

# The News Ferry

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## New Nixon BOG Package Cuts Deeper Into Student Pocket Formula Goes From "Income Target" to "Student Need"

### SICC Aid Down 23% CUNY Cut 33

Now moving into its second year budget approval by Congress, the Nixon administration's Basic Education Opportunity Grant continues to establish "de facto" cuts in college aid budgets, discriminate against public commuter colleges and "independent" students, according to Bob Trow, SICC's Financial Aid director.

The original Basic Education Opportunity Grant package, proposed by President Nixon in this year's budget package, would have phased out all but Work Study, BOG and State Loans (in New York known as NYHEAC). In other words, four of the six grant packages that preceded BOG would have been eliminated (Education Opportunity Grants, National Development Student Loans). The move to fully fund BOG at the expense of other programs was overruled by Congress and a compromise solution was reached.

In essence, the compromise calls for BOG to remain, in concept, the core financial aid package, but the other major programs were to be retained at levels then current. In addition, BOG was to be more fully funded each of four years until reaching the original Nixon budget request.

This year, Nixon again requested reduction of direct federal grants to BOG and Work Study. Both houses of Congress have answered with an identical bill that would retain direct funding at "present levels" (which now mean the same budgets for a third year in a row), and implementation of BOG at the sophomore and freshman levels. This year, BOG was limited to freshmen.

While, in one sense, Congress is again likely to override total elimination of pre-BOG packages, thereby cushioning the college system against the full impact of the Nixon program, the compromise freeze of aid budgets (except for BOG) "at present levels" represents annual "de facto" cuts in aid, according to Trow.

The key to understanding the financial impact of the "present level" theory is inclusion of proprietary schools in all federal aid programs. Concurrent with the heralded "expansion" of aid programs to include "post-secondary" education of all sorts, has been the freeze of actual available funds to levels formerly reserved for "higher education." In other words, "John Doe's Beauty

School can have all the aid packages formerly reserved for colleges," explains Trow. Sherman Whipkey, one of Trow's aid counselors, estimated that "the post-secondary inclusion has added as many as 2,000 schools to eligibility for the same amount of available finances."

What it means to students at SICC is a 23 percent drop in available aid this year, and a 33 percent drop for CUNY overall. Ironically, the federal government has rated CUNY the highest "need" college system in the nation.

The percentage drop in next year's package, now in Congressional Committee, will depend largely on how many more proprietary schools use federal aid—as well as how many more students in need attend school nationally. What is clear is that the percentage drop can only increase as long as aid packages continue to be cut or held at "present levels."

As predicted by Trow in an earlier News Ferry article (see News Ferry, May 15 issue) the Nixon administration's penchant for guideline manipulation to achieve Executive ends has also had a profound impact on eligibility for all aid packages.

Formerly, federal guidelines called for a "family income targeting" approach to aid fund distribution to colleges. In other words, regardless of institutional costs, funds were targeted to institutions with the highest concentration of students from low income families.

In an apparent move to open funding avenues to proprietary schools, the new guidelines call for a direct "student need" approach to eligibility on an institution cost-student income ratio rather than the former family income criteria.

In other words, the total aggregate need of a student is likely to rise at tuition institutions in direct relation to the cost of attendance. "It is conceivable," explains Trow, "that under this formula, a poor student at SICC will have a lower need than a poor student at Harvard." The problem with the formula, in Trow's view, is that poverty is now relative to a combination of income and where a student goes to school.

He points out that, "since the cost of a private school is up to five times higher than the cost of SICC, one student is served there at the cost of five students here."

He also notes that since "need" is now relative to institutional cost, a \$6,000 a year income student at an expensive private institution may have, theoretically, a higher "need" than a \$3,000 a year income student at SICC.

Ironically, even in the truncated form Trow describes, retention of the pre-BOG programs has been viewed as a victory by public higher education systems. This is due to concerns over the Basic Education Opportunity Grant program itself.

In Trow's view, the trends implied in the present "expansion" concept of aid, criteria of "need," and a move toward creating financial aid "business" offices rather than "counseling" offices are all manifest in the BOG program.

### Reims Visitors Leave

Seventeen French business and industrial leaders depart SICC tomorrow, following a ten-day examination of American business know-how.

The group's itinerary focused on tours and seminars which were designed to give them first-hand experience of the role of small businesses in America, as well as a view of business education on college campuses. According to Alison Bernstein, program co-ordinator, "This was a chance for French leaders to analyze and interpret the American business economy and new technologies. We were anxious to demonstrate what business education in American colleges is all about, and we look forward to future exchanges with the University of Reims for business students."

The invitation to the Marne area business and industrial leaders came about as a result of President Birenbaum's visit to Reims last summer where he met with University officers to discuss an expanded exchange between the two schools.

The reciprocal agreement exchange plan was set into motion this fall when eight students and a professor from Reims attended SICC classes for a week in conjunction with visits to New York cultural attractions.

The Business Department, as well as student volunteer interpreters and Staten Island residents, has played host to the French contingent during their stay in New York.

Unlike the former "targetting" approach, BOG is designed around a student need criteria that, in Trow's view, is generally "no boon" to anyone and, specifically, discriminates against the independent student (self-supporting).

Basically, the program determines, at the federal level, a maximum living cost factor. There are no regional adjustments for cost of living, and a student with any form of benefits besides the other student aid programs must deduct their total from the government determined cost of living ceiling. Present ceilings are \$1,300 for an independent student and \$1100 for one living at home.

In other words, the maximum living expense allocation, regardless of region, marital status, children, etc., is \$1300 for an independent student. If that student receives welfare, veteran's benefits, social security or the like, it must be subtracted from that ceiling. "Now that's ludicrous," as Trow sees it, "Can you imagine a student living at home with a mother on social security and no father having to subtract money that could never be used for his schooling anyway?"

While the BOG cost of living factor tends to eliminate students who receive some form of government subsidy, or whose family do, the "cost of attendance" ratio has no ceiling. In other words, a student can receive no more than \$1100 or \$1300 for living expenses, regardless of actual cost and minus other forms of government aid, but he or she will receive whatever the tuition and fee cost of the college they attend is determined to be by the college.

In addition, though temporarily suspended, the fully implemented BOG program will waive the \$1100 or \$1300 ceiling in only one case, on a regular basis, — when college dormitory costs are over the amount.

In Trow's view, BOG is unabashedly designed to discriminate against low or, in the case of SICC, no tuition colleges (as well as non-residential urban colleges). "If I can sit here and conclude that, under BOG, the inevitable question is, 'why shouldn't

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Dr. William M. Birenbaum debates the issue of William Shockley's forthcoming talk with students in a recent Student Lounge "Open Conversation."

## Shockley Invite to President's Speaker Series Attacked

President William Birenbaum's decision to invite Nobel Prize winning physicist William Shockley to speak at SICC has come under attack from a number of quarters here on campus.

Many of the critics have become increasingly insistent that Birenbaum cancel the invitation extended to Shockley, co-inventor of the transistor, and controversial exponent of several genetics theories some people claim are blatantly racist.

A number of critics, including Frank Walters (PRO) and Joan Bodden, a student senator, have hinted at the possibility of confrontations, possibly violent, if Shockley—who has been banned from speaking at other campuses, most recent Harvard—attempts to speak at SICC.

President Birenbaum maintains that the issue constitutes a test of the First Amendment's free speech protections, and has stated that he will definitely not dis-invite Shockley.

Birenbaum further stated at an "Open Conversation" with faculty, staff and students held recently, that he would use all the powers at his disposal to ensure Shockley a safe platform to speak free of disruption.

The most clearly-defined negative stand on the issue, thus far, has come from the Day Session Student Senate. The Senate recently adopted, by a vote of 11-0-1, a resolution stating that "the students, faculty, staff, and other concerned persons are militantly outraged at the thought that William Shockley is coming to SICC to disseminate the age old racist ideas of white supremacy."

According to Paradise, the first step toward increasing weekend security will be the repair of several large holes in the chain-link fences encircling the SICC campus.

"Signs will then be posted stating that trespassers will be prosecuted," he said. "If anyone still comes in, the guards will have to tell them to leave. If they don't leave, we'll have to call the police and have them arrested for trespassing."

The increased security—the athletic fields have never before been conscientiously patrolled on weekends—will necessitate the hiring of a few more campus security guards, Paradise said.

Although the new moves to tighten security will end what has become almost a tradition of ease and unrestricted accessibility to SICC's outside athletic facilities, they will not permanently bar non-students from using the fields. Dean Kreisman stressed that the fields could still be used by community groups — if those groups are judged to be responsible, and if prior permission is asked for and received from the chairman of the Phys. Ed. Department.

"We don't object to our facilities being used," he said. "We object to them being abused."

Still, Kreisman did say he expected some people to be unhappy with the decision.

"I'm sure we're going to get some flak from various groups in the community," he said. "When we do, we'll say, 'Fine, use the facilities under proper supervision. If you don't have that supervision, we'll provide it, but at a cost.'"

Although the tennis courts will be included under the new guidelines initially, a compromise agreement is being worked out to allow their use by non-students next spring, summer and fall. The compromise will reportedly involve the charging of a season's fee to non-students who wish to use the courts on weekends. With the fee, an attendant will be hired to watch over the courts whenever they are in use.

The resolution stated that Shockley should be stopped from "speaking, debating, or otherwise propagating" his "debasing, infuriating, and utterly false theories" on campus.

More important, the resolution calls for the formation of a committee to stop Shockley from coming to campus. This committee, to be composed of "students, faculty, staff organizations, and any interested parties" is furnished with a budget of \$400 to be used at its discretion.

Peter Riggi was the long student senator to speak against the resolution. He opposed it on the grounds that the committee could spend their \$400 budget anyway they wanted to.

"They could decide to spend the money to go out and get drunk and then go attack Shockley," he said at one point.

Riggi did not vote on the amendment. Infuriated at being ruled out of order at one point in the debate, he left the meeting room before the vote was taken.

Joe Hamill, one of the resolution's six sponsors, was elected chairman of the committee over Joan Bodden and Dino Lagravinese. Both Hamill and Lagravinese are members of the May Day Committee, a group of faculty members and students reportedly very active in efforts to stop Shockley from appearing on campus.

The May Day Committee, which has among its members Charles Isaacs, faculty advisor to the Senate, has met twice concerning the Shockley issue. Press coverage by the News Ferry was prohibited both times.

When the committee, called for in the recently passed Senate resolution, is formed and begins operations, there will be two committees dedicated to stopping Shockley operative on campus. The other, a committee charged with organizing a teach-in against racism and sexism on campus, was earlier established and funded by the senate. That committee, headed by Joan Bodden, has devoted a great deal of time and energy to the Shockley issue.

Formation of the new committee was interpreted by Bodden as a vote of no confidence. When that point was raised by Bodden at the Senate meeting, Leona Sanders, president of the Student Senate and a member of the Black Student Union on campus, stated that two committees were needed in order to attract a broader spectrum of students.

The teach-in committee to date has organized their stop-Shockley campaign almost entirely around the distribution of anti-Shockley literature, much of it clearly identified as having been printed by the Progressive Labor Party, a cause to which Joan Bodden is deeply attached.

Sanders and a number of other senators made it plain that they thought the PL literature was dissuading many students from joining the stop Shockley campaign.

Bodden, unabashedly pro communist and PL, eventually voted for the new resolution, although she complained afterward that she thought that certain May Day Committee members may have played more of a role in writing the resolution than did Joe Hamill, its supposed author.

In addition to the DSG meeting, there were two other meetings of note during the early stages of the controversy. The first was an earlier impromptu faculty-student meeting on the issue held in the library. Faculty members present included Dean Henry Harris, Dave

Friedrichs of the Sociology department, and Herb Foster of History. Students there included Joan Bodden and her contingent.

All of the faculty members present at the meeting expressed their opposition to Shockley's views in no uncertain terms, but seemed to view his coming to SICC as a virtual certainty. They preferred to concentrate on finding an adequate speaker or speakers to debate him.

Roy Innis and Kenneth Clarke were mentioned as possible candidates—two men, incidentally, who President Birenbaum has also suggested as potential debaters.

The other meeting took place in the Student Government office. Coordinated by Bodden—ostensibly working as a member of the teach-in committee—it began with a wide-ranging discussion of the wrongness of Shockley's ideas, and ended up with a group of about twenty students demanding to see President Birenbaum in his office.

Birenbaum was not in, and the students ended up talking with Dean Kreisman, Earnesto Loperena, and Dean Abraham Habenstreit. The administration spokesman reiterated Birenbaum's defense of Shockley's coming on the basis of the First Amendment. The students left finally, saying they would hold President Birenbaum responsible if anyone were hurt because of Shockley's coming to campus.

## Campus Security: Thefts Up Robbers Loose

Despite the fact that nine typewriters, two calculators, numerous speakers and several clocks have been stolen from SICC THIS FAR THIS SEMESTER—and despite the fact that the two men who staged a daring daylight hold-up of the cafeteria are still at large—members of the school administration involved with campus security see no cause for undue concern.

"These things come in waves," said Dean Kreisman last week. "We've just been hit in a fairly short period of time, which is unusual. We've been, I think, pretty lucky compared to other units of CUNY which have had far greater problems."

Edgar Paradise, head of campus security at SICC, agreed completely with Kreisman, although he did mention that some items have been stolen from cars on campus, and that one car was stolen altogether and later found stripped of its parts in Brooklyn.

"Things do get stolen," he said, "but we've managed to cut down on that somewhat, generally by bolting down whatever we can. We also increase surveillance over areas where things have been taken. This works to a fair degree, but no matter how tight an area is, people do have to get in and out."

