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CUNY Study Rebuts Charges — "Revolving Door" Admission

"Stop-outs", CUNY Transfers Jump Retention Figures 17.6%

7 of 10 Students Retained, Compares Well Nationally

With a major breakthrough in CUNY's computerized student "tracking" machinery, new Board of Higher Education Chairman, Alfred A. Giardino, has proudly announced the results of a February 1974 study, "Student Retention Under Open Admissions at the City University of New York: September 1970 Enrollments Followed Through Four Semesters," that is likely to provide the fodder for a renewed assault on detractors of Open Admissions. Following the lead of earlier studies which had determined that less than half of a 1968 student group studied graduated within four years, but 70 per cent graduated within seven years (Max, Pearl, How Many Graduate, CUNY 1968) and showed that, among the 1970 freshmen, about a third of those who left after their first semester had returned for the third (David E. Lavin and Barbara Jacobson three semester study, 1973), Lehman College's Lavin teamed up with Richard Silberstein of CUNY to produce the current four semester track record of Open Admissions' first freshmen class.

Key to the dramatic figures that indicate 7 of 10 students (69.5 per cent) in the 1970 freshman class were still in CUNY four semesters later were the procedural changes Lavin and Silberstein made in "tracking" their data. As explained in the full report, there are four weaknesses in the usual system of tracking done through the Registrar's office of each college: 1. students who transfer to another CUNY unit or other college are not counted as retained 2. students who leave and then return to CUNY or other colleges are not counted 3. students who transfer from day session to evening

session at a given college are not counted and 4. students who leave and then return to their initial college may not be included in all cases on all campuses. The new report includes students who have transferred within CUNY and those who have "stopped out" or broken up their academic chronology and then returned to CUNY.

Even without the benefit of including students who transferred out of CUNY at some point, or switched to evening sessions, the changeover in procedures for conducting the computer study brought CUNY's retention rate up 17.6 per cent.

Recently assuming chairmanship of a Board of Higher Education faced with diminishing state support, the threat of tuition being imposed, and accusations by various political factions that Open Admissions has been a failure (including recent broadsides from the Professional Staff Congress), Giardino took obvious pleasure in his claim that, "this study demonstrates that predictions of open admissions becoming a 'revolving door' with very high dropout rates have not come true. The data also provides clear evidence of a genuine thirst for higher education among New York City high school graduates and the wisdom of our predecessors in launching open admissions."

Giardino also made note of the adverse conditions that prevailed for the first open admissions class. "We must take into account the terrible overcrowding of students and faculty in September 1970 when 18,000 additional freshmen were crammed into university campuses. There was only limited time to prepare faculty and staff for the enormous additional and

remedial task confronting them. To approach a 70 percent retention rate in the face of those conditions is to attest to the dedication of the university's faculty and the seriousness of purpose among most of those students who theretofore would not have been admitted to college."

Elaborating on the peculiar circumstances of CUNY's Open Admissions program, Giardino noted several factors he claimed would be incorporated into the Board's analysis of the Lavin-Silberstein report, they include:

- the impact of insufficient and inadequate physical facilities upon academic performance, conditions now receiving top priority attention from CUNY's administration, according to Giardino;
- the comparatively low socioeconomic status of City University students and the fact that the historic pattern for such students—demanding a combination of work and study—yields a higher percentage of students who require six or seven years to earn a baccalaureate degree;
- the increase in student mobility nationally and the rise in the "stop out" phenomenon during the past five years.

"The most encouraging aspect of Dr. Lavin's report," Mr. Giardino said, "is its clear identification of the very substantial percentage of students who were still in college after four semesters and who would never have had the opportunity to enroll in higher education had it not been for open admissions at City University."

Highlights of the report, which includes results by individual colleges and students of different high school averages, include:

decisionmaking, Douglas cited a similar case in an Indian constitutional decision. She claimed the 1949 version of the Indian constitution had taken into account the necessity to break down the "caste" system and made "exceptions" to its equal protection clause to provide incentives for employment and voting rights of tribes, castes and other minorities. In a 1951 constitutional challenge, a Brahmin (the top of India's caste pecking order) had scored higher than a minority person on a university entrance exam and had not been admitted. The case led to a 1954 creation of quotas to guarantee minority access to education.

Douglas also claimed the People's Republic of China, though its minority population is only about 4 percent, has created special programs. She explained the criteria of university entry

major impact on the future entrance possibilities of minorities and argued for defense of current minority enrollment programs which are threatened by its outcome. According to her description, the DeFunis affair involves a suit filed by a white student refused entry to law school despite successful scores on the standard LSAT (Law School Entrance Examination) tests. Like several law schools nationwide, the college he applied to uses a special minority enrollment screening committee which de-emphasizes test scores and focuses on student life experience, grade im-

provement and the like for determining minority entry.

Using the "equal protection" clause of the Fourteenth Amendment to the Constitution (ironically, the same clause used to defeat State supported segregation in the Southern United States), attorneys for DeFunis have argued that the law forbids states making "discriminatory laws," and that, in effect, minorities are receiving preferential treatment.

Noting a cognizance, worldwide, of the need to integrate minority groups into the mainstream of social,

calling it a "pale and male" profession, Ms Cathy Douglas, wife of Supreme Court Justice William O. Douglas, opened the first SICC Minority Law Careers Conference with the claim that law schools, to be understood, must be viewed as primarily created to preserve the social inequities of the status quo.

"Law schools are not set up to teach you how to change anything. They teach you how to keep General Motors and the other institutions of society going. They teach case decisions and the maintenance of precedents. No one wants to pay you to change the system," she argued before a citywide group of students, law and government officials assembled for the Saturday conference (March 16).

Douglas had joined Judge Bruce Wright and Special Assistant to the Mayor Joe Erazo (both part-time faculty members in SICC's burgeoning pre-law program under the directorship of Virginia Hauer), at the podium to provide opening remarks for the all day series of seven workshops that followed. Workshop panels of law students, law school administrators and professors, and practicing attorneys met in colloquies covering "Law Careers—What to do after you pass the Bar, Law School Admissions and Financial Aid, Women, Blacks, and Puerto Rican and Other."

Particularly concerned with the DeFunis case, now pending Supreme Court decision, Ms. Douglas argued that "people will no longer respond to leaders whom they know will not serve their interests" and that the demand for participation by minority groups is "a worldwide phenomenon" that can no longer be denied. To support her claim that minority participation in the legal profession was virtually non-existent, she cited figures from a 1973 study which indicated that of 106,000 law students at the time, 7600 were minority members and just above 16,000 were women, adding, "the study did not indicate how many women were of minority background nor which category they were counted under."

Ms. Douglas, a graduate of American University and practicing attorney with the Institute for Public Interest Representation (a Ford Foundation sponsored entity by which, she claimed, she is "paid to sue the federal government" in the public interest), warned that the DeFunis decision would have a

major impact on the future entrance possibilities of minorities and argued for defense of current minority enrollment programs which are threatened by its outcome.

Assisting in the assault on what Cathy Douglas termed "a pale and male profession" were Judge Bruce Wright, (center), Mayor's Assistant Joseph Erazo (left).

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Closing her remarks, Douglas



photo by Dale Prusinowski

Authors' Panel: Vonnegut Calls for Artists' Financial Protection Program

by John Signoriello

"Artists should subsidize the arts...donate one-tenth of anything they make over \$100,000 per year...to build theatres and buy bread for hungry artists."

Kurt Vonnegut made that proposal at SICC recently during an enjoyable event billed as "An Evening with the Authors." The affair was sponsored by the Staten Island Building Blocks School, a progressive, non-sectarian, Montessori-type school in need of money to expand operations.

Vonnegut was joined on-stage in the SICC auditorium by L. T. Davis, critic and author of "Cowboys Don't Cry," Sam Toporoff, a teacher and author of "The Porcupine Man," and Joan Daniels, author of "And Jill Came Tumbling After," a study of male chauvinism in children's literature. Their moderator was Walter Miller, poet, critic, translator. Their topic: The Writer's Responsibility.

L. J. Davis began by discussing the limits of experimental fiction. "Too many artists practicing the art fall into the delicate trap of narcissistic prose," he said, "which makes their fiction merely an exercise in self-congratulation. Too often all it involves is the writer waving to himself from every page, which is the reason so little experimental fiction is good."

"But don't there have to be a group of pure experimenters?" Miller asked. "Of course," Davis conceded. "We even need some of them tinkering with altered states of consciousness techniques."

Miller tried to get Vonnegut involved, mentioning that Vonnegut had once said that traditional plots in fiction dispose of characters like Kleenex. Vonnegut chose to address himself to the topic of experimental fiction: "Writers wanted to do what artists did, become Dadaists and Cubists. But they all failed because the readers didn't exist."

He likened their attempts to Beethoven's composing French horn pieces so esoteric no musicians could play them, something Beethoven did indeed do at one point in his career.

"There are so few skilled readers," he said. "But you have to expect that. A reader has to pick symbols off a page at high speed, imagine settings and costumes. I write conventionally because people read conventionally."

Sam Toporoff returned the discussion to the announced topic, the writer's responsibility:

"If you live in the same century as Camus and Sartre, and all you produce is blue dots or seven hard lines on a canvas, you may produce fine art—but it is essentially an irresponsible act."

Writers and artists ought to demystify their art, he said—tell the world what it is they do.

"Writing fiction is a lot like baking bread," he said, waxing domestic. (Sam Toporoff is a bread baker, not by profession, by predilection.) "When I started I was awful, but I got better." He ended by concluding that both baking bread and writing fiction are "essentially processes."

"One nice thing about writing," Kurt Vonnegut said, "is that most of the writers I've met aren't really very bright. The one smart writer we have—Gore Vidal—nobody can stand."

Vonnegut returned to experimental painting and fiction. "One thing to remember about the experimental painters, especially the Cubists," he said, "is that they were reacting to technology—to photography."

As for recording the history of their century, Vonnegut said that the photographers ended up doing it better anyway. "I remember seeing incredible World War I photographs of bodies in trenches and huge guns squatting in the mud," he said. "I don't think any European artist at the time could have portrayed the war that powerfully."

Sam Miller, moderator, took advantage of a pause and asked Joan Daniels what is needed to correct abuses in the field of children's literature.

"More children's books of a different kind," said Daniels. "The most expendable characters in children's literature are women—they are mostly cast as grandmothers and witches. Children's literature faults on other counts. There is tremendous standardization, reshaping of plots, and concern for commercialism. Since books on little boys sell, that's what little girls get to read. Maybe we should let some children write children's stories."

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Marchi Cuts Comm. Colleges From State

by Sally Johnson

Moving to head off possible attempts by the Albany government to set tuition and end Open Admissions, State Senator John J. Marchi last month introduced into the Senate a bill designed to return control of the CUNY system to the Board of Higher Education.

Co-authored by Senator Jeremiah Bloom, the bill is designed to remove CUNY schools from the jurisdiction of present State budget allocation formulae which, if adhered to, could cut community college monies by as much as \$11.1 million in the next fiscal year. Instead, the Senators, as well as Assembly sponsors Constance Cook and Burton Hecht, would have the State contribute its 40 percent support of the City University in an outright grant to the BHE.

Chancellor Kibbee and other members of the Board have long complained that the current budget formula based on dollars per student per credit in effect discriminates against New York City schools because it does not take into account any peculiarities of urban life any more than it gives consideration to the fact that the cost-of-living is much higher in the city. Some observers in fact believe that the State budget squeeze on community colleges was ultimately designed to force those colleges to charge tuition and put a de facto end to the Open Admissions policy in New York City.

In order to insure that this does not come to pass, the Marchi bill (with due credit to the other sponsors) broadly defines the role of the BHE with respect to the administration of CUNY. "The control of the educational work of the city university shall rest solely in the board which shall administer all educational units of the city university." The re-written education law further affords to the board "the power to determine in its discretion whether tuition shall be charged and to regulate tuition..." The BHE, however, has long expressed its support of free tuition and the Open Admissions policy.

Another new provision in the old law empowers the board to "impose and collect charges for student government and other student activities, and receive and expend them as agent or trustee." This may have important consequences in light of recent student government moves to exercise more direct control of their own budgetary funds.

But the most immediate and far-reaching effects are sure to come from section sixty-two hundred fifteen which is entitled "City University of New York budget process." Marchi and the other sponsors have proposed a separation of

the senior and community college budgets: "For each city fiscal year, the chancellor of the city university shall prepare a proposed operating budget for all approved programs and services of the senior colleges, and a proposed operating budget for all approved programs and services of the community colleges."

As it stands now, community colleges and senior colleges alike are funded from the State with money which filters down through the City of New York and then to the CUNY system. In addition, the community colleges receive the 40 percent allocation which comes from the State through the state university (SUNY)—thus, SUNY did have some measure of control over the community colleges. Prior to 1971, the 40 percent was in the form of an outright allocation, but in 1971, former Governor Rockefeller established a budget formula (see 2-27 issue) which theoretically equalized the distribution of State education funds, and which in fact served to penalize New York City according to the BHE.

What the Marchi bill essentially proposes is that the State return to the pre-1971 set-up which would remove CUNY community colleges from the jurisdiction of the State formula. However, contingent upon that is a clause which provides for the establishment of a new formula by the BHE by December 31 of this year: "By December thirty-first, nineteen hundred seventy-four, the board shall develop a new formula for the financing of the operating costs of community colleges." This new formula would supposedly go before the Legislature in 1975.

The major thrust of the Marchi budgeting proposal, however, is to reassert support for Open Admissions and free tuition in the CUNY system in the face of ever-increasing budgetary pressures. The section concerned directly with community college

financing makes provision for the usual budget proposals and fiscal reports, and then stipulates that State aid shall be made available "in amounts equal to one-third the amounts expended and certified by the mayor of the city of New York..."

