

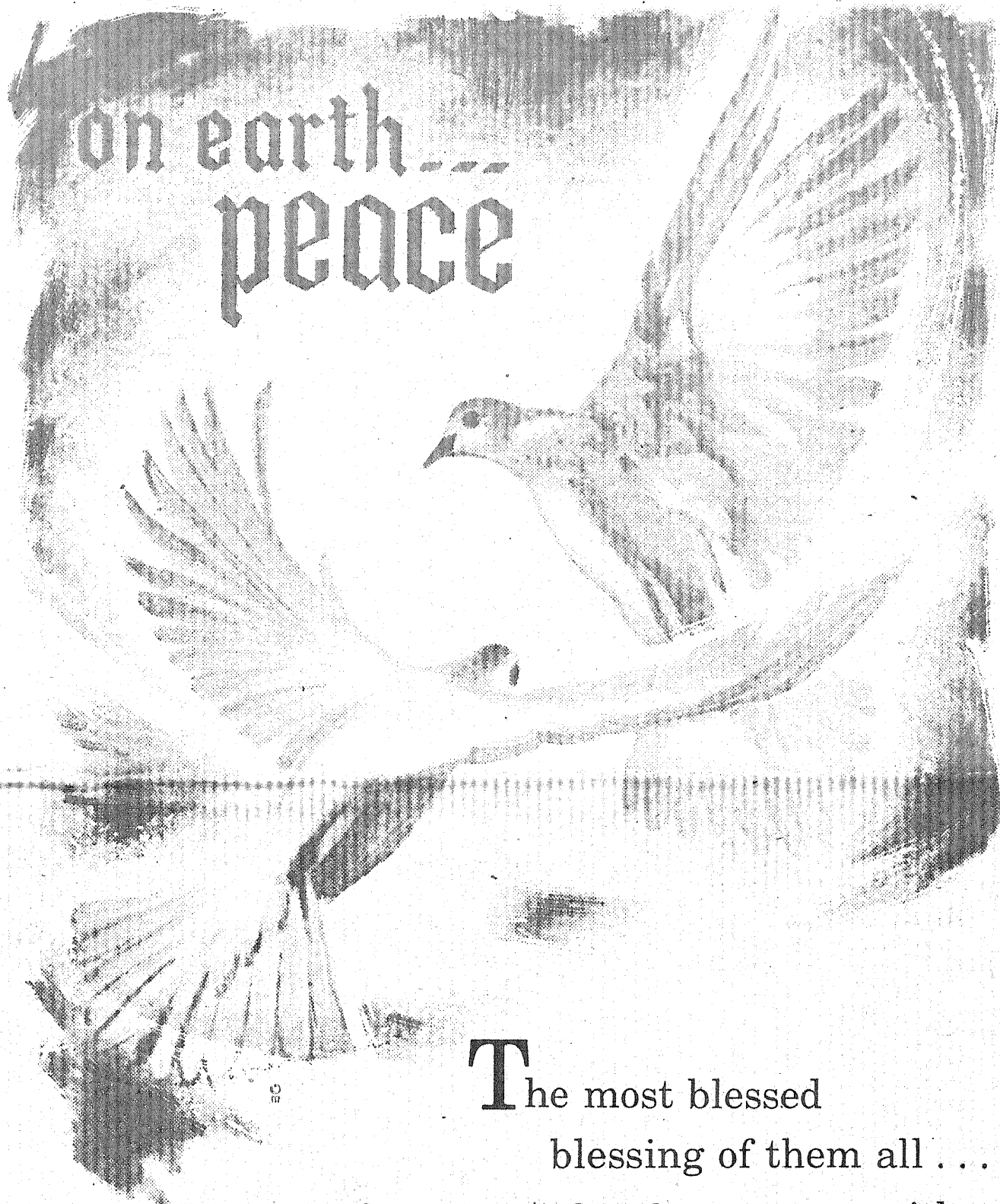


# STUDENT PRESS

December 22, 1975

Published For and By the Students of Staten Island Community College

VOL. II, NO. 6



The most blessed  
 blessing of them all . . .  
 Peace In Our Time! Our hearts soar with  
 fervent thanks for this blessing and  
 the joys of a serene Christmas. As we celebrate  
 this special time, we extend deep gratitude  
 to all our devoted friends.

## STUDENT PRESS

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## Better Eating Through Better Vending

By ROGER E. NELSON

Vending machines and junk food have been a successful team for over thirty years. In 1973, 85% of the \$5 billion spent on vended food was devoted to items low in vitamins, minerals, and protein—soda pop, coffee, candy bars, chewing gum. The dollar volume of vending machine sales has skyrocketed from less than \$1 billion in 1953 to \$5 billion in 1973.

Vending machines can, and should, be used to sell good foods. But unfortunately, as the vending machine population increases, so does the availability of junk food. Vending machine customers deserve to have some say about the products they buy, because until good food becomes as available as junk, the quality of our diets will continue to deteriorate.

Organizing a local "good vend" campaign is a worthwhile Food Day project that will attract the attention of your community. Successful campaigns to get junk food out of school vending machines have been conducted in Dallas, Texas and Bloomington, Indiana. The following suggestions will help you to launch an effective "good vend" project.

1. Choose a specific target. Work towards getting soda pop and candy bars banned from school vending machines, or getting at least half of the slots of every vending machine in the community stocked with nutritious products.

2. Solicit the support of health professionals before you announce the campaign. Doctors, nutritionists, and particularly dentists, should be willing to publicly support the project. Also, contact such organizations as the PTA and consumer groups.

3. If your project concerns schools, the school board will have to vote on the proposal.

## Seminar on Human Development: Necessary or Not?

Shirley Kushnick

A seminar on human development should not be part of a college curriculum. Last semester students who took this course as a fill-in found it enjoyable and informal. But although the topics of discussion were interesting, they proved to be of no educational value. Since this course was presented through the Psychology Department, much more was expected, but it failed to go into any depth and had no continuity of subject matter. The money and effort invested in this course could well have been expended elsewhere more effectively.

