



A victim of the ritual of final exams

Students Gain Seats On Curriculum Committee.

By Donna Dietrich

The Faculty Council has passed a resolution that will allow some students to hold positions on the Curriculum Committee. The faculty will now represent two-thirds of the committee, while the remaining one-third will consist of student members chosen by Student Government and its Committee on Academic Affairs. Each member of the Curriculum Committee, both student and faculty, will have one vote on all decisions concerning curriculum requirements.

Presently, the Curriculum Committee consists of eighteen members, one from each academic department. The original Council motion by Dean Abraham Habenstreit called for ten new committee seats, to be filled by student representatives. An amendment was proposed by Prof. Martin Black to make student representation one-third of the committee. For the fall 1973 semester, nine student members will be added, but if the number of departments should increase, student representation would also increase proportionately.

Prof. Black's amendment also outlined the method of selection of student members.

Leona Sanders, Student Government president, sees the passage of this resolution as the most important student victory this year. She points out that membership on the Curriculum Committee will allow students to shape their academic programs directly, according to their own needs. Only the student, adds Ms. Sanders, can realize what he needs from his education to be prepared for his career after graduation.

Reproduction, Anyone?

By Christal Tallia

The Biology Department introduced an experimental course this semester, the Biology of Reproduction, an indepth study of sexual reproduction including vertebrate anatomy.

Embryology, or the development of an organism, as well as reproduction on the cellular level, is presented to the students. Human reproduction is also discussed.

Slides on human anatomy, preserved embryos of form living organisms, and a film on the birth of a baby are used as visual aids.

Along with the study of reproduction, the course considers the population of the world as it is affected by contraception. Genetic mechanisms of inheritance, and bacterial mutations, are also examined in detail through experimentation.

Biology of Reproduction, a three-credit course, will be offered this summer, as Bio X30, by Dr. Clitheroe. Its success in the summer session will determine whether or not it will be offered again during the fall semester.

New LA-NS Curriculum

A. Basic requirements (5 credits maximum): 1) 1 English composition course, 2) 1 basic Math course, 3) 2 Physical Education courses.

B. Guided electives (36 credits): 12 credits from at least 2 areas in each group—Group A: Accounting, Math, Science, Technology. Group B: Economics or Philosophy, Government or History, Psychology or Sociology. Group C: Computer Languages, English Language and Speech, Foreign Language and Literature, Literature (English and/or Foreign Literature in translation), PCA (exclusive of writing courses).

C. Free Electives: Courses selected by the student to complete 64-credit total for AA degree.

SICC Representatives Attend National Model UN Conference



Mary DeRosa speaking for women's rights

By Derek DeFreitas

On Thursday, March 22, five United Nations delegates rose early from their sleep and met quietly at the Penn Central Station in New York where they would take a train to Boston. Meanwhile, the Secretary-General and his staff were making last-minute preparations for this special session of the UN which would last four days. Indeed, numerous decisions would result from the intense bargaining which all the delegates expected during the long weekend. Nevertheless, these five delegates had special cause for concern; they were representing Iran and they had informed the Secretary-General by telegram that there had been a takeover by revolutionary forces: they were now the People's Republic of Iran.

"This is unheard of," said the Secretary-General. "The UN cannot afford to recognize revolutionary governments on such short notice."

But this was not the UN: this was the Harvard National Model United Nations and the delegates of Iran were not from Iran but from Staten Island Community College. This was a model UN, run by students from colleges around the nation who were representing virtually every country of the world.

SICC student delegates had changed the ideology and the government of Iran to parallel their own ideologies and their own visions of a relevant government. Also, they created an unexpected challenge to student delegates from the larger western nations who had anticipated Iran's positive vote on their proposals when they were brought before the UN committees. Instead, copies of the telegram declaring Iran as a revolutionary government were handed out to the delegates in the General Assembly.

Hence, SICC had impressed the attending colleges with its ingenious strategy; it had corralled the respect of the larger nations who might otherwise have forgotten Iran's presence. Iran could no longer be underestimated: its vote now had increasing importance because of its new symbolism as a recreated nation. Besides, its radical approach to its problems had upset the game plans of the other delegates and it was reassuring to succeed over the vetoes of its former allies. Thus, the student delegates from SICC experienced lofty satisfaction when they were awarded a Certificate of Merit for their participation in the General Assembly.

Actually, fourteen people represented



Ken Herzog, Colin Martindale, and Peter Riggi representing Iceland on fishing rights

SICC at the Harvard National Model UN. The six students who represented Iceland were challenged by the delegation from the United Kingdom to settle their dispute over the fifty-mile fishing limit. Iceland had extended its territorial waters to protect its fishing industry, which is responsible for 80 percent of its economy. After pages of documented and oral evidence from Iceland and the UK were presented to the judges on the International Court of Justice, and after five roll-call votes, Iceland had the necessary majority to win its case.

Indeed, all of the SICC delegates had a unique experience in Boston: they had participated in the model UN with other colleges such as Harvard, Princeton, Smith, and Vassar. Furthermore, they succeeded despite their inexperience and the sudden notice to attend the conference. Accordingly, these factors increased the pressure on them since they had so little time to do research and to prepare papers. This made the eventual outcome even more rewarding.

The National Model UN has convened in various cities all over the United States since they were first begun by President Birenbaum of SICC when he was still a student at the University of Chicago in 1948.