The one-third figure, however, rises to two-fifths of the total budget "for each community college at which there is being implemented, during that year, a program of full opportunity, provided such program has been approved by the board." As the program of full opportunity is defined in the bill, it is basically the Open Admissions program as it exists at present. The program is required to "establish a policy of offering acceptance in an appropriate category of the community college to all applicants residing in the area who graduated from high school within the prior year, etc."

Furthermore, the program must "provide for adequate programs of remediation, instruction and counseling to meet the needs of all students to be served by the college." The concept of adequate programs, of course, is open to interpretation, and is likely to receive a wide variety of interpretations according to the political climate of the moment.

The other major, and largely undefined provision of the section involving community colleges, is in the form of a quasi-accruals rate stipulation which is a potential thorn in the side of community college administrators. "In the event that the amount of the state aid paid to the city of New York in such completed fiscal year for the purposes of this paragraph was in excess of the audited sum of all moneys set forth in such financial statement... the comptroller shall withhold the amount of such excess from the next state aid payment."

While this does not specifically define an accruals rate percentage, it is based upon the same premise that the city uses in determining its accruals rate—the premise that those who do not spend the money this year, will not need it next year and therefore will not get it next year. The import of this provision is that community colleges must spend the full amount allocated to them within a given fiscal year in order to qualify for at least that amount in the next.

3-Year B.A. Hearings Set

Plans for the institution of a three-year Baccalaureate Program which will enable students to earn a B.A. in three years have finally reached completion. The faculty committee involved in the planning of the new program for SICC will present their report in a public session in the Auditorium on March 27 during Club Hours, during which time any questions may be put to the group.

Members of the Committee are Luther Carpenter (History), Bruce Chandler (Mathematics), Jesse Gilmer (Administration), Virginia Hauer (Internships), John Shawcross (Chairperson, English), and Steven Zwerling (Circle '73). The text of the report is as follows:

SYNOPSIS OF THE BACCALAUREATE PROGRAM AT STATEN ISLAND COMMUNITY COLLEGE

The following program of study at Staten Island Community College will culminate in the conferring of a Bachelor of Arts or a Bachelor of Science degree, depending on the ratio of humanistic-social or scientific-mathematical-technical educational experience in a student's individual program. For a student following the full program in a continuous pattern, the length is 110 weeks, not counting intersessions. The full program will take a minimum of 131 calendar weeks (that is, 110 weeks of educational experience and 21 weeks of interim periods). The work constituting the 110 basic weeks of the program is to be completed for graduation certification, however, within five calendar years commencing with the student's first entry into the program (i.e., within 260 consecutive weeks).

Requirements for the Baccalaureate degree at Staten Island Community College are 122 credits, construed as follows:

Development Seminar IA, IB	3.0
Development Seminar II	1.5
Developmental Seminar III	1.5

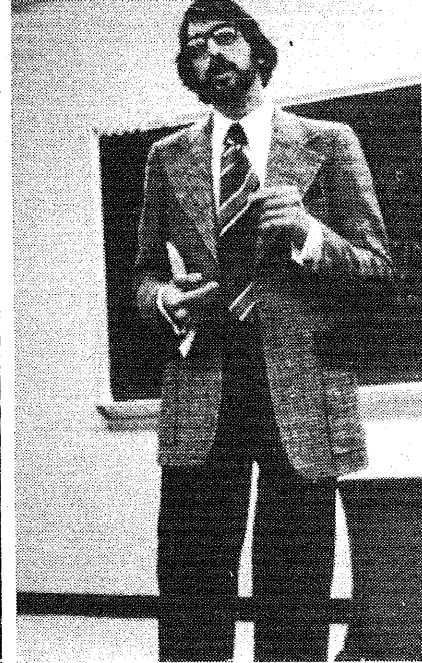
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DSG Special Elections
In a second round of special elections to fill seats vacated by graduation or drop from Day Session Senate participation, the DSG is holding a special election.
Voting is now taking place in the C building Information Booth from 10 to 4 daily. Offices vacant are Senate seats from Liberal Arts Science and Non-Science, Child Care and Mech Technology. Voting closes March 29th.

Soviet Jewry Keynotes JCU Purim Festive

by Fred Armentrout

"Haman's Hats" were not the only commemoration of anti-semitism at the recent "Purim Party" designed to launch a Jewish Cultural Union on campus. Less tasteful than the commemorative pastries was the plight of Soviet Jewry depicted by the party's featured speaker, Allen Ellstein. Ellstein, as a representative of the Greater New York Council for Soviet Jewry, discussed his recent visit to the Georgian Republic of the USSR and compared the situation of the rural Russian Jew to his urban counterpart. The Georgian Republic, which borders Turkey, is unlike urban areas such as Moscow in every way save one, according to Ellstein: the one similarity being the desire of its Jewish populace to emigrate to the U.S. or Israel. "Despite the relative tolerance of the Georgian nationals and security of Georgian Jews, over half of the community has emigrated to Israel," he claimed.



Allen Ellstein, representative from Greater New York Council on Soviet Jewry

Explaining the difference between the Jewish communities of rural Georgia and urban Jews of Russia, Ellstein pointed out that Georgian Jews are largely Asian or Oriental; that their peasant stock relies on strong religious ties; that, not being from the Russian intelligentsia, the State has subjected them to less persecution in general; and that they retain a strong community and ethnic awareness which is partially possible because Georgian nationals are generally less anti-semitic than Ukrainian nationals centered in European Russia.

To provide an example of the solidarity prevalent in the Georgian Jewish community, Ellstein described the reaction of the populace to Stalin's synagogue closing program in the 30's: "They simply would not let the State close their Shuls. When the day came for the ceremonial closings, whole families layed down in the streets in front of the State trucks. There were some 2,000 Shuls before the Stalinist closings; there are about 60 open today...and 30 of them are in the Georgian area."

The combination of communal strength and low priority on the State's value scale, as compared to urban intelligentsia, have created vast differences between the groups, according to Ellstein. "In the Ukraine there is no Kosher meat, no circumcision, no Bar Mitzvahs and the youngest people you find in a Shul are 50 years old...the rest are afraid to come. In Georgia people were proud to take us into their home. Young people came to Shul even though, in many cases, they do not know Hebrew. Georgics are free to get visas anytime and, when they leave

Russia, they take their belongings with them. Urban Jews leave with two suits of clothes and a suitcase, when they can leave."

The kind of fear Jews of Odessa or Kiev, in the Ukraine, live under is evidenced, Ellstein pointed out, by the fact that there are even special visitors seats in Shuls so that locals will not be singled out as fraternizing with outsiders. He claimed that—though they have generally been allowed to keep some items such as Torah scrolls—prayerbooks are rare commodities with a high "black market" value. He explained that the Jewish Bible, until 1968, had last been printed in the twenties. In 1968, six thousand copies were printed to suffice for 3 million Jews in the country.

To provide an example of the sacrifices of Jews for their religion, Ellstein described an interview he had with a ritual slaughterer. "He had a lighter with the Jewish star. It used to play a Jewish song but was broken. For it he payed 50 rubles. His salary was 60 rubles a month. A prayerbook printed in Israel brings about 450 rubles. A relatively well-paid engineer in Russia earns about 120 rubles a month."

Ellstein concluded his presentation with what he considers the most typical example of the Russian State's attitude toward Jews. "They have desecrated a cemetery in Levov. They are building a shopping center on it. Ten days ago 70 people planned to present a petition to the Minister of the Interior. They were arrested the same day, before it could be presented, for 'intent' to protest. Many who protest are sent to what is called a 'sobering up' station. It is used for drunk and disorderly conduct. It is also used as a device to ship those who protest to asylums. What they do is continue to arrest those who protest. There is a quota of 'sobering up' station visits, after that you are sent for psychiatric help."

is a moneyed nominee. Everyone else in this race is there for window dressing. One of the two children will win. Madeline Kahn was good in Paper Moon, but Tatum upstaged her. W.C.Fields was a wise man; never trust a child, Madeline Kahn will learn her lesson this year. Candy Clarke's role in American Graffiti is far too shallow for an award. Sylvia Sidney is great in Summer Wishes Winter Dreams, but the film is a lead balloon. She was lucky to have such a short part, for the film really dies when her character departs.

BEST DIRECTOR. Again, I look for a major upset. George Roy Hill is going to take this award for The Sting. William Friedkin will be a disgruntled second for The Exorcist. All the real talent will be overlooked. Bergman, the master, whose Cries and Whispers is a gem, will have to content himself with his art. Hollywood doesn't give its major Oscars to foreigner very often. Similarly, Bertolucci's nomination for Last Tango in Paris and George Luka's for American Graffiti are examples of the Academy trying to look hip. Nominations may include art as a criterion; awards are purely parochial.

BEST FOREIGN FILM. My best bet of the night: Cries and Whispers by a landslide.

Reefer Madness

by Fred Moynihan

"Reefer Madness", an ancient pseudo-documentary of the mid-thirties on the evils of marijuana, was presented in the S.I.C.C. auditorium in a recent film fest sponsored by the Kaleidoscope program. "Reefer Madness" centers around the efforts of a Casper Milquetoast-type crusader dedicated to educating the parents of potential "marijuana addicts" on the terrible pitfalls faced by those who are introduced to the "killer drug". The movie opens on a quiet, all-American apple pie eating school. His gullibility and naivete liken him to Jack of "Jack In The Beanstalk" fame, "trading away the cow" for a handful of beans.

The young lad is observed going through varied stages of character degeneration which begin with his introduction to marijuana and subsequent initiation to SEX, the most appalling violation of the Puritan ethic. After being sufficiently "appalled" with the notion that grass makes you horny, the audience is bombarded with information obtained from the local police chief by our crusading educator. One gory account of the marijuana menace involves the case of a 16 year old "marijuana addict" who murders his entire family with an axe while under the influence of the drug.

As if these "case histories" weren't enough, we flash back to the young man who has been duped into believing that he has murdered his girl friend (whom he was actually defending from a crazed marijuana fiend) facing a murder trial. At this point, the confused plot, having exhausted every means of staggering the audience from sex to murder, finally centers on the suicide of a woman involved in the murder and the commitment "for the rest of his natural life" of her incurably insane boyfriend to a mental institution. Gradually, the narrator appears once more to pound it into our heads it is up to us, the public, to make sure the menace doesn't spread to our children. On top of everything, the film doesn't even waste the space of a simple "The End" or a polite "Finis" but keeps ramming home the same theme right up to the end of the celluloid... "Tell Your Children!"



David Schnall, organizer of SICC's Jewish Cultural Union.

As an example of the Soviet attitude towards Jews desirous of emigration, Ellstein cited the case of Marin Temkin. She is the fifteen-year-old daughter of a man who had applied for

emigration papers. According to Ellstein, her father's price of emigration was to have the KGB (Russian Secret Police) kidnap the daughter so she could not join her father. They then agreed to let the father go. Closing his talk, Ellstein asked parties interested in helping the Council on Soviet Jewry to contact Bernard Kaplan, the Staten Island representative, and join upcoming protests for Henry Kissinger's April trip and President Nixon's scheduled June trip to Russia.

Purim, according to Jewish Cultural Union organizer, David Schnall, celebrates the story of Jewish deliverance in the Book of Esther. Haman was a Persian tyrant intent upon the destruction of the Jews, who were saved by Esther on the day their execution was to take place. Haman's Hat (Haman Taschen) are shaped and named for the three-cornered hat the 450B.C. figure wore. In addition to the recent Purim party, which featured traditional songs as well as the Ellstein talk, Schnall plans a model Passover on the Wednesday before Easter Week and, in late April or early May, a special program on "Yom Sho'a" or the "day of the holocaust," commemorating the torture and death of over 6 million Jews under Nazi Germany. The newly formed Jewish Cultural Union is open to non-Jews and all members of the SICC community.

Con Ed Grant Program Gets Refunded

by Fred Moynihan

A program instituted in December 1971, funded through local state, and federal funds to provide industry related courses for the unskilled has blossomed into a full-time venture at S.I.C.C. Prof. John Antonopoulos, coordinator of the program, has been overwhelmed with the response of companies such as Con Edison to this educational phenomenon.

In March of 1972, a pilot program entitled Manpower Training 20, serviced twenty-nine students and consisted of only one three-credit course. Since then, Con Edison has worked jointly with S.I.C.C. to institute programs and curriculum designed to develop the potential of its employees who were already familiar with the mechanical aspects of industry and interested in building industrial management skills.

The departments of Mechanical Technology (headed by Prof. Antonopoulos) and Electrical Technology (chaired by Dr. Nathan Weiner) offer

an Industrial Management Sequence through which Con Edison employees may obtain an A.A.S. degree over a three year period. Instructors

representing various departments of the college conduct classes at different Con Edison training facilities in the metropolitan area as well as special laboratory sessions within the college itself. At present, over 300 Con Ed employees are enrolled in the program and taking course from "Industrial Organization And Management" to "Labor Economics".

Prof. Antonopoulos points out the fact that part of the success of the program is due to the age of the students (most are over 30), having the benefit of years of industrial experience as well as knowing exactly which course will apply directly to their particular occupational objective.

In February, a check for \$15,000 (the first installment of this year's grant) was presented to Pres. Birenbaum by Con Ed Vice President and Director of Personnel Administration for the company. All parties involved are optimistic about the continued expansion of the program to meet the needs of all industrial and technical employees within the area, and judging from repeated inquiries by other industries as well as the Staten Island Chamber of Commerce, there is good cause for optimism.

Summer Jobs In Europe

Luxembourg (Europe) - Students interested in going to Europe this spring or summer can earn back most or all of their trip cost by taking a summer job in Europe. Paying jobs are available in resorts, hotels, restaurants and snack bars in Switzerland, Austria, France, Germany and England. A few weeks on the job earns back the air fare, a few more weeks work earns ample money for traveling around Europe - especially if travel is by bicycle.