It is widely maintained that the purpose of a college education is to increase one's knowledge, to

create cultured individuals, and to enable graduates to function successfully on the outside world both socially and professionally. Yet, ironically, many students who have advanced to the college level are unable to write or spell correctly and have a limited vocabulary.

With the New York economy as it is today, there have been many cutbacks, both in class sizes and in teachers, and more are expected. If there were no limitation on the amount of funds directed for educational purposes, a seminar on human development would be justifiable, but since there is a tremendous budget crunch, it would be beneficial if there were more emphasis placed on English.

## ACADEMIC SUPPORT SERVICES

These services available for free to provide additional help in various courses. Check these services out!!!

## READING WRITING & STUDY SKILLS CENTER

The center is in a new location this year-A-326, tel: 390-7794. It is staffed by faculty members of the Department of English and Speech and provides individual or small group work with each student receiving the instruction

appropriate to his or her needs. Hours: Monday to Friday, 9-5.

## MATH LAB

The Math Lab is in Room B-139, tel: X7862. It continues to be staffed faculty and members of the Department of Mathematics and offers individualized assistance to students who need improvement in math skills. Hours: Monday to Friday, 9-5 and some evenings.

## Sweet Treats in School Machines Outlawed by Trustees

By DOTTY GRIFFITH

Dallas school trustees Wednesday outlawed sugar-rich food and drinks from campus vending machines, but gave principals until the start of school next fall to implement the policy.

The vote, on the motion by trustee Nancy Judy, was seven in favor. Trustee James Jennings, marketing executive for Dallas Coca-Cola Bottling Co., abstained, while Lawrence Herkimer cast the only negative vote.

Dr. Emmett Conrad, one of seven trustees who favored the motion, said he "regrets there will probably be a great deal of public reaction. I regret so many people equate health with funds for schools."

Major opposition to the proposal came from some principals, students and parents who said changing from sugar-rich products to more nutritious foods would cut down on the profit schools realize from the vending machines.

The money is used for extra-curricular activities, as well as purchasing supplies and materials not provided in regular school budgets.

Another trustee, Bill Hunter, labeled such objections a "smoke screen. If these programs are of

that high a priority, then the board should consider them when the budget comes up."

Mrs. Judy pointed out that the machines would not be removed, but the current items "which doctors, dentists and dieticians tell us are not good" would be replaced.

Items such as candy and sugar-based soft drinks would be replaced by fruit and vegetable juices, dietary soft drinks, cheese products, crackers, fresh fruits, milk and nuts. Mrs. Judy went along with a compromise to her original proposal which would exempt the school food services department from the sugar ban.

But she did so based on her understanding with food service personnel that sugar-based soft drinks would be removed from the lunch lines.

Herkimer said one of his objections to the proposal was based on some principals' anticipation of extra discipline problems arising from students trying to leave school grounds to purchase sweets in nearby stores.

Other trustees replied that if discipline was a problem those concerned should have stated those objections during the three months the trustees have been studying the proposal.

## A CLUB FOR EVERYONE

Edward T. Chambers

SICC has a club for everyone, ranging from horseback riding to the gay liberation. In all there are 45 student-organized clubs.

If a group wants to start a club, here are the steps that should be taken. First, one must prepare an organization constitution, a full listing of members, a list of club officers, and the name of a faculty advisor. The faculty advisor and club officers are selected by the members of the club.

These are to be submitted to the Student Government president who gives it to the Student Senate Constitution Committee for approval.

Once a club is approved, it can make a budget request through their advisor. Money is allotted according to size and the needs of the club, such as for field trips, refreshments, or equipment. Clubs are assigned rooms for meetings, and are allowed to have twelve posters and three hundred flyers free.

To keep the club active, a charter renewal form and a report evaluating the activities of the past semester must be given to the president of the Student Government at the end each semester.

## To Student Press

The schools newspaper at Staten Island Community College readily informs the student body about what is happening in the school.

Recently the Student Press printed an article on the schools crisis and budget cuts. Most of the student body is opposed to all the cuts the college wants to make. The problem, the paper said, was money; if the college cuts out half of the free benefits then they will have sufficient money to meet the rest of their demands.

The paper printed this just to show the students who is getting the short end of the stick. If it weren't for the student press then the student body would never know what's going on in the school.

Johnny Karidis

ED-Wow! We did reach someone.

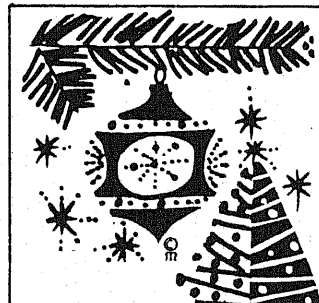
## YES, WE HAVE NO PARKING

by Gordon Johnston

If you were here last term, you may remember that a new parking lot was going to be built utilizing the abandoned expressway overpass. Many people assumed that when Learning Town died, so did the parking lot.

A visit to Dean Fitz Patrick proved that the lot was not dead. He said that the Todd Hill Civic Association was pushing for the lot. He also added that the feasibility of continuing work on the lot was going to be voted on at the next Local Planning Board 3 meeting. However, Trevor Mills, chairman of Local Planning Board 3, denied any knowledge of a continued interest in the lot.

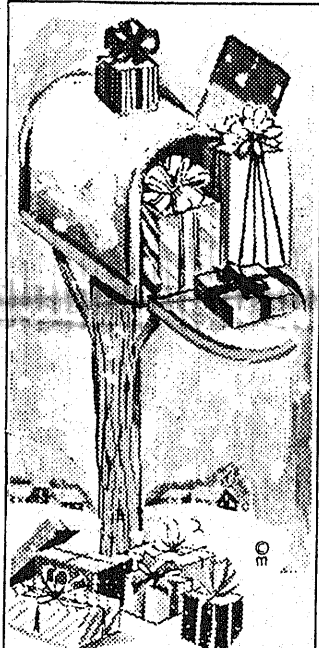
A member of the school parking committee also said that he knew nothing of any plans for the lot. Well, the plans are there. 18,000 in engineering costs for the lot have already been spent. We students need the 500-600 extra spaces that the lot will offer. The community does not need the students' cars and the students don't need the tickets. We'll keep informed on any progress in the next issue of the VAC Newsletter.



