admissions" open only to those who can pay. Women on campus are getting together to define their own needs and reach out to women in the community who are not yet in school.

Right nearby, Black and Puerto Rican parents are fighting teachers and administrators for control over their schools so their children can receive a decent education. Parents and children stopped traffic on the Tri-Boro Bridge in a demonstration against child-care cutbacks. Shell Oil boycotts are being organized in support of better working conditions, and many people have intensified the lettuce boycott in support of farm workers' demands for a union and a contract. At Wounded Knee, Native Americans are re-affirming their own history of control against the broken treaties and bad faith of a government which has systematically tried to destroy them as a people as well as to destroy their culture.

THE STORY OF MAYDAY

The story of Mayday itself is one expression of the common history we share with working people throughout the world. May 1, 1886 was the day set for a national strike based on the demand for an 8-hour day. When May 1 arrived, over 190,000 workers struck 11,500 businesses across the country. Workers numbering 340,000 marched through the streets to support their demands. In Chicago, August Spies and Albert Parsons, organizers of the International Working People's Association, addressed a crowd of tens of thousands of workers and their families: black and white, native and foreign-born, anarchists, socialists, democrats and communists. Speeches were made in four languages. There was no violence. Half the striking workers, plus thousands more who had threatened to join the strike, won the 8-hour day.

Meanwhile, workers at the McCormick Harvester Works in Chicago had been locked out of their plant for 3 months. On May 3, 300 workers were attacked by police while assembling peacefully outside the gates. Six of their number were killed.

The following night, 3000 people attended a protest rally at Haymarket Square. After several speeches, for no apparent reason, the police ordered the crowd to disperse. Just at that moment a bomb exploded, killing 7 police and injuring 67. Casualties among the demonstrators were approximately double. It is not known where the bomb came from.

The press became hysterical, predicting the very collapse of civilization if law and order were not restored. Union offices were raided, leaders arrested, radical newspapers burned out of existence. Eight labor organizers, including Spies and Parsons, were soon indicted and brought to trial, not for throwing the bomb, but for inspiring the unknown bomber through their political statements. The jury consisted largely of businessmen and their clerks, including a relative of one of the slain policemen. Many of the jurors admitted that they had reached a guilty verdict even before the trial (Continued on Page 2)

Student Senators Recalled

By an almost unanimous margin, six Day Session Senators have been stripped of their rank and titles due to excessive absences from Student Government meetings.

Based on a ruling that Senators, other than the President and Chairman, can be removed following three consecutive absences or six over the academic year, the Senate recalled Jo Ann Barry, Sandy Heard, Andrew Ungar, Pat Battista, Jeff Hunt and Walter Augustono from their Senatorial posts.

To support the disciplinary action, the Senate also re-interpreted "total membership" of the body to equal fourteen, the remaining figure minus the six recalls.

The resolution, introduced by Senator Joe Hamill, concluded, "there are no alternatives whereby the Senate can operate efficiently" other than dismissal of the errant members. The vote was 10-0 in favor of recall, with one abstention. The Senate met last Wednesday, April 25th.

A Proclamation

The Student Senate of SICC,

RECOGNIZING the plight of the dissident students in Greece, under its fascist military dictatorship,

Proclaims its full support for those Greek students, in their struggle against fascism,

RESOLVES that this proclamation be sent to all the major newspapers in N.Y.C., the Greek Embassy, and the President of the United States,

FURTHER RESOLVES that the proclamation be sent to DOLPHIN, and widely posted throughout the school.

4-25 Passed: 9-0-1

Day Session Creates Telecomm Office

Approval has been granted for creation of an Office of Telecommunications to be created under the Commission of Student Centers this week. Under the proposal, introduced by Samuel B. Holmes, the program will be equal in function level to Kaleidoscope and Operations within the Commission hierarchy.

Responsible to "regulate and oversee present and future radio stations and television operations out of SICC," the Office of Telecommunications will be empowered to draft, recommend and implement legislation.

Though stipulating radio stations, as well as television, the thrust of the Holmes resolution calls for a \$13,000 initial equipment investment to provide closed circuit video programming capacity, via monitors, in five areas where students congregate.

Opposition of the one dissenting Senator centered on disagreements over the high cost, relative to what he considered limited student appeal and weak locations for the six initial permanent monitor placements.

As passed, the pilot program would call for two monitors in Faculty Lounge C-109; one in the PRO office (C-123); one in the Black Student Union; one in the International Center and another in the Student Government conference room (C-132).

Final vote for creation of the Office of Telecommunications, and intent to establish its capital investment budget from reserve funds, was passed by a 9-1 majority, with two abstentions.

RESOLUTION ON OFF-CAMPUS POLICY

WHEREAS: The Day Session Student Government abides by Article XV of the Board of Higher Education Bylaws, Section 15.8, Student Government activities defined, "A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the sole and direct benefit of the students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student governmental subdivision thereof, and (3) that the activity does not contravene the laws of the city, state, or nation or the published rules, regulations, and orders of the Board of Higher Education or the duly established college authorities;" and,

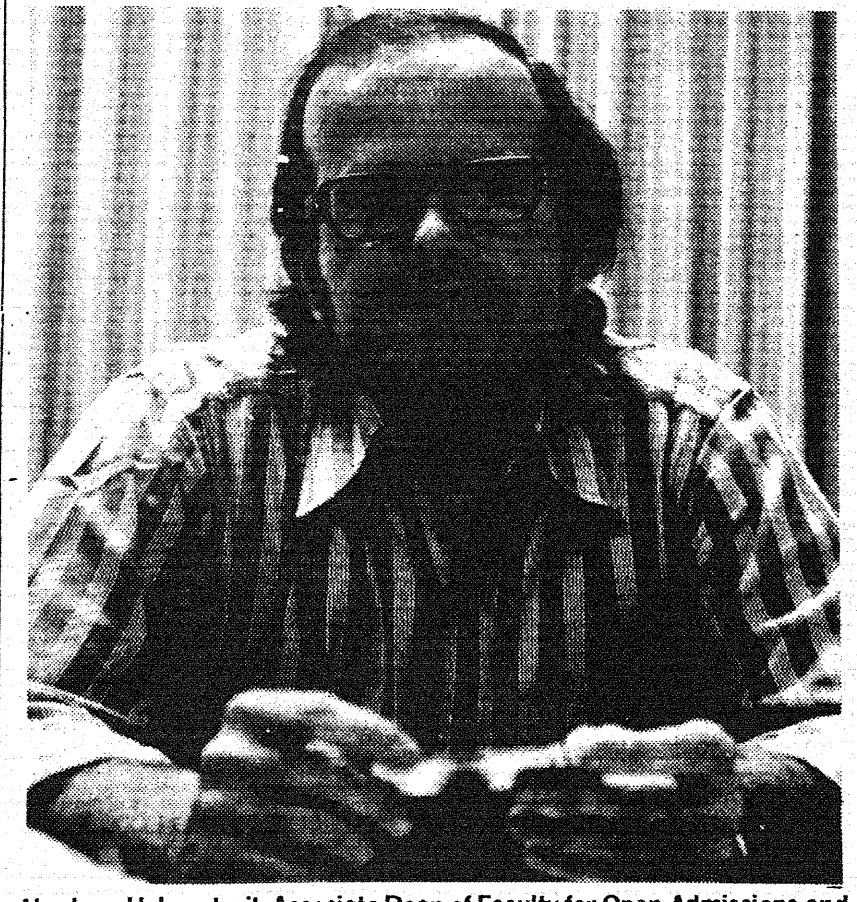
WHEREAS: Some of these legitimate student government activities must take place off the campus of Staten Island Community College;

BE IT RESOLVED: That any proposed off-campus activity that conforms to the following guidelines will be considered for approval, by the Staten Island Community College Day Session Student Government.

GUIDELINES OF OFF-CAMPUS POLICY

- Activities will be considered for approval by the Staten Island Community College Day Session Student Government if:
 - The activity causes the students of S.I.C.C. to benefit by obtaining closer social and intellectual bonds with the community, conforming to the spirit of a community college; and/or
 - The activity, by direct interaction with non-students of S.I.C.C., causes the students to gain direct social and educational benefits; and/or
 - The activity taps off-campus educational resources; and the resources are unavailable on campus; and/or
 - The activity is exempt to students' survival in the status of "students;" and
 - The activity's objectives are proven to be impossible to accomplish, as proposed, any other, geographically, to the campus of S.I.C.C.; and
 - The activity's objectives are proven to be impossible to accomplish, as proposed, less expensively.

Resolution moved by:
Joe Hamill
Ed Jagacki
4-25-73 Passed: 8-0-0



Abraham Habenstreit, Associate Dean of Faculty for Open Admissions and Higher Education Officer. His April 12th resolution of "intent" before the Faculty Council may result in student representation on the Curriculum Committee at this session. See story.

Student Reps to Curric Comm, Motion Pending

A motion filed with the Faculty Council would call for ten student representatives to sit on the Curriculum Committee of SICC. Though the motion was tabled last meeting, it may be revived at tomorrow's Council session.

Filed by Abraham Habenstreit, Associate Dean of Faculty, the initial motion was a "motion of intent" that called for the addition of ten students to the present Curriculum Committee. The Committee now consists of one representative from each of the eighteen faculty departments. It offered no method of student selection.

Two approaches were offered towards creation of a method for selection of student membership. The first, offered by Martin Black, Director of Student Activities, would become a

primary amendment to the Habenstreit proposal that would empower the Student Government to create a method of selection through its Committee on Curriculum.