Standard wages are paid, but the big saver is the free room and board provided with each job and arranged in advance by the Student Oversea Services. SOS fills the jobs on a non-profit, first come, first served basis as it has done for the past 16 years.

Students are also taking to the roads on bicycles in Europe as a means of beating both the energy and money crisis. Under a new arrangement students can bicycle around Europe with a new European bike that they can put on the plane and take home with them. SOS has arranged bike tours for

groups, or individual bikers who want only a new bike, a map, and a "Survival Kit".

"But no matter what the reason for going to Europe - exploring, studying, working -," advised John Carodine, SOS Placement Officer, at a recent University of Miami meeting, "Students should immediately sign up for their school charter flight in order to sidestep increasing air fares." Students can also sign up with a neighboring school charter, or any local civic group, museum or town group sponsoring a charter flight to Europe. "This is the cheapest way to fly to Europe," emphasized Carodine, "and students should take advantage of it." SOS does not operate charter flights. Students should look into all local charter possibilities because, once in Europe, it will be easier to earn back the trip cost by taking a paying job - a unique experience in itself.

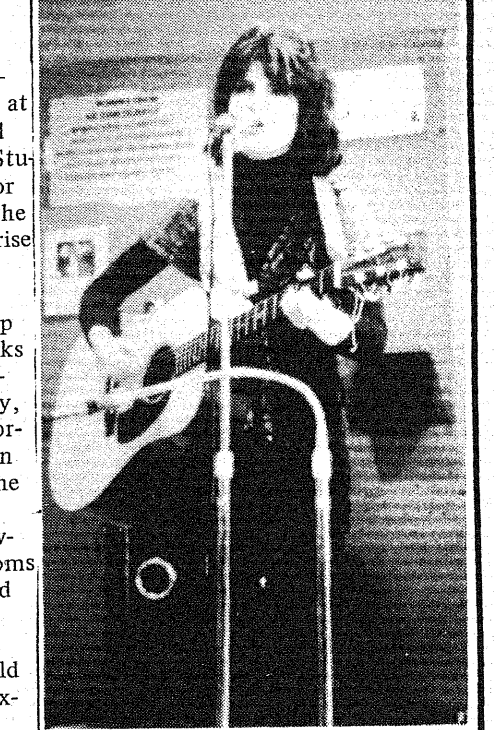
Interested students may obtain application forms, job listings and descriptions, and the SOS handbook on earning their way in Europe by sending their name, address, name of educational institution and \$1 (for postage, printing, handling and addressing only) to either SOS - Student Overseas Services, Box 5173, Santa Barbara, Calif. 93108; or to SOS Placement, 22 Ave. de la Liberté, Luxembourg - Europe.

Women's Day

In honor of this year's March 8 International Women's Day (celebrated at SICC on March 7), Beverly Grant and her Women's Band turned up in the Student Lounge to play feminist songs for a sizeable audience. As it happened, the rest of the band was male to the surprise of some, but the disappointment of none once they began to play.

Judy Clark, a member of the group called "Midnight Special" which works with prisoners and convicts, next addressed the topic of women in history, a subject which has yet to be incorporated into the average curriculum. On an international level, she spoke of the complaints and problems of women throughout the world who haven't even come close to attaining the freedoms which American women now demand as inalienable rights.

For those women who are now locked up in prisons all over the world for political and other reasons, she expressed solidarity with them, saying, "We give voice to those women who are struggling around the world."



RF Publishing

Dr. Raymond Fellers, Adjunct Asst. Prof. of Government, has formed RF Publishing, Inc., which offers teachers the opportunity to design and edit their own readings books as an alternative to mass-produced texts. The books may be composed of journal articles, any original material of the teachers, and work in the public domain. For further information, please leave your name with the secretary in the Economics and Government Office (7804-5)

Nights
J1 Early
6:25-9:00
J8
Late

History's Omissions

1804: U.S Congress authorizes the President to give Indians land west of the Mississippi in exchange for their lands east of the river, setting the stage for the Indian removals.
1885: Gabriel Dumont with his Metis and Indian horsemen defeat the Mounties at Duck Lake.
1973: Susan Shaw and Edna Stokes become the first female members of the London Stock Exchange after 171 years. The market closes generally higher
1973: Married women gain the same status as single women, and unwed mothers are not required to apply for waiver, according to liberalized regulations announced for joining the WAC

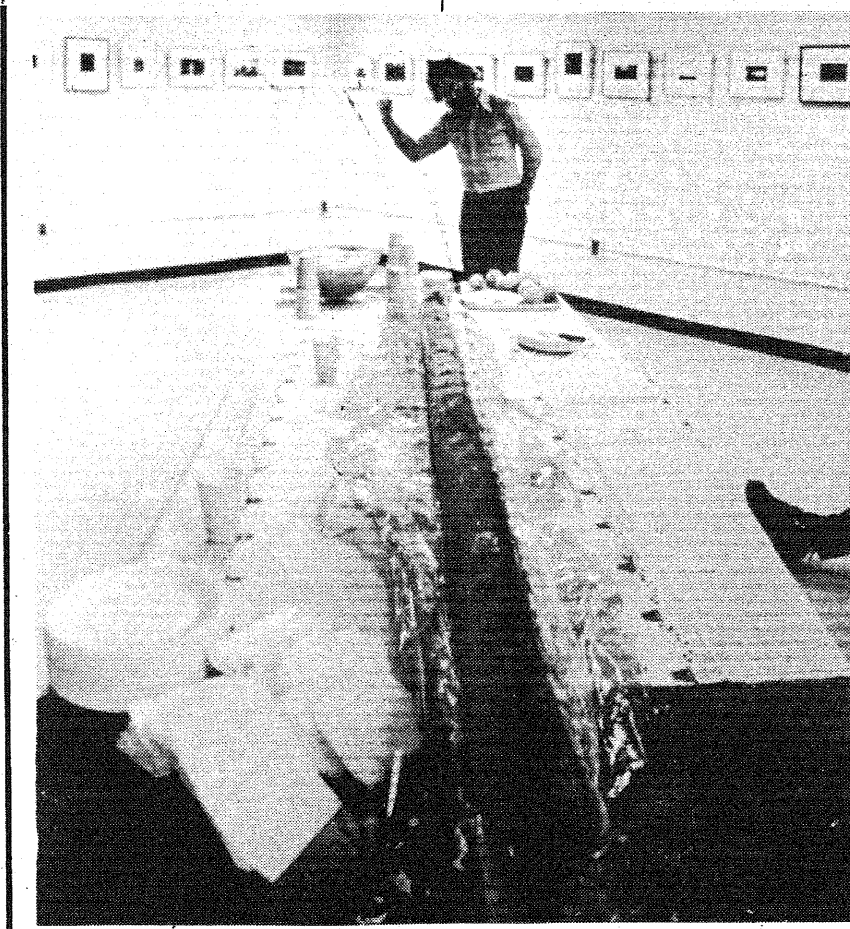


photo by Lisa Wo

POETRY & DIALOGUE

ROCHELLE OWENS AND PROF. C. BELGRAVE

AN AFTERNOON WITH
ROCHELLE OWENS

IN EUROPE WITH
THE KARL MARX PLAY

in
LA GALLERIE

Staten Island Community College Library

715 Ocean Terrace Staten Island, New York

3:30 pm.
APRIL 3, 1974

Calendar

March 26—NYC Career Opportunities of interest to SICC students. Personnel Representatives will be on campus seeking Management, Health and Medical Services, Social Services and Technician students Room C-2.

March 27—Auditions for Community Scholars Program Talent Show, Club hours lounge.

March 27—Seminar to organize political and social action for Community Mental Health. Guest Speakers from the Sunset Park Coalition. Room A-324, 1:30 to 3:20.

March 28—Bloodbank Drive Room D 102 10:00 to 2:30

March 29—Nana Dinizulu African Dances and Disco Party. 8:00 \$2.00 for students and \$5.00 for non students. SICC auditorium.

March 29—Alumni Association General Meeting 8:00 at SICC

March 29—The Vets club goes to Washington. Sign up for the trip in C-132.

April 2—Kaleidoscope Movies presents "Sometimes A Great Notion" 6:30 in the SICC THEATER.

March 30—Staten Island Community College Auditorium—8pm presents "Gala Operatic Concerts Commemorating the 50th Anniversary of Puccini's Death."

April 3—Model Passover Seder sponsored by the Jewish Cultural Union will be held in the Presidents Conference Room during Club hours.

April 5—Community Scholars Program presents Talent night in the SICC Auditorium 7:30

SICC Series Debuts On CTV Network

A new series of television programs, "Staten Island Community College Presents" will be seen each Wednesday starting April 3, over the City University of New York cable television network, Channel "B" in Manhattan, from 5:30 to 6:30 p.m.

The first program in the series will be "The Humanities" written and hosted by Dr. Rosalie Reich, professor of English and speech at S.I.C.C., whose program was videotaped in the college's color television studio in early March. Subtitled "Explorations: A Search For Meaning in the Contemporary World," "The Humanities" focuses upon the creative expressions of the first quarter of this century and shows how artists and writers came to terms with their complex world.

production of "The Humanities" were the producer-director, Jerry P. Melmed; chief engineer and technical director, Raymond Zwingraf; audio engineer, and assistant technical director, Bob Meli; photographer, Joe Rickard; and graphic artist, Suzanne Langeler.

Prof. Melmed has made arrangements with Mr. Spencer Freund, director of the City University Mutual Broadcasting Instructional Network (CUMBIN) to present an original color television production on cable each Wednesday in the 5:30-6:30 time period.

"The Humanities" will be aired at an open screening at the college on Wednesday, March 27, at 11:40 a.m. and again on Friday, March 29, at 12:35 p.m. in Lecture Hall B-148.

The Great Oscar Race

By Les Keyser

As the Academy Awards approach it's time to get out your scratch sheet your record of past performances, and your o'uija board. For the record, here's how I'd handicap each contest:

BEST PICTURE. The Exorcist should win handsly. No film can make this much money and not please the employees are the principal voters in the Academy Awards. The Sting has upset potential and may be a sentimental favorite. Everything else is definitely an also ran. Cries and Whispers went for months without a distributor; no Hollywood denizen is going to admit that Bergman's artistic opus is better than studio suet. American Graffiti suffers from the youth of its director and his anti-establishment postures; studio people aren't going to shake the hand that slapped them. A Touch of Class is totally out of its class here. The nomination probably reflects the paucity of material available this year; anything with a modicum of charm was nominated for something.

BEST MALE STAR. Look for a big upset here. Al Pacino will squeeze by, in very close balloting, for his characterization of Serpico in the film of the same title. Pacino deserves the award, but is handicapped by the fact the film is a New York based production. East is East, West is West, and often the twain don't meet. This year, however, I think the fog surrounding Hollywood may lift for a brief moment, and Pacino will get the award. Four other stars will be close, however. Marlon Brando could have gotten it all for Last Tango in Paris if the film had been released later in the year, if he had never really cared about Indians, if he had streaked in the film rather than coveting with his clothes on, and if the director had been an American. Robert Redford's smile, and little else, gives him an outside shot for his role in The Sting. Jack Lemmon also has a shot for his role in Save the Tiger; a lot of money is going into ads in trade papers reminding Academy members about Lemmon's role. It all seems a desperate attempt to resuscitate a film which was no tiger at the box office. The rank outsider in this race is Jack Nicholson for his role in The Last Detail. The film opened early in Hollywood to qualify for this year's awards. Nicholson is good in the film, but his effort seems too little too late. Al Pacino is hard to beat in this category.

BEST MALE IN A SUPPORTING

The News Ferry

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The Lawyer As An Agent of Social Change



Blueprint:

Minority
Participation
in the
Legal
Profession

Workshop I: "Lawyers, the New Moneyed Class"

by John Signoriello

Panel members for the workshop entitled, "What Do You Do After You Pass the Bar?" included Bruce Wright, the panel moderator, Mary Pickman, a government lawyer, Alan Moss, a municipal government lawyer, Richard Sherman, a Legal Aid lawyer, Richard Juterbock of the Wall Street law firm of Sherman and Sterling, and William O'Halloran, a private practitioner.

"Those of you who wish to be reputable should not overlook Wall Street," said Bruce Wright to the students present. "Lawyers are the new moneyed class. I wouldn't neglect Wall Street; I have no contempt for money."

Nor for the lawyers who give up fruitful careers to work for Legal Aid. "They should be treated with respect," said Wright. "Right now, Legal Aid lawyers are in the same boat as prisoners. They have no place to conduct private interviews with prisoners. They are forced to conduct them in the pens with the prisoners, which is especially difficult for women lawyers."

A hand was raised. "Some judges interfere when a black lawyer cross-examines a witness," a student said. "What advice might you give to a young black lawyer who finds himself in this situation?"

Wright laughed and said: "You have to risk contempt. Judges are peculiar people. They tolerate no insubordination, and they do have the right to take part in cross-examination. But most judges do not interfere if they think counsel is competent."

"Mainly commercial," is the way Richard Juterbock of Sherman and Sterling characterized Wall Street law practice. "A Wall Street lawyer doesn't go into court much, handle criminal cases or divorce litigation," he said. "When they do go to court, it's mostly tax work."

The world he described is mostly male and white. "There are few blacks and less women," he said. "But times are changing."

Juterbock admitted that Wall Street

law firms are "generally conservative," but maintained that they have a lot to offer, such as readily available leaves of absence for community service. "Right now, two of our people have taken leave and are working on the committee to impeach Nixon," he said, "and you no longer have to be in the top ten of your class, or the editor of Law Review, to get a job in the first place."

A student asked if degrees from Brooklyn College are honored at Sherman and Sterling. "Yeah, what about Brooklyn; why are their degrees so scorned?" Bruce Wright asked. "I don't know," said Juterbock. "We have two partners from Brooklyn."

