

Student Press

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PRESIDENT OF S.I.C.C. NAMED HEAD OF ANTIOCH

LATE NEWS FLASH

William Birenbaum, who has been the president of S.I.C.C. for the past eight years has been named as the new president of Antioch College in Yellow Springs, Ohio. His election ended a seven month search that reviewed over 337 candidates for the position.

He will take over as president September 1st when acting president Morris T. Keeton steps down.

No mention of his new job or that he was even being considered for the position was made at a private party held in the Administration Building (for Dean Fitzpatrick who is retiring) which was attend by all high ranking administration officials and by Student Government Chairperson Leon Wallace who was the only student there.

President Birenbaum who is in charge of the upcoming merger with Richmond College which will make S.I.C.C. a senior

college was unavailable to comment to *Student Press* on his election to the Antioch College presidency for he was vacationing with his family in Cape Cod.

President Birenbaum's election came as a shock to many, for they felt that he would be picked over Richmond president Volpe for the position of president after the merger of the two colleges. Because of the increase of students entering S.I.C.C. Birenbaum's pet project Learning Town will have to be built to handle

No one has been chosen to take over president Birenbaum's position after he leaves but the likely candidate is Volpe who has been described as a bureaucrat by Richmond students and as a axman because of his cuts in course offerings. There is also a chance that a new president will be chosen from the deans of S.I.C.C. because of their knowledge of the running of the school which Volpe does not possess.

THE FUTURE OF S.I.C.C.

STATEMENT

by

William M. Birenbaum

at Staten Island Community College Auditorium to Faculty & Staff - March 17, 1976

Whatever the disposition of the several plans and proposals for the future of public higher education through CUNY and on Staten Island, the Sunnyside facility of the University, now the home of SICC, will remain operational. This facility will serve in some fashion as the doorway to public collegiate education for the people of our Boro.

There are but three options bearing on the future use of this campus:

1. Some version of the **status quo**, assuming the continuation of Richmond College;
2. The abolition of Richmond College, assuming the main-

tenance of SICC;

3. Some combination of the two institutions on this campus, back-to-back, or through merger in effect creating a new college.

All three options assume that freshman and sophomore level education will be provided here.

Whichever of these options is finally implemented, I believe there are several essential priorities which public higher education must honor in Staten Island.

I

Our doorway must be kept open as widely as possible to serve appropriately the large numbers of people possessing diverse talents entering this College and Richmond, young and old, many with high school averages over 80, even more with averages less than this. A senior college

limited by the admissions proposals now before the Board of Higher Education would preclude more than half of the freshmen currently being served by SICC, and would literally close the doors of educational opportunity to thousands of Islanders. If the future for public higher education on Staten Island allows but for one college, that college must specially be designed to serve the majority of our residents seeking further education.

II

CUNY must provide on Staten Island an appropriate range of career and technology program options such as those now offered by SICC. These programs now enrol a third of our students, and they are growing. Moreover, they lead to successful employment for the great major-

ity of their graduates, and provide a superior base for baccalaureate education for many others. Many of our students go on to four-year degrees in nursing at Hunter and elsewhere; to four-year credentials in business subjects at Baruch and elsewhere; to the baccalaureate in engineering fields at CCNY and elsewhere.

III

Liberal education must be maintained, strengthened and renewed here. The majority of our students and those at Richmond enrol in the liberal arts. More than two-thirds of the students at SICC seek degrees beyond our present capacity to award. The major-

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S.I.C.C. Students In Albany...

CUNY-SUNY STUDENTS
RECEIVE COLD SHOULDER
FROM ALBANY OFFICIALS

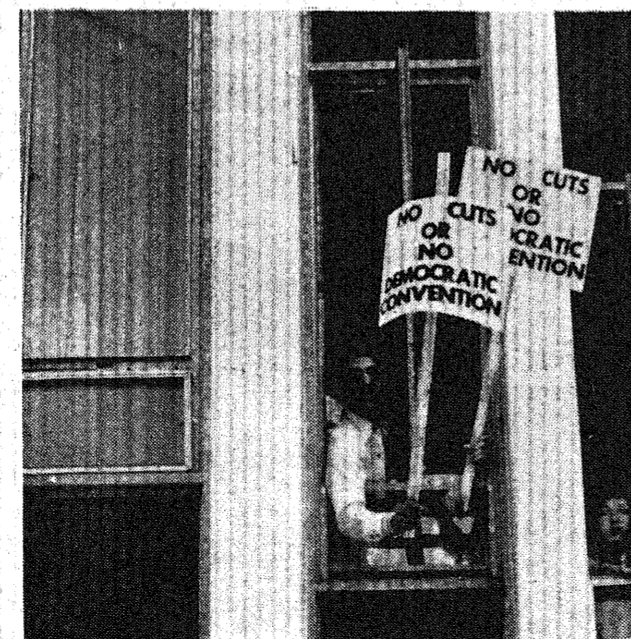
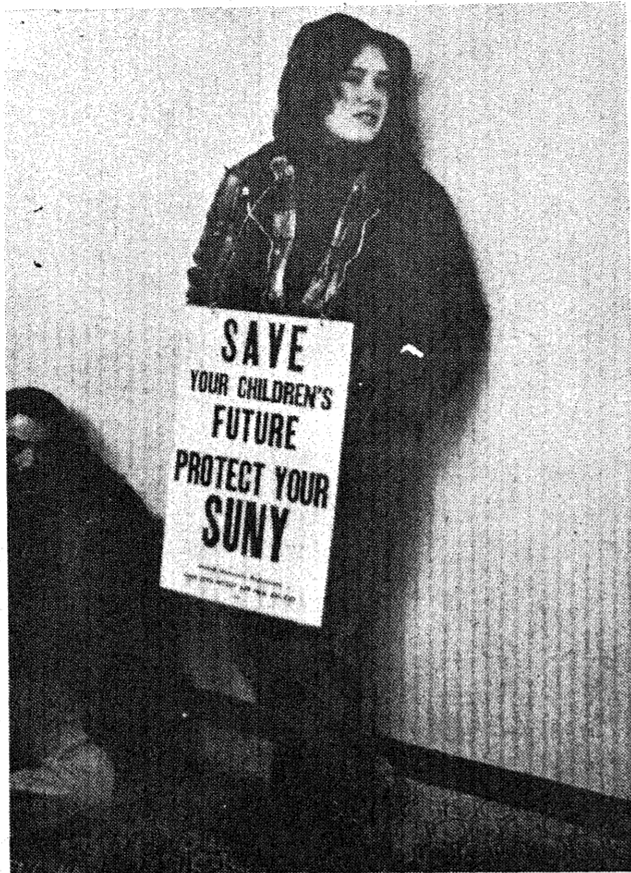
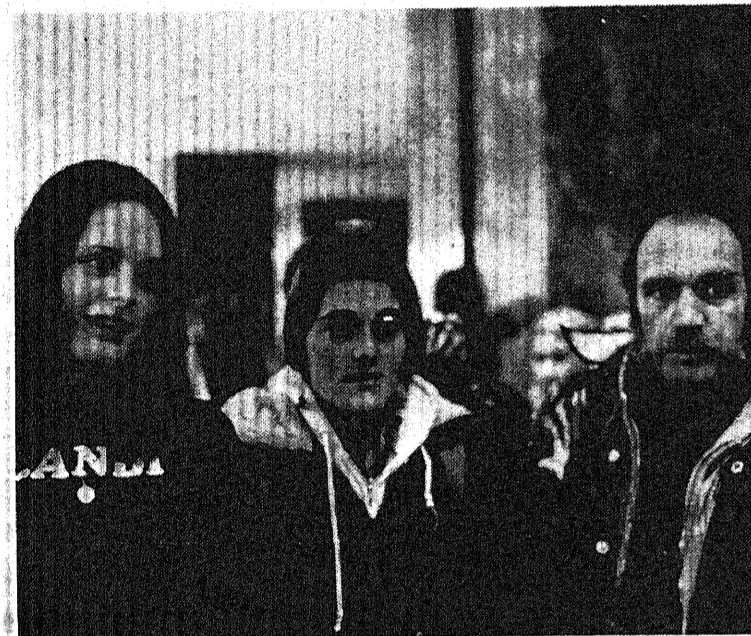
by Art Zollo

On March 16, while an unexpected, heavy snow fell, between fifteen and twenty thousand students arrived in Albany to demonstrate against planned budget cuts and the proposed closing of some state and city colleges. Upon arrival of the students Governor Hugh Carey, who refused to meet with the students, quickly and quietly left Albany. After his swift departure, other State Officials locked their office doors to keep from meeting with the protesters. Also, it was later learned that a meeting on Higher Education was conveniently scheduled for 4:30 P.M., a half hour after the protest permit expired.