The Harvard National Model UN was a game: the student delegates from SICC participated for four days and actually accomplished nothing for the peoples of Iran or Iceland. Consequently, there was disillusionment about the outcome of the weekend. However, there is much to be learned from games: similar strategy is used by those in power to maintain their organizations and their general populations, their "think tanks" and their citizens. Although the UN is a comparatively harmless world wide governing body, it is a working model, parallel in structure to the effective ruling bodies of those same nations it represents. Therefore, games in the model UN have real value and this model UN provided some students with a concentrated opportunity to see that, despite their different strategies, they were all playing games.

When the student delegates spent four days simulating the UN, they had the opportunity to discover their inhumaneness, their "playful spirit," while "representing" the people of their respective countries. Thus, when they declared the government of Iran as the People's Republic of Iran, they gave the conference a taste of honey: it was as unique as the players in a chess match pausing to remember the beauty and the fragility of the individual pieces.

May Day Is a Blast

By Ed Hoch & Grace Scozzaro

May 1 (May Day) was celebrated in the SICC quadrangle. Many students actively participated in organizing the event by constructing a large five-sided box called the People's Pentagon. This box housed pictures of contemporary artists and musicians, and slogans indicative of the "now generation."

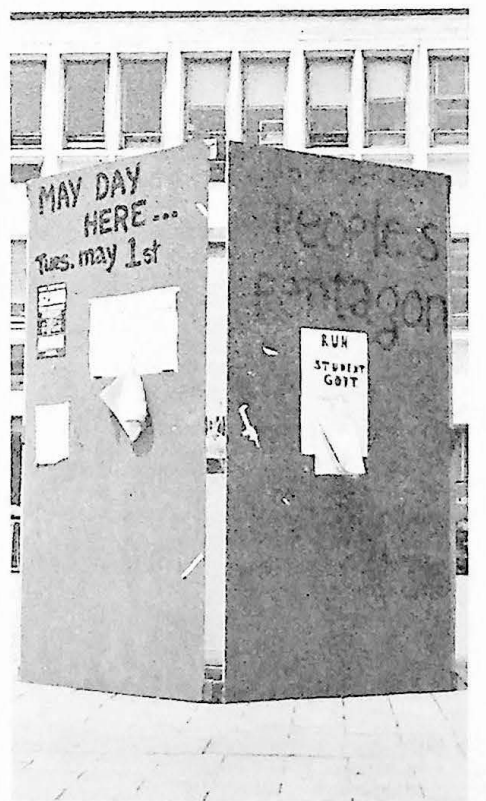
Different booths lined the area, many expressing political points of view, most of which were negative. Some booths had students giving away flowers or exchanging hand-made articles. One booth was equipped with a tape recorder and microphones; thus a steady stream of music filled the quadrangle. The major attraction was the section where sandwiches, consisting of Italian bread and cheese, and oranges were given away free.

According to most students, the atmosphere created was one of sharing, togetherness, and concern for the major issues before our society. The day proceeded peacefully, which was its greatest advantage. Everyone seemed willing to cooperate with one another, without ever asking individual viewpoints on the topics presented.

Following in the tradition of May Day, all the songs and speeches were dedicated to the working class. One song especially was enjoyed by all; it was about a man the singer referred to as "tricky Dicky". Obviously this "tricky Dicky" was some important gangster.

The high point of the day came with the parade. The crowd witnessed vast displays of the people's strength, starting with a huge Mack truck bearing a giant Bic pen. It was noted by an expert in the field that the pen could cover all of N.Y.C. with ink, including parts of N.J., Long Island, and Westchester. Next was an enlarged edition of Webster's new unabridged dictionary, followed by a card catalog and many other such shows of strength.

The parade ended with a speech by some president, who was giving out copies of a book entitled "Something for Everybody Is Too Much". It was said that the author got stuck with some 10,000 copies. It appeared that he had a hard time giving them away until he started hitting people over the head with his shoe when they refused one.



The People's Pentagon: The only visible reminder of the May Day Celebration

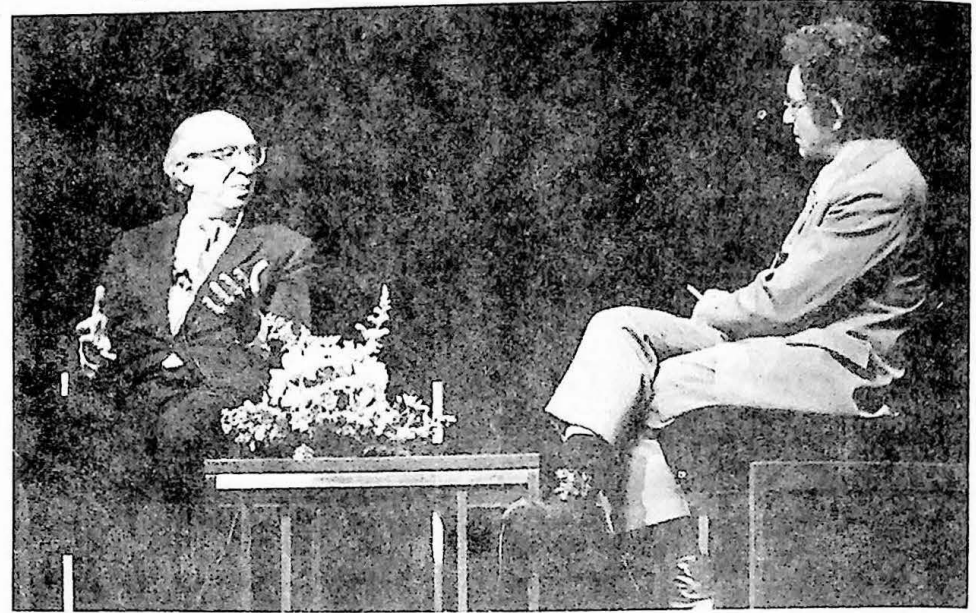
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Composer Copland: 'Rock Is Good'