A student asked if Sherman and Sterling hired students as law clerks. "No, but as legal assistants, which is a good thing to get into," answered Juterbock.

Wright defined the practice they were speaking about: at the beginning of their second year, law students are expected to get summer jobs with firms they'd like to work for after graduation. "It's very important," said Juterbock. "Not only that, but they pay very well, interjected Wright."

"Can you tell us what happened to the law suit brought against a number of Wall Street firms—Sherman and Sterling included—for discriminatory hiring practices?" a student asked.

"Nothing really happened with it," answered Juterbock. "But I can tell you that some really amazing things were alleged—such as interviewers blatantly telling women they would not be hired solely because they were female."

"I was interviewed for a job at Sherman and Sterling," one woman in the audience stated. "One of the partners told me: 'I'd hire you in a minute, sweetheart, but no one would eat lunch with you and you'd be so lonely.'"

According to Robert Sherman, the Legal Aid Society in N.Y.C. has about 450 staff attorneys—50 women, 15 blacks and 10 Puerto Ricans. "I have been told by management that this is not a

discriminatory practice," he said; "it's just that we don't have the applications."

"What happened to mine?" a minority student asked. Bruce Wright said that last summer he referred 50 black lawyers to Legal Aid for jobs. A short time later, he said, he received a letter asking him not to refer anymore people.

"We operate under a heavy case-load," said Sherman, getting back to more comfortable ground, "but we get satisfaction from burning the D.A. and the police department." "Judges, too," added Wright.

Wright then asked about the high turnover of staff Legal Aid has historically encountered. "It has been a problem," admitted Sherman, "but we're trying to beat that, by increasing salary in later years."

"I've been told by a lot of Legal Aid clients that each time they go to court, they see a new lawyer; what about that?" a student asked.

"The practice still continues," admitted Sherman, adding that the Legal Aid employees union has opposed it since last summer.

Mary Pickman, a government lawyer, has been involved with Legal Aid efforts to get private interviewing cubicles. "We've been working on the matter since June," she said. "The result: in three months, three telephone booth-like cubicles will be installed in the arraignment section of Judge Bruce Wright's court. In my opinion, once the booths are in, they will still not guarantee the legal and constitutional rights of defendants in that regard."

Pickman painted a somber picture of the reform movement in the legal area. "The money has dried up," she said. "There are still private grants around, but getting them is a whole big game in itself, involving endless requests and red tape."

"The whole reform movement is enough to make you despair," she concluded.

William O'Halloran, a private practitioner, reminisced about his law school days. "It was kind of a denuding process," he said. They strip you down intellectually, remold you. He cautioned the minority students that

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Workshop II: The Case of "Miss Whimsy" & "Mr. Careful"

by Fred Ammentrouf

In a tumble of law career possibilities, Kathy Douglas and Joseph Erazo (representing public interest law and government law) joined Professor of Constitutional Law (Fordham) Jerry McLaughlin, Family Law attorney Bernard Dworkin, Corporate Law practitioner Karen Yates (Sherman and Sterling) and Adele Brody (affiliated with the Institute for Public Administration, Queens and Antioch colleges) for a question and answer session on "What do you do after you pass the bar?"

Noting that "even the rich are entitled to representation," Karen Yates a graduate of University of Virginia's law school, estimated that 7 of 210 attorneys with the large Wall Street firm of Sherman and Sterling are women. Yates began her career with undergraduate training in Government and originally intended to enter public service law.

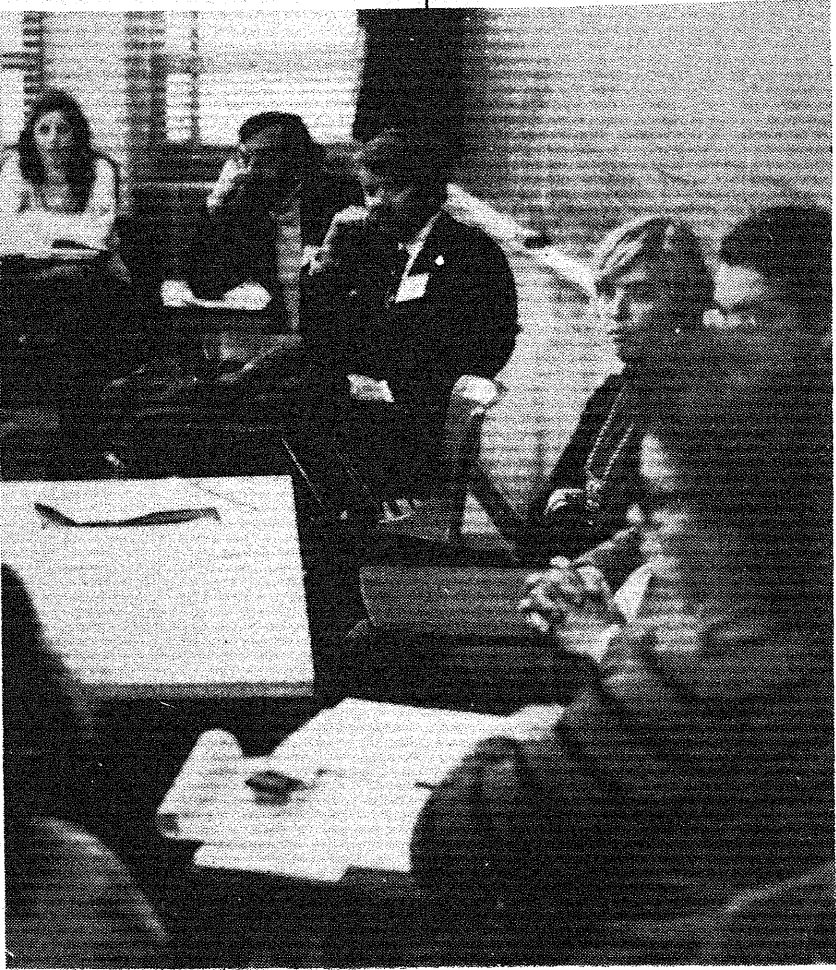
In a brief discussion of the role of women, or lack thereof, in the legal profession, Yates claimed, "to compete for entrance to law school and positions in the field afterward, women must be as good or better than men." On the brighter side, for women, Adele Brody noted that there are several founding women's law firms now in existence, referring specifically to one in which State Assemblywoman Carol Bellamy is a partner, she suggested there are likely to be more in the future which may make prospects for women attorneys better than they have been to date.

Dworkin, an independent Staten Island attorney who specializes in Family Court cases, spoke briefly about the difficulties of the "imdependent" in the profession. Reminiscent of the "ambulance chaser" stereotype of independent attorneys, Dworkin elaborated on the "small cases, small fees" syndrome of a community attorney which had been touched on earlier by Erazo in his description of pre-government attorney days in the Puerto Rican communities of Manhattan.

Like Erazo earlier, Dworkin suggested that most starting attorneys shoot for major institutional or Wall Street firms to build experience and connections before launching an independent career in communities.

In a brief exchange with an NYU Dean, Douglas was challenged on her keynote address implication that overt discrimination exists in law schools

throughout the country. Dean Daniel Kimball asked that she prove or retract her statements. Douglas held she would do neither and that, if necessary, she would compile the figures with a bill for the service included. Calling attempts by law schools to be "relevant" by offering poverty law course electives "a farce," Douglas persisted in her earlier claims that law schools generally, are designed to teach the



Joseph Erazo and Kathy Douglas chaired a workshop on "What do you do after you pass the bar?"

rights of owners over renters; loaners over debtors and property over people.

NYU was actually cited as one of the better examples of law school concern over admission and retention of minority students, with special note made by Erazo of that college's clinical programs, designed to "show what you can do with lawing," as he put it, "rather than how well you do on tests."

Discussion of concern over compensating devices to retain minority students, once admitted, centered on an audience question asking if any law schools had some form of affirmative action policy toward the retention rate of students. Douglas claimed her school's student committee had voted down special "enrichment" programs because it was felt they would stigmatize students who entered them. According to Douglas' description, this is a concern throughout the law school system, but the decisions for special counseling and tutoring programs usually are overshadowed by the "stigma" argument. Not unlike the college system in general, law colleges, whether in the end more concerned about the student reputation or their own, resist offering special programming for minority students once they are admitted; leaving the "sink or swim" approach to determine who remains and who fails.

Adele Brody suggested that job possibilities were likely to increase for lawyers with knowledge of accounting principles. She claimed it is a rapidly expanding field as many of the major corporate responsibility cases of fraud and the like rely on intricate systems of accounting that are incomprehensible to most lawyers. She cited the recent Equity Insurance swindle as a case in point.

"Male and white" semantics of the LSAT tests were also challenged by audience members and a discussion ensued about the discriminatory aspects of college entrance testing. One woman in the audience, who had recently taken the test, was outraged by a case example that referred to a "Miss Whimsy" who consulted with her attorney, "Mr. Careful" over a civil law matter. "I know there is a subtle racism and chauvinism in the testing generally," she concluded, "but this so blatantly plays upon stereotypes of male-female relations it is outrageous."

Another piece of inspirational graffiti says send the "spices" back to Puerto Rico and blow it up.

Others declare firm positions in language which would make "Deep Throat" look like a Mother Goose Nursery Rhyme.

And the endless parade of Puerto Ricans and Blacks as defendants, are treated as numbers. The judges who can dispose of the greatest number of cases in the quickest time, are the heroes of the system. They are the ones who are preferred for promotion.

The tough judges, the ones who know how to impose the harsh sentences, are the "darlings" of this era of strict construction, preventive detention and crime in the streets.

The lenient judges are the ones who are scorned and ostracized.

And President Nixon, when he sent to Congress his Criminal Law Reform Bill, said that there must be punishment "without pity."

Put another way, it said, forget rehabilitation as a method for social change. Just put the bastard in jail. And now, the Senate has voted to put the country back in the murder business, with the death penalty for certain offenses.

And if the law does not permit preventive detention, well the judges just manage to get around that oversight by imposing bail in such huge amounts that there are thousands of people in jail today who have never been convicted, but just don't have the money to ransom themselves out.

This is known as legal kidnapping.

And if you think the money bail system is fair and just, let's look at a

Perhaps this reticence is because they feel so lonely. There are so few of them if the law offers them the comfort of a larger group of minority lawyers, perhaps they will become braver, more daring and act as tutors to their White colleagues as to the necessity for social change and the proper role the law should have in that process.

The law is acutely in need of more women at the Bar, bringing to the discipline those special and compassionate insights which women have, in consequence of their many years of enslavement in a world of male chauvinism.

But, social change begins at home and not in the expectation of charity. Years ago, minorities could expect special consideration, because they were thought to be weak, deprived and still suffering from the handicaps of a slave past.

Today, however, All-American football and basketball teams are dominated by Black stars. On any TV screen, you can see their heroics the year-round. It is difficult to conceive of minorities needing special help, when you see them knocking down White men on fields and in gymnasiums, and when, in boxing, the poor Whites frantically search for a White hope.

Today, then, you've got to be prepared to compete on a basis of equality which does not exist. Instead of Super-Fly, you've got to be Super-Scholar. Call the LSAT's middle class White exams all you wish. It won't help.

Lord Snow proclaimed his famous dictum and dichotomy of two cultures some time ago. But minorities have always known that schizophrenic nature of existence. For, they have always had to know the secret language of minorities while, at the same time, being exposed to the formal White education of the majority.

Now that De Junis is before the Supreme Court and your former Jewish allies have elected to argue reverse discrimination and condemn what they call quota systems, you are really in trouble.

It is easy to forget that when Jews could be admitted to Princeton and Dartmouth, and countless other universities, on a quota system, Blacks could not be admitted at all.

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Judge Bruce Wright Bangs & Whimpers

The powerful American Bar conquered who, for purposes of the police in New York, are called White, no matter how Black they are. Thus, being the owner of a Spanish surname, is really the magic cure for the race problem in America, for, in a stroke of semantics, a Black could disappear, if they would only assume Spanish names.

Of course, this might cause a few problems, also, since so many Blacks have changed their names to a Moslem

conquistadors and the African conquered who, for purposes of the police in New York, are called White, no matter how Black they are. Thus, being the owner of a Spanish surname, is really the magic cure for the race problem in America, for, in a stroke of semantics, a Black could disappear, if they would only assume Spanish names.

I am one such spook, who paid his dues in a Wall Street firm. Wall Street firms are so large these days, that, quite often, all of the partners do not know each other. When I was hired, apparently the news did not seep down to all of the partners. Thus, one day, while looking as smart as I could, as I dashed for the library to hunt down the latest commercial precedent, one of the partners stopped me and instructed me to go down to the lobby, buy him some cigars and then sit in a taxi and hold it until he could get there. He thought I was one of the messengers.

I was reminded of this incident recently when I was carried off to hospital in the midst of a trial. The court officers thought I was having a heart attack. At the hospital and in the emergency room, I was placed on one of two beds there. On the other was a White man, obviously a derelict from the nearby Bowery. He had on one red sneaker and one blue one, had a stubble of beard and reeked of alcohol.

Are there opportunities for avoiding evil and doing good, as the natural law might put it?

I heard one of the nurses say, "Hurry, doctor, one of the judges is ill." The doctor pushed through the curtains of the entrance, and went straight to the White derelict, lifted his arm, held the pulse and said to him, "What's the trouble, Judge?"

It was beyond the reach of the law's social change for him to suspect that I might be the judge.

Little wonder that Dennis Brogan, summing up in a phrase, Myrdal's American Dilemma, could say of the United States that it is an air-conditioned nightmare.

A minority law career may mean any number of things to any number of people. First of all, I am assuming that minorities, at least in this part of the world's urban decay and rot, means Black people and Puerto Ricans. Puerto Ricans are both Black and Puerto Rican, sometimes, so perhaps they know a kind of perpetual double jeopardy in America.