Speaking about campus security in CUNY-wide terms, Dean Kreisman said:

"CUNY-wide we're spending a lot of money on quote 'protection,' and we might not be getting what we pay for. I think some imagination would help. We've fallen into the trap of thinking of security solely in terms of guard service. All we think of is getting more people. But there are problems with guards. The pay is low and absenteeism is high. There may be some mechanical devices which could give us more service at less cost, and without any absenteeism problems."

## College Moves On Weekend Vandalism

Vandalism and malicious mischief have put an abrupt end to SICC's regarding the use of its athletic fields and equipment by unauthorized personnel on weekends.

The decision to adopt stricter security measures governing weekend use of the soccer and baseball fields, running track, tennis courts, archery range and jumping pits was made recently by Leonard T. Kriesman, dean of Administration. He acted in concurrence with Professor Gary Rosenthal, head of the Health and Physical Education Department, and Edgar Paradise, campus security officer.

"What has been going on out there is truly disgraceful," said Gary Rosenthal. "Soccer nets have been cut down, holes have been dug into the field, archery targets have been stolen, kids have been riding bicycles on the track."

One particularly nasty incident was mentioned last week in separate interviews by all three men. It involved one of the sand-filled plastic bags used to soften falls in the jumping pits. The bag had been unzipped, they said, and jagged pieces of broken glass had been imbedded in the sand inside.

"What we're talking about is people who think this is a public park on weekends," said Dean Kreisman. "They leave it a mess—papers thrown all around, broken bottles, garbage, beer cans. The reason this takes place is that there is no supervision."

"We've been messing around with this problem for three years," he added, "and we've been damned lucky. We've been lucky that no one has gotten hurt because the college is liable."

According to Gary Rosenthal, the archery range and targets are a prime area of abuse.

"People come up here and actually shoot at those targets with hunting arrows," he said. "Not only do they rip the targets to shreds, but they go right through. That's the real danger, because I've seen kids sitting on the hills behind those targets."

In addition to wanton vandalism, Rosenthal cited use of the athletic fields too soon after rain as another problem.

"The field is often used by touch-tackle players while it's still muddy," he said. "Then, on Monday, when the soccer team gets on it, the grass is gone and it's completely rutted."

Edgar Paradise, head of campus security, said the vandalism and destruction have been going on right along, but that it seems to have increased lately.

"It's getting to the point where there is just too much damage," he said. "I don't know who is causing the damage. If I were to guess, I'd say it was some of the younger kids who use the field on weekends."

## Youth, Community Studies Now Taking Applications

"Youth and Community Service Studies"—an ambitious five-year pilot program some people claim will serve as a national model in education — has received final approval and is accepting applicants from SICC and elsewhere.

The program represents firsts in its implementation, as well as its educational concepts. In providing a guaranteed baccalaureate program through SICC and Stony Brook, in addition to 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 incorporates studies at both campus sites on an ongoing basis and provides various faculty exchanges.

Geared toward students interested in social work, teaching, law, city planning, counselling and-or psychology, much of the learning in the program will take place by doing — by actually working in the community helping people. Some students will become counsellors for young people needing educational, vocational and personal advice. Others will help plan programs to combat drugs, to improve community health services, to help people hassled by law to learn their rights.

A comprehensive program of community analysis, social theory and research methods will also be offered to enrich practical work.

"We are trying a new method of education," says Stanley Aronowitz, director of the program at SICC. "People interested in counselling or related fields generally go through an indifferent college experience that

leaves them totally unprepared for their chosen fields. We intend to combine both theory and practice. It's a hard way to learn. This program is not a 'gig' or a 'rip-off'. It's too good for that, too important."

The first two years of study will be at SICC. Students who go on to Stony

Brook to complete the four-year program will receive a bachelor of arts degree from that school.

A special introductory course is being offered to students who are interested, but not yet ready to commit themselves to the program. Interested students should contact Stanley Aronowitz at 390-7809.



Stanley Aronowitz, director of the Youth and Community Studies Program, discusses the implementation of the program's mechanics.



# McPherson: Reflections on Zambia

by John Signoriello

When Charlotte McPherson arrived in Zambia as part of the SICC-U. of Zambia faculty exchange program, she was unaware of what she was actually supposed to do there. "I went thinking they wanted help with study skills or English," she says.

The University of Zambia has had its problems with dropouts, even though only 1/2 of 1 per cent of all students who enter grammar school in the entire country are admitted to the University. Many students may have been poorly prepared by ineffectual secondary

countries make up the staff of the University which does not yet have enough Zambian graduates to fulfill its staffing needs. This means that students must adjust to a variety of accents for the English language, which is not the primary language of the Zambian people. Unfortunately, this problem is not being attacked, and English is only taught in the school of Humanities.

The social transition is also difficult. Students attending the University come from a variety of backgrounds and tribal groupings, many of which have their own traditions and customs. Once at the University they are confronted with a liberal environment. Beer is sold on campus, for instance, and dormitory regulations are almost non-existent.

"It's the ideal setting for a university," says Charlotte McPherson, "but with no pre-planning or knowledge on the part of students. Suddenly, they're adults, and they're not really prepared for it. What they need is counseling. A lot of students need to have someone to relate to. The girls get in trouble easily, for instance, and the dropout rate among women is particularly high."

Failure at the University is viewed by most students as tragic. "If students don't make it to the University, or fail out once they get there, they do what their parents do," says Charlotte, "which is work in the copper mines, mainly."

"Competition among students is so intense that peer counseling or tutoring as a study aid is used almost not at all. The students just don't trust each other enough for that," says Charlotte.

The educational model presently employed at the school is based on the British system. There is a high concentration on the field of study which one must pursue. For example, African studies is the only humanities course which is required as a basic part of the science program.

In addition, the lecture model is at the core of each course of study, and individual attention can only be given in small group tutorials.

A student's career is determined not only by his interest, but also by his success or failure on a number of entrance examinations. The general attitude is that he must pursue the subject area which he is best intellectually capable of handling.

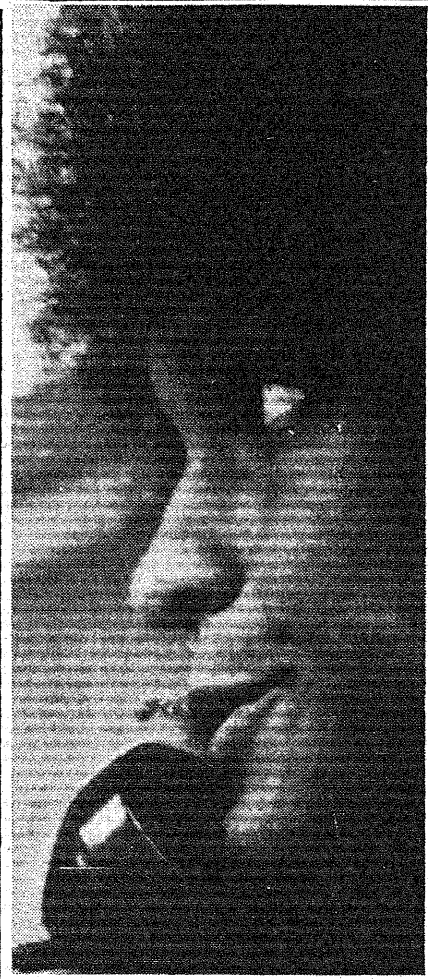
"The students are more serious," Charlotte McPherson says, "but they lack creativity. They learn a lot of things by rote. Give me back this book verbatim, etc., things like that. They're under a lot of pressure. They have to work at top level under rough circumstances, and some do not have the study skills to cope with it."

Then there is the economic climate. Most Zambians are poor. Many exist at subsistence levels. Students do receive some money from the government to live on, but many send as much as half of it home to support their parents and relatives.

"They do without, but they are in no position to do without," says Charlotte McPherson.

So into this climate stepped Charlotte McPherson to act as a program consultant, a sort of students' advocate to soften the first induction weeks, and hopefully enhance their value.

"I thought the students needed something in terms of group experience," she says, "so I worked with 8-10 faculty members and tried to design some psychological exercises into the induction program. I thought they should be nontherapeutic in nature, but should be aimed at getting the students to become more open.



What she came up with were "life planning" exercises.

"In addition to designing the general academic portion of the induction course, it was also necessary to deal with other problems which the students

facied," she wrote afterward, in an anecdotal report entitled, "Impressions of the University of Zambia School of Natural Sciences Induction Program."

"In secondary school the strict rules and rote learning situation had not fostered creativity and a sense of independence on the part of the student. "Not only did these students need to feel responsible for their own destiny, but also independent and creative enough to one day fill the role of leaders in the development of Zambia. With this in mind, humanistic education games— from the Center for Humanistic Education in New York—were tailored for small group participation."

Fourteen faculty members volunteered to try "s experiment with a group of students. The design consisted of a "getting acquainted" game, a "life planning" graph and an assessment of individual uniqueness. Discussion followed each area centered around the background of the individual, the problems he might encounter at the University, and his future career objectives.

Social events were also planned, realizing the needs of the students for recreational enjoyment and socialization with their peers. These events were primarily movies. However, some of the staff wanted to promote better relationships between themselves and the students. In making a step towards this goal, a faculty-student dance was held on May 19th. Here students and staff were to mingle and get acquainted.

"It didn't really come off," says Charlotte. "The students congregated on one side of the hall and danced and had a good time. The faculty were on the other side, talking. But it was a start, anyway, and that's what counts."

## Staten Island Concert

ARTHUR FIEDLER conducting the Syracuse Symphony Monday, November 12, 8:00 P.M. (Paramount Theatre, Bay St., S.I.) RICHARD GOOD (Prize winning pianist) Sunday afternoon, February 17 (SICC Auditorium) GOLDOWSKY OPERA: Minotti—THE OLD MAID AND THE THEIF—Mozart—THE IMBRESSARIO. Both in English! (Paramount Theatre) March 14.

All of these fine concerts are yours—right here on Staten Island—for a total of only twelve dollars (\$12), by subscription.

Subscriptions are available from me in Room H6. If I am not in, you may place your check, made out to:

"S.I. CONC. ASS'N., INC."

in my mail box. And if you will also put your phone number on the envelope, I'll confirm receipt by phone; your receipt will be delivered immediately. The receipt will be your ticket of admission for the first concert, the Symphony on this coming Monday night.

If you prefer, you may purchase your subscription at the Paramount on Monday night. But please note the early curtain time—8:00 P.M. Your check can also be sent to S.I. Conc. Ass'n., P.O. Box 45, S.I., N.Y. 10301. Either way, let us have your check!

Students under 18 years of age may purchase subscriptions for six dollars (\$6). Perhaps you would like to consider subscribing for your children also to introduce them to an aspect of live musical culture not too familiar to them.

JOSEPH A. SURACE  
SICA INC. BD. OF DIR.



They didn't. What they wanted was a program consultant, someone to play the role of students' advocate to aid in the design of an extensive induction program to ease the transition of Zambian students from secondary schools to the University's School of Natural Science.

school teachers or limited science facilities, and in some cases, there may not have been teachers available at all in specific subject areas the incoming students are required to pursue intensively.

Incoming freshman face other problems, too. Faculty from thirty-two

## Today's Cinema Classics

by Les Keyser

Once each Autumn, an alien horde invades Alice Tully Hall; this new crew is poorer, grubbier, and younger than the regular, somewhat sedate and self-consciously stylish Lincoln Center audience. Many observers charge that the yearly influx of outsiders brings the unwashed and unlettered; others claim it represents a convention of culture mavens, a perverse elite. And, each year, at the center of all these allegations, surrounded by paradox, the New York Film Festival goes on, and finds itself sold out almost as soon as the box office opens. The festival has become an authentic event; each year, it enriches its tradition, while it upsets the art world at large. The motion pictures featured at the festival are showcased as they could be nowhere else in America.

But showcasing at the New York Film Festival comes only with an attendant hazard: to appear at Alice Tully Hall is to face the toughest film audience in the world, a motley crowd that knows cinema, a hodgepodge of cinema buffs and film freaks, of scholars and fans, of the cognoscenti and the savvy.

This year's audience was especially critical; the director of the festival, Richard Roud, admitted it had been a lean year for quality films. Nonetheless, three films were applauded loudly at the festival; these were received without catcalls. Nine for eighteen is not bad in this league, not bad at all. The three that were loudly applauded have already assured their place in film history; they are, to borrow an overworked phrase, instant classics, for they have weathered a trial by ordeal at Alice Tully Hall.

The very best film at the festival was received with tumultuous applause, as well it might be everywhere, for Day for Night, Francois Truffaut's latest work, is his finest film ever, and may well be the best film of the decade. Day for Night is Truffaut's love song to his lifetime mistress, the cinema; in it, he dedicates his efforts to Lillian and Dorothy Gish, the first real stars of the screen, he acknowledges his debts to Orson Welles in a recurring and most poignant flashback, and he salutes his favorite filmmaker, Jean Renoir. These allusions are not the essence of Truffaut's praise, however. It is in the scenes where he allows the audience to explore the complexities of the film craft that his homage to others is most subtle and convincing. There is a joyous scene, for example, where Truffaut the director leads an aging and alcoholic Hollywood star through a complex scene, the lines and actions of which she cannot master. With each re-shooting,

the audience is drawn more fully into the picture, details become all important, and everyone is on the edge of their seats hoping she'll get the right door. All at once, then, an audience is forced not just to see, but to participate in the human dynamic and the discipline of craft which together constitute film art. Similarly, in another scene, the antics of a cat slow the shooting and force re-takes; as the audience watches, a reflexive sense of cinema emerges. On the simplest level, one hopes the cat will behave so the film within the film, entitled Meet Pamela, will be successful; on a more subtle level, one recognizes the craft that Truffaut exercises to force our attention on the difficulties of art and understands the joy he finds in making it all seem quite simple.