Merry Christmas

We extend Season's Greetings and warm appreciation to all.

VETS CLUB



May every happiness be yours at this Christmas season. Thanks for everything

Con-Lib

## Aesthete or Debacle

Within previous weeks students have witnessed a variety of attitudes towards the cutback situation. Many students have taken an impartial look at the cutbacks before passing judgement. Others have plunged head fist into this sea of madness with prejudice opinions prior to investigation.

With the cutbacks in its undetermined stage and the chaos it brings, many groups are forming protests of various assortments. Due to the intensity of the cutbacks many students feel an obligation to assist to some degree. This is a valid opinion considering the situation we are in. But may I interject some "Food for Thought".

- 1.) Understand the present crisis as it is
- 2.) Outline your own opinion
- 3.) Investigate movement organizers
- 4.) Question a groups history
- 5.) Question their motives and ideals

Keep in mind that the group you support represents you. While the image your group is projecting is a reflection on you as a person.

— PETE MIKOS

## THE NYC BUDGET CRISIS

By LORETTA ARAVE

What is the cause of the present crisis and how can we fight back? The crises for all New Yorkers has been worsening and the banks have refused to buy more bonds or extend credit to the city. The banks have criticized the city for "living beyond its means" and fiscal irresponsibility. This ignores the fact that it is the banks themselves which encourage cities to pursue the policy of continued borrowing to meet expenditures.

As a member of the Investment Bankers Association (represents all the nations' banks) put it reflecting the banks' attitude, "It is our observation that the cities rather than building up debts, haven't build up the debts fast enough!"

This is not a situation which is unique to New York City. All levels of government, city, state, and federal operate on the basis of deficit financing. Government officials unable to make payments issue bonds which are usually bought by the banks themselves who continually collect interest.

Municipal bonds are an extremely attractive area for investment since interest rates are between 9 and 10%, income from the bonds are tax free and the law states that the bonds and interest must be paid first before other expenditures are met. To add to the cycle of continuing debt, the government sells new bonds to pay off the old bonds.

The debt owed to the banks grows and grows. New York City alone issues about 20% of the nation's short term tax free bonds which are held by the biggest banks (Chase Manhattan, First National City, Morgan Guarantee Trust). The increase in the amount of money owed to the banks is overwhelming. In 1973, New York City's budget was \$9.4 billion, 9.6% or \$899 million owed to the banks. In 1974, the budget was \$10.2 billion, 11.1% or \$1.1 billion owed to the banks. In 1975, the budget is \$11.1 billion, 16.2% or \$1.8 billion owed to the banks. Thus at present almost 20% of the budget is turned over to the banks. This is nothing short of legalized loan sharking and the situation was summed up by a bond dealer himself who said, "We make a hell of a lot of money off this city." (Figures and quote are taken from the Guardian newspaper, June 4, 1975)

Since the banks make such a "hell of a lot of money" then why are they now refusing to buy New York bonds? The answer to this question lies in the fact that bonds like all loans must be secure and in the case of government bonds, their "security" depends on the economic stability of the country. The capitalist system by its very nature is not a stable system. It continuously passes through periods of "bust and boom." In the past 100 years, there have been recurring periods of depression and recession. During recession, there is a tendency towards monopolization as smaller and some large business get squeezed out by the larger corporations. (Recently W.T. Grant went under thus increasing the power of their competitors)

At present, the United States is in a period of recession due, to over production and a shrinking world market. In the capitalist system there is no centralized planning, products are produced to earn profits, not to meet the needs of the people. Many goods are produced which people cannot

effort to buy, so sales drop and inventories become overstocked. Markets around the world are shrinking as more and more capitalist countries are becoming more competitive to the U.S. in the world market and third world countries (like Vietnam, Cambodia, Mozambique, etc.) are becoming liberated and thus inaccessible to the domination of U.S. corporations.

As a result of these factors the rate of profits of the corporations have dropped, thus putting a squeeze on the banks. The banks have been loaning out money faster than taking in deposits. For example, in 1970 72% of deposits in New York banks were loaned out, but by 1974 that figure had climbed to 84.4%. This leaves the banks with less money to loan out and thus only the most "secure" borrowers are considered to be the largest corporations while the cities whom the banks have bled dry for years are considered to be insolvent.

because the capitalist ruling class needs the police to protect them and their property from angry communities and workers. Also, the government is pushing a bill in Congress (S-1) which would outlaw certain strikes, demonstrations, and make it illegal to belong to any organization which is a "threat" to the government which of course is never specified what organizations will be considered a threat, trade unions maybe, community organizations. The military budget has not been cut, but increased, thus increasing the threat of war.

President Ford has advocated "no aid" while demanding cutbacks of needed services (including food stamps) and "controls" on local spending. This means a qualitative growth in the authority of the federal government and a step in the direction of "big brother" type government.

Like the concentration of the monopolies, the government they control tends to concentrate its power. Centralization in a state controlled by the people is good. Such consolidation by the present capitalist system is not good.

How have the "labor leaders" (Gotbaum, Shanker, Meany, Fitzsimmons) responded to the crisis. They have responded by consistently selling out their rank and file members.

After an initial call to militant action and a general strike, the union bureaucrats completely capitulated. "A general strike is a political weapon associated with the communist unions of Europe," said Albert Shanker, "For us to use it would be irresponsible." Instead, they have responded by using their members pension funds to bail out the city. (Continued on Page 6)

## A Student vs Crisis

Peter is one of about 2,500 new City University students who enrolled in special remedial programs during this past summer at CUNY campuses.

The specific programs offered at each college vary. But generally all summer offerings for incoming students include remedial courses such as reading, college study skills, basic mathematics, writing and English. New York City Community College also offers basic science, while Brooklyn, City and Hunter Colleges and Queensborough and LaGuardia Community Colleges hold special courses for bilingual students, including English as a Second Language. Brooklyn for instance had 24 sections of ESL. In addition, at several of the colleges incoming students were welcome on a space-available basis in remedial courses designed for students already enrolled.