Puerto Ricans are also, in large part, the descendants of the Spanish

day. Otherwise, such a conference as this might not be necessary, or thought to be so.

That was in 1857.

In 1958, John Rock became the first Negro ever admitted to practice before the Supreme Court. It was an occasion for some Southerners to walk out.

Almost a hundred years later, the court held that public school segregation was unconstitutional and vet, at the same time it said, in effect, well, the public school plaintiffs are only "niggers", so there is no urgency

and Arabic persuasion. What with the oil embargo and long gas lines, Arabic names have fallen into some disrepute.

Now that we have established what the term "minority" means, let's see for a moment just how some of them have fared in the law.

Let's see if the gleaming and pietistic profession, with its sacred ethics and printed morals, makes a minority lawyer an agent for social change, and whether we wish to follow a blueprint for participation in the proud profession of the law, or whether we wish to tear up the blueprint and draft a new one. Or is it that we should perform radical social surgery upon the law itself, as a career.

Is it a sick profession? Does it need a transfusion of minority blood? And what is social change, in any case? And can the law do it without those social and economic revisions in society which we call revolution?

For a constitutional democracy which held Black people in slavery, the biggest social change for America was the Black man's ability to survive, an event which ranks with the "Miracle of the Burning Bush" in terms of pure astonishment.

Although the so-called Emancipation Proclamation was uttered by Lincoln in 1862, that circumstance wrought no revolutionary social change. Yet, it was a nice, uncomfortable, uncertain, doubtful legalism. Lincoln, of course, was a lawyer.

If, indeed, the law makes for social change it is a glacier of rhetoric, taking aeons to slide over the surface of human relations and reveal meaningful change.

The law is really a White joke played on Black straight men in the continuing minstrel show of American jurisprudence. And it is a joke almost devoid of humor.

When Dred Scott sued to have the law say that he was free and no longer a slave, the matter eventually came to the U.S. Supreme Court. There, Roger Brooke Taney, then Chief Justice, and a devoted Catholic and slaveowner, wrote the majority opinion.

He took about 100 pages to throw into his text the gratuitous view that the Negro had no right which any White man was bound to respect. If almost seems as though judges had adopted this gratuity as an article of jurisprudential faith, even unto this



photo by Randy McGrath

Ed. Note: Napoleon once said, "Three hostile newspapers are more to be feared than a thousand bayonets." While his reference was to the press, his intent was a comment upon the threat of socially "legitimized" voices that, like those of his ministers and deputies, knew how to speak well.

There are few people more "legitimate" in our society than judges. And there are few judges with the candor of Judge Bruce Wright. For those who care, he is Black. For those who don't, he is hostile. And for those who judge, he speaks very well. Following is the text of a speech that, by itself, would have made the Minority Law Conference worthy of the efforts of those who came:

by Judge Bruce Wright

What a marvelous vision, for those of us assembled here, to believe that we believe there is a minority law career available to minorities. I am reminded of the ancient fallacy we know as Petito Principii. All one needs to do, in order to proclaim such a conference as ours, is to assume that something exists, which has not yet been established. People who flunked their Latin, call it begging the question.

Most of us are here because we suffer from that brain disease known as optimism. And for those of you who do not know what an optimist is, I happen to have a definition.

An optimist is one who believes that this is the best of all lives in the best of all possible worlds. On the other hand, a pessimist is one who believes that the optimist may just be right, alas.

What this boils down to is that, things are never as bad as they seem, and that's because they are worse.

It is too easy to attack lawyers and the profession by saying, look at the Watergate crowd, with its indicted lawyers, some of whom have confessed their crimes on television. One look at the new TV hero of the American conscience will be enough.

I speak now of that gentle and bumbling folk hero, Senator Sam Ervin, whose plantation accents are such a delight to his worshippers, as he rolls his eyes and tells parables and allegories about the rural wisdom of small town lawyers.

This paragon of wisdom and patriotic purpose, this splendid patriot and expert on our national charter, this gift-giving, eyebrow raising senatorial club member, who postures as a Perry Mason solving the Watergate mystery, is fond of handing copies of the U.S. Constitution to visitors.

This is the same man who signed the Southern Manifesto some years ago, to keep the "niggers" in their place. This is the same man who came out against

"Now and then, of course, there is some token representation . . . for a while it was fashionable to have a spook who sat by the door"

Minority Law Options

continued from page 1

maintained that "when your LSAT tests are over, your troubles only begin." Besides her warning about the static quality of law colleges, she noted the "psychological difficulties involved in rejecting top oriented values," but argued money and lifestyle problems can be overcome if a person's primary commitment is "living to the fullest of your own imagination."

Calling the law "a dirty joke" played on Black men throughout history, Judge Bruce Wright followed Douglas with a sharp attack on the entire legal profession. Challenging the very title of the conference... "A Blueprint for Minority Participation in the Legal Profession"... he queried whether "we should tear up the blueprint and make a new one," and proceeded with a scathing analysis of his route into the legal profession ("I was the spook who sat by the door"), experiences as a judge ("a good judge handles the greatest number of cases in the quickest possible way"), and contradiction of a legal system that emulates Senator Sam Ervin "who now plays Perry Mason and who signed the 'Southern Manifesto', and helped make the law an instrument of the 'Southern Strategy.'"

Comparing the cases of George Jackson to Alice Crimmins and Angela Davis to the Clifford Irving, Wright presented a poignant eulogy to the sufferings of Blacks under American jurisprudence, but concluded that "Black Power is an emotional fiction. You must be in it to change it." He summarized his position with an axiom from his father, "Get it in your head. They can't take it away from you there," and received a standing ovation for a speech that made the Erazo presentation to follow virtually anticlimatic (Ed Note: For the full text of Judge Bruce Wright's speech, see this issue's special section on the conference).

Joseph Erazo, Special Assistant to the Mayor, bowing to the impact of the Wright presentation, spoke very briefly. He expanded upon Wright's criticisms of the Bar and Judicial system, adding "Judges should be trained, not picked out of a hat," and arguing for alterations in law schools that would provide for consideration of judgeship, "as a separate profession." He noted the recent Court

of Appeals reversal of the New York provisions on "reading for the bar," that allowed people to take Bar exams after preparation through clerkships, without law school and pointed out that Supreme Court Justice Hugo Black had not gone to law school and Justice Jimmy Burns had never gone to college.

Besides fielding several questions from SICC student and Housing Authority Policeman, Alphonse DeMayo, alleging a refusal on the part of Mayor Beam's administration to act on his claims of corruption (DeMayo



Ms. Cathy Douglas, wife of Supreme Court Justice William O. Douglas was a key note speaker & panel chairman in recent workshop.

was recently featured on a three-part Eyewitness News series with Gerald Rivera), Erazo postulated only one thought on his role as a Puerto Rican attorney in municipal government. Borrowing from Adam Clayton Powell Jr., he urged, "expect no more of me than you would a white man, and no less."

Following the keynote addresses, the group broke into two Law Careers Workshops. One including Douglas and Erazo, the other Judge Bruce Wright, Admissions and Aid, and Women's, Blacks and Puerto Rican workshops did not include the featured speakers, but over 25 other students and professionals from the New York City legal establishment were present (Ed Note: see special section for detailed stories on workshops). As described in the opening remarks of Felix Cardegná,

Women and the Law

"Too Aggressive or not enough"

by Sally Johnson

Advising women to "be aware of how the law uses sex," Ms. Cathy Douglas headed off Saturday's workshop on the problems of women in the traditionally male-dominated profession of law. In conjunction with another New York attorney, Adele Brody, and a group of female law students, the panel addressed the topic of women's roles both as students and as lawyers.

Listeners ran the gamut from high school students and young college students to mothers and divorcees who are all interested in a law career and are now going through the smelting process of law school admissions. The basic concern of the group at large were twofold — what opportunities do women have in the field, and how does one cope with being a wife and-or mother while dealing with the problems presented by a full-time career.

According to Ms. Douglas who works for the Public Interest Law Firm, the problems of women in law school are in fact no different than those of women on the outside. As she sees it, the most difficult prejudice facing women in the working world is that they are "conditioned to be quiet and sensitive" from the time they are born. Men, therefore, assume that women are "not aggressive enough to be lawyers," or on the other hand that women who want to practice law are "too aggressive."

Thus, women have to come to grips with this identity problem which is based upon years of social expectations from a male-dominated society. Ms. Douglas advises that women "ignore how other people view you. Take who you are and use the tools of law as you will, but make people aware that you're not different" with respect to the practice of law.

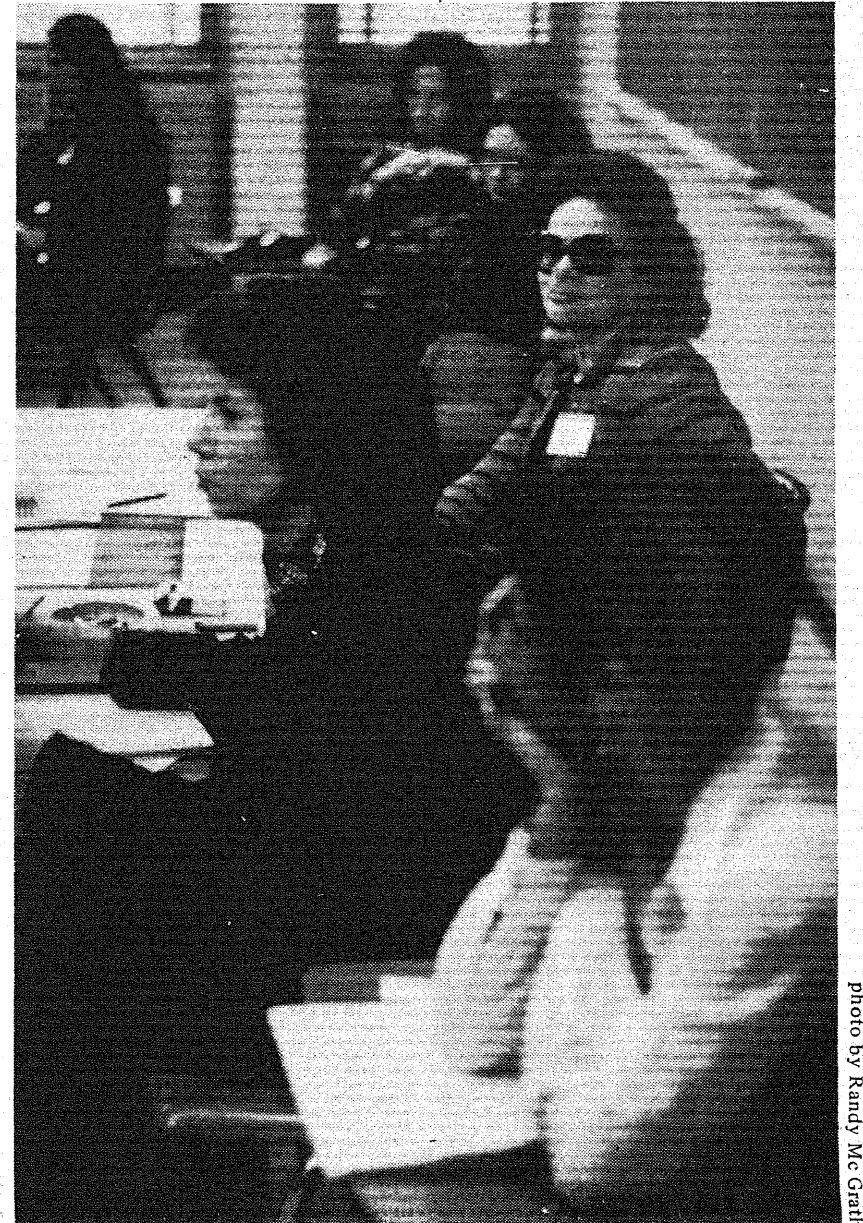
Brooklyn Law School student Judy Schwartz picked up this theme, relating it specifically to the circumstances of being in school and coping with these stereotypes. During a course she took on discrimination against women (to which men were not admitted), she came to the conclusion that women-shouldn't "believe you have to become someone else — don't invent a new personality. Russell Nobles of the New York Law School backed her on this point, saying that the biggest difficulty she sees is that there are "not enough of us in law schools for professors to consider us a legitimate group." Ms. Nobles feels that this lack of sense of legitimacy leads to chauvinistic remarks on the part of professors and makes her, for one, feel singled out in class for speaking up. "Older faculty members, particularly," she says, "have rigid ideas about who should be in law school and about what the experience should be."

The group, "We contact all new women students, since we are concerned with getting better treatment for all women at the school." In her personal experience, she has found that law is a male-oriented and dominated profession, and functions as a "highly authoritarian body of knowledge." Advertising is directed towards male lawyers and female secretaries, subject to the same stereotypes which exist in all professions. However, she believes, "We have to accept this now and delay the prospects for change, since the immediate necessity is for getting through law school."

While the basic identity problems of women in the law world seemed to be the common denominator of the workshop, the specific, practical troubles of the women varied greatly with individual circumstances. For married women particularly, Cathy Douglas pointed out, "women have less

time to give to straight law matters because of family responsibilities. Women play a highly pluralistic role in this situation, and their prime concern should be to get day care facilities." On the other side of the coin, one married woman remarked that her husband is putting her through law school, in a reversal of the traditional role models.

Russell Nobles added that she believes that women can offer reality-oriented insights in the law, "but our insights aren't valued by many." She feels that while the environment in law school is not hostile, neither is it nourishing. One black woman, Judy Mitchell of Brooklyn Law, differed with this opinion, explaining that she senses "overt hostility — you're taking up a white's spot in law school." In her view, women have something special to offer in any job because they are brought up to be more sensitive and counter-authoritarian. In light of this,



Attorney Adele Brody (Facing right) chaired womans workshop on law.