Day for Night has none of the self-conscious philosophical musing of Godard's contempt and none of the agonized self-doubts of Fellini's 8 1/2, yet it offers just as profound a vision of life as either of these classics. In Truffaut all levels of reality mirror each other; thus, the roles in Meet Pamela, a tale of a young bride who falls in love with her father-in-law, have their echoes in the plot of Day for Night. Julie, the leading actress, finds herself torn between the young Alphonse and her older husband Dr. Nelson. Everything in reality seems, in Truffaut's view, to be partially a role; the death of Anaxandre and the resultant change in Meet Pamela seem highly symbolic of the transformations the reality of death makes in any society. Day for Night is finally an essay on not just cinema, but on life. In it, an audience gets a real chance to meet Francois Truffaut, a most personable genius whose artistry is always infused with his humanity. Day for Night is his masterpiece, an artistic and most human entertainment. Anyone who loves film must see it.

Doktor Mabuse, a film made in 1922, is another sort of masterpiece altogether, but it, too, merited the acclaim of the audience at this year's festival. The director, Fritz Lang, is one of the most prolific filmmakers of all times, having worked on two continents with marvelous success. Lang chose to flee Germany after his stunning science fiction vision of New York, Metropolis, was released, despite the fact, or maybe because of the fact, that the Reich asked him to head the film industry. In America, Lang made some of the most important studio films. Among the best known of his works were Fury, You Only Live Once (the best treatment ever of the Clyde Barrow story), and Scarlet Street. Doktor Mabuse, however, was always Lang's favorite; in many interviews, he recalled his epic in its uncut version,

which ran over four hours. This year, the Festival brought it back, had Lang's favorite pianist to accompany it, and Richard Carliss to translate the titles. Lang's judgment was vindicated; there is a passion in this portrait of the decadence of twenties Berlin, an eye for spectacle and detail, an inimitable love of disguise and masquerade, and a profound probing of the relation of fate and free will. Doktor Mabuse is a dramatic re-affirmation of Fritz Lang's central place in any history of film; Lang's judgment that this is his masterpiece was vindicated by this first screening in New York. Hopefully, there will be more screenings; Doktor Mabuse deserves a wider circulation.

Badlands, the third hit of this year's festival, is currently without a distributor, but many of the majors are interested in it. Badlands will probably, then, get wide circulation, and will introduce a new talent to the American screen, director Terrence Malick. As the festival committee noted, Badlands is an "astounding debut film" and "may be a great film." Like much of today's cinema, the work is consciously anti-dramatic; a rehash of the plot would do nothing to reveal its charms. Two aspects of Malick's artistry must be mentioned, however. The first is his use of music; director Malick uses works by Carl Orff and Erik Satie to highlight the antics of two youngsters adrift in the world they do not understand, cannot deal with, and thus treat with contempt. As they kill both friend and foe, the reality of their actions never touches them. Instead, they move in their own strange patterns. Malick also underscores this detachment and limitation by his choice of narrator. Holly, the teenage girl, recounts her adventures as though she were preparing an article for True Confessions; her language perfectly suits the satire on the shallowness of American culture. Malick is an uncommonly gifted director; his Badlands must be seen.

Three films, then, emerge from the festival as key features in the history of contemporary film. Others at the festival are well worth seeing: Losey's version of A Doll's House, starring Jean Fonda, is a good adaptation of Ibsen, and much more believable and powerful than earlier interpretations; it has been sold to television, so it can be seen this year on ABC for free; Martin Scorsese's Mean Streets is an uneven and somewhat overwrought vision of little Italy, but the fact that he is an NYU cinema graduate and that his focus is on Gotham City give the film a real hometown relevance, which accounts in part for the overly laudatory reviews it received; Chabrol's The Breakup is a very complex thriller which breaks down in its conclusion, but the first two thirds are so good that the end can be forgiven.

Given these six fine films, many of the Festival's poor choices can also be forgiven. Let it suffice to say that the Alice Tully tribe found the following features wanting in both interest and merit: Kid Blue, a horrible, off-beat Western which failed in out of town openings and failed even more ingloriously at the fest; History Lessons, a dull piece of minimal art which proves that less can be less and that Marxist interpretations of Brecht's novel on the rise of Julius Caesar can be quite bourgeois and stuffy; The Mother and the Whore, a four hour plus Gallic dissertation on the seediness of life, set largely at Les Deux Magots, and about as interesting as the empty coffee cups; and The Bitter Tears of Petra Von Kant, an essay on pain and pleasure which provides little but the former for its audience. One Day for Night, however, assures the fest will endure. Alice Tully Hall will be filled again next year.

### A CALL TO A NATIONAL CONFERENCE ON RACISM AND THE UNIVERSITY

Sat., Nov. 17, 10 A.M. to 5 P.M.; Sun., Nov. 18, 10 A.M. to 2 P.M.

Loeb Center, New York University, Washington Sq. South  
The originators of this Resolution join with many other groups and individuals on campuses across the country to call a National Conference on Racism and the University. These groups and individuals, not necessarily in agreement with the text of the Resolution, are united in their opposition to racism, but differ widely in their approaches to fighting it. The Conference is open to all those who wish to discuss the issues, as well as those who wish to organize further activities. You may pre-register for this conference and/or receive information about it—speakers, issues, workshops, accommodations—by mailing this form to the Committee Against Racism, Box 305, Storrs, Conn. 06268.

To C.A.R.:

Please send me an admission ticket to the National Conference on Racism and the University. I enclose the registration fee. (General—\$10, Students—\$5, Unemployed—No Fee.)

Please send me information about the Conference.

Name \_\_\_\_\_

Address \_\_\_\_\_

The resolution mentioned in the above notice ran in a New York Times ad on October 28. The resolution deploras the "doctrine of racial supremacy" advocated by Shockley, Jensen, Herstein, and Eysenck, and is signed by academicians from all over the country who believe that "the use of the academy to further racist oppression must be halted."



Licorice-munching Dr. Birenbaum attends the opening of the Sweet Shop in "C" Building.

"School" as presently understood in America was developed for the lower classes. Its infliction on the upper classes is an historic irony that proves some justice is possible in the world. George von Hilsheimer

## Joy Walker Silk Screens

Silk screen executed by Joy Walker of Toronto, are exhibited in the Staten Island Community College Library La Gallerie, November 5-21, 1973. Casting an array of brilliant colors and free-form design, the silk screens compose a stimulating visual experience.

Born in Tacoma, Washington, in 1942 Joy Walker has sketched, painted, drawn and sculpted all her life. She grew up in a fertile, artistic environment and studied at the University of Oregon, where she earned a B.A. and at the University of Paris, Institute of Art and Archaeology. She has studied on the graduate level at Columbia University and at New York Studio School. She earned a study grant from the Warsaw Institute of Fine Arts, 1967-68.

Ms. Walker exhibits her works in Canada, New England, and in the New York Metropolitan area. Her one-woman shows have appeared at Harvard University, University of Toronto, Dartmouth College, and in Morris Gallery and the Albert Campbell Library, Toronto. In June her work was in a group show at Warren Benedek Gallery on West Broadway.

## Calendar

- 13 Bloodmobile 10-2:30 D-102 - Dec. 30 Exhibition of Doors, S.I. Museum, St. George 10-5 Tues-Sat, 2-5 Sunday
- 14 Color slide lecture on "Israel, The Miracle" by Irving Herzberg; S.I. Museum, St. George, 8p.m.
- 15 "A Program of Renaissance Court Dances" by Richmond College Music Society; college lecture hall, 130 Stuyvesant Pl., St. George, 8 p.m. thru Nov. 17
- 16 - 19 "Douglas," a blank verse tragedy; P.C.A. Dept. SICC theatre; 8 to 11 p.m.
- 18 U.S.A.E.S. Annual Convention - Convention of Evening Students in Williamsburg, Va. National elections to be held.
- 18 Broadway show - River Niger \$2.00, see Leona Sanders C-132
- 21 Intramural Turkey Run
- 24 Children's films: "Tales of Washington Irving" in color; Renato Productions; SICC theatre; 1 and 3 p.m.



## Campus Markets

Student and staff shoppers need no longer travel off the SICC campus in search of gift items and home decorations - art has come to SICC. Under the sponsorship of various clubs, Gloria Wiggins and Paul Burstyn, both native New Yorkers, are peddling art and artifacts in the Student Market-place of "C" Building during regular school hours.

Gloria Wiggins, a SICC graduate, began her operation on a part-time basis in 1970 after a trip to Africa where she became interested in the possibilities of finding a market for native African handicrafts on the SICC campus. Since then, her operation has expanded considerably and her stock of salable wares now includes carvings from Kenya and Tanzania, carved drums from Kenya, as well as stuffed animals from India.

American Indian art has also captured her fancy of late, and she now displays jewelry which she orders

directly from Indian reservations all over the country. In terms of her selection of display pieces, Ms. Wiggins feels that she puts "an emphasis on unique authentic items that have cultural value" - items which are not readily available in most boutiques and souvenir shops.

Paul Burstyn, the second Market-place peddler, sells painting reproductions at the reasonable rate of \$2.00 per print. The artists represented range from Rembrandt to Dalí with everything in between - heavy on Surrealism and light on the Renaissance. A Richmond College graduate, Paul originally began buying the prints from a Bronx distributor and selling them on the Richmond campus while still a student. He quit that particular line of work for a time and then came back to it because, as he says, he "likes being independent and self-employed, and has learned much about art from people's comments." More important, he believes that he is giving people "a good deal."

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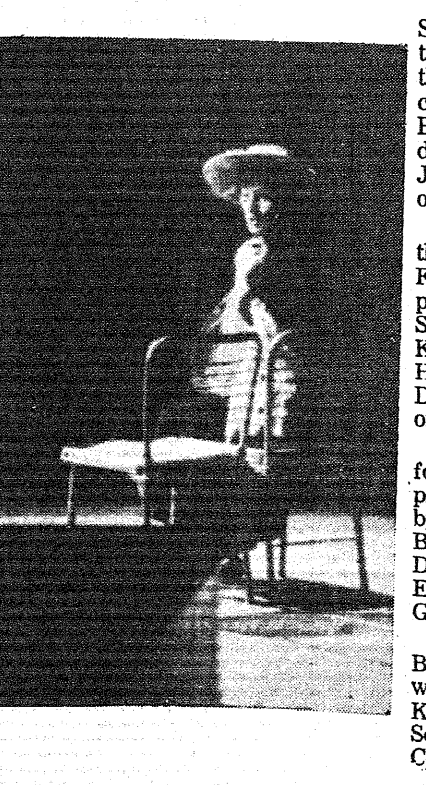
## At the Crossroads...

The personal photo work of News Ferry photo editor Abraham Rezny opens November 15 at the Crossroads Gallery (Chess City).

Scheduled to run through December 15th, the two-man show also features Woodstock Times photographer Howie Greenberg.

Exhibit hours are 12 p.m. to 12 a.m. daily. The gallery address is 2565 Broadway (at 96th).

## One-Act Play Tournament



On Saturday, November 3 and Sunday, November 4, SICC presented the Second Annual Play Tournament in the College Theater. The contest was co-ordinated by Professor Cynthia Belgrave, Mr. Louines Louinis was dance co-ordinator, and Professor Jeanne Klingman was art exhibit co-ordinator.

The November 3rd program included three plays: "Save Me A Place at Forest Lawn" by Lorees Yerby, produced by Jason LaTadura; "Tis the Season!", an original play by Charles Kadau, performed by the Tottenville High School Drama Class; and "What Did You Do Over the Summer," and original play by Stuart Bernstein.

Sunday performances were as follows: "The Cage" by Rick Cluchey, produced by Frank Juliano, performed by the Looking Glass Players; "Bird Bath" by Leonard Melfi, produced by Eugene O'Neill, produced by Joe Gheraldi.

Frank Juliano won an award for the Best Overall Production. Joe Gheraldi was named Best Director. Charles Kadau won an award for the Best Scenery, and Barbara Anderson for Costumes.

## The News Ferry

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# News Ferry Review: Grant Crashing, An Armchair Guide

## Grants and Where to Get Them

by John Signoriello

SICC, like most other colleges in the country, particularly the good ones, is vitally interested in grant money. We have a college grants officer, whose job it is to assist and coordinate grant activities, and a faculty, which, despite some criticism, does a consistently good job of coming up with fundable grant projects.

Grant money is generally gotten from the federal government, the state, or private foundations. In most instances, when grant money is gotten from the state, it is actually federal money being channeled through state agencies. Such is the nature of state sovereignty, and politics.

At any rate, the state does exercise some control and selection over the causes it wishes to dispense grant money to. Most educational grant money in N.Y.C. is channeled through the State Education Department. It reaches SICC, when it does, via the Bureau of Two Year College Programs.

A good source of grant money is the Vocational Education Act of 1963. The act was amended in 1968, and allocated funds are currently being used to fund educational grants for just about anything related to vocational or occupational training.

The vocational Education Act has been good to SICC. Last year alone, five grants, totaling \$123,000, were gotten there.

Grant money is also available from the National Endowment for

Humanities, the National Science Foundation, CUNY grant programs, SUNY grant programs, the U.S. Office of Education, the National Institute of Education, the United States Public Health Service, the National Health Service for the Arts, CUNY Chancellors grant program, a SUNY program for the improvement of undergraduate instruction, the Staten Island Mental Health Society, the Staten Island Zoological Society, and Con Ed.