The students who enrolled in the summer classes all had been tested previously to determine the level of their basic skills. They were subsequently advised of their particular weaknesses and the study opportunities available.

While most remediation efforts at CUNY began after the start of open admissions in the fall of 1970, the summer remedial program at Queensborough Community College pre-dates CUNY's historic policy change by a few years.

Over the years that program has shifted from serving students who came voluntarily to those required to take one or more of the courses

offered, according to Dr. Paul Panes, chairman of the college's department of basic educational skills. Annually the college finds that about 50 percent of its freshmen must improve their reading or writing skills.

Frequently the college requires that the student take remedial courses prior to enrolling in any regular college work. "If the students are liberal arts majors," Dr. Panes continued, "they could be really stuck. That's why the summer program is especially good for them." This summer there were some 300 brand-new high school graduates studying at Queensborough Community College.

City College began its summer program after the start of open admissions. This summer close to 400 students enrolled. Dr. Donna

Continued on Page 7

## All Staff Join Together in Plan to Maintain College

Reaffirming their determination to maintain an Open Admissions and Free Tuition College, the President and the representatives of the 681 full-time employees of the Staten Island Community College, have agreed upon a voluntary work-sharing and salary reduction program should that become necessary, to keep the College in full operation during the coming Spring Semester of 1976.

The agreement applies to the administrators, the instructional staff, the secretaries, the buildings and grounds workers, and the carpenters, plumbers and other employees at the Staten Island unit of CUNY which enrolls 12,000 students.

The Faculty, Administration, workers and students in the College have organized a political action task force to resist vigorously any further cutbacks in the institution's budget. The employee groups have objected strongly to the impact of prior budget cuts upon the opportunities for minority group employees and students and the thousands of new students, including 2,000 Vietnam Veterans, who have entered the College through Open Admissions. Thousands of Italian, Jewish, Irish and other people, young and old, are enrolled who are the first members of their families to enter higher education.

Earlier in the Fall the College reduced its budget by \$2.3 million, and its President, William M. Birenbaum, voluntarily brought to a halt a \$60 million building program at the College due to begin in October. At that time he spoke of "the moral obligation of the institution to reorder its priorities at a time when thousands of Staten Islanders are out of jobs, and critical services in the community are being closed down."

Professors Zoe Malino, Malino, Martin Black, and Sandra Adickes, the elected spokespersons of the instructional staff, affirmed the faculty's determination to resist further cutbacks become necessary, the voluntary sharing of work and salaries is preferable to more dismissals of personnel or other actions the Board of Higher Education is now considering.

The Board has been discussing the possibility of firing more people, shortening the Spring Semester calendar, restricting freshmen enrollments and reducing the number of credits for which students may enroll as possible ways of handling a

reported \$55 million additional reduction in CUNY's budget for the balance of the school year.

President Birenbaum noted that there are five local chapters of various unions involved at the College, and that "the implementation of a simple principle in behalf of a fair and just common sacrifice will undoubtedly lead us into new administrative problems. But we don't believe that the structure of law or bureaucracy in this country is meant to stand in the way of doing voluntarily what is logical and decent."

"There is an extraordinary solidarity out here," the President said. "Workers, professors, deans, secretaries and the students stand together in this matter—in their devotion to their work and to each other. It seems absurd to us to believe that greater productivity is a function of work, and we are determined to keep people working in pursuit of the mission of the College."

Birenbaum has requested authority from the Board of Higher Education to permit the College to accommodate its Spring budget in its own way.

"I want to stress that our full energies will be mobilized now to resist further irrational tampering with the budget of this educational institution. The Board and the public will understand very well where we stand on this issue. And should Gerald Ford

(Continued on Page 6)



Merry Christmas

Thanks to our many kind and thoughtful friends. May your holiday overflow with happy surprises!

Child Care Center

**PEACE**

At this holiest of all seasons, let us rededicate our hearts and spirit toward "Peace on earth, good will to all."

**Student Government**

Merry Christmas

Wishing you a holiday packed with good wishes and our thanks.

**P.R.D.**

**REJOICE**

Rejoicing in the glory of the birth of our Lord. A blessed Christmas, and thanks.

**Club Council**

**Greetings**

Wishing you Happy Holidays as Christmas lights the world! Thanks all.

**Kaleidoscope**

**Fighting Times Are Hard Times. "Happy" Holidays**

Once again the people are being extorted. Once again we are being blamed for the negligence of political hacks. Once again we have had to resort to open demonstrations in the streets. Once again democracy (U.S. style) has failed.

With all the finesse and candor of the Nixon dynasty (which is finally nearing its end) the un-elected President has "moon-ed" the eight million people of the most important city in America. But that is not the reason why we are being defeated.

It is heartening to know that for the first time, in a long time, our own apathy is not to blame. We have, by and large, been guilty of demonstrating an unwillingness to fight for our rights. However, what fighting we have done has been sabotaged from within our own ranks. I don't mean people as close to us as students, administrators, faculty, or even the BHE. When I speak of a saboteur I am referring to an institution. Its act of sabotage has been its ignorance of the issue.

On Nov. 19, 6,000 students from CUNY went to Washington D.C. to demand Federal attention to NYC and to protest any further cuts to the CUNY system. These students marched from the Washington Monument to the Capitol steps, demonstrated for the life of NYC and the most progressive higher education system in the country, and they were betrayed. Betrayed by the media. The same way Ford told the City of New York to "Drop Dead" the great news media and journalists of our city told 275,000 City University students to do likewise. They ignored the event.

So far all of the coverage that has been given to CUNY students has been either inaccurate or biased. From the October 27, rally outside of the BHE Building, where a reporter from WABC Eyewitness News stated the opinions of BHE members and not those of the students, to their ignorance about the Washington D.C. protests, the media has shown that they don't care to display the full picture.

At first this confused me. Whatever happened to the crusading big city newspapers? Whatever happened to their lust for facts? One day they blast the President for turning his back on NYC, and the next thing you know they turn their backs on us. Have they sold-out? Yes. And this fact is proven by recent Editorials in the Daily News and by ABC which called for the imposition of more cutbacks (News) and tuition (ABC) on CUNY. Why?