Admissions, Aid Workshop

Later workshops would discuss the difficulties of "staying in" law school once a student arrives, but "getting in" was the focus of the Law School Admissions and Financial Aid Workshop; and getting in, according to panel members Sandy Miller, Hofstra Placement Officer, Mary Pickman, SICC Law Faculty, Helen Huygler, 3rd year student at St. John's, Joe Flemming, NYU law student and Paulette McMillan, New York Law student, is no small task for minority members and women.

Only four years old, Hofstra college, according to Miller, has made a concentrated effort to admit minority members and women. Like several other law schools, Hofstra uses a special Ethnic Admissions Committee to de-emphasize LSAT scores but has no quota system. He claimed the median GPA test scores were 3.2 and LSAT scores were 6.10 last year, but would be going up.

He also defended the relatively low admissions ratio of women and minorities as being due to the school's newness and claimed Hofstra, amongst potential students, suffered discrimination for being new... which, he claimed, leads many minority or women applicants to more well established institutions. He claimed the Dean of the Law School screened non-minority admissions but also is likely to de-emphasize LSAT tests due to the fact that he had been a consultant to the testing service in Princeton (headquarters of the educational testing industry) and had a very low opinion of the LSAT effectiveness in determining student quality.

Asked to provide some hard figures on minority and women's admissions, Miller claimed of 550 students there are 23 Blacks, 3 Hispanic and 121 women. Miller also noted that law schools tend to accept about twice as many students as they have seats for on the assumption that multiple applications, drops and mind changing will result in close to the correct figure. As an example, he noted that next year's class is projected at 230. Hofstra will accept about 450 people and over 3,000 will apply.

NYU law student, Joe Flemming hit upon some of the difficulties and procedures for getting aid. He stated that one of the major problems is that the student receives no information until the college actually provides the grant he will receive. On the positive side, he claimed, "NYU has a policy that once in, a student should not have to drop out for lack of finances."

As Flemming described it, NYU presently has a \$3700 maximum (or just over \$450 per semester) but expects to raise it to \$4,000 next year. In later questions and answers, it was also pointed out that law schools, generally, are very strict on counting family income—even if a student is emancipated, regardless of age.

Asked about the cheapest route to taking LSAT tests, Flemming suggested interested students apply to schools and have the application fee waived. As applicants, they can then have the LSAT fee waived and, in effect, pay nothing to find out if they can get into law school (application and test-wise).

Paulette McMillan, from New York Law, estimated 106 of 730 students at her college are women. She outlined New York's acceptance ratio as 300 of 3000 applicants last year. There was also some discussion of the usefulness of the \$300 and up LSAT preparation

courses. Barbara J. Crawford, a law school applicant in the audience, claimed studies had indicated no correlation between LSAT prep courses and passing or performing better on the LSAT.

Calling St. John's a peculiar case, Helen Huygler, a student there, held, "St. John's has always accepted women and Blacks."

But there has never been an indication of an affirmative recruitment program," she estimated 75 women in a total of 325 students; 2 Blacks in the Senior day session class, 5 in their second year and 10 in their third year. A surprise participant in the minority conference, Federal Judge Mark Constantino spoke during a brief question and answer period discussion of the American Bar Association's "character and fitness" committee. That committee, according to Constantino, can hold up one's clearance to practice law even after they have completed law school and passed the Bar exams. In his own case, Constantino claimed, "I had to wait two years before final approval by the character and fitness committee, and I found out later the reason was that I had no sponsorship or acquaintance with a practicing attorney or judge." He advised those interested in law to make such acquaintances... "it's never too early," he concluded.

Wright

continued from page 4

Where was the outraged protest then?

The warning is, then, you cannot slide through undergraduate schools taking the easy way out. It is all right to dwell in the shadow of famous and ancient kingdoms of civilization and African glory. But I warn you that law schools do not teach it and the Bar examinations ignore that golden past.

You can yell Black Power until you are blue in the face, but Black Power is an emotional fiction. Somebody has said that Black Power is "that power which Black people would have, if every White person died immediately."

Don't count on it.

Study, study, study.

My father, a neurotic immigrant, used to say, "Son, get it in your head and keep it there. They can't take it away from you then."

To come to the law, you must come with the view that you are going to have a wild and passionate love affair in the quest for justice.

Sometimes, that quest will seem to make you a Sir Galahad in search of the Holy Grail of Justice on a crippled horse. But that should only make you work the more.

Nothing is going to be given to you. You will have to take it and take it on the terms of those who won't give it otherwise.

Dean of the Experimental College at SICC, initiatives on the part of President William M. Birenbaum have brought SICC's legal program from one course — internship combination a year ago to the present 9 course wide program of internships and 275 enrolled students (up from an original 25). The coordinator of the recent conference was SICC's Law Program Director, Ms. Virginia Hauer. An attorney with two Masters degrees, Ms. Hauer was formerly associated with the Lindsay administration.

Black Workshop

"If I Can't Change It, It Won't Change Me"

by Fred Armentrout

Joe Flemming said it, but he seemed to express the conviction of virtually all panelists in the Black's Workshop of SICC's recent Minority Law Conference: "The law is a tool, it's the individual and what he does with it that counts. I made up my mind from the start that if I can't change it, it won't change me." Flemming is a law student at New York University Law School. He was joined by fellow Black law students Clarence Norman (St. John's), Brian Mingo (Columbia), Paulette McMillan and Ben DeCosta (both New York Law School), and SICC's own Dean Harris in an attempt to clarify the Black role in law schools.

After expressing his pleasure over a class full of some 60 to 70 interested Blacks who had come from all points of the City, a pleasure he typified as, "a new phenomenon, a group of Blacks gathered together and knowing we will be in law school in numbers," Dean Harris turned the floor over to the panelists who were asked for a background sketch ("where did you come from, how did you get into law?").

BEN DE COSTA

DeCosta, a Queens College graduate, who transferred from Engineering into Physics, worked for three years with an engineering firm before entering law. As he put it, "my prospects were not too good as I had about a 2.3 grade point, although with the change to Physics I held over a "B" in my last two years." He had scored about 500 on his LSAT tests (not an outstanding score). Rejected in his first round of applications, DeCosta takes a special pride in his third year status as an evening student with New York Law. Near the top of his class and a candidate for Law Review, he attributed his success, in part, to the fact that "There are only 3 of us (Blacks in his class at New York Law). We are no threat to anyone, so there is no active effort to flunk us or decide against in borderline cases. Also, beyond recruiting, we are not too active. There are not enough of us. More radical students tend to be where there are more students. So we've thrown all of our effort into getting each other through and recruiting."

PAULETTE MC MILLAN

A graduate of Oregon's Pacific University, in Psychology, McMillan worked for the CBS Personnel Department and, later was an assistant to the First Deputy Mayor of New York, before entering law school.

"We've got to face it, there are no more breaks for us. We must compete and we must be equal or better than whites," was her view of the Black dilemma in law schools and throughout

American society. Like DeCosta, she attributed the status of New York Law's three member Black student body (in the 3rd year class) to the fact that "We studied together. We helped each other through."

As she explained it, half of the junior class has dropped or failed, and, reinforcing her claim that Blacks must hold their own, she claimed, "When we started our study group no one wanted to join us (white students). That was the first semester. Next semester, with the three of us at the top of our class, they all wanted to join." Also like DeCosta, McMillan is on a special admissions screening committee for minority entrance.

JOE FLEMMING

"Since the first time I saw Perry Mason," Joe Flemming joked, as he spoke of his lifelong ambition to become an attorney. Flemming graduated from NYU with a major in Political Science and minor in English. Typifying his entrance as an undergraduate as having taken place "in that one year of 1968-69 when they admitted us wild niggers as well as safe Blacks," Flemming argued that grade improvements in his last semester and his numerous outside activities with educational support programs designed to draw in community students helped overshadow his 2.5 grade point index... "but I called them," he claimed, in explaining that entrance into law schools is not easy.

BRIAN MINGO

"We can now eat with them, we just can't afford it. Let's face it, this is a credentialled society," argued Brian Mingo to explain his entry into Columbia's law school. Mingo, a Phi Beta Kappa graduate of Colgate, who majored in Political Science, claimed his interest in law is based on its function in a "credentialled" society.

Unlike several other panel members who had, in one way or another, become "politicized" prior to law school entry, Mingo claimed his political awakening came, "when I walked into that first class of white folks and saw they had no respect for niggers in the law." Claiming that law school has done its best to "strip him of his values," Mingo claimed that some students cannot even take the time to read a newspaper and average 4 to 5 hours sleep per night.

Elaborating on an earlier comment by DeCosta, "What you must understand is that the law school curriculum is irrelevant to Black people," Mingo claimed, "We are there to learn what they want." Explaining

Blacks in my first year there, one is left. Four had to repeat three courses and two passed with 73.5 averages. Of seven who came in September, four are already gone." As Norman explains, St. John's uses a grade "curve" to keep the pass rate difficult: "If the bulk of the class does well, the curve goes down," he claimed. As an example, he noted a woman student who's raw score was 88, "after the curve was applied, she ended up with a 77."

NYU's Joe Flemming, elaborating on Norman's statement, claimed that the policy of law school's is anonymous grading may not always be "anonymous," and suggested it is possible hostile professors "peek" and grade accordingly.

There was some discussion of the DeFunis case threat (see page one story). Most panelists agreed that what few inroads have been made into law schools would be squelched by an unfavorable decision "and," added Flemming, "you have to understand there are fewer Black lawyers than there are physicians in this country... and you know how hard it is to find a Black physician." In answer to an audience challenge on the issue of specialization into Business Law, a field the panel was clearly biased against, Flemming claimed he saw nothing wrong with it, depending on what one did with it. "Business is a part of everyday life," an audience member challenged, small Black businesses must grow. They need help with tax laws and other legal problems." DeCosta agreed, but retorted that this also holds true for what he characterized as the, "if you want to get over, go out and get a Jew." attitude of the Black community. He claimed the Black community "Doesn't trust its own Bar."

Norman also depicted a high price for St. John's success factor. "Of seven

women have the potential to "open up the closed sanctity of the legal profession."

New York attorney Adele Brody addressed herself to the problems of how law is taught under the present system. "There is a Socratic dialogue between professors and students that is like mortal combat. People use intellect as a blunt weapon and the human element doesn't survive." Seeing the need for a change in the methods of teaching, she feels that the level of competitiveness must be decreased in the classroom. On the question of women professors as they relate to the problems of women students, one student expressed the view that female professors can be "highly discriminatory" against students; while Judy Schwartz described the five women professors of her acquaintance as "very informal and respected on the basis of their teaching rather than their womanness."

In a final consensus of opinion, however, it seemed that women law students have the same problems as any other graduate students with respect to the time element, and the workshop closed with a discussion of the time and energy commitment which must be made to law school. According to one, students have to learn an entirely new system of studying in the first semester of law school, and in an average day, they put in 2-3 hours of outside preparation for each hour of class. She liked the idea of having no broad paper topics, but complained of the weight of the final exam grade which is often 100 percent of the course.

But what does it take for a woman to survive in law school? Those in the know listed three critical factors which are, as they see it, essential to success in the law world — discipline, an analytical mind and good health.

Puerto Rican Workshop

Iverlisse Torres (St. John's), Gladys Carrion (NYU Law) and Raoul Carroll (St. John's) made up the panel of the Minority Law Conference's Puerto Rican Workshop. Discussion primarily focused on an outline of the LSAT test (Law School Admissions Test), the standard entrance exam of law schools.

Pointing out that financial and other assistance for taking the LSAT is available from the Puerto Rican Legal Defense Education Fund, Inc. (815 Second Ave., NYC) by writing or calling Trin Gonzalez, its director of education, various panel members discussed the structure of the test itself.

They described it as being in two parts, a comprehension section that focuses on reading aptitude and allows a subject to go back over the material, and a "fact pattern" and mathematics section where the test taker is not allowed to go back.

Panelists pointed out that the ratio of Puerto Ricans in law school is extremely low at present, with an estimated 99 students enrolled in the entire United States. Iverlisse Torres, the only Puerto Rican woman in St. John's Law School at present, also warned that the phrasing on applications is important and urged interested students to take advantage of the counselling services offered by the Legal Defense fund.

Panelists also suggested students apply to all law schools; do so early for schools in other states and Raoul Carroll advised that "once you're in law school, the money isn't as hard to find as you may think."

Moneyed Class

continued from page 4

"they'll filter out your blackness, your Puerto Rican heritage. When they get you down to basics, then they'll make a lawyer out of you."

Private practice is different, he contended: "You have to be a bit of a rebel. You get what comes in the door. It's an insecure life, but a good life. I find I'm more in contact with myself, and it's a never-ending learning process, which I like." The only rule O'Halloran adheres to is: "You take the client not the case," he said.

"Why is it that a divorce only requires about \$75 in paper-work, yet they are so very expensive?" a student asked. O'Halloran admitted frankly, as is his manner, that divorcees are "the biggest cream-off in the business."

"You don't get rich working for the city," said Alan Moss, an assistant corporation counsel with the City of New York, "not unless you wind up named in an indictment." Moss said that a lot of lawyers go into public service looking for a sinecure and find it, but for others, he added — those looking for public service — there is ample opportunity in all facets of the law, all one need do is take and pass the appropriate civil service exams.



Representatives from several New York Law Schools join Dean Henry Harris for Black Workshops on law.

photo by Randy Mc Craih

Authors' Panel

continued from page 1

"My daughter just published a book — 'Nora's Tale' — about the creation of the world by a female," said Vonnegut. "It's a nice story. There are evil figures in it, mostly male, but they are separate, apart from the good people. That's nice. That's the way I've always thought it was. They tell you differently — they say there is a little bit of bad in all of us, etc. But I never believed that."

