

English Fifty

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Thursday, May 15, 1969

The Evaluation of Teachers

By Loretta Argue

One of the most terrifying ordeals facing an entering freshman is planning his own schedule while bombarded by suggestions from fellow students on what courses and teachers are best. After hearing dozens of teachers' names and a score of conflicting comments he becomes thoroughly confused and just abandons the idea altogether. There should be some way to relieve this pre-registration frustration.

There should be some logical way in which students can discover the merits and faults of prospective teachers.

All Students to Participate

A way to solve this dilemma is through a responsible teacher evaluation program. All students should be encouraged to participate, since it is only through a large consensus of opinion that a true assessment of a teacher's ability can be reached. Each individual has his own ideas of what qualities a teacher should possess. To some the most important quality is the manner in which the teacher conducts the course: whether or not the teacher carries on a dialogue, encouraging students to think and express their ideas; or whether the teacher carries on a monologue somewhat in the manner of a walking tape recorder.

To others, perhaps, the most important quality is simply the knowledge that the teacher has of a particular subject and not the way he expresses that knowledge. Therefore, if only a few students participate, commenting on only a few teachers, their conclusions will not be a true representation of general opinion.

Exchange of Ideas

Before this plan is implemented, Student Government should hold a general meeting to which all students intending to take part should attend. Ideas should be exchanged on the essential qualities that a teacher must possess and how a student can impartially evaluate those qualities. The teacher's power to communicate to the student, his attitude in class are just as important as the knowledge he possesses. A man can be an expert in his field and still not be a teacher. A student's opinion should be as unbiased as possible and not be influenced by the teacher's personality outside of class.

This program should be started about midterm, in time for the results to be published before the beginning of next semester. Enough time will have elapsed for a student to know if he likes a particular teacher's approach,

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Scholars Program Offers Chance for College Admission

By Hilda D. B. Gittens

Since the beginning of the current term, there has been in operation on campus a Community Scholars Program administered by Mr. J. P. Wooten, Director of Institutional Research, and Dr. Peter Nigro, Dean of the summer session.

The program involves 115 people—some working, some on welfare, and a few who are still attending some type of school. Classes, which are held every day of the week, are in math and English. Included in the English lessons are sociology, black history, and class image building.

Three professional counselors meet with the students to check on their progress and to help them in any other way that they can. Ten SICC students work as tutors in the program.

Community Sponsors

The main objective of the program is to prepare the students for admission into college in either the fall or spring term of 1969-1970. A few of its sponsors are: Staten Island Youth in Progress, Staten Island N.A.A.C.P., Staten Island CORE, Stapleton Organized Community Council, and Interested Citizens of New Brighton.

Varied Summer Program Will Brighten Up Campus

By Crescentia Ladley

The summer of '69 at SICC will see the convergence of many wholly new and exciting trends. These trends have shape through the combined efforts of Dean Peter Nigro, an interested faculty, and a non-apathetic student body.

The aim is for experimentation in the new fields of education and a broadening of the old. The summer session has put out its own catalog for the first time this year which lists the 150 new courses being offered. Among these, are community-demanded courses in the theatre and the performing arts, typing, steno, and the non-credit Continuing Education Program.

Remedial Reading

A special program is also being offered in remedial reading and math at a fee of \$10 for those in the Community Scholars Program and anyone else who is interested in improving his academic skills. Dean Nigro hopes this will break down the wall between high school and college.

Early mail registration is being used to save time and to enable students, on the closing of their classes, to change their programs conveniently. The administration, furthermore, will have time to

adjust imbalances in class size without confusion.

The campus will also be open for recreation this summer to the general community. Prof. Carl Ferguson will set up a recreation program for the students who will then help manage it for the community. There will thus be no reason for the campus facilities to be left idle. This program has the approval of the deans, and it will be the first time the whole campus—buildings, fields, etc.—will be used by the community.

In addition, the summer cultural program sponsored by Kaleidoscope will enter its second year. It will be wholly supported by summer session funds. The program is to be directed by James Cavaliere.

Free Entertainment Program

Featured will be a Rock and Soul Dance; Shoshana Shoshan, a classical singer; B. B. King, the country's leading blues and jazz guitarist; and the Clark Terry Quartet. This program is free to all summer session students.

The philosophy behind the summer session is to continue innovation in learning, sparked by a young and involved faculty interested in experimentation.

Presidential Commissions Issue Interim Recommendations

Commission I

Commission I, headed by Dr. Philip Schain and Edward D'Angelo, deals with the architectural problems of our college. In a recent interview with Dean Peter Spiridon, a two-point attack on the problem was disclosed. First, the commission has discussed the possibilities of gaining immediate space by temporary rental. And secondly, the commission has explored the discussed elimination of crowded conditions in existing buildings.