One reason for their bias is the evidence of far left influence in the protests. McCarthyism is alive and well and living in the news room. I guess if your name is Joe America and you look in the newspapers or watch the 6:00 News and see a bunch of college students waving red-banners, raising clenched fists, and shouting Marxist/Leninist rhetoric you would either throw down the newspaper or turn the channel. Does the media figure that coverage of such events is bad for circulation? Won't advertisers pay for air time? May sound far fetched but so was Watergate. Look, money talks and nobody walks. Red-baiting is here to stay. So why not deal with it. At least refrain from giving it a chance to surface.

On the outset of the protests against the cuts, all parties decided to keep the rhetoric out of the picture. No dogma and no ideology (outside of the right to a free education.) Yet, at every rally there is some group playing the half-crazed revolutionaries. The rallies give all those little people with big "Che" complexes a chance to vent their pre-programmed hate on the system. I'm not saying that they should nut-up. Personally I wouldn't mind it, but the Constitution gives them the right to speak. But I think that their words and actions defeat the purpose. The rhetoric is over a hundred years old and its starting to show its age. Why not be more openminded and seek a more contemporary, relevant, dialogue. Maybe we'll attain the credence we need to effectively fight the current suppression of our Education and our voice.

Rene Madraza

Merry Christmas

May the magic of Christmas unfold within your heart and home bringing special joys and remembrances. As this season of love and cheer arrives we extend warm wishes for a truly happy holiday.

Sincere thanks.

**FRANK EHLERS & GRAPHICS CENTER**

**Hallelujah**

We exult in the glory of the Birth of Our Lord. With thanks we greet this wondrous holiday.

**Inter-Varsity Christ**

**A YULETIDE WISH**

May the blessings of Christmas abide in your house. Our warm thanks.

**B.S.U.**

**Warm Wishes**

Blazing wishes for a Happy Yuletide! Warm thanks.

**JAE KIM PRINTERS**  
40 West 22nd Street  
N. Y. C. 691-6289

Merry Christmas

**Joy to the World**

Echoing our thanks for your support. Merry Christmas!

**People of Tomorrow**

**Peace....**

May you, our dear friends, be blessed with a joyous Christmas filled with peace and happiness. Warm thanks.

**Marianne Verhey & Theresa Tierney**

**A Bright and Merry Christmas**

With every good wish for the holidays. Thanks for your loyal support.

**Poet's Collective**

## STAFF JOINS

(Continued from Page 3)

seek the Presidency next year, he will find among our 12,000 immediate constituents one of the most vigorous centers of opposition he will encounter in this country. We simply do not accept the proposition that the economic health of our city or our country can only be maintained at the expense of the basic human services—jobs, health, and education—which our people desperately need. That is not the principle we will celebrate during this nation's two-hundredth anniversary of its Revolution," Dr. Birenbaum said.

The Staten Island Community College was the first in the nation to develop special education programs for returning Vietnam Veterans. It is one of the largest College Discovery units in CUNY. It has recently received substantial grants from the Hazen and the Carnegie Foundations in support of experimental programs uniting the parochial and public secondary schools with the colleges in the Borough in the development of new educational approaches to high school and college education. It has the largest educational program nationally for ex-offenders and addicts.

The College has developed extensive international educational programs, and has had study missions in Zambia, France, Italy, Nigeria, the Caribbean nations, and the People's Republic of China.

## SOHO Repertory Offer For Students

The Soho Repertory Theatre has arranged with colleges and high schools throughout New York City to offer students a special discount to their season of great classic plays.

Instead of the general admission price of \$3.50 or the student rate of \$2.50, the special ticket price will be only \$1.00. Students merely present their school I.D. and a voucher from their school's Activities Office one half hour before curtain time, and they may purchase a regular admission ticket for only \$1.00.

Students whose school has not yet been contacted by SOHO REP may call the theatre; SOHO REP will then make the necessary arrangements with their school's Activities Office.

SOHO REP is located at 19 Mercer Street, New York City, one block west of Broadway between Canal and Grand Streets. It's convenient to the Canal Street stations of all three subway lines.

This small (60 seats) but airy theatre opened in October with Maxwell Anderson's verse drama *Key Largo* and Henrik Ibsen's *The Master Builder*. Shakespeare's last tragedy, *Coriolanus*, a drama of war and revolution in ancient Rome, opens in November, as does Aristophanes' rarely performed farce *The Congresswomen*, which, despite the fact that it is over 2000 years old, is being given its New York premiere!

Later offerings this season will include works by O'Neill, Shaw, Ghelderde, Moliere, and others.

FOR FURTHER INFORMATION CALL (212) 925-2588

## Crisis

(Continued from Page 3)

(with no guarantee that payment will ever made) accepted wage cuts, freezes on wages and hiring and blamed foreign workers for the economic crisis.

This is not surprising since the interests of the union bureaucrats are not identical to the workers. The salaries they earn are well above the salaries of the workers in their unions. They have been bought off and identify with the capitalist class.

How can we fight back? The first step is by realizing that the "crisis" in New York City is a crisis imposed by the capitalist system itself and not a simple case of mismanagement. Money is available, it is a question of who controls it and where it goes. The main demand should be a moratorium on all debts to the banks. This would return 16% of the budget or \$1.8 billion back to the city. If this was done workers could be rehired, fares rolled back and services reinstated. The welfare of the people should be put before profits.

As far as the union bureaucrats are concerned, workers should fight to remove them and replace them by leadership responsive to the rank and file. These demands can be won by the unity of all working people and students.

Unity between national minority and white workers is essential for victory. History has shown that when whites and national minorities have been united the struggle has been won. An example of solidarity and what means is Open Admissions. This struggle was led by national minorities and supported by progressive whites and resulted in victory (as a result of this victory, in terms of numbers more poor whites were allowed entrance to City University than national minorities).