Aaron Copland responds with wit and humor to the questions of President Birenbaum

By Karen Burns

Distinguished American composer Aaron Copland charmed his SICC audience at President Birenbaum's final seminar on Wednesday night, April 4th. Mr. Copland, world-renowned for his ballets, operas, symphonies, chamber music, and every form of musical idiom, is presently a conductor of symphony orchestras throughout the world.

Interviewed on the stage of the college theater by President Birenbaum, Mr. Copland indoctrinated his audience into the world of musical ideas and feelings. "Everybody is on their own when they listen to music," said Mr. Copland, "I can tell you what I hear but you cannot meet up with it cold and try to understand it all. You cannot hope for an artist to make you comfortable. Composers want to stir, excite, and upset you."

Mr. Copland praised the music departments in universities throughout the world as the equivalent to "conservatories" of years past. He said that some of the most

advanced and serious music idiom is being composed in universities by young radicals writing electronic music.

awake," he added, "it is better to be semi-conscious while composing, allowing instincts to have free play." He said that the task of the composer is communicating at the moment of composing, "his continuity of emotional feeling to give to the piece strength and coherence to make the music meaningful for years."

On the subject of rock music, Mr. Copland noted that "rock is good; it enlarged the excitement of a field which had been taken over by jazz." He contended that contemporary serious music was free, almost an improvisation.

Mr. Copland called a true music lover one who wants to widen his conception of what music might be, who extends his limits and emotions, allowing himself to listen with an open mind to new forms, hearing more with every replaying of the composition.

The Library: Eat, Drink and Be Merry?

By Melba Gonzalez

On campus we are blessed with a library where we can enjoy the quiet solitude of Grand Central Station. It's a wonder anyone gets any work done at all, what with people pushing through the noisy turnstiles, others strolling around enjoying the scenery, and still others gathering to socialize.

Signs scattered about the library read NO FOOD OR DRINKS IN THE LIBRARY. But, as even librarians know, this is an invitation to enjoy your breakfast, lunch, or supper in the scholarly atmosphere. The librarians seem to be the first to bring up their coffee and donuts in the morning.

The library does have books; but heaven help us if we have to look up anything. An insane man, not Dewey, must have invented the filing system. Readers, however, don't worry if they can't find what they're looking for; the library is equipped with a ledge on the second floor to tempt the suicidal.

SG President Pleased With Electoral Changes

By Donna Dietrich

An accomplishment of Student Government this semester has been the re-apportionment of constituency groups. A constituency group is a body of 250 students, comprising a specific segment of the student population. Each group is represented in SG by one senator, who is elected from among his particular constituency group. Formerly, these constituency groups were picked at random, but this semester students were placed into groups according to their curriculum.

SG president Leona Sanders cites such apportionment as a marked improvement. Since students are more likely to know people from their own curriculum, they can better choose a responsible senator with needs similar to their own, according to Ms. Sanders.

The senators themselves have a new job: They now directly elect the president of SG. The student body will no longer vote in presidential elections. Leona Sanders was elected to her post by this new method.

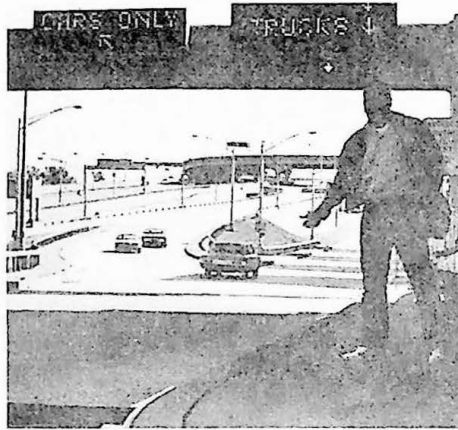
She believes that this change is also for the better, stating that while too few students know the presidential candidates, the senators will be in direct contact with them through SG meetings.

Ms. Sanders feels that the students will be better represented by both of these changes.



Leona Sanders

Transplanted Brooklynite May Move On



Will I make that 8 o'clock class?

By Ronald Sorenson

With the opening of the Verrazano-Narrows Bridge in November 1964, it was hoped that a vast development, and therefore prosperity, would encompass Staten Island. While these objectives have been approached in a haphazard fashion during the following eight years, the most striking development has been the appearance of a new breed of New Yorker, the transplanted Brooklynite.

Swarms of these die-hard citizens have emigrated to the new and vastly dissimilar home of Staten Island, not unlike the barbaric Asians who crossed the bridge connecting Alaska and Russia thousands of years ago.