A group of two hundred to three hundred students were inside a state building which contained conference rooms and Senate offices when a phone call from a highly placed Government Official ordered building guards to lock all doors leading into the building, thus stopping students from entering to speak with their elected officials and also cutting off communications between the students locked inside and the students on the outside. Beside this being an underhanded and irresponsible act on the part of our elected officials, it was also a direct violation of the fire safety codes, so students inside the building alerted the fire department about the locked doors. The fire department refused to come. The students were rescued about an hour later when state officials finally decided to open the locked doors and release the trapped protesters.

The demonstration became a fragmented one because of the illegal and underhanded tactics of the State Government, and resulted in violence by small groups of students frustrated by the State Government's obvious attempts to suppress their right to voice their opinions. Student turned against student as their tempers flared over the fact that many students never left the buses because of the cold. Frank Ehlers, a founder of the Radical Democratic Constitutionalists and organizer of the SICC students at the rally, was jeered at and almost physically thrown off a few buses by aggravated students when he asked them to join their fellow protesters out in the snow.

After the State Government succeeded in minimizing the demonstration's impact and the buses were leaving, most students concluded that the State Government cares more about finishing their home, The Albany Mall, with its marble exteriors, solid marble staircases and marbled lobbies which cost the taxpayers billions of dollars, than it cares about the millions of students in the CUNY and SUNY system.



And In The Presidents Office

Letters to the editor

DARK CLOUD WITH A SILVER LINING: THE SICC CAFETERIA

by Paul Chelsen

March 24th, 1976

Dear Editor:

I am writing in the hope that you may be of assistance to me.

I am presently incarcerated in Attica Correctional Facility. Needless to say, I am thus confronted with and affected by numerous impositions, one of which is a sense of isolation, loneliness...

I should like for you to either print my letter in your school or post my letter on the board to be viewed by prospective correspondents.

I am desirous of corresponding with a young woman who is neither married or emotionally involved with someone already—obviously this would pose problems. I do not have any preference regarding race or religious beliefs.

The following is a general synopsis of what I am about: I am in my late twenties; my birthday is July 17th; I am of African descent; a former resident of Buffalo, N.Y.; I am a Sunni (Orthodox) Muslim; I am a student in the Genesee Community College program.

Some of my hobbies/pastimes consist of writing, reading, poetry, chess, horseback riding, swimming, bicycling, music (preferably Jazz and Soul), cultural plays, theater. (I'm very domestic-minded, love children).

I work as a librarian aide here at Attica. I'm serving 2 1/2-5 years for an alleged robbery; I'll be eligible for parole this year. I may relocate.

I'm only interested in corresponding with someone who's interested in a meaningful, lasting relationship, an honest person.

I'll answer all correspondence. Please include a photo. Anyone interested in corresponding may write to me as follows:

Yahya S. 'Ali, #74C171
Box 149
Attica, N.Y. 14011

Thanking you in advance,
/s/ Yahya S. 'Ali #74C171

Anyone interested in writing to Mr. Ali, please come to the Student Press, Rm. C-134.

Dear Editor:

I earnestly feel a dire need for unity among all persons directly and indirectly associated with SICC. The current fiscal plight of NYC is threatening the abolition of post-secondary education on Staten Island. The time has come for all of us to put our personal differences aside and work as one representative group to seek constructive solutions to this chaotic dilemma. Once united, we must define the avenues of action at our disposal and make a concerted effort to retain all Staten Island residents' pursuit of a higher education.

There are many political implications with our dilemma and this is where we must concentrate our immediate efforts. If we consider the magnitude of SICC and the community that it serves, we should realize that as a group we can maintain a quality education. The proposal of merging Staten Island's senior division college, Richmond, will only add to the chaos we are presently enduring at SICC, unless we prepare ourselves for this eventual outcome.

In a recent statement by President Birenbaum of SICC, he discussed the likelihood of this merger to be reality in the near future and if this is the outcome, Staten Island should seek to attain a comprehensive college. This college must be able to meet the demands of the community which it serves. Ample facilities must be maintained to meet this prodigious goal and a

great number of persons must involve their expenditure of energy to this end. Again, we can as a united group make more than a token effort for the salvation of a college on Staten Island.

Joseph G. Guzman

1984 = S.I

As David Bowie sings — "Beware the savage jaw of 1984." 1984 is closer than we think. Nixon's legacy, the S.I bill, is in the Congress. If passed, this bill will destroy all the freedom that this country stands for. Many of the basic rights we take for granted will be taken away, and those who insist on using these rights will be jailed. A new form of McCarthyism is being born. Repression not only against communists but all people who speak out against the government. This bill, born from Nixon's paranoid mind must be stopped now, or else 1984 will arrive.

—Anon.
STOP! THERE SHOULD BE NO VIOLENCE!!!

THE NO SMOKING RULE: must be obeyed. 60% of the students think so.

Do you?
CHECK ONE: YES
NO

Send reply to the Student Press, Rm. C-134

LEGAL AID FOR STUDENTS

The atmosphere at the Law Advocate Center, in the lower cafeteria, is both happy and interesting. The advocates are anxious to help anyone who applies for legal advice. They make it crystal clear to anyone who seeks legal advice that they are not lawyers and don't pretend to be. Due to a New York State Law that prohibits the practice of law by anyone other than a licensed lawyer, the lay advocates cannot give legal advice. "Well then," students ask, "what do you propose to do in order to help me?" This is how the program works: A student enters the center with a legal problem. They take down all available information on this case and proceed to contact a Pro Bono Lawyer for his advice. After they have received this information they call the student and tell him what the lawyer advises. Naturally, the student has the option to either discard or use the advice.

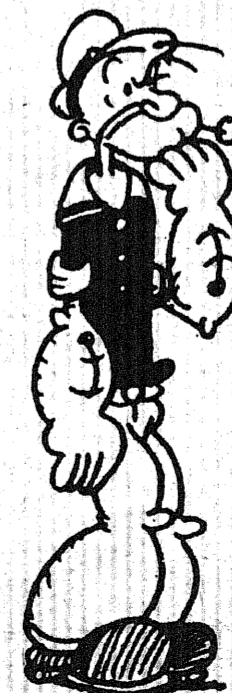
The Law Advocate Program is an experience that anyone who is thinking about entering the legal profession should try. It will give the student a view of the bizarre ways our legal system works.

However, this program is worthless because students act as a "middle man" between the Pro Bono Lawyer and the student seeking advice. This center has no real purpose, for its advocates are prohibited from giving out any legal advice.

