

The News Ferry

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BHE Accruals Rate Jumps, Threatens SICC Budget

Surprise 2% Increase Would Slash Courses, Adjunct Staff

Birenbaum Calls Impact "Too Severe" Opts For Partial Compliance

In the midst of conflicting reports and rumors, alleging course cancellations and adjunct staff dismissals in the hundreds, SICC's administration, faculty and students welcomed in the new term with a Board of Higher Education demand for an increase in the college's "accrual rate."

Anxiety over threatened cutbacks that would result in hurried strategy sessions between the college administration and Personnel and Budget Committee members (department Chairman) on January 14th, a confrontation between that committee and a faculty-student group on January 31; an extended public explanation of the background and nature of the "budget crisis" by SICC President, William M. Birenbaum, at a February 6 meeting (announced in a front page editorial in the February 4 issue of Dolphin); a special instructional staff meeting to consider creation of a committee to provide "systematic instructional staff input in all budget decisions (held February 13)"; and creation of a five member Personnel & Budget Subcommittee charged with reviewing and evaluating the college budget.

Virtually every aspect of the accruals issue is disputed in some form or another, with the one exception being President Birenbaum's thumbnail history of how the impact of dollar amounts reductions evolved since summer negotiations. That history (see special section for full text) is as follows:

"In July of 1973 the Board certified a budget for this unit which was \$800,000 less than what we regarded as adequate according to formulae, and \$600,000 less than what we felt was minimally

required to handle enrollments we then anticipated. We so notified the Board, and after negotiation \$197,000 of the \$800,000 sum was restored to our budget. Once it became apparent that our fall enrollment predictions were on target, we made it very clear to the Board that we were proceeding to budget this unit for the rest of the fiscal year on the assumption there would be no further inroads on sums allocated, pointing out that any further tampering would compel us to refuse to admit students, to discharge staff, to terminate basic services and programs, or some combination of these, assuming our enrollment projections were correct.

"We proceeded in August and September to budget the College accordingly, and had no other event intervened, this College would complete this fiscal year as it has all others during the last five years, in balance. "On January 8th we received notification from the Board of the need to adjust our budget downward by still another \$328,000—an additional accrual imposed by the City of New York. On Monday, January 14th, the College-wide P & B was appraised of the Board's communication, which was discussed."

There are, essentially, four major points of contention interlocked with the raise in accruals levels and consequent threat of budget cuts:

1. The sense of urgency surrounding reaction to the accrual rate increase was precipitated by the college's initial attempt to comply with the required increase of over \$300,000, to be returned from the college budget to the BHE, and the various methods attempted to

accomplish the "de facto" budget cuts.

2. An outgrowth of reaction to threatened cuts catapulted the issue of college budget processes, into the foreground of recent instructional staff and Personnel and Budget Committee actions, based on the argument that lack of consultation by the administration with those factions is what precipitated the tenor of "crisis" in the issue.

3. A major argument of the administration, in defense of their inability to anticipate the cuts and avoid "crisis" based actions, has centered on the dates of notice involved from the BHE. This remains a disputed point, however, in that BHE representatives maintain colleges were warned of increases last summer.

The BHE argument was supported in News Ferry's survey of department chairmen (see special section) by Professor Nathan Weiner, Chairman of the Electrical Technology Department and University Faculty Senate, as well as one of the Faculty Welfare Trustees. Weiner contends that the administration knew a significant accrual rate increase was in the offing in July; that a 7.5 per cent figure has been a constant rate for several years; and that the January increase to 7.85 per cent could not be enough to precipitate a crisis he claims resulted from confusion on the part of new Business Manager, Frank Allen.

His claim that percentage figures have been a constant at 7.5 per cent is also at odds with figures released by the administration. According to figures released by Allen, the accrual percentages have steadily risen from 4.5

per cent in the 1968-69 fiscal year to this year's 7.85 per cent. In a separate interview with President Birenbaum and two chief advisors, Dean Martin Kuhn and Vice President Arthur Kaufman, Kaufman claimed the accrual rate began the year at 5.28 per cent and jumped to 7.85 per cent in January (accrual percentages are related to the Gross Personal Service budget of the college . . . in other words salary line budgets).

Weiner's figures would indicate only a three-tenths percent rise in January, whereas the administration figures indicate an almost two-and-one-half percent rise. From an approximate Gross Personal Service budget of \$1,500,970 this year, the percentage differences translated into dollar amounts are significant in terms of the degree of "crisis" involved.

4. The final and most far reaching conflict resulted from News Ferry investigation into how the accruals system works. In so doing, it became apparent that the tendency for an inquisition atmosphere to develop in the midst of crisis was not limited to the plethora of accusations and counter-accusations currently in vogue on campus.

A representative of the City's Bureau of the Budget claims there never was a crisis in accruals dealings between municipal government and the Board of Higher Education, and argues accruals are merely monies a City agency would not spend anyway, and in no way reflect "de facto" budget cuts.

A Board of Higher Education spokeswoman claims the City has taken what she characterizes as "a hard line" toward the BHE on the accruals issue and that the Beame administration's policies are "different from the past." She also maintained that all CUNY colleges were warned in summer and word was passed on what increases would "roughly" be in dollar figures.

On the other hand, SICC's President and all administrative spokesmen interviewed maintained there were no warnings, except a vague notice that conclusion of PSC contract negotiations

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Tenure Strike Interest Subsidies, Negotiations Begin

by Sally Johnson

Cries for a March 1 faculty job action seem to have been stilled in the face of a promised re-evaluation of the tenure policy by the new Board of Higher Education, but SICC faculty continued to express their dissatisfaction with PSC leadership in a February 13 meet with union president Belle Zeller and Vice President Erwin Polishook.

Charging, among other things, lack of responsiveness and initiative on the part of the union, faculty members remained after an Instructional Staff meeting to confront Zeller and Polishook on several critical issues. The focus of critical remarks was the lack of any definitive action by the PSC with regard to the tenure quota system, as well as questions concerning the union's seeming inability to muster support for any shows of strength.

Erwin Polishook from union central headed off the meeting, explaining that the PSC leadership has been "devoting time to getting a BHE we can live with—a BHE which will be both effective and communicative." If tenure quotas are not rescinded, he added, the union will ask for drastic action.

Remarking on the isolation of the SICC campus, Arthur Field of SICC posed a question as to the feelings and actions of other CUNY faculties. To this, PSC President Zeller responded with a claim that "easily three-quarters of other CUNY faculties have voted against tenure quotas," although she feels that budget problems have top priority on the union's current list of problems.

In a more direct attack on PSC leadership, Vasilios Petros asked whether or not "this is our ball-game—will the union lead us?" If this is our ball-game, he continued, we'll play it without the help of the union. Zeller's answer to this question, as in the past, dealt with the union's on-going "political pressure campaign," the results of which have been "felt up in Albany. This is one of the most vigorous campaigns we have conducted on any issue."

Backing up her stand, Polishook then acknowledged that there has been "a breakdown between Union Central and local chapters. You are critical of us and this is good." In terms of the proposed strike, he added, "We decided at the beginning that we would take a job action if necessary. But would a strike of 100 people have change Kibbee's mind? Kibbee was confident of winning with the old Board, so we decided that other means were called for. I ask that you judge us by what we accomplish."

Despite union assurances of active leadership, however, faculty feelings continued to run high—feelings which were annoyed at the manner in which the Biltmore Hotel rally was run, and feelings which are impatient with the waiting game of a political pressure campaign. One view that seemed to hold wide-spread support was that "if we had called for job action in the beginning, tenure quotas would have been rescinded by now."

Replied Zeller, "You didn't have a . . . Continued on Page 8

Future Shock, Toffler Talk: "Social Blinkers"

by John Signoriello

"I'm pessimistic. I see our cultural system breaking up into more and more discrete pieces, saddled by systems not designed to cope with this disintegration. The breakdown of our existing systems . . . transportation, education, welfare . . . are not individual cases. They are symptomatic."

—Alvin Toffler

Alvin Toffler, author of *Future Shock*, appeared at SICC recently to engage in a dialogue with President William M. Birenbaum. The event was the fourth in a series of six "Presidential Seminars" scheduled this year.

Birenbaum began the evening's activities by asking Toffler about his school days. Toffler, the audience learned, had once been a student at NYU, as involved in left-wing politics and causes as most of his classmates were at the time.

"We grew up and were formed in an industrial society," said Toffler, summing up. "I believe that this world I characterize as industrial was in its heyday—its classical peak—when we grew up. It is now in decay. A new social system is about to grow up."

"Would you say you've changed from your NYU days?" Birenbaum asked. "I've changed," replied Toffler. "The world has changed. Anyone still where I was then, in this situation, is no longer relevant."

Toffler's theory, briefly, is that we are entering a new age—a super-technological age—and that our existing systems, designed in and for the industrial age, are not able to cope with it. What will occur, and what is occurring, he claims, is a rapid fragmentation of people into special interest groups, and unless something happens to reverse this tide—or to push



Alvin Toffler - "The breakdown of our existing systems are symptomatic.

us into this new age with our eyes fully open—our systems will continue to fail, with multiplying effect, until chaos reigns supreme.

Not all the countries on earth, at present, are in the same boat, according to Toffler.

"I make a distinction between technology and super technology," he explains. "As long as a country deals only with traditional technology—steel, rubber, etc.—you may still be able to hold it together with traditional systems."

But the industrial powers—Russia, Japan, Germany, the U.S., etc.—are in big trouble, according to Toffler; primarily because their leaders still attempt to solve new problems with old solutions.

"Most people in our society solve, or attempt to solve problems in certain culturally indoctrinated ways," he says. "A whole series of almost reflexive responses grow out of the

needs of an industrial society. But the knee-jerk reflex to centralize isn't necessarily going to work anymore, and the knee-jerk reflex to standardize isn't necessarily going to work either."

If you look at what happened to the family with the coming of industrialization, you can see what is going to happen with super-industrialization, Toffler claims. Families used to be large. They had to be. Almost all work was performed at home, by members of the family. Then came the invention of the factory. Work was taken out of the home and brought to the factory. A function was taken away from the family. Children who used to witness work in the home, and participate, suddenly no longer saw work.

"What they did then," claims Toffler, "was set up a school system—a learning factory—to train factory fodder, to teach them to move to the sound of a bell, to accept rote work. You take away the functions, add mobility, which is needed—workers follow work. Suddenly, you're down to the core—the nuclear family. And it has happened in all industrial societies, in Japan, too."

The question we have to ask now, according to Toffler, is why is divorce so prevalent? The answer is obvious, at least to Toffler—because the nuclear family is not out of sync.

"Our culture has reached the breakthrough point," he says. "We need to design new institutions."

It will not be easy: "Our weakness is that nobody has yet teased out the fundamental differences between industrial and super-industrial societies," Toffler claims. "People moving toward the super-industrial society don't know what they're doing. They think they're trying to help the kids, or humanize work—they don't know they're moving toward a new civilization."

"We need to see things differently, he claims—in a new and broader perspective.

"You can't make sense of what's going on if you just look at the U.S.," he says. "You can't make any sense out of it unless you continually search for parallels in all high-level technology countries. That's the first supposition I've found. The second is—the whole picture of society takes on a whole new shape when you look at industrialization as a civilization. You then see a larger pattern than the one you see when you're involved in it everyday. We can never escape our time and culture. We always carry its baggage with us. But the better you understand the cultural blinkers you wear, the better you can transcend them."

Wilson Aid Formula Cuts C.C. Funds by 11.1 m

According to testimony by CUNY Chancellor Robert J. Kibbee, the proposed State budget allocations formula for higher education would cut community colleges by an estimated \$11.1 million in the '74-'75 fiscal year. Kibbee asserts that State University-administered funding formula for community colleges discriminated against those in New York City, effectively generating a gap that at SICC's President, William M. Birenbaum would mean an approximate \$ million cut in this college's budget next year.

As described by Kibbee, the current formula, which provides funds on a dollar per student per credit basis to public community colleges throughout the state, does not take into account:

• City University's massive rental requirements, which this year will cost community colleges \$8 million in operating funds, reducing money available for educational programs and activities.

• City University's high proportion of technical and career programs. These programs have a low student-faculty ratio and require extensive lab work in excess of credit hours. The formula, however, allocates funds only on the basis of credits.

• The higher cost of operating in New York City, 17 percent higher than Buffalo and 31 percent higher than smaller northeastern metropolitan areas.

• Cost of living increases. Since the formula has been in effect the cost of living has risen 20 percent in New York City, while formula allocations have remained constant.

Calling for revisions in the formula to bring state funding of CUNY community colleges to the full 40 percent level set by law, Chancellor Kibbee requested:

— Separate funding of space rentals at the 40 percent level.

— An increase from \$90 to \$300 per student in the supplement for disadvantaged students, "to recognize fully the actual costs of these programs."

— Elimination of economic criteria in the formula for funding of disadvantaged students. "Students who are educationally disadvantaged require the same kind of counseling and tutoring regardless of their economic background."

— Provision of a geographic cost-of-living differential for New York City. The basis for funding public two-year colleges in New York State is the education law, which provides for a basic one-third—one-third—one-third split between the state, the local sponsoring authority (a city or county) and student tuition. The locality has the option of paying the tuition for its students.

In 1970 former Governor Rockefeller proposed and the legislature adopted an amendment raising the state share to 40 percent for community colleges

DSG, BSU, Vets Continue C-Building Takeovers

by John Signoriello

Espousing a student power philosophy, and seeking to establish a sense of its own autonomy and power, the current SICC Day Session Senate during its term in office has made a practice of seizing upon issues which they can use to pit students and/or themselves against the college administration. Their push for more student representation on the Board of Directors of the SICC Association is a case in point, as is the furor they helped generate concerning physicist William Shockley's recent attempt to speak on campus.

Two events particularly angered the Day Session Student Senate—Director Martin Black's reorganization of his AID Center staff, and Dean Leonard Kriesman's denial of college space for future Kaleidoscope programs.

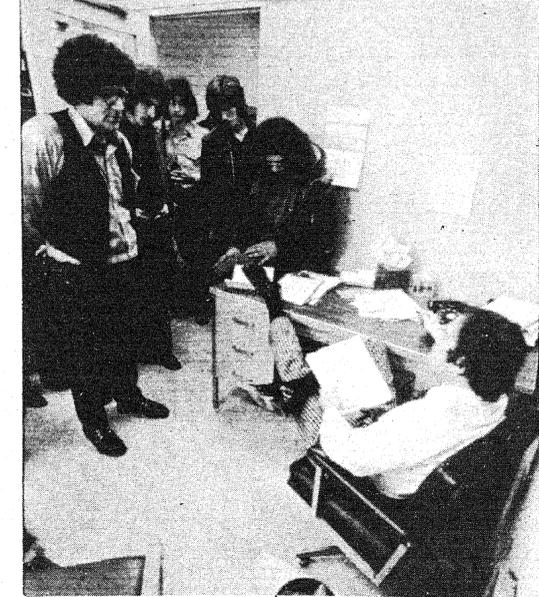
Black's action, announced as a surprise, centralized control of his student services staff in himself and Assistant Director Jerrold Hirsch. At the same time, it removed Charles Isaacs as faculty advisor to the Day Session Senate, and lessened student input into the policy-making processes of the AID Center staff.

Kriesman's move came after he received complaints from Anthony Orlando, superintendent of buildings and grounds, and Edgar Paradise, SICC security chief, about the recent Quicksilver concert, sponsored by Kaleidoscope, at which there reportedly occurred copious dope-smoking and drinking which left the area a mess.

The Day Session Senate interpreted both actions as threats to—or tests of—its autonomy and power, and recently reacted to both by evicting the AID Center from its C-building offices, thus precipitating a controversy over who—student government or school administration—gets to allocate what space in C-building.

While all this was going on, the Black Student Union, tired of sharing cramped quarters with PRO (Puerto Rican Organization), took over the faculty lounge in C-building. Their action was independent of the Senate's. Although termed "illegal" by Leonard Kriesman, dean of administration, it has not been contested as of yet.

The Senate's move to evict the AID



The Vietnam Vets take over Martin Black's AID Center office.

longer be available to the Kaleidoscope program until a list of precautions is drafted by the Student Government, to be submitted to Dean Kriesman, to which he will reply—a smack on the wrist to the students by the powers that be; Whereas—an unsatisfactory reorganization of the AID Center

Birenbaum was asked about the possibility of the administration providing release-time payments for faculty advisors chosen by the Senate, its commissions and clubs. The matter of release-time payment for faculty advisors became an issue when the Senate at its January 23rd meeting outlined what is to become their policy

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Yoga Class Discontinued, Santoro Protests Non-Payment

by Gary Libow

An experimental yoga class coordinated voluntarily by Ms. Madylin Santoro, of the Physical Education Dept., was forced to dissolve this semester because of two factors:

- 1) yoga is not an accepted program in the Physical Ed. Dept.
- 2) Adjunct teachers (which is Ms. Santoro's classification) are not permitted to teach in excess of their contract hours and be paid.

Last semester, Ms. Santoro took it upon herself to start a voluntary yoga class for interested students and faculty. With the cooperation of the Physical Ed. Dept. the experimental class was allotted a room. Ms. Santoro, an adjunct teacher, had her teaching hours from last year cut from 12 to 4.

The yoga class was an experiment by Ms. Santoro to find out how many members of the college community would be interested.

The only people who could take advantage of the program were those who had free time when the program operated. People were made aware of the class by advertising posters on the walls of the college. The experimental class averaged 8-12 participants per session, although many new people would walk in on any given day, according to Santoro.

Ms. Santoro now finds it impossible to run the class this semester. There is a CUNY ruling that adjuncts cannot be paid in excess of 9 hours of contract time, or 2 classes, whichever is fewer. Ms. Santoro feels she should be paid for her time and effort. "It was fine giving

my time and effort to the class as an experiment, but I'm not going to be a slob over the whole thing." Ms. Santoro clearly states she wishes to be paid if the class is to be run this semester.

She adds, "An adjunct is not given any privileges to do anything. As an adjunct, I have the most seniority and that means nothing. If an adjunct is hired for 4 hours and is assigned 4 class hours, you don't have the leeway to do anything."

When questioned, Phys. Ed. Chairman Gary Rosenthal, stated that, when Ms. Santoro approached him with the idea of running the class, he made it very clear that she would not be paid and would not be given release hours. He also couldn't promise her that yoga will become an approved curriculum in the department.

Rosenthal agrees that the CUNY adjunct ruling is unfair, but claims there is nothing he can do. He made it clear that the class was run voluntarily by Ms. Santoro, and she shouldn't have expected any payment, but she insisted that she would do it anyway.

In his view, Ms. Santoro is annoyed because she hasn't received any praise and recognition for her efforts.



Side Lines

Prof. Judith Donlan

In order to formulate a sound educational philosophy of athletics it is necessary to first establish the foundations upon which to build this philosophy. To begin, let me define athletics as used in the following context "competitive sports involving physical action between two or more contending individuals or teams."

I believe there are four basic premises which must be stated at the onset:

1. Athletic events should emerge from a sound program of physical education instruction provided for all students. Intramural, extramural, interscholastic and intercollegiate athletics are various types of what may be called "athletic education".
2. All students are included in a physical education program whose educational purposes are the same. These purposes differ only within the athletic program in the degree to which they may be achieved. The student has a freedom of choice concerning the level of athletic competition at which he wishes to participate. He may move up and down the scale within the limitations of the intramural, extramural, interscholastic, intercollegiate or service program.
3. Instruction in fundamental physical skills and the development of attitudes of healthful living should serve as a solid foundation for the establishment of a desirable program of athletics.
4. Physical education classes and intramural athletic activities are more important to the large majority of students than intercollegiate athletics. The majority should be served. The individual should be developed to the maximum of his potential but the individual's development should never be allowed to interfere with the development of the majority.

Stated in more simple terms, pragmatism as applied to general education is the philosophical theory that truth may only be known through the logical and physical consequences of experiences embodying the theory to be tested.

When applying pragmatism to general education it may be said that we learn truly only by involvement or doing.

Pragmatic or experimental learning is accomplished through doing purposeful, creative and beneficial things. These activities (physical) should be motivated by the interest and needs of the individual and he should select them from his own level of experience.

For the pragmatist or experimentalist, educational values of athletics are instrumental and subject to the individual purpose and circumstances. There are really no fixed values. They all arise from the athletic experiences.

To make the athletic educative process meaningful the necessity of certain aims is self-evident.

The most cogent educational values that are easily recognized resulting from a good athletic program and that may be chosen by the student to help him set his course may be summarized as follows:

Total fitness as exemplified through demonstration of the student's acquisition of physiological and psychological principles of personal and social health and subsequent translation of this knowledge into definite program of action: total physical and organic development and efficiency stemming from optimal physiological functioning and the development of neuromuscular skills which will help the individual perform satisfying activities now and in the future.

Development of the personality, first socially by establishing a concept of values through the understanding and acceptance of oneself and other players, establishment of standards of conduct and demonstration of responsibility to the group and to the individual and secondly, as a guide for the individual seeking good emotional adjustment as he directs his behavior towards morally and socially accepted ends.

And finally both cultural and vocational aims may be fulfilled by providing the opportunity for creative self-expression and to serve as a laboratory for those interested in becoming physical education coaches, professional athletes and youth leaders.

In conclusion I believe the objectives of interschool or intercollegiate athletics should be identical with those of physical education. These objectives are:

1. Participation for all.
2. To approach total education through the play experience.
3. To emphasize the importance of scientific procedure.
4. To emphasize athletic activities which allow each one to develop skills suited to individual choice, interest and ability.
5. To achieve better student self-evaluation through testing and matching oneself against an opponent.
6. To provide a release of normal physical and mental tension in order to achieve total health.

figure approved by the BHE.