Some of the bigger schools get money from the A.E.C., the Air Force, the Dept. of Agriculture, the National Institute of Health, the American Cancer Society, NASA, Model Cities, the U.S. Dept. of the Treasury, the Dept. of Labor, HRA, the Ford and Rockefeller Foundations, the Office of Naval Research, and the E.P.A.

Most of this money, at present, is out of SICC's range, however.

Eugene Stein, SICC's grant officer, isn't the least bit deterred. "Our batting average at SICC is very good," he claims. "Last year alone we got about 26 grants, and there have been well over 100 in the history of the college."

SICC gets very little for research, at least of the scope that discovered the atom. Most of the big grant money gotten here is for the development of programs.

"That's the difference between community colleges and senior colleges," says Stein, "although some

of our faculty are quite extraordinary and fully capable of research."

One program now going on grant money is for Blood Bank Technology research. Other programs which have received grant money include Youth and Community Studies, the Veterans Scholar Program, the Special Admissions Program, and a cooperative program with Con Ed.

In the past grant money has been gotten for the study of metal peroxy radicals, ancient Hebrew Literature, and 19th century literature.

A fairly large amount of money has also been gotten to purchase educational equipment; for instance, micro-projection equipment in the

photo.

All told, about one-half million dollars in grant money was received at SICC last year.

One particularly bountiful grant was used to fund the Veteran Scholar's program. Notice of available grant money for veterans programs was gotten from Washington in 1972; the SICC administration was able to get a proposal out in two weeks.

The key figures were Eugene Stein, Felix Cardegna, Leonard Kreisman, Abraham Habenstreit and Ernesto Loprena.

"We brainstormed for a couple of days, and knocked out the proposal," Stein remembers. "It was a crash program initiated by Washington to get unemployed veterans into college. The only qualifications were that they have a high school diploma. We advertised over the radio, and they got into school, free of charge. The goal was to get them a free education."

The program qualified for an initial grant of \$95,000 and has been funded twice for \$76,000 and \$15,000.

It was an exception. Few grants are refunded by granting agencies. Stein remembers some others: a minority business program, the Community Scholars Program, a program for training medical assistants and another for training in medical transcribing.

When programs operating on grants are not refunded, the college either continues them or they fold. SICC has continued some—Stein claims about 50 per cent—many others are continued as augmentments of existing programs. Still others are forgotten.

## Grantsmanship: Money, Prestige, & Maybe, Promotion

Grants are important to college administrators for the prestige they bring, and also for the money.

Whenever a grant is obtained, a sum of money, separate and distinct from the actual grant money, is also received. This money is usually referred to as indirect cost recovery.

It is supposed to cover the college's overhead costs, use of equipment, time lost while faculty perform grant chores, lights and fuel, etc. Generally, the sum equals 53 per cent of the salaries and wages portion of the grant.

When a grant is received here, not all the indirect cost recovery money is claimed by SICC, however. The city receives half the sum, and CUNY a lot of the rest.

That leaves about 9 per cent for SICC, and a lot of that goes toward fees to the CUNY Research Foundation, which handles the fiscal administration of all CUNY grants.

"They handle the payroll," Stein explains. "They purchase equipment and pay travel expenses. In effect, you give them the money and they handle everything."

They charge a lot for the service. Last year they received—or "ripped off"—as Stein says in unguarded moments—nearly 91 per cent of all the money received by SICC for indirect cost recovery.

"That has been a bone of contention between the colleges and the Research Foundation for some time," Stein says. "They work in high rent buildings and



Gene Stein, SICC Grants officer.

have a large staff, which makes some people unhappy."

Still, SICC's share is substantial. It goes into a fund, dispensed by a committee, which decides how this indirect assistance will be spent.

There is currently about \$15,000 in the fund, which has been used in the past to sponsor research or workshops, to give a shot in the arm to faltering programs, and even to pay for the cost of having faculty papers published in academic journals.

Grants are important to faculty members for a number of reasons. Many have projects they really want to do. Others feel it will enhance their chances for promotion, or at the very least help make a name for them in academic circles, which could pay off later on somehow.

Some schools let grant work to tenure. "We don't do that here," Stein says, rather quickly.

He would like to see grant work considered as an important factor in promotion, however. "Grants bring in money to the college, prestige, that's what it's all about. I'd like to see faculty encouraged—no, expected—to apply for grants by their chairmen."

The English Department is a grant-getter, says Stein, so is the Biology Department. Some others he wonders about.

"I've sent memos to departments advising them that certain grant money is available, and three months later a faculty member will come in, memo in hand, and say: 'I just got it.'"

## The SICC Grant Getters ...

During the period from 9-1-72-8-31-73 Staten Island Community College has received a grand total of \$534,413 in grants. This breaks down to \$482,875 from Public sources and \$51,538 from Private sources.

The English Dept. has received five grants totaling approximately \$15,066. The mean English grant is \$3,000. Continuing Education has 5 grants totaling approximately \$46,000, while the Veterans Program alone nets \$76,582.

The special programs including Veterans Cost of Instruction Program, Youth and Community Studies Program, Internship-Co-op Education Program and the Special Admissions Program total \$207,232.

The largest grants come from the U.S. Office of Education, Fund for the Improvement of Post Secondary Education, U.S. Public Health Service and the N.Y. State Education Dept.

The following is a summary of grants received at SICC from 9-1-72-8-31-73:

### SPECIAL PROGRAMS

SICC Administration received \$54,666 for the Veterans Cost of Instruction Program from the US Office of Education.

Stanley Aronowitz who is with SUNY at Stony Brook received \$104,125 for the Youth and Community Studies Program from the Fund for the Improvement of Post Secondary Education.

Zenobia Malino received \$36,001 for the Special Admissions Program from the N.Y. State Education Dept. (Voc. Ed. Act.)

J. Michael O'Shea, Harvey Taub, and Howard Weiner received \$12,440 for Internship-co-op Education Program from CUNY Chancellors Grant Program for Curricular Diversity.

Elinor Azenberg received the following grants for the Intercollege Transfer Program:

- \$2500 Schubert Foundation
- \$4000 Abelard Foundation
- \$4000 Joint Foundation
- \$4000 Tannenbaum Foundation

Wayne Purnell received \$76,582 for the Veterans Scholar Program from The US Office of Education.

Ralph Gut received \$1976 from NY State Dept. of Civil Service for NY State Civil Service Program (Contract)

Ralph Gut received \$21,546 for a Training program for "Willowbrook Employees from NY State Education Dept. (Voc. Ed. Act.)"

Ralph Gut also received the following grants:

- \$1248 for Children's Theatre Group from SI Council on The Arts
- \$240 for Continuing Education from SI Mental Health Society
- \$800 for Creative Programs for Children from SI Council on The Arts
- SICC PRESIDENT WILLIAM BIRENBAUM received \$5000 from the Ford Foundation for the Study Mission to Peoples Republic of China

PHYSICS  
Reuben Benumof received \$1466 from the SUNY Faculty Award Program to Research - Wave Transitions of Diatomic Molecules.

LANGUAGE  
Carl Erickson, Julian Alfaro and Marguerite Boms received a grant of \$1240 for Video taped Modular Approach to teaching Spanish from CUNY Chancellors Grant Program for Curricular Diversity.

PUBLIC HEALTH AND NURSING  
Norma Chernok received a grant of \$16,028 from M.C.D.A. for Paraprofessional Training (Community Service Assis.)

Harriet Levine received a sum of \$60,977 from the US Public Health Service for a Nursing Capitation Grant.

ENGLISH  
Evelyn Greenberger received \$2050 for Research in 19th Century Literature from the CUNY Faculty Research Award Program.

Joan Hartman received \$2500 to Research- Clarendon's History of the Rebellion from the CUNY Faculty Research Award Program.

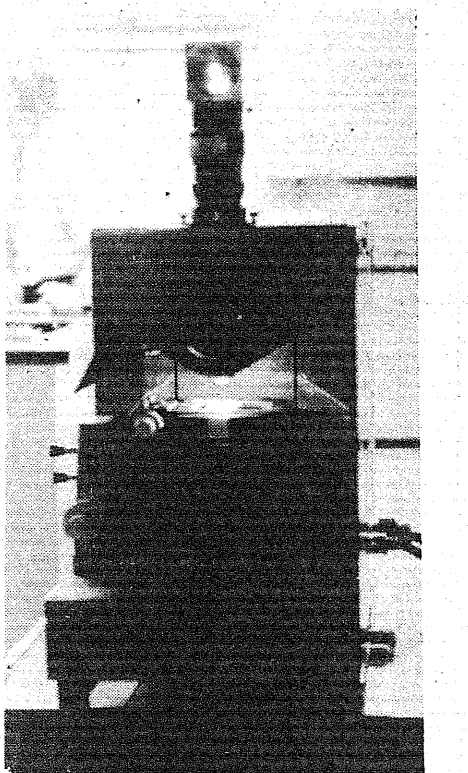
Rosalie Reich received a grant of \$1466 from SUNY Faculty Award Program to Research- Comparative study of Cursor Mundi and Hebrew Bible Historiale.

Armand Schwerner received a grant of \$5000 for a fellowship for Creative Writing from National Endowment for the Arts.

Armand Schwerner also received a poetry writing grant of \$3500 from the NY State Council on the Arts.

PCA  
Phil Niblock received a grant of \$1500 for Non-Verbal Theatre from NY State Council on the Arts.

Joseph Surace received a grant of \$900 from the SUNY research Foundation-Faculty Grants for Undergraduate Instruction for Audio-Visual Aids in Music Instruction.



The microprojector was purchased from the Nikon Corporation with a biology department grant.

CHEMISTRY  
John Olsen received a grant of \$1466 from the SUNY Faculty Award Program for Research-ESR Studies of Metal Peroxy Radicals.

HISTORY  
Stanley Pacion received a grant of \$4500 for Student Preceptor Program from the CUNY Chancellors Grant Program for Curricular Diversity.

LIBRARY  
Daniel Vann received \$5000 from the US Office of Education for Library Resources.

Phyllis Zucker received a grant of \$650 for Research in French Cinema from CUNY Faculty Research Award Program.

MECH. TECH.  
Joan Antonopoulos received \$10,894 from the NY State Education Dept. (Voc. Ed. Act.) for Cooperative Education-Con Edison Program.

John Antonopoulos, in addition, received \$25,000 from Con Edison Company for Cooperative Education-Con Edison Program.

BIOLOGY  
Sharon Bramson received \$43,587 for the Blood Bank Technology Training Program from NY State Education Dept. (Voc. Ed. Act.)

Paul Nace and H.J. Clitheroe received \$10,821 from the NY State Education Dept. (Voc. Ed. Act.) for Microprojection Equip.

Joel Schwartz received \$2000 to research the relationship of Charles Darwin to Edward Blyth and Alfred Wallace from National Endowment for the Humanities.

Joseph Vagvolgyi received a grant of \$2250 to study Galapagos Island Snails from the Staten Island Zoological Society.

## 'Douglas'

"Douglas, A Tragedy in Blank Verse" will be presented in the Staten Island Community College Theater on November 16, 17, and 19 at 8 p.m., and on Sunday, November 18 at 3 p.m. Written by John Home and directed by William R. Hanauer, the play will feature Jane Gomprecht Braun in the lead role.

Tickets are \$1.00 and may be obtained at the box office next to the theater or by calling 390-7725, 7658.



## Grants and How to Get Them

Gene Stein, SICC's grants officer, has two primary functions—keeping abreast of what grant money is available, and helping faculty members prepare proposals worthy of grants.

The first job he does by keeping a file full of information on funding sources, and subscribing to the Guide to Federal Assistance for Education, which is updated each month and can be indexed and catalogued easily.

The second task—helping faculty members prepare grant proposals—appears somewhat herculean at first, but can be systematized to the point of comprehension.

Briefly, every grant proposal must contain the following elements:

**OBJECTIVES:** Basically what you want to do. This section must state the problem to be approached.

**SCOPE:** This section must outline how far-reaching the project is intended to be, the number of students and faculty likely to be affected, the project's significance, and a description of any relevant research to be drawn on.

**METHOD:** Basically, this section must outline how you're going to do what you said you were going to do in the objectives section. It is probably the

most important section. "This is where they tell if you're a hack or a pro," Stein says.

**ADMINISTRATION:** This section includes estimates as to the amount of time to be spent on the project, scheduling, facilities available, staffing needs, etc.

**EVALUATION:** This section must answer the question: How will you know if the project is a success or not? Controlled experiments are often relied upon here, particularly if the grant money is used to purchase educational equipment. For instance, the new equipment could be utilized by only half a class. If their grades improved markedly over the other half, then it would be difficult to conclude that the purchase was anything but a success.

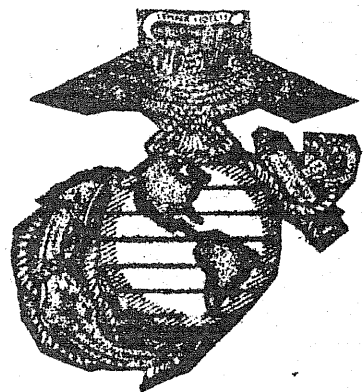
In addition, every budget proposal should include two other sections. One is a resume of the person in charge, and if needed, a brief description of SICC or even CUNY.

The other section is perhaps the most important, at least in a fiscal sense—it is the budget.

There, all costs must be itemized and justified—pay, assistance, travel, secretaries, supplies, fringe benefits—in short, everything and anything that costs money.