A.U.M. LUNCH ROOM MENU

ENTREE SPECIAL	PRICE EMPTY YOUR POCKETS
SANDWICH	YOUR SHIRT
SALAD	YOUR PANTS
MILK	YOUR SHOES
XTRA HELPING	YOUR SOCKS
"WE APPRECIATE YOUR BUSINESS."	
THE MANAGEMENT	

Ruhtra's Cartoon Quiz



1. What was the name of Crusader Rabbit's sidekick?
2. Who drew Woody Woodpecker?
3. Who was the bad guy in Dudley Doornight?
4. What was the name of the show that had a cartoon frog as its main character?
5. Who was the character in Rocky and Bullwinkle who dressed up in a Navy uniform?

Answers to Quiz

1. RAGS
2. WALT LANTZ
3. SINDLEY WHIPPLASH
4. HOPPLY HOOPER
5. CAPTAIN PEACHFUZZ

"There are those who say that law and order are just code words for repression and bigotry. This is dangerous nonsense. Law and order are code words for goodness and decency . . . the only way to attack crime in America is the way crime attacks our people—without pity."

Statement by President Richard Nixon, introducing original draft of S.1 (S.1400, 93rd Cong.) March 14, 1973.

MY FELLOW AMERICANS, YOU ARE UNDER ARREST: AN ANALYSIS OF SENATE BILL ONE
by Allan Rabinowitz

(CPS)—Imagine, for a moment, that the entire anti-war movement of the sixties was illegal, and that thousands of students were given prison sentences of up to fifteen years, or possibly the death sentence.

If Senate Bill 1, the controversial criminal code reform bill now sitting in the Senate Judiciary Committee, had been enacted ten years ago, that is exactly what would have happened.

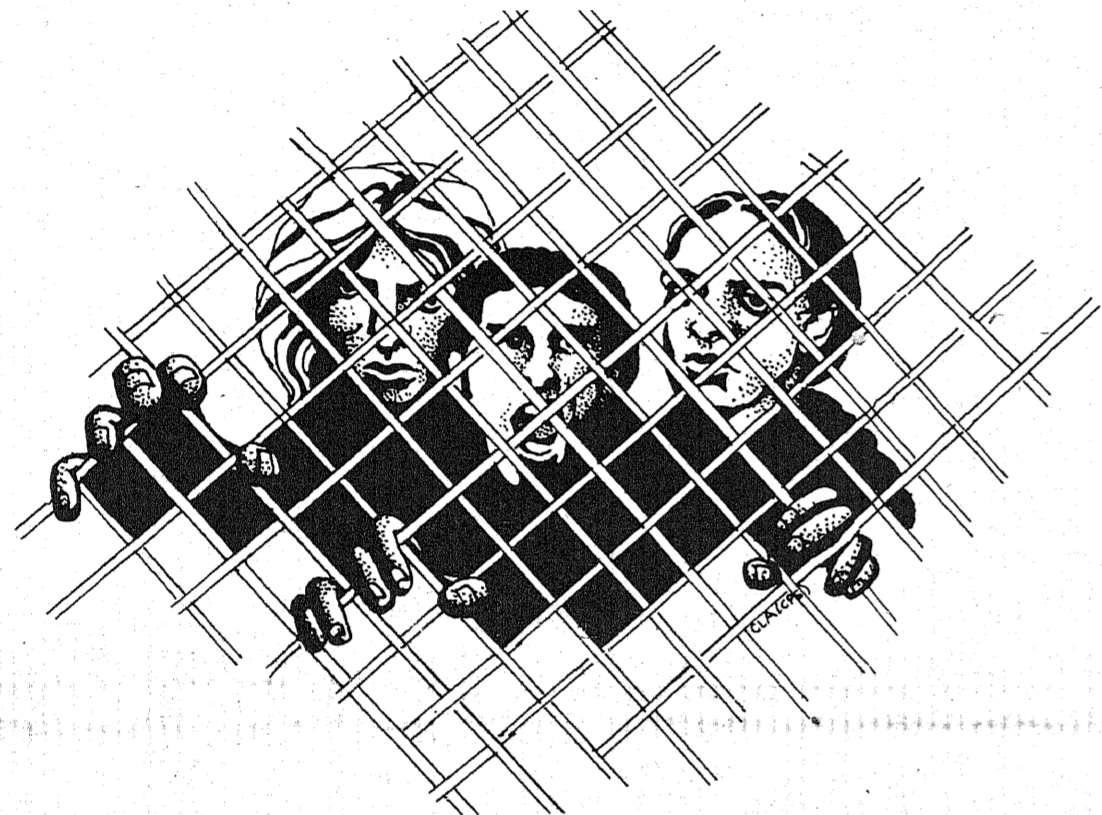
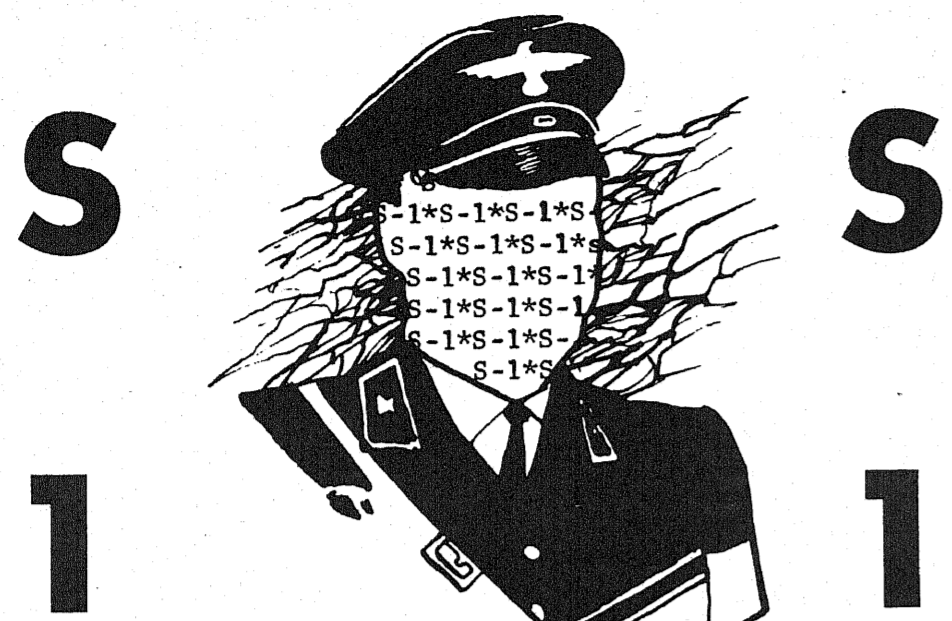
The sanctions laid down by SB-1, put together under the Nixon law-and-order administration, encompass so much, in wording that is so vague, that virtually any political act or statement aimed against the government could be construed as being in violation of some provision of that code.

From the start, the new criminal code was clearly constructed largely in response to the anti-war movement, by Nixon Attorneys General Kleindeinst and Mitchell. By examining this bill in the context of the anti-war movement of the sixties, it becomes clear just how far the influence of this bill would penetrate American life and stymie any attempt at major social change.

For example, the new criminal code would expand the 1968 incitement to riot statute which formed the basis of the celebrated Chicago Conspiracy trial. The seven defendants in that trial were ultimately acquitted because the government failed to prove that they had crossed a state line with the "intention" of inciting a riot.

But under SB-1, the government could have ignored that detail. The government would only have to prove that the defendants had used the mail or an interstate, phone call to plan the event that later had become a riot. The seven Chicago defendants could have been convicted and given three-year jail sentences.

Furthermore, a "riot" is defined in the bill as any "public disturbance" involving ten or more people that, "by violent and tumultuous conduct, creates a grave danger of injury or damage to persons or property." But what is "tumultuous con-



duct and what constitutes danger to property? Shouting chants while trampling the grass in a park?