The Chancellor, then, can argue that CUNY's tenure policy reflects the best advice of the Carnegie Commission, advice that emerged from long study of the problem in its largest context by the most prestigious group of academic managers in this country. That he has not done so yet—at least not in public—does not mean he will not do so in the future; were I Chancellor of CUNY (and God forbid that I should be), this is precisely what I should do. The Chancellor saw to it that CUNY implemented the Carnegie Commission's advice at top speed; a tenure policy for CUNY was already being formulated when it appeared. The 50 percent "quota" or "guideline" or "peril point" is thus not a momentary aberration of the Chancellor and the BHE. It is rather a long-range threat to all of us who began to teach or were trained to teach in colleges and universities during a decade of spectacular growth (and I mean all of us, tenured and untenured, though patently more of a threat to the untenured), and who now must continue our careers during an unprecedented period for which the Carnegie Commission predicts growth will be "Go-Stop-Go": diminished growth in 1970-80, zero growth in 1980-90, and probably still more diminished growth in 1990-2000.

Letters

To Dean Leonard T Kreisman

Despite the fact that you lacked the courtesy to communicate directly with me or any other student in relation to the "penalty" imposed on the Kaleidoscope program, I felt that direct communication on my part, to you, may set a precedent of value.

As chairperson of the Student Center Commission, which consists of, in part, the Kaleidoscope program, I would like to respond to the situation. First, I'll address myself to Mr. Orlando's comments.

1. The cleaning man, who worked until 7:00 AM and still had not finished his work.

It seems to me that for an event such as this, more than one person should be paid for performing the huge task that remains.

2. At least 10 cases of beer were brought in "for the guys in the band alone".

I didn't buy it for them, nor did Student Government, Faculty Council, PSC or any other group that I know of. Nor did any of us tell them to bring it. The Student Center guidelines had specifically forbidden alcohol. It seems reasonable to assume that the band brought beer of its own volition.

The dressing rooms "looked like they were hit by a tornado". Posters and signs were ripped off the wall. "Toilet tissue dispensers were also ripped off the walls."

I don't feel that the Student Center Commission or the Senate is responsible for security from minor vandalism, although I'm curious if you or Mr. Orlando think it may be appropriate to place security guards in bathroom stalls during events such as this.

4. "The stench of vomit and urine still remains in the dressing rooms."

Having no control or jurisdiction over people's excretory or regurgitory practices, the only thing I can do is to demand that people not leave the premises until they retrieve all "stench" that belongs to them and then take it home with them.

5. "Smoking and drinking was done openly in the auditorium uncontrolled."

There are signs on the walls in the auditorium that say NO SMOKING. The current state laws dealing with possession of marijuana and other drugs are very well publicized outside of our school. Students are generally aware of the school's policy on consumption of alcohol on campus. Our functions do not include security enforcement. That is Mr. Paradise's function, and we cannot be held responsible for any shortcomings in this area.

6. The auditorium was filled beyond legal capacity and there was no effort to limit attendance. I understand that a group from a motorcycle gang entered and nobody even challenged them. They entered free."

The number of tickets sold at final count was less than 750. In other words, ticket sales indicate that between 150 and 200 seats were empty. I was present at the concert and, while I don't claim that there were less than 750 people present, I did notice that the balcony had a significant number of empty seats.

As far as the attendance reaching 1100 persons, I call that a GROSS exaggeration. Mr. Orlando is perfectly correct in stating that a motorcycle group did not enter for free without being challenged (to the best of my knowledge.) If ever a violation to risk an incident of a violent nature is made in such a situation, I hope that Mr. Orlando will be available to do the challenging, because it certainly won't be me!

7. "Half of the bathroom toilets were stopped up. Some with beer cans."

I recognize this as a bad situation (possibly an exaggerated one), but as I stated in point No. 3, I can

think of nothing short of stationing security guards in bathrooms to rectify this unfortunate situation. Mr. Orlando states that this type

of event, when "unsupervised and uncontrolled" ... "should be discontinued."

I wonder who might be an appropriate supervisor and controller, in Mr. Orlando's judgment.

So, it seems that someone's efforts in handling the situation are under question by you and Mr. Orlando. But, who is that someone? Is it AID staff members, security, ushers?

Most persons that were present feel that the theatre personnel, ushers and AID did their best. Furthermore, no violent incidents, no disruptions and no significant acts of vandalism occurred which is a fact, something that was, presumably, not included in the "feedback" that Mr. Orlando collected.

It is regrettable that the audience ignored state law and school policy in regard to smoking and drinking at the concert, but then, I doubt that there was ever a rock concert without the consumption of intoxicants such as alcohol and marijuana by audiences.

I strongly feel that this is an inadequate reason for barring such cultural events as rock concerts from this college (they are cultural events whether you consider them as such or not).

But, for those who do not feel that such events should be held here because of the non compliance to rules by entertainers and/or audiences, I would like to pose the following question. Should the president of the college be barred from using college facilities, due to the fact that he frequently smokes cigarettes in the auditorium when meeting with students and/or instructional staff?

Every time I heard the phrase "due process" or "consideration" since acquiring your memo (in LATE January), I think about the arbitrary decision made by you to make unavailable to the students' central cultural activity (the Kaleidoscope program), the auditorium or any other college facilities. I also think of the fact that you saw fit to communicate this decision to Profs Black and Hirsch, without informing the parties most directly involved, namely, the SG Senate and the Student Center Commission, with so much as a carbon copy of the memo.

The knowledge first reached the above-mentioned groups when an AID center staff member had the DECENCY to show me a copy of your memo (even though it was nearly 2 weeks after the fact.)

I sincerely hope that after careful consideration of the entire situation, you examine your reaction (the "penalty" arbitrarily imposed by you after receiving Mr. Orlando's report). I would also appreciate a reply from you to this communication as soon as possible, as the Commission is presently in a very stagnant situation.

Yours in red tape,

Ed Jagacki, Chairperson
Student Center Commission

C- Building

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would soon be residing in Black's offices. They would not actually take over the office until Wednesday, Black was told, and until then the AID staff could function unhindered. On the same day, or possibly earlier, another sign was put up in another C-building cubicle, by the Irish Freedom Club although they dispensed with the "symbolic" takeover.

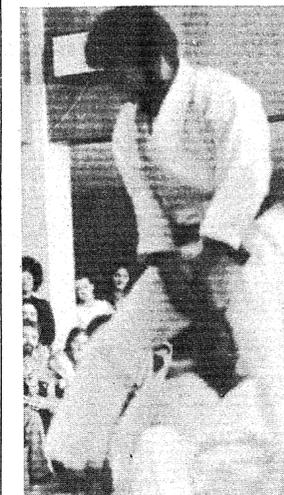
The vets on Monday were predisposed to some sort of action since, according to some of them, they had originally intended to take over the C-building faculty lounge, more spacious and accommodating than Black's office, but were beat to the punch on that one when the BSU got wind of the idea and moved in first.

The earlier BSU move occurred the week before. Two AID secretaries were sitting in the lounge at the time of the takeover. Both were ordered to leave.

"The BSU took over the lounge to ensure the survival of our club," said Sharon Saunders, BSU president, shortly after the takeover. "We made several attempts to get a larger room through legal, administrative processes. We now have the room and will keep it—we're not negotiating."

In answer to Jerrald Hirsch, assistant director of AID—who said 400 teachers were entitled to the room—Saunders said "We say 12 per cent of the students (blacks) should have it."

She added: "I think the DSG should have complete power over C-building. I am apologetic for having to take these measures, but we are the largest club and cannot function effectively in a cubicle."



Experiments

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SIZE-STUDENTS: Students in the Liberal Arts Comprehensive Curriculum itself number some 200. The number of students serviced by the Centers is, however, much larger, amounting for last fall to 1430 (.33 independent study), though CD comprises almost half that figure:

Circle 73 (exc. J and X)	424	18	indep. study
Place (exc. J and X)	262	10	indep. study
PCA Experiment	25	1	indep. study
CD	723	31	
	707	2	indep. study
	1430	33	

GOVERNANCE: The Governance of the experimental program resembles that of the college only schematically. These are the counterparts (to the best of my knowledge):

A. Learning Center:
A Director: appointed by the President

Personnel Committee: varying number of members of the instructional staff and students elected by their respective constituencies

b. Experimental Studies Program:
Personnel Review Committee
Administration, Directors of the Centers, one member of the instructional staff and one student from each Center elected by their respective constituencies

A. In keeping with the program's encouragement of self-determining diversity, not all the Personnel Committees of the Centers are the same, either in number or kind of constituent members. The result is that there are no fixed numbers except, apparently, that student representation is limited to 50 per cent of the membership of the committee, excluding the Director (see SICG Catalog, 1971-72, p.44). Place, for example, does not have input for students here. The other Centers do and operate in this fashion regarding appointment or non-reappointment, promotion, and tenure. Whatever the internal differences, recommendations in these matters are finally made to the Director of the Center, who in turn makes his or her recommendations to the Personnel Review Committee of the Entire Experimental Studies Program.

The President's relationship to this committee is essentially twofold. As I have noted, he first of all, appoints the Director, who chairs it. There may be a quasi-election in which the Center may express a preference to the President, but he has the final word. Thus, practically speaking, the Director is as directly responsible to the President as he or she is to the Dean of the program, himself directly responsible to the President. The Director's length of office is apparently entirely in the hands of the President. Secondly, each Center is free to develop its own governance plan, but that plan, it appears, must be approved by the Dean of the program and by the President.

B. The Personnel Review Committee, analogous to the college-wide P&B, is chaired by the Dean of the Experimenting and Special Programs and is composed as schematized above. Here students from each Center take a voting part in making recommendations to the Dean on all personnel decisions affecting members of the instructional staff. The Dean then makes his recommendations to the President. This committee also hears appeals of negative recommendations.

OTHER COMMITTEES:

The Curriculum Review Committee: This body, chaired by a Dean and composed as schematized above, seems to combine the function of a curriculum committee and a course and standing committee. Apparently, it deals not only with course offerings, their creation, quality, coordination, but also with grades, academic standards, and recommendations for graduation.

SIZE OF CLASSES: It seems plain that despite frequent cancellations of courses with low enrollment, say 12 students down to 3, numerous such courses have run. The contention is that low enrollment should be viewed as consistent with the nature of experimenting and course building. The question remains, however, whether a selective principle of justification for some courses, like developmental ones, can be tenably extended to cover all of these courses with low enrollment. I give some figures of average section size for the fall, 1973:

1. Circle 73	26
2. Place	18

Sections Running

HELP WANTED

The following firms will be recruiting on campus in the Placement Office, C-2

Tuesday, March 5

Ebasco Services (Utilities Engineers)

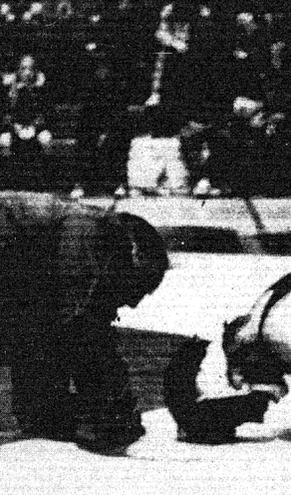
Thursday, March 7

Gibbs and Cox (Naval architects and marine engineers)

Monday, March 11

Con Edison (ET graduates only)

FOR FURTHER INFORMATION AND TO MAKE AN APPOINTMENT COME TO THE PLACEMENT OFFICE, C-2



As the new term progresses, the athletic programs offered at S.I.C.C. move into, full swing. Basketball, wrestling and martial arts are among the numerous sports S.I.C.C. students enjoy participating in.

Table

3. CD	39
4. PCA Experimental	7 as 4
Total Enrollment (excluding J&X for 2 and 2)	14.4
426	14.6
262	18.1
707	8.7

Situation Now: A step-two class grievance, alleging over two-dozen violations of proper procedures for establishing the program, has been stopped pending a third meeting of the Executive Committee with the Administration. The other two meetings were held last November and December. Both were essentially informational.

Latest Word: I just got a copy of the following resolution of December 17, 1973, one of the last pieces of business of the old Board: "Resolved, That effective February 1, 1974, Staten Island Community College be authorized to operate the Experimental Studies Program, approved by the Board of Higher Education at its meeting on June 18, 1973 as a School organized under Section 9.10 of the Bylaws of the Board of Higher Education."

these figures by no means signify that under Affirmative Action women are being hired in greater numbers and are in consequence, untenured. Rather, over the five-year period covered by the ACE report, there was but a tiny increase in the total percentage of female faculty members (tenured and untenured), from 19.1 percent in 1968-69 to 20 percent in 1972-73; moreover, the percentages actually declined in two and four-year colleges while increasing in universities. The ACE report conclusively shows that popular superstition concerning the effects of Affirmative Action is ungrounded: while the percentage of female faculty members increased .9 percent, the percentage of minority faculty members increased 7 percent from 2.2 percent in 1968-69 to 2.9 percent in 1972-73. As the ACE report observes, "affirmative action programs designed to increase the proportions of minorities and women on college and university faculties seem to be moving at a slow pace."

Carnegie

Continued from Page 6

But, to return to the Carnegie Commission's report on Governance of Higher Education and the governance of CUNY, Chancellor Kibbee's 50 percent "quota" for tenured faculty corresponds with the Carnegie Commission's 50 percent "peril point." The Chancellor insists that this "quota" is a "guideline"; he has not yet adopted the Carnegie Commission's terminology and called it a "peril point" nor, as far as I know, has he fallen back on the authority of the Carnegie Commission to justify and defend it. It nevertheless seems likely that CUNY's 50 percent Commission's 50 percent. The chronology as I understand it is as follows: the Carnegie Commission report appeared in April 1973, while a sub-committee of the Council of Presidents of CUNY was working to formulate a policy on tenure. They apparently adopted and then they and the entire Council of Presidents recommended to the Chancellor the AAUP Keast Commission's sliding tenure quota of 50-66 percent. This is the figure the Chancellor presented to the Board early in the fall of 1973; after this first recommendation was referred back to committee, he presented a figure of 50 percent, which was the

factury predicted by the Carnegie Commission was indeed underway; indeed, while the physicians of the Carnegie Commission debated and solemnly pronounced 50 percent to be the difference between sickness and health in the academic patient, the patient had upped and died. For, according to the ACE report, the nationwide percentage of tenured faculty is now 64.7 percent, some fourteen or fifteen percent above the Carnegie Commission's "peril point."

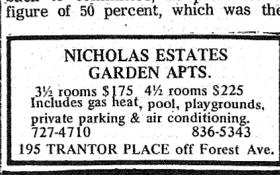
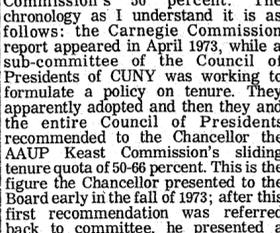
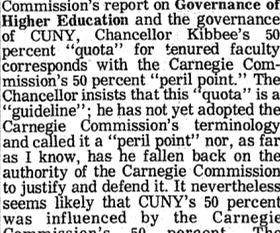
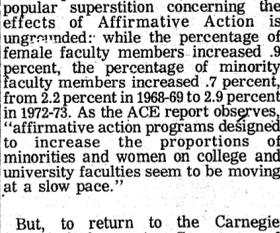
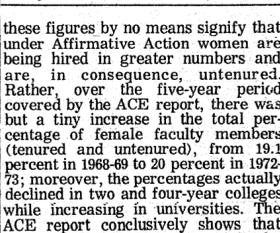
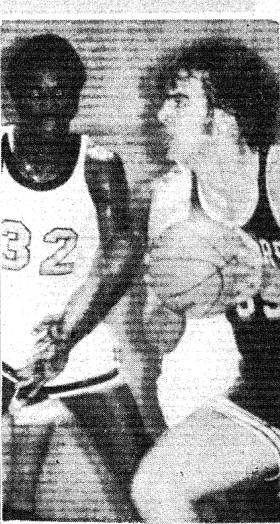
The ACE report on TEACHING FACULTY IN ACADEME is an elaborate nationwide survey of American faculty that also pairs and contrasts the data obtained for 1972-73 with data obtained for 1968-69 in a similar survey. The information in this report is too comprehensive to summarize here, but its figures for the percentages of tenured faculty, variously broken down, are of singular interest.

In 1968-69 fewer than half (46.7 percent) of the faculty were tenured; five years later, in 1972-73, almost two-thirds of the faculty (64.7 percent) were tenured. The figures for tenured faculty in 1972-73, broken down by type of institution, are as follows: for two-year colleges, 73.8 percent; for four-year colleges, 60.3 percent; for universities, 64.9 percent.

The figures for tenured faculty in 1972-73, broken down by type of institution and sex, are as follows: for two-year colleges, 75 percent of the men and 70 percent of the women are tenured; for four-year colleges, 62 percent of the men and 54 percent of the women; for universities, 68.8 percent of the men and 45.1 percent of the women. Overall, the 1972-73 averages are 67.3 percent of tenured male faculty members and 54.4 percent of tenured female faculty members. However,

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April 23, Tuesday
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* Day students are also welcome

Yesterday, Today and Tomorrow at the Movies

Les Keyser

Hollywood is all smiles this month; exhibitors have just reported the highest box office receipts for any holiday season in the last five years. In addition, the money is well distributed among a number of films. A totally unprecedented number of features seem likely to gross over ten million dollars, according to Variety the leading trade newspaper, and long lines still surround cinemas all over the country. There are cautious hopes that the oil crisis and impending depression may spell the same kind of boom the Depression of the Thirties caused in America's dream factory; if people can't go places and have things, they may find again that the corner movie house can save the pangs of austerity with visions of wealth. America may once again take the gold road to the land of Oz.

The latest wicked witch is, of course, the demon which haunts the blockbuster flick of the year, *The Exorcist*. Just waiting in line to see this opus can give fans their own season in hell. The film was in large part a pre-sold feature, similar to last year's *The Godfather*, because of the success of William Peter Blatty's novel. Its success was further insured by the sensational and somewhat ominous publicity which surrounded its production: William Friedkin, the talented director whose earlier success was the explosive *French Connection* did little to discount tales of demonic interference on the set. Stories of death, destruction, and other calamities whetted the curiosity of audiences for months before the delayed opening.

For those who want to be shocked into insensitiveness, *The Exorcist* will be no disappointment. Friedkin has been demonically inspired by his material; his footage treating the horrors of possession is some of the most powerful cinema ever to play on American screens. The effect is overpowering, instantaneous, and quite visceral. *The Exorcist* will shock you; on that point, there can be no debate.

There has, however, been real debate on the merits of the film. It is, I believe, much less satisfying than the original novel, and that is quite a condemnation. *The Exorcist* was a flawed, poorly written novel; the film reduces all the material to the cheap sensational level usually associated with trashy carnivals and tawdry side show freak exhibitions. I find myself shocked at the anti-humanism of the film. Real miracles, or any religious experiences for that matter, should, I believe, involve a sense of faith, a sensitivity to personality, and a recognition of the totality of being.

In the film of *The Exorcist*, a few half-drawn characters chant about the power of Christ. Yet since the audience knows so little about the victim Regan, the troubled young priest Karras, and the weathered old exorcist Father Merrin, there is no real battle of wills as la the brilliant *Man for All Seasons* or even the glossy *Becket*, no real testing of faith as *la Joan of Arc* or *Murder in the Cathedral*, nor even the silly but human sentimentality of *Going My Way* or *The Bells of Saint Mary's*; instead, it's cardboard characters against mechanical devils, holy water that burns against green slime, purple confessional snaws against levitating beds, ancient liturgy against modern profanity. Seemingly, the good forces win, but only God knows why.

William Friedkin was not the only gifted director, however, to bring ghouls for the holidays. Nicolas Roeg, the stylish creator of *Performance*, a

hypnotic portrait of the decadence of pop stars and gangsters, and of *Walkabout*, a lyric delineation of life in the wilds of Australia, both of which were critical successes, transformed the mundane novella of Daphne du Maurier, *Don't Look Now*, into a sophisticated Gothic thriller just as sensational as *The Exorcist*, but much more satisfying artistically. The main roles in *Don't Look Now* provide Julie Christie and Donald Sutherland the meatiest parts of their careers, and each gives a superb performance.

The real strength of *Don't Look Now*, however, is the use of stunning visuals to create the eerie atmosphere so central to Gothic thrillers. Roeg offers a Venice which is real yet unearthly, beautiful yet threatening, enticing yet sinister. Roeg skillfully merges colors, shapes, and contours to highlight erotic love scenes, bizarre accidents, and mysterious visions. Each small segment of *Don't Look Now* becomes a glimmering jewel in Roeg's mosaic of murder. Roeg's visual style and sharp eye for detail literally hypnotize as they weave their spell. *Don't Look Now* has its audience watching every minute, reliving an altogether different and quite unsettling death in Venice.

Mike Nichols' *The Day of the Dolphin*, another holiday film offering, is unsettling for another reason: *The Day of the Dolphin* is a very uneven and uneasy mixture of fine documentary footage and ludicrous melodrama. Mike Nichols seems unable to bring the facts and the fiction together; even more surprisingly, however, the same Mike Nichols who gave us the superbly edited film, *The Graduate*, seems unable in *The Day of the Dolphin* to put individual scenes together to form coherent sequences. At several points in *The Day of the Dolphin*, there are sudden inexplicable jumps which highlight the disjointed nature of the project. There seem to be two different films going on at once: one a thoughtful philosophical reverie, a pictorial hymn to the beauty of dolphins, the other a

audiences have been so deluged with scenes of sadism and suffering in tropical prisons that the shocks really aren't there any more. Even Steve McQueen munching on insects seems rather undramatic, and Dustin Hoffman's mannered performance makes his insanity seem eccentric rather than deplorable. Papillon does too little to explain McQueen's desperate desire for freedom. His character is all machismo without meaning; *Papillon* is all prison without passion.