Permanent modification of underdeveloped basement space is now awaiting contractors. Space below the gymnasium and below the dining hall will hopefully be converted into office, classroom, or laboratory units. The most important modification plans deal with increasing the total floor space from 300,000 square feet to 900,000 square feet. A master plan is now being worked on taking into serious consideration faculty and student requests and needs. Changes in future teaching methods and enrollment are also important considerations.

Commission I is also dealing with the present parking situation and with public transportation conveniences. And still another aspect of this commission deals with the arrangement of student and faculty schedules.

—Abbie L. Young

Commission II

Commission II, one of the six campuswide presidential commissions, is concerned primarily with the urban and educational programs in and around the college community. These programs are vital to the college and its environment because there is an extensive void between the community and the college on the one hand and black and Puerto Rican students on the other. Many proposals have been made to close the void and to improve the co-existent functioning of the three factions involved.

One of the most prominent proposals is the establishment of a black social and cultural Center near the college. This Center would be helpful in creating a better understanding between the immediate community and the black and Puerto Rican students. It would advise and orient incoming freshmen, designate upper classmen to function as advisors, and provide tutorial sessions to complement insufficient high school training. Cultural and social presentations would also be sponsored. It is hoped that the Center will not promote black-white tensions but will enrich the cultural life of the college and its community. Students in the technical curriculums would be directly involved in that they would participate actively in renovating the Center's building.

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Commission III

Commission III, concerned with the evening session, is seeking out ways of improving nighttime studies and activities on campus.

Prof. Irene Deitch, the commission chairman, during an interview, noted some of the problems that evening students are faced with. Among them are a lack of full-time instructors; there are only seven for the 2200 students. Furthermore, the evening student doesn't really feel that he is a part of SICC because by the time he gets there, most facilities are closed.

The commission members, made up mostly of students, have affectionately become known as the "Dawn Patrol." Prof. Deitch explains that very often the commission would work until the early hours of the morning in efforts to have their report ready for the May 6 deadline. At that time they presented their recommendations to President Birenbaum.

—Tony DiRaimondo

Commission VI

Commission VI (Government, Faculty, and Student) is one of the very necessary and pertinent commissions formed this semester. Its main objective was to decide which hitherto faculty committees should comprise students and which hitherto student committees or groups should com-

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Commission IV

Commission IV deals with the Humanities and the Arts in the college. It is headed by Dr. Mortimer Schiff, an associate professor in the Department of Mathematics. Frank Caggiano, a liberal arts student, is vice chairman.

The aims of the commission are to bring the concepts of work and play together in the school world while not forsaking the distinctions that society has placed on them. The commission believes that student incentive must be gained through "relevant freedoms," not through duty and law, and that formalization of education must be cut down in order to allow for a more freewheeling form of learning. These aims are put forward to produce graduates who are "technically competent" and can also bring creativity to the world.

The commission proposes that the school grant a four-year degree in performing and creative arts. It also wishes to dispense with the rigid standard set up for entrance and to inaugurate a work-study program related to academic involvement. Credit should be given to students for activities "which extend their knowledge in the areas of creation or performance."

Furthermore, the commission believes that all important policy

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Commission V

Commission V (Academic Programs) has made two far-reaching recommendations:

(1) College-Wide Resource Reference File.

"It is deemed desirable in order to increase faculty-student-staff rapport to establish areas of mutual interests in which faculty, students and staff may meet together informally, thus creating an environment on campus conducive to broadening the educational horizons of our students beyond the classroom.

"Therefore, it is proposed that a college-wide Resource Reference File be established. Such a file would list vocational and special interests of faculty, staff and students; and would be available for college and community consultation."

This file will be completely voluntary. No one will be included against his desires.

(2) Baccalaureate Curriculums in Engineering and Medical Technology.

The second proposal would authorize SICC to establish four-year programs and grant baccalaureate degrees in the hitherto two-year curriculums.

"Commission Five, recognizing the urgent need that presently exists for furthering higher educational opportunities for our career students, supports the reso-

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ENGLISH FIFTY

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Dr. Bernard Blau, Faculty Adviser

ANOTHER INADEQUATE CONCERT

To date, concerts given at SICC have not been properly handled. It seems to be the policy to hire bands that will stir a minimum of interest among students.

The latest was Concert 69, which took place on March 29. Its publicity claimed that it featured such "top" rock groups as The Critters, Jay and the Techniques, Peppermint Rainbow, and the Soul Survivors. Using the term "top" for these bands is a cruel exaggeration. None of them has made a major appearance at any place of importance in a matter of months. Furthermore, they could not attract even the most entertainment-starved audience.

Perhaps the sponsors believed that in hiring as many as four bands for a simultaneous performance they would attract a big audience. The truth is, however, that for the price of hiring four indifferent bands such as these, they could have gotten one real name-band that might have stirred some interest.

The quality of entertainment in our school must be boosted. With just a little more insight and planning and a possible poll of student interests, successful shows could be staged.

—Robert Fruhlinger

* * *

VANGUARD: A NEW LOW IN COLLEGE JOURNALISM

On Monday afternoon, April 28, journalism on campus reached a new unprecedented low with the release of the new underground newspaper Vanguard.