Draft board demonstrations, the destruction of draft records, the encouragement of draft resistance — all of which took place during the anti-war years — can constitute "impairing the military effectiveness of the United States," bringing a sentence

of three to thirty years and a \$100,000 fine.

Another provision of the bill punishes by a one-year jail term the obstruction of any "official proceeding" through noise, violence, "or any other means." What "other means"? Passing out leaflets?

Under SB-1, Daniel Ellsberg could have been charged with treason for leaking the

Pentagon Papers, and been executed. The New York Times editors who received those classified documents could have gotten seven-year sentences.

Under SB-1, a journalist who impaired "military efficiency by issuing a false statement" could go to jail if the military decided his reports "aren't accurate" and therefore "an aid to the

"I do not talk about law and order . . . I turn to the constitutional guarantee of domestic tranquility. . . S.1 . . . is not vindictive punishment of the criminal. . . I call upon the Congress to act swiftly. . ."

Statement by President Gerald Ford, endorsing the consolidated S.1 (94th Cong.) June 19, 1975.

THE LONG NIGHTMARE OF WATERGATE IS OVER???

enemy." A journalist who wrote a story contradicting an official military report could be found to be aiding the enemy, even if that military report itself was deceptive (which has happened often enough). An Orwellian predicament arises where truth is treated as a lie and a lie becomes the truth. Seymour Hersh could have spent seven years in jail for exposing the My Lai massacre.

Under SB-1, the Berrigan Brothers could have been convicted of sabotage for destroying draft records, and given the death sentence.

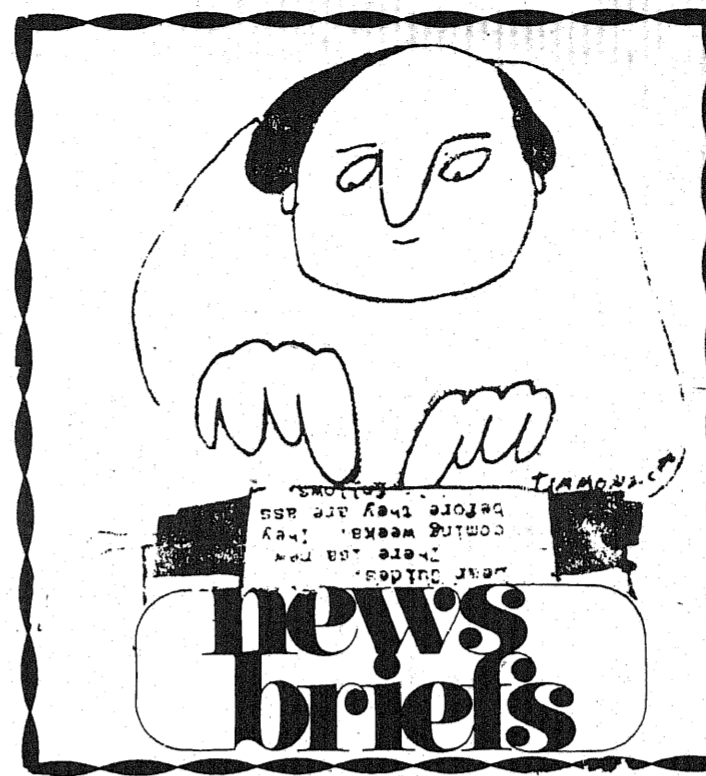
Under SB-1, the 20,000 demonstrators arrested en masse in the 1971 May Day protest in Washington, D.C. could all have been convicted of obstructing government functions and given sentences of three years.

Under SB-1, a member of an organization "which incites others to engage in conduct that then or at some other time would facilitate the forcible overthrow of the government" could go to jail for seven years.

The language is so vague that practically anyone connected with a leftist organization on campus could be arrested. This could have included every member of SDS, the Student Mobilization Committee, and other major anti-war groups of the sixties. It could include everyone in the People's Bicentennial Commission, an alternative Bicentennial group calling for fundamental change in America. It could include people you know personally. It could include you.

These are just some of the many abuses of the democratic process to be found in the proposed revised criminal code. The American Civil Liberties Union has discovered more than 3,000 provisions or phrases in SB-1 that are vague, ambiguous, or violate an individual's rights.

But as if these provisions are not repressive and outrageous enough, there is one more that tops them all. Under SB-1, a government official who claims that he felt he was acting in the best interests of the country or following his superior's wishes could not be held responsible for illegal actions he might have committed. In other words, while Daniel Ellsberg could be executed, John Ehrlichman gets acquitted.



HOW TO GET A COLLEGE DEGREE WITHOUT REALLY TRYING

by Diane Auerbach

(CPS)—In the sixties, school was busted wide open. Academic anarchists, tired of grades, required courses and of multiple-choice exams, made angry noises for a while and then marched off campus to found their own curricula of batiks and of potters' wheels.

The rest of academia churned on as usual.

Everyone was happy with their separate reality. The new schools enjoyed academic freedom; the old, academic respect. Eventually, however, some of the philosophy of the new schools seeped under the old ivy walls, and liberal educators, with a nod to Summerhill, devised ways to open up mainstream education.

The result has been a melange of unorthodox ways to earn an accredited college degree. At the heart of this unorthodoxy is the principle that learning can take place outside the four walls of a classroom.

"If attendance at a college is the only road to college credentials, those who have acquired knowledge and skills through other sources will be denied the recognition to which they are entitled," announced the President of the University of New York, as he unveiled his alternative degree plan. "Neither the state or the nation can afford such waste, nor should they tolerate such inequity."

With this idea in mind, New York set out to bridge the gap between old and new style education. The Regents External Degree program has modified the old digestive approach to learning—swallowing information and regurgitating it on tests. Now there's no swallowing, just tests. No classroom attendance is required. No ae, residence or high school diploma requirement is set up by the Regents. The program is offered to anyone from anywhere in the world.

Students who sign up with the program pay a \$50 enrollment fee, and then are evaluated by a committee which determines the amount of credit they have already earned. This credit may be stockpiled through college work at other institutions, CLEP exams, military exams, work experiences or any other way a student feels he has learned.

After the evaluation, if the student still needs more credits

to meet his diploma quota, he sits down to a long series of tests. Students outside of New York can take the standardized tests at their local universities. Test costs run about \$25 each, and range from three to 40 credits. The average costs of a B.A. are \$400.

So far, nearly 3000 people have graduated with one of the seven Regents degrees. Graduates have gone on to law and medical school and have secured good jobs, say program personnel. For information on the program, write to Regents External Degree, 99 Washington Ave., Room 1919, Albany, N.Y. 12230.

Another nationwide program for people who feel the need for the B.A.'s stamp of approval is University Without Walls. There are 28 UWW's across the country, and some accept students who live in other cities. While the Regents Degree program uses purely a test-out approach to higher education, UWW incorporates a free-wheeling mix of internships, work, independent study, seminars, formal courses and group projects.

In most UWW programs, the student works with an advisor and draws up a learning program for each semester. For instance, a legal-aid worker, majoring in pre-law, may decide to draw the bulk of her semester's credits from her job, enroll in an English lit class at a local university, study pottery under a local craftsman and devise a program for teaching legal skills to high school students. In addition, she can receive college credit for past learning experiences — anything from learning how to scuba dive to reading science fiction.

Her studies, which are documented in a portfolio, are reviewed periodically by her advisor and any off-campus resource persons she may have worked with—such as an attorney from her law firm and her pottery instructor. When she's ready to graduate, she will receive a B.A. from the college that hosts her UWW program.

UWW's flexibility make for a good way to sidestep the "9-to-5 job, night school" approach to earning a college degree. A UWW degree costs more than a Regents Degree, however, between \$600 to \$2500 a year, depending on the tuition of the individual sponsor institution.