The Black motion would also revise the faculty-student membership ratio to reflect a percentage number rather than a flat student membership of ten. This would raise faculty membership to twenty to accommodate his proposed two-thirds faculty, one-third student ratio. However, it would mean a raise in the number of students commensurate with any increase in the number of faculty departments.

A proposal to refer method of student selection to the present Curriculum Committee, requiring them to report within one month with a method, was defeated.

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The News Ferry serves you. As such, we urge you to send us your story ideas, classified for one free listing and letters. Rm. A-141 any time.

The News Ferry

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Volume One, Number One...

Our College has long needed a free and independent newspaper—to report the news of the College objectively—to express positions on key issues through its editorial columns, and—to explore, in depth, important happenings at SICC through its feature columns.

Such a newspaper should reflect the highest professional standards of journalism, appear regularly, and reflect an independence from any particular group or faction of our citizens—student, faculty, administrative, alumni, or other.

Such a newspaper would in no way alter the continuing need for a free student press, faculty and union news publications, administrative newsletters or releases. But the College and its life have grown beyond the capacity of these publications to report what's going on here in a regular and professional manner.

...unquote, William M. Birenbaum. Conceptually, there is little to add to this release addressed to the SICC Community.

Mechanically, there will be three numbers to this volume. Remaining publication dates are May 15 and a "Commencement" issue between June 6 and 8. They will be four to eight pages in what we term "standard" size, and in traditional news format.

The Publishing Board will be reappointed annually, should the News Ferry gain a permanent niche in the SICC Community. The mechanisms of its intended rotating basis of membership are yet to be developed. The current Board has been appointed by the President.

Specifically, the News Ferry is a startling departure from normal journalistic endeavor on college campus. There are, generally, two kinds of journalistic activity on a campus. One relies on the professional back-up of a "J" school. Large schools even have daily newspapers with elaborate internal systems for student apprenticeships. The other relates to schools without some formal Journalism or Communications School, such as SICC. Without the nuclei of faculty departments, they are generally marked by a proliferation of small "independents."

Existing in an experiential vacuum, a campus of "independents" tends to create tremendous gaps in communications. Such gaps serve to undermine a college community's sense of communal identity. In doing so, they undermine its sense of self-worth.

Touching closer to the staff of the News Ferry, it is our experience and belief that student journalists and communications people suffer most directly in the now proverbial "credibility gap" that results when any community lacks a stable and reliable mechanism for information access. It is a "gap" that is directed most at communications people. It, in fact, decays the basic trust and motivation of the communicators towards themselves and of the audience towards their efforts.

It is difficult enough, as a student, to learn the most basic production mechanics of publishing without help or understanding. Coupled with the right of any publication's audience to ignore the enormity of accomplishment inherent in any "independent's" mere physical creation, it becomes a near overwhelming burden.

We, at the News Ferry, have been charged with producing a publication that serves the interests of the entire SICC Community. It is our belief that we have been supplied the basic structure, resources and premises requisite to accomplish this end. Ultimately, it will be the pages surrounding this editorial that must prove it true.

If we succeed, a new approach to providing campus coverage at schools that lack specialized Communications departments will have been established. We hope you find it as exciting a prospect as we do.



CHAUVINIST ON WHEELS?

Staff Photo

According to Doris Niesi, staff member of the new Women's Center, Phys Ed. courses will not allow women to go "pedalling" alone. To take out a bicycle, they must be accompanied by a male. See Women's Center story.

Women's Center Opens

If women need counseling — be it vocational, academic, health, psychological, or legal — there is now a place to get it. The Women's Center opened on April 25; it is in Trailer 35.

The Center has a hot line (350-7602) open from 9 a.m. to 10 p.m., a library with books by and about women and a lounge. Free pregnancy tests are given on Monday, 10 to noon, and Wednesday, 1:30 to 3:15, in the Nurse's Office in D-

Building. No appointment is necessary. The Center is staffed by women students and faculty. They can use more volunteers, as well as donations of feminist books, and posters to brighten the walls.

One aim of the Center's leaders is to reach women in the community. They plan to teach courses on such subjects as carpentry and auto mechanics, which all women can attend, and to

expand the child care facilities on campus. One leader suggested a discrimination committee covering the community and the college. It would deal with matters ranging from sex discrimination in jobs to classroom issues, such as physical education courses where male students can go out bicycling but females cannot, unless accompanied by a man, according to Doris Niesi, a Center staff member.



"Priority" registration and a 90 percent plus student retention rate are just part of what makes SICC special, according to Carl Clarke, Asst. Dean of Administration and Higher Ed. Associate. Clarke (left) covers the "fine points" with John O'Brien, Asst. Professor of Business. See "Priority" and enrollment stories.

Stony Brook

(Continued from Page 1)

Community Studies curriculum with a Director, core faculty and an Advisory Board necessary for the Program implementation in that geographical area. To insure both centers pursue a unified policy, a Joint Advisory Board will be formed from five constituent groups: Stony Brook, Staten Island Community College, students, Center Directors, and representatives of appropriate professional and community specialties (health, law, medicine, etc.).

Both schools are veterans with successful alternative and experimental program histories. Stony Brook has had a model program incorporating the proposed Youth and Community Studies unique "core" course system for almost two years and is known nationally as a pioneer in experimental curriculum. It was conceived and developed by Martin Timin, a Professor in Stony Brook's Department of Psychiatry.

"Community's role in the program is a natural outgrowth of our intern experiences in fields such as Nursing, Cooperative Education and Business," according to Felix Cardagna, Dean of Experimental Student Programs (ESP).

Like Stony Brook, SICC's participation in the program is supported by more than an "extra-sensory" perception of the approaches to alternative modes of education. Circle 73, University Without Walls, College Discovery, Performing and Creative Arts, Veteran's Scholar Program, Community Scholar Program and the PLACE are addressed to innovative education, community services and the needs of working class and minority students.

With the simplicity of Galileo discussing the rotation of the earth, Dean Cardagna describes the Youth and Community Studies program as "a shift in the center of gravity" from a campus oriented education to a community orientation. To a higher education system that has spent the last ten years toying with alternatives to a fully blossomed conviction that "the very medium in which the college operates is poisoned at the wellspring" on the part of large segments of students, faculty and community, his comment can hold its own to the simple observation that the earth was not the center of the universe.

If Whitehead was correct in his assumption that "it is the business of the future to be dangerous," the Youth and Community Studies program has taken on a lion's share of the future of higher education.

Its prospectus calmly notes that "it is undeniably ambitious and difficult to encompass within one program a non-traditional mode of education (i.e., interdisciplinary, cognitive-experiential), a concern for the personal development of the student, an occupational focus, an intergenerational mix of students, a focus on the role of the University vis-a-vis education and public service for a broader community constituency, and a model of social science teaching, practice and research. Echoing Whitehead, its proponents calmly answer: "The

Women Hold 2nd Annual Conference

Both women and men have been invited to attend the second annual Women's Conference on May 9, from 10 a.m. to 5 p.m., in the downstairs cafeteria of D Building. The program will include films all day in D-14; speakers, music, and a photography exhibit.

In the evening (6 to 11 p.m.), the Women's Coffee House will present folk singers Alex Dobkin, Linda Rizzuto, Lynn Haber, and Karen Landry. (Ms. Landry has performed in Manhattan's Hey Brother Coffee House and Little Carnegie Recital Hall.) Also at the Coffee House, Dr. Charlotte Taylor and Nancy Linde, English Professors, will read their poetry.

In addition to a lesbian and "Third World woman, speakers during the day will include: Kate Stimpson, English professor at Barnard, who wrote J.R.R. Tolkien and numerous articles, including "Thy Neighbor's Wife," "Thy Neighbor's Servant," "Woman's Liberation in Black Civil Rights," "Katherine Rogers, author of The Troublesome Helmut," a book about misogyny; and Glenda Ernst, who is running for City Council from Staten Island. She will speak on the Equal Rights Amendment. Posters will announce other speakers attending the Conference.

The photographs of Alice Austen will be on display. Born into a wealthy family at the end of the nineteenth century, Austen lived at 2 Holland Boulevard in Rosbank, Staten Island, her pictures are in the Staten Island Historical Society. Her camera eye searched out the startling and grotesque. A predecessor of Diane Arbus, her work includes shots of fat policemen and crippled newsboys. She also captured women on film, though hardly in the style of "The Saturday Evening Post."

The Conference is sponsored by the Women's Group of SICC, a student organization, with the support of the Women's Center, a student-faculty group. The event is coordinated by Mary De Rosa, Linda Rizzuto, Lynn Haber, Ellen Sluder, Doris Niesi, and Arline Vickery.

MAYDAY

(Continued from Page 1)

began. State witnesses were tortured and threatened into lying on the stand. After 49 days, seven were sentenced to hang, and one to 15 years imprisonment.

Outrage at the trial reached international proportions. Thousands of letters poured into the Governor's office. Workers met and marched all over Europe to condemn the trial. The French Chamber of Deputies passed a resolution urging that clemency be granted. The response of the State was to hang Spies, Parsons and two others, in public, on November 11, 1957. As the hangman's mask was being pulled down over the face of August Spies, he made one prophetic declaration: "There will come a time," he said, "when our silence will be more powerful than the voices you strangle today!"

In 1990, workers' organizations from all over the world met and proclaimed May 1 an international working-class holiday. To this day, it is celebrated wherever there exists a conscious proletariat.

We face struggles today for decent and meaningful work. Our lives are defined for us by a system which channels us into certain kinds of jobs, which allows us no control over almost any important area of our lives. S.I.C.C. is a working-class college. Mayday is our holiday. By reclaiming and celebrating our history, we gather our strength to build our own future and to fight for what is ours.