This victory is now under attack, as is the whole future of City University. All members of the college community, secretaries, maintenance workers, instructional staff, faculty, students and CETA workers must work together to plan a strategy for fighting the cuts. Right now virtually all that we have been offered by the administration of this college who like the labor bureaucrats represent the interests of the capitalists, is a way to adapt to the cuts once they happen. The Administration has called for local autonomy and pay cuts to meet budget requirements.

This is not a strategy for victory, but an adaptation to defeat. We must work together to fight the cuts.

**Merry Christmas!**



Wishing you a holiday packed with good wishes and our thanks. *Danny*


LIVE MUSIC  
at POST  
every Thursday Nite  
1115 Richmond Terrace

LET'S PARTY  
ROCK BAND

## HOW THEY VOTED

Brooklyn: I hope New York retirees and vacationers will remember that all but three of Florida's congressmen voted "no" on President Ford's bill to back up city loans.  
LOU FALKENHAINER.

**GLAD TIDINGS**



(Continued on Page 7)

## STUDY ABROAD

for the 2nd, 3rd or 4th year of study.)

Through arrangement with SUNY, a limited number of outstanding students may qualify for a new program of scholarships at the University of Alexandria in Egypt. See Professor Finger or Karen Dorn in H-11.

Summer travel/study is sponsored by the American Institute for Foreign Study. See Professor Lynne Beliaief, Room A-211.

In study in Israel during the summer under a special SUNY program, see Professor Finger, Room H-11.

Independent travel/study abroad can be arranged under the auspices of The Experiment in International Living, either in the summer or for a semester. See Karen Dorn, H-11.

SICC also participates in the International Baccalaureate (IB) program, awarding a diploma recognized by universities all over the World. The IB program emphasizes a broad general education, with a stress on Liberal Arts. The SICC Coordinator is Professor Pam Mahajan, Room B-201.

Students who would like to work and live abroad as interns should see Professor Virginia Hauer in the Lower Cafeteria. Although students must pay their own way, the college will work with them to plan a most economical package for internship, transportation, and living accommodations in whatever city the student has an interest. Special internships have been developed in Rome in teaching, law and computer science.

Students interested in studying abroad need not be rich to do so.

The CUNY Program of Study Abroad, in which SICC is now involved, offers opportunities to study in France, Germany, Great Britain, Ireland, Israel, Italy, Puerto Rico and Spain at costs far below those charged by most private universities. (See Table). CUNY is currently negotiating a program in Nigeria.

Professor Finger has completed arrangements with the Haim Greenberg College in Jerusalem for a program under which qualified students may spend a year there for only \$500 per year, plus air fare; each would receive a \$1,500 scholarship to cover the balance of tuition, food and lodging. (This program may be

Country	University
France	Nancy
Germany	Kiel
Great Britain	Bangor Birmingham Cardiff Edinburgh Essex Leeds London Manchester Sheffield Warwick
Ireland	National University of Ireland (galway)
Israel	Tel Aviv Univ. Hebrew Univ.
Italy	Bologna
Puerto Rico	U. of Puerto Rico (San Juan)
Spain	Seville

## EDUCATOR DENIES APTITUDE DROP

WASHINGTON, D.C.—Despite current concern over declines in scores on college aptitude tests, there is no evidence of "a massive slide-off in the basics," a prominent educator asserts.

Fred T. Wilhelms, former executive secretary of the Association for Supervision and Curriculum Development, declares: "The worst that can be said is that we may have come down a little from the crest of the mid sixties, leaving us still well above any prior time."

Wilhelms then lists the "trade-offs"—improvements in the schools today he says more than make up for the possible slight declines in academic accomplishments.

The former education association executive presents his views in the November-December issue of the National Education Association journal, *Today's Education*. In a companion article, the president of Johns Hopkins University accepts the premise that educational standards are slipping, then offers five reasons why they are difficult to maintain in the modern American system of mass education.

While Wilhelms conjectures that public discontent over test scores may largely be resentment of change in education and a longing for familiar old-fashioned content combined with rigid discipline, he does acknowledge that "a quick survey showed that there is some reason to suspect a slippage in the past decade" in educational achievement.

In a closer look at several evidences of decline, the educator either finds reasons to hold the results in doubt or basic explanations of why the minor declines have come about. For example, he explains the drop in science test scores as follows:

"In the youth movements of the past decade, one prominent feature has been a revulsion against all things technological. For a few years after Sputnik, young people went for the tremendous emphasis on science; then they began moving away from the science and toward the humanities and things of the spirit.... This does not make a decline any more palatable in a

(Continued on Page 7)

## PETER

(Continued from Page 3)

Morgan, director of the office of institutional research, explained that the courses were originally designed for the student who needed to start basic instruction a semester ahead of time. "Our program allows the student to move on to more advanced courses as school starts. Because they have completed some of their remedial work the students can take a wider variety of courses and their regular schedule isn't overloaded with remedial work. That way the students don't become bored and discouraged."

Peter, the young man whose writing abilities changed so dramatically, was one of 28 students in a brand new program at Queens College. Called Total Immersion in the Language Arts, the program was an attempt to see if an intensified program with an approach that differed from traditional classes would help students whose problems had been identified. The students enrolled all had high school averages of 75 or below, with the majority being under 70.

According to Dr. Betsy Kaufman, director of the college skills center at Queens, one of the first breaks from more traditional patterns was to schedule classes from 4 to 9 p.m. Monday through Thursday. The class structure itself was "fluid": Students sometimes met in one large group, other times in several small groups, still other times in individual tutoring groups. One student—a stable boy at Belmont Race Track—commented that his instructor "really makes me feel at home. She knows me as a person and not a number."

Movies, books, plays—classics and pop alike—were assigned regularly as were varied styles of writing. Over the six week period, the students, for example, viewed and reviewed the Shakespeare-in-the-Park production of *Hamlet*, read and reported on *Jaws* and *Oedipus*, listened to and wrote evaluations of talks by a visiting poet and a student newspaper editor. They wrote and rewrote letters to a Mystery Correspondent. This assignment was so popular that the students demanded that the anonymous writer appear at a class meeting.