For a rundown on the various UWW's, write to the Union for Experimenting Colleges and Universities, 930 Corry St., Yellow Springs, Ohio 45387.

Besides these two national programs, a rash of state and

college programs exists. The Board of Governors BA Program in Illinois, for instance, is set up like the New York Regents Degree program, although students are required to enroll in a minimum of 15 hours from any of the five Board of Governors' universities. For information on more than 250 alternative programs, check out the Guide to Alternative Colleges and Universities, Beacon Press, 1974.

STUDENT WINS DUE PROCESS CASE

(CPS)—Advocates of full constitutional rights for students were elated over a recent legal victory at the University of Minnesota.

A federal district judge has ruled that veterinary student Robert Waag's right to due process was violated when he was suspended for allegedly cheating on a test.

Waag was found guilty of cheating on an exam last spring by a judiciary board made up of profs from the veterinary school, and was suspended for a year as punishment. Yet Waag maintained that his 14th Amendment rights were violated when his accuser, a veterinary science professor, was allowed to speak at the hearing, and he was not.

According to one of the faculty judges, Waag's accuser gave "a forceful and very well reasoned presentation" of why Waag was guilty of cheating. In fact, it was so effective that despite a subcommittee's unanimous recommendation to dismiss the charges against Waag because of insufficient evidence, the faculty voted to oust him from school.

When Waag filed suit against the University, the courts saw it his way, and consequently Waag will face a new hearing later this year. No word yet whether the J-Board will be manned by students this time around.

Waag's lawsuit was one of several due process cases that have cropped up this year. The Supreme Court, in Goss vs. Lopez, recently ruled that before students are suspended or expelled, school administrators must give them a chance to "informally discuss" the alleged misconduct, stating the reason for punishment and offering a chance to explain their side of the story.

So far, however, the court has avoided making a clearcut statement on the formal nature of school judiciary hearings. The right to have counsel and cross-examine witnesses and be tried by one's peers are still 14th Amendment freedoms that are unrecognized on campus.

DOLPHINS NAME NEW BASEBALL COACH

by BILL SWARTWOUT

Rich Salinardi has been named the new head baseball coach at SICC. This will be Salinardi's first time to assume such a role, but he comes to the position well qualified.

A graduate of Wagner College with a B.S. in education, and an M.S. in special education from Fordham, Salinardi is presently teaching at P.S. 3, Pleasant Plains. As a student at Wagner, the rookie diamond mentor participated in football and baseball for three years. During that time he was made captain of both teams. Also, Salinardi was the recipient of being named the outstanding athlete for the Class of '69.

At the present time, Salinardi is the offensive backfield coach of the Seahawks football squad and is co-chairman of the Staten Island Varsity Club awards committee. Married, and with one son, Salinardi is aiming for his diamond debut. Coach Salinardi says, "My sights are set on SICC BASEBALL, SPRING 1976"

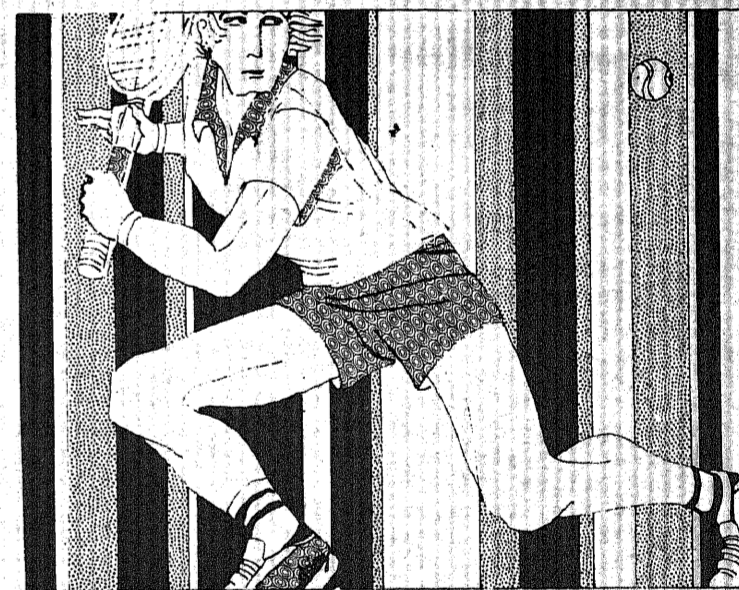
achieving a successful season, and I want to teach the sport so that the kids can develop to the point of getting more out of baseball."

Explained the Dolphin mentor: "Being that SICC is a junior college, the players will be available for only two years. In order for them to advance, either as a player or someday as a coach, I want to instill the basics of baseball in them. An understanding of how the game should be played is essential in getting much more enjoyment out of the sport."

Salinardi added, "My major concern will be placed on teaching and not just coaching. Many look at former players, who become coaches, and take them for granted. I want to be a good instructor and have a TEAM."

The coach stressed, "Hustle and aggressiveness are the prerequisites to having a team. Together they bring unity and success to a group of hard working players. This is what is essential and to have enthusiasm in all of the men on the squad will make us contenders. If my goal can be made, then we'll have a good baseball TEAM."

Day	Date	Opponent	Place	Time
Thurs.	April 1	Brookdale JC	Lincroft, NJ	3:00 pm
Fri.	April 2	New York CC	Home	3:00 pm
Sat.	April 3	Suffolk CC (2)	Home	11:00 am
Sun.	April 4	Orange CC	Home	1:00 pm
Mon.	April 5	Queensboro CC	Home	3:00 pm
Wed.	April 7	Hostos CC	Home	3:00 pm
Thurs.	April 15	Nassau CC	Home	12 noon
Sat.	April 17	Ulster CC	Home	1:00 pm
Sun.	April 18	Man. CC	NYC	3:00 pm
Thurs.	April 22	Farmingdale	Home	3:30 pm
Mon.	April 26	Kingsboro CC	Home	3:30 pm
Wed.	April 28	Bronx CC	Bronx	3:30 pm



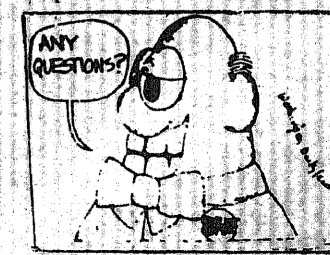
CUTBACKS CURTAIL EDUCATION

by Maureen Smith

Due to the financial crunch, a cutback of money by the Board of Higher Education has caused a serious decline in the quality of education SICC students will be receiving this semester. One of the hardest hit departments of SICC is the Physical Education Department.

There is now less money and human power to work with. As a result, teachers have had to take on more classes, some which they are inexperienced in. This is not only unfair to the teachers but also to the students. Some students signed up for a certain gym class assuming a particular person would be teaching it, only to be told at the start of the class that the teacher had been

changed. This incident took place in the cycling class. Dr. Jabbor was the designated instructor. The class was not introduced to Dr. Jabbor but to someone, Mr. X, who admitted that he didn't know the first thing about instruction of cyclists. Mr. X was very apologetic but explained that the substitution was due to the financial situation. Classes are cancelled because there aren't teachers to teach them, and class size has increased by anywhere from ten to twenty-five students. As a result, students aren't receiving a quality education.



THE INQUISITIVE CAMERA

Question asked: What is your opinion of the S.1 Bill?



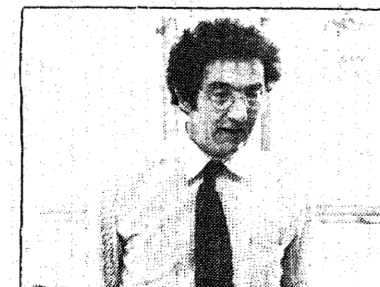
Oh! What the supersonic transport.
Kevin Perham, Student



No!
Fran Marini, Student



I don't know.
Harry McLoughlin, Security



Somebody just called me about that a few days ago. It was something to do with access to records.
Leonard Kreisman, Dean of Adm.