35th Country Fair At Brooklyn College

Volcanic eruptions and atomic synthesis are some of the more bizarre entertainments at next week's Brooklyn College annual Country Fair. First held in 1938, the Fair is a potpourri of games, booths, and exhibits set to a backdrop of rock, jazz and classical music. One dollar buys continuous entertainment from noon to midnight that includes performing, visual and martial arts at Roosevelt Field, Campus Road and E. 23rd Street between Bedford and Ocean Aves. next Friday, May 11th.

Supported entirely by some 75 student organizations, the Fair's proceeds support campus programs such as scholarships, fellowships, loan funds and the library. Past celebrations have raised over \$75,000.

Located near the junction of Flatbush and Nostrand Avenues, Brooklyn College can be reached on the BRT Flatbush line. By bus, take Flatbush to Avenue H, Nostrand to Hillel Place; or Bedford to Avenue H.

SICC Rolls Hold, Others Fall

There has been a sharp drop in applications for next fall's freshman class at the country's major public four-year colleges for the first time in over ten years. Applications to Ivy League colleges, however, have shown a healthy increase for the second year running, following a slump in 1971, according to a recent New York Times Report.

SICC has maintained enrollment at about 5,500 to 5,900 students. The fairly steady level reflects a national trend; more and more, students are going to cheaper, closer-to-home two-year colleges and transferring later to a four-year institution.

Reasons cited for the overall decline in enrollment are based on current economic conditions. The average cost of \$1,500 per year is a strain on middle-income families in the present economic recession, and the job outlook for college graduates is poor, although for some fields a college degree is an advantage.

According to Carl Clarke, Assistant Dean of Administration, other significant reasons for fewer applications are the end of the military draft (which, in recent years, nudged some young men toward academe); the drop in financial aid, as part of President Nixon's total cutback in public services; and the leveling off of population after the World War II baby boom. The "war babies" have been replaced in the college generation by children of the "fifties."

Dean Clarke sees reasons that SICC enrollment has not dropped in areas where other two-year colleges have. "This college goes out of its way to admit students who want to attend. Naturally, deadlines should be met, but if someone has a case where delay was impossible to avoid, the counselors at this college will do everything to bend the rule and accommodate the person."

Clarke further credited the student service approach of the college with a high rate of student retention. The rate rose from 82 per cent last fall, to 92 percent this spring.

Nader, Unsafe At Any Campus

By FRED ARMENTROUT

"Unsafe at any Campus," may one day adorn the jacket of a corporate counter-edition to that first encyclical by Ralph Nader, the prophet of "secular evangelism." With his first assault on "corporate crime," *Unsafe At Any Speed*, Nader began the long trek that has made him the voice of morality to consumers.

To recount this corporate scap hunter's exploits, from his novitiate days tackling the men who made the "Motor City" an international phenomena, is beyond the scope of anything less than a domestic re-write of War and Peace. Let it suffice to say his first Goliath was that corporate subculture reputed to be, in economic terms, the third richest country in the world... General Motors.

"Imagine a Martian coming to Earth and comparing the money we spend on 'B.O.' to the money we spend on ecology, he would certainly conclude that 'B.O.' is the most lethal element on earth." With the confidence of a man who has been to Zion, Nader outlines the results of a public that has surrendered its sense of value to the whims of the corporate sales pitch.

While his official mission is another step to "secretly displace the Coca Cola vending machines" with the company losses accruing to an army of "Full Time Citizens," Nader is most at home denouncing the "Fortune 500." His tales, at the recent PIRG sponsored speech, of "corporate crime in the streets" are an endless march of sin and profit, inevitably stamped with the imprimatur of government:

There was the "office joke" at Equity Life Insurance, 7 years of conscious fraud, bogus policies and the like went into its making, \$200 million later the lack of action serves silent testament to what Nader would call corporate maximum number one, "never give a sucker an even break."

There are the annual defense contracts where "agreements between Pentagon and suppliers are rounded to the nearest \$100 million figure."

There are the heavy industries where under-assessments on property taxes are measured in the billions, and the assessors who, for a small service charge, keep their books in pencil.

But if the Philippines are to be found in corporate board rooms, the martyrdom of the "Full Time Citizen" strikes at his fringe benefits. "The way a Washington civil servant loses his job is by doing his job," explains Nader:

There was the fellow who exposed the millions of dollars being wasted on the CIA military transports. Following his disclosures, he was dismissed. His position had been eliminated as an "economic move." The men who dare to be "citizen laborers" are not restricted to Washington however:

There was the GM Quality Control Inspector who filed reports on faulty car doors twelve times. In a cost-cutting move, safety wells to prevent leakage of carbon monoxide to the car's interior were eliminated. After a year of soul-searching, the inspector concluded, "Mind your own business" was not enough of an answer. Perhaps foolishly, the Inspector had concluded Quality Control was his business. There were "incidents," there was guilt. He sent his materials to Washington.

But Nader also has "happy" endings. Presumably to avoid a rash of "incidents," 2.3 million Chevrolts were called back. The Inspector received a \$10,000 certificate which he cashed in for a boat. Camera in hand, he then went about the work of recording the chemical outfalls of Louisiana.

"A hero of our time," announces Nader, and adds, "He was not a thief, bully, polluter or campaign contributor. And he won't be invited to the White House."

A figure slips by on the thousands of people who trim fingernails for a living, "but there are no more than 400 people working full-time for the public interest outside institutions." Ten thousand lawyers represent special interest groups in Washington, "maybe 50" in the public interest.

Enter the "Student Citizen." His tool is PIRG, the locus of any future edition of "Unsafe at Any Campus." PIRG begins with petitions, lots of petitions. In Oregon, according to Nader, 55 per cent of all college students signed.

Martyrdom, for the "Student Citizen," came in the form of a fast. They were asked to give 2 per cent of the \$250 each student averages annually on soft drinks, candy, liquor and cigarettes.

The student martyrdom helps buy the PIRG statewide staff. And the staff does things like discover that one-third of the mortgage institutions for homeowners in Oregon required proof of a wife's sterility or contraception methods before authorizing the loan. They also analyzed a mass transit plan and submitted an alternative to the State's that gained widespread attention.

Minnesota has about 100,000 PIRG "Student Citizens." Their staff recently won a court case against the U.S. Forest Service. It seems the government was illegally leasing public parklands to the timber industry. They have also conducted price comparisons of prescription drugs.

In New York, schools in Syracuse, Albany and CUNY are building their

argument will be advanced that what is ambitious and difficult is also necessary."

Following are the major sections of the Youth and Community Studies proposal:

CORE STRUCTURE

The curriculum outline that follows focuses on the course of study for the core undergraduate majoring in the Program.

It presupposes:

(a) a close integration of the core student's learning within the various Program offerings and with his or her other University courses. The student will develop an academic plan which maps out learning goals. This plan will be reviewed regularly;

(b) graduate and professional student participation in the Program for blocks (e.g. 6 units) of time;

(c) participation of non-Program faculty in the Youth and Community Studies curriculum;

(d) participation of a wide range of community people and professionals as, first, students for credit; second, as adjunct faculty; and third, as community residents motivated by an intrinsic need for education and-or community service.

A core, interdisciplinary faculty and a core under-graduate student body will be present at each institution. Core members will devote most of their time to the Program. Supplementing the core members will be a corresponding number of part-time students, i.e. graduate students in social sciences and psychiatry; undergraduates in education, Continuing Education, cooperative college students, CUNY BA and Empire State students, and a corresponding number of



"A shift in the center of gravity" is the way Felix Cardagna, Dean of Experimental Student Programs (ESP), describes the ambitious plans for proposed Youth And Communities Studies program. See story for details.

part-time faculty working in the Program on quid pro quo arrangements with their departments.

The faculty of the proposed Program will consist of people from various disciplines with the purpose of combining skills that are directed towards the understanding of society. A feature of the Program will be that the people who will constitute the faculty from the different disciplines will be working on common projects, participating both in the field work and in the development of new research and theory. The faculty will thus be instructing each other and together will help develop approaches to human services. Criteria for choosing faculty will center around the interdisciplinary mix, a range of experiential backgrounds and demonstrated experience in teaching and in non-classroom, community-based settings.

Representative curricula areas will involve "a subject matter" (high schools, delinquency, early childhood education, etc.), "an approach" (research, intervention, media communication, model program building, etc.), or "an area" (a community requesting technical assistance or participation).

PROGRAM OFFERINGS

The Program will not be organized around fixed credit level courses. Rather, it will be organized around a problem-project focus with credit accruing after successful completion of a student-faculty developed academic year plan: the plan consisting of selection among problem-project offerings and other courses in the College or University. Problem-project offerings include the following:

Community Analysis

This offering involves the compilation and analysis of demographic and institutional data. The purpose is to acquaint the student with the existence of and interaction among political, social and economic institutions in a community. Information for community analysis is obtained through surveys, semi-structured interviews with institutional representatives and the use of existing records and data. Areas to be covered in the development of a community profile are:

1. Demographic — characteristics of the community residents.
2. Formal Administration — elected or appointed officials and informal leadership.
3. Community Services — fire, police, education, health, etc.

(Continued on Page 4)

(Continued on Page 3)

Referendum Due New Constitution

PREAMBLE

We, the Students of Staten Island Community College of the City of New York do hereby establish the Day Session Student Government Association of Staten Island Community College, in accordance with Article XV of the By-Laws of the Board of Higher Education of the City of New York, wherein are outlined the operative principles and procedures concerning student rights, standards of student conduct, the chartering of student clubs and organizations, student disciplinary procedures, and student government activities.

ARTICLE I: MEMBERSHIP AND ELIGIBILITY FOR OFFICE

Voting members of the Staten Island Community College Day Session Student Government Association shall include all students who pay the full-time Student Activity Fee. All voting members are eligible for office.