The Brooklynites' move to the Island is said to reflect a desire to improve their life-style, to live near beautiful scenery, to send their children to a good and safe school, and to buy the house of their dreams. One would imagine, therefore, that there could be no happier New Yorker than the Staten Island resident, formerly of Brooklyn, who has obtained his life's desire "to get out of the city and own a little place in the suburbs."

Imagine my surprise, therefore, when I was exposed to the vast number of SICC students who feel their life-styles have deteriorated since the move from Brooklyn to Staten Island.

What could possibly have dissatisfied these strange people? Staten Island is by far a cleaner, safer, more beautiful, and less crowded borough than any other, and yet they claim something is lacking.

According to the majority of students and home-owners who have made the move, what is missing would seem to be exactly those conditions which distinguish Staten Island from Brooklyn. They claim that Staten Island is underdeveloped, more boring than an opera, and filled with resentful people, when, in fact, the Island's underdeveloped condition, which encourages freedom and profits from the lack of a thousand hot night-spot activities, gives rise to an atmosphere of ease and security.

As far as the Island being filled with resentful people—why not? The Island resident who has lived here, prior to the opening of the Verrazano flood-gate, has been exposed to a rapid, unplanned development with no regard for either privacy or the beauty of nature.

This, coupled with the constant cry for more development and more people, can only force us one again to seek a new home and a more agreeable existence. But what can save us two or three hundred years from now when the last tree is in a museum and the entire world is a megalopolis of transplanted Brooklynites!

Know Your Candidates for SG

The following questions were posed to candidates for Student Government senators. Their answers are tabulated below.

1. Should attendance, for its own sake, be a requirement for passing courses?
2. Should all students be eligible to run for office, even if they are on probation?
3. Should students have a vote on the college's Personnel & Budget Committee?
4. Do you approve of the proposed Student Government Association Constitution?
5. Should military recruiters be permitted on campus?
6. Should the Student Government fund off-campus activities?
7. Should the Student Government fund partisan political activity?
8. Should the Student Government fund sectarian religious activity?

- NURSING**
- Joan Bodden Yes, 4,6; No 1,2,3,5
 - Helen Bracy Yes, 3,5,6; No 1,2,7,8
 - Anne McAnanama Yes 2,3,4,6; No 1,5,7,8
 - Carol Satchel Yes 1,2,3,6,7,8; No 1,5,7,8

- BUSINESS TRANSFER**
- Donato Lagravinese Yes 2,4,6,7; No 1,3,5,8
 - Dennis Pompilio Yes 2,3,4,6; No 1,5,8; Sometimes 7

- CUNY-BA**
- Joe Hamill Yes 2,3,4,6,7; No 1,5,8

- COMPUTER TECHNOLOGY**
- Leona Sanders Yes 2,3,4; No 1,5,7; Sometimes 6,8

- CIVIL TECHNOLOGY**
- Dennis Coronato Yes 1,3,4,5,6 No 7; Sometimes 8
 - Anthony Kostakis Yes 2,4,5; No 1,8; Sometimes 3,6,7

- CIRCLE 73**
- Ed Jagacki Yes 2,3,4,5,6,7; No 1; Sometimes 8
 - Ray Hurley Yes 3,4; No 1,2,5,7,8; Sometimes 6

- COLLEGE DISCOVERY**
- Marva McKeythorn Yes 1,2,3; No 5,8; Sometimes 6,7
 - Peter Riggi Yes 2,3,4,6,7,8; No 1; Sometimes 5

- PRE-ENGINEERING**
- Costanzo di Fazio Yes 3,4,6; No. 1,2,5,8; Sometimes 7

- CHILD CARE**
- Dorothy Bish Yes 2,3; No 1,5; Sometimes 4,6,7,8
 - Antoinette Gearnis Yes 3,4,8; No 1,5; Sometimes 2,6,7

- MEDICAL TECHNOLOGY**
- John Poggi Yes 4,5; No 1,7; Sometimes 2,3,6,8
 - Catherine Wertz Yes 3,4,5,7,8 No 1,2; Sometimes 6

- THE PLACE**
- Joseph Mendez Yes 2,3,4,6,7,8; No 1,5
- MECHANICAL TECHNOLOGY**
- Franklin Walter Yes 3; No 1,5; Sometimes 2,6,7,8
 - Kenneth Pedersen Yes 1,3,5,6; No 2,7,8

- LIBERAL ARTS-SCIENCE**
- Jody Jakob Yes 2,3,5,6,7,8; No 1,4
 - Alicia Rodriguez Yes 3; No 1,5; Sometimes 2,6,7,8
 - Vickie Whitmore Yes 1,2,3,6,7; No 5; Sometimes 4,8

- LIBERAL ARTS-NON SCIENCE**
- John Barone Yes 2,3,4; No 1,5,8; Sometimes 6,8
 - Robert Blei Yes 1,3,5; No 2,4,6,7,8
 - Marianne Brown Yes 2,3,7; No 5,6,8; Sometimes 1
 - Chris Johansen Yes 4,7,8; No 1,2,5,6; Sometimes 3
 - Lance Hermus Yes 2,3; No 1,4,5,7,8; Sometimes 6
 - Sidney Kitain Yes 3,5,6; No 1,2,4,7,8
 - Frances Melendez Yes 3; No 1,5; Sometimes 2,6,7,8
 - Peter Mudgett Yes 1,3,5; No 2,4,8; Sometimes 6,7
 - Thomas Nugent Yes 2,3,4,6,7; No 1,5,8
 - James O'Grady Yes 3,5,8; No 1; Sometimes 2,6,7
 - Patricia Palmer Yes 3,4; No 2,5,8; Sometimes 1,6,7
 - Francis Scott Yes 2,3,4,7; No 1,5,8; Sometimes 6
 - William Ward Yes 1,2,3,7; No 5,6; Sometimes 4,8
 - Sheldon Williams Yes 2,3,4,5,6; No 1; Sometimes 7,8
 - Gary Libow Yes 2,3,4,6,7,8; No 1,5

Effects of Forced Attendance— An Open Letter to the Faculty



"There is no excuse for your inattention. PLEASE LISTEN TO ME!" (The above scene, although staged, is all too typical.)