It should be abolished. It will ruin the freedom of the American people.
Mike Frayler, Student



I'm sorry; I'm unfamiliar with this bill.
William Birenbaum, Pres., SICC

View From The Community

To Editor - Student Press

MORAL MOTIVATION REMINDERS FOR ALL

Every Student and Faculty Member of the Staten Island Community College can help right now to build a better America by taking the following two steps:

(1) Make a prayerful perusal of the Moral Motivation Reminders --Plan.

(2) If you agree, clip out and mail copies to President Ford, Members of Congress, newspaper editors, etc. asking for their support. The following student organizations have respectfully asked the Editor to print this non-sectarian and non-partisan proposal as a public service --

- Day Session Student Govt.
- Black Student Union
- Inter-Varsity Christian Fellowship
- Newman Club
- Student Org. for the Disabled
- Veterans Assistance Assoc.
- Women's Club

Moral Motivation Reminders For Citizens of the U.S.A.

What is America's one big lesson...

Moral Motivation Reminders = What America Needs Most

Moral Motivation Reminders For Citizens of the U.S.A.

What is America's one big lesson from Watergate and the Vietnam War? It is to never, never again forget or ignore moral principles in solving political problems. Hence, a continuous reminder is needed.

How this goal can be realistically achieved is wrapped up in the following prayerfully prepared plan applicable to all three levels of government (city, state and federal). This plan has been called *Moral Motivation Reminders For Citizens of the U.S.A.* and is as follows.

• 1. Neither friendship alone or a sense of hate, but rather all that is good and just and unselfish should be the decisive factors in motivation.

• 2. And as citizens in a nation under God, they should strive diligently to do unto others as they would have others do unto them.

• 3. Daily they should watch and pray for divine guidance, protection and deliverance from all manner of evil.

• 4. They should not influence others for selfish or dishonest reasons, and they should be alert enough to prevent others from deceiving them.

• 5. They should actively discourage the growth of self-will wherever found, and daily encourage the true spirit of thanksgiving and unselfishness.

• 6. They should cultivate the ability to be quick to listen but slow to condemn. (Condemn the idea rather than the person.)

• 7. They should remember the great need for brotherhood, forgiveness and social justice.

• 8. The motto on our currency, *IN GOD WE TRUST*, should be a constant reminder to apply the spirit of the **TEN COMMANDMENTS** and to study and meditate on their personal religious beliefs. In proportion as this is done, crime will diminish and what remains should be easier to control and wipe out.

• 9. As they increase their inspiration and spiritual understanding, these citizens should ask themselves: Am I part of the problem, or do I desire to be part of the solution? This applies especially to the problems of **CRIME, INFLATION, and the AGGRESSOR NATION PROBLEM** which are all related to each other in a big way.

• 10. Those who are deeply concerned about America's future should remember that if you cannot love your fellow man and obey man's law, how can you obey God's law and really love God Whom you have not seen.

The above ten REMINDERS should be printed by newspapers and magazines, and be aired by radio and TV stations once a month as a public service on a voluntary basis (and to secure a maximum of coverage, income tax benefits may be added if deemed necessary).

Acceptance of these MORAL MOTIVATION REMINDERS or their equivalents could be incorporated into plans for America's Bicentennial celebration and in a way that could promote real political growth.

END OF PLAN

Since the above reminders in no interfere with Jewish and Christian worship of God but only would promote a more workable democracy and open the door for increased spiritual growth for all citizens, I feel that there is no great need for a lengthy discussion of a subject

which really speaks for itself. Suffice it to say that this plan could generate tremendous moral repercussions both at home and abroad. It could also be a real force for winning the war on inflation as well as crime, and at the same time neutralize the evils of the mass media systems (now poisoning the minds of untold millions).

This writer strongly recommends that the requisite Congressional action be taken with respect to this plan. A continuous reminder of the provisions of this plan could yield undreamed benefits for all, and simplify solutions to our many problems. It could be the spark that would at last enable the rate of moral and spiritual progress to catch up with the material and scientific progress and then pass it.

All readers who see one iota of value in this message should send supporting letters to President Ford, their Senators and Congressman, and urge their friends and religious leaders to do the same.

Clifford R. Johnson
Staten Island, N.Y.

CORPORATE AMERICA I — REFORMERS 0

(CPS)—Chalk up one for the system (again). Thomas Mechling tried to beat it at its own game but he lost.

Mechling was president and chief organizer of the late Public Equity Corp., a public interest company that was going to utilize existing business and legal means to work for various social goals. One of Mechling's proposed schemes was to file class-action suits against large corporations that were abusing their power.

But the "anti-corporate corporation" died recently of a lack of cash. "The grassroots support just was not sufficient to go ahead," explains Mechling, who had planned to finance Public Equity just like the biggies, through stockholders and profits. The company had been trying to get its feet off the ground since 1971. "We wanted to play it in the system and make it business-like," Mechling adds, "the concept is sound but perhaps ahead of its time."

Mechling says one of the firm's biggest problems was public apathy for reform. "They said, 'nothing is going to change anyhow.'"

THE BABE

Yesterday, I went out alone.
I was very lonely inside, well,
I went to a bar, and met this chick,
and decided to go to her home.
As we got ready to slide, I got
into her hellfire ride.

The babe was looking pretty
good, but I seen her from the
back, and her face was under
a hood! well, at half pass ten,
we both began to wonder then!

I had a little gin! people say.
"That's not a sin!" But, when
I seen her chest, and I touched it,
and it felt the best until her bra
came off! I knew was something wrong!
That I didn't know, as she
open her bra, her pads had to go.

She uncovered her face when
I turned my back then, when I
looked at her, I said, "Lord!"
Give me some slack! and as
I touched her hair, her wig
fell off!

It was the first time
in my life that I've ever seen a
bald headed horse. But, I
said to myself, I'm only here for sex.

Then when I went to kiss her,
her teeth fell apart
like a bird's nest.

Conclusion*****
This is my story and you
might say it could happen
to anyone. Right? Right!

By MILTON EVANS

P O E T R Y



MILL'S FIELD THEORY

I have these days before me,
Each and every one
To hold and cherish in my hand
or let them past me run

No, I'll not see them 'ere again
As I stumble on along
But I can,
As many times as I care
To sing this song

For it's not the time
Nor the place I find
Where I dwell in peace

For a while,
It's the children shouting
Hello Good-bye
And faces bright with smile
It's in times like these that I
Wonder how

There can ever be a war
Or
A place where secret deals are made
Or

A man who would keep God's score
For'in as if he didn't know
Who's done what, to whom
Or

A file of life's uncertain acts
From cradle to the tomb
Yes I know it's all been said before
So I will say it once again

If ever you want or need a man
To at best be called a friend
Be sure to see if you are in your
Own

Then make the left at the next
Dead End

TREE

I'm sure
if trees could talk
they would have
much to say
of centuries
way back.

If they could write
they would be able
to give a much more
truthful account of
what history
was all about.

The life of man, and wars
he just had to fight.
What made Adam and Eve, the
parents of human life, eat
the forbidden fruit?

In spite of our destruction,
the trees would know,
how man learned to create
and destroy.

By MILTON EVANS

S..I.C.C. MERGER

RICHMOND/SICC MERGER A REALITY

D. Nikola
Next semester there may be no need for current SICC graduates to transfer to another college to obtain their baccalaureate degree. In fact, there may be no SICC. In its stead will be Staten Island College, a new institute of higher education formed by the merger of SICC and Richmond College.