ARTICLE II: CONSTITUENT GROUPS

(SECTION 1) MEMBERSHIP

The student body shall be divided into constituent groups according to Curriculum. Each curriculum shall be a separate constituent group.

(SECTION 2) MEETINGS

a. Types of Meetings. All meetings of the constituent groups shall be defined as regular meetings or special meetings.

1. Regular Meetings. Each constituent group shall hold regular meetings during the first and second weeks of the Fall Semester and every second week thereafter, while classes are in session, through the last day of classes of the Spring Semester.

2. Special Meetings. The Student Senate may call special meetings of any or all constituent groups for a specific purpose.

b. Purposes of Meetings and Powers of the Constituent Groups. Meetings of constituent groups may be held in order to:

1. Elect officers in their group.
2. Recall officers in their group.
3. Determine the disposition of any funds allocated to them by the Student Senate.
4. Advise their elected representative to the Student Senate, the Student Senate as a body, and the faculty and administration of the College on any pertinent matter.
5. Request a campus-wide referendum on any pertinent matter.

c. Quorum. 5 per cent of the total officially assigned membership of any constituent group shall constitute a quorum.

d. Voting. Unless otherwise specified herein, all votes shall be won by a majority of those present at any regular or special meeting of each constituent group.

(SECTION 3) OFFICERS

a. Types of Officers. Each constituent group shall elect at least two officers, a representative to the Student Senate and a chairman. The Chairman shall preside at all meetings of the constituent group and shall be held accountable to the Student Senate for the disposition of any funds allocated to the group according to the accounting procedures of the Staten Island Community College Association, Inc. and for the procedural conduct of the group.

b. Elections and Terms of Office. Officers of each constituent group shall be elected by closed ballot or in the case of replacement, at any regular or special meeting of the group called for that purpose. Election shall be by a majority of those present at the meeting. Terms of office shall begin upon certification of the election results by the Commission on Student Elections and shall expire upon the certification of the election results of their successors or upon graduation.

c. Recall of Officers. An officer may be dismissed from office by a 3/4 majority of those present at the regular meeting of the constituent group immediately following a regular meeting in which a motion to dismiss that officer is introduced, or at any special meeting of the constituent group called by the Senate for that purpose.

ARTICLE III: STUDENT SENATE

(SECTION 1) MEMBERSHIP

The Student Senate shall be made up of representatives of the constituent groups. Each group shall elect one representative for each 200 people in that group with each group having a minimum of one, provided that in accordance with BHE By Laws at least 30 per cent of the students take part in the election.

(SECTION 2) MEETINGS

a. Types of Meetings. All meetings of the Student Senate shall be defined as regular meetings or special meetings.

1. Regular Meetings. The Student Senate shall hold regular meetings during the second and third weeks of the Fall Semester and every second week thereafter, through the last day of classes of the Spring Semester.

2. Special Meetings. Special meetings may be called by the Chairman of the Student Senate, or by a petition containing the signatures of one-third of the total membership of the Student Senate, or by a petition containing signatures of ten percent of the members of the Day Session Student Government Association.

b. Purposes of Meetings and Powers of the Student Senate. Meetings of the

Student Senate may be held in order to:

1. Elect officers of the Student Senate, including the Chairman of the Student Senate and the Chairman of Student Senate Commissions.

2. Approve the appointment by the Commission Chairmen of members of Student Senate Commissions.

3. Recall Chairmen and members of Student Senate Commissions, other officers of the Student Senate, the representative to the University Student Senate, and members of College committees.

4. Provide for the use of student resources for cultural, informational, recreational, and social purposes.

5. Advise the constituent groups and the faculty and administration of the College on any pertinent matters.

6. Investigate and take appropriate action on any problems which may affect the general welfare of the student body of the College.

7. Establish ad-hoc committees.

8. Direct the Chairman of the Student Senate as to the implementation of any measures enacted by the Student Senate.

9. Refer any pertinent matter to a referendum of the entire membership of the Day Session Student Government Association.

10. Call special meetings of any or all constituent groups.

11. Call meetings of the entire membership of the Student Government Association.

12. With the advice and consent of the constituent groups in question, remove from office Senators who have missed three consecutive meetings or six meetings during the academic year.

13. Determine the disposition of the Student Government Association's portion of the Student Activity Fee, to be known as the Student Government Activity Fee, through the Commission on Student Finances, according to the accounting procedures of the Staten Island Community College Association, Inc.

14. Charter, fund, and coordinate the activities of student clubs and organizations, through the Commission on Student Clubs and Organizations.

15. Charter, fund, and oversee student publications funded by the Student Government Activity Fee, through the Commission on Student Publications.

16. Provide for the governance and operation of the Student Center, through the Commission on the Student Center.

17. Provide appropriate social services for students, through the Commission on Student Social Services.

18. Advise the faculty and administration of the College on academic and curricular matters, and express student opinion on such matters, through the Commission on Academic and Curricular Affairs.

19. Assure that all student government elections are conducted according to appropriate procedures, through the Commission on Student Elections.

20. Coordinate the activities of the constituent groups through the Commission on Constituent Groups.

21. Interpret the Constitution of the Day Session Student Government Association.

c. Quorum. One-half of the total membership of the Student Senate shall constitute a quorum.

d. Voting. Unless otherwise specified herein, all votes in the Student Senate shall be won by a majority of those Senators present at any regular or special meeting.

(SECTION 3) OFFICERS

a. Chairman.

1. Duties and Powers of the Chairman.

a. The Chairman shall:

1. Preside over meetings of the Student Senate, or designate a Student Senator to preside over meetings.
2. Serve as Chairman of the Commission on Academic and Curricular Affairs.
3. Prepare the agenda of the meetings of the Student Senate.
4. Report to the Student Senate concerning the activities of the standing Commissions.
5. Implement measures enacted by the Student Senate, and report to the Senate concerning such implementation.
6. Preside over general meetings of the entire membership of the Student Government Association.
7. Represent the Student Government Association at all official functions.

2. Within 3 weeks of certification of election results, the Senate shall hold an election for chairman of Student Senate. The Chairman shall be selected from among the senators and shall serve a term of one year. A two-third vote is needed to elect a Chairman and a two-third vote is needed to dismiss him/her. After a Chairman is dismissed, he regains his old Senate seat. A new election is then held and another Chairman is chosen. Election to the Chair is not considered a vacancy in the Senate and a new election need not be held.

b. Commission Chairmen.

1. Duties of Commission Chairmen. The Chairmen of the Student Senate Commissions shall:

a. Be responsible to the Chairman, and to the Senate, for the establishment and operation of each of the standing Commissions.

b. Submit in writing to the Senate a description of the organization and operating procedures of their Commissions for approval or reaffirmation by the fifth week of the Fall Semester.

c. Be held accountable to the Student Senate for the disposition of any funds allocated to their Commissions according to the accounting procedures of the Staten Island Community College Association, Inc.

d. Appoint members of their Commissions to take office upon appointment and to be approved by the Student Senate at the next regular meeting.

e. Remove members of their Commissions on their own initiative or upon the advice of the Student Senate.

3. Recall of Commission Chairman. Commission Chairmen may be removed from office by a two-third vote of those present at a meeting of the Student Senate.

c. Other Officers. The Senate may elect such other officers as it deems necessary or desirable.

(SECTION 4) COMMISSIONS

There shall be eight standing Commissions to carry out the administrative-legislative functions of the Student Senate. These functions shall include drafting legislation for consideration by the Senate, recommending action on legislation referred to the Commissions by the Senate, and implementing legislation passed by the Senate. Each Commission shall be chaired by a Student Senator. Each Commission Chairman shall submit in writing to the Senate a description of its organization and operating procedures for approval or reaffirmation by the fifth week of the Fall Semester. Commission Chairmen shall be responsible to the President and Chairman and to the Student Senate for operation of the Commissions. Other than the Commissions' Chairmen, no more than two Senators shall serve on each Commission. The eight Commissions shall be designated as follows:

1. Commission on Student Finances.
2. Commission on Student Clubs and Organizations.
3. Commission on the Student Center.
4. Commission on Student Social Services.
5. Commission on Student Publications.
6. Commission on Academic and Curricular Affairs: The Chairman of the Senate shall serve as the Chairman of this Commission.
7. Commission on Student Elections.
8. Commission on Constituent Groups.

ARTICLE IV MEETINGS OF THE DAY SESSION STUDENT GOVERNMENT ASSOCIATION

The Student Senate may call meetings of the entire membership of the Day Session Student Government Association in order to inform the student body on actions taken by the Senate, to discuss other pertinent matters, and to solicit student opinion. Any matters voted on at such meetings shall be considered as resolutions for the advice of the Senate, but shall not be binding on the Senate.

ARTICLE V REFERENDUMS

A vote of the entire membership of the Day Session Student Government Association on any issue or matter pertinent to the student body or to the welfare of the College may be called for by:

1. A majority of the Student Senators present at a meeting of the Senate, or
2. A request for referendum approved by one-third of the constituent groups, or
3. A petition containing the signatures of ten percent of the membership of the Day Session Student Government Association.

A referendum shall be considered valid and binding on the Student Senate when thirty percent of the membership of the Day Session Student Government Association participates in the vote.