Sam Toporoff wanted to get back to the subject. "Success must be a tremendous responsibility?" he asked Vonnegut. The author of "Cat's Cradle" and "Slaughterhouse Five" answered somewhat vaguely, saying something about success being a lot less of a burden than not being successful.

"I have this crazy notion that writers

succeed best when they try something they can't handle," Sam Toporoff said a short time later. "I've read an awful lot of good novels that don't come off...Hawthorne's 'Marble Faun', for instance. It doesn't work — but what intent."

"Some writers lock themselves into a single style," said Vonnegut. He mentioned Hemingway as an example. "I'm concerned about Barthelme. He's losing his maneuverability, locking himself in. And he is so successful at what he's doing — playing the game he plays."

"How about Roth's attempts to turn himself into a minor novelist," interrupted Davis. "I admire what he's doing," said Vonnegut.

The question and answer period was uneventful. Vonnegut mentioned he learned his writing style from newspaper editors. Sam Toporoff took some abuse for alleged "chauvinistic attitudes" toward education. Afterwards Kurt Vonnegut signed autographs.



photo by Dale Prusinowski

CUNY Study on Retention

continued from page 1

— Almost seven out of every ten students (69.5 per cent) who entered CUNY in September 1970 were enrolled during Spring 1972, the fourth semester since their original enrollment;

— Students with high school averages above 80 were more likely to be present during the fourth semester than those with averages under 70. But more than half (57.6 per cent) of the students who entered with averages below 70 were enrolled in the fourth semester; 80 per cent of those with 80 or better averages were enrolled at that time;

— Students at the senior and community colleges who "stopped out" and those who transferred to other CUNY colleges did so at approximately the same rate: 16.1 per cent in the senior colleges and 18.9 per cent in the community colleges.

Translating the percentages into numbers of individual students, of the 33,412 matriculated freshmen included in the study who began at CUNY in the Fall of 1970;

— 19,279 were admitted to senior colleges and 14,133 were admitted to community colleges;

— 21,026 (62.9 per cent) were present for all four semesters without interruption; 13,766 (71.4 per cent) in the senior colleges and 7,260 (51.4 per cent) in the community colleges;

of the students who left their college during the first three semesters, 2,185 transferred to another CUNY college or re-enrolled in their original college by the fourth semester;

— 23,211 students (69.5 per cent of those who entered in September 1970) were present in the Spring 1972 semester; 14,654 (76 per cent) in the senior colleges and 8,557 (69.5 per cent) in the community colleges.

NATIONAL AND CUNY DATA

In an effort to provide some measure of what their study indicates, in terms of CUNY's retention rate status nationally, Lavin and Silberstein provided a comparative chart. Following is their description of procedures and the results of their comparison study:

One of the difficulties concerning the interpretation of CUNY retention data is that no commonly accepted standards exist which define a "high" or a "low" rate. One way of approaching this question is to compare CUNY data with findings at the national level. Thus, a "high" rate could be defined as any figure exceeding the national rate, and a low rate would be any figure less than the national rate.

The most recent national data have been presented by Astin (1). This study followed a national group of students who entered college as freshmen in the Fall of 1966. For this group, one year follow-up data were collected in the Fall of 1967, and four year follow-up data were obtained during the Fall and Winter of 1970-71. This second follow-up occurred four years after original enrollment. Thus, the students in this group who attended four year colleges, if they were "on schedule", would have been graduated in June (1970).

Astin does not present retention data for the same time period, four semesters, covered in this report on the group that entered in 1970. He provides data describing retention and degree attainment through eight semesters. While the time periods are not the same, it may be useful to compare the two sets of data: such comparisons provide an assessment of the degree to which the CUNY four semester retention data approach the eight semester threshold provided by the national data. (Of course, CUNY is not a "typical" university. Compared with students nationally, its student body has characteristics (lower socioeconomic status, etc.) which are more likely to result in lower retention rates.)

The comparisons show that the four semester CUNY net retention rates are considerably higher than the eight semester national rates. The significance of this is that the CUNY group can withstand considerably more attrition before it approaches the national eight semester threshold.

High School Average	2 Yr. Colleges Natl.	CUNY
80 plus	46	68
75-79	41	67
70-74	31	60
—70	29	55

Wollin Joins SICC As Education Consultant

Maurice Wollin, former district superintendent of public schools on Staten Island, will join the staff at Staten Island Community College as Special Consultant to the President for Community Education, Dr. William M. Birenbaum, president of the college, announced last week.

Having served the schools in Staten Island over the past thirteen years, the background and scope of Mr. Wollin's public service are well known to most Islanders. He first worked on the Island as an academic department head at McKee High School in 1945-46, and returned in 1960 as assistant superintendent. With decentralization five years later, Mr. Wollin became the Island's first district superintendent. His resignation from this post last January 31st capped a career of deep engagement in elementary and secondary education on Staten Island — a career which earned him widespread respect for his openness, receptivity to new ideas, personal strength and diplomacy.

In announcing Mr. Wollin's ap-

High School Average	4 Yr. Colleges Natl.	CUNY
80 plus	63	82
75-79	46	72
70-74	38	69
—70	38	63

HOW SICCRATES

Beyond the national comparison chart and a comparison of community colleges and senior colleges, the Lavin-Silberstein study is broken down into two groupings and twelve tables of data. The first group records the retention and "net" retention rates of individual colleges ("net" is the adjusted rate to account for students who "stopped out" and returned by the fourth semester). The second group of tables records the fourth semester "return rate" of each college. Each grouping has a "totals" table and one table for each of the five high school record categories used in the college system (see chart with this story under "Guide to Tables").

To account for inclusion of inter-CUNY transfers, the study allocates transferred students to the college of original entry. As such, the table totals represent the number of actual students recorded by a given college's Registrar plus those tracked by computer as transferred to another CUNY unit. Unlike the "stop out" rate, no attempt was made to indicate what each rate of transfer would be.

continued on page 8

Birenbaum Keynotes College Unions

Staten Island Community College President William M. Birenbaum will give the keynote address when the 51st annual conference of the Association of College Unions-International meets next week in Toronto, Canada.

Dr. Birenbaum's discussion on "The Relationship Between the Educational Institution and Society" on Monday morning will officially open a program of 32 theme seminars for the delegates

representing college unions from every part of North America.

Speakers who will follow President Birenbaum during the course of the conference include Robert S. Pritchard, founder and president of the Panamerican Association; Burns B. Crookston, professor of education at the University of Connecticut; and H. Ian Macdonald, president elect of York University.

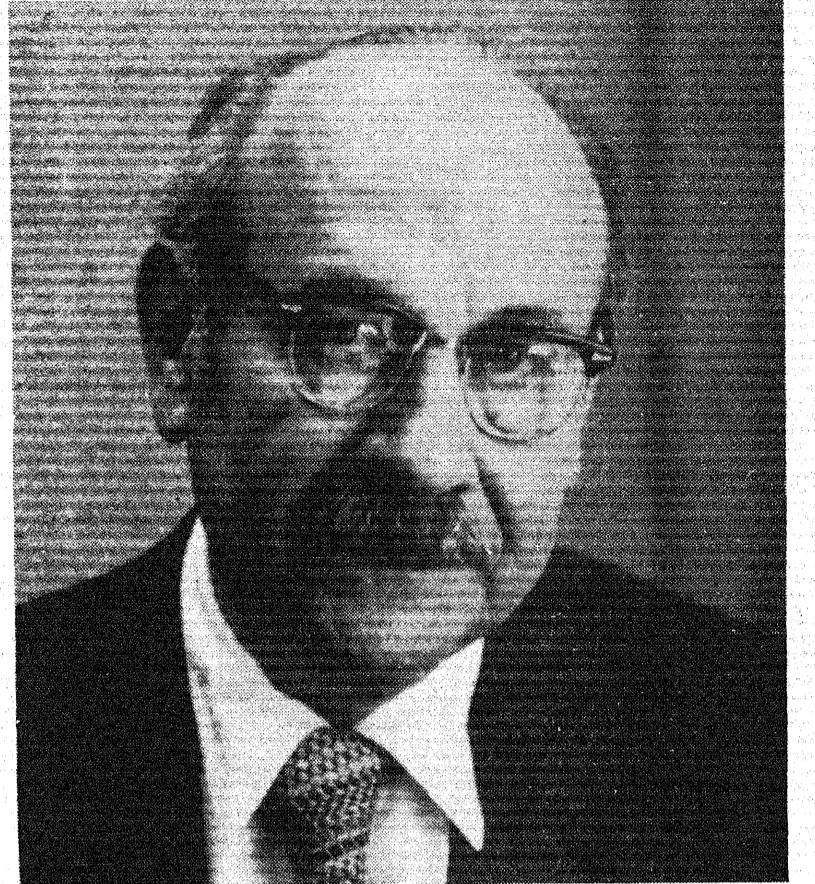


photo by Randy Mc Grath

Maurice Wollin will join the S.I.C.C. faculty as the community education consultant.



1.

WHAT DO YOU THINK IS THE REASON BEHIND STREAKING? WOULD YOU DO IT?

1. "The reason behind streaking is a good one. We want Nixon to get his ass out of office. I do think that a lot of repressed people such as exhibitionists and really liberated people are doing it just for the fun of it. I would like to do it but it might jeopardize my standings. But I might still do it when it gets warm."

FRANCO MARTINEZ LIBERAL ARTS

2. "People need the attention of other people and this seems to be the contemporary way of getting it. This fad, like most others will die sooner the better. Would I streak? Sorry-NO!"

JOANNE LISI NURSING



2.



3.

3. "I don't know. I hear the reason is to get Nixon impeached but speaking as a Black man, I feel no matter what the reason behind it, it's disrespectful to Black women. No, I would not streak, only in front of my woman in private."

LAMANE RICHARDS PCA MUSIC

4. "I think that streaking can have some kind of defiance behind it as some kind of political statement. I don't know if it's evident or people think of it as a protest or think of the meaning. I wouldn't do it because I don't think the protest is evident. If women find it offensive, then women should say it — not the men."

LINDA RIZZUTO LIBERAL ARTS



4.

5. "I think the people want a change and they're doing it just for spite. In the beginning it was nothing. But everyone made a big deal out of it. It's no big thing, we shouldn't be ashamed of the human body. If everyone streaked it wouldn't be that good. We would be too accustomed to it. I would definitely streak but not right now."

ANONYMOUS

Indecent Exposure

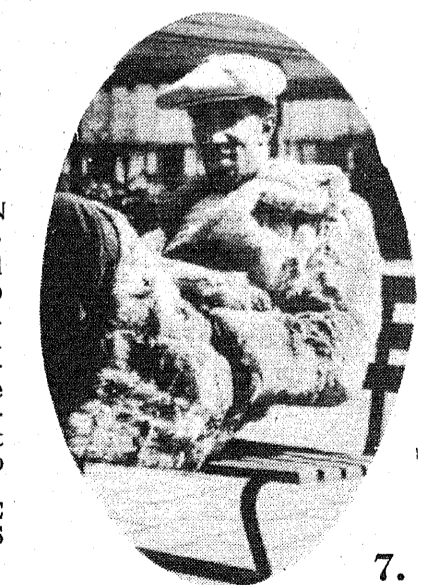
By Lewis Zlotnick



5.

6. "Years ago a big thing was swallowing gold fish, piling people in phone booths. Now, the big thing is streaking. I have no idea what the reason for doing this, but it sure draws attention. I wouldn't do it."

PEGGY HUGHES LIBERAL ARTS



6.

7. "I think it's because people are rebelling against Nixon's policies and because it's the thing to do. I wouldn't do it, it's just not part of my morals. It's not like protesting in a march, it's offensive to women, it's not morally cool, there are a whole lot of other things you can do besides run in a school naked."

MARSHALL THOMPSON LIBERAL ARTS

8. "I think the reason behind streaking is just something people do for a laugh. There's nothing wrong with it and those who do it for nothing but a laugh. I don't think they do it for attention but nevertheless, there are some people who need some advertisement! No I wouldn't do it because I'm not the type of person who would."

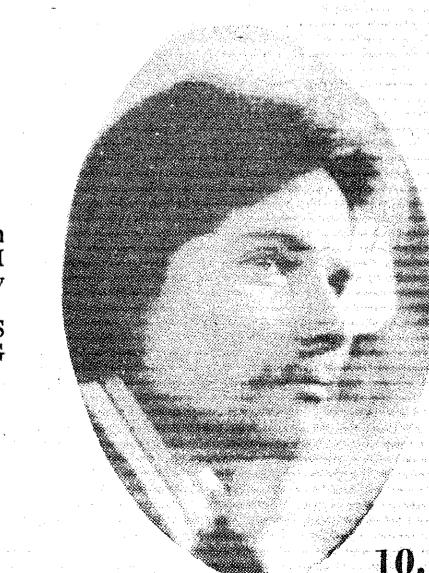
MARY TORABENE BUSINESS



7.

9. "I don't know what the reason behind it is, it comes and it goes, and I definitely wouldn't do it. I treasure my body too much to show everyone."

GRETCHIA HARRIS NURSING



8.

Alumni Notes

by Ed Gray

Concerning Purchase Power:

This very important buying function with substantial savings to the consumer has never been developed here at the college but the Alumni Association is in contact with representatives of the company in Manhattan. A visit to the college by the company is planned for the near future in order to explain the details and set in motion a program of buying goods and services at a reduced rate in hopes of helping students meet the high economic burden that so many are enduring during these inflationary times in which we live.

Some information concerning Purchase Power includes the operating of over four hundred member organizations (consumer groups) representing more than three million consumers, the policy being to try to get the lowest price and the highest quality possible.

Some of the goods available to buyers are cars, carpeting, furniture, pianos, organs, tires, calculators, luggage, typewriters, silver, china, stereos and many other items too numerous to mention.