The paper doesn't say much; it's a rather cheap imitation of leftist papers around the country. It contains the usual pro-Castro, pro-Che clichés based on partial truths or misrepresentation of the truth.

The articles in Vanguard are not too disturbing. In fact, they're rather dull. The artwork, however, is more than disturbing. Poor Mr. Dave Master seems to have a strange attraction for phallic symbols; he is obsessed by them. Their use transcends the limit of disgust. They, like the articles they illustrate, stimulate the reader only to boredom.

The sole purpose they might otherwise have served, therefore—keeping the reader awake—is thus thwarted.

This past year SICC's publications have enjoyed complete freedom from interference and censorship. It seems a shame, however, that there are always a few childish little people running around who must always see just how far they can go. If press censorship is now imposed by the faculty or administration, or by public pressure, the student body can thank Vanguard, and no one else.

—Vincent Curren

* * *

RESPONSIBLE JOURNALISM

The indignant protests—by students, faculty, and outside citizenry—against the sacrilegious and obscene articles published in The Dolphin, Vanguard, and the Richmond (College) Times may be translated into this code or credo for wise editors:

(1) Regardless of the writer's definition of "obscenity," most readers are revolted by a half-dozen dirty words. Such words should therefore be avoided, for they merely heat tempers and hamper communication, thus frustrating the purpose of the writer.

(2) Regardless of the writer's definition of "taste," most readers are offended by crude, violent attacks upon their religious beliefs and private affections. Such inflammable matters—emotions, actually—should be handled with great care, obviously—if the writer wishes to guide the reader toward different beliefs and affections.

—The Faculty Adviser

* * *

CAMPUS GATES

Thanks to some active students on campus, the gates leading into the parking lot are now open at times appropriate for all, thus proving that the student body can effect changes if such changes are demonstrably beneficial.

—Bruce Merles

Black Society

By Winifred L. Neblett

Prior to the official formation of the Afro-American Society, there was always an Afro-American "society" within the student body of this college. This society consisted of the majority of the black students who were looking for a common bond. Each of the students had nearly the same emotion when he first came to the college, that of feeling alone with no one or nothing with which to identify himself. This dominant feeling united the black students primarily in a socially loose manner.

The unity of the students compelled the creation of an organization in which we blacks, as a vital segment of the college student body, would be able (1) to improve our knowledge of our heritage, (2) to enlighten the rest of the college about our heritage, background, culture, vital contributions of the black man in Africa and the United States, and (3) to fill the void in the scholastic, cultural, and social aspects of the college and community atmosphere created by the lack of black awareness by the two groups involved.

To Awaken the Community

The Afro-American Society was officially organized in October 1968 with definite goals in mind. The Society's primary goal is to awaken the members of the college and entire Staten Island community to the facts that have been brushed under the rug for four hundred years too long. In order to accomplish this goal the society has worked towards planning forums and discussions, publishing papers that convey certain messages about vital and pertinent issues of the times, planning social affairs, and linking the small black communities of the island with the black population of the college in order to create one solidarity on the island.

Examples of the above activities that were achieved this academic year are: (1) Prof. Gerard Bissainthe's lecture on the rapid growth and development of African students and political groups in France, (2) the publication of a three-page statement declaring our views about the hiring of a qualified black teacher to teach the History 21 class, (3) the publication of the first black people's newspaper (The Black Awakening) on the island and in the college, and (4) the cooperative work between the society, Heritage House in Port Richmond, and Naeta Obsidian.

Spring Retreat

The latest big activity sponsored by the society was a retreat to Shelter Island during the spring recess, at which representatives from Heritage House and Metropolitan Urban Service Training discussed methods of improving leadership and surges towards constructive power. (The retreat would have been more successful if more people were able to attend, but due to the Holiday weekend and previous engagements, attendance was below par and accomplishments few.)

However, there are plans being made for an end-of-the-year function and for elections of new officers. It is hoped that for the academic year 1969-1970 far more cultural and educational activities will be planned and sponsored by the society so that the college will awaken to the black awareness of today.

Letters...

POT ON CAMPUS

To the Editor:

On campus the use of stimulant pills and marijuana is more open than suspected. The sale of these is made in classrooms, the lounge, or the cafeteria. It is not uncommon to see a student hand another student a handkerchief in return for a five or ten dollar bill. Inside the handkerchief there is a little bundle of joy, either a "nickle bag" (five dollars worth of marijuana) or a supply of pills. The drugs are taken openly, sometimes brazenly. I have seen students light up a "joint" (a marijuana cigarette) or a "hash pipe" (a pipe used for smoking hashish) in the student lounge. This is usually done in the earlier hours of the day during the colder weather. In warmer weather the culprits usually retreat to the grassy slopes on the far side of the parking lot. Most of the people who see the students up there usually believe that they are just enjoying the scenery. In truth, some of them are enjoying the "grass."