ARTICLE VI AMENDMENTS

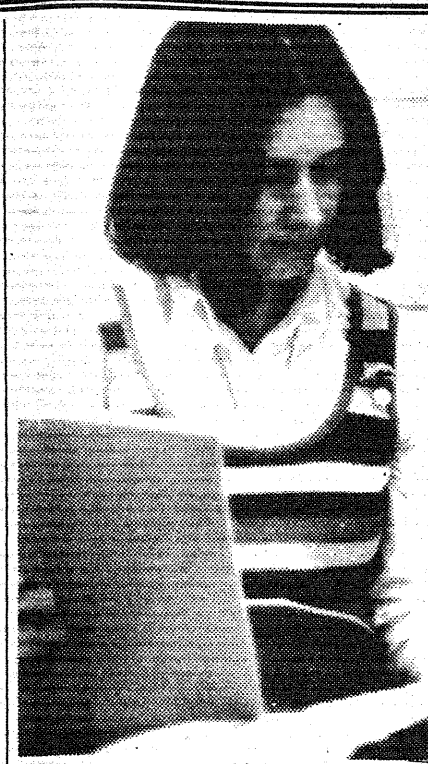
The Constitution of the Day Session Student Government Association may be amended when an amendment is proposed by:

1. A majority of the Student Senators present at a meeting of the Senate, OR
2. One-third of the constituent groups, OR
3. A petition containing the signatures of ten percent of the Day Session Student Government Association.

An amendment to the Day Session Student Government shall be considered valid when it is approved by two-thirds of the senate or two-thirds of constituent groups or a majority vote of membership of Day Session Student Government Association providing at least 30 percent participate in a vote.

ARTICLE VII RATIFICATION

This Constitution shall become the instrument of the Staten Island Community College Day Session Student Government Association insofar as it is consistent with the ByLaws of the Board of Higher Education of the City of New York, and it shall take effect immediately upon securing a majority vote in referendum in which at least thirty percent of the membership of the Day Session Student Government Association votes.



Patricia Nolan
Asst. Professor, Chemistry

Attendance

(Continued from Page 1)

will make things more uniform," was an argument put forward by Professor Nolan during floor discussion and at a later interview.

Nolan's resolve to support an overthrow of the current regulations, and her opposition to the counter-measures forwarded by Martin Black and Lester Keyser, stem from her Chairmanship of the Committee to Review College Attendance Regulations. The Faculty Council volunteers on that committee were Profs. Joseph Surace, Howard Peirano, Rosemarie Walsh and Dr. Harry Kirsh. In addition, Elaine Bowden of the Registrar's Office, Dean Mildred Hagerman and James Duffy, a student, joined the Committee.

Under her Chairmanship, the Committee distributed questionnaires to the faculty with an estimated 30 percent response. Nolan also polled the 1972 Student Government. She estimates 20-24 government officers were sent the questionnaire. Two or three were returned address unknown and six replies were received.

Student Government replies were 5-1 opposed to a return to the straight 15 percent "cut" margin. The majority of faculty answering the query favored the return. Faculty responses tallied 102-86 favoring what would become the recent Nolan proposal, with 13 "no opinions."

Professor Nolan also polled a Day and Evening session of her Chemistry classes. They reported 4-1 and 3-1 respectively in opposition to a return.

Though discussion to date has centered on the question of who favors return to the straight 15 percent, that question was one of seven key queries put to the faculty by the Committee.

The seven questions are as follows:

1. Do you approve of the Unlimited Absence Regulation as stated above? A summary of the current regulation was included.
2. Should we return to the previous absence regulation allowing a student a maximum of 15 percent absences?
3. Should unlimited absences be extended to include all students including lower freshman?
4. Should the Eligibility Index (now 2.0) be changed?
5. If you are a Science teacher, should unlimited absence be allowed in Lecture Classes?
6. If you teach physical education, foreign language, laboratory science or speech, do you feel that your department should adopt unlimited cuts?
7. Should the taking of attendance and regulations regarding absence be at the prerogative of the teacher?

Martin Black's Resolution

The S.I.C.C. Faculty Council,

CONCERNED THAT compulsory attendance in a classroom can inhibit learning as much as it promotes learning, depending on what goes on in that classroom,

REALIZING THAT while there might not be an absolutely linear causal relationship between being treated like an adult and acting like one, the inverse of that proposition is practically self-evident, that if the students are not treated like adults, they cannot be expected to act like adults,

CONSCIOUS THAT the college should not have the goal of training students to be present at a particular time and place without knowing why, that clock-punching is not, and should not be, part of the curriculum,

RECOGNIZING THAT the expense of administering reasonably sophisticated attendance regulation is prohibitive, that enforcement is thus prone to be arbitrary, non-existent, or needlessly punitive,

RESOLVES THAT, while attendance for its own sake cannot be required, every teacher is expected to maintain reasonable academic standards in each course (which may include laboratory experimentation, participation in discussions, and recitations), and to base a grade on those standards,

FURTHER RESOLVES THAT the academic requirements of each course must be made clear by the first week of class, in writing.

Nader: Unsafe At Any Campus

(Continued from Page 2)

enough "Student Citizens" stem their oral habits; and enough "Citizen Laborers" devote a day's taxes and risk their fringe benefits, PIRG might be the rock upon which the prophet Nader builds his church. He tackled GM with much less.

If enough carers don the Athenian cloth of the "Public Citizen," and

Prof. Nolan moved that the first recommendation of the committee to review college attendance regulations be accepted: a return to our previous absence regulation allowing students a maximum of 15 percent absence in all courses.

● Note: See the Faculty Reply Chart included in the story for specific figures by department and answer.

The Committee never came to an official position, as a body, regarding questions two or seven. Questions one, three and four were agreed upon by an overwhelming majority of respondent faculty. As such, the final Committee report reflected a strong "negative" position on them.

While question two was the base of the Nolan resolution, and was met by a clear, if not overwhelming, majority of faculty respondents in the affirmative, (16 votes with 13 abstentions), the Committee offered a choice of two policies:

The first was, in essence, what became the Nolan resolution (See Box with story).

The second was to raise the eligibility index from the current 2.0 to 2.75 and maintain the course exceptions to the "unlimited cut," such as labs, presently in force.

Ironically, none of the three motions made took up the second option. Yet its main element, a raise in eligibility index for "unlimited" cuts, was supported 120 to 41 (28 abstentions).

The nexus of the ironic disappearance of "option b" would seem to thread its way to the silence surrounding question "seven" on the part of the Committee.

Its report is careful to answer each of the first six questions with a strong recommendation or, in the case of the 15 percent "cut" rule, with options for action. But no mention is made of any resolve concerning the right of faculty to "take attendance" and "promulgate regulations regarding absences." Yet the estimated 30 percent of responding faculty voted 97-95 against faculty rights, with 6 abstentions.

In floor discussion, motions and follow-up interviews, parties involved consistently argued around, and reiterated, the right of the faculty member to, by various divergent means, determine attendance regulation and its interpretation.

For instance, the only amendment accepted by Professor Nolan to her resolution was that of Grace Patrone who, in turn, was led to propose it in the heat of debate. The Patrone amendment distinguishes the absences referred to by the new 15 percent blanket rule as "unexcused."

Points of information that followed were focused on distinguishing who would make the determination of an absence grade rating, Registrar or faculty. Nolan clarified that her meaning was faculty.

Commenting afterward, Nolan answered a query on the Patrone amendment saying, "I don't feel that this word is significant. Each faculty member knows who works and who doesn't."

Asked if the statement did not, in effect, put her in basic agreement with the Black and Keyser-Habenstreit motions (see boxed items with story), Nolan replied that she disagreed with the student having the right to determine his own "attendance deal."

She held that there would be as many attendance regulations as there were faculty and described her views as "traditional" in their trust in uniformity as better for faculty and student. "It means something different to a student," to be subject to a uniform administrative code, than to, "make deals with the teacher," she explained.

In the floor fight surrounding the Nolan resolution, Lester Keyser took the opposite view. He described the return to the uniform administrative code as "demeaning to this faculty," in the faculty's part in their ability to determine course criteria individually. He also argued that it was contrary to the intent of the faculty's commitment to "put education in the hands of students."

Keyser's resolution calls for the

the merits of various "options" themselves.

Dean Hagerman, a supporter of the Nolan resolution, sees the straight 15 percent cut ratio as a boon to administrative support services. She views classroom interaction as a social growth phenomena that "beginning students need."

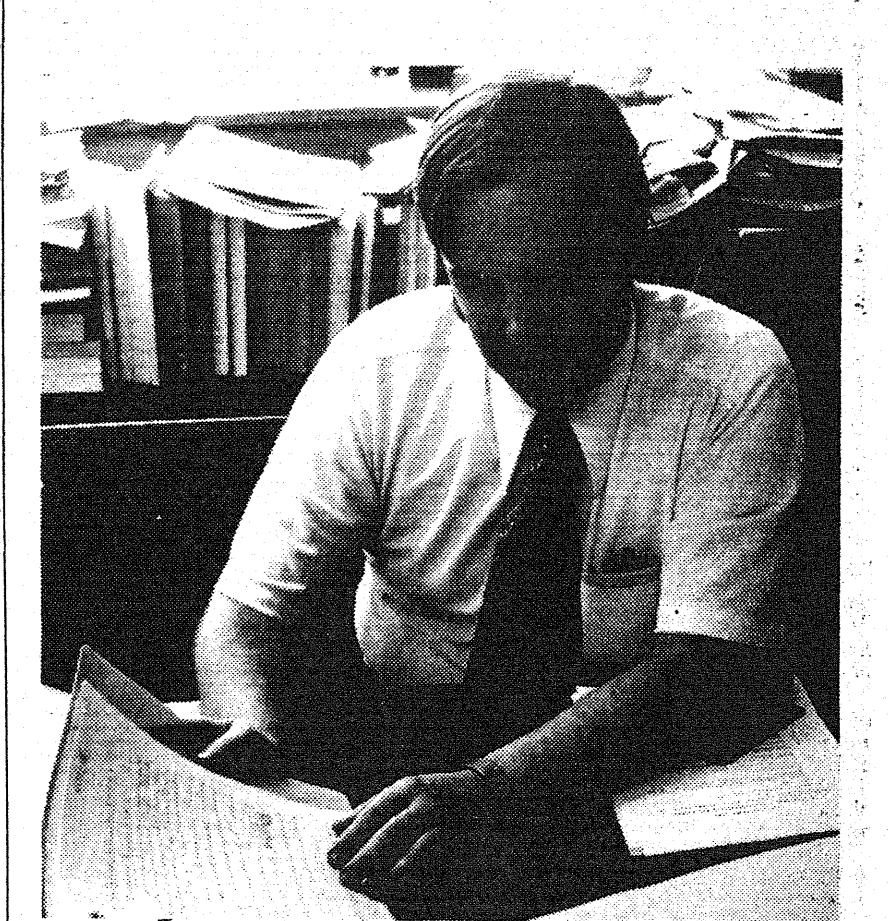
She also feels an administrative blanket like the Nolan proposal is not a solution to the rising statistical file of "H" grades and "Probationary" status, but points out a recalcitrance on the part of some faculty to enforce regulations limits the accuracy of any attempt to research the correlation between grades and absences.