SICC is not a grammar school, but a well-grounded experimental college of the highest rank. Therefore, realizing the numerous innovations which naturally occur, you, the faculty, should always remember that these changes involve you as well as us.

Unfortunately, many of you must be coaxed into accepting changes which are critically needed. Recently, the Faculty Council voted to reinstate the old 15 per cent cut limit on all students after experimenting, for three years, with unlimited cuts for sophomores with C averages. Ideally, faculty and classrooms should be in the communities, and the lessons learned should deal with the community. There is less need for the Aristotles, the Socrates's and the Plato's of the past than for the new disciple of the people, within the environment that he changes in his small way with his practical skills.

Moreover, as long as you faculty are enmeshed in the old economics, as long as you fear for your jobs in antiquated stage settings where students must attend as members of the audience in order for your tenure to last and your pensions to become reality, then our system will indeed be faulty. Students will continue to be the prisoners of subjective presentations of concentrated subjects which, although interesting, may carry the class into depths that are only temporary but yet require limitless and stultifying memorization.

Faculty, if you know any practical skills other than your performances in the classrooms, then why don't you use them? Why don't you teach them to others? And if you don't know more, then why, once again, do you choose to imprison the teachers of tomorrow—in your auditorium?

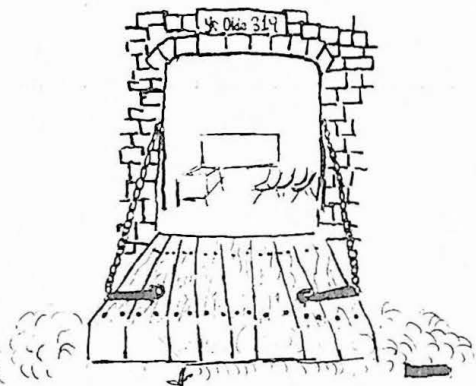
How many of you faculty know first aid? How many know auto mechanics? How many know the environments which your students have to live in? How many know the cultures of your students, and how many of you know how to counsel realistically, to

direct your students to people who can alleviate problems?

How many of you faculty know how to solve your own psychological problems, or to find people who can help you? How many simply tell students that as long as the system is the way it is, their problems will probably persist? And how many of you tell your students that as long as they are diligent and they succeed in their academic requirements they will one day be successful, hence happy, while you yourselves may be in turmoil?

Let your students decide how important your class is to them. No one is happy in life simply because they "earned" a college degree. But academic freedom, adult responsibility for college students, is a positive beginning toward the happiness of the student.

If you wish to sit back and relax in your final accreditation and tenure, then don't deliberately pull your students into your group so that they may serve to maintain your teaching position. —Derek DeFreitas



Since the 15 per cent attendance ruling, the teacher pulls up the drawbridge when the bell rings.

Sex or Marriage, or Both, or Either?

By John Weil

That infamous topic that everyone loves to talk about has entered the SICC classroom. No, not how to cheat on exams, but good old American sex. Now you can discuss, with instructors and fellow students, the human body and its reproductive organs, and that age-old institution of marriage. You don't have to ramble down to the cafeteria, in between cuts, to engage in an in-depth analysis of sex and love, or how to have an organism (or is it orgasm?). You don't even have to read Dear Abby or sneak a peak at that hooker with the trained German shepherds.

At this very moment there is a classroom full of students bringing out their sexual hangups. They solve their most intimate problems in a very congenial atmosphere under the course name of "Sex and Marriage." This course, which is open to SICC students of all sexes, provides an excellent opportunity to obtain two credits

without really trying, and to find out that the girl next to you, who you always thought was a snob, believes in sex without love or marriage.

The sex and marriage courses give students a chance to express their views before a horny yet attentive class; they can also learn from their classmates. The genuinely curious can gain an insight into marriage while learning the importance of sex and its relation to love and other human emotions. Somehow these students seem to be few in number as compared to those interviewed who are just taking the course for a quick two credits.

Perhaps the course does lead to informative and interesting discussions, but lacks what I feel should be its main ingredient: good teaching. It is merely a throw-away course that is given without proper instruction. By the way, you can hear the same stuff in the lounge if you have a reefer. Of course, you don't get two credits, but you may get something else.

Help for the Communities

PIRG Is on the Way

By Edward Hoch

A chapter of the national Public Interest Research Group (PIRG) will be established at SICC if two-thirds of the student-voters vote aye in the imminent referendum.

Until PIRG is officially established at SICC, there exists a temporary Board of Directors: Ann Schraml, Karen Sadoss, and Lorraine Erclano. The board's office is in C-132.