(Name withheld on request)

BOOKSTORE

To the Editor:

Despite frequently unfair criticism, the bookstore has provided good service to the student body, especially this past semester. Regrettably, its business is highly seasonal, with 90% of the sales—I should say—made during the first two or three weeks of the term. Because I dread the long lines I shall have to sweat out in September, I ask the bookstore management to plan ahead.

Perhaps the logjam at the cash registers can be alleviated through the rental of additional registers for the early week of the semester. Furthermore, once or twice I have gotten into the bookstore after a long wait only to find that the book I sought was out of stock. Important textbooks are out of stock too often. Let's hope that next term this never happens. I can't afford to travel to Barnes and Noble in Manhattan in order to buy a book that should be available here.

The big question: Will the bookstore continue its great improvement?

—Michael Finnegan

UNFAIR PARKING

To the Editor:

The current division of the parking lot into two sections, staff and student, is unfair and unjustified. The faculty have their own private lot facing Ocean Terrace which is of large enough size to accommodate most of the cars that have staff stickers. If there are some cars which cannot find a spot, then they should be allowed to park anywhere in the student lot. The setting aside of a large section of the student lot for staff cars is wasteful. Evidence of this is seen daily, as the staff section is usually only two-thirds full. Many spaces are empty while students have to waste time looking for a space which is not too far from the buildings in which classes are held.

—Daniel Coluccio

SEVEN-SESSION YEAR

To the Editor:

I advocate the introduction of a more reasonable system dividing the academic or college year into sessions. It would be run similar to the summer session and would consist of seven six-week sessions. The classes would be two hours long, meeting four days a week. After every session, one week would be allowed for finals and registration. The remaining three weeks of the year would be set aside for Christmas, Easter, and summer recess. The sessions with vacation weeks in them would have their lecture sessions lengthened to compensate for lost time.

This new plan would allow students to attend school full time, while working in their off semesters. The average student could attend school for five sessions, taking six credits in each, with fourteen weeks vacation. Some students could attend more regularly and get their degrees in less than two years.

—Eugene Vivaldi

GRADING SYSTEM

To the Editor:

Too many students register for courses taught by teachers who are reputed to give high grades. They are, unfortunately, more interested in the grades than in the subject itself and thus may take courses which are of no practical value to them.

Anyone who takes a course just for the mark is wasting the professor's time and his own time. If he wants to waste time, he should waste it outside the school where the time is his to do with as he pleases.

—Michael Kuras

SOCIAL ACTIVITIES

To the Editor:

There is too much disparagement of purely social activities on campus.

Many such events are worthwhile and supply a relief from the everyday routine of attending classes. They also give students the opportunity to acquaint themselves with others in a non-academic atmosphere.

Furthermore, since students themselves make all the arrangements for dances, etc., they acquire invaluable experience in dealing with business people. They really get an education!

—Evelyn Triolo

BOYCOTTS

To the Editor:

This semester, as in semesters in the past, the students staged a boycott of classes. I maintain that these boycotts are ineffective and should be discontinued.

Last spring, there was a boycott on a Friday. I went to my first class, which was at 9 a.m. I heard everyone else was cutting for a cause no one completely understood, so I decided to go home. The following semester, I decided to hold my own private boycott against the boycott and go to all my classes. This semester, I have done the same.

I do not know what these boycotts have gained us that simple negotiations would have not.

—Edmund Szelest

DELTA SIGMA RHO

Delta Sigma Rho, the newest sorority at SICC, was organized in September 1968. Its purposes are to promote sisterly friendship and to provide service to school and community. The sym-

bol of the sorority is the daisy, and the colors are grey and white. "Semper Fidelis" is its motto.

Pledging has just finished and the new pledges were honored at a dinner.

—Frances Maldari

Symposium

On Student Protests

Sincere Protests
By Gene Cleary

If a student protest is not sincere it ceases to be a protest and it becomes a farce. A student who burns a library card in protest of the draft is not sincere. The student who burns his draft card in front of a T.V. camera for the sole purpose of afterwards watching himself on the six o'clock news is not sincere.

The student serving a jail sentence for burning his draft card is sincere. Students in Czechoslovakia who burned their bodies were sincere. A protest makes its point when the protesters are sincere enough to undergo hardship, pain, and even death for their cause. A day of cutting classes and a busload of girls and boys on a trip to Albany is a kind of party and not a protest. A busload of girls and boys camping over the weekend on the steps of Albany's city hall, without food or shelter, constitutes a protest.

Student class boycotts are comic. Boycotting classes on a Friday seems to be the thing to do—especially if there is a dance that Friday night. This way everyone has something to talk about at the dance. The loud leaders on campus can be seen at both social functions discussing the boycott's success or failure with their flock.