Hagerman also argues that under the old system of straight 15 percent "cut" limits, student follow-up services were

attendance regulations to be developed between "a faculty member working in concert with his class."

The Habenstreit amendment that became a part of the resolution calls for a faculty member to provide each member of his class a statement, in writing, as to attendance regulations that will be expected, with a copy to the Dean of Faculty.

Arguing for what he terms, "the dignity of an explanation," Martin



Lester Keyser, Asst. Professor, English

Prof. Keyser offered an amendment to strike Prof. Nolan's motion and to substitute a motion making attendance regulations a matter to be determined by each faculty member working in concert with his class. The chair ruled this a substitute motion. Prof. Keyser appealed. The chair maintained its position.



Martin Black, Asst. Professor, Student Services

Black plans to prepare a new challenge to the approval of the Nolan resolution. He cites four reasons for his hopes to mount a re-consideration.

Comparing the ruling to a return of Probation, he maintains "if you make up something so many people disagree with, you are going to get hypocrisy." He holds that the arbitrary nature of such an administrative dictum will be unenforceable in the end, and destructive in its attempt to discipline without explanation.

Black also feels greater participation on the part of Student Government is necessary in decisions such as attendance, and that the close vote and failure of other proposals to reach the floor all present a basis to re-open discussion.

While Black's resolution proposes a more directly accountable role by faculty to students than any of the others, it is based on an assumption that faculty will determine standards autonomously in relation to any administrative regulations on attendance. Though the Black resolution focuses on the relation of faculty to student, his discomfort with the Nolan proposal also suggests a focus in discussion more centered on a conflict between uniform administrative codes and the rights of faculty to develop individual codes.

The Committee omission of any position on the right of the faculty to take attendance and promulgate regulations regarding absences; the focus of attendance motions and the various floor fights and follow-up commentaries all suggest that the right of faculty to determine attendance regulations, by administrative code or individually, was to some degree more pre-eminent in the decision to restore the straight 15 percent "cut" ratio than

better. She gave as an example the "Early Warning System" and more rapid ability to assign counseling service based on the improved data gathering capacity of a uniform administrative code.

She points out that, under the present regulation, Class II students have no "H" grade. Without the "H" it is more difficult to develop a uniform tracking mechanism for the excessive "cut" letters of the old Early Warning System and, "as we get bigger," the increased counseling loads.

In her view, the Nolan proposal represents only the groundwork for development of a counseling back-up system. When asked if she felt development of service systems would be impossible without the Nolan resolution, she did not know. She did point out, however, that she is generally opposed to administration input if it lacks a program of counseling to complement it.

Like Nolan, though she favors uniformity in attendance regulation, she is opposed to the use of absence percentages for administrative decisions on grades.

Dean Hagerman's points represent yet another position which suggests more conflict with the problems of who should determine attendance regulations than with the relative merits of the present attendance "options" or their qualitative impact on the rising "H" and Probation statistics. In essence, the Debate over the Resolutions on Attendance seems more an expression of views on administrative control of errant faculty than any substantive improvement over the lot of students under any of the possible systems.

Faculty Replies: Committee To Review College Attendance Regulations

	YES	NO	NO OPINION	YES	NO	NO OPINION	YES	NO	NO OPINION	YES	NO	NO OPINION
ADMINISTRATION	3	1	2	2	1	3	3	2	2	1	2	1
BIO	15	5	2	6	5	4	3	12	10	3	6	3
BUS	30	1	28	19	11	2	27	25	1	4		13
CHEM	10	3	5	4	2	3	8	1	3	2	4	9
CHILD CARE	4	2	2	1	2	1	2	1	1	1	1	3
COLLEGE DISC.	3	3	2	1	1	2	3					1
COMPUTER SCI.	2	1	1	1	1	1	2	7	1	1	2	1
ECON-SOVIET HIST.	10	4	6	7	7	7	7	7	1	1	1	4
ELEC. TECH.	5	1	4	4	1	5	3	3	1	5	4	1
ENG. & SPEECH	22	4	18	13	7	2	20	1	15	1	4	12
HEALTH & PHYS. ED.	16	3	13	11	3	2	18	10	5	1		15
LIBRARY	4	1	3	2	1	4	4	2	1			4
MATH	11	5	6	4	7	4	7	5	1	2	4	7
MECH. TECH.	10	2	8	5	5	10	8	1	4	6	1	7
MODERN LANG.	14	3	9	9	5	4	9	4	6	2	1	11
MURKING	13	5	8	8	13	7	4	1	1	1	10	1
P.C.A.	9	1</										



The "dutch door" approach has replaced the "arena system" with Priority registration in its second successful year. See story.

Priority Registration in Second Year, 'Arena' A Memory

The two weeks from April 23 to May 4 are devoted to registering for courses for the fall semester. While no one's heart beats faster at the thought of the semi-annual routine involved, the process is a far cry from the sweaty, time-consuming ordeal it used to be.

Two years ago, students went to the auditorium with a blank card which they eventually filled with their course list. They waited on line for each course, hoping that at the end of a half-hour wait, they wouldn't be closed out. But at least they knew immediately what their schedule would be the next term. This was called the "arena" system.

Next, the schedules of upper classmen are fed into the computer, and then those of lower classmen.

Dean Carl Clarke of the Registrar's office says that last year fifty percent of the student body got both the courses and the times they wanted. Eighty-five percent got all their chosen courses, although not necessarily at the time of their preference.

Under priority registration, the student doesn't know his schedule for the fall semester until August. But if he can't live with it, he can put down another and feed the card back into the terminal.

The ultimate in registration, Dean Clarke feels, is on-line registration. In this system, the student feeds the card with his choice of courses into a computer terminal and finds out in less than one second what his schedule is. If closed out of a course, he can put down another and feed the card back into the terminal.

Last year, the arena system was replaced by "priority" registration. In this approach, students fill out cards listing what classes they want and at what times. The cards are then fed into the computer.

Block programs come first—like nursing and technology courses, where it is essential that students take some classes as pre-requisites for others.

- (5) Readings in economic and political factors in social planning.
- (6) Readings in the history of planned and unplanned social change in the United States and in other countries.
- (7) Readings in philosophical and value systems underlying various forms of social planning.

Project Implementation

The purpose of this offering is to give the student working experience in the implementation of a project for community service. The range of choice is as broad as in the previous course offering, i.e., Project Planning. Areas to be covered in the project implementation include:

- (1) Practice and readings in service skills: community organization, interviewing, counseling, group work.
- (2) Observation and readings in the life styles, psychological and philosophical perspectives of people served by the Program.
- (3) Readings (literature, social and behavioral sciences) in modes of lay, client, community, non-professional and professional participation in service delivery and resistance to those services.
- (4) Readings in economic and political factors in service delivery.
- (5) Specialized readings in the specific area of service delivery (i.e. mental health, youth).
- (6) Readings in research Techniques and political factors in program evaluation.

Reflection on the Self

The purpose of this offering is to develop in the student some disciplined form, communicable to others, of self-reflection. As a foundation for this communication, the student will be encouraged to keep a daily log of activities, experiences and reactions. Some personal form of communication should be developed by study and readings of past or current forms in psychology (psychoanalytic, existential psychology), philosophy (i.e. the analysis of experience), literature (i.e. diary, non-fiction novel, poetry), or other media (i.e. film).

An ongoing seminar will consider models of self-reflection from literature, the arts and the social sciences. This will encourage communication among students and faculty around the ideas and experiences generated in the Program.

Integrating Thesis

The senior seminar and theses will relate a major theme of the student's academic concentration to a chosen aspect of his work in Youth and Community Studies. Of particular importance will be the discussion of relationships among the theoretical, technical, existential and practical aspects of the Youth and Community Studies Program.

Integrating Seminar

Faculty or students will initiate seminars to discuss common concerns generated by the student's integrating papers. The seminar will be continuous, with scholars from Stony Brook, Staten Island Community College, other universities and relevant community residents invited for presentations.

Occupational Study and Practice

Through internships, work experiences, apprenticeships or informal association with a practitioner, the student will explore the content and style of a chosen profession or occupation. The student will be asked to prepare a paper which describes the particular occupational practice he has been exposed to and places it in the context of the history of that occupation. The major issues - in the professional literature, media, practitioner and consumer opinion - that are current in that occupation will form the basis for this exploration.