The purpose of the PIRG organization is to improve, through research and action, environmental protection, consumer rights, corporate responsibility, and tenant rights. PIRG will gather information to enlighten the public, will make public service announcements, and will represent the public in courts and legislative hearings through a professional legal staff.

The funds supplied by a student-membership fee of \$2 will be used to hire lawyers, scientists, and organizers who will work full-time for PIRG. Students will hire these employees and will distribute all monies collected.

PIRG will also set up, with the approval of the faculty, classes to aid students in devising solutions to public problems. Students will participate in community affairs and will encourage citizens of the community to participate in the organization.

PIRG is not exactly new; it is already in full swing in Oregon, Minnesota, Vermont, New Jersey, Missouri, and other states. In New York State PIRG units have been, or will be soon, founded on the campuses of Syracuse, Buffalo, Richmond, Hunter, York, NYU, St. John's, and other colleges.

Free Tuition: Pro

by Allen Anderson

Time and time again it has been shown that state legislators as a group are insensitive to the needs of the people.

The glaring example that is upon us now is the recommendation of Governor Rockefeller's Task Force on Higher Education, headed by Francis Keppel, a former member of the Board of Higher Education. Their recommendations would impose an annual tuition of \$800 per student, and would empower the governor to appoint a majority of the members of the BHE.

Open admissions would thus end in a no-longer tuition free university that has given the opportunity of a college education to thousands of New York families over the past 128 years. Furthermore, control over higher education would shift from the city to the governor, who strategically rejected the report of last year's Herd Commission when it failed to recommend tuition.

CUNY Chancellor Kibbee has requested a budget of \$550 million. Mayor Lindsay has certified a tight budget of \$521 million. Although university officials talk of complete stagnation with \$475 million, state legislators are discussing a budget of \$470 million.

The legislators apparently do not care; their kids probably don't attend CUNY colleges.

The open admissions program, which is now being threatened, is allowing students to pursue their goals of a specific career or profession, attainable only after two or four years of college. And the truly important fact is that vast numbers of students now have access to a higher education that otherwise would have been denied them.

CUNY statistics now show that the enrollment of Black and Puerto Rican students has tripled since 1969 and that they are now represented in proportion to their share of the total New York City population. In 1960, by contrast, only five percent of CUNY was non-white. Moreover, open admissions unsung achievement has been the benefit to various white ethnic groups who make up 65 per cent of the open admission enrollment.

Finally, it seems ironic that New York City residents, who pay through taxes 60 per cent of the New York State budget for education while contributing only 40 per cent of the students, should be additionally burdened with tuition payments.

Nader Was Here

By Joseph Pendola and Linda Dacey

Ralph Nader, the leading defender of consumer rights and protection, spoke at SICC Wednesday evening on behalf of the Public Interest Research Group (PIRG) of SICC and Richmond College.

His lecture was directed mainly to the students of both colleges in an obvious attempt to organize them for involvement with PIRG. He alerted his audience to areas such as pollution, housing, tenants' rights, mass transit, and child abuse. He also cited cases of corruption in government officials and large corporation thievery and stressed the role of the full-time citizen who would react against this mockery of the everyday worker.

The crowd responded approvingly to most of Nader's remarks and he was applauded frequently throughout the lecture. He looked back to 1971 in Oregon where fifty-five percent of the students gave up some of their luxury items to finance PIRG. It was noted that they had already worked toward the repeal of a law prohibiting drug stores to post their prices for prescription drugs. Prices in Oregon were said to have fluctuated as much as five hundred percent among various stores.

Mr. Nader introduced his theory of the full-time citizen as opposed to the passive taxpayer who is "getting along by going along." He discussed many problems which the average citizen "condones by remaining silent," such as transit, housing, sewage disposal, noise, and developer and consumer problems—all of which by a "commitment on an individual basis," can be eliminated. He conceded to the reality of job loss due to "whistle blowing" on the part of an employee but offered alternatives: first, by being active in an outside organization like PIRG, since a "government is as good as the activities of its citizens;" second, by being aware of such "How to..." books as *Ethical Whistle Blowing*, which cites thirty-five full-time citizens' private campaigns.

The evening ended with a question and answer period in which Mr. Nader gave pertinent information toward means of assisting the interested citizen in becoming a full-time citizen.

Free Tuition: Con

By Christal Tallia

There has been much controversy on campus about the tuition rate proposed for CUNY colleges. The majority of students at SICC are against these increases in tuition. Petitions are being signed, and demonstrations are being held.

Tuition should be paid by all CUNY students. This would eliminate more than half of the students who merely attend college to waste time, have fun, and get high.

Serious students who willingly take on the burden of college work could then do so without having to suffer the major distractions caused by raucous demonstrations of dubious merit.

A mandatory scholarship test should be given to all students. If the result indicates that the student is capable of performing college work, and is likely to succeed in his planned career, tuition should be paid by him according to his financial ability.

The college should not have to lower its standards to teach students how to read on an elementary level, or to perform high-school mathematics.

This is the job of a pre-college school, one which most of us have left long ago.

Play Ball!

SICC provides recreation for all students who are willing to participate in a program described by an intramural syllabus issued by the Phys. Ed. Dept. Richard Kamen runs the program and encourages participation of all students regardless of athletic ability or sex. Sports covered in this program are touch football, basketball, ping-pong, softball and track.