TV is a Must

For a successful boycott a television camera is a must, but a truly great boycott must have police also. The police should be *helmeted* and carry nightsticks. The T.V. camera should zoom in on a ring of folk-singing, hand-holding protesters while the police break the ring with swinging nightsticks. A student should be seen holding his bloodied head while a girl screams hysterically in the background. A campus leader pantingly telling the boycott's peaceful purpose provides a clinch ending.

A boycott is a failure if the school photographer spends all day looking for enough protesters with signs so that he can snap a realistic picture. The boycott is a failure if students don't know that today is the boycott, and if the faculty takes attendance in class. The boycott is a bomb when the only law enforcement on campus is the matron in the student lounge, and she is for the boycott.

Insincerity in protest, as in everything else, must always end up an object of ridicule.

No Excuse for Cutting
By Peter Mulroy

There is no excuse for cutting classes in order to stage a demonstration—whatever the cause. Demonstrations, rallies, and sit-ins can be very useful to a cause, but they should not affect class attendance.

All demonstrations should be held before or after school hours, or on a weekend. This would separate the true and concerned protesters from the ones who are just looking for a holiday from some of their classes. Irresponsible demonstrators often ruin a worthwhile cause and sometimes promote riots.

Appropriate Protests
By Eugene Vivaldi

Student protests on the SICC campus are useful only when pertaining to problems which can be solved by the government of this college. Last year's protest for unlimited cuts was a justifiable one because the matter lay within the sphere of the college government. The issue was settled by a trial of unlimited cuts in non-laboratory classes for sophomores with a C average. The trial is still continuing.

On the other hand, protesting against Albany here on campus is a waste of time. The most important ingredients for a successful protest against the "establishment" are publicity and recognition. The supreme example is Columbia University. The entire nation was aware of Columbia's problem because of the issue and the publicity it received. The people who live in Alabama or Kansas couldn't care less if the city budget for education was cut, but the position of the Negro at Columbia concerns every Negro in America. Before entering into a protest, the wise thing to do is evaluate its cause and its importance. If students believe deeply in it, they should take part in it.

Cutting Beneficial?
By Frances Maldari

Cutting classes, in order to protest a just cause, is often beneficial and necessary. By thus uniting for a common purpose, students are able to strengthen their protests.

Because students have little chance of making their opinions known to the faculty and administration, they must use some form of protest. A concerted boycott of classes is always effective. To some, this is wrong. They believe that by cutting classes a student loses much more than he could ever gain.

However, cutting is a valid action that can be beneficial to all students who wish to take a firm stand on an important issue. By setting a time aside and using it to demonstrate, students are exercising their rights as citizens in matters that affect them closely.

Justifiable Protest
By Mary Ann Reidy

Student protest is justified when the group as a whole unites under one cause and maintains its ideas throughout the protest. Boycotting classes is a most effective means of protest because all the students stop attending classes and demand recognition from the college faculty.

The argument against boycotting classes holds that while cutting classes the students are wasting valuable time, or hampering their education. However, one day of dedicated and united boycotting of classes for a definite cause will be valuable because the students' display of a common goal, and a united effort to achieve it, is analogous to education.

Sex Now or Later

Do men really want to marry virgins? Is it essential for a couple to first try living together before marriage? Such questions can shock many parents and confuse many young people. But couples who share apartments do exist, not in another culture, but right in the same neighborhood.

The pill, the IUD, and planned parenthood have made unwanted pregnancies obsolete. Young girls now have the freedom to choose their sexual lives: either they have intercourse or they wait until marriage.

I've decided to wait, although it wasn't an easy decision. There were both subtle and overt pressures from friends who were ecstatically liberated. Also, the mass media urged me to belong to the new sexuality. But this isn't a new movement; many societies have permitted multiple marriages or non-marriages. These practices have continued, and have been accepted, for centuries. Yet the college students of today believe they have "found" sex as something new and exciting.

Double Standard?

Couples living together openly deny any need for marriage and loudly agree that either partner may enjoy others. Yet they do admit privately that they feel hurt and betrayed when one partner strays. Each person wants to avoid the responsibilities of his relationship, while he wants to be secure in his love and his lover's faithfulness.

I will avoid the excitement for a few years. Perhaps I'm missing many experiences with many different people. I prefer to live with a husband, to give my love completely and freely to one man.

—Still a Virgin

Evaluation of Teachers...

(Continued from Page 1)

and his comments will not be influenced by final grades. The results should be submitted to Student Government for collation and analysis.

Student Government should make certain that any published criticism of a teacher's ability is constructive. The object is not to alienate teacher from student but to give the teacher an idea of how he appears in the eyes of the student.

A teacher receiving an unfavorable report should be asked to attend a meeting with other members of the faculty, with Student Government representation, to discuss teaching techniques.

Surveys of Teaching

Critical surveys of teaching should be made periodically during a semester. If a particular teacher constantly receives uncomplimentary reports, appropriate corrective action should be taken by his department. If the teacher refuses to cooperate, sterner measures should be taken.