"We're still evaluating the results," said Dr. Kaufman. "But at first glance it appears to be an outstanding success: Students who couldn't write before were filling complete blue books every day; their absentee rate was unbelievably low; they spent all their spare time at the college—in the library, in the pool, with their tutors. Several even asked for help outside of the class."

Queensborough's Dr. Panes added: "Sometimes we can see results at the end of the six weeks. Most, however, show improvement half a year to a year later. They have become more proficient over the months, practicing and using the skills and techniques they acquired during the course."

Dr. Panes described the summer students as "very highly motivated. They work hard, they are more verbal, and they do their homework. Also there does not seem to be the same kind of resistance that we frequently encounter in students in the classes during the regular school year. They are a delight to work with."

Professor Miriam Hecht, coordinator of a math program at Hunter that included both incoming and previously enrolled students, concurred. "I think

immediately of a South American woman who was adamant about "nishing our self-paced program. She took hold and would never let go until she had mastered the problem or theory, then there was a rather impertinent young man who strolled in about two weeks before the end, announced he would complete the eight week program. He did."

The various summer programs filled very rapidly, according to those on campus. "This was the best turnout we've ever had," commented Professor Matthew Graber, chairman of the department of developmental skills at New York City Community College. Approximately 270 students enrolled in the special summer session for incoming students. "The program was strongly supported by faculty from other departments, who realize that the faster the student gets the remedial work done, the faster they can get them in their courses."

City College's Dr. Morgan remarked, "We usually have to turn students away. More students want to take the courses than we can accommodate."

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## Cytotechnology Another First for SICC

New York City's first college degree bearing program in cytotechnology will begin at SICC as the result of a grant awarded to the college through the efforts of Professors Ann Merlino and Sharon Bramson of the Department of Biological Sciences.

A cytotechnologist is trained to prepare and study certain body cells in the diagnosis of malignant changes. The cytotechnologist not only prepares the material but is trained in scanning and identification of malignant cells associated with cancers.

Professor Merlino, Chairperson of the Department, and Professor Bramson were awarded \$34,560 to administer the new career option for the 150 SICC students already enrolled in the college's medical technology curriculum. The program will also be open to community hospital and laboratory workers, enabling them to acquire new skills necessary for career mobility. And according to Professors

Merlino and Bramson, there will be a greater need for the cytotechnology specialty in response to improved health care for Staten Island's growing population.

The grant is the third in the last two years awarded to Bramson and Merlino for the health career programs they have introduced at the college. The training program in Blood Transfusion Technology began in 1973 so far has received \$76,000 in federal funding. This program too is open to laboratory and hospital workers as well as SICC students enrolled in the Medical Technology curriculum.

The funding for the cytotechnology program is administered by N.Y. State Department of Education under the Vocational Education Act Amendments.

For more information on the health career programs of the Department of Biological Sciences, contact Professors Merlino or Bramson at 390-7548.

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## APTITUDE DROP

(Continued from Page 6)

society which greatly needs scientific-technological insight and skill, but it may very well mean that the problem centers in the priorities of our young people—not in the deterioration in the quality of instructional programs."

Among the things that happened to youth "on the road to 1975," Wilhelms lists disillusionment with the war in Vietnam, a massive alienation from the old establishment, formation of youthful counter-cultures, revulsion against materialism and careerism, a driving quest for new life-styles, a new morality, and a new mode of relationships among groups and between individuals.

The writer suggests several "trade-offs" or gains he believes the schools have made that outweigh possible academic losses. For instance, "If student motivation has waned a bit in the sciences, should we not balance into the equation the enormous strides we are taking in the humanities?"

Wilhelms argues that the tremendous problems facing education relate to "fitting ourselves to the spirit and needs of our times."

"I see no sense in a hysterical retreat into old-style formalistic hammering at a few tool skills, coupled with an authoritarian rigidity of discipline," Wilhelms says. "The problems don't lie on that line, and neither do the solutions."

Nevertheless, he suggests there is "no great reason why parents should not be offered a variety of conservative options—along with the more liberal ones—if they want them." Although a few groups "may go off the deep end, back to the oppressive dullness and occasional callousness which once prevailed," the "plain common sense" and good training of most teachers and administrators will reduce the risks.

In the accompanying article, President Steven Muller of Johns Hopkins University lists these "fundamental reasons why standards in the modern American system of mass education are extremely difficult to maintain":

1. People have talents as diverse as their personalities, and great numbers of them cannot be educated to the same level. "For the sake of being able to pretend that all young people are equal

## NEA: HEALTH FIRST

WASHINGTON, D.C.—Until quality health care is guaranteed as a basic right, other rights—including the right to learn—are "utterly meaningless," the National Education Association has emphasized in testimony to Congress. People too sick to exercise rights guaranteed by law are deprived of those rights, NEA said.

Noting that the nation has no health care system as such and that care is paid for by "a fragmented, uncoordinated nonsystem," the statement pointed out that evidence indicates America is "on the brink of a health care catastrophe."

"The average American spends one month's pay per year for medical services—considerably more than the cost to the average citizen of any other industrialized society," said the NEA written testimony Nov. 6 to the House Subcommittee on Health of the Committee on Ways and Means.

Such major health care problems could be countered by enactment of the Health Security Act (Kennedy/Corman bill), NEA suggested.

Addressing a controversial point regarding health care legislation, the Association declared: "It is a social insurance bill, but it is not a socialized medicine proposal. Government intervention for the common good is a respected American tradition; government ownership of industry is not."

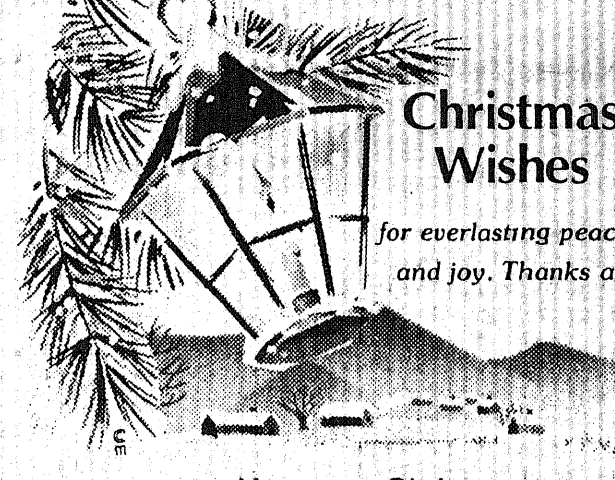
The statement contends that the bill would help bring order out of chaos by redirecting the way some \$100 billion or more per year now spent on health care. It does not call for additional monies.