## PLC-MARINES

The Marine Corps Officer Program for college men is the Platoon Leaders Class (PLC). All training is accomplished at Officer Candidate School, Quantico, Va. (near Washington, D.C.) in two six-week summer courses for college freshmen and sophomores on a single ten-week course for those who enroll as Juniors. There is no on campus training. PLC benefits include financial assistance which pays \$100 per month during the school year. Current active duty obligation is 2½ years upon graduation (3½ years for pilots and 3 years for navigators). PLC members also accrue valuable longevity for added pay and retirement benefits. The program also offers a deferment from active duty if a choice is made to enter Law School after graduation. A private pilots license may be obtained by those members guaranteed aviation training at no expense to them. Minimum starting pay is \$10,271.76 to \$12,444.56. Guaranteed promotion after 24 months to 1st. Lieutenant pay increases to \$15,099.36 per year.



THE MARINE CORPS OFFICER SELECTION TEAM WILL BE ON CAMPUS ON NOV. 14 FROM 10:00 A.M. to 2:00 P.M. IN THE FINANCIAL AID CENTER

UNITED STATES MARINE CORPS OFFICER SELECTION OFFICE  
207 W. 24th ST. AT 7th AVE.  
NEW YORK, N.Y. 10011  
(212) 620-6778/6779



# Law Program vanden Heuvel on Prisons

by Sally Johnson

"The bureaucrats say that I am just another prison reformer like all the others; that I'll be long gone while the correctional system continues as always."

But Bill vanden Heuvel's time is not up yet, and he continues his advocacy of prison reform from the law offices of Strook, Strook & Lavan on the basis of a program which he recently outlined for the Introduction to Law class at SICC.

Speaking first on the corruption of power which is predominant in the law enforcement system today, the lawyer, who last spring made an unsuccessful bid for the office of Manhattan District Attorney, mentioned that he had just seen a screening of "Serpico"—the story of the officer who broke open the story of police corruption which resulted in the Knapp Commission.

"The corruption and description of power," vanden Heuvel said, "destroys our sense of the word justice. Once power is distorted, it becomes a weapon against a well-ordered society, against the function of law and order."

Relating this wide-spread corruption of power to the present state of the nation's correctional institutions, he then went on to reiterate the belief which he often expressed during his years as Chairman of the Board of Corrections—that prisoners are part of our society and must have all the constitutional rights which are granted to any other member of the society.

This is particularly true, he feels, of people in the detention centers which have, of late, become the most notorious element in a generally outdated and unresponsive correctional system in terms of meeting the needs of the society it serves. Whereas prisoners in sentenced institutions are already aware of their fate, detainees are much more "tense and volatile" as a result of the uncertainty of their future. Thus the

psychological factors, combined with disgraceful prison conditions, result in outbreaks like the Tombs riots of a few years ago.

In concept, vanden Heuvel says,



"detention serves two primary functions—to provide adequate security measures in order to protect both society and the prisoner himself; to prepare the prisoner for his future options, whether that be a prison term or release into society."

The security function, in order to operate effectively, must be further divided into two categories: the detention center must provide uniformed guards to insure against the escape of prisoners, but it must also offer the services of "non-uniformed, trained corrections officers who both protect the detainee against self-inflicted harm and offer counseling facilities." Beyond that, these correction officers could also be in-

strumental in addict rehabilitation—"detoxification, analysis of the individual problem, and release into a community-supervised drug program."

Attacking the present bail system, vanden Heuvel expressed the belief that "there are too many people in detention because they cannot afford bail. Detention is both an enormous liability in terms of case preparation (statistics show a much higher conviction rate for those who remained in detention) and a means by which the prosecutor convinces the defendant to plead guilty to the charge."

"Justice, unless adapted to an individual, cannot be justice. You cannot do justice to 10,000 people whose names you do not know." The job of the detention system, then, is to identify the people and problems involved, to get these people through the courts as quickly as possible, and then to prepare a program for the release of the individuals with particular emphasis on an employment service which would afford the ex-detainees or ex-convicts a chance to become useful and self-sufficient members of their communities, according to vanden Heuvel.

In terms of prisoner security, the detention system is also falling down on the job as evidenced by the numerous cases of prisoner suicides of late. Says vanden Heuvel, "You cannot put people with self-destructive tendencies and mental aberrations in a cage. In this respect, the U.S. prison system is as barbaric as any in the world—we put animals in their, natural habitats and men into cages." The lack of time and lack of competent psychiatric help, the criteria for judging sanity and insanity, the proper supervision of prisoners with suicidal tendencies—all are glaring problems which demand effective and immediate solutions before the detention system can fulfill its social role in his view.

"We must build a procedure into the system that provides for an orderly presentation of grievances. For those who must be confined, a system must be designed which reinforces rather than defeats human values."



# Indecent Exposure

by Lewis Zlotnick

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

## HAVE THE NEW DRUG LAWS CHANGED YOUR ATTITUDES TOWARDS THE USE OF DRUGS?

"Yeah, I still get fucked, but I ain't as boldashish as I used to be. I have given the man some respect. But my general view is that it can get fucked."—J.C.H., Liberal Arts Non-Science.

"No, it hasn't stopped me from using drugs. I use Marijuana, Hash, and T.H.C."—Bob, Liberal Arts Non-Science.

"No, nothing would. I like it and I



take it. I'm just a little bit more careful with who or where I do it. My parents gave me permission to do it in my bedroom."—M.S., Liberal Arts and Science.

"No, I don't think so because all it has done is made people go underground and be more careful about how they handle their joints or whatever they're handling. Statistics prove it. Last September 1,000 felony arrests were made for handling as opposed to this September of only 250 arrests. So People are being more careful."—G.K., Liberal Arts Non-Science.

"Yeah and No, you do have to be more careful but they really don't do that much about it. Drugs are harder to get so it has changed my frequency of use because they're not around as much as they used to be."—B.A. Liberal Arts

"No, I thought the drug laws were very unfair as to grass and pills and I still do'em. Junkies will get their junk and people who want to get high are still gonna get high. It's just that the penalties are greater if you get busted."—M.G., Liberal Arts, Community Services.



# AID Advocates

by Fred Moynihan

On Oct. 10, 1973, a plan was submitted to the S.I.C.C. Association Hirsch, which proposed the addition of a "penny candy" counter adjacent to the student lounge. At a meeting of the Student Center Commission held on Jan. 11, 1973, the Commission, chaired by Ms. Leona Sanders, unanimously adopted the proposal. In addition to the candy counter service, provision was made for an information center to be housed in the same building unit. A contract was finally consummated with Penny Lane Sweet Shoppes, a division of Remember When Sweet Shoppes Inc., for merchandise and country including Wagner College, Hofstra, and Queens College. Sweet Shoppes have been in operation in these colleges for some time and have met with a great deal of success, especially Wagner, whose student population is approximately one third that of S.I.C.C. With such a volume of clientele in mind it would seem that defraying the expenses incurred by the construction of the counter should be an easy task for a

candy-starved student population such as ours.

On Oct. 16th, 1973 the candy counter was opened to the student public and free samples were distributed. The counter became an immediate success and the students soon became aware of the new service. The new sweet shoppe provides virtually everything that is available on the candy market. The flavors and varieties of both loose and wrapped candies are enough to please even the most discriminating sweet tooth. Just a few of the hundreds of candies on stock are smile pops, candy buttons, apricot fruit rolls, strawberry laces, and the ever popular bubble gum. In addition to this cornucopia of confection, there are treats which cater to more organic tastes including a variety of cashews, sesame and pumpkin seeds and good old pistachio nuts. All of these commodities are sold at the one pound, half, and quarter pound rate, and some of the candies, such as strawberry laces and bubble gum are sold at a penny a piece.

The establishment of this service through the efforts of both student govts. and the A.I.D. center seems to be a step in the right direction toward

improving both the appearance of the area around the student lounge and removing the vending machine mania from at least one area of purchase on campus. It is also innovative in the respect that students having a special preference for any particular product can make themselves heard and be assured that if it is at all humanly possible, that product will be added to the existing stock. This is a service supported by and for the students and any constructive criticism or suggestions will be appreciated in an effort to help iron out the wrinkles.

## The News Ferry

### WANTS YOU!

For internship, call: 720-9198

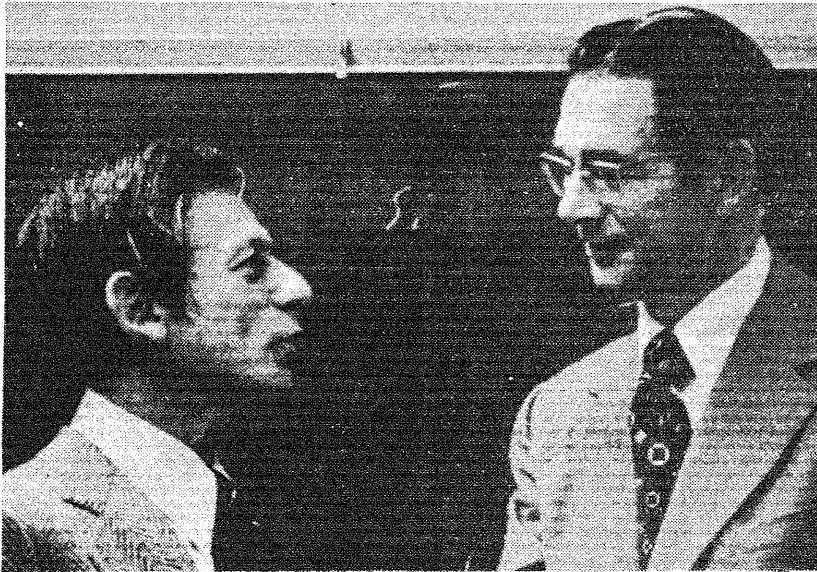
# New Course: Transportation Comes to SICC

"Transportation Management," a new course offered for the first time this fall by the Department of Business at Staten Island Community College, is alive and well and flourishing every Tuesday and Thursday night at 9:05 in room B-320.

The course is taught by William Jacobs, an adjunct assistant professor with wide knowledge in the field. Topics covered include the historical development of transportation and its importance to society, the types of transportation and their application, the techniques and policies employed in transporting goods, and the effect of transportation on marketing, industry and the economy in general.

Over 25 students are enrolled in the course, which is an elective in the business program with no prerequisites required.

"Frankly, the sign-up exceeded our expectations, I was amazed we got 25," says Professor Arnold Rieger of the business department, the man most instrumental in setting up the course. Rieger has been pressing for a



A recent meeting of the new SICC Transport Management course featured guest speaker Frank Watson (right), manager of distribution at Sterling Drug Company.

transportation management course at SICC for a long time, nine years to be exact, and, up until now, encountering resistance.

"The objections were always the same," says Rieger, "people claimed there were no qualified teachers and no demand for the course."

Objections based on the assumption that there was no demand for the course were laid to rest somewhat when St. John's, Pace and Baruch College all began offering degree programs with majors in transportation management.

That left Rieger with the chore of finding a qualified teacher. He solved that by finding Jacobs, one of the more knowledgeable men in the field, over a year ago.

"He was like a gift out of the clear, blue sky," says Rieger.

But why the sudden upsurge of interest in Transportation Management? Rieger is a little baffled by that himself, but he does have some opinions.

"The field itself has become very much more technical," he says. "It has

grown up and become more complex. Also, it's a growing field, and a well paying field — far better than banking moneywise."

People are beginning to think differently about the field, too, he claims. "In the past, traffic management was

narrowly construed in the most mechanical terms...paperwork, etc. Behind that, however, are the larger purposes — the systems approach to the whole thing, communications, not losing sight of the whole picture, not becoming totally absorbed in details. This is the aspect of Transportation Management that we're stressing in the course. We're not just preparing people to become clerks."

An added incentive for evening students already working in the field is that taking the course would possibly get them a raise, or even a promotion, in the near future.

"The course could help students right away," says Rieger, "and I guess that a large number of the students attending it are already working in a related field."

"The main point, really," he concludes, "is that there are so many opportunities in transportation management that it is a crime not to offer students background in the area."

constitution will be mailed out to all the active members for their approval.

Warren McBride, Treasurer, is studying the feasibility of endowing the reserves of the Alumni Association in order to perpetuate the assets of the Alumni Association.

Ms. Korinne Bentsen has been named chairperson to complete arrangements for a "Career Day" to be held in the College Lounge during club hours in November. When Korinne completes the arrangements the date and time will be announced in the News Ferry.

We need many of our Alumni members to participate in our proposed Fall Program. We welcome all who want to help us carry out our Alumni Program.