The success of such a program depends solely on the cooperation and the maturity of all the students involved. It must not be used as a vehicle for a personal campaign against any one teacher. It should be a serious attempt to improve the quality of education and must be treated as such by everyone.

Continuing Ed Programs Range From Sport to Toil

By Joanne Hrelja

The continuing education program offered at SICC is designed for adults who wish to acquire ability in special fields. The courses are offered in two-hour sessions which meet once a week for a period of 12 weeks, with a fee of approximately \$30 to cover the instructor's salary.

Joseph Addison, the 17th century British essayist, aptly stated the need for such a program:

"Education is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave. At home a friend, abroad an introduction, in solitude a solace, and in society an ornament... Without it what is man?"

The community around this campus visibly shows the educational and cultural needs of the aged, the women, and the parents of various minority-group children.

Everyday Problems

Some of the scheduled courses deal with the problems of everyday life—"Psychology of Everyday Living," which tries to broaden your understanding of yourself and others; "Preparing your Child for School," which in-

structs the parents in the conditioning process for a pre-school child; and "The Mature Woman Returning to Work," which attempts to guide the woman through changing family relationships while she faces outside responsibilities.

Practical courses that have been offered are: "Electrical Home Appliance Repair," which teaches the maintenance and servicing of motor operated household appliances; and "Income Tax Returns: Personal and Small Business," which covers in its curriculum the preparation of federal, state and city tax returns.

"Auto Repair" is Popular

Highest in registration last semester, with a class record of twenty-two, was "Auto Repair for the Layman," offering the students instruction in diagnosing early car-troubles, avoiding excessive repair cost, and determining if the repairs are necessary and satisfactorily done.

If at least ten individuals express a desire to initiate a new course, there is a strong likelihood that the course will be offered.

The Many Roads to Probation

By Janet Filosa

The scholastic caliber of SICC is going right down the drain. According to a reliable source, approximately 50% of the student body is on probation and many more are borderline cases.

The blame lies in two main areas: the faculty and the students themselves. Many students are guilty of accusing faculty members of capricious grading practices. Some victims, however, have legitimate complaints.

Several professors firmly believe that "A's are for God, B's are for me, C's are for geniuses, and D's and F's are for everyone else." This warped attitude should be cut out. No student should be subjected to the personal whims of any professor.

Or maybe—just maybe—the individual students are to blame. From 8 to 5 the lounge is packed with people who should be attending classes. Furthermore, the card and game rooms are never empty.

These students should have a more mature attitude toward the academic aspects of college. Social activities should be a supplement to, not the guideline for, success in college.

Another reason for excessive failure could be the fact that we are forced to take a high number of required courses. Many of these courses are not geared toward the particular interests of the individual students. Rather, the faculty maps out stereotyped courses which everyone must take—like it or not.

When students are forced to take these courses, which have no particular relevance to their majors, they usually resent them and do poorly. A good example of this can be seen in the liberal arts curriculum. Students in this curriculum must take a year of science plus one semester of hygiene. Many students take biology to fulfill their science requirement. Hygiene, which is nothing more than a watered-down biology course, becomes meaningless after being lectured on the exact topics in biology.

Reform must be initiated. President Birenbaum has appointed commissions to investigate these and other inequities. Hopefully, some major changes will eliminate the "I don't give a damn" attitude of the faculty and the students.

Burden of Required Courses

By Edmund Szelest

The burden of required courses imposed upon liberal arts students is onerous. In order to graduate from SICC, the liberal arts major must acquire sixty-four credits, of which approximately fifty are required.

A student should not be forced to take courses for which he has no use, or courses which would just bore him. For example, many a student begins a new foreign language because he did not get a high enough mark on the placement test to permit him to

continue with the language he studied in high school. The poor language student must then take eight credits in a language he does not relish.

Also, liberal arts students must take a year of a science—either biology, chemistry, physics, or geology, hence probably flunk them.

Such required courses, which are not within the student's field of interest, should be turned into electives.

CALENDAR

Friday, May 16

Mixed Media: "Like I'm Telling You Now," a play—Student Lounge, 8:00 p.m.

Friday, May 23

Kaleidoscope: "Exterminating Angel," a film—Auditorium, 8:00 p.m.

Increase Support For All Veterans

By Redmond O'Hanlon

The Veterans Readjustment Benefits Act of 1966 provides educational assistance for military veterans. Eligible students at the college may receive \$130 for taking 14 or more credits, \$95 for 10 to 13 credits, or \$60 for 7 to 9 credits. Students with dependents may draw additional amounts to assist in educational costs.

An eligible veteran is entitled to financial assistance for 1½ months full-time education for each month of active duty. This support may not exceed 36 months.

Educational and vocational counseling is available with a veterans administration counselor for those wanting to make further educational or career decisions. The counselor will try to determine individual interests, aptitudes, and abilities. There is no charge for this counseling.

Exempt from Hygiene, Phys Ed
At the present, veterans at the college are not required to take hygiene or physical education but are granted credits automatically for each course.