A similar lack of emotion hobbles the latest Paul Newman and Robert Redford opus, *The Sting*. All the fun of



Butch Cassidy and the Sundance Kid seems lacking in this confectionary tale of con-men operating in depression Chicago. The plot is ingenious yet mechanical; the jokes are broad but witless; the characterizations likable yet hollow. It's as though director George Roy Hill and his acting team, Redford and Newman, were a little tired of formula films. *The Sting* will make a lot of money, but I really wonder who is being victimized by these two toothy confidence men. The action in this film seems as orchestrated and pre-ordained as the races reported in the phony bookie joint at the center of the plot. Newman and Redford are, I think, putting the sting to their audiences.

Woody Allen's fans should have no fears of being cheated in his holiday offering, *Sleeper*. *Sleeper* is the best of the Allen comedies, so those who have been enchanted by *Bananas*, or *Play It Again Sam* or *Take the Money and Run* should brave the long lines around the theater to see the finest comedy film in many years. The basic plot of *Sleeper* finds Woody waking up in the year 2173, after a cryogenic nap of over two hundred years. As the sole living authority on our generation, Woody gives a hilarious new slant on things to the historians of the future; at the same time, he gives his audience a madcap view of clowning and other delights of the future. Like all the Allen films, *Sleeper* is largely a loose structure with thousands of stunning one-line jokes; many of the references involve New York personalities, so *Sleeper* is a special treat for Gotham City residents.

Two other holiday films make a special appeal to New York audiences. The first, *Serpico*, a Sidney Lumet adaptation of the memoirs of an honest cop, provides Al Pacino a showcase for his multifaceted talent. The film has proved so popular that it has done more to focus public attention on the problem of police corruption than did the Knapp Commission, which commission was largely the result of *Serpico*'s labors. *Serpico* has more going for it than topicality, however, it is one of the most professionally executed police films ever made. To see *Serpico*, and to weigh its many excellences, is the beginning of an education in the techniques of film-making. When you see it, and you should, consider the role editing, scripting, music, acting, camera alignment, and directing all play. You might want to compare *Serpico* to another New York based police film, *The Seven Ups*, which many are declaring the sequel to *The French Connection*. The *Seven Ups*, a portrait of a police squad assigned to work undercover to combat crimes which carry a penalty of over seven years imprisonment, is one of the real disappointments of the holiday. Roy Scheider, usually a fine actor, finds himself reduced to grimacing, as all human interest is sacrificed to the longest car chase scene ever to dominate a film. Director Phil D'Antoni, who produced both *Bullitt* and *The French Connection*, evidently feels that cinema's real function is to career endlessly through prolonged cross-town chases. Everything in *The Seven Ups* is sacrificed for the sake of the car. Even the commitment to law and order seems to be lost in the chase; Scheider's undercover unit seems to share the Mafia mentality and by the end of the film Scheider is using the mob as his execution squad. Throw in an unbelievable scene at the hospital where Scheider cuts off a dying man's oxygen to garner information, and you have some idea of the film's ethical tone. In *The Seven Ups*, it's very hard to tell the good guys from the bad guys amidst the blaring horns and crumpled fenders.

Clint Eastwood, back again as *Dirty Harry* and as the ads proclaim "dirtier than ever", also has some trouble separating good guys from bad guys in his California-based police epic, *Magnum Force*. Clint is good, but all the rest are suspect. Luckily Clint carries a magnum, and is quite proficient at eliminating all the corrupt of his universe. In rather short order, Clint foils plane hijackers, hold-up men, and wayward policemen. As *Dirty Harry*, he has altered the old dictum

that might makes right into the more technological truism that magnum force is right. It's hard to conceive of a more fascistic film than last year's *Dirty Harry* until you see this year's *Magnum Force*. One can only wonder what's in store for next year.

This year will also see several key scripts brought to the screen. *The Godfather, Part Two* will be upon us with Al Pacino, Robert Duvall, and Robert DeNiro, but no Brando. The super production of the year will be a new adaptation of *The Great Gatsby*, with Robert Redford and Mia Farrow in the key roles. Mel Brooks, the man who gave us *The Producers*, a bizarre vision of a musical with "Springtime for Hitler" as its theme song, will turn his satiric eye on the western in the much publicized Warner Brothers' feature *Blazing Saddles*. Two New York novels, Sheila Levine and *The Taking of Pelham 123* will also be screened this year.

Even Walter Matthau, who usually plays a somewhat clumsy but lovable character, decided this holiday to give us his commentary on law and order in California via the most chaotic police film of the year. *The Laughing Policeman*. The opening sequence of this film involves a gruesome mass murder on a bus, and is not for the faint-

hearted nor the regular commuter. Walter Matthau sets out to find the killer, who eliminated his detective partner as part of his eight victim tally, and so finds himself involved in the darker sides of California life. At one point in the movie, he says it's "all garbage," it is. From topless bars to rough trade bars, Walter Matthau stalks his prey, only to almost lose in the end. Unfortunately, after one has followed detective Matthau all the way through his grueling investigation, one discovers that it all doesn't make sense. The plot of *The Laughing Policeman* when finally totally unveiled is so full of holes as to be laughable; it is a gutte dissatisfying detective yarn.

All in all, this year's holiday offerings were not only more popular than those of recent years, they were better. And 1973 will go down as a year of renaissance in the face of financial death. Looking back over the year, I find at least six films which were excellent productions. There was Francois Truffaut's *Day for Night*, undoubtedly his best work, a valentine to cinema which itself enriches the art. Nicolas Roeg's thriller, *Don't Look Now*, which establishes him as a major director and offers real promise for his work to come. There was Robert Altman's *The Long Goodbye*, a very thoughtful genre piece, and Sam Peckinpah's *Pat Garrett and Billy the Kid*, a much underrated work from a great American talent. Sidney Lumet gave us *Serpico*, a study of police

corruption, while Costa Gavras gave us *State of Siege*, a searing look at our Latin American policy. These six, *Day for Night*, *Don't Look Now*, *The Long Goodbye*, *Pat Garrett and Billy the Kid*, *Serpico*, and *State of Siege* will endure, I believe, as classics of film arts.

In a year once again featuring two-man teams, women won't be entirely absent from the scene. Goldie Hawn, a fine natural comedian will join Hal Holbrook in *The Girl from Petrovka*. Sally Kellerman, another real zany, will join the inventive Alan Arkin in *Rafferty and the Goldust Twins*. The attractive Barbara Seagull will play opposite the talentless Timothy Bottoms in *Brooder's Hooch*, directed by the veteran Arthur Hiller.

Two of 1973's surprise hits will see sequels released this year. For those who haven't had enough of Tom Laughlin and Delores Taylor yet, T.C. Frank will direct their return in *The Trial of Billy Jack*. For animation and pornography buffs, Fritz will be back in *The Nine Lives of Fritz the Cat*.

Policemen will also continue to haunt our cinemas. Elliott Gould and Robert Blake will join the force in *Busting*; Peter Boyle takes to the other side of the law in *Crazy Joe*. James Caan and Alan Arkin play men in blue in *Freebie and the Bean*, while Christopher Plummer joins the lawless in the *Pyx*.

Black films will be another staple commodity in 1974. Sidney Poitier will write, direct and star in *Uptown Saturday Night* with Harry Belafonte, Richard Pryor, Hank Aaron, and Bill Cosby. Jim Brown, Fred Williamson, and Jim Kelly will all team up in the aptly titled *Three the Hard Way*. Isaac Hayes will return in *The Truck Turner*.

Finally, 1974 will see the release of three films I have already seen in special screenings and which are all fine works, real sleepers. Terence Malick's *Badlands* was the surprise hit of the New York Film Fest, second in appeal only to *Day for Night*. *Badlands* will be big box-office this year and will be a much discussed film. Similarly, Jack Nicholson will regain his huge following as soon as they see *The Last Detail*, a realistic look at the navy. Jack Nicholson gives a truly dazzling performance as a world weary, tattooed "badass." My last choice of a sleeper is *Loving Molly*, which Sidney Lumet adapted from Larry McMurtry's novel, *Leaving Cheyenne*.

McMurtry's other novels were the basis for *Hud* and *The Last Picture Show*. Leaving *Cheyenne* is his best novel, and *Loving Molly*, which is based on it, may be a better film than either *Hud* or *The Last Picture Show*, and that's quite an achievement.

I hope this short overview suggests in small degree the many achievements of last year, the merits of the current film scene, and the promise of this year. And I hope I'll see you at the movies.

STATEN ISLAND COUNCIL PRESENTS CONCERTS on the STATEN ISLAND FERRY WINTER SCHEDULE PART II

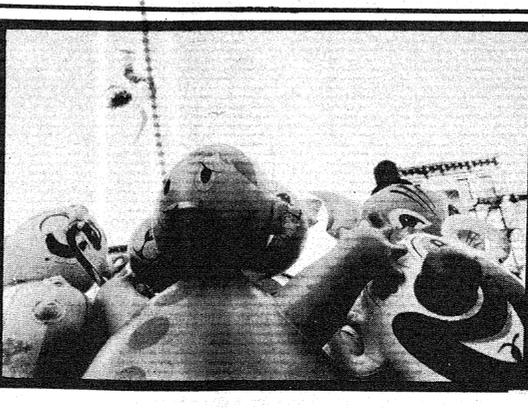
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1st Stockbaroque	2:30 & 3:30	Leaves SJ	2:30 & 3:30	Leaves NY	3:00 & 4:00
4th Edig Kuffner & Friend	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
4th Riverside Quintet	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
8th Stockbaroque	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
11th Loaves of Wine	5:30 & 6:30		5:30 & 6:30		6:00 & 7:00
13th Mandolin Brothers	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
15th Stockbaroque	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
18th Loaves of Wine	5:30 & 6:30		5:30 & 6:30		6:00 & 7:00
20th Riverside Quintet	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
22nd Stockbaroque	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
25th New Brass Quartet	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
27th Mandolin Brothers	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00
29th Stockbaroque	2:30 & 3:30		2:30 & 3:30		3:00 & 4:00

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Light on My Mind or What is Real? An exhibit of the personal photography of Abraham Rezny, photo editor of the News Ferry, will open in La Gallerie on March 8.

Painting Exhibit

From The Inside Looking Out, an exhibition of paintings by Linda Hirsh, is currently at "La Gallerie" at Staten Island Community College.

The artist received her Bachelor of Fine Arts degree from Syracuse University in 1959, and her Master of Fine Arts degree from Tulane University in 1961. She was awarded a Fulbright Fellowship to India, and has traveled extensively in Greece, Turkey and Mexico. Her paintings have been exhibited at Delgado Museum in New Orleans, Pennsylvania Academy of Fine Arts, Wadsworth Atheneum, Slater Museum of Art, New Britain Museum of Art in Connecticut. She is currently teaching at Northwestern Connecticut Community College.

Ms. Hirsh's paintings reflect the images encountered in her travels. Her paintings, she says, create environments for these alien images. Light does not come from the sun or moon, but from inside the surface of these environments.

The paintings will be on exhibit through March 1st.

Alumni Notes

by Ed Gray

Friday, March 15th
Theatre Party - Radio City Music Hall
Time: 7:00 P.M.
Place: In front of Music Hall

Friday, March 29th
General Meeting
Time: 8:00 P.M.
Place: SICC

Sunday, April 21st
Museum Dinner - Exhibit Visit
Place: Metropolitan Museum of Art
Time: 2:00 P.M. in front of museum

Sunday, May 19th
New York Baseball Game
Information Available at later date

Friday, June 7th
Election Meeting, Scholarship Presentation
Information available at later date

Sunday, June 9th
Commencement
Alumni Association to host a reception for new Alumni Members immediately following the Commencement Exercises
Place: Student Lounge "C" Building

Regular Business Meetings held 2nd and 4th Friday of every month in the President's Board Room. "A" Building-2nd Floor

FREE ARTS, CRAFTS

The ARTS AND CRAFTS CENTER (located in Rm. C-138), sponsored by the S.I.C.C. Student Governments, the S.I.C.C. Association and with help of the AID Center Staff, is now open. This is the first center of its kind at S.I.C.C. and it is now in its fourth term of operation; it is a free program offered to all members of the S.I.C.C. Community.

The ARTS AND CRAFTS CENTER offers a wide variety of arts and crafts instruction and all within the S.I.C.C. community are warmly invited to join the instructor's fun-while-learning program; since participants arrive at varying times, stay for differing lengths of time and are encouraged while producing at their own individually chosen pace, the instruction is usually continuously given and geared to the individual.

Several new features are in the planning stage by the ARTS AND CRAFTS CENTER'S Instructor and Consultant, S. E. Merrill. One such feature will be volunteer arts and crafts demonstrations which will be scheduled from time to time; anyone interested in demonstrating can make the necessary arrangements with S. E. Merrill in Rm. C-138 during the ARTS AND CRAFTS CENTER'S regular hours (see posters or door of C-138 for schedule of hours) in addition to the foregoing, it is hoped that there will be scheduled special events which will be announced when confirmed.

HELP PLEASE:
Since there continues to be an increasing flow of participants into this growing arts and crafts program, there is a need for supplementing budgeted supplies with usable clean waste or natural materials and an appeal is again necessary for help in securing such materials; in particular, supplies of:
empty food jars (baby or jelly size)
remnants (fabric, rug, leather, fur, etc.)
scraps (wood, metal, plastic, ss, etc.)
natural (driftwood, shells, fossils, marble, rocks, pebbles, clay, pine cones, branches, etc.)
magazines and calendars (travel, nature, scenic, discarded surplus tools, books, magazines, etc. covering arts and crafts.)

Drop-offs and pick-ups of such supplies, etc. can be arranged for during the regular hours of the ARTS AND CRAFTS CENTER or messages left with the AID Center staff.)

PLEASE NOTE: Members of the S.I.C.C. community wishing to join or observe the activities are welcome to visit the ARTS AND CRAFTS CENTER located on the main floor of Building C, from the direction of the quadrangle, enter Building C through the doors on the left and continue straight through the hall and then beyond the double doors to Room C-138 on the right-hand side of the inner hall.

Feb 27 Feb

History's Omissions

1968: Yakima Tribal Council passed a resolution assuming jurisdiction over off-reservation fishing by tribal members.

1973: The official style book of the U.S. Government Printing Office now includes "Ms." as an acceptable prefix, calling it "an optional feminine title without marital designation."

1973: The first Women Filmmakers Festival continues at the Whitney Museum in New York City.

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Sat Mar 2 - 2:30 & 8pm
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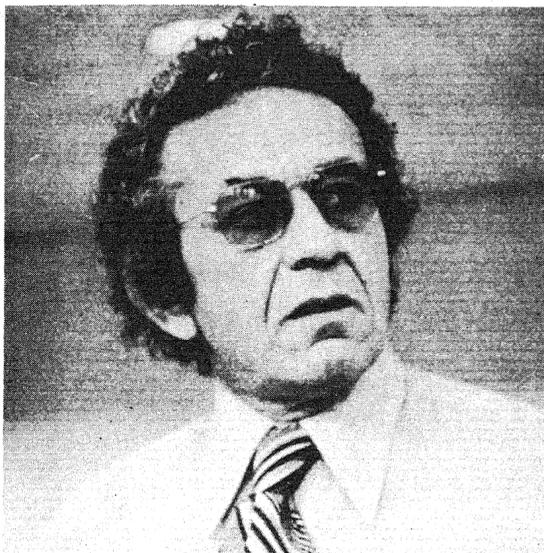
Abe Beame Mayor

*"BHE Knew in Summer, No Increases in Rates
No Budget Cut"
Bureau of the Budget*



Robert J. Kibbee, Chancellor

*"Colleges Knew in Summer, New Formula
Would Mean Increases"
BHE Budget Office*



William M. Birenbaum, President

"Accruals Are An NYC Mandated Budget Cut"...

Last Year
"underspent,"
Raise Accrual Rate
for This Year

Strikes
Are Illegal,
Go Directly
To Jail



Erwin Polishook, PSC

"Judge Us By What We Accomplish"

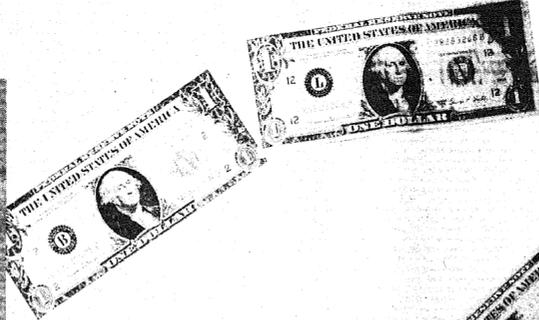
Do Not Pass Go,
Do Not Collect
Several Million
Dollars

Step one:
Get Summer Budget Relief,
Step two:
Give Relief Back in
Winter Accruals

Catch 22:
SICC Will Cut Budget,
So As Not to Spend
What They Would Not
Spend Anyway.

THE ACCRUALS GAME

Do Not Pass Go,
Do Not Spend
\$378,000



WMB Interview In the Year of the Tiger

by Fred Armentrout

"Let's not claw each other," he pleaded on Wednesday, February 6. That was the occasion he presented the presidential explanation for the "accruals crisis" and what that office had, and had not, done about it. It was the crisis with which William M. Birenbaum welcomed in the Western World's New Year. At the meeting he was accused of condescension by "thanking faculty for being angry," was informed that "the truth is, they (he and his staff) can't do the job because the job cannot be done," was accused of asking not for cooperation, but collaboration by staff in dealing with present and possibly future budget crisis (collaboration with the Board of Higher Education).

That same day, February 6, News Ferry carried a special section on the current student turmoil over AID reorganization and various plans for direct protest action (which resulted in the SARG-in-Exile move reported last issue and C-Building takeovers as reported in this issue).

One week later, Birenbaum was attacked for asserting too much executive influence and alternately accused of being, along with his two top aides, a "bungler" for not asserting more coordination over the running of the college. He was told that he stood in an ambiguous position and must "join us (faculty) or join them (Board of Higher Education)", that the only reason he had come before them the week before was due to "a crisis of conscience" over the threatened accrual cuts and that "our lack of power (faculty) is our defense... they (the President and his administrators) do so much because we're allowed to do so little..."

At that same meeting he was called, in effect, a hypocrite for allegedly withholding budgetary information illegally, while justifying his hesitance to refuse compliance with the accruals request of the BHE because he is not inclined to break the law. He was later commended for his apparent willingness to cooperate with the recently created Personnel & Budget Sub-Committee designed to review the college budget and its mechanisms.

It is not surprising then, that in this Chinese "Year of the Tiger", William M. Birenbaum granted News Ferry an interview on the accruals issue and took the opportunity to shoot some angry answers back at some of what he termed "fox hunting" critics... aristocrats dressed up in their weekend waistcoats, out for the sport of it and, implicitly, nothing more:

ACCRAALS
Asked if the BHE worked from a projection adjustment to shift funds from low enrollment, estimate schools to over-estimated schools, Birenbaum claimed that, as he understood it, it is the practice of the University, after allocations are made to individual colleges, to call back surplus funds. He added, however, "There is central allocation and re-allocation. Presidents

play no role and are not privy to such information or information on supplemental increments made to other colleges. It is all done centrally."

In a separate interview with Business Manager, Frank Allen, Allen had argued that the "base budget" actually plays a more important role than FTE standards of the college (FTE is the budget projection based on enrollments) in accrual determinations. We asked the president why he has repeatedly emphasized the importance of enrollments instead of "base budget" on the accruals subject:
"There is a gross assumption about a given enrollment. Base budget comes into play on projection deviation. That is, in accounting for changing cost factors pursuant to contracts; fringe benefits; rising fuel and operational costs. Base budget is used as a sort of benchmark for determining the accrual rate."

"Our predicted accrual rate of 5.5 or 6 per cent jumped about 2 per cent. It was not a normal accrual rate rise, as was



correctly reported in the Staten Island Advance," he answered, when asked if there was no way to anticipate the percentage increase based on previous years' accrual rates. Figures from Mr. Allen indicate that the previous "pattern" indicated a roughly 1 per cent jump per year in the rate since 1968, until this year's sudden increase.

Birenbaum also indicated that the ritual June 30th closing of college accounts (end of the current fiscal year) may provide a surplus accounts transfer of monies to provide some of the accrual rate increase, but that increased fuel and operational costs are likely to keep operating reserves at a minimum.

PLACE-EXPERIMENTAL COLLEGE

Following a tip that PLACE, one of the experimental college's programs had been dissolved, we asked if the end of PLACE had any relation to current accrual problems... "It will not result in any budgetary change as personnel costs will go on."

He attributed the dissolution to part of the ongoing turnover in experimentation... "the time of any program to be washed out." Noting Toffer's description of the "ad-hocracy" of institutions, Birenbaum attributed the change as part of the phasing out of old programs to accommodate new ones such as the current 3-year B.A. plan; internship education expansion; adult-evening program growth and current pre-law program with almost 200 students now enrolled.

"The obvious hope is expansion into the regular budget, like PCA, CD and Community Scholars, to produce more full-time jobs and enhance enrollments



... he added.
Calling job enhancement and student recruiting the "pot of gold," Birenbaum claimed, "the record is clear, experiments far from threatening the regular programs, are a force for bringing jobs and expanding activities in the regular parts of the college. The union leadership has shown a sympathetic understanding of this point."

ACCRAALS AND FACULTY RIGHTS
Do you see accruals actions of the BHE as abrogating the rights of faculty (an accusation made at the instructional staff meeting)? "No, I do not."

last fall to \$27,000 which would have necessitated cutting 50 courses overall (day and evening). "Our contingency plans," he remarked, "were to mortally wound everyone by a drastic cutback in hours, but not to actually kill anyone."

Other assessments of the necessary adjunct cutbacks ranged from 40 per cent to 75 per cent, with the higher estimates coming from Dr. Owens and Dr. Nankivell of the Mechanical Technology Department. However, those figures are based on a relatively small adjunct staff in the first place; Owens employs 8 adjuncts, while Nankivell has only seven. Steve Zwierling of Circle '73 noted a potential adjunct cut of 55 per cent which would have meant to him a loss of 4 social science courses and a great deal of trouble for 60-70 students in his program.