COMMUNITY IMPACT

The Program for Youth and Community Studies provides a new model of University service to the community: service in addressing concrete social problems and in providing both accredited and informal educational opportunities to community residents. Its potential for wide-scale replication is significantly high.

The occupational aspects of the Program are extremely significant and are therefore spelled out here in some detail. The dramatic expansion of human services occupations is likely to continue in the 1970's even if at a somewhat reduced rate than in the past decade. But not all human services will be affected equally by the slowing growth rate. Concomitant with the "baby boom" of the entire decade of the 1950's, youth services are certain to be among those branches of the human services that will require new personnel.

(1) Current emphasis on drug rehabilitation and prevention programs will certainly continue in the coming decade. Until now, these programs have placed heavy reliance on two kinds of occupational categories. On one hand, they employ a significant number of psychologists and social workers who have been trained in traditional professional schools. On the other hand, these programs have employed ex-addicts on the presupposition that the experiences gained in the course of overcoming addiction can be valuable in new models of counseling. Neither professional credentials or relevant life experience as defined by many drug agencies insures sensitivity to the problems of young people and others who are addicted to drugs or seeking ways to escape the alienation and frustration of everyday life. One of the major areas of the Youth and Community Studies Program will be working with these programs.

(2) A second major area for concentration is the growing field of social services administration. In recent years the dramatic increase in the size and number of public and voluntary agencies serving widely different constituencies has not been matched by the expansion of professional programs in planning and administration of social services. The generally accepted view is that those who are trained as service providers, are qualified for administrative tasks.

There is no doubt that experience and knowledge of the techniques of service delivery are an indispensable requisite for successful administration. But it does not follow that service delivery skills are sufficient prerequisites. Few social workers and psychologists possess sufficient training and practical experience in the analytic and planning theory needed to deal with complex issues of administration.

Graduates of the Program may choose careers as planners and administrators in city, county, state, federal and voluntary agencies, or in private industry where day care, recreation, social welfare and medical services are becoming an integral part of general personnel services.

(3) Among the newest fields in the human services is day care. Thousands of new centers have been established in the past five years under federal, state and local funding arrangements. Shortages of trained early childhood teachers, administrators familiar with both the conceptual and administrative aspects of the provision of early childhood education, and social service workers familiar with the special problems of this field have arisen. Graduates of our program may choose teaching, social work and administration in early learning and day care centers. Others may find employment in supervisory public agencies as consultants within the centers themselves. Still others may desire to work within supervisory agencies as planners and administrators.

(4) A dire need has arisen for professionals who are prepared to work among poor people and among young people whose encounters with the systems of criminal justice have become more frequent and a routine aspect of their lives. Some of our graduates may choose law as a career; others may wish to apply social work, psychology and planning skills to work in the legal institutions. Jobs are becoming available in prisons, courts, voluntary agencies serving ex-offenders as well as those awaiting trial, rehabilitation agencies and colleges that have established special admissions programs for ex-offenders.

(5) Graduates may choose employment in group and case work agencies serving youth and the neighborhood at large. The Program will be a pre-social work, and pre-recreation service, sequence for those interested in going on to masters degrees in social work, recreation and vocational and psychological counseling.

(6) The Program will offer opportunities for careers in planning, particularly in regional and social planning. Employment is available for planners in city, county and state planning departments, regional planning associations, social welfare and health coordinating and planning agencies.

(7) Related to planning is the field of social and economic research. Employment opportunities for research professionals are available in labor unions, universities, government agencies, voluntary social welfare and health agencies, as well as in market research in the private sector and public opinion polling organizations.

PROGRAM EVALUATION

The learning objectives of the program — the intergenerational mix of faculty, students and community residents, the projects that are developed — will generate the number of evaluation approaches. These approaches, with appropriate data collection, will be pursued by program faculty and students. The collection and evaluation of information is built into the program offerings.

External Evaluation

The program will contract with a team of outside researchers for periodic, bi-yearly evaluation. Evaluators will be chosen for experience in the areas of experimental education, cognitive-experiential curricula, community practice experience, and experience in the evaluation of student learning in traditional curricula. The evaluators will have access to all data gathered by the program and will develop their own measures based on sight visits, interviews, etc. Ideally, outside evaluation would be a continuing process but that would be prohibitively expensive. The combination of periodic outside evaluation with continual self evaluation is vital to the development of a program. An additional source of regular evaluation will be appropriate academic and administrative bodies in the two program centers.

Internal Evaluation

I. Student Evaluation
 a. Skills
 Profiles of students' skills in interviewing, group process, institutional analysis, specific discipline development, will be obtained prior to entrance into the program. As the student meets program requirements in Community Analysis, Project Implementation, etc., and prepares a bi-yearly academic plan, these skills will be developmentally followed and evaluated. An individual student profile will emerge. Similar profiles will be developed for adults and youth who participate in the program's community learning sites.

b. Career Development

Students in the program will be compared with a control group to determine

(Continued in Column 6)

500 Attend Job Fair, Reps Still Hiring

Drucilla Carson, Placement Officer and recent Job Fair coordinator, has indicated that some of the Fair's interviewing companies still have openings for graduating seniors. Carson explained that, due to communications problems, Evening Session students were not adequately informed that the Fair was held open to 7PM for their benefit. Company representatives, under the impression there would be no more participants, left somewhat earlier than anticipated. According to Ms. Carson, their exit was followed by a rush of students with no one to interview.

This year's Job Fair took another step toward permanent annual status with estimates as high as 500 attending students given by workers at the event. Emphasis was placed on more local businesses this year with some 25 of the invited 126 total participating. To widen the service, Ms. Carson also posted notices with the Placement Offices of Richmond, Wagner and St. John's Colleges.

Last year's Fair netted an estimated 40 job placements from 20 represented companies. At that time, companies hired as many as eight students for full-time work. Carson explained that most participating companies hired two to three students. Recorded attendance last April was estimated at 400.

For those students who missed the Job Fair, following is a list of the companies at the Fair and who to contact for job interviews:

AMERICAN ELECTRIC POWER
 Civil and Mechanical Technology; Contact Ray Bevaqua at (212) 422-4800 Ext. 784

AMWAY CORPORATION
 Business Admin.; Liberal Arts; Retailing; Marketing. Contact Philip Warzicki at (212) 698-3196

ELECTRONIC DATA SYSTEMS
 Electronics; Engineering Science; Liberal A&S; Data Process; Computer Sci; Mechanical Tech. Will be on campus at a future date. Contact Drucilla Carson

INTERNAL REVENUE SERVICE
 Acctg; Finance; Management; Marketing; Statistics; Secretarial; Liberal A&S. Contact John O'Connor at (212) 264-3291

HOME LIFE INSURANCE CO.
 Acctg; Bus. Data Process; Statistics; Steno; Typists. Contact Raymond J. Brennan at (212) 233-6400 Ext. 361-362

LEHMAN BROS.
 Secretaries; Typists. Contact Judi Jordan at (212) 269-3700

MACY'S
 Sales-Retailing; Marketing; Management; Liberal A&S. Contact Donald Fifer at (212) 761-3000

MANUFACTURER'S HANOVER TRUST
 Acctg; Finance; Management; Secretaries; Steno; Typists. Contact Thomas F. Murray at (212) 350-6626

MARINE MIDLAND BANK OF NEW YORK
 Acctg; Finance; Marketing; Secretaries; Statistics; Steno; Typists. Contact Diana Jackson at (212) 797-6572. Will be on campus May 10th.

NASSAU SMELTING & REFINING
 Computer Sci; Business Admin; Acctg. Contact Angelo J. Coscia at (212) 984-1970

NYC DEPT. OF PERSONNEL
 Business Admin; Secretarial. Contact Brenda Winkler at (212) 566-8827

NEW YORK-NEW JERSEY PORT AUTHORITY
 Business Admin; Liberal A&S; Secretarial. Contact Bernhard F. Meyer at (212) 620-7172

SEA VIEW HOSPITAL & HOME
 Nursing; Dental Asst; Medical Lab Tech. Contact William Billotti at (212) 390-8525

SOUTH BEACH PSYCHIATRIC CENTER
 Nursing; Liberal A&S; Secretarial. Contact Ms. Piccone at (212) 979-3840

NYS DIVISION OF VETERANS' AFFAIRS
 No Fields of Interest Listed. Contact Jacob Neches; Michael Keohane or Joseph Lawless at (212) 488-3783

U.S. CIVIL SERVICE COMMISSION
 No Field Listed. Contact Alyce Bassoff at (212) 264-9384

XEROX CORPORATION
 Mechanical Tech; Electrical Tech. Contact Sal Russo at (212) 651-9100

NYC BOARD OF EDUCATION
 Child Care; Nursing; Liberal A&S Secretarial. Contact Gerald Brooks.

CLASSIFIED

NEEDS LIST
 Roommate: to share large apt. Separate bedroom. St. George area. \$80 plus utilities. Call ALEX. Tel. No. 447-6042 between 8-10 p.m.

Looking for person now rentg apt in Bay Ridge, pref. nr 95 St. & 4 Ave. Will pay 1/2 rent & related expenses. Can give 1 mo. security. Pls contact me at Music Listening Rm. A310 SICC. 390-7693 or 7694. Available Mon and Wed 5-10pm. If not there pls leave message Mon to Fri 2 to 20pm. & I'll contact you. Peter Gibson

4 used bikes safe condition, appearance not imp. 2 girls bikes (9 & 10 yrs old) 1 boy's (11 yrs old) 1 ladies (no comment) Call Bobbie 448-8975. If child answers, pls leave number

Beautiful home mixed breed girls need gd. female 2 1/2 yrs. old. Call Laura 266-3783.