Veterans may take advantage of other benefits provided by the government, such as medical care, home loans, federal employment preference, and automobile allowance. Veterans' widows are also eligible for educational benefits.

Horizons

By Crescentia Ladley

HORIZONS—a word, a name, a publication, an organization of SICC which is heard little of in this sixty-ninth year of the twentieth century. It may be because it was moved to a new office or because this publication comes out only once a year. But it is something that the whole student body should be aware of because it is their college year book.

Despite rumors to the contrary, **HORIZONS** is not put out overnight. It takes a whole year of dedication, plus skill in graphics, layout, and art and the willingness to spend many hours in planning and execution in order to evolve the memorable finished copy.

Only this year has the staff of **HORIZONS**, whose editor in chief is Cathy Patterson, been able to get enough interested and skilled people to sacrifice their time to work on the year book. (And, fortunately, they will also be available for next year's volume.) But the budget of **HORIZONS** is being cut by some \$2,000 because in over a ten-year period the journal has not used up its budget. Now, with a greatly enlarged staff and potential, the growth of **HORIZONS** is being stunted!

This year's **HORIZONS** will have a whole new look, size, and content. It is an experiment—a complete work of art in both theme and production.

Art Program Will Expand

By Edmund Szelest

The Language and Arts Department is attempting to bring to SICC a more interesting and informative art program. It plans to offer, within the next year, courses not only in art history but in the other art fields: photography, sculpture, ceramics, and jewelry.

The department will make the program as comprehensive as possible to the student who plans to major in art. It will be articulated with the one presently given at Richmond College, permitting the art major to take more of his electives at SICC in his field of interest.

Artist in Residence

Next fall, a new course, Art 12 (Artist in Residence Series) will be offered, which one or more celebrated artists will teach.

Art 21 (Advanced Drawing) will also be offered, in which the student will draw from models and memory. Courses in photography and sculpture will also be offered. The aim of the photography course is to develop an individual style and to relate photography to the fine arts. The sculpture course will comprise the basic techniques of the art; the students will work with wood, stone, plastic, metal, and welding.

Co-Ed Spring Fashions

By Lynne S. Olsen

This year, clothes have revolutionized the world to a degree that is almost unexplainable. Women are as feminine as they are supposed to be thanks to that touch of the gay 90's and the late 30's. Men are a lot more fashion-conscious than ever, and because of the popularity of the mod look, everyone has become a fashion critic.

The vital aspect of the outstanding dresser, however, is still individuality. No one likes to wear an outfit to a party and find three other women wearing duplicates.

Masculine Clothing

Bobby Brooks, White Stag, Etcetera, and even Oleg Cassini are designing more masculine clothing on the insistence of their customers. Jean Shrimpton, the English model, said recently that women look and feel more feminine, elegant, and comfortable when they wear slacks. She may be right.

This year's spring fashion-color wardrobe consists of bright yellow, hot and cool pink, mint green, lavender, light blue, and navy blue. Surprisingly, gray is big for '69.

Hats Have a New Look

Hats also have a new look this

spring. Frills and flowers are out, and tailored, plain hats with bandanas and scarves are in mode. Both men and women are wearing hillbilly and cowboy hats.

The college student has discarded his collegiate personality in clothes and has adopted the uptown look. The comfort and grace of wide-bell-bottomed, colorful, bell-sleeved shirts and blouses are a popular combination around town.

Pins and Beads

Accessories are, as always, very important. Scarves around the neck, waist, and head are seen frequently. Pins and earrings are bigger than ever. Small beads and ribbons are worn tightly, around the neck and arm. Costume jewelry is omnipresent and dominant. Sunglasses, in the whole spectrum of colors, are much in vogue.

Mini, micro-mini, and midi skirts are here to stay for a while, meaning that legs will be on parade all the more this spring.

One single note pervades the fashion scene everywhere: Women may be able to shop for their clothes in stores hitherto confined to men!

Reports From Presidential Commissions

Commission II . . .

(Continued from Page 1)

Commission II has studied the special educational programs that are slowly being instituted in the college's curriculum to meet the needs of underprivileged students. The College Discovery Program has been quite successful but not as extensive as intended. Thus, for the academic year 1969-70, the college is obliged to enlarge the enrollment of College Discovery students to the maximum. The main reason for such expansion is that the Undergraduate Ethnic Census of The City University of New York shows distinctly that SICC is failing to attract very many black and Puerto Rican students of all the community colleges within CUNY.

The four basic reasons for the preceding situation include SICC's unawareness of the real situation, the failure to publicize the college in many communities, the "inaccessibility of the college to black and Puerto Rican communities," and the irrelevance, to the community, of the fields of study offered.

Two other curriculums recommended for fuller development by September 1969 are the Community Scholars Program and the Veterans Program. The former is a tutorial program in which students from this college tutor persons between ages 17 and 45 in mathematics, reading, and English. This program is still in the infancy stage. The Veterans Program fulfills special educational needs of returning, college-minded Vietnam veterans. It is the pilot center for CUNY in dealing with veterans.