The 50 per cent estimates came from Professors Chernok, Mazella (Chemistry) and Rosenthal, while Professors Holt (Modern Languages) and Schain (Biology) mentioned a figure in the neighborhood of 40 per cent losses. As Zwierling put it when asked how he proposed to deal with the cuts, "We would have cried for awhile and then we would have made the necessary cuts." Dr. Benumoff of the Physics, Geology and Astronomy Department put it another way: "The impact would have been terrible, the school would be in shambles."

Class sizes, as might be expected, have gone up in many cases as a result of the lack of necessary expansion on the part of the departments. Dr. Holt noted that his evening Basic Spanish classes would normally have been split into two sections. Lack of faculty necessitated leaving the sections in one which makes them "too big to teach effectively." Dr. Chernok complained of over-crowding in lab courses which now have an average of five students over the guideline of twenty, and Martin Blank noted an average increase of 20 per cent in class size which is particularly "bad in lab courses." Most of the other chairmen also admitted to an increase in students per class, although it was not as sizeable in other cases.

Over-all, the impact of the budget crisis is still being felt at SICC, although it is nowhere near as drastic as it would have been had the college decided to comply. Many of the interviewed chairmen expressed a sense of "confusion" at what took place; some felt that the system of implementing the planned cuts was not at all equitable. Some claimed that there was, in fact, no real crisis; others believed that their departments would have been "annihilated." None of them, however, brought up the point made by President Birenbaum that the current alleviation of the budget crisis is, in fact, only a "postponement."

RESPONSE TO PRESSURE

Asked about claims from different factions in the accruals issue that presidential responsiveness and accountability was a product of pressure groups, Birenbaum answered:

"There are two pressures I am responsive toward. One is the flow of the pattern of facts on enrollments and the other is my reading of 80th Street's (BHE) budget difficulties. I don't govern in response to placards. If this college was governed on the basis of pressure groups alone it would probably be run into the ground. There is at least one opposition movement to every pressure group on a subject." He added, in conclusion, "the union has been generous about advising me on how to run the college."

BUDGET DISCLOSURE
"My view is we should share what we are required to share," was the pointed response to queries on the administration's position regarding college budget disclosure. Claiming he is pleased with the renewed interest in budget matters, Birenbaum echoed an earlier comment where he noted that "every year we have a crisis and nothing in between," and held that he hopes "faculty and students plan a sustained exploration into the budget; we encourage the sub-committee and are planning an extensive exploration." Noting the current State budget crisis (see story on page one), Birenbaum claimed he "hopes they are interested in the formulae and all the rest that goes into operations of the college."

PERSONNEL AND BUDGET COMMITTEE

Birenbaum argued that the P&B Committee is saddled with a budget that is 93 per cent pre-determined on the one hand, and constant curriculum offering increases on the other. He argues that P&B can do very little about departmental increases in course offerings; that the pattern of enrollments is not really known until after the fact; and that, as department chairmen, members know they are competing for enrollments which makes it difficult for them "not to profligate on expansion of curriculum," to attract students to their individual departments.

Birenbaum claims this is the basis for an annual 5-10 per cent reduction in course offerings that have not achieved high enough student enrollment. It has also led to grumblings from students that they are being deceived by pretty sounding courses in the catalogue that are either never offered or cancelled the first week of classes.

As an example, Birenbaum noted that the Physical Education Department had "20 courses in the name of diversification," a year ago. As he explained it, when enrollments of the department do not increase at the same rate as courses are offered, the tendency is for students to split themselves

Continued on Page 7

Schwartz Chairs Budget Sub Comm. Blames "Crisis" on P&B Limits

by Fred Armentrout

Accusing the Birenbaum administration of "bungling at the highest levels," Professor Lawrence Schwartz, Chairman of the Economics, Political Science and Philosophy department, leveled a blistering assault on what he claims has been a non-disclosure policy and "concentration of executive power" at the recent instructional staff meeting called in reaction to threatened "accruals" cuts in the college budget. Though he later agreed that the accruals budget cut issue itself was outside the scope of anything SICC's administration could do about it, Schwartz held the "crisis" nature of the issue has been precipitated by the ongoing policy of the Birenbaum administration towards the Personnel & Budget Committee.

Playing on a statement President Birenbaum had made at his open address on the accruals situation ("I am not in the habit of breaking the law"), Schwartz bitterly claimed Birenbaum consistently violates Board of Higher Education By-Laws in his refusal to show SICC's Personnel and Budget Committee the college's annual budget proposal. He cited these reasons given by the president for non-disclosure: (1) that former SICC President Willig did not; (2) that his colleagues (other presidents in CUNY) do not submit their budgets and; (3) that P&B decisions on appointment, tenure and various other personnel matters constitutes a study of the budget.

In announcing creation of a new five member Personnel and Budget Sub-Committee to study the college budget, Schwartz also minced no words on what he views as an "abdication of responsibilities" on the part of the college's senior faculty in general (whom he accused of hiding in "obscure corners" of the college) and the department chairmen who make up the P&B Committee in particular. "Two-thirds of the members take their cues from the administration," he said. "Those who present opposition are viewed as 'irresponsible obstructionists' or 'destructive personalities.'" Schwartz chairs the new sub-committee and will serve with Nathan Weiner, Grace Petrone, Ruben Benumoff and Howard Stanton.

In an interview following his public address, Schwartz described the administration position on sharing budgetary information with the new sub-committee as cooperative. He added, "administrators claim the discretionary budget is limited and very complicated... the committee wants to see for itself."

Apparently sensitive to responses at his address, where Professors Bat-

taglia, Addickes and Shor agreed with the governance issues he raised, but disassociated themselves from what Addickes described as the tendency to "characterize people" in the statement, Schwartz chose to summarize his statement as follows:

1. He argues that the college is largely a leaderless place, with the president concentrating on other matters and delegating its operational problems to subordinates without coordination. In that light, he argues various deans are concentrated on single areas of activity which "leads to a disfunctional status," and considers

Asked why the subcommittee to review the budget was not created, previous to the accruals crisis, Schwartz maintained that challenges to administration arguments that personnel review were tantamount to budget review were labeled "obstructionist." He claims the alleged

administration's inability to anticipate the most recent crisis and respond with widespread consultation is an example "too many administrators guarding their own areas."

2. He maintains that concentration of executive power has been overt and that "administrators don't necessarily have a monopoly on wisdom." In his view the Personnel and Budget Committee has been "browbeaten" by the administration with alternating

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cancelled."
According to Kreisman, students were never officially notified of tentative cancellations: "By November 5000 registrations were already completed with priority registration, they had been notified by mail of their programs. There was no way to re-notify them except when classes began. Two or three thousand would have had to be notified by posting notices in classrooms."

Having concluded that the impact of the college would be too severe in compliance with BHE demands, Kreisman contends, it was clear the college would make up very little of the accrual sum... "so we decided we might as well be bad guys for the entire accrual sum, at least it gives us some lead time to work the problem out."

2. BUDGET DISCLOSURE AND REVIEW

In reaction to what had become a full-blown budget crisis dispute by the time of the President's February 6th address, a petitioned special meeting of the instructional staff was called for in a notice from Faculty Secretary Lester Keyser (dated February 8). The



An Ad Hoc Instructional staff group approves committee for "systematic input in all budget decisions."

distribute the burden equally, but some were still hit harder. There was one more day of registration left and we were working from hard figures. That and the feedback from chairmen determined the philosophy we worked under... that we cannot do this kind of damage and we can't start our registration process all over again."

As he explained it, the eventual decision not to cancel courses and staff lines was the basis for the confusion that has followed. "Chairmen, assuming there was no other way, had notified full sections of cancellation. They had to be re-notified. Insofar as students are concerned, the only reason they ever knew of the impending crisis was rumors or statements from instructors and chairmen; or because certain classes had been removed from the 'board' at registration as closed or

"demands" from members and what he views as displays of "arrogance" when the committee makes demands on the executive. Schwartz also claims the president has "done his best to weaken or do away with strong-willed chairmen" and that avoidance of "harassment" is a primary reason for what he characterizes as a "supine" stance on the part of some members. "It is easier to cooperate and, with a constant conditioning process, members begin to believe they are a weak body and act accordingly."

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SECTION 8.10 COMMITTEE ON FACULTY PERSONNEL AND BUDGET, EXCEPT IN THE CITY COLLEGE AND THE UNIVERSITY GRADUATE DIVISION

a. There shall be in each college, except in The City College and the University Graduate Division a committee on faculty personnel and budget or equivalent committee. The chairman of this committee shall be the president. The members of the committee shall be a dean designated by the President and the department chairmen.

b. This committee shall receive from the several departments all recommendations for appointments to the instructional staff, reappointments thereto, with or without tenure, and promotions therein, together with compensation; it shall recommend action thereon to the president. It may also recommend to the president special salary increments. The president shall consider such recommendations in making his recommendations on such matters to the Board.

c. Within the period prescribed by the Chancellor, the president shall prepare the annual tentative budget and submit it to the committee for its recommendations; the committee shall make its recommendations within the period prescribed by the Chancellor; the president shall submit to the Chancellor, within the period prescribed by the Chancellor, such tentative annual budget, together with his comments and recommendations. Upon failure of the committee to act upon the budget within the period prescribed by the Chancellor, the president shall submit to the Chancellor his own recommendations, together with a statement of explanation.

d. The committee shall receive and consider petitions and appeals from the members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the president. If the recommendations are adverse to the appellant, and the appellant considers himself aggrieved within the terms and conditions of an existing collective negotiation agreement he may avail himself of the grievance procedures set forth in said agreement.

structional staff input in all budget decisions".
On February 13th the instructional staff met and could not raise a quorum. As such they adjourned into an ad hoc meeting of about 80 staff members. With Professor Vasilios Petratos informally chairing, department chairman Lawrence Schwartz presented his prepared announcement on creation of the newly formed Personnel & Budget Sub-Committee on Budget, which he chairs (see stories in special section).

In it, he presented a scathing indictment of the college president and his administrators; senior faculty, whom he accused of "hiding in obscure corners," of the college; and staff in general for "abdication of responsibilities" which he claimed made them "deserving of the 'shabby treatment'" he alleges they have received from the college administration.

Though all other attendants who spoke agreed with the Schwartz arguments for fiscal responsibility, all were careful to disassociate themselves from what Professor Sandra Adickes termed, "characterizing people."

The meeting concluded with a strong

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Experimental Studies Program

by George Thomas

In answer to a growing number of questions about the Experimental Studies Program, the Executive Committee has asked me to give you as much information as I have been able to find — both printed and spoken.

BACKGROUND: The Experimental Freshman Studies Program came into existence on July 6, 1970, when the Board of Higher Education, approved it for a one-year period, from September 1, 1970 to June 30, 1971.

This last BHE resolution, however, extended the program still further: 1. To include the second year of college, with the corresponding change in title from the Experimental Freshman Studies Program to Experimental Studies Program;

With the extension of the program into the second year of college, no limit now exists on the number of credits that may be taken in the program.

Apparently, the statement in the SIC Catalog of 1973 (p. 96) repeated in the Catalog of 1973-74 (p. 121) is to be taken at face value: "The Comprehensive Curriculum, approved by the Board of Higher Education for the experimental freshman studies program, provides the structural guidelines for fulfilling degree requirements within the learning centers."

Such being the case, it becomes conceivable that a student may now do almost all of his work outside the departments and be graduated with the associate degree from SICC.

Only 1 credit of the 2 credits required in physical education can be taken in a PCA course in dance.) He or she may then apply these credits towards a bachelor's degree from a college within CUNY.

The curricular designation for those graduating from the program is Liberal Arts—Liberal Arts Comprehensive Program. Students started graduating from the program in June, 1972.

To date almost 150 have been so graduated. Our colleagues on the Faculty Council inform me that no list of these students has ever been submitted to them for faculty approval, a position in apparent conflict with the Bylaws (8.6).

I am also told that the Faculty has been bypassed in the matter of the Liberal Arts Comprehensive Curriculum, of which the only public record, to my knowledge and to colleagues', is the Catalog, p. 122.

(In addition to the Bylaws, there is a relationship of faculty participation, though in a different context, to courses given on an experimental basis in a University Resolution of June 23, 1969, which calls for approval by the Curriculum Committee of the Faculty Council and by the President.)

The extension in size of the allowable participation actually is an extension of 5 per cent since the authorizing resolution of June 6, 1970, put a limit of 20 per cent of the entering freshman in September, 1970.

Since January, 1970, SICC has been a member of the Union of Experimenting Colleges and Universities, a national organization committed to faculty-student involvement in innovative programs.

AIMS AND WAYS: In broad terms, as the current Catalog reads (p.121) the program looks to give students "the necessary freedom to develop for themselves a creative and personally meaningful educational experience."

This end is to be pursued through "constant" experimenting with alternative teaching-learning techniques as well as with new and inter-disciplinary subject matter."

More specifically, it is also to be pursued through the integration of the teacher-counselor roles.

The full implementation of the idea has affected the now disbanded Department of Student Personnel, whose members this last semester have been redeployed in the departments of the college.

Besides citing the integration of the teacher-counselor roles in its Minutes of June, 1973, the Board also cited other innovative ways of the program: closer relationships of student-teacher in small learning communities; new courses; more flexible curricula;

curriculum development seminars for self-direction; independent study; internships (apprenticeships). Some of the new courses are multidisciplinary and designedly problem-focused or problem-oriented.

(More on courses and the size of them under COURSES later on.) In short, the former Board saw in the program potential for "an even more promising level of innovation" and a paid dividend already for the rest of the college in the form of "a catalyst for constructive change."

ITS PARTS: At the present moment the Dean of Experimenting and Special Programs is responsible for the Experimental Studies Program.

In addition, I have listed the special programs just to complete the picture of his office's responsibility.

Learning Centers: 1. Circle 73 2. PCA Experimental Courses 3. Place 4. Urban Learning Center of the College Discovery Program and College Discovery itself (so referred to in BHE Minutes, May 24, 1971, p.CC 75 and so viewed throughout by me).

- 1. Civil Service Institute (a technical responsibility at best since the Associate Dean of Faculty, Evening Session and Continuing Education, runs the program)
2. Community Scholars
3. Continuing Education (same as No. 1)
4. Cooperative Education
5. CUNY BA-BS
6. Internships
7. Special Admissions
8. Veterans' Scholars
9. Youth and Community Studies (Stony Brook affiliation)

The list is changeable. The University Without Walls, for example, an experimental bachelor's degree program in a working arrangement with Goddard College in Vermont, is now defunct.

FUNDING: The BHE Minutes of July 6, 1970 explain that "no added instructional costs will be needed to implement the program for its first year."

SIZE-STAFF: Hard-and-fast figures are difficult to give. But probably there are between 50-60 people, full-time and part, who teach in the Centers, perhaps half in CD.

SIZE-LOAD: The Centers work on a 12 hr. load, though the distribution, as in the departments, is flexible in any one semester depending on the usual personal and administrative needs.

Since I could find no master-list breaking down the courses into Centers, and since the Centers frequently join their instructional resources

Table with columns: TITLE, CREDITS, HOURS. Lists various courses like Consumer Rights, History of Puerto Rico, Family Law, etc.

books, though I have eschewed scholarly and copious notes of indebtedness in favor of conveying more information.

Most of the public has no true understanding of tenure, and thus both conservative bureaucrats and so-called innovative reformers can blame all of higher education's woes on tenure.

Even as august a body as the Supreme Court of South Dakota could declare in 1958 that "the exact meaning and intent of this so-called tenure policy eludes us.

Its vapid objectives, purposes, and procedures are lost in a fog of nebulous verbiage." As unionists we must get out the message that tenure is a procedure

very real sense, all America is a tenured society. Look, for example, at the professions. Doctors protect each other in a medical association, lawyers band together in a bar association;

losing your license or being disbarred requires a lengthy procedure with due process. Civil servants have seniority and due process.

All America is a tenured society, and the call for faculty tenure is not a unique demand. Calling for half the interns to be severed from a hospital would be unique and reprehensible, as would disbarring half the young lawyers in the country, or

Grievance Machinery

by Claude Campbell

The grievance machinery in any union contract provides an employee with a mechanism to insure due process in all personnel actions.

Putting all the rhetoric about racism aside, the essential issue in 1968 was the question of due process.

Although adjuncts and full-time lecturers feel that the recent contract had not fully protected their job security, the University had, over two years ago, inaugurated a campaign to dismiss adjuncts and lecturers without cause.

The University's position is that it does not. In the Lovell case, which has been heard at arbitration, a lecturer was denied reappointment in spite of having a certificate of continuous employment.

There has been a great deal of confusion about class action grievances at S.I.C.C. These grievances generate from broad policy changes which affect large numbers of people.

It should be understood, on the local level, the grievance counselor will accept any remedy the grievant wants.

In class actions, the situation is similar. However, individuals feel, it is sometimes necessary for the union to file a grievance to protect a class of people.

The primary problem is, of course, that a person is often hired without qualifications. We, in the university, seldom think of this way, but each person hired should have the qualifications to become a full professor within a reasonable time.

This would mean that everyone hired should have the Ph.D. or its equivalent, and he should have published enough to merit a full professorship.

Obviously this would mean that City University would be hiring a great many people in their middle forties, but it is just as obvious that anything short of this leads to wholesale firing when a person doesn't come up to expectations within five year probation period.

The danger of this is two-fold. The person works intently for five years, trying to be a good teacher, getting a Ph.D., writing madly to build a publication list, dashing about his or her respective campus joining committees, etc., etc.

On the other hand, the person or persons making the judgements is placed in an impossible position. One of the basic questions asked by people on college personnel and budget committees is will this candidate for tenure ever merit promotion?

The solution is obvious. People should not be hired to become anything. They should be hired for what they are. A lecturer should be hired with qualifications. A determination should be made about his teaching ability.

Of course it's argued that cluttering the lower ranks with people who don't aspire to full professor prevents the upward mobility needed to keep a university alive, but there is little merit to this.

Another problem which causes a great many grievances is the change of administrations in departments. With a cyclical departmental P & B, attitudes about teaching and qualifications change, and with it, people who were acceptable to the previous administration, suddenly find themselves with personal problems.

This is a classic case at S.I.C.C., which hasn't become a grievance yet, where the department clearly stated they didn't understand or appreciate the teaching methods used.

Grievance Machinery

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The primary problem is, of course, that a person is often hired without qualifications. We, in the university, seldom think of this way, but each person hired should have the qualifications to become a full professor within a reasonable time.

This would mean that everyone hired should have the Ph.D. or its equivalent, and he should have published enough to merit a full professorship.

Obviously this would mean that City University would be hiring a great many people in their middle forties, but it is just as obvious that anything short of this leads to wholesale firing when a person doesn't come up to expectations within five year probation period.

The danger of this is two-fold. The person works intently for five years, trying to be a good teacher, getting a Ph.D., writing madly to build a publication list, dashing about his or her respective campus joining committees, etc., etc.

On the other hand, the person or persons making the judgements is placed in an impossible position. One of the basic questions asked by people on college personnel and budget committees is will this candidate for tenure ever merit promotion?

The solution is obvious. People should not be hired to become anything. They should be hired for what they are. A lecturer should be hired with qualifications. A determination should be made about his teaching ability.

Of course it's argued that cluttering the lower ranks with people who don't aspire to full professor prevents the upward mobility needed to keep a university alive, but there is little merit to this.

Another problem which causes a great many grievances is the change of administrations in departments. With a cyclical departmental P & B, attitudes about teaching and qualifications change, and with it, people who were acceptable to the previous administration, suddenly find themselves with personal problems.

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Some Thoughts on Tenure

by Les Keyser

Faculty tenure is currently the key issue in higher education. Now that the fires are extinguished at San Francisco State, Harvard, Kent State, and Columbia, all eyes are on the mentors of the young revolutionaries.

It is crucial, I think, that one see the link between the trouble on campuses in the sixties, the rise of student groups, the attacks on the traditional university, on capitalism, and on the war, and the current attacks on faculty tenure.

Higher education in the severities is in a very real way being changed in the dissent of the sixties. In the economy tightens, and money must be used to subsidize American business, the enemies of big business, real and imagined, the so-called counter-culture, the ecology buffs, the left, and the entire university structure where many of these elements may be found, will find themselves attacked more and more because of budgetary limitations, institutional financial problems, and inadequate public funding.

Take but a few cogent examples of the link between student unrest and attacks on faculty tenure systems. The American Council on Education's Committee on Campus Tensions declared to the anxious commonwealths that tenure was "sometimes a shield for indifference and neglect of scholarly duties" and the Scranton Commission on Campus Unrest proclaimed that tenure can protect practices that "detract from the institution's primary functions, that are unjust to students, and that grant faculty members freedom from accountability..."

Similarly a Task Force Report to HEW called for a "revision of standard tenure policies leading toward short-term contracts." These early scenarios for a demise of tenure led to the formation of the Commission on Academic Tenure in Higher Education, the so-called Keast Commission, co-sponsored by the Association of American Colleges and the American Association of University Professors (!!!), working under a Ford Foundation grant (!!!).

This eleven man panel, complete with one tenured student, college presidents, important men in other fields and tenured professors, advocated (surprise, surprise) stringent tenure quotas. Needless to say, the administration at CUNY heard the clarion call of the

Keast Commission and responded in spades.

In all this, I find it imperative to note that tenure did not face these vicious public attacks until the American people were incensed over campus insurrections. Thus I must agree with Robert O'Neal in his article "Tenure Under Attack" that "the role of tenure may be more symbolic than real.

Behind the symbol, the deeper concern of those who mounted the recent attack on tenure is nothing less than the prerogatives of professors in American colleges and universities. The academic profession, not the tenure system, is the real object of the at-

Table: TENURE STATUS AT CITY UNIVERSITY AS OF DECEMBER, 1973. Columns: PRIOR TO PRESENT CYCLE, PRESENT CYCLE 1973-74, AFTER PRESENT CYCLE. Rows: COLLEGES, SENIOR COLLEGES, etc.