## SALES MANAGER

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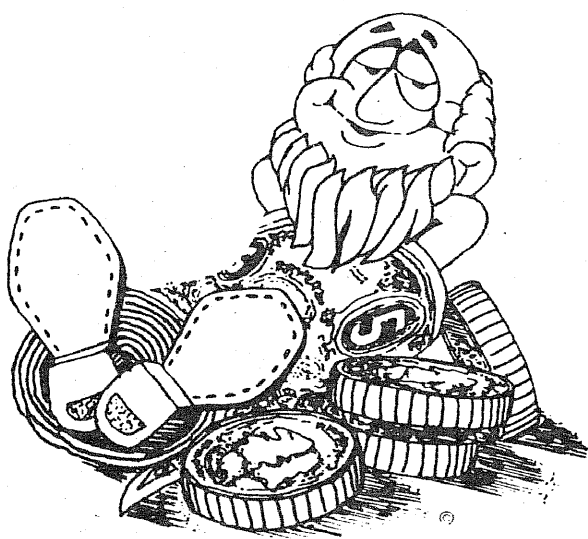
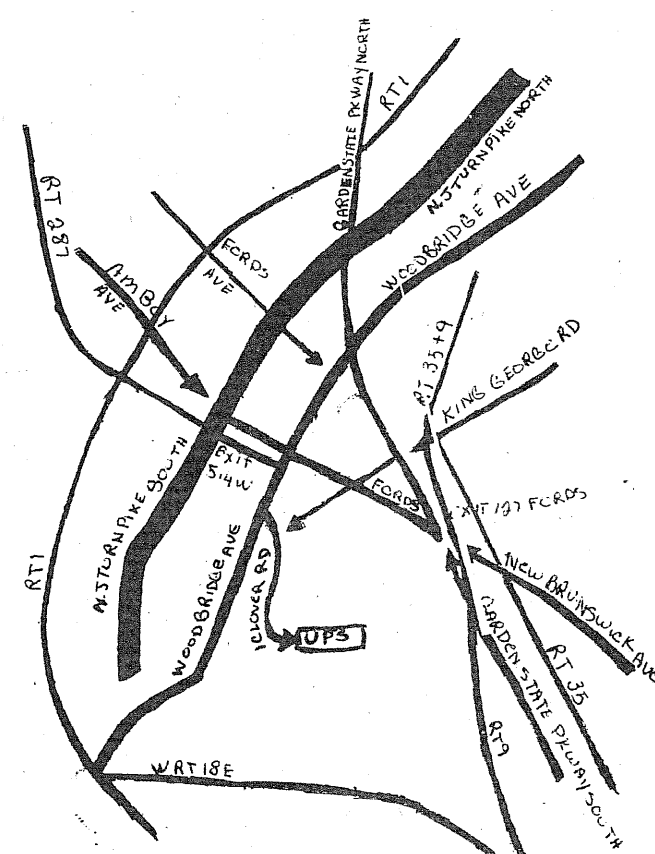
# Need Money For Growing Expenses?

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# Money!

# Money!

# Money!

To \$450 yearly

IF: A) You submit a BEOG (Basic Educational Opportunity Grant) application.

B) You have not attended a post-secondary institution prior to July 1, 1973.

C) You meet the Federal Income Requirements.

You must be taking at least 12 credit hours.

Applications and further information are available in the Financial Aid office Room C02.



# Nixon BOG

Continued from Page 1

we charge tuition, you can be sure private and public financial analysts are doing the same thing," quips Trow. He wryly notes that the present State Incentive Program of aid to students already requires a \$200 minimum tuition charge for student eligibility.

As now designed, it is impractical for a student to attend a low tuition college under BOG. Since, regardless of actual need, maximum allocation is fixed very low whereas private, residential college costs are covered regardless of amount. To some degree, this is reflected in the relatively low response rate to the BOG program. To date, SICC has approximately 200 students on BOG with an average grant of \$250.

Low turnout is also related to the BOG phase-in funding technique in that the program's partial funding has been spread out to limit the total possible grant even more.

As now operating, the BOG program is only half funded. In addition, student "entitlement" is limited to half of actual costs under the present law. In other words, a SICC student with a \$1300 living expense need and \$100 SICC attendance cost is limited to half the \$1400 total, or \$700. In addition, since BOG is only half funded, the student loses another 50 percent of that figure. In other words, as now funded, the most a student can receive at SICC is \$350.

Low turnout for BOG is another concern to Trow. He feels that, "there seems to be a reluctance on the part of students to send things directly to the government." As director of the only CUNY aid office requiring a personal interview for each aid applicant, Trow is especially concerned with the combination of increased student workload and documentation of need required for BOG, as well as elimination of financial aid as a counseling service function.

In the view of Trow and his staff members, it is clear that the federal government's intent is to centralize aid procedures and, in effect, reduce aid offices to paper shuffling operations with no authority to determine need locally, nor respond to individual situations.

"When I came here five years ago," says Trow, "we used the professional judgement of the local aid office for determining need. We have been able to provide individual counseling, help with wording, and an aggressive recruitment program to notify students of their eligibility. With increased federal control comes increased deadlines and rigidity. This may help middle and upper-middle income students who are accustomed to dealing with it, but it is just that much more intimidation and burden on poverty students."

He adds that BOG finalizes a growing government tendency to shift the burden of proof onto the student to establish need. "We no longer have freedom of judgement," claims Trow, "it seems we are to be certifiers and explainers... paper sufferers."

Sherman Whipkey added that the government notion of flexibility is an individual manual of procedures for each of seven grant programs, "sure there are exceptions... whole sections on each one and each different for the different grants, but they must be so highly documented they really act as deterrents to making exceptions."

Trow also pointed out that an incoming student seeking assistance must already fill out four different applications; document need with tax returns and the like and, in the case of BOG, sign an authorization for the U.S. Commissioner of Education to obtain copies of the Federal income tax returns used in the computation from the district IRS office and, "agree to provide, if requested, any other documentation necessary to verify information reported."

"How do you read that," Trow asks, "does that mean you authorize a direct IRS audit based on your BOG statement?"

Whipkey coordinates New York Higher Education Assistance Corporation (NYHEAC) loans. In his view, that program is also under increased pressure to alter its original purpose of providing "high risk" student loans at low interest.

Again federal guidelines played a major role in re-defining the program's function. According to Whipkey, the federal government inserted a requirement for a "needs analysis" test in March of this year.

Formerly, he explains, a student could apply for any amount up to \$1500 as long as his or her budget in direct aid did not exceed that amount. Since the federal government covers the interest differential (1/2 of 1 percent on amount), it introduced the "needs analysis." As in BOG, a student must now provide documentation of need. If the "needs analysis" is failed, the student must pay 7 percent interest on the loan while in school. Normally, interest does not begin until the student begins repayment.

Whipkey is particularly upset about newly released application forms that require three references. "You have to have a parent or legal guardian, a credit reference and character reference, and they are all supposed to be employed," explains Whipkey.

"The whole premise of a high risk loan is lost. It used to be presumed that a student's potential earning power upon graduation compensated for the risk. Now, the State wants to lend money only to those people who can afford to pay it back. In other words, it's like any other loan," complains Whipkey about the new requirements.

"In addition," he adds, "it takes six to ten weeks to process. How many people know that they're accepted that far in advance?"

He added that many Priority III students have been closed out of their only source of financial aid by the "needs analysis." Traditionally, there has been no direct aid money available to Priority III students at SICC as they are not at, or below, the poverty line (by federal standards). A single dependent student, whose family earns \$7100 to \$7300 would be in the poorest Priority III category.

Whipkey also noted that, in the case of the National Development Student Loan and NYHEAC, the government had also taken a much more punitive stance towards non-repayment of loans. "Marshalls, salary garnishes, prosecution for fraud and fining the schools," are becoming regular features of the loan programs in his view. He explained that NYHEAC recently began adding defaulters to the central credit computer system used by all lending and credit institutions in the state so as to deny former lenders a clear credit rating.

"Students today are paying the price of the '60's," concluded Trow. In his view, the move away from support of higher education; independent students and support favoring low income students is, in some ways, the pay back for a decade of student activism and turbulence on the part of government.

## Upper Division Scholarships

Upper Division Scholarships for partial support of full-time study (in a senior college) will be awarded by the College Entrance Examination Board (C.E.E.B.) for the 1974-75 academic year.

A College Committee will screen all applicants. Winners will then be determined by the C.E.E.B.

In addition to academic performance and financial need, all candidates must meet the following requirements:

- (a) Be a Black American, Chicano, Puerto Rican or American Indian,
- (b) Be a citizen of the United States,
- (c) Be completing a transfer program during the 1973-74 academic year (earning the A.A. or A.S. degree in January or June of 1974).

Applicants should have a cumulative index of 3.0 or better.

Applications for the Upper Division Scholarship are available in A-102, Dean Henry Harris. The deadline for filing applications is Monday, November 19.

## Shockley and Jensenism:

# Take a Message to Archie, Bunker that is..

"If you are in my business, in this country, at this time, you go out of your way to create the occasion." So went President Birenbaum's impassioned defense of his decision to invite William Shockley to debate at SICC. Scheduled for the end of this month (tentatively the 21st), Shockley has been refused a platform at Dartmouth, Harvard and Brooklyn Polytechnic.

In reading Current Biography 1953, we noted the authors' description of how Shockley's involvement in the invention of the transistor was the beginning of "the search for a 'brain' to match the atom's 'brawn.'"

Shockley supervised a team of researchers looking to replace the "vacuum tube" in laymen's terms, those glass things that make old "portable" record players so heavy. It seems the tube would not work with high frequency radar signals. The

transistor that replaced it was invented by team members John Bardeen and Walter H. Brattain, who shared a Nobel Peace Prize with Shockley for their military research. Besides its military applications, a Fortune article of the time heralded its invention as the dawn of a "second industrial revolution."

## Editorial

In those "Strangelove" days, it was still fashionable, to some degree mandatory, to glory over our atomic accomplishments, like Hiroshima.

Current Biography 1953 further explains that, "although Dr. Shockley did not actually invent the transistor... he fathered it in the way Dr. Albert Einstein fathered the atomic bomb by advancing the hypothesis and pointing the way."

Unlike Dr. Shockley, Dr. Einstein, to say the very least, found little to rejoice in as atomic "father figure." Why "unlike" Dr. Shockley? Perhaps the best answer is Shockley's continued clutching to the nipple of his Nobel laureate.

When Albert Einstein propagated a social policy position, he did not attempt to call it "science." He, in fact, tried somewhat vainly to halt the takeover of science as a military adjunct to the State.

Dr. Shockley has assumed the role of the embattled academe, tortured by an un-enlightened lib-rad education "establishment." The self-taught eugenicist, Mr. Shockley, who can blandly proclaim:

"Nature has color-coded groups of individuals so that statistically reliable predictions of their adaptability to intellectually rewarding and effective lives can easily be made and profitably

be used by the pragmatic man in the street." continues to claim that attacks on incompetent "science" represent infringements on his academic freedom. Yet his postulations on what social policies the State, or "pragmatic men on the street," should pursue are no more scientifically based than the outrage expressed by those policies' potential victims.

Prophecy fulfilled. Archie Bunker has been right all along. And, though hard scientific data is either lacking or has been scientifically placed in the "vacuum tube" category of human inquiry, Arthur Jensen (an ally, if not mentor, of Shockley's) provides the

most telling rationale behind the "embattled academe" image both men propagate in a July interview with the Philadelphia Daily News:

"The really important things, shrugs Arthur Jensen, implacable, "do get attacked."

In other words, the value of a hypothesis is apparently measured in the controversy it raises. Like Spiro Agnew, Richard Nixon, the Watergate defendants and a growing cast, Shockley and his cohorts depend upon their "victim" image a good deal more than they depend upon scientific substantiation of their ideas and actions.

Like many of the 60's radicals and, perhaps from them, they have



Apparently jubilant over current tension on this month's scheduled William Shockley debate, Joan Bodden wore her crimson Progressive Labor Party cloak on Halloween day. Though she refrained from a facial photo, Bodden did consent to this shot of her cloak.

Though there is some controversy as to whether Bodden will remain the primary opposition leader to Shockley's speaking, following the recent Day Session Student Senate resolution (see story on page one), there is little doubt that Progressive Labor has played a major role in bringing the issue to a head.

Well what's good for the goose is goddamned good for the gander." So held an outraged Black student at the President's recent "Open Conversation," arguing against Shockley's right to speak.

We agree. But we must ask two questions:

If Shockley does not speak here because of disruptions, who has the power to continue to use the cloak of the First Amendment? Who needs that Amendment's exercise more, Shockley or the students of SICC?

Secondly, we were not aware that free speech was a "liberal argument." It wasn't in the Berkeley Free Speech Movement. It wasn't when Bobby Seale was gagged in a Chicago courtroom. It wasn't in the McCarthy era and we don't think it is now. And Justice Douglas has outraged as many self-proclaimed liberals as he has conservatives and radical leftists.

Under the guise of their own need for First Amendment protection, representatives of the State and a good many of its institutions continue to propagate denial of those protections and potentially worse policies, as evidenced by Shockley and what he represents.

In our view, William M. Birenbaum is a very political man. It is inconceivable he can take the theories of men like Shockley and Jensen seriously. Everything he considers his life's accomplishments fly in the face of Jensenism. So why invite Shockley? Perhaps because he understands the limits of power, as well as its exercise.

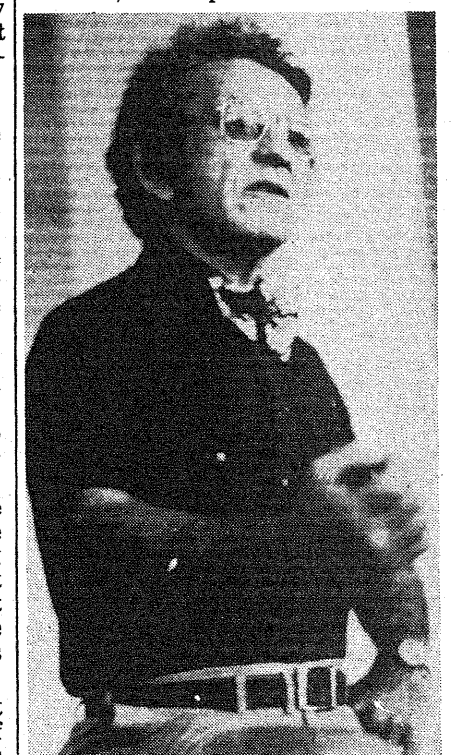
So what can be done? In our view, a good deal. But it seems to us it makes more sense to do combat with Shockley and his ideas rather than with Birenbaum for inviting him. And that is true whether you feel the college president is in the Shockley camp or against. Either way, it is common "street" sense to know everything you can about your potential enemy.