Commission II has also recommended the postponement of the Italian-American Cultural Fair until the fall semester in order to have more time for preparation and to gain maximum student participation; the removal of the campus fence; an Afro-American Cultural Fair for the fall; the involvement of the instructional staff in community discussions; improvement of methods of publicizing, interestingly, SICC in the high schools; a one-year certificate program aimed at the unemployed to teach them mechanical and technical skills, and the establishment of a Black Studies Department.

The commission has only made a small mark on the smooth facade of the college and community life. It hopes that the mark will soon become a deep and beneficial cut into that life.

—Winifred L. Neblett

Commission IV . . .

(Continued from Page 1)

decisions should be made by a committee rather than individually.

Finally, the commission advocates the immediate construction of new buildings for student activities.

—Robert Fruhlinger

Commission V . . .

(Continued from Page 1)

lution of the college Curriculum Committee recommending the establishment of curriculums leading to baccalaureate degrees in engineering technology and medical technology.

"Further, we urge the president of the college to pursue the steps necessary to convey to the Board of Higher Education the need for, and the desire of,

awarding these degrees at the Staten Island Community College."

These resolutions are, of course, subject to the approval of the faculty.

—Vincent Curren

Commission VI . . .

(Continued from Page 1)

prise faculty. Commission VI has concluded that the students have the right to collaborate with the faculty and administration in the government of the college.

The commission recommends that:

1. A Faculty-Student Senate be organized to govern the college.

2. Student participation in governing committees consist of either advisory or voting responsibilities.

3. Certain faculty committees—Personnel and Budget, Curriculum, Library, Course and Standing, and Student Activities and Services be restructured to include student participation with voting and advisory responsibilities.

4. Special consideration should be given to the FCSAS to change it to Students Committee on Activities and Services so that the students would be responsible for the government of their activities. The Bookstore Committee should have students playing a greater role in the selection of books, besides texts, and in the management of the bookstore.

The Scholarship Committee should have students attending its policy discussions but not confidential discussions.

Commission VI realizes that before student participation can occur, a program must be instituted to train those students.

—Juanita Ray

24 Plus 1

By Linda Marino

Coach Dave O'Brien has under his supervision 24 young men of whom he can be extremely proud. They comprise the SICC baseball team.

Bob Dillon, Dom Falconetti, Bill Nikosey, Howie Seff, and Mike Walters have returned from last year's Regional XV Championship ball club. With these 5 veterans on the team, and some fine hitting and fielding rookies, the coach is looking forward to a good season.

Again on the mound there will be Nikosey, Seff, and Falconetti. The new members of the pitching staff are Ralph Green, Larry Isler, Les James, John Nikosey, and Bob Rautenstrauch.

Rotating behind the plate will be George Kirk and Pete Wyso.

Don De Young, Joe Feola, John Goffredo, George Morales, Emmitt Shaw, Dillon, and Kirk will alternate in the outfield.

The infield will hold Sal Camarda, Frank Chapman, Tom De Vincenzo, Bill Figuccio, Joe Liotta, Larry Robinson, Chuck Schmidt, Walters, De Young, Feola, and Shaw.

After a day of classes the boys devote an hour or two to batting and infield practice. They work together and in return produce fine ball playing on the field.

The team has confidence, which they need if they expect to win. According to infielder Liotta,

"We have a better team than any other team we've played this year. We also have a good bench; already three games have been won on pinch hits." And Kirk adds, "The coach has a tough job because there is equal talent, but he can't play them all."

The squad really comprises 24 men plus 1, the plus 1 being the able Coach O'Brien, whom every team wishes it had. For the past four years he has led the men on the Dolphin teams. Some who have played under him have gone on to win baseball scholarships and some have been signed by the major leagues. SICC should be proud of Coach O'Brien, for it was he who led the team to last year's Regional XV Championships, and perhaps he will do it again.

INTRAMURALS

By Eugene Vivaldi

The state of the SICC intramural program, run by Mr. Joseph Barresi, is in distress. Coach Barresi feels there is fault in the officiating of events, space allowed, money allotted, and range of sports. He is trying to set up a student council to run the intramurals, but has had little success.

The high spot in the program thus far has been the football and basketball games. But Barresi is convinced that more student participation is needed to get the program really moving.

STATEN HOUSE

The sisters of Staten House have been involved in many of SICC's events and have sponsored events of their own throughout the year.

Twice this year, the members held fund raising drives and have donated a sizable amount of money to the American Cancer Society.

The girls have also aided the

Kaleidoscope presentation by serving as hostesses. Along with the other sororities and fraternities, Staten House will help sponsor the Dolphin boat ride on June 7.

Staten House recently held a luncheon welcoming the Afro-American Society, Delta Sigma Rho, and Lambda Omega Chi.

—Linda Marino