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freely and heavily from the Smith volume, and from Faculty Tenure, the Keast Commission report, also published by Jossey Bass in 1973, and from Academic Freedom and Tenure, edited by Louis Joughin, a rather dated and stodgy AAUP project. I borrow frequently and heavily from these

books, though I have eschewed scholarly and copious notes of indebtedness in favor of conveying more information.

Most of the public has no true understanding of tenure, and thus both conservative bureaucrats and so-called innovative reformers can blame all of higher education's woes on tenure.

Even as august a body as the Supreme Court of South Dakota could declare in 1958 that "the exact meaning and intent of this so-called tenure policy eludes us.

Its vapid objectives, purposes, and procedures are lost in a fog of nebulous verbiage." As unionists we must get out the message that tenure is a procedure

very real sense, all America is a tenured society. Look, for example, at the professions. Doctors protect each other in a medical association, lawyers band together in a bar association;

losing your license or being disbarred requires a lengthy procedure with due process. Civil servants have seniority and due process.

All America is a tenured society, and the call for faculty tenure is not a unique demand. Calling for half the interns to be severed from a hospital would be unique and reprehensible, as would disbarring half the young lawyers in the country, or

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What Can I Do?

1. JOIN THE PSC

If you are not a member, contact Sandra Adickes, Les Keyser, Mohammed Yousef, or your department representative immediately. Only the PSC can initiate grievance proceedings under the contract. Staten Island Community College has one of the lowest percentages of memberships among all the community colleges.

2. SEND MONEY TO THE STATEN ISLAND CHAPTER TO SUPPORT NEWSLETTERS LIKE THIS AND CONCERTED ACTIONS

Our chapter now has its own special war chest to fight for the issues to adjuncts, denying promotions, and other unfair labor practices. The fund is used entirely to organize union activities on this campus, and to prepare for concerted action in the future.

3. WRITE THE NEW BOARD MEMBERS

In a recent Post article, chairman Giardinio was asked for his views on the tenure quota controversy. He said, "Frankly, I have no views on it at the moment, having been in office only ten days."

4. HELP ORGANIZE THE CHAPTER AT SIC

We now have a representative in every department. We are hoping to establish a telephone network so that the leaders could call five people a piece, and each of those five could call five more, and so on, until everyone on campus could be contacted immediately in case of a crisis.

5. ATTEND CHAPTER MEETINGS INSTRUCTIONAL STAFF MEETINGS AND FACULTY COUNCIL MEETINGS

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The Carnegie Commission

by Joan Hartman

The Carnegie Commission on Higher Education, New Students and New Places: Policies for the Future Growth and Development of Higher Education [1971]; Governance of Higher Education: Six Priority Problems [1973]

I've singled out two reports of the Carnegie Commission on Higher Education to discuss here. But before turning to them it seems worthwhile to look at the composition of the Commission itself, which is heavily weighted on the side of management. Clark Kerr is its Chairman. Three of its members are presidents emeriti: Nathan Pusey of Harvard (now President of the Mellon Foundation), Katharine McBride of Bryn Mawr, and David Henry, listed in '71 and '73 as Professor of Higher Education at the University of Illinois and, in '73, as president emeritus as well. Three of its members are presidents: William Friday of North Carolina, Theodore Hesburgh of Notre Dame, and Stanley Heywood of Eastern Montana College; a fourth, Eric Washby of Clare College, Cambridge University. Joseph Vosand is Director of the Center for Higher Education, Carl Kayser is Director of the Institute for Advanced Study, and James Perkins Chairman of the Board of the International Council for Educational Development; Kenneth Keniston, in '71 a professor at the Yale Medical School, in '73 is Chairman and Executive Director of the Carnegie Council on Children. Only two of the fourteen members of the Commission drawn from the academic community are professors: David Riesman of Harvard and Kenneth Tollef of

Harvard. Five members of the Carnegie Commission come from outside the academic community: Ralph Besse, in '71 Chairman of the Board, National Machinery Company and in '73 partner in a law firm; Patricia Harris (she and Katharine McBride are the two women members), also partner in a law firm; Clifton Phalen, Chairman of the Executive Committee, Marine Midland Bank; William Scranton, in '73 Chairman, National Liberty Corporation; and Norton Simon, occupation unlisted. These names and these titles suggest the authority and the concerns of the members of the Carnegie Commission on Higher Education. Those of us not in a position to share their overreaching view of American higher education had better know and understand it: their predictions and their recommendations will be listened to by those who have power to direct our lives.

IN NEW STUDENTS AND NEW PLACES The Carnegie Commission charts the growth of American higher education. In 1960-70 enrollments doubled (graduate school enrollments more than tripled); this was the decade of its most spectacular growth. In 1970-80 enrollments are expected to increase by one-half; this is the decade we are in, and we are already feeling the stringencies of a steep decline in growth. But worse is yet to come—in 1980-90 the prediction is for zero growth; if we are pained by the retrenchments of this decade, just wait 'til the next. Then, in the final decade of the century, 1990-2000, enrollments are expected to increase again, but only by one-third, less than the increase of one-half expected in the present decade.

1970-80. This last prediction, however, is a tentative and risky one, for it involves the enrollment of children yet to be born, and yet to be born during a time when the birthrate has suddenly become unpredictable. The Commission foresees what it characterizes as an unprecedented "Go-Stop-Go" growth situation; the pattern from 1870, when 2 per cent of the college-age population attended college, to 1970, when 35 per cent attends, has been one of steady growth.

The Carnegie Commission both expects and recommends continued growth in the percentage of college-age students who attend college: they see it increasing and finally leveling off at about 50 per cent in 2000. But this growth in percentage is not the same as real growth: it is compatible with the zero prediction for real growth in 1980-90. It is also contingent upon a number of uncertainties: the economy, public policy, the labor market (at present 80 per cent of our jobs do not require higher education), and the effects of the counter-culture and the youth revolution on students' motivation to go to college and their parents' motivation to send them.

In addition, the Carnegie Commission would like to see enrollments in the remaining decades of this century reflect a number of trends, some tending to increase and some tending to decrease the numbers of students attending college; its best hope is that they will balance each other out. They recommend, on the one hand, more grants to students from low-income families, cost-of-education supplements to the institutions they attend, a liberalized student loan program, open access to public two-year colleges, and greater emphasis on adult education—these measures will increase enrollment. On the other hand, they recommend reductions in the time spent in school—a three-year bachelor of arts program and a one-and-a-half year associate of arts program for qualified students, a two-year master of philosophy and a four-year doctor of arts program designed specifically to prepare candidates for college teaching, all measures that will decrease enrollment.

As regards the institutions necessary to implement the realities of and their hopes for American higher education in the future, the Carnegie Commission sees no need to increase the number of doctoral-granting institutions and liberal arts colleges. Given their analysis of the optimum size for various kinds of institutions, however, they see a clear need to increase the number of two-year colleges and what they call "comprehensive" colleges, that is, institutions offering occupational programs like engineering, business administration, social work, nursing, and education along with liberal arts programs. And, in particular, they see these institutions most needed in the inner cities and in metropolitan areas.

Specifically, as regards New York City, they recommend that by 1980 there be established four to five additional community colleges and three

to four additional comprehensive colleges; given their emphasis on the importance of open-access public institutions, I assume these colleges (or most of them) would be part of the CUNY system. If the spectacular growth of American higher education is over, the growth of CUNY is not, or need not be; if public policy is enlightened enough to meet the needs of our inner-city population, the population is there.

IN GOVERNANCE OF HIGHER EDUCATION The Carnegie Commission takes as its six priority problems the following: 1. institutional, academic, and administrative independence, 2. the role of the Board and of the President, 3. collective bargaining and faculty power, 4. principles and practices of academic tenure, 5. student influence on campus and off, and 6. emergency or unprogrammed decision-making. I shall look at what they have to say about 3. and 4., collective bargaining and academic tenure.

The Carnegie Commission sees the '70's as likely to be the decade of faculty dissent and faculty organization, much as the '60's were the decade of student dissent and student organization. The Commission "acknowledges" "have much to be concerned about": salaries are rising slowly, real income more slowly yet if at all; money to support faculty interests is hard to come by; conditions of employment, like workloads, are under scrutiny if not attack; faculty decision-making power is eroding as students and external authorities intrude on what were once solely faculty concerns; promotion and tenure become greater issues as the rate of growth slows down. In consequence, pro-union sentiment in faculties is on the rise.

The Carnegie Commission takes no position for or against unions. It recommends, on the one hand, that state laws give faculty in public institutions the opportunity to exercise collective bargaining rights, and on the other, that faculty think carefully before they decide to exercise them, conscious of the fact they may bargain away their de facto rights of governance and strengthen the managerial authority of the administration. It further recommends, when faculties choose to exercise them, that: 1. the bargaining unit consist exclusively of faculty members, including department chairmen, 2. the contract be concerned with economic issues and academic affairs be left to whatever body of faculty is chosen to determine them, and 3. there be separate laws governing collective bargaining in private and public institutions, in recognition of the special circumstances of employment in each.

"We may be involved in a long-term period of greater social conflict in society and greater tension on campus," the Carnegie Commission concludes this section of its report. "If so, it may be better to institutionalize this conflict through collective bargaining than to have it manifest itself with less restraint." The principles of consensus and code termination that once governed academic life have not yet broken down, but they may, the Commission soberly observes. "Collective bargaining, thus, is one aspect of the rule of law, if and when a rule of law is required."

As regards academic tenure, the Carnegie Commission, after rehearsing the usual objections to it voiced by students and the public at large, sets out the reasons for administrative concern about it in careful detail. First, the slowdown in the expansion of higher education in the '70's and the virtual end to it predicted for the '80's means that the faculty hired in the '60's (about half of all current faculty members) will be "the largest single seniority block in faculty councils until the year 2000, assuming that tenure protections are continued. We estimate that continuation of current trends will yield a nation-wide full-time faculty in 1985 that is 80 percent tenured and 90 percent in 1990—higher education will be substantially 'tenured-in.'"

Second, given the real possibility of a changing labor market for college graduates and the emergence of new social concerns, a faculty "predominantly tenured and committed to its historic specializations may find it hard to adjust the subject matter taught to the new interests of students." Third, given the financial agent, and it does not consider that it is required to bargain on the subject of furnishing to applicants for employment another forum for complaint. (But) We are persuaded that the PSC has a legitimate bargaining interest in the non-discriminatory nature of hiring, for those who are hired as a result of a discriminatory practice become part of the bargaining unit and, thus, of concern to a union. We do not consider that the PSC is precluded from pursuing that legitimate bargaining interest.

SALARY
The Panel cited the Board's words: "Our proposal on increments, on the elimination of increments, is a proposal which has a simple and simply stated objective: If it is a necessity for the City University in this contract to reduce the rate of increase in the salaries of its instructional staff. That is what our target is, to reduce the rate of increase under this contract. Now, we have said that the vice in the existing system is the double whammy, the double increase." But the Panel found "... that an incremental system should continue. It argued, in part, that 'the institution which set out to be predominant in the field of higher education should not now be heard to complain that the result of pursuing this goal has been the achievement of that predominance. Indeed, the Board itself, during the course of these proceedings, has expressed its desire to maintain CUNY's competitive salary standing in the academic community.'"

NON-DISCRIMINATION
The BHE wants to exclude the word "hire" from the clause "The Board will not discriminate in respect to hire, tenure of employment or any terms or conditions of employment of any employee covered by this agreement because of sex, race, age, national origin, religion, political belief or membership in, or lawful activity on behalf of the Union, nor will it discourage or attempt to discourage membership in the Union." The BHE argues that "applicant" are not "Employees" for whom the Congress is certified as bargaining

"depression" in prospect for higher education and the fact that about half the basic expenditures of a campus are directly related to the size of a faculty, a "tenured-in" faculty represents a large and inflexible financial commitment.

The Carnegie Commission does not advocate the abolition of academic tenure—far from it. Rather it lists at length the advantages tenure provides to the academic world and to society at large. Its recommendations concerning tenure, according to the Commission, are designed "to avoid its deterioration through abuses." The Commission recommends that: 1. tenure be granted only after careful review ("One test of the care of this review is how many persons eligible for tenure are not given tenure."); 2. merit increases to tenured faculty be awarded by merit, not seniority ("The percentage of persons given merit increases, as compared with those eligible, is an indication of merit increases."); 3. there be "a broader interpretation than has been customary for ceasing the employment of tenured faculty members"; 4. there be "independent tribunals including persons from outside the school, college, or campus of the individual potentially affected" to make decisions about such matters ("Any profession is hesitant to penalize its own members."); 5. there be "a reasonable percentage... set well in advance" to indicate a "peril point" in the percentage of tenured faculty (the Commission recommends 50 percent).

Then, in an oddly-constructed sentence that brutally shifts its direction away from the individuals potentially affected, the Commission observes: "Any such revisions in tenure practices, however, will meet with substantial resistance, particularly now that there are fewer places for faculty members to go once they have ceased to be employed by an institution, now that unionization is spreading, and now that the courts are hearing more cases and setting more precise standards for review procedures." How inconvenient all of this is for higher education! How convenient it would be if, for the sake of institutional welfare, most of those persons who believed what they were told, that college teachers were needed, and so trebled graduate school enrollments in the '60's, would now go quietly away. Go quietly away where? "To compete with their students in the non-academic job market, where 80 percent of the jobs require no higher education at all." This is not a problem the Carnegie Commission concerns itself with. A later report, perhaps? For it is an educational problem, and until the educational establishment concerns itself, what recourse do untenured and potentially tenured faculty have but unionization and the courts?

When the Carnegie Commission report on Governance of Higher Education appeared in April 1973, its figure for the nationwide percentage of tenured faculty was 49 percent, one percent below its "peril point." Then, in August 1973, the American Council on Higher Education issued Teaching Faculty in Academia, 1972-73. This report shows that the "tenured-in" of

Grievance

Continued from Page 5

meant and what specific recommendations the chairman was making to correct the situation, and then ask the observer to return in a week or two, implement the recommendations, and ask that the implementation be recorded in the subsequent conference. Too many employees of City University are defensive. If an improvement can be made, make it, and have the department see it. Also, there are, as we all know, peccadilloes of individual observers. One wants the class and used in every lesson. Go along with this too, because blowing it up out of proportion only acts against the grievant at Step II. The hearing officer always asks why the person just didn't conform, why it was made so important.

Student evaluations present a problem. The union has contended from the beginning that they were a term and condition of employment; therefore they had to be negotiated. The University has taken the position that they weren't. This matter, as well as students on P&B, is currently before PERB to determine its negotiability. If the decision is favorable, the PSC will sit down with the Board and negotiate these items, but that doesn't help the person who is being fired because his student evaluations are poor.

However, the grievant should understand something. The PSC has collected data which shows that some departments don't, others lay great stress on them, and some, sadly, use them as they see fit, to fire when they don't like the person, and rehire in spite of them.

All this works to the favor of the grievant who is being refused reappointment based on student evaluation, for, whatever else an employee can expect, he should be entitled to equitable standards, and clearly the University has made little or no attempt to guarantee any equitable use of these forms.

Finally, an important area of grievance has to do with promotions. These are the most difficult grievances, for they rest, usually on pure academic judgement and are difficult to upset on procedural grounds. However, in my opinion, and I must say it isn't shared by many in the union, this is a wide open area. The main problem with promotions is that reasons are never given.

Tenure

Continued from Page 5

Watergate, wiretapping, and partisan politics. Tenure is the very bulwark of academic freedom. One need only ponder the cases of Angela Davis, or Herbert Marcuse, or of Anthony Platt to see the current need for protection of unpopular views. Mr. Platt, for those who are unaware of his plight, teaches criminology at Berkeley. The ex-chancellor of CUNY, Mr. Bowker, decided to ignore departmental recommendations and conduct a "private review" (cf. Chronicle of Higher Education, last issue of 1973) of Mr. Platt's qualifications for promotion to tenure, after Mr. Platt was arrested in a demonstration over "People's Park." Mr. Bowker decided not to recommend tenure and offered as part of his justification that: (1) Mr. Platt's book on juvenile courts, The Child Savers, contained "very little that differed from orthodox Marxism of the '30's" and is "sharply biased"; (2) student evaluations stated his lectures were "one-sided" and that Mr. Platt does not attempt "objectivity in the classroom"; and (3) that Mr. Platt, played an "active role... in speaking at rallies on campus, testifying before the city council, and agitating on the police decentralization issue." In a revealing statement, Mr. Bowker declared: "I would not criticize a professor of mathematics or physics or perhaps even psychology for taking a leading role in this fight, but to have a professor of criminology do so implicitly lends full professional support to this issue. It seems to me that a faculty member in criminology must be on reasonably good terms with the leadership of the law enforcement and correction profession." Bowker's argument is tortured and torturing, and conjures up in my mind a system where we as the educated may only speak in areas where we are uninformed. I wonder if all political scientists must, in Bowker's universe, be on reasonably good terms with the leaders of government, whether business professors must be with Exxon, and whether physical education teachers must be their best friends with A or Frazier most carefully. In any case, Bowker's universe, and a university without tenure, will be a dangerous place for the Archbishop Cox's, Eliot Richardson's John Sirica's, and Sam Ervin's of the profession.

The scope of the problem is not truly indicated, however, by pointing to well publicized cases. In the first fifty years of its operations in this area, AAUP received over 3000 formal complaints in the area of academic freedom and tenure and academic due process. Weak organization it was, AAUP was forced to censure 64 institutions in America for denying faculty members elementary rights. In the past three years, complaints to AAUP have risen dramatically; in 1969-1970 there were 750, in 1970-1971 there were 880, and in 1971-1972, 1139. Over a thousand attacks in one year on the very foundation of free research, free teaching, and free speech. President Birenbaum's seminar series on the First Amendment is truly well-timed and much needed. The recent BHE actions on tenure are just one more dramatic case in a continuing battle.

It should come as no surprise that the attack on the university takes the form of an attack on intellectual and academic freedom. In 1968, when the American Council on Education polled university administrators and college professors on the nature of the goals of higher education in the next decade, both administrators and teachers agreed that the number one goal, the highest priority, should be to "protect the faculty's right to academic freedom." In the same poll, both administrators and faculty pointed to the same two areas as the goals that were not receiving the attention they should: (1) "develop loyalty on the part of the faculty and staff to the university, rather than to their own jobs or professional concerns," and (2) "make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of the university." These are indeed lofty ends, and they do not encompass, as I read them, mathematical formulas to allocate tenure. Merit must always be the sole criterion for academic freedom and the intellectual life in America is to endure and if professors are to be loyal to their university and their students.

The constantly amazing feature of the attack on academic freedom is the scurrility of those who seek to undercut the university. If the White House has its horror stories, the annals of education can match them one for one and then some. Consider our fair state, where in 1971, the Office of Legislative Research at the behest of State legislators agitated by unrest on campus, wrote 30 campuses requesting "detailed information about various courses in the social sciences" (New York Times, January 30, 1971, p. 47). One would be incredibly naive to think the legislators were thinking about further course work. Similarly, the AAUP reports on court cases involving academic freedom include the following items as serious charges against teachers, charges deemed worthy of causing dismissal of professors: (1) "had his students purchase a book as outside reading without notifying the bookstore"; (2) "inappropriate language in the classroom"; (3) "didn't use good taste

in the selection of teaching materials"; (4) "used questionable teaching methods"; (5) "failed to seek approval for library requests." My own personal favorite, a worst of the worst, concerned a high school teacher who lost his position because he told his family that he did not entirely endorse mandatory attendance regulations.

Academic freedom extends, of course, well beyond the classroom. The HUAAC hearings did much to shape higher education in the fifties, just as Vietnam, Cambodia, and Selma shook the sixties. In charged times, it's hard to separate person and position, emotion and fact. For unionists, the defense of tenure and due process will always be colored by the events Kay Boyle so eloquently describes in her short text, The Long Walk at San Francisco State. Kay Boyle was fired from her position at San Francisco State; her account of this dismissal is its most moving justification of due process:

"I stood close to the truck, which was studded toward, and the owners were struggling now to keep the amplifier from destruction at Hayakawa's hands. He was flinging out to right and left into the crowd his 'oyal to Dr. Hayakawa' scrolls, each tied with a blue ribbon, and every now and then he dodged as a student flung the scroll back at him. He was shouting the protesters down, his voice gone shrill as a banshee, and I called out to him as loudly as I could: 'Hayakawa Eichmann!' He swang around, trembling, and demanded above the uproar to know what I had said. When I repeated the two names, he shook an agitated finger down to me. 'Kay Boyle, you're fired!' he shouted."

On its subtlest level, academic freedom as embodied in the concept of tenure is intimately tied to the effective governance of the university. Any governance system must, as the report of the Center for Research and Development in Higher Education indicated in 1971, rest "on a high degree of mutual trust, collaboration, and rejection of adversary relationships." Governance must involve equals: if administrators and presidents have job security, so must their faculty colleagues. One professor quoted in Fritz Machly's "In Defense of Academic Tenure" cut through all the verbiage with a fine metaphor: "If our president says that only without tenure will the faculty be kept on its toes, his anatomical metaphor is slightly off; he wants less on our toes than on our knees." Good unionists borrow a little from Gertrude Stein to sum this point up: "Bosses are bosses are bosses."