The merger is a counter-proposal offered by the Board of Higher Education to Chancellor Robert J. Kibbee's proposal to abolish Richmond College as part of a CUNY restructuring plan brought about by New York City's current fiscal crisis.

Details as to what the merger will be like have not yet been worked out, but Kibbee points out that we're not merging one institution into another. "We're talking about merging both into a brand-new institution."

What will happen when the board officially votes on it, is that the two schools will be dissolved and in their place a new third school will be formed.

The board agrees there will only be one administration running the new school but as to which administration it will be, no one will speculate.

Richmond College president Edmund Volpe has expressed his

opposition to a merger because "The schools are going in two different directions." While SICC indoctrinates students into the first two years of college, Richmond College offers the last two years of college courses.

Birenbaum has expressed his desire to lead and develop a new conception of higher education on Staten Island. He is looking forward to a "model college that would allow for students to go for one, two, three or four years, dropping in and out as their lives change."

As to the special two-year courses now offered at SICC, Birenbaum speculates that the new college will still offer the nursing and business programs--as they are the largest and fastest growing programs at SICC with a waiting list of over one thousand, but other less popular programs such as pre-architecture and pre-engineering may have to be transferred to other CUNY colleges.

The merger could happen by September 1, but Kibbee feels that the two could not begin operating on one campus until at least 1980 because of the lack of available classroom space. Meanwhile, the two colleges would be merged but each would operate on its present campus under one administration.

COUSTEAU ON POLLUTION

(CPS)—Pollution could kill every living thing in the Mediterranean except bacteria and viruses unless a major international effort is made to control wastes, according to French oceanographer Jacques Cousteau. If pollution continues, citizens of Barcelona, Nice, Genoa, Naples and the rest of the southern European coast might have to move miles inland to survive, Cousteau said recently at a conference at the United Nations headquarters.

Serious damage has already been done, Cousteau said, claim-

ing that coastal areas have been depleted of fish in some areas. Areas of the Mediterranean, once seven or eight times more fertile in terms of fish catches than the open ocean, are now about 15 times less productive, Cousteau said.

The oceanographer said that wastes from more than 400 million people living in the great arc stretching from the Urals in Russia to central Africa eventually find their way into the Mediterranean.

TALK ON VIOLENCE

THE EFFECTS OF VIOLENCE

by Joanne Caravello

Thomas Burke, professor of psychology at SICC, spoke on March 3, on the effects of violence in the media, maintaining that there is enough evidence to prove that people are affected by what they see and hear. In many cases, they imitate detrimental behavior.

He said that the Catharsis Theory, which is the theory that viewing violence will "get it out

of your system," doesn't seem realistic. "In order to diminish your hunger," he said, "you go to a bakery to smell the bread."

Burke stated that he doesn't believe in censorship, but in common sense. He feels that violence in entertainment is fine when portrayed for a reason, but much of it is unnecessary, and is "violence for violence's sake." According to a survey, more than 1000 people were killed on television in one year, during the early '70s. The speech was sponsored by the Newman Club.

the student selling books out of business. A student might pay \$16.95 one semester, and may find it not worth half that the next semester.

Books which students are unable to sell due to discontinuation of campus might be brought to a bookbuying store, the most popular being Barnes & Nobles. A student in need of a book might find a good condition book at a good buy. If one is selling, however, one might as well keep the book for one's own home library.

BOOKS FOR SALE

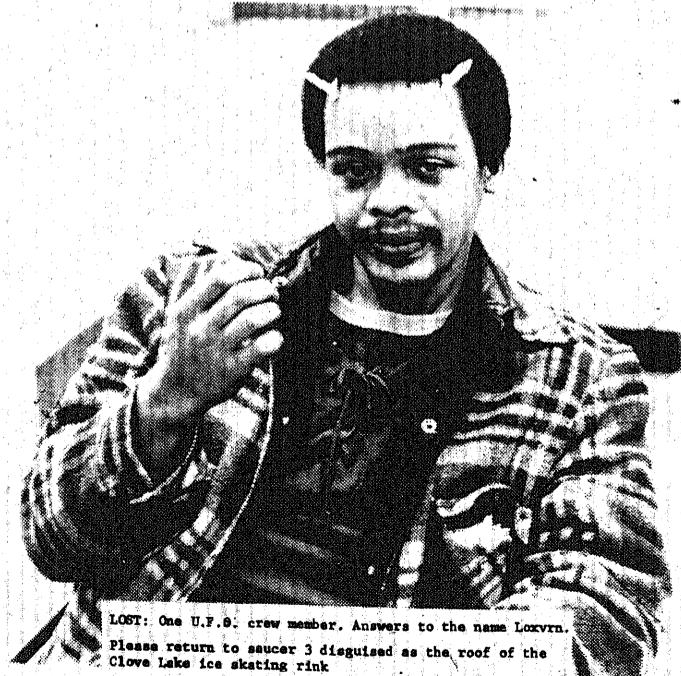
by Ray Desaro

"Semester after semester the prices of books continue to go higher and higher. So before you go into the bookstore, check out what's on the floor." That's what many of the students are saying who stand outside the bookstore at SICC.

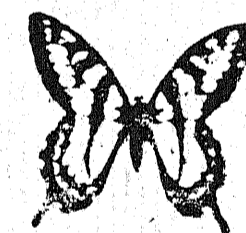
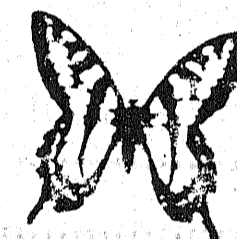
This is the way that many students try to avoid paying the outrageous prices set by the bookstore. The students stand outside the bookstore selling text books for 40 to 60 % less than what they originally paid for them. Most of the students keep their books in good condition hoping that other students will buy the books from them.

Students post their list of books which are for sale on the Student Bulletin Board right across from the Bookstore, hoping that someone will buy their books rather than buy them from the bookstore. They leave their name and phone number and what time they can be reached.

Students feel that it is much better buying second-hand books at a cheaper rate than the ripoffs in the bookstore. It also seems that every semester a new edition comes out, and the previous edition is of no use to anyone. This is a gimmick used to put



LOST: One U.S. crew member. Answers to the name LOST. Please return to seacur 3 disguised as the roof of the Clove Lake ice skating rink.



I look at the surroundings about me
wishing I was a star
so I could fly far...
far away to the heavens with my magical guitar...
and away from the tramp's bars

oh mary...you tramp
suffering in bed with the painful cramps
yes...I'm the one that's singing about you
while plucking my guitar and amps...
you lay there...
like a misled lamp

Ahhhhhhh...
the notes and tones so melodious and clear
flowing around me
near, far, then near...
but so many can't hear
even when they have ears
I'm singing about you mary...my dear...

is this a message...?
it's a bunch of meaningless words
or it's a bunch of shit
that nobody had heard...
forget it if you don't understand what I'm trying to say
just have a nice day
there shall be a better way...
...to fly away?

...robert chan...

S.I.C.C.

ity of these now transfer to other units of CUNY and into private schools. The liberal education input is essential to the implementation of the career and technology programs, and is the basis of our successful preprofessional options in architecture, law, business and other fields. A strong and renewed liberal arts curriculum is a primary challenge to the future of our efforts on Staten Island.

IV

Remediation is not a peculiar function of Open Admissions in New York. Disabilities in English, mathematics and basic science skills are a national phenomenon, besetting colleges and universities of all kinds, cutting across race, sex, and economic class distinctions among the students. This situation points powerfully toward the need for a new relationship between higher and lower education, for common curricular, guidance and counseling and technical collaboration. The Staten Island Cooperative Continuum and SICC's Bridge Programs are among the most significant educational developments occurring since I have been at SICC. Whatever happens to CUNY on Staten Island, these programs must be strengthened and expanded aggressively.