Confusion says, "This is a good course for those who are seriously contemplating majoring in mugging, extortion, Syndicate activities and Republican espionage."

CD Stages Business Exhibits

College Discovery students have prepared exhibits featuring highlights of their education in business. Exhibits representing the curriculum in Accounting 1, Accounting 2, Money and Banking, Finance and Individual Taxation are displayed.

The business museum is open from 9 a.m. to 1:30 p.m. Monday through Thursday, in the lower cafeteria, during the week of May 14th to May 21st.

Museum ushers take you through the exhibits explaining the application of the subject matter.

The museum's objective is to serve as an interdisciplinary workshop in business subjects. Visitor's discuss the concepts with exhibitors. The session serves also as an overview tutorial.

Door to China Opens for SICC

By Dolores Dwyer

It was announced in April that a contingent of SICC students and teachers would participate in an unprecedented study program, a seminar in the People's Republic of China during the summer. President Birenbaum and Professors Barrie Chi and Emile Chi, co-lecturers in the course "Perspectives on China", will lead the group. Two other teachers, Nancy Ryan and Ira Shor, and fifteen students will make the trip. It will include visits to Peking, Shanghai and Canton. The preparatory course, "Perspectives on China", is mandatory for those going, and will be taught June 4-29 for those who have not had it during the Spring semester. Subsidization of funds will reduce the cost of the trip for students to a fraction of the cost—\$560 to \$650.

Professor Chi, who has been to China with his wife Barrie, said the entourage would spend approximately 4 weeks, July 28 to September 4, in China, two weeks in the cities visiting factories, museums and theatres, and two weeks in the countryside exploring communal living and the workers' life. A special emphasis would, of course, be placed on studying the University system and student life in China. "There are various social problems in the world today and we are especially interested in China's approach to these problems" was another purpose of the expedition cited by Professor Chi. The Chinese government has not placed any restrictions on the group as of yet and has asked them to prepare their own daily agenda. Aside from discussions and seminars with Chinese students, leaders and workers. The SICC students will be required to do a sizable amount of written work for the six credits involved. However, the students regard the academic credits, although important, as relatively insignificant in comparison with the personal rewards of a trip inside Communist China.

Summer Session 1973

By Michael Lynch

The 1973 summer session is offering over 140 courses in all the major academic disciplines.

The session, which runs from June 11 to August 31, has a total of 17 sections, lasting from three to eight weeks inclusive. The courses meet four days a week and last about two hours each.

\$2,500 Reward for Best Teacher

By Kenny and Peggy Alwon

The City University has initiated an award for excellence in teaching. The award, which consists of a \$2,500 prize and a certificate, seeks to recognize outstanding teachers. It is to be given in the spring semester of each academic year to one faculty member from each of the units of CUNY.

Faculty members are eligible for the nomination if they have served full-time in the University for at least three years.

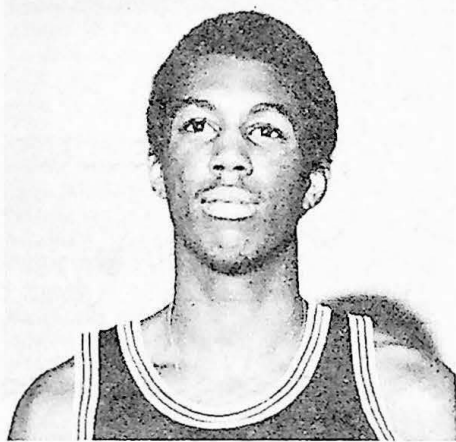
Nominating procedures were determined by each college, with the understanding that a substantial part of the selection committees would be composed of students.

At SICC it was decided that any member of the college community—student, faculty member, or administrator—could nominate any eligible faculty member. Nominations, in letter form, were submitted to Ms. Avril Gittens, chairman of the SICC Committee for the CUNY Award, the deadline was April 30.

Once received, the nominations were screened by the SICC committee, and the names of three finalists will be sent to the office of the Vice Chancellor for Academic Affairs.

A CUNY committee, consisting of members of both faculty and student senates, will review the nominations and select the winners.

Profile of a Player and a Man



Martin Williams

By Mark Gerber

I attended junior high school, high school and college with Martin Williams, played alongside him on the basketball court and, through a close friendship, watched him develop as a player and a man.

Marty was as nice a kid as you would want to know when I first met him. He was a black boy from the ghetto in a white man's school, a shy, unconfident kid. He was a less-than-average basketball player.

In high school, after the summer vacation, there was a change in Marty's personality as well as in his physical appearance. He had grown five inches to the height of 6'2". Though still a shy kid, he had gained a bit of self-confidence. On the basketball court there was a vast improvement. He was a little uncoordinated, but you could tell that it was only a matter of time before his coordination caught up with his rapid rate of growth. Even then, Marty had all the potential in the world in the area of basketball.

In our junior year at Sheepshead Bay High School, Marty and I played together on the varsity basketball team. Marty was 100 percent improved on the court. In fact, he was nothing short of incredible. He was voted captain of the team, and he rapidly gained the respect of his fellow athletes, his coach, and his teachers. Marty was no longer an insignificant part of a vast melting pot. He was one of the most popular and respected students in the school, and his self-confidence was growing daily.

For the past two years Marty has excelled enough on the basketball court at SICC to have offers to many fine universities. Looking back now, it is hard to imagine him as that shy boy in junior high school. Marty is now a mature, intelligent young man who has a successful future on and off the basketball court.