The arguments against unlimited tenure are, I believe, even weaker today than they were in the fifties when witch-hunting was the craze. Today, those who attack are more subtle; they cloak themselves in the robes of excellence and innovation. They boldly declare that stringent tenure criteria insure academic excellence; in their academic jungle, they assert, only the best would survive. The fact is, however, that there is no evidence to support their position; it is, as Harold Hodgkinson shows in his excellent article "Faculty Reward and Assessment Systems" all unsupported assertion: "The statement that the best teachers get tenure and the best institutions get accredited must be accepted or rejected on faith, as no data exist which could test the performance of either evaluation system." What evidence there is concerning effective teaching actually suggests that there is no correlation between tenure and good teaching. Kenneth Eble, perhaps the most published expert on teaching and its evaluation, summarizes his findings over a long period of research in his article "Tenure and Teaching" in the following manner:

"In my work with the Project to Improve College Teaching, I have discovered no meaningful correlations when examining ratings of professors relative to their standing as tenured or untenured faculty members. Good and bad teachers may be found among the tenured as well as the untenured and in about the same numbers." More hostile critics of tenure actually reverse the argument cited above. Instead of maintaining that tenure criteria insure excellence, they argue that tenure protects untalented individuals and encourages deadwood. Again, this argument is pure assertion, unsupported by any concrete data. A significant number of undesirable yet significant professors. Mr. Eble found in his survey of the faculty of the University of Utah that 70 percent of the faculty felt that no one on campus deserved dismissal; his conclusion was that given the validity of peer evaluation, a system common to most professions, the number of "faculty members deemed deserving of dismissal may, in fact, be relatively small."

Even if one were to accept the argument that tenure protects deadwood, an acceptance that would be for me an unconscionable leap of faith acceptable only to misanthropes who feel all cops are crooks, all doctors charlatans, all lawyers shysters, and all college presidents monsters, the argument concerning deadwood is not a prima facie case against tenure. Professor Smith, in his introduction to The Tenure Debate, responds most cogently to the charges when he notes that "the deadwood problem says as

much about the institution as about the individual." Good schools and good teachers tend to co-exist. If anything has led to bad teaching on campus, it has not been job security through tenure, but the lack of encouragement and of faculty development programs within American universities. Professor Eble in all his researches on effective teaching did not "locate even one thorough-going institutional system for faculty development which paid serious attention to the development of teachers." This failure on the part of institutions obscures the fact that good teaching is, as Professor Eble notes, "not just the individual's responsibility but the institution's as well." Those who assert that there is deadwood on campus might better serve the university by encouraging grants for beginning teachers, instead of holding a sword over their heads in the form of tenure limitations.

Frequently these two arguments against unlimited tenure, that tenure must be limited to encourage the best or that any tenure protects the worst, are couched in new language. Mr. Dabney Park, Jr., formerly of this college and now director of the external degree program at Florida International University, asserts that tenure and non-traditional education are always at odds: "Anyone who has had much experience with non-traditional education knows that tenure is one of the most formidable obstacles to educational change and improvement to be found in the educational world today. Those of us who are trying to give birth to new and better institutions in the cradles of old ones constantly face the hardened attitudes of immovable tenured faculty members." A careful reading of this argument reveals that Mr. Park relies entirely on his experience and his interpretation of it for proof. His programs are the "new and better" old colleges are "cradles" and tenured members are "immovable," burdened as they are with "hardened attitudes." Mr. Park would be upset, no doubt, were I to assert that he was immovable and laden with hardened attitudes. He and I, I'm sure, would reject a universe of moral absolutes, of infallible pronouncements, and of monolithic educational philosophies. I would not wish to be in a position to terminate him through non-reappointment because we did not agree. I only hope that Mr. Park would be as magnanimous with the faculty who serve under him. Tenure and its concomitant job security insures there can be discussion without dismissal, disagreement without destruction.

Mr. Park's article is, it should be noted, a call for "some imaginative new possibilities for restructuring the tenure system" and makes several telling points against tenure quotas. One piece of information he offers was especially horrifying to an untenured member of the CUNY staff. Mr. Park asserts that "students at the CUNY have begun to counsel their peers not to support faculty members in negative tenure decisions. Even if they are friends, they say, the university is better off with the lowest possible number of tenured faculty members." This is, indeed, a generation of overkill. In his quest for innovative approaches, I would suggest that Mr. Park re-read John C. Livingston's article "Tenure Everyone?" in The Tenure Debate. Professor Livingston develops very effectively the notion that "America, despite our rhetoric, is a tenured society." Given this situation, he argues that "the time has come to say plainly that the intellectual life, at least, is neither a racetrack nor a business and that it is not 'American' or democratic or even useful that it should be." Professor Livingston feels, and I agree, that the real question is why don't we tenure everyone? Universal tenure on the university level is to me a sensible proposition; no one should be dismissed without just cause, and due process administered by their peers.

Another alternative to tenure limitations which seems to me both reasonable and rather humane is that suggested by President William M. Birenbaum of our college to the tenure committee of the council of presidents of the CUNY. Mr. Park summarizes it in his article: "In essence, the proposal amounts to a system of reverse tenure, protecting younger and newer faculty while insuring high level performance from experienced and highly paid faculty." It involves:

- (1) Automatic tenure for all faculty appointed at the instructor level for as long as they remain at that rank, after one probationary year.
 - (2) Fifteen years of automatic tenure for all faculty appointed to assistant professor or promoted thereto. Such contracts would be renewable following evaluation of performance at the end of each 15 year period, so long as the person remained in that rank.
 - (3) Ten years automatic tenure for all associate professors—renewable after evaluation.
 - (4) Five years automatic tenure for all full professors—renewable contracts after evaluation.
- Assuming this plan would grandfather in the hired men some other system of tenure was in effect, this plan of reverse tenure seems to me reasonable, so long as dismissal after negative evaluation involved a clear statement of reasons, real due process, and judgement by peers. Rather than concluding this paper with more statistics, opinions, and arguments, I prefer to leave all that to the tables of statistics that follow. Tenure is finally a personal question.

Perb Factfinders View BHE Proposals

by Richard Currie

Printed below are summaries and excerpts of a number of BHE positions as the Panel of three Perb Factfinders explained them in their report dated May 17, 1973. It is not a complete listing, but it is printed for the purpose of reminding the SICC faculty of the nature of the employer's proposals during the last contract discussion. A topical arrangement is employed.

—Richard A. Currie

SCOPE OF THE BARGAINING

The BHE "questioned the authority of the Factfinders' Panel to make findings of fact and recommendations on certain PSC demands such as governance, distribution in rank, counselors and non-discrimination in hiring, on the grounds that these items were not subjects over which the BHE was required to negotiate." "... The BHE reminded the Panel several times that we lacked authority to consider items... (but) nonetheless, it proceeded to state its position on the merits of the several issues."

PAST PRACTICES

The BHE wanted the psc to identify every single past practice in the university and incorporate them all into the contract. In that fashion, the agreement would then be "zipped" or closed. But the Panel noted "Even the Board acknowledges that it is impossible to know, identify, or state precisely the myriad of past practices that may have been in effect. It is equally unrealistic to expect the PSC to know of all such accepted and recognized practices." Moreover, "it is well established that a collective bargaining relationship encompasses more than what is specifically stated in the agreement."

STUDENTS ON P AND B

"As both parties have stressed throughout the proceedings, the emphasis in governing the various institutions is on peer judgment which is vital to the interest of both parties in matters of appointment, reappointment, promotion and tenure. To extend the decision-making authority in these areas to include students who are not the peers of the faculty or the staff would, we believe, be inappropriate to the maintenance of the concept of peer judgment endorsed by both of the parties." The BHE advanced the proposal that students sit on Pand B committees.

COUNSELORS

A. Origin
The BHE maintained that counselors

STATEN ISLAND C.C. (College)	As Of SEPTEMBER 1973				As Of	
	% TENURED	No. ELIGIBLE	No. TENURED	TENURED	As Of	%
DEPARTMENT	SEPT., 1973	SEPT. 1, 1973	SEPT. 1, 1974	SEPT. 1, 1974	Reg.	Early
	No.	%	No.	No.		No.
BUSINESS	12/21	57	2	1	13/21	62
CHEMISTRY	9/10	90.	-	-	9/10	90.
ELECTRICAL TECH.	8/11	73.	-	-	8/11	73.
ENGLISH & SPEECH	24/42	57.	1	1	25/42	60.
HEALTH & PHYSICAL EDUCATION	8/16	50.	-	-	8/16	90.
HISTORY	7/8	88.	-	-	7/8	88.
LIBRARY	7/10	70.	-	-	7/10	70.
MATHEMATICS	18/23	78.	-	-	18/23	78.
MECHANICAL TECH.	9/13	69.	-	-	9/13	69.
MODERN LANGUAGE	9/12	75.	-	-	9/12	75.
PERFORMING & CREATIVE ARTS	6/11	55.	1	1	6/11	55.
PHYSICS, GEOLOGY, & ASTRONOMY	10/14	71.	-	-	10/14	71.
PSYCHOLOGY & SOCIOLOGY	6/11	55.	-	-	6/11	55.

College Budget: P&B Subcommittee Views Purpose

by John Signoriello

Professor Lawrence Schwartz, Chairman of the Economics-Politic Science-Philosophy Department and head of the new P&B Subcommittee on the budget, doesn't care much for the way the P&B Committee at SICC has been functioning lately. Part of the problem, he claims, is the way the committee was reorganized a year and a half ago. At that time the committee was broken up into three subcommittees, only one of which is headed by an actual voting member of the P&B, Dean Kuhn. The other two committees are chaired by "guests" of the P&B, SICC Vice President Arthur Kaufman and Dean Felix Cardegna.

Schwartz claims the reorganization was an attempt on the part of the administration to dilute the power of the P&B, which rarely meets together as a full body any more, thereby consolidating executive power. He claims, too, that P&B members who express opposition are harassed on a personal level amongst their peers.

This state of affairs, and the recent accruals crisis at SICC, recently prompted Schwartz to press for the formation of yet another P&B subcommittee, this one formed, unlike the others, for a specific function—to guarantee P&B input into the budget processes at SICC.

In regard to budgetary matters, Schwartz contends that President Birenbaum has consistently violated BHE by-laws by refusing to present the budget to the P&B Committee for evaluation and review.

Other members of the subcommittee, in addition to Schwartz, are Nathan Weiner, chairman of the Electrical Technology Department, Reuben Benumof, Chairman of the Physics, Geology and Astronomy Department, Howard Stanton, Chairman of the Psychology Department, and Grace Petrone, recently appointed Chairman of the Business Department.

Weiner was somewhat puzzled by Schwartz' statements to the effect that Birenbaum has been acting illegally by refusing to allow P&B members an input into the budget.

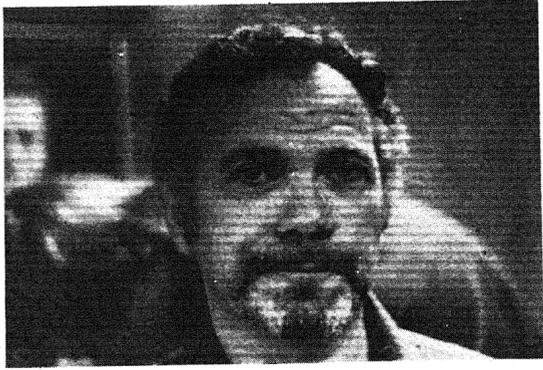
"The concern of the department chairmen with the budget to date has been essentially within the academic area," he says, "in regard to promotion, reappointment, or appointment. Recommendations in these areas have always been based on merit and never have I heard it said that they couldn't be made because of budget

difficulties. As for the budget itself, I have never been denied access to it. I have, in the past, been concerned only with that portion of the budget devoted to personnel, but I'm sure, if I wanted to, I could easily find out how much the college spends on telephones or postage or some other such thing."

Although Weiner says the new P&B subcommittee hasn't really gotten off the ground yet, he is happy to be a member of it. He hopes it will "let people know where their money goes" and offer "advice and approval" to the disposition of funds in the college.

"The budget is a complicated document," says Dr. Reuben Benumof, another member of the subcommittee, "so complicated that nobody can give authoritative answers—essentially, it's quite a mystery."

Benumof sees the need for authoritative answers in at least three areas, and hopes the new subcommittee will be able to provide them. Those



Nathan Weiner is a new P&B budget sub-committee member.

areas are: (1) the number of teaching lines in the budget and the number of those lines that are filled at any given time; (2) the number of administrative lines in the SICC budget in relation to the number of administrative lines in the budgets of other colleges; and (3) the true amount of flexibility in the budget.

"Some schools deliberately leave some lines unfilled in case someone gets sick," says Benumof. "They do that so money will be available to hire substitutes. What we'd like to know is how many lines are unfilled at any

given time, because those lines might be used potentially to get teachers to fill other needs."

Benumof claims, too, that there is a "vast administrative complex at SICC."

"We have all kinds of deans and HEO's," he says. "I'd like to know whether the ratio of administrators to teachers at SICC is high, low or normal compared to the ratio at other schools. We could possibly have too many deans, and some of that money could be used to hire new teachers."

The problem with flexibility, says Benumof, is that nobody seems to know how much there really is.

"The budget is a line budget," says Benumof. "What we would like to know is, is the money fixed into categories or is it possible to shift around money. For instance, if there is a great need for teachers can it be gotten from administration or library lines?"

Asked why the budget has remained a mystery for so long, Benumof replied: "I don't feel it is a deliberate attempt to hide anything—the administration has been pretty open, not secretive. I think it's partly because of the nature of things. We didn't really know what the budget will be until August, and when most of the chairmen get back they're too busy to pay much attention to budgetary matters until some time later."

Benumof was asked why there was, now, a sudden interest in budgetary

matters, and answered that "the recent accruals crisis had a lot to do with it."

The other two members of the subcommittee, Howard Stanton and Grace Petrone, felt they had not been in their positions long enough to comment authoritatively about budgetary matters. Grace Petrone did say, however: "A budget is a problem for the entire college; it must be a coordinated effort between administration and faculty, in terms of what is best for students. After all, isn't that what the budget is all about—the students?"

ments or programs. Contracts and utilities are centralized services. I can see where, from a legislative point of view, how hard it would be to countenance decentralization. At some point things do come together. But the checks and balances are overwhelming, such as the formidable bodies of Faculty Council and Student Senates."

TRANSIENT OFFICE
Asked if some critics might not want to decentralize procedural responsibility based on a concern that a benevolent president might not always be the case at SICC:

"Life is a transient thing. The Chinese are deeply concerned with the passing of Mao. People are always concerned with anticipated arrivals and departures. Conclusion, life is transient. CD will stay, hundreds of minority students will stay, PCA... the Learning Town will get built... they're crazy... they don't want to talk about the things my nose is rubbed in."

Calling his circle of critics "fox hunters" dressed up and out for a hunt at the recent instructional staff meeting, "there are legitimate conflicts and to the P&B's credit, it attempts to resolve them equitably. People expect someone accountable to know what he's responsible for... and it's sometimes tough to take. Some people who cry out for change and diversification constantly want all the security props for immortality. In the end, their logic says, nobody should have to decide anything."

CAMPUS RADICALS
"I'm a footnote to some. They want to destroy this system, the Constitution and First Amendment. None of us can have it both ways. There is no absolute reduction of risk in growth and they don't want to drink the hemlock (a suggestion that many critics view themselves as "philosopher kings" but, unlike Socrates, don't want to pay the price)."

"One must face what Socrates did. They want to make martyrs of the college and themselves. I'm not interested in martyrdom, I'm interested in life and the life of this college. We'd get so much more done if so much energy wasn't spent in un-informed babble and all of us would get down to work."

"On the other side of it, at all ranks and on all sectors, this faculty has been overwhelmingly helpful. They've expressed a professionalism and fairness I respect. I don't give a damn about differences of opinion, but how they are expressed."

Birenbaum's angry conclusion was that "if one feels they are part of a line part of that system? They should get out of it and fight it. As a system. You can't have your cake and eat it too. And they shouldn't assure themselves that 'corrupt systems' are passively going to lie down. Whether it's China or Russia or here, 'corrupt systems' in charge have a way of exacting victims who receive benefits to owe something."

President's Statement on Accruals

ED Note: SICC President, William M. Birenbaum made the following statement in a public address to provide clarifications of accruals increase

I. THE BUDGET CRISIS AT SICC

In the fall, SICC submits its proposed budget to the Board, framed in terms of legally established formulae based almost entirely on enrollment projections, i.e., our estimates of what enrollments will be a year hence, during the following fall and spring. The Board revises that budget in anticipation of its negotiations with funding sources, usually downward. Putting together similar predictions from all the units of CUNY plus its own budgets, the Board then seeks tax levy funds from State and City authorities. It receives an overall result from the City, usually in the early Summer, usually in June or July. The Board then redistributes what it has obtained among the units, usually providing a result still less than its prior revision. It then notifies the unit that it may plan to operate within a given sum, subject to further potential downward revisions en route. This year we received a budget in late July for a fiscal year beginning July 1 and a school year about 40 days later in September.

The prospect of further downward revisions during a fiscal year relates to several potential variables; for example, the reality of fall semester enrollments which are never clear until September or even October. But still another complication is ever present. There is a difference between a legal appropriation of money and the legal capacity or direction to spend it. Legislatures appropriate, but governmental executives may direct that appropriations not be released for expenditure. The City of New York from time to time, after agencies have certified a budget, withholds portions of the money from the agency, creating reservoirs of City dollars which then may be redistributed among agencies to meet operating deficits at a later time in the fiscal year. These moneys, authorized but withheld, are called "accruals."

When the reality of such accruals are known or anticipated early enough during a budget period, they may be accommodated either by spending less in the first place in order to cover the accruals, in effect reducing one's budget still further at the outset; or by creating operating reserves to meet such obligations when they arise.

We have followed both practices in the past, and have this year with the current budget.

Still another complication in budget planning is that not all of the College's income results from the tax levy budget. Funds for new construction and alteration of physical plant come from different sources. Gift and grant moneys are apart from tax levy funds. Financial Aid for students is substantially funded differently. In our case other sources of income amount to millions of dollars, and these sources frequently operate on entirely different timetables. This other income bears importantly upon the actual deployment of tax levy funds. Not the other sources of income cannot be anticipated within established timetables, and require therefore as they occur, ad hoc revisions of one's original overall predictions.

The administration of these sums is further directed by a few very fundamental and clear Board policies and legal constraints imposed by the City and State.

a. There are legal requirements that we do not spend more than we are in fact provided, i.e., that our annual debits and credits balance. During the last five years we have always balanced our books.

b. In view of the historic eccentricities of the City's accrual practices in, and past embarrasments that the University in some categories has obtained more money than it spends annually, requiring it to refund dollars to governmental sources, we are urged to spend funds allocated fully and in a timely fashion. At SICC we have.

c. And finally, ever since I've been here, we have never obtained sufficient money according to FTE and other formulae to fund our operations adequately. As enrollments have bulged, we have been encouraged to engage more adjunct teachers to cover loads, since adjuncts are a less expensive personnel route than full-time employments. Along with every other unit in CUNY, especially the two-year colleges since Open Admissions, we have increased substantially our adjunct staff.

In July of 1973 the Board certified a budget for this unit which was \$800,000 less than what we regarded as adequate according to formulae, and \$600,000 less than what we felt was minimally required to handle enrollments we then anticipated. We so notified the Board, and after negotiation \$197,000 of the \$800,000 sum was restored to our budget. Once it became apparent that our full enrollment predictions were on target, we made very clear to the Board that we were proceeding to budget this unit for the rest of the fiscal period on the assumption there would be no further inroads on sums allocated, pointing out that any further tampering would compel us to refuse to admit students, to discharge staff, to terminate basic services and programs, or some combination of these, assuming our enrollment projections were correct.

We proceeded in August and September to budget the College accordingly, and had no other event intervened, this College would complete this fiscal year as it has all others during the last five years, in balance.

On January 8th we received notification from the Board of the need to adjust our budget downward by still another \$328,000 — an additional accrual imposed by the City of New York.

wide P & B was appraised of the Board's communication, which was discussed. In the intervening three workdays, with the aid of our computers and reviewing advance registrations—which were about 70 percent complete for Day Session and 60 percent complete for Evening—we tried to assess the impact of this cut, and to frame our alternatives. During this period and the following week we attempted to persuade our 80th Street colleagues that some major relief was in order. But by Friday it was becoming clear that we were not succeeding. On January 21, therefore, we convened another special session of P & B to consider our alternatives, and dispatched a letter to the Vice Chancellor for Budget and Planning which read in part:

Your memorandum, dated December 21, 1973, received here January 8, 1974, has brought a tremendous shock to my entire organization... We have been experiencing great difficulty in trying to meet the original 5.28 percent Gross Personnel Service Accruals which amounted to \$677,000... You may recall that when we received our official budget last July, I indicated... that it fell short of the amount required to meet our needs. At that time I requested an additional \$800,000 and you provided us with a supplementary allocation of \$200,000. We have literally been holding our breath while we were trying to live with the \$600,000 deficiency. But now this additional accrual is going adversely to affect our programs. We shall be forced to cut back our 1974 spring semester educational programs to a point where it is going to really hurt the students, the staff and the community...

Throughout this period of the last few days of final examinations, and, of course, beginning the following week of intercession, very few members of the instructional staff were available on this campus.

Since then no relief has been forthcoming from the Board. There is therefore a continuing budget crisis here centering upon this unexpected withdrawal of \$328,000 from our funds.

II. ARE OTHER UNITS OF CUNY FACING SUCH CUTBACKS, AND IF THEY ARE, HOW ARE THEY ACCOMMODATING THEM?

Consultation with colleagues leads us to believe that all units of CUNY are confronting problems similar to ours. The impact of this situation upon each unit varies depending upon the eccentricities of its situation. Some face declining enrollments during the fall. Some apparently plan to terminate programs, or to delay the beginning of new commitments. Some apparently are either discharging staff or anticipate doing so in accommodation of the next fiscal period and with the hope of carrying over current deficits. I do not know to be a fact, but it is possible some may have decided not to comply with the direction.

III. WHAT IS THE EFFECT OF NONCOMPLIANCE?

We have never failed to comply before. But I am led to believe that administrative directives cannot be disobeyed without sanction, and that in the case of some other CUNY units which have in the past not complied, the penalty has been assessed against their succeeding budgets, which has the effect of merely moving the problem from one academic year to the next.

We may in the future be penalized; or we may be forgiven in the light of the option we faced, namely, turning students away by the hundreds and seriously compromising the educational quality of what we do.