V

Finally, no sector of public higher education on Staten Island has grown more rapid-

ly and promised more adventure than the evening, adult and continuing educational offerings at SICC. This growth is not simply a function of our own creativity. It reflects a national trend now in full-flow. From our Mini-university programs to our special efforts for Vietnam Veterans and many others, these programs truly serve the people, and serve very large numbers of them in pursuits crucial to their day-to-day lives. At all costs, whatever kind of a college we end up with at Sunnyside, these options must be kept open and must attract our fullest possible support.

It is for these reasons that I have suggested, if there is an opportunity for a new college on Staten Island, that it be a **COMPREHENSIVE COLLEGE**. A **Comprehensive College** would build on the strong foundation we have established with the public and parochial secondary schools in this Borough through the Continuum and Bridge Programs.

It would continue to provide an array of one-year certificate options through which our people may develop their professional and career talents.

It would offer an appropriate agenda of two-year degrees in technological and career fields.

With almost a thousand secondary school students earning college credits at SICC through the Bridge Program while they are still in high school; and with a grow-

ing number of talented people now working toward degrees at SICC and Richmond, the three-year baccalaureate program designed by the Task Force led by University Distinguished Professor Shawcross is a viable, cost-effective, and important option we ought to provide.

Four-year baccalaureate and the CUNY-BA programs are opportunities a Comprehensive College should afford.

In summary, a **COMPREHENSIVE COLLEGE** would provide the people of this Borough with a series of educational stop-in and stop-out opportunities appropriate to the diversity and reality of their higher educational needs. It would create an educational center unique to CUNY and the City. It would challenge us to convert this protracted and debilitating educational crisis into the great new challenge it should be. It would encourage and equip us to face what I think are the current salient higher educational issues, namely:

A. the relationship between secondary and collegiate education;

B. the relationship between liberal learning and the world of work;

C. the relationship between technology and science education and the humane disciplines in the liberal arts.

D. the relationship between the public and the private sectors of higher education. Whatever happens, it is perfectly clear that the public sector will bring fewer resources to the field than ever

before. If we are to focus on the real educational needs of the people of the borough, we must rise above institutional self-interest and consult carefully the very real areas of strength at Wagner and St. Johns. We must discover, in cooperation with them, new ways to finance and program the opportunities which should be open to the people. For these reasons, we have completed in the area of business studies what I hope will be but the first treaty with St. Johns for an expanded relationship, and I have opened discussions with President Satterfield at Wagner to explore what our institutions may do together better than what we do separately.

I now want to urge this Faculty to take the following steps:

I

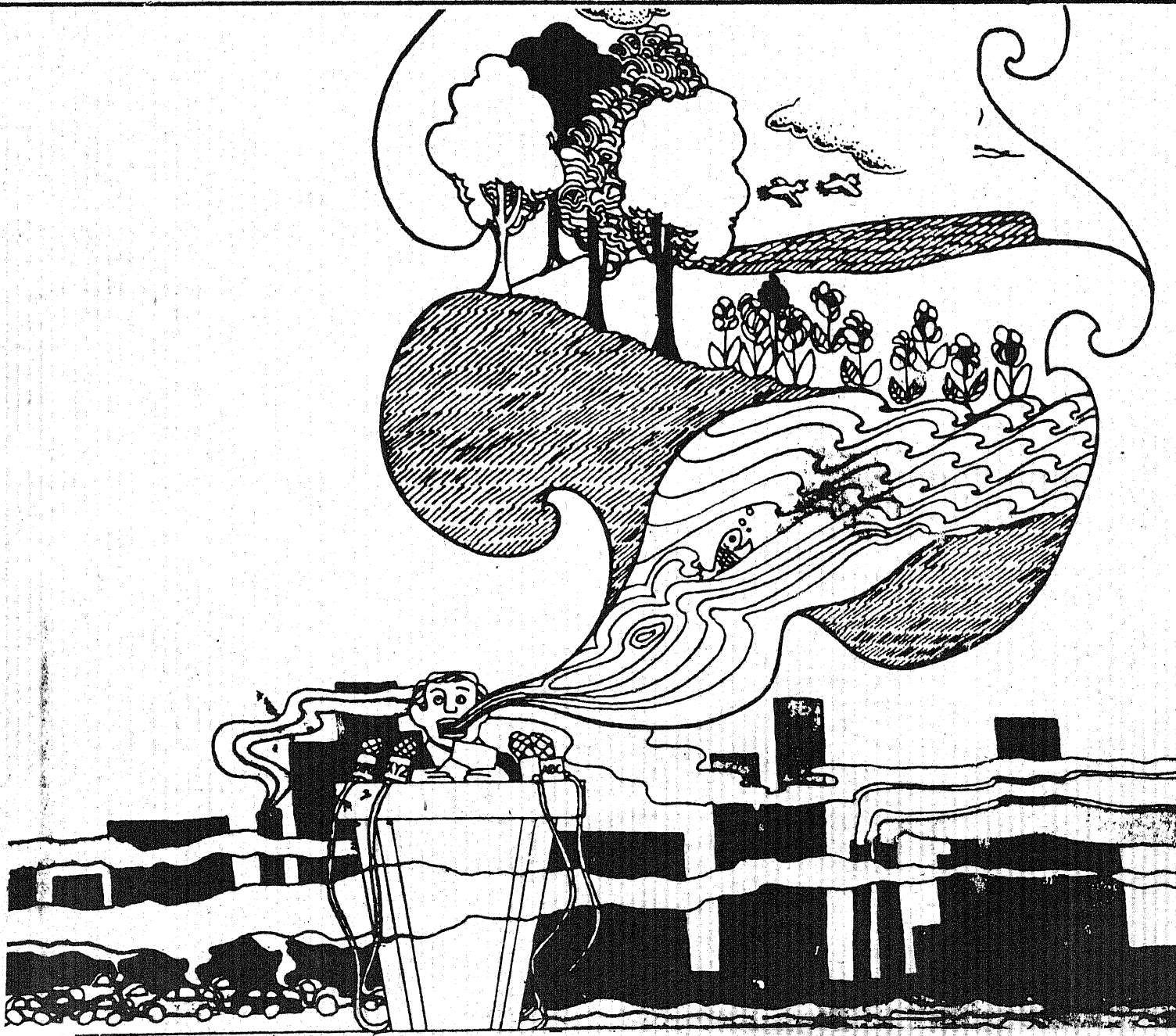
Through the Faculty Council, this Faculty should now establish some formal mechanism for systematic outreach to our colleagues at Richmond College. Whether that college continues as an autonomous unit of CUNY, or is abolished, or is in some way related to the Sunnyside premises of the University, the faculty and staff at Richmond represent a rich and seasoned pool of talent. Their talents should and must, in some measure, just as ours should and must in some measure, continue to serve the mission of higher education in Staten Island. They are not our antagonists or competitors. They are our friends and

collaborators in the service of public higher education in this borough. We should not assume, simply because there is a proposal afoot to abandon their college, that they are more vulnerable than we. We are in this together, and it is together that we must consult our future. I believe the outreach should be from faculty-to-faculty, as uncomplicated as possible by administrative uncertainties and personalities. Out of new budgets and rearrangements of space, a new educational agenda must emerge. That agenda transcends everything else, and it is primarily the business of those who teach. I urge you to take this step very soon.

II

I urge this Faculty, through its Council, to endorse the general concept of a Comprehensive College for Staten Island, should some alternative to the present form of SICC become possible. The Council should establish a committee immediately to work with our administration in detailing some aspects of the concept. Some technical cost projections and structural problems are already under study, but the academic and curricular possibilities need and deserve fuller attention by the faculty itself.

These are two very substantial agenda items, and I hope that the Executive Committee of the Faculty Council will move with dispatch to address them.



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