"This Committee knows that American health care is paid for

by a fragmented, uncoordinated nonsystem—by individual consumers, by health insurance companies, by Medicare, Medicaid, and other federal and state programs," the testimony said. "Accountability gets lost in a nonsystem, and the consumer is the ultimate loser. The consumer is in double jeopardy—paying heavily for minimal health insurance benefits and taxed to pay for government-supported programs whose value is constantly eroded by inflation." It added: "Proposals that fail to create order out of the present chaotic state of health care can only exacerbate the problem. Patchwork, add-on legislation such as mandated employer/employee plans and the so-called 'catastrophic' bills would simply delay vital and constructive reform."

The bill would scrap existing federal programs that provide entitlement based on income. "Gone forever," said NEA, "would be the needs tests, the deductibles, and the coinsurance requirements that reduce the individual consumer to the demeaning level of a beggar. Gone, too, would be the needs tests, the deductibles, and the coinsurance requirements that reduce the individual consumer to the demeaning level of a beggar. Gone, too, would be the billions of 'pieces of paper that are shuffled around in the claim processing procedure.'"

The testimony asserted that the legislation would tend to depress rather than inflate costs, that insurance companies would survive, and that employees of the health sector of that industry would still be needed to help administer Health Security at the national, state, and local levels.



**Christmas Wishes**  
for everlasting peace and joy. Thanks all.

Newman Club

not only under God and under law but also in talent, the American society may permit very low average standards in mass education."

2. One can be educated in many of the refinements of civilization without being skilled for specialized employment and—more important—the reverse is true. As the society became technologically much more sophisticated the emphasis on development of vocational skills has become more pronounced in school curriculums. At the same time, standards of general education were allowed to erode.

3. Mass education cannot assume mass motivation. "Lack of motivation may well be the most serious ill besetting the public school system. The only cure is revived recognition that learning cannot be forced on the unmotivated or hostile, that instructors generally are not trained to instill motivation, that the entertainment potential of the instructional process is limited, and that discipline must be restored."

4. Confusion between the right of access to education and the right "to education." "It is not possible to combine meaningful standards of academic achievement with no-fault concepts of education, under which students are held individually blameless if they fail to acquire an education while attending an educational institution even though they make no effort to learn and are incapable of functioning above a low level of intellectual competence."

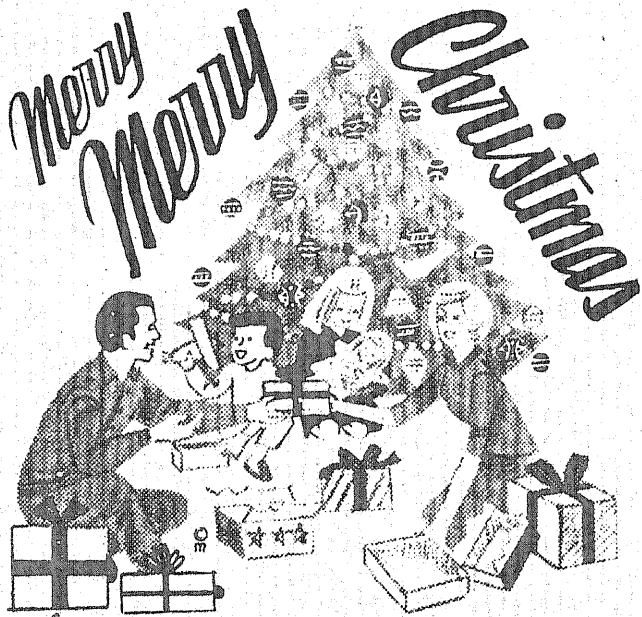
4. The availability of a sufficient number of excellent teachers has always been a perennial problem for the public schools. Muller concludes by emphasizing the importance of an educated and skilled citizenry in a society where popular participation has become virtually all-inclusive. "Even the most critical assessment of declining standards represents no argument against the American experiment of unlimited educational opportunity for all the people," he emphasizes.

# Merry Christmas



As families come together in love and warmth, we wish you and yours a most joyous Christmastide... hoping every delight of the Holiday Season will be yours!

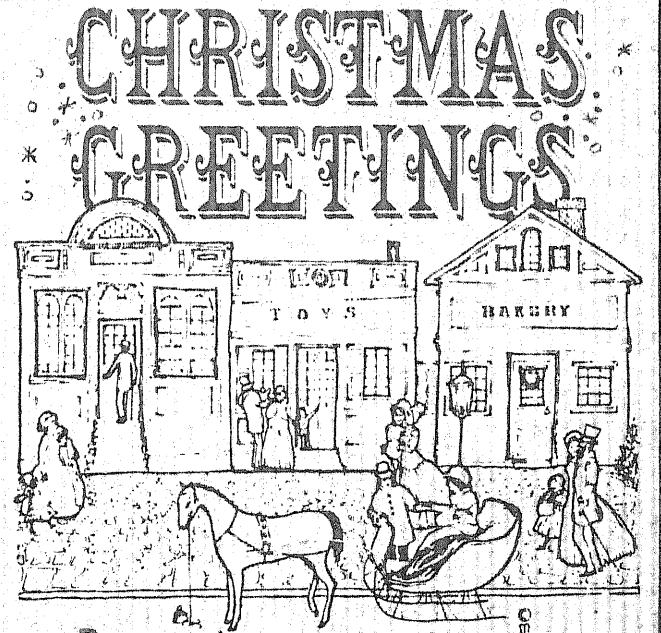
Dr. William Birenbaum  
&  
Staff



As you and your loved ones share your joy we wish you cheer and good wishes at Christmas.

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DRIVE  
SAFELY  
OVER  
THE  
HOLIDAYS!



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