IV. HOW HAS SICC FACED ITS CURRENT FISCAL PROBLEMS?

We have faced our problems here in two stages:

A. STAGE ONE. First, we decided to comply, and to do so without discharging any full-time staff member or terminating any on-going program in the college. We believed that compliance might be achieved by regulating class sizes more scrupulously, not with a view toward increasing them above prescribed levels, but to make sure they in fact reached that level; by adjustments of the schedule regarding sections of given courses, which would have the effect of inconveniencing the time schedules of some individuals, but not the availability of subjects; by the more vigorous cancellation of classes with marginal enrollments, and by the elimination of some marginal courses. We understood that the brunt of these steps would fall upon some student schedules and programs taught by adjunct faculty.

We asked some full-time staff who were teaching extra courses to forego them, to be made up by a reduction next fall, in effect making a personal contribution to the welfare of the college. In all of this the full-time faculty has been completely cooperative.

B. STAGE TWO. Upon the completion of registration last Wednesday, the data began to reveal that the course we had chosen was leading to results we did not properly anticipate. First, Day Session enrollments, compared to previous second semester experience, were running strong. Second term is usually smaller, but not this time. Second, contrary to all past experience, the spectacular growth of evening enrollments continued full flow. It seemed apparent to me on Thursday morning that some students were not able to obtain sections they required with reasonable convenience; that even after a week or two some class sizes

might exceed prescribed levels, and that the impact of our prior decision was falling more heavily upon adjunct persons than we expected. Consequently, we modified our prior decision, and decided afresh upon a partial non-compliance with the directive to reduce our expenditures by \$328,000.00. The effect of this decision is to substitute a new risk for the old one. The new risk is—and it is a very serious one—what effect this will have on our budget for next year, but this shift of risks, in my judgement, was required if we were not to jeopardize seriously our educational obligations. In other words, balancing the present educational risk against a future fiscal risk, we decided to choose the former. That is where things now stand.

SUMMARY

Practically 93 percent of the tax levy budget of this College is prescribed for teaching personnel and supportive services including computer center staff, registrar's staff, etc., and administered according to the terms of union contracts and mandated formulae and schedules.

Of the remaining 7 percent of the tax levy budget allocated for administration, virtually 95 percent of that is mandated and prescribed. In this portion of our budget discretionary decision-making is very small.

Current University reports reveal that the per student cost of instruction

at this College is neither the highest nor the lowest in the system. It is virtually on the mean. These reports reveal that the size and cost of administration and operations here comparatively is neither the highest nor the lowest, but practically on the mean among all 25 units.

I regret the timing of these events, frankly, were I a student or faculty member returning to the campus when school reconvened, I too would have been terribly upset.

I would welcome through the Faculty Council and the Student Senates the creation of a group with whom we could consult more regularly about our overall budget situation, some group who could, over time, become better informed about the intricacies of budgeting an institution of this size, and advise the President as he administers his budget responsibilities under the University's Bylaws.

Finally, I want to thank the faculty and staff for its cooperation throughout this difficult period. One final fact remains: In an unprecedented manner our Evening Session has grown again by still another 20 percent enrollment leap. Our Day Session enrollments, in an unusual manner, remain for the fall, spring virtually at the level of the fall. For the first time in its history, our College is serving 10,000 people of Staten Island and New York.

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Ironically, the President's public account of monies flow, since summer, may present the most telling argument for administrative awareness of accruals troubles. Though it carefully notes budget ceilings and ceilings, it fails to note whether the negotiated rate of \$197,000 was in the form of an accrual rate drop or, if not, what part the college's accrual rate played in negotiations. The fact that there is a substantive relationship between total approved budget and rate of accruals is integral to Roebecke's description of the accrual rate formula.

Secondly, the President's statement indicates that "we made it very clear to the Board that we were proceeding to budget this unit for the rest of the fiscal period on the assumption there would be no further inroads on sums allocated," only clarifies the college's stance toward the BHE. It does not indicate whether the BHE had made it very clear that cuts would be coming, nor do the semantics of the college "assuming" a stance or warning against the consequences of "further tampering" suggest an amenable and clear agreement had been reached.

According to Sernicoff's interpretation, the only "changes" that have come about are between the BHE and colleges. He claimed that in current accruals charges were formerly covered by funds held centrally, at the BHE: "The accruals changes, as I understand it, came about in two steps: the BHE granted more monies that had been held centrally in the first step and increased the accruals rates to the colleges in the second."

The second point of contention between the City spokesman and college spokesmen is the interpretation of "line budget" relationships to accruals rates. Both Sernicoff and SICC Vice President Kaufman agreed that "line budgets" inevitably develop differentials between what is spent and what is budgeted.

These differentials hinge on the factors of job turnover such as lower pay ranked staff hired on high rank lines and the like (ie. when an Instructor teaches a course that is budgeted for an Assistant Professor a differential between budget and actual spending occurs). Since funds for job lines are legally mandated, they are not "discretionary." That is, they cannot be used for any other purpose.

According to Sernicoff, the City accrual rate represents the amount of the pay differential. When queried on how the differential amount is determined, he claimed, "usually history... that is the history of an agency's surplus in relation to its budget schedule total." In answer to Roebecke's "hard line" accusation, Sernicoff claimed it is the same with all agencies and that, in fact, the BHE has a history of excess accruals (or, in his terms, surplus funds based on pay differentials) in the past. College officials unanimously claim the accruals deductions, "they did not know it would have to impose the full rate until December. The Weiner allegations, mentioned earlier, Manager defined it.

Birenbaum

Continued from Page 4

into small groups, which in turn leads to growing reliance on adjunct faculty lines being created.

Though he claims P&B can do nothing about flooded course schedules, Birenbaum did note that "sometimes I feel the members of P&B are enmeshed in so many individual decisions; they are absorbed more with the trees than the forest." He added that he considered an administration failing that "we've assumed they know things that we shouldn't have assumed." He added, by way of example, items such as 1 hour increases in course loads seem insignificant until multiplied by the 30 to 40 sections they may, in fact, represent.

ADJUNCTS
Shifting to the adjunct job threats, Birenbaum claimed moves had been made to secure more positions by a Board policy that discouraged the practice of full-time staff working part-time for extra pay... "we've tightened a number of these cases," he added, "the faculty has been very cooperative and understanding."

Landing the first of many salvos to a group he would only call "some critics," Birenbaum called "ludicrous" some statements made to date on "the plight of the poor adjunct while they continue with staff on extra pay that denies adjunct positions."

He added that the 1 PM calls for special meetings preclude the presence of adjuncts... "I did not see more than two adjuncts in a room of over 60 people (referring to the recent instructional staff meeting). Meetings should probably be set at 6PM on weekends so that the rights of the people being talked about could be enjoyed by the people themselves."

Asked if he would reveal who is working on extra pay lines, Birenbaum claimed that he could not agree to budget revelations that might have results on the personal affairs of people without their consent, but agreed that he would release figures dealing in gross sums of money and instructional costs.

He also claimed that with increased computer capacity, he hopes to develop the means to instructional cost breakdowns by department in relation to the per student teaching costs. He further agreed that regular public disclosure was the goal of his administration, cautioned that more than a "desire" to understand would be required, but again implying that his group of "some critics" would have to be willing to apply an extended effort.

In conclusion, he claimed an eagerness "for the student senates to be revelatory about their expenditures as well," in what seemed an obvious warning of things to come.

DECENTRALIZATION
"There is a by-law fact here: I am held responsible for the disposition of monies... proposed budgets and disposition. Not in as an individual

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Teach-in: AID Controversy Aired

by Sally Johnson

An hour of angry accusations and counter-accusations between dissident students and staff, and AID Director Martin Black, culminated the February 15 teach-in which was billed by the Committee on the Protection of Independence in Government (COPING) sponsors as a presentation on the history of AID.

For the last hour of the three hour forum, Martin Black and Jerry Hirsch, fended off questions from students senators and SARG-in-exile members which had to do with the ways and means of the recent AID recognition. Charges of non-consultation and secrecy seemed to be the students' major bone of contention as they attacked Black about the procedures which he employed in setting up the new "panel concept" of AID.

Black himself opened the hour with a bit of guerrilla theater when he walked into the Student Lounge with a shovel, announcing his intention to "shovel out all the bullshit that has been going on here." Student senator Ed Jagacki immediately challenged Black with a quote from a News Ferry article in which it was reported that the AID director did not consult with staff about the reorganization. "Why," asked Jagacki, "did you plan the reorganization in the middle of the year when no one was here?"

Countering with a charge of non-consultation on the Shockley issue, Black closed the debate by claiming that he had in fact consulted with "people who choose to remain unnamed." SARG-in-exile member Penny Grillos then questioned Black about the new internship structure which is designed to keep senators from being AID interns on the theory that the dual role can result in a conflict of interest. In light of this, queried Grillos, "does AID stand for student advocacy or doesn't it?"

To set the score straight on that issue, the director who has come under considerable attack of late, responded by saying that "when AID people feel that certain things are appropriate, the senators don't necessarily agree—it is better not to have conflicting interests." While Ed Jagacki spoke out in support of Grillos' position, Joe Hamill agreed with the idea of conflicting interests, claiming that "there is a conflict between taking orders from Martin Black and working for the students."

Lorraine Ercolano, of the Evening Session Government, then had some pointed questions for Nancy Munez, the advisor to the ESG. "Nancy, why did we stick our necks out to get you space in our office and then you moved right back to the AID office?" To this, Munez answered that she needed to be accessible to certain resources of the AID center, without which she could not continue to do her job. "The AID staff," she remarked, "has to stick together."

While Ercolano dropped the issue, the topic of advisors and advisor responsibilities became of primary importance for the remainder of the meeting, leading to some heated confrontations between Geoff Atkins who stood on Black's side, and Charlie Isaacs who is now the faculty member of SARG-in-exile.

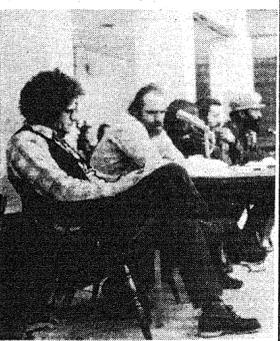
Dino Lagravinese, one of the more outspoken senators, then put a question to Black regarding student needs and who determines those needs: "You contend that you service the students. If you alone are going to decide what student needs are, how does that help students mature?" Black denied this charge, saying "I don't decide student needs, but I also don't feel that the student senate is the most representative body on campus. I can offer an advisor to the senate, but they don't have to choose to use that person."

Isaacs took the floor on that one, in reference to a dispute over a memo which Isaacs wrote on club budgeting processes after the senate had reinstated him as their advisor. "You told me not to do that without clearance," Isaacs contended. Geoff Atkins, the head of the clubs panel, answered with the charge that Isaacs did not consult any of the clubs before presenting the memo. Black refused to "discuss the memo in public."

Isaacs then raised a basic question about his status as an AID staff member. "AID was supposed to be based on democracy. On January 3, Martin Black announced a basic change in philosophy. As I see it, he seceded from AID. Either he has dissolved AID, or AID is now a puppet of the administration."

Turning this accusation around, Vinnie Massaro then proposed a theory, "We all know that the Shockley issue was a slap in the President's face. Since the President loves conflict, maybe Charlie is the administration stooge?"

Lagravinese came back with the notion that "theories are not realities. The reality is that Charlie serves students according to their needs and requests." He then turned on Geoff Atkins with a formal request that Atkins "not send out any memos unless they specifically have your name on them," and an open request that students in general come to the senate with their needs and problems.



Marcellus Jones, who had that morning received notice that he was fired from his part-time AID staff job, finally dropped specific grievances and broached the bigger issues at hand. "The main problem," said Jones, "is whether these AID people are relevant to the students. SARG was part of AID and yet was mostly students. Why was SARG dissolved and why aren't students guaranteed a right to vote any longer?"

With a counter-charge in the form of a question—"Can any senator name 10 members of his constituency?"—Black proceeded to explain his feelings about the nature of AID interns in the present conflict. Said Black, "AID is an administrative unit, directly accountable to the President, and the staff is accountable to me. We have solicited student input, but I am not accountable to students and I will not be dictated by the DSG. AID is not a democratic group—when the students say jump, I do not jump. I try to get people on my staff who are in basic agreement with my philosophy of professional accountability, although I do not expect a consensus of opinion on every issue."

Then, in a final request for mutual understanding, Geoff Atkins stood up to request an end to the personal conflicts which he feels are a major contributing factor to the present dispute—"This seems to be a matter of personal conflicts. This is just mutual accusations about the past. AID is only

here to help. We could really rake up dirt, but this infighting is only helping Birenbaum, not us. You're attacking people as lackeys, but that will not solve anything."

HISTORY OF AID

The early afternoon session of the teach-in was considerably less heated and focused mainly on student explanations as to the origin and nature of the AID concept. The reading of a prepared document entitled "Student Control or Controlled Students?" opened the session at noon, and that was followed by various student and staff presentations with the floor open for audience questions.

Marcellus Jones led it off with his view of SARG as it was, claiming that it was a "legally constituted body on campus, which operated on the basis of



Martin Black attempts to clear up the "bullshit", as angry students confront him on the issues of AID staff policies.

internal democracy. We believe that students are capable of decision-making." As he sees it, Martin Black wanted to do away with any type of democracy in the AID center—the reorganization plan. Claiming that the plan itself was "typed in Birenbaum's office," Jones went on to explain that his SARG group "rejected the arbitrary shuffle because our primary purpose is to serve students."

The notice of his firing came shortly thereafter, "I can't tell students to make decisions about what affects them if I'm not willing to make decisions about things that affect me." On the issue of student power, he reiterated the belief, picked up later by Frank Ehlers, Penny Grillos, and Bob Weiss, that "there aren't going to be any changes if people are not willing to understand that there is a certain amount of risk in attempts to change."

Frank Ehlers of the Convicts' Liberation club and Bob Weiss of the Vets' club both continued on this tack, with warnings and admonitions about the need for risk-taking in the seizure of power. Relating a story about a semi-violent confrontation when "we threw the military off campus a few years ago," Ehlers stated that "whatever tactic is called for must be used."

Agreeing with Ehlers, Weiss brought up the Shockley case once again, claiming that the incident "put us in bad with the administration. It became obvious that to get something, one must take it by any means necessary."

And for those who still refused to believe that the Shockley affair is not yet dead, the issue reared its head one more time in the form of a memo from SICC President Birenbaum on the subject of an invitation to participate in the teach-in:

You requested during our meeting today that I send you in writing my views stated below about your invitation to participate in a Student Senate teach-in.

I appear in public on and off this Campus all the time to discuss all kinds of subjects, controversial and other. I welcome the opportunity to do this, and will continue to do so.

But your invitation to do this under the sponsorship and with the participation of the incumbent Day Session Student Senate raises certain questions we ought to resolve.

1. This Senate is on record with the position of denying Free Speech and First Amendment protection to persons with whom it has disagreed, disagrees, or may disagree with me. It is not at all clear to me, therefore, whether or not I am one of those persons to whom the Senate's Resolution denying Free Speech applied. I cannot appear under Senate auspices, therefore, unless that body assures me quite explicitly that it will implement and defend aggressively my right to Free Speech guaranteed by the United States Constitution during the occasion I would appear under its auspices.

2. As an officer of this public College, I am bound by honor and by law to uphold and implement faithfully the Bylaws of the City University of New York. I cannot appear under the sponsorship of any individual or group who on the occasion of that appearance, knowingly and intentionally is in violation of those Bylaws. If I appear under Senate auspices, therefore, I will want to be assured at the time of that occasion that the Senate is not knowingly or intentionally violating the Bylaws of the University which I am pledged to observe, as are all other citizens of this college community.

3. Assuming resolution of the above matters, I will be pleased to reach a specific agreement with representatives of the Senate about the details of the public event it wishes to sponsor with my participation. As a basis for such an agreement, I suggest the following:

- a. That we agree upon a statement of the subjects or themes which we will discuss and debate.
- b. That two students of your choice and I will engage informally in discussion and debate to be moderated by a member of the teaching faculty upon whom we mutually agree.
- c. That our discussion be one hour in duration and be video-taped, that the video tape will be the property of the College, available to students and/or teachers and staff for use on the campus as they may choose and within the terms of the First Amendment.
- d. That I enjoy the courtesy of reviewing prior to issuance any publicity issued by the Senate or its agents in anticipation of this event, should any such publicity refer to my participation in any manner.

If we can reach agreement on the above items, I am at this time, February 7th, available to appear under Senate sponsorship on Wednesday, February 20th, Thursday, February 21st, or Friday, March 1st.

C-Building Takeovers

Continued from Page 1.

in regard to the selection and recall of faculty advisors. That policy is as follows:

"Any organization funded by the Day Session Student Senate, including the Day Session Student Senate and its Commissions, may choose, from among the college-wide faculty, any advisor of its choice, and appropriate release-time payment shall be provided, if necessary, by the college, in order for the advisor to adequately perform his/her duties."

Selection of faculty advisors became an issue because Martin Black's reorganization of his AID Center staff, among other things, removed Charles Isaacs as faculty advisor to the Day Session Senate. The new student government policy for selection and recall of faculty advisors hinges, practically, on the administration's willingness to arrange for release-time payments to advisors the students choose, or on the Senate's willingness to pay those advisors themselves.

In regard to release-time payments by the administration, Birenbaum said, "I cannot consider the proposal because it is beyond my power to do so. The by-laws and union contract are very explicit about tenure-bearing lines. It would be an entirely different matter if they were non-faculty lines."

He added: "I think it is quite appropriate, and I encourage the DSG, to hire their own employees."

The senate resolution caused SICC President William Birenbaum to elaborate on an earlier and more vague interpretation of policy on the space allocation question. Following is the text of the Birenbaum memo to AID Director Martin Black, issued the same date as the DSG eviction resolution:

Pursuant to discussions with Student Senate President, Geraldine Jackson, I wrote you on September 15, 1971, as follows: "It is my policy to respect assiduously and to defend aggressively the jurisdictions, prerogatives and powers of the student governments of SICC, day and evening sessions, as established by University and campus law with regard to such matters as space allocations in the C Building, the allocation of funds in support of student activities, and the chartering and supervision of student organizations." Ultimately, I am responsible and accountable for all activities conducted and college properties used in the name of City University at Staten Island Community College. Therefore, regarding the above policy, I will remain actively engaged to ascertain that due process, University and College Law and policy, and educational goals and purposes as established by the Faculty are properly respected and observed."

Regarding space allocation in the C Building, this policy makes the following points very clear: At that meeting, Birenbaum reportedly asked the student senators to address the "larger question" of whether they thought the AID Center, as presently constituted, need exist at all. This they did at their February 13th meeting. They not only officially reallocated AID's office space to various clubs and organizations, but addressed themselves to the "larger question" as well by passing the following resolution calling for the dissolution of AID:

WHEREAS the AID Center, as it is presently constituted, has advisors assigned by the Director, in a centralized administrative staff, to all aspects of student governance; the Senate, its commissions, its chairperson, and the clubs and organizations, and WHEREAS that assumes that the AID Center's ideas, on what students lack in technical skills, are correct, and WHEREAS that further assumes that the optimal method for dealing with these externally conceived technical deficiencies is to supply unsolicited advisors, and

WHEREAS this policy is in conflict with the present administrative procedure of the AID Center for choosing advisors for the Senate, its commissions, and its chairperson. BE IT RESOLVED THAT the Day Session Student Senate recommends to the President of the college, pursuant to Senate positions and policies and changing student realities, that the AID Center, as a centralized administrative staff, be dissolved, and BE IT FURTHER RESOLVED THAT the Senate recommend to the President of the college that he take appropriate steps to facilitate the securing of release-time payment for faculty members chosen as advisors by and for the Day Session Student Senate, its commissions, its chairperson, and clubs and organizations funded by it.

In an interview following the Senate's actions, Birenbaum was asked why he wanted this "larger question" addressed: "The AID Center is designed to service student life," he answered. "It functions as an experimental center and input as to how clients react to the service is a determinant as to whether the service need exist or not." Birenbaum was then asked whether he would dissolve AID now that the DSG had made its feelings known: "I have no inclination to act solely on the advice of the DSG," he answered, "as they represent no more than twenty students, if that." He went on to say that he sees an average of twenty students per day personally in his office.

Hirsch went over to the lounge shortly after he heard that it had been taken over. "I proceeded to enlighten them about the history of the lounge, the reason for its existence, the fact that it was called for in the PSC contract, and the fact that it was an administrative area," Hirsch said afterward. "They considered the matter closed and I contacted Mohamed Yousef, the faculty union representative."

Yousef's attitude was and remains flexible. "In the past year we have had periodic executive committee meetings with William M. Birenbaum," he said. "Since last year there has been a demand for the lounge space. The nature of C-building has changed, so there was logic in the request. I'm on record as willing to accept another equal facility." Yousef said that he "has come to understand the grievances of the BSU and perhaps they have merit." He added that the PSC will take no action against the students. "I'm not dealing with the BSU on this issue," he said. "I'm dealing with the administration on the contract."

In an interview shortly after the takeover, Dean Kreisman said that according to the terms of the PSC contract, the college is required to provide faculty space.

Several days later Kreisman denied rumors that a decision had been made to designate the library's "La Gallerie" as a replacement faculty lounge.

"That is incorrect," he said. "No official decision has been made yet." Asked if there had been any thinking along those lines, he replied: "No, not to my knowledge."

As for the eviction of Martin Black's staff from its offices in C-building, that matter became entangled with the question of whether the Senate thought the AID Center, as presently constituted, need exist at all. SICC President William Birenbaum was partly responsible for this.

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Birenbaum met with several student senators early in the week. News Ferry coverage of this meeting was prohibited by Birenbaum. No explanation was offered.

Regarding space allocation in the C Building, this policy makes the following points very clear:

1. The President voluntarily designated the Student Senates as agencies to allocate spaces in the implementation of his responsibilities. The designation obviously created a privilege in the Senates—not a right—for the responsibility under the Bylaws for the use of University properties on this campus remains with the President.