As to the Shockley talk, if you feel you know where he is at, boycott it and read up on one of his less known cohorts. Perhaps more humiliating to Shockley would be a counter talk by Princeton's Professor Kamin, for instance, who has systematically destroyed the Jensenist "proofs" of their theories.

The fact that a Nobel laureate and close associate of Ma Bell and the Defense Department can no longer pontificate about your genes and get away with it; that for all of his mathematical euphemisms for "objectivity," he cannot mask who he is and what his ideas express; that you are here and can choose to reject his ideas, means you do have something to lose.

"Don't be programmed," Jeff Atkins pleaded at the recent talk. The vacuum tube Shockley was instrumental in replacing became a dinosaur to technology due to its, "short life, bulkiness, fragility and high power consumption," according to Current Biography 1953.

In our business, in this country, at this time, winning is making sure Shockley's social engineering is the dinosaur, not its potential victims.



"If you are in my business, in this country, at this time, you go out of your way to create the occasion," was President William M. Birenbaum's impassioned explanation of his decision to offer William Shockley a forum in his lecture series. Shockley has been refused platforms (even in debate) at Dartmouth, Harvard and Brooklyn Polytechnic.

## Russian Cinema

A new course to be offered in the Spring, day and evening sessions is P.C.A.-463-Russian 50, "Russian Cinema" to be co-jointly offered by P.C.A. & Modern Language Departments. Great classics will be shown—Eisenstein, etc. and compared with other art forms of that period. Since many students might be steered away by genre Russian film because many are silent or sub-titled, please take heart. We will be comparing them with what was going on in other countries at the same time, i.e. Our Daily Bread (1934) by American director King Vidor which advocated a "cooperative" idea, Zero for Conduct ('33) a delightful French film by a Russian emigre cameraman, Boris Kaufman.

For further information, contact P. Zucker, 390-7690 or leave a message. So, if you're interested in film, register for Russian Film, Evening Session, Thursday eves. 6:15-9:30. 4 hrs. 3 credits.



developed the art of media manipulation: It's a simple formula really. Since a man like Shockley is at least clever enough to know that asking a thoroughly oppressed race of people to sell itself to racial suicide (based on the notion they are genetically inferior) is bound to cause a backlash, one merely creates a hypothesis (or assumes one) and proceeds to espouse it. The significance of that totally media created monster YIPPIE! that culminated in Chicago, 1968 was apparently not lost on the right.

The press responds to two things - events and official spokesmen. Abbie Hoffman had YIPPIE! and William Shockley has Nobel. One played on fear and guilt, the other on intellectual elitism.

The result? Controversy. And once something has that charismatic element, "controversy," it has the critical Jensen element: "the really important things," he calls it.

It's not that we think Shockley and what he represents is not important. But what does he represent? To us it is yet another group of media mind-hustlers.

The important things are in this issue all right. But are they the failing of the First Amendment or the underlying assumptions of I.Q. tests? If there is not a "free marketplace" of ideas, is it more important to scrap the whole notion of free speech or find out who's programming who and why?

We find it particularly ironic that it has been the political left, in the form of the Progressive Labor Party, that has provided the most thorough collection of refutations to Shockley as "scientist," in their pamphlet, "Racism, Intelligence, and the Working Class," of those few readily available. Ironic, because they make it quite clear throughout what their view of "good" behavior is...

"Deciding what kind of behavior is intelligent is an extremely political act. From our point of view, rebellion and revolution are the most intelligent kinds of behavior working people can adopt."

With their honesty, it seems to us they have been much more "scientific" than Mr. Shockley, self-made eugenicist.

The "campus left" on the other hand, would seem to be using the First Amendment much like Shockley does. Only instead of calling for its protection, they are playing upon its failure to protect in all cases.

The logic seems to be that, since we all know this country and perhaps this campus is not a "free marketplace of ideas" in all cases, we should take advantage of whatever small powers we have to close out First Amendment rights to as many "enemies" as we can.

Frankly, we find this rather smacking of a Shockley-style self-righteousness. If the spokesmen of the "campus left" plan to foment "rebellion and revolution" because they see it as "good" behavior, it seems to us they should say so and stop matching wits with Shockley and Agnew as to how many ways one can distort the notion of free speech to fit the occasion.

"The power structure has never gone by the rules. But when we object, we get the liberal argument (free speech).

### AMENDMENT I

**Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.**

"I'm considered the only known Communist in my hometown, Tacoma, Washington," quipped Supreme Court Justice William O. Douglas at his recent lecture on the rapidly eroding First Amendment. Douglas received an honorary degree of law from the college and was within a week of his 75th birthday at the time of his visit.

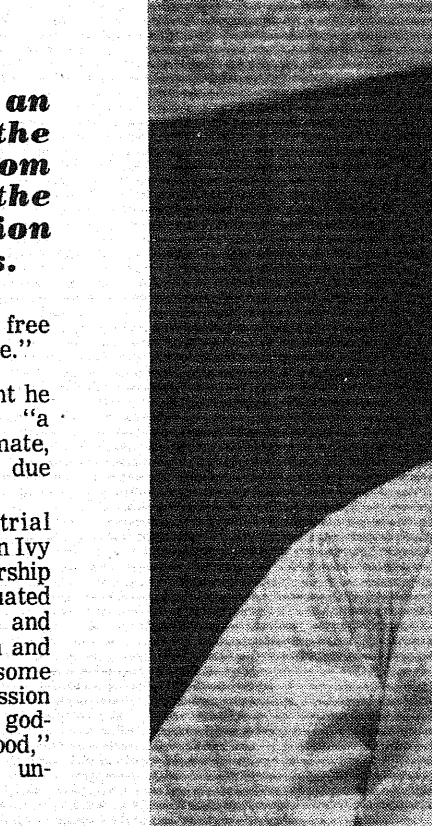
Within days of his talk, Douglas achieved the longevity record for a Supreme Court Justice, he was appointed in 1939, and probably holds the Court's largest lone dissenter file as well.

"Rightest philosophy is in a period of ascendancy," Douglas warned and called current arguments that the First Amendment was meant to be interpreted in the "prevailing social

framework" an attempt to use free speech laws as "a sort of sedative."

Comparing the First Amendment he has defended for decades to "a weathervane" of the political climate, he suggested the winds were due "right."

Plea bargaining, press trial coverage, a debate over whether an Ivy League conspiracy exists in leadership circles ("I don't know, I graduated from Walla Walla," he quipped), and an anecdote about Harry Truman and the late Justice Hugo Black were some of the question and answer session highlights ("I may not like your god-damned law, but your bourbon's good," said Harry to Hugo after an unfavorable decision).



## "It Wasn't Chavez"

One wasn't sure if the United Farm Workers renewed struggle for a living wage and elective union was the subject of their UFW boycott talk, or if by some secret ballot the whole of SICC had decided to boycott them.

At any rate, News Ferry staff members were there in force. The subject was those collegiate favorites, "Ripple, Spanada, Gallo, and fellow Teamster 'sweethearts." Not lettuce this time, but a real test of commitment to social justice... wine. Most of the "labels" to avoid, should you support the boycott, are in the photo above.

And while the local Safeway and A&P hand out counter leaflets claiming "we have nothing to do with it," they do.

Flags and buttons and posters and

bumper stickers in hand, Bernice Rincon, Maria Colon, Joe Salazar and Pedro Carmona have traveled hard across the country's campuses, trying again to build a boycott movement from, essentially, nothing if SICC's attendance rate is any indication.

Fighting the agriculture "factories" is not unlike fighting those of Chrysler or GM. "It wasn't Chavez," as one student put it. It was instead three migrant farmworkers who could not speak English. Not your typical "mass media" appeal. Just a few of Chavez's front line troops, tired and wrinkled and a long way from their families of six to fifteen hungry mouths. We left rather proud. "It wasn't Chavez," just his people.



Intramurals Study:

# Blacks Lack Interest

by Gary Libow

Intramural Director, Richard Kamen pondered the shortcomings of the Intramural Program in order to find out in what areas improvement is needed. He decided to examine intramural records of student participation and see if he might come out with a logical answer. Kamen compiled the figures, and graphed ethnic group rate of participation in all the sports offered by the program.

First he researched the ratio of matriculated undergraduate ethnic groups at SICC, and discovered the following breakdown:

1972 WHITE	BLACK	PUERTO RICAN
8.7	12.9	4.2

This left a ratio of six-to-one, white students to black students in SICC.

After he compiled his figures, he noticed that black students primarily participated in the Intramural Basketball three and five man tournaments. In fact, the base ratio of 6:1 white & black went down to 2:1 black & white in basketball participation. In the other Intramural sports offered, Kamen found that black students had the tendency not to participate as freely as in basketball. From the 2:1 black to white ratio of participation in basketball, the ratio skyrocketed back to 6:1 white to black in the other sports offered. The following are Kamen's figures, based on his records. The year represented is 1972:

WHITE PARTICIPATION	BLACK PARTICIPATION	
215	Football	20
72	Tennis	3
11	Volleyball	8
65	Table Tennis	5
30	Karate	5
35	Basketball-3	70
100	Turkey Run	5
50	Basketball-5	200
135	Bowling	5
90	Softball	20
10	Paddleball	5
	Free Throw	40

TRACK	WHITE	BLACK
Track	38	57
Badminton	30	4
Gymnastics	18	2

To illustrate the ratio, he subtracted the number of basketball participants (3 man and 5 man) from total participation from each respective group.

The result

The ratio of 896:179 is approx. 6:1 in White to Black participation in all other sports offered in the Intramural program.

Kamen is in the process of conducting a study to find out why this is so. He wants to find out why the Black student chooses not to participate in other Intramural sports, so the program can be changed to fit the students' needs. Kamen plans to ask Black students about their feelings toward the Intramural Program and find out what improvements are needed. The text and results of Kamen's study will be presented in the News Ferry when completed.



Dolphino Manuel Gonzalez heads towards the oppositions goal for one of many attempted scores in their game vs Kingsboro.



Richard Kamen, Director of Intramural Sports

# Intramurals Grow

by Gary Libow

About 1500 members of the Staten Island Community College population took advantage of the Intramural Program in 1972. Twenty sports tournaments are scheduled for the Fall 1973 and Spring 1974 semesters. The program in run every Wednesday during Club Hours from 1:23-3:20. The college community can also take advantage of a free recreation period every Monday, Wednesday and Friday in the gym.

"The purpose of the Intramural Program is to provide an opportunity for all students, faculty and staff to enjoy satisfying experience related to their particular needs, varying from the highly competitive type to those of a noncompetitive and recreational nature. The intramural philosophy is based on the concept that students should have the freedom of choice, equality of opportunity, and respon-

sibility for sharing in planning, supervising, and administering the program," according to its recently published Handbook.

Faculty and staff are encouraged to participate in intramural activities and tournaments. Active participation in sports and athletics provides a welcome variation to intellectual orientation of faculty members. Aside from the recreational and physiological benefits enjoyed from vigorous participation in sports and games, mixed recreation and competition for faculty, staff and students provides an opportunity for some degree of communication between groups.

Richard Kamen joined the SICC faculty as Intramural Director two years ago. He noticed the Intramural Program was loosely structured. Kamen, as he put it, "strung the loose ends together." Kamen's main concern



# Soccer Scores

## NOV. 3

The scores by halves  
S.I.C.C. .... 11-2  
Mitchell ..... 00-0  
Goals: Portugal, Gonzalez

## NOV. 1

The scores by halves  
S.I.C.C. .... 20-2  
Ulster ..... 10-1  
Goals: SICC- Rivadulla, Gonzalez Ulster- Nedrick

## OCT. 27

The scores by halves  
S.I.C.C. .... 39-17  
Sullivan ..... 00-0  
Goals: Portugal 4, Rivadulla 4, Coughin, Mendez 2, Arqueta 2, Dileonardo, M. Quintanilla, J. Quintanilla, Zelaya.

## OCT. 25

The scores by halves  
S.I.C.C. .... 21-3  
Kingsboro ..... 00-0  
Goals: Gonzalez 2, Arqueta

# "It's Intramurals, Not Intermurals"

by Richard Kamen

The Intramural and Recreation Programs at Staten Island Community College are designed to provide opportunities for participation in a wide variety of sports and recreational activities for the entire University community. Participation is the general aim of the program—getting students, faculty and staff involved in physical activities that might help in the realization of such basic health needs as relaxation, belonging, achieving, and maintenance of good health and fitness.

There are two basic aspects of the program: (1) Intramurals—organized and competitive sports activities (2) Recreation—in formal, self-directed play. The Intramural Program facilitates competition among participants who enter, as teams or individually in pre-arranged scheduled activities and utilizes paid student officials. Tournament winners receive awards, and recognition through the student newspaper. Interest, not skill, is the major requirement for intramural participation.

Recreation lacks most of the foregoing characteristics, emphasizing interest self motivation and impromptu, spontaneous activity. This aspect of the program encourages individuals to use facilities made available during certain time periods. Such facilities include the basketball and volleyball courts, gymnastics equipment, handball and paddleball courts, outdoor softball and soccer fields, tennis courts and running track.

All pertinent information regarding the intramural program is contained in the Intramural Office, D-105. Please come in to sign-up for activities, ask questions, or just to satisfy your curiosity.

is to get as many people as possible involved in the program. He explains that anyone with varying abilities will be matched against opponents of the same ability. "Anyone can come out," he says. He feels that many people don't recognize the need of recreation and its benefits.