HELP WANTED

Secretary, gd typg 50-60wpm, accurate, no shftd, ans. phone. 35 hrs a wk. FT. perm. Also: Temp (3 or 4 mos) — dependable, reliable, Research and Development, NYC Dept of Health, City Hall area. Contact Mrs. Proscia 962-6510 X20

the effect of the program on career development and subsequent performance.

(c.) Drop Out Rate
 The rate of undergraduate students in the program will be compared with overall rates in the institution. Drop out from the program will be followed to determine what combination of positive and negative attributes resulted in the choice to drop out and in subsequent activities of the student.

II. Community Impact Evaluation

Attempts to determine the impact of a given project on important social variables in the community have floundered on methodological problems and because of the phenomenon of affecting such variables through project inputs. More modestly, the program will maintain on-going profiles — through the Community Analysis offering — of community institutions, collect data on the interaction of the program on participants from those institutions and attempt qualitatively to assess the program's impact on a given community.

III. Project Evaluation

All project planning and project implementation efforts will be evaluated. The objectives of the project, including details of the planning process as it affects project implementation will be recorded and analyzed during the project planning phase.

During the project implementation phase the following information will be collected and evaluated: (a) Staff (professional), (b) Student performance, (c) Lay (community) supportive roles, (d) Project effects on other formal and informal institutions, (f) Data and evaluation of comparable projects in this country and other countries.

BUDGET 1973-74

Stony Brook Center	3 core faculty @ \$17,000	\$ 51,000	Internal Evaluator	12,500
2 adjunct faculty @ \$5,000	15,000	Frige benefits @ 22%	Total Salaries and Wages	161,500
1 secretary @ \$8,500	8,500	External Evaluation	4 Evaluators @ \$125/day for 4 days each	5,000
		\$ 74,500	Transportation and Travel	\$2,000 for each institution
Staten Island Center	3 core faculty @ \$17,000	51,000	TOTAL	\$ 207,500
2 adjunct faculty @ \$5,000	15,000			
1 secretary @ \$8,500	8,500	74,500		

BUDGET EXPLANATION

The personnel budget for both campuses is based on a faculty-student ratio in the first year of 1:15. Gradually, this ratio will rise to 1:20 at Staten Island and 1:22 at Stony Brook by the third year.

Our projections are:

- 45 students* at each campus in 1973-74.
- 75 students at Stony Brook, 60 students at Staten Island Community College 1974-75.
- 130 students at Stony Brook, 60 students at Staten Island Community College 1975-76.
- 155 students at Stony Brook, 60 students at Staten Island Community College 1976-77.

By 1976-77 the total enrollment in the Program will be 215. In that year Staten Island Community College graduates will account for approximately one-third of the students in the Stony Brook Program.

* Number of core students is estimated at 50 percent in each instance. An almost equal number of part-time graduate and undergraduate students (and faculty) from other departments will participate in the Program.

Faculty staff required to serve the Program in 1973-74 is as follows:

- (a) Stony Brook
 - (1) Faculty Director-Coordinator **
 - (2) Full-time faculty (2)
 - (3) Part-time faculty (3)
- (b) Staten Island Community College
 - (1) Faculty Director-Coordinator **
 - (2) Full-time faculty (2)
 - (3) Part-time faculty (3)

** The rationale for this terminology is the assumption that all faculty members, including the director of each Center, will be intimately involved in day-to-day relationships with the students, - counseling, teaching, research, etc. We wish to avoid the concept that the Director of the Program has solely an administrative function.

CLASSIFIED

HELP WANTED

Secretarial openings—Steno-typing. Also accurate typist openings. F-T First National City Bank, 634 Lexington Av. NYC-54 St. or 111 Wall St. nr Ferry. Sal open, gd pay & benefits. Mrs. Gonzalez 559-0283

For Xerox: Field work, Tech rep. For evgt tech sldts or students graduatg. F-T Training sessn (4 wks) Sal open. Contact Sal Russo 651-9166

Booze, Allen & Hamilton, 245 Park Ave., NYC: Sec'y—sten-typg. 2 or 3 consultants. 4 openings. F-T, perm. Contact Mrs. Roth or Miss Nierolla 697-1900

Alexander & Alexander 1185 Ave of Amnr 46 St. Computer programmer trainee, Fortran training. Resume requested. F-T perm. Contact Mr. Joel Miller 575-8000 X 483

Community organizer-Program developer for S.I. housing project community centers. \$8000. Need car. Call 273-1866 evgs.

SERVICES

T-16 is open for eve students for help w study skills
 Spelling problems Trailer 16 M-Th 9-4

FOR SALE

1966 Ford Galaxie 500, power steering, power seats, gd interior, stereo radio, new tires, new 281200 HP Engine—needs trans work. Best offer. Mike—after 5:30, 761-4755

1972 Moto Guzzi - 750 cc's. 5000 miles. exc. cond. lots of extras. gd price. Date: days 692-6596

John 356-6390 Best offers
 1) Lafayette HE 200 2 way C.B. radio, mike, crystals
 2) 2 1/2" telescope, all attachments, lenses, & tripod
 3) 10" speaker for music or instruments. 5 lbs.
 4) 108" stainless steel whip antenna for C.B. use
 5) magnetic mount C.B. mobile antenna & coaxial cable
 6) trunk mount C.B. mobile antenna coaxial cable
 7) 2 wood grained speaker cabs w-volume controls (1 speaker) (16" H, 6"W, 8"D)
 8) Psych lgt control for 3 lgts wire 8 jacks
 9) mini reel to reel recorder
 10) Tgi AM, FM, AFC, tbi radio & 4 internal spkrs
 11) 9" spkr, wood baffles, wood grained case
 12) Lafayette PA 645-4500 PA amp
 13) Lafayette LA 224T 30Watt stereo amp, plus faces
 14) Lafayette AC 66-11 4 spd automatic or manual turntable. W-Pickering P. Ac-1 cartridge & stylus, extra stylus.
 15) PR split enclos & spkrs (together) from large portable stereo system

1971 Red Hornet. Call 981-5903 after 7 PM.

2 Mickey Thompson G60-14. Call Joe. BE 8-0911

1971 Corvette Stingray \$4200. Call 987-9743

Brand new electric potter's wheel. 745-5596. Keep Trying.

Joe's A-1 used bks. 698-2826

1969 Triumph 442-2285

1971 350 cc Yamaha. 351-6030.

JAB XKE 2&2 '67 new front suspension, brakes front & rear, clutch — needs paint job \$1600 833-4335

1971 Honda CB 350 Red Garaged like new \$250 Call after 6 645-5352

Typewriter Royal "Safari" portable w-case. Lightweight. Excellent wkg condn. Pica type \$45 Call eve 761-4321 Mrs. Grumbach

1) '68 Chevy II Nova V-8 Auto pwr strg 2 clr \$350.00
 2) AM-FM stereo multiplex pushbutton fits all cars mounts in back radio position \$50 (new)
 3) Tack super sun 0-8000 RPMs Adjunct Red Line \$25
 4) Gabriel air shocks for Cherry 442 GTO \$25 (used)
 5) Holly carb 650 CFM \$25 273-1417

Guitar, ovatn electric, hollow body, blk. 2 pick-ups like new. \$150 or will trade for 900 acoustic. Call Fred 698-4684

Ace Tone Mike Mixer \$90. 6 channel, reverbation master gain, HI & low impedance. Call Mike 761-6161 or Bob 761-3959

Weimerer (fem) 6 mos. old, color fawn, has papers. \$100. Call Janice 740-0934 after 7 PM. Trained; had shots.

One Leslie spkr cabnt (L-147) Very gd hardly used. \$350. Call Nicky Red between 5&6. GE 6-1114

4 slotted steel dish chrome wheels. Original cost \$120. Only \$70 or best offer. Call 836-5015

Drums (ask \$190) Call 273-6380 after 8 PM.

1971 Red Hornet. Call 981-5903 after 7 PM.

2 Mickey Thompson G60-14. Call Joe. BE 8-0911

1971 Corvette Stingray \$4200. Call 987-9743

Brand new electric potter's wheel. 745-5596. Keep Trying.

Joe's A-1 used bks. 698-2826

1969 Triumph 442-2285

1971 350 cc Yamaha. 351-6030.

MAY CALENDAR

May 1-4 Final Days to Vote on Faculty Elections for Welfare Trustee.

May 2 Late I.D. photos for day students. 1:30-3:00 Rm. C-101

May 4-5-6 "Black Messiah" produced by Cynthia Belgrave, directed by Richard Toussaint.

May 7 Lecture Demonstration in Modern Dance, Performances at 2:30 PM and 8PM in Dance Workshop. K 001

May 7-11 Final Days to vote on Faculty Elections for CUNY Faculty Senate.

May 7-11 Language Placement Tests, Rm. A-315, 3:20 p.m.

May 7 "Water Resources and Sewers on Staten Island," a talk by Hugo Vervuurt, Staff Engineer for Office of Staten Island Development (Mayor's Office). It is based on Vervuurt's studies that State sewer allocations and placement priorities are determined. 7:45-10:20 PM, J9

May 9-10 Student choreographic works, Afro-Haitian rhythms at 1:30 Club hours in K001. 8 PM on the 10th.

May 12 SICC Nursing School's Annual Dinner Dance. For information call Ruth Soper. 698-1587

May 14 "Planning for Cities and Suburbs," a talk by William Donohue, Chief Planner at a Staten Island Office of City Planning Board. 7:45-10:20 PM, J9

May 14-18 Final Days to Vote on Faculty Elections for Delegates-at-large to Faculty Council.

May 18 Late I.D. Photos for evening students. 7:15-8:30 PM, Rm. C-101