Campus Briefs: "You Shall Return"

By Jacqueline Setranah

Now that spring is here, students are anxious to see the semester come to an end. The pleasant weather we have been enjoying brings outside activities such as frisbee throwing, drumming, and a variety of discussions about college life.

A lot of students who are graduating this semester, will miss SICC because they have become accustomed to the campus life.

It's funny when you listen to students say, "I'll be glad to get away from SICC; I'm tired of this school." And yet, those same students, after graduating, come back to visit again and again. Even those who drop out for a semester or two eventually return. Maybe it's because SICC has left such an impression upon them that they feel drawn into the campus life once again.

I'm under the impression that a lot of course requirements will be changed in the fall 1973 semester. If this happens, it will be good for those students who are having difficulty with subject matter.

I overheard a conversation in Alison Bernstein's office today. A middle-aged woman had credits from a previous college in Minnesota and needed 30 more from SICC to finish her requirements. She said to Alison, "I don't want to leave here; there isn't another college like SICC." Alison's reply was, "You have to leave here eventually." I thought that was so funny; everyone started to laugh.

I know for a fact, that I will miss SICC. It has helped me spiritually and academically, but I know I have to move on. I have enjoyed most of my courses and most of my instructors, but time waits for no one. I'll miss the campus life-style and some acquaintances, so I'll certainly come back to visit.

HELP WANTED

This semester's graduating "Place" students celebrated their departure from SICC on Wednesday, May 16, in the Place office (H-7). Apparently the party was a success although the Place office has sent out a request for volunteers to search for survivors who have not been seen since.

Good Counseling: Where is it?

By Ronald Sorensen

Qualified counselors, whose purpose is to assist students in personal difficulties, are on duty in Room H-9.

According to a recent student poll, however, a strong resentment against the advice given by such counselors was exhibited. One particularly irate student claimed that "the damned guy told me certain courses weren't required and now I'll have to stay on another semester."

In reply to such opinions, Dr. Irwin Blatt, counselor and director of transfers, explained that many students confused their assigned academic counselor with the personal counselors in Room H-9.

"We deal exclusively with the students on a personal and not an academic level," he stated. "It has been our observed belief that after ventilating feelings about their home life and other personal relationships, students often are able to function in a more capable manner at college."

When questioned about the ready availability of such personal guidance, Dr. Blatt seemed grim. "It is the opinion of the college administration that since we counselors don't teach classes, and therefore don't produce degrees, the hiring of a teacher is far more important than the addition of another counselor. We are seriously understaffed."

Concerning the guidelines of good counseling, Blatt stated a basic requirement. "A good counselor is one who knows what he doesn't know."

According to some satisfied students who have utilized the advice of Dr. Blatt and other personal counselors, it would seem that there is little this qualified staff doesn't know.

Community Scholars Multiply and Thrive



Steve Moore, Assistant Professor of Community Scholar Program

By Dorothy Cook

The pre-college Community Scholar Program (CSP) at SICC has developed out of the realization that there existed a need to expand the college's commitment to the educationally and financially disadvantaged. By so doing, the college felt that significant inroads could be made in breaking the cycle of poverty.

CSP's long-range objectives, therefore, are to strike at the roots of poverty by offering residents of the community the opportunity to receive an education and acquire a skill or profession, and thereby to become more productive members of society. The benefits to be gained in terms of increased self-pride, pride in the community and even family stability are immeasurable.

CSP became operative in 1969 with 135 students and now has 500 students. The program offers 15 weeks of counseling, tutoring, and intensive instruction in remedial mathematics, biology and English. The students then enter SICC as full matriculants in the curriculum of their choice.

Mr. Steve Moore, assistant director of CSP, is very concerned with the students in this program. He would like to see them return, after graduating from SICC, to their communities and to help their neighbors by means of their recently acquired skills or professions.

The primary objective of CSP, Mr. Moore feels, is to make people more productive, independent, and community-conscious.

Willowbrook Defended — For a Change

By Juanita Mullins

Employee of Willowbrook and SICC student

Enough has been said against Willowbrook. As an employee, I must say that there are many flaws, as with any big institution, due to cuts in funding.

The news media have been totally anti-Willowbrook and showed the public many pictures of residents without clothing. But I have yet to see a picture of Willowbrook's aides putting clothes on residents who refuse to keep them on. The pessimism and muckraking of the press, in its treatment of Willowbrook, are not justified. Although there is great need for changes, the good side of Willowbrook deserves applause.

The residents who are able to go to school, attend classes in occupational therapy, recreation motivation, etc. All residents of Willowbrook are competently trained to their highest potentials. With the help of the many dedicated therapy aides, doctors and nurses, some of the residents go out into society and perform well as citizens. Some residents, however, simply cannot be trained to keep on their clothes, or to feed themselves. Yet the institution's efforts along these lines never cease.

The Willowbrook staff is trying to do a job that takes many years, not weeks, to accomplish. The media, apparently content to catch just a glimpse of the surface of Willowbrook, cannot possibly understand what is going on inside. It is easy, but wrong, to criticize Willowbrook after seeing the "expose" on TV, but a little independent thought and investigation might reveal many, many praiseworthy aspects about that much-maligned institution on Staten Island.

You Owe It to Yourself to Vote