It is easy to enter a tournament. Many students don't belong to organizations and are hesitant to enter the tournaments because they don't know other people in the same situation who want to play on a team. The Intramural office introduces prospective participants to other people who want to join. There are also individual events such as table tennis, archery and karate.

Groups of students having the regulation number of players for a tournament should file a team roster in the intramural office, D-105, before final entry dates.

All of the sports and activities are designed to provide equal opportunity for participation by men and women, according to Kamen. Certain activities such as co-ed volleyball, enable men and women to participate in mixed competition. Activities that do not permit mixed participation like football and basketball, are scheduled in separate divisions.

All tournaments are set up by the Intramural Director and members of the Intramural Council. All sports abide by the official rules for that sport with modifications for intramural purposes. When it is necessary to revise or limit certain rulings, the Intramural Director establishes modification to the rules.

The Intramural Council is the organized voice of the participating athlete in all intramural activities. Council members are student volunteers possessing a strong interest in sports and athletics. The council convenes weekly to consider the interpretations of rules, regulations and protests. Council members are all responsible for administration of a particular phase of the program, such as scheduling, publicity, recruitment, etc. Membership to the Intramural Council is open to any student desiring to get first hand experience in the administration of diverse recreational sports program.

Officials for intramural activities are SICC students who demonstrate a knowledge of sports and rules and possess a desire to officiate. They are paid \$2.00 per hour. Any student capable of meeting the above requirements and are interested in employment should see the Intramural Director.

The Intramural champions receive individual awards at the conclusion of the championship game. Some Trophies and plaques are on display in the Intramural showcase located in the cafeteria corridor.

# Side Lines

by Gary Rosenthal

The United States is experiencing tremendous growth in the areas of recreational and leisure time activities. No longer is recreation and use of leisure time confined to a few odd hours of the week, nor is it confined to certain classes within our society. Rather, recreation and leisure time activities are becoming a regular way of life for increasing numbers of people.

There are many reasons for the tremendous growth in these areas. The principal reasons are that more leisure time has become available since work hours and days have been shortened and vacation time for many has been extended. Perhaps the most important reason of all is the growing awareness of the values of these activities to the physical, emotional and social development and well-being of the individual.

The Business world, as usual, has been quick to recognize the fantastic growth of recreational and leisure time activities. Businessmen and their corporations have been quick to capitalize on the great new markets directly related to recreation and leisure. The construction and operation of new private facilities for tennis, golf, bowling, etc., and the plethora of diverse equipment such as forty different type tennis rackets—made of wood, steel, aluminum and fiberglass; all kinds of skis and naturally, going on with it all at the same time, the thousands of items of apparel made to be worn during and apres ski, tennis, golf or whatever, all indicating the magnitude of this great trend.

Clearly, this growth in recreational and leisure time activities must be reflected in the curriculum and programs of Health and Physical Educational Departments. We, in the Department of Health and Physical Education at Staten Island Community College, have been working hard to determine how we can provide for our students, faculty, staff, administration and community, a well thought out, logically planned, series of experiences in physical education that will be of value now and for a lifetime to each individual.

To this end, we begin by providing a sound, basic, required physical education program that runs the gamut from individual type sports such as tennis, swimming, golf, fencing, through team sports such as volleyball, basketball and soccer. We add to this ice skating, cycling and horseback

riding and we have the basic core of courses in our department.

At the present time we offer a strong intramural and intercollegiate program which in our opinion provides a high level of competition for those students whose ability and inclination are towards such activities.

Rounding out our program is our new pre-major program, which is designed for those students who think they are interested in pursuing Health and Physical Education on a professional level. Courses in this program go into such vital areas as principles and philosophies of physical education, methods of teaching skills, principles of camping and recreation. Each semester our course offerings will grow until we offer a full range of transferable major type courses so that our students will be able to transfer into four-year colleges to get their degrees in Health and Physical Education.

But most exciting is our movement towards creating the opportunity for all members of our college community to participate in physical education and recreational activities at various times of the school day.

We are in the planning stages of a program that we hope will be offered this Spring whereby students, faculty and staff will be able to avail themselves of our fine facilities and teaching talent on strictly an interest basis, not for credit or requirement. Briefly, we plan to have designated faculty members at teaching stations (in the gym and/or on the field) for the specific purpose of teaching individual skills to those interested on an informal but professionally sound basis.

Simply stated, it would work like this: If tennis were one of the designated teaching stations, a teacher would be available at a designated time and place to give instruction to any individual wishing to learn or brush-up on skills in tennis. The teacher and assisting instructors (perhaps right out of our major program) would teach the skill. Film strips of the activity would be available for reinforcement of teaching and learning and video recorders would be used to record the students' practice and progress so that the student could see faults, improvements and skill development in himself.

If this concept of instruction proves successful in terms of interest and learning, we would refine and expand this program to many more areas related in particular to lifetime sports.

This is but one way that we can provide for our college community, the opportunity for learning and developing in recreational areas, without then having to go outside for private and expensive lessons in sports and recreational activities.

We urge all members of the Staten Island Community College to contribute ideas to us too, so that we can provide experiences of value in recreational and leisure time.

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## The SICC runners finished as follows:

- 13th Alfredo Vega 24:09
- 15th Steve Chambers 24:48
- 16th Thomas Mulligan 24:58
- 24th Lorenzo Sofont 28:43
- 28th Nelson Vega 29:34
- 29th Clay Hadley 30:05
- 30th William Gonzales 32:29

Coach Jabbar appeared frustrated. He stated that the SICC squad "needs manpower". Jabbar doesn't understand why more people don't turn out to run cross country. "I find a hard time getting a team on the track. People just don't want to work hard and it's unfortunate for their health." Jabbar points out that any interested students should see him immediately.

# Cross Country

by Gary Libow

On Saturday, October 6th, Staten Island Community College hosted a group cross country meet. The SICC squad, coached by Najim Jabbar, matched their talents with Nassau Community, Manhattan Community, Kingsboro and Rockland Community. The course consisted of 4.1 winding miles. The fastest time ever ran on the course was 21:00.

SICC placed seven runners in the field of 33. The winning time was 21:04, with Alex Smith of Kingsboro capturing first place.

# HELP WANTED

On Saturday, December 15th, the City will be hiring 6,000 people to work as proctors during the police department examination. The pay will be \$2.50 an hour for 6-8 hours work. Students interested in obtaining these jobs can get them through the City University Student Senate.

For job information, call Clarissa Gilbert or David Shark at 360-2758-9.

Placement Office—C 2  
Part Time No. 28—Jobs in Retail Stores on Staten Island during the Pre-Christmas Shopping Season. Will include evening hours. From \$1.85 to \$2.50 an hour.

P.T. No. 30—Night Work in New Jersey, Long Island or Queens. Parcel Handler. \$2.85 an hour to start plus education plan bonus.

P.T. 32—Short Order cook—on Staten Island. \$2.25 an hour.

P.T. 36—sales. Wholesale distribution of paper products. Sell to stores, hospitals, sales experience preferred but not required. Work during your free time. Base salary plus commission.

P.T. 39—Stock-Sales. Must be over 18.5 p.m. to 10 p.m. in Brooklyn. Start at \$2.00.

P.T. 46—Sales help needed in Staten Island Department store. Work will include night work. Start at \$1.85 an hour.

P.T. 47—Stock Sales work in Brooklyn Department Store—Christmas work \$2.00 per hour to start.

P.T. 54—Driver with a few free hours a day. To deliver for a Staten Island Market.

P.T. 56—Proctors needed for Police Department Examination on December 15. Work 6-8 hours. The pay will be \$2.50 an hour. Qualifications: 18 years of age and a high school graduate.

F.T. 18—Gal Friday-Stenographer to Director-Type 70 wpm Steno 90-100 wpm City Hall area. \$8200 start.

F.T. 17—Computer technology student—knowledge of cobolt and business background not science. Work 1 to 2 years in Iran (West Asia). \$8,000 to \$12,000 plus living expenses and bonus. No fee to student if out 18 months or more. No taxes.

F.T. 19—Accounting position in lower Manhattan. Comparers and provers. Must have at least 6 credits in accounting. Starting salary \$575 a month minimum.

F.T. 20—Customer service engineer. Install, maintain, and repair computers 9-4. \$175 week or up depending upon experience.

F.T. 21—Midtown Manhattan—legal secretary with very good steno and typing skills. 9:30 to 5:30. \$175 a week open for discussion.

F.T. 23—Industrial Engineer, Equipment standards Coordinator. Good math aptitude and good mechanical aptitude. \$180 a week to start. Lower Manhattan.

F.T. 22—Data Control Clerk—knowledge of J.C.L. basic knowledge of Data Processing specialized EDP courses. Work first shift 8:30 to 4:30. \$140 a week to start.

F.T. 25—Senior Engineering Aide. Coordination of large scale projects including planning scheduling, etc., utilities. Must be aggressive and eager to advance. For all technology students. Full time—\$700 to 750 per month to start.

SICC is looking for a Director for the college Affirmative Action Program. A program & job description is available in A229 If you:  
1) have a baccalaureate degree, and  
2) have some administrative experience  
Send your resume to Dr. Jessie Gilmer, H-9 immediately  
Salary is up to \$22,180 plus fringe benefits, depending upon qualifications.  
We are soliciting applications nationwide but we will not overlook the commitment and talent of all staff on our own campus.

# Intramural Finals: Tennis, Handball, Football

by Gary Libow

## WOMEN'S TENNIS TOURNAMENT

(opening round)  
Gilda Jones over Nancy Columbin (6-1,6-2)  
Susan Anderson over Aileen McMahon (6-1,6-2)  
Kathy Pryor over Caren Volpe (6-2,6-1)  
Barbara Esmilla-bye  
(semi-finals)  
Susan Anderson over Gilda Jones (6-0,6-0)  
Barbara Esmilla over Kathy Pryor  
(finals)  
Susan Anderson vs Barbara Esmilla (to be played)

(quarterfinals)  
Rona Barringer over Carl Clarke (6-1,6-6)  
Nick Farkouh over Dave Peel (6-1,6-0)  
Evan Pickman over Bob Marcus (6-0,6-0)  
Marc Rosenberg over Paul Lee (6-3,6-1)  
(semi-finals)  
Ron Barringer over Nick Farkouh (6-1,6-4)  
Evan Pickman over Marc Rosenberg (4-6,6-3,6-0)  
(finals)  
Evan Pickman vs Ron Barringer (to be played)

## HANDBALL TOURNAMENT

MEN  
(opening round)  
Rafael Delcon over Louis Laguer (21-12)  
Ausberto Hueris over John Rivcia (21-7)  
John Perez over Roy Ramirez (21-7)  
Louis Rios vs Mike Caban

WOMEN  
(opening round)  
Denise Mabry vs Vikey Santiago  
Regina Guzman vs Angie Diaz  
Elisa Rodriguez-bye  
(tournament to be completed)

## FOOTBALL

(opening round) - Double Elimination  
Beau's and Arrows over Gizunta Titzkas (8-6)  
Bowers Bums over Hamilton Fireflys (2-0)  
Destroyers over CT and Company (6-0)  
Minstrels Over Islanders (6-0)  
(2nd round)  
Beau's and Arrows over Bowers Bums (20-6)  
Minstrels over Destroyers (13-0)  
Gizunta Titzkas over Hamilton Fireflys (6-0)  
CT and Company over Islanders (2-0)  
(3rd round)  
Beau's and Arrows over Minstrels (21-12)  
Gazunta Titzkas over Destroyers  
Bowers Bums over CT and Company (12-6)  
(Tournament to be completed)

## MEN'S TENNIS TOURNAMENT- 1st Division

(opening round)  
Rick Sawyer over Bob Chiambarello  
Ron Pacache over Joe Poirio  
Gary Ippolito over Ricky LaBarbara  
Nelson Torres over Steve Zerega  
2nd Division  
(opening round)  
V. Signoriello over I. Carrillo  
J. Polizzi over C. Robaino  
A. Feko vs J. Signoriello  
P. Libieri-bye  
to be completed  
(Scores not available)

## FACULTY TENNIS TOURNAMENT

(opening round)  
Carl Clarke over Geoffery Atkins (6-1,6-0)  
Nick Farkouh over John Snyder (default)  
Dave Peel over Arthur Field (6-1,6-0)  
Evan Pickman over Davis McGabe (6-0,6-0)  
Bob Marcus over Gene Drivley (forfeit)  
Paul Lee over Irv Kosow (forfeit)  
Marc Rosenberg over Joel Schwartz (6-1,6-0)  
Ron Barringer-bye

## FALL 1973 INTRAMURAL CO-ED SPORTS CALENDAR

SPORT	DATE	LAST DAY TO ENTER ROSTER	PLACE
Turkey Run	Nov. 21	Nov. 21	Track
Physical Fitness	Dec. 5	Dec. 5	Wt. Training Room
5-Man Basketball	Feb. 20	Feb. 15	Gym
Bowling	March 6	March 1	Colonial Lanes
Softball	April 3	March 29	Athletic Field
Paddleball	April 3	March 29	Outdoor Courts
Free-Throw Shooting	May 1	May 1	Gym & Outdoor Courts
Archery	May 1	May 1	Baseball Field
Track & Field	May 8	May 8	Athletic Field & Track
Badminton	May 15	May 15	Gym
Gymnastics	May 15	May 15	Gym

\* These dates are tentative. Check Intramural Bulletin Board for official dates and roster deadlines.