2. A privilege abused may be withdrawn.

3. In his agreement, the President reserved the power to review due process in the allocation of spaces in the C Building, and the power to review space allocations as these bear upon the implementation of College educational goals and purposes, and University and College law and policy.

4. The privilege granted extended and extends only to the allocation of spaces in support of student organizations. It does not extend to the use of public spaces (i.e., the auditorium, hallways, bathrooms, community lounges, etc.) or to spaces used in the general service of the College Community (i.e., faculty lounges, bookstores, AID, Financial Aid and other general administrative areas, etc.)

These remain our policies, and we have adhered to them carefully, including during the Fall of 1973, when several student organizations appealed directly to this Office pursuant to Student Senate space and budget allocations. In each case, after a preliminary review of procedures, we have referred complaints back to the appropriate student agency.

Birenbaum's hint that "a privilege abused may be withdrawn" did not deter the Senate. Early in the week of February 14th, it became apparent that they were going to allocate AID's space to various student clubs and organizations.

On Monday, acting before official Senate approval, the Vietnam Vets Association "symbolically" took over Martin Black's office. The action involved a group of about twenty-five vets and friends marching down the hall in C-building to Black's office, where Black, obviously tipped off, sat calmly behind his desk, waiting for them.

Black was told his office was no longer his. He asked, "Pursuant to what authority?" And was told, "pursuant to the authority of the Commission on Student Center."

Black reminded the assembled vets that official Senate approval could not come until Wednesday. A spokesman for the vets told Black they were taking over the office in the "interim" pending Senate approval. "But that's like someone taking over the White House immediately after being elected," Black complained.

Black was told the act was only "symbolic" for the time being. The vets wanted to put a sign up announcing they

Continued on Page 10

Tenure

Continued from Page 1

quorum here for your Instructional Staff meeting, our informational picket line embarrassed us. This apathy is killing us." This view was challenged by Petratos who claimed that he has been out on picket lines for thirty years now and is no better off for it: "Let's go all the way, but no more picket lines."

Then back to Lorraine Cohen, who expressed a basic distrust of any sort of political settlement which is brought about by city politicians. "Beame and his friends are owned by big business, by real estate interests," she said. "They will sell us out in the long run, maybe not on this issue, but they will sell us out." And she posed yet another challenge to the union leaders: "Why were the rank and file union members not allowed to take the floor at the PSC rally?"

On this point, Claude Campbell, the SICC representative, expressed a view of unionism which suggested a single-minded devotion to PSC policy. Referring to a talk given by Albert Shankar at the rally, he suggested that the union could not allow a public attack on a major labor leader in such a forum. He commented further that the rally "was not designed for the rank and file."

Faculty activist Ira Shor picked up on this point, saying, "Don't do us what our enemies do—let us speak out on issues." Beyond this, he called for a "reconstruction of our understanding of power. This budget crisis should not have come upon us unexpectedly, but the union seems to operate on special interest politics like the administration."

In an interview, SICC chapter president Mohamed Yousef elaborated on some of the "special interest politics" which are beginning to concern chapter members and the faculty at large. "The local chapter has 400 members," he began, "but some of those are not technically teaching faculty. We have a long way to go, especially with adjuncts."

On the question of a strike, Yousef predicts "that there will not be a strike." He sees the recent installment of a new BHE as a hopeful sign on the issue of tenure quotas and expects that the policy will be rescinded in the near future. Yousef himself voted against the strike motion which was finally passed by the SICC faculty that included Ira Shor's amendment for the inclusion of student demands with any faculty settlement. He feels that each issue should stand on its own—each issue warrants faculty support on its own merit." However, in his view, the

reality of the situation at the moment is the tenure question. If and when the other problems (open admissions, free tuition, etc.) surface, "I personally would call for drastic faculty action."

Yousef also claimed a union victory on the budget crisis in terms of the planning firing of 100 adjuncts. President Birenbaum indicated last week that he had decided upon "partial non-compliance" with the CUNY mandate and the adjuncts were not let go, but Birenbaum "omitted mention of a PSC meeting with him that morning which included Zeller, Cantor, Campbell and myself. The cuts were made on the basis of information that dropped the effect that CUNY enrollment had dropped this semester. That did not happen here—the evening enrollment went up in fact." At that point, Yousef claims, the union stepped in and "things went back to normal."



Belle Zeller (standing) and Erwin Polshook (seated left) address local union members on tenure.

Whether or not Yousef's assessment of the situation is correct, union actions do not seem to have alleviated certain faculty grievances which result more from major governance questions than from specific issues. Faculty critics do not trust politicians; the union does not have enough strength to achieve anything other than political settlements. Arthur Field may have hit upon the real sore spot when he stood up to make a statement which closed the union meeting: "There is not enough contact between union leadership and faculty. There is no sense of a strong union—the feeling is that you get more on your own than with the union."



"I think it's kinda high but what can you do. They should consider the students when they regulate their prices."

Gilda Bradshaw
Liberal Arts



"The food is not bad but Hero sandwiches are getting smaller, while the prices are getting larger."

Dennis Magna

Indecent Exposure

by Lewis Zlotnick

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

"WHAT DO YOU THINK OF THE FOOD AND THE PRICES IN THE CAFETERIA?" (interviews were conducted in the cafeteria area) "We're an honest opinion, it's not that bad. The prices are reasonable in comparison to outside restaurants. For the amount of facilities they have in this school the food is O.K."

Vinny Franzone
Liberal Arts and Sciences



"The food is pretty good but it could be better. The soda is the best. As for the prices I'll keep that to myself."

Melanie Guardino
Nursing

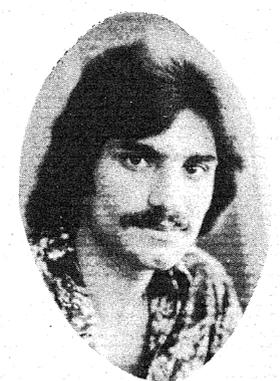


"The food is good but I think very over-priced . . . I eat here all the time . . . maybe because it's so clean that's why the prices are so high . . . the veal parmisan is delicious . . ."

Sal Amato
Pre-Law

"We're college people, not working people. We're barely making it in here and what they charge us, the food ain't even worth it. For these prices, I can go to McDonald's and get better food."

Vivian Lewis
Liberal Arts



Shabaka to Remain at SICC

by Sally Johnson

In a temporary settlement to a long-disputed issue, Professor Kenshaha Shabaka has returned to her office in College Discovery, pending tenure evaluation from the Central College Discovery office at the Board of Higher Education.

The issues of the case revolve, primarily, around the problem of tenure eligibility as it applies to faculty who have been transferred within the CUNY system. While Professor Shabaka has been at SICC only since October of last year, she has held previous positions at Manhattan Community College and at Medgar Evers College as a resident member of a Psycho-Social Services Unit which operated out of the Central CD office.

As Shabaka explains it, "Seven psychologists were assigned to each of seven community colleges to act as counselors. The unit was dissolved in 1972, and each of the psychologists involved was assigned to one of the colleges." Thus, when she came to SICC last fall, she was only one year away from tenure evaluation.

SICC President Birenbaum then acted to have Professor Shabaka reassigned to the BHE, claiming that she was not able to make a decision on her tenure evaluation because of the short length of her stay on this campus. In his words, "Tenure is usually judged by one's peers. Her length of service on this campus would be the shortest in her CUNY career, and we are bound by a difficult tenure policy at the moment."

Professor Shabaka concurs with this assessment of the situation in that, "I was asked to be re-assigned to the BHE by President Birenbaum because he did not wish to deal with tenure. I am too close to tenure."

However, she contends that BHE by-laws make allowances for the special problems of transferred faculty, and all past reports and evaluations are readily available to a tenure evaluation committee.

For this reason, she feels that she has a grievance against the college because the course of events, in her view, suggests that she was being judged on a basis other than competence or contribution of service as they appear in the union contract.

"It seems to me," says Shabaka, "that there is a grievance implied if one has tenure eligibility (covered by the BHE by-laws despite transfer), and a college, because of 'closeness to tenure', is unable to accept."

In an initial move to fight President Birenbaum's attempt to have Professor Shabaka re-assigned to the BHE, the Black Caucus of SICC headed by Steven Moore, sent a January 28 memo to the President which is reprinted, in part, below:

In her relationship with colleagues, Prof. Shabaka has been cooperative, while at all times challenging of the traditional roles and norms within the program and the college. While this may be found threatening to some who are less concerned about the progress of education and student development, her questioning nature and keen critical and analytical approach to problems are decided assets to a college which emphasizes change and excellence. She has always been willing to share her expertise with others, seeing as her ultimate goals student growth and development instead of her own self-aggrandizement.

It has been an enlightening experience, having Prof. Shabaka as a member of our Staten Island Community College staff. Therefore, we urge you to take the above under very serious consideration, as it relates to your recent decision to not have her remain at Staten Island Community College. We want Professor Shabaka and her line transferred from Central College Discovery, to our college.

Signed by well over 100 faculty and administrative personnel, the memo went out city-wide to political figures and newspapers and, in effect, charged President Birenbaum with the responsibility for "guaranteeing the rights of all individuals on this campus."

Since the January and early February events, there has been a temporary compromise solution reached. As Steven Moore explained the compromise, "The temporary solution is that Birenbaum has accepted a re-assignment to SICC. The problem is that it is only a re-assignment, not a transfer. The tenure evaluation will come from the BHE."

President Birenbaum feels that this solution is the best that could be hoped for under the circumstances and that "the BHE will give a fair and objective evaluation of the case." He goes on to explain that "it is unusual for a person to be so mobile. In light of that mobility, we had to be particularly careful."

As for Professor Shabaka herself, she doesn't care who finally evaluates her tenure, but feels that there should not have been any problem in the first place since she has worked in the CUNY system all along and has evaluations of her work "ranging from good to excellent." She is back at SICC at least until her tenure evaluation comes before the BHE. If and when she receives tenure, she will be accepted at SICC with her line paid for by the BHE, but transferred to the administrative jurisdiction of this campus.

Ehlers, Jagacki "Prospects," "Con Lib, And "Special Admissions" View

by John Signoriello

NF: What is con lib? How did it originate? What does it do?

Ehlers. In order to fully answer, a certain amount of background material is necessary. On the SICC campus, there is a program called the Special Admissions. This program has been operating now for six semesters, possibly seven. It is set up to allow ex-drug addicts access to the college campus. It was originated in Arthur Kill, where a Soc. 1 and Psych. 1 course was taught for credit. Four graduates of that course came to SICC. One of them has graduated; the other three fell by the wayside.

Since that time the program has been expanded to include ex-convicts. At present they have sixty people from various rehabilitation centers and prisons now on campus. As the program expanded and there were more and more ex-drug addicts and ex-felons running around the campus, there was a great social gap.

The school, by its very nature, was something far and distant from people of that background. They never had any hope or expectation of ever attaining a college education—college was something for other people. So they didn't relate very well to the students on campus at that time. They ended up hanging around in their free time, and getting very discouraged. Jane Hickey, another student, and myself came up with the idea of forming a club to deal with the needs of ex-addicts and ex-convicts. So we drew up a charter and constitution and by-laws. While doing this it occurred to me that we had an excellent vehicle for social change on campus. Most ex-addicts or ex-cons are not, as myth would tell you, stupid or ignorant.

They're generally very smart and very creative, but also very frustrated. We decided that this frustration could be put to good use. Our primary goals were to alleviate some of the hardships of men "inside" by corresponding with men in prisons or rehabilitation programs that had nobody; helping with work release programs when they got out, or when they came up for parole; and offering counseling, for their various problems, which are many.

NF: Con Lib has recently opened a storefront—"Prospects"—in New Brighton. What is its purpose?

Jagacki: On June 1, 1973 a storefront facility was acquired by Frank Ehlers and myself. Funds were provided for the rental of this storefront to be paid up by Dec. 31, 1973. Our objectives, initially, were not related to the tasks that we have since undertaken. This change came about because of

the obvious immediate needs of the community. We decided to utilize our resources, limited as they were, in creating a community service center.

So, we acquired an additional \$150 expense budget for the summer months. Semi-day care facilities were

children helped clean the facilities, also, sweeping, mopping and dusting. They also aided us in distributing 300-350 free lunches per day (donated by the Urban League).

We instituted a writers workshop (Non-accredited course) instructed by



Frank Ehlers spent 11 years facing "four walls" before coming to S.I.C.C. established, which was well attended by the children of the community, with whom we established an excellent healthy support with. This function was both recreational and educational in nature for the 30 children who utilized it. These children participated in many ways, besides receiving these services. Some of the other children taught the younger ones simple arithmetic or how to spell their names and, the still younger ones, the alphabet. The

Recently a community resident, who had been an invaluable service to the center, appeared in court for burglary. He had previously served a prison sentence for a felony committed. The center aided this man in finding employment, and I spoke on his behalf at his sentencing. After submitting a letter to the probation office, the man received 5 years probation, during which time a monthly report will be written to the probation office from the center regarding his disposition.

Our plans for the future are:

- a) to institute a wider variety of courses (academic and vocational in nature) in the community.
- b) to develop more programs for the children such as:
 1. Tutorial services
 2. arts and crafts
 3. athletic events
 4. parties and dances

Before the end of Spring '74 we plan to have instituted various courses, for instance, high school equivalency training, remedial reading, college level courses, with the emphasis on community or urban problems, also tutorial services on all educational levels, various counseling (job counseling, referrals, drug counseling, birth control and abortion) services, and a community publication. We eventually wish to become an arm of the college, in an academic sense, that reaches out to the community for the benefit of the community.

It is very unrealistic to expect somebody just out of a prison or a rehabilitation center to come up to a college for counseling or any other type of help because colleges are very foreign to their nature, and they are somewhat awed at the ivory tower aspect... so the storefront becomes an excellent vehicle for them.

NF: What problems were encountered in setting up the storefront?

Ehlers: There were many, many problems setting this up. First of all, it was a pretty new concept and the school administration was very leary of the idea. But student government liked the idea—there's a number of activist people there. They gave us a budget and they okayed it. I went out and procured a lease agreement with the landlord on a storefront and the money was allocated. But the SICC Association refused to release the money.

It took us an entire semester to find out why they would not release the money. Nobody would tell us anything except "no." Finally we found out that they were unsure of the legalities. The student government allocated the money, but had not set up a policy for authorization of the loan for which to spend that money. So SARG was formed. Senator Joe Hamill played a large part along with Charles Isaacs, in formulating an off-campus policy. Once this policy was formulated, it then had to go before CUNY lawyers, and that took a month or so. Finally, when all the problems were knocked down, they conceded to give us the money for rent of the storefront. They provided us with no money for funds, no money for equipment, nothing like that. Therefore, we had to hustle. We put together a few pieces of office furniture and stuff like that. We got some paper and printed up some letterheads, and we went into business.

NF: What problems do ex-convicts encounter, once they're out?

Ehlers: That primarily depends upon the convict and the offense for which he went in. Americans have a "horror syndrome" about certain type crimes. We can understand crimes of greed and crimes of violence, but we don't understand crimes of passion. An armed robber has a much better chance of re-adopting to society, than say, someone convicted of rape. Rape is viewed as a heinous crime in the eyes of society.

As for individual problems, I can only offer myself as an example. I was convicted of armed robbery and felonious assault in 1960, and was given a sentence of twenty years, of which I served eleven. I spent the entire decade of the sixties in prison. A lot took place during that time—the assassination of President Kennedy, the shooting of Martin Luther King, Kent State took place, Haight-Ashbury took place, the flower child movement, etc. So when I came out in '71, I had missed the entire decade. I was still thinking 1950's. It was very strange, I was paranoid.

It was impossible for me to get a job, because I had no work background. I could not apply legitimately. I falsely filled out job applications because I had worked—I was twenty-two when I was arrested. Therefore, I had to apply, which meant that any time a company wanted to do a checkup on my job application, I was subject to dismissal. One of the rules of parole was that you had to maintain a steady record of employment.

Another problem is just normal everyday relationships with men and women, who have never been in prison. In prison, you are taught to do things by rote, by the bell, by the number. It's very much like the armed services in that respect. When you come out and are given total freedom in your movements, you don't know what to do. You play it by ear most of the time, which can be very frightening.

Also, the rules of parole say that an adult cannot sleep with, or have sexual relations with, any person not his lawfully wedded wife. Also, if two ex-convicts are caught conversing with each other, it is a crime, a violation of parole, which doesn't seem reasonable when you consider the fact that, if a man has spent ten or twelve or twenty years in prison, his only friends are other people that have been in prison. Nobody that has ever been in prison can quite understand the problems ex-cons face.

NF: How has the new Brighton community reacted to the storefront facility set up by ConLib?

Ehlers: Well, there has been a very mixed reaction. The new Brighton community—Jersey St. in particular, because we are located there—has seen an influx of storefronts every summer. They come by the dozens; they hang out, and as soon as the weather gets cold, they close up and go away, and the

next year new ones open up. We, so far, have survived an entire summer and an entire winter, which is now making the people think that we really do mean business.

Response to this from the beginning has been sporadic. We hung out down there for at least a month, without any response at all. People didn't even know we existed, which is understandable. They had to find out what we were doing and what we were about. Once we took over the Urban League free lunch program, people started coming over and asking what we were all about. We told them, as best we could, what we were trying to do, what we could do, and asked for their ideas.

We worked very closely with the Martin Luther King Heritage House in cleaning out a church that they bought to turn into their own facilities. We worked with a community theatre workshop, allowing them to use our space for their rehearsals, offering our services in time, feeding them during rehearsals with the free lunch program. We instituted a writers workshop, which was taught by a staff person here at the college, George Cain, whom I don't think is at the college any more. We also instituted an artist workshop, by a neighborhood artist, which worked out well for awhile but he moved back down South. He couldn't handle it financially up here.

We put one person from the neighborhood into the college for that semester, which was last semester. We have seven applications for the college for September. We had the courts of Staten Island place a man on probation in our custody. He is doing fairly well. We have secured jobs for various people. We placed some people on Methadone maintenance programs. We dispense birth control and venereal disease information throughout the neighborhood. We have drug counseling. We have various tie-ups with certain programs throughout the city beside services, like Arthur Kill Rehabilitation Center. We were going to work with Fortune Society, but they were doing their own thing.



DSG Senator and Student Center Commissioner, Ed Jagacki, is a co-founder of Prospects Community Center.

NF: how have the local police reacted?

Ehlers. The cops have been fairly neutral. At one time I invited the cops on the beat into the storefront for some coffee, and we sat down and had a long rap about what we were trying to do. They seemed amiable enough. I asked from them the name of the director of their PAL program here in Staten Island, and his telephone number. I am trying to set up a liaison, but everytime I call them they seem to be busy. So after a few more weeks I will have to drop it.

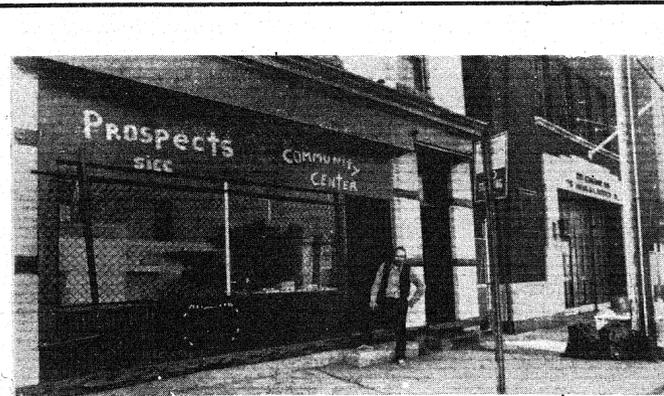
NF: Con Lib members and Vets seem to get along very well. Why is this so? Ehlers: That's really very simple if you go back to some of the answers I gave to the previous questions. Prisons and the armed services are not at all dissimilar. Things are done by the number, by rote, you are not expected to think for yourself, but to follow orders. The same social pressures are used. Because of that we seem to feel strongly along the same lines in issues dealing with freedom.

NF: How do you think the "Prospects" serves the college? Ehlers: Well, Colleges are supposed to serve the needs of society around them. Community colleges are specifically said to serve certain segments of the society. We would expect a graduate of a community college to be known as a certified CPA or a bona fide genius to the second or third level of management, that they are certain to go on.

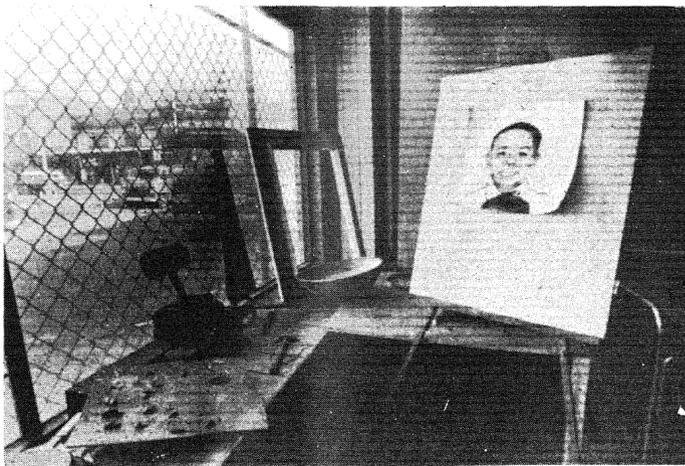
Unfortunately, people who need it the most have very little reason for Open Admissions program access.

They are unaware a community like New Brighton is a very poor area. People are generally too concerned with living their lives, so they never even entertain the idea of college. The college being located where it is, physically on Todt Hill, makes the prospect of anyone from the New Brighton area entering college practically new.

These are the people which the college is designed to serve. In order for the college to perform that function, they need some kind of arm in the community. We feel that if we are not that arm now, we will be in the near future.



Community residents, at first curious, became quite friendly and receptive, and frequently volunteered time and effort for our different functions.



They provided us with no money or funds, no money for equipment, nothing like that. We put together a few pieces of office furniture and stuff like that.