A list of automobiles that can be purchased at a discount price are: American Motor's Ambassador, Javelin, Matador, Gremlin, Buick, Cadillac, Chevrolet, Dodge, Ford, Oldsmobile, Mercury, Plymouth, Chrysler, and Pontiac cars.

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3-Year B.A. Hearings

continued from page 1

Skills Seminar I	3.0
Skills Seminar II	1.5
Skills Seminar III	1.5
The Human Species	5.0
Human Environment	5.0
8-12 courses	40-60
3-1 terms off-campus	30-10
Thesis	20.0
Synthesizing Seminar	5.0
Evaluating Seminar	5.0

PROGRAM

The baccalaureate program consists of three stages: Orientation, Concentration, and Synthesis. The aim of the first stage is to develop awareness of self and of the individual's world, skills necessary to a successful educational experience, and knowledge of the human species and human environment. The aim of the second stage is to develop knowledge and ability in a concentrated area of study. The aim of the third stage is to synthesize the various experiences of the student to date and to create an opportunity for the sharing of these experiences with others.

Orientation consists of a two-week introductory period, a ten-week unit, and a two-week conference period. The two week introductory period is devoted to group work with a limited number of students under the guidance of a faculty adviser. Discussion will cover the purposes of the baccalaureate program and its procedures. Tests, to be administered during the two-week conference period, will be distributed at this time; these tests will attempt to evaluate basic competencies in reading and communication, general social science, and scientific-mathematic concepts.

The ten-week unit of the first stage of the program continues the Developmental Seminar and presents the Skills Seminar I, The Human Species, and Human Environment. During the two-week conference period each student who has not previously done so will demonstrate basic competencies as defined elsewhere and, in conference with an adviser, will work out a contract for his or her educational program during Concentration. Basic competencies may be demonstrated anytime during the preceding ten-week period, but they must be demonstrated before the student embarks on the second stage of the program. Proficiency Seminars (or work at the Skills Center) will be available for students who have not adequately shown an ability to proceed into Concentration.

The contract, the heart of a student's course of study under the baccalaureate program, outlines a student's goals and the means to achieve those goals. Through the contract, students elect an option, indicate which courses in that option will be pursued as well as which courses in other options or in the regular college programs will be pursued, and state what internships and what other off-campus experiences are expected to be included. The contract will present, at a minimum, a tentative general outline of the student's educational expectations and specify clearly the work to be pursued during the first two terms of Concentration. With the help of an adviser, a student may modify this contract later. The aim of the contract is to set up a program of study which should enable the student to attain his or her educational goals as determined during the first part of the Developmental Seminar.

Concentration consists of seven ten-week and six one-week inter sessions, a total of 76 weeks. These 76 weeks are planned as a continuous sequence throughout the calendar year, although specific contracts and individual students may plan interruptions within that sequence.

Students are expected to include in their contracts a minimum of four terms of on-campus study and one full term of either internships or other off-campus, non-classroom experience. On-campus study includes courses, seminars, symposia, colloquia, and independent study. Internships are those practical situations, on- or off-campus, which place students in positions employing specific skills or knowledge for which they have been trained and which are integrated with an on- or off-campus course or seminar. Other kinds of off-campus experiences are travel to non-Metropolitan areas, cross-cultural activities whether through employment or through nonpaid services (as with various social agencies in the City or in foreign countries), pertinent off-campus work experiences, and independent activities off-campus which are related to a student's educational goals. All internships and off-campus experiences offered for credit toward a baccalaureate degree must be approved through student contracts. Credit for internships and off-campus experiences, to a maximum of 10 per term, will be determined in consultation of the student, the faculty adviser, and the student's Coordinating Committee. It should be specifically noted that various life experiences prior to a student's enrolling in the baccalaureate program may be credited toward off-campus experience. Such credit will be processed by the student's Coordinating Committee.

The only specific course requirements during Concentration for all students in the program are Developmental Seminars II and III and Skills Seminars II and III continued from Orientation. Both seminars will attempt to draw from and integrate with courses which the students are taking concurrently. During the second term both seminars will include discussion of internships and off-campus experiences, attempting to prepare students to pursue this phase of their education more profitably during terms 3 through 7. Accordingly, regular students enrolled in the baccalaureate program will be on-campus during terms 1 and 2 of Concentration; they will be able to pursue internships or off-campus experiences during terms 3 through 7.

Each student selects an option for his or her area of concentration. Each option should be built around clearly defined area studies and should be focused on a different form, approach, or learning environment. An option is here conceived in general terms; it should be interdisciplinary; it should evolve around a "theme"; it should involve many (if not most) of the standard disciplines. The term "major" is unrelated to the program envisioned here and is replaced by the concept of the contract. Specific options and specific courses in each option to be offered should be decided upon by the faculty engaged in the program with the help of the Committee on a Baccalaureate Program. Typical options might be: The Human Species, Human Environment, The Individual, The Community, Order and Disorder, Technology and Society, etc. Eventually about five specific courses for each term for each specific option should be offered; some revision may, of course, be required as the program progresses.

There are no specific requirements for graduation in courses pursued during Concentration. Normally a student pursues two courses in each term spent on campus, to a total minimum of eight courses and maximum of twelve. Cross-option experience is urged, and the program is flexible enough for students to take courses from the regular college offerings.

Synthesis consists of two ten-week periods. In the first each student embarks on a thesis or project or other culminating activity to demonstrate knowledge and abilities in his or her concentrated area of study. During this period the students will confer frequently with their advisers, and the successful completion of the work of this period will be determined by the Coordinating Committee. A once-a-week two-hour meeting of all students will be held as determined by the advisers and students involved, to discuss students' progress. The second ten-week period requires residence on campus (with only infrequent exceptions which must be approved by the Coordinating Committee) and offers two seminars: Synthesis of the Educational Experience, the aim of which is to bring together students whose various experiences will integrate with and help inform the experiences of others in the group, and Evaluation of the Educational Experience, the aim of which is to guide students to an evaluation of themselves and their educational experiences under the baccalaureate program, to embark them upon meaningful activity after graduation, and to assess the program itself.

continued on page 8

Intl. Week: Haitian Dance Troupe



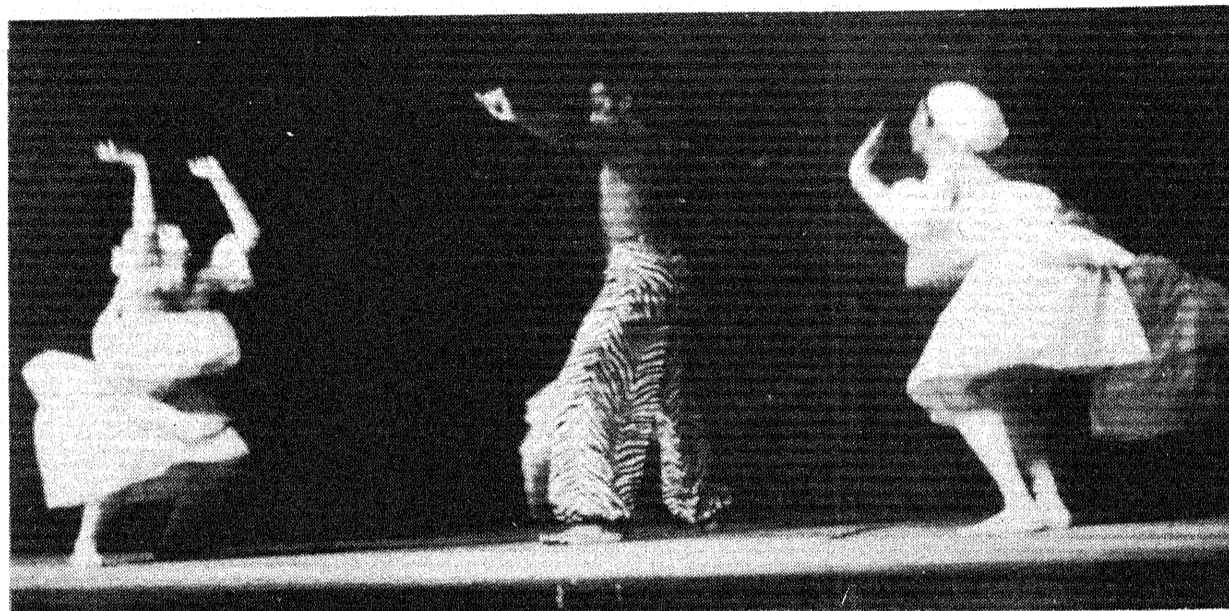
photo by Mark Lawyue

An ethnic cultural experience was felt throughout the Staten Island Community College campus last week when the International Festival Week program, sponsored jointly by the International Students Club and the International Students Program Office, got under way. The Greek, Arab, German, Haitian, Cuban, and African cultural happenings consisted of dance, film, song, and even international foods.

The event's sponsors say their program had 2 purposes: to further the awareness of the different cultures; and to create an atmosphere of mutual understanding and tolerance toward the struggles of different peoples around the world who are seeking their own identities.



Events ran from Monday through Friday. During the week, Staten Island artists, Sy and Janet Lurie, led a teach-in on the folk dance; the International House Dance Troupe performed folk classics of the different cultures; and on Friday, an International Food Fair offered to tempt the palate.



Some call it a put-on, others see it as a mockery of authority and one Manhattan psychologist went so far as to attribute it to the energy crisis-since kids no longer have the gas to go parking, they streak to release sexual frustrations.

Certainly, it's not strictly a Big Apple phenomenon - one streaker ran through the Michigan House of Representatives to the horror of assembled legislators. It happens in Rutland, Vermont which has never been known for "with-itness"; one daring soul tried it in Calgary, Alberta in a minus 2 degree climate, but it is not yet a wide-spread trend in Siberia.

But whatever those in-the-know attribute it to, it has come to Staten Island Community College no less than elsewhere. Last week, a student in all his unclothed glory made a mad dash through the Student Lounge to the delight of some and the horror of others. The streakers contend that they announced the show beforehand and none were forced to watch, if it did in fact offend anyone.

One Syracuse University freshman who romped around the campus in sneakers and a wristwatch summed up his view of the latest campus fad as follows: "Today was a good day to let yourself go. You feel like a flower taking off its winter clothes. Deep down, everybody has the urge to streak in them."



photo by Abe Rezny

Streaking: The Rites of Spring



Winning Streaks

Records were made and broken last week almost faster than streaking spotters could tally them. The leaders so far:

LONGEST STREAK: Five hours, by students at Texas Tech in Lubbock.

LARGEST STREAK: 1,543 at the University of Georgia.

MOST SPECTATORS: 6,000 Floridians who saw a solo streaker speeding across the basketball court during half time at the University of Florida-University of Alabama game.

BEST BLUE STREAK: By Canadian youths in Calgary, Alberta, in -4° F. weather.

FIRST FEMALE STREAKER: Carleton College (Minn.) Freshman Laura Barton, 18, who streaked the curtain call of a school play.

YOUNGEST STREAKER: A three-month old girl who with her mother formed a double entry in a Streaking Day contest in Massachusetts sponsored by a Cape Cod radio station.

STREAK OF THE WEEK AWARD: Tied by Mark Nunes, 21, who dashed down the center aisle of the Michigan house of representatives at Lansing, wearing only boots and a ski mask, and the two St. Louis students who barreled *au naturel* through the front entrance and out the back door of the Penrose district police station.

(Time Magazine, March 12, 1974)

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Jabbar Has Hopes For "Fleet-footed" Dolphins

by Kevin Lawrie

In anticipation of the forthcoming outdoor track and field season, coach Najim Jabbar and SICC's crew of "fleet-footed" Dolphins have set to work at developing themselves into a quite diversified and talented squad. As one member eagerly stated: "I think that we'll be putting it together this season — we have some strong athletes with a desire to compete."

Although, however talented, Coach Jabbar feels that in order to place high in the regional standings more depth is needed in the team. Last year, for example, SICC finished the season with a mere seven men team; comparatively less than some of the other teams on the playing schedule, such as State U. at Farmingdale and Suffolk County Community College, who both fielded squads numbering approximately 30 in number. This year's team, as of now consists of fifteen athletes, a figure somewhat higher than last year's.

Returning this year are six veterans, all of whom have established themselves in past years as strong competitors in city competition. Rounding out the team are several experienced high school tracksters competing for the first time on the college level, as well as a few hopeful prospects who are relatively new to the sport. "This combination of talent", stated one athlete, "could be our formula for winning this year."

The Dolphin team this season is headed by veteran Dennis Hansen, a strong, solid and extremely versatile competitor who has participated in virtually all phases of track and field competition from such events as shot put, discus and broad jump to running sprints and relays.

Also returning this year is last season's top distance runner, Louis Bonzant. Known as one of the top milers in the city, Bonzant in the past has clocked 4:34 for this event; a mark which he aspires to improve upon this season. Bonzant also competes in the three mile event.

Competing with Bonzant in the distance events will be Fred Vega, SICC's leading cross country runner this past season, and the man to beat in the three mile event; and Steve Chambers, a veteran of last season's crew, a strong, steady runner and an asset in complimenting the Dolphin's distance events.

Another source of strength in the Dolphin attack lies in returning hurdlers Tom Mulligan and Kevin Lacy,

which is complimented by the potential of freshman Lorenzo Safont who also competes in field events, high jump and broad jump. Mulligan, who Coach Jabbar refers to as a "strong and smart athlete" was City champ last year in the 440 intermediate hurdles. Lacey was third in the city and fourth in the region clocking in at 14.8 seconds for the 120 high hurdles. Other Dolphin hopefuls include Nelson Vega, a sprinter who in high school competition has ran the 100 yards in a respectable 10.3; Lou Burgos, who will be trying out his own new fiberglass pole in the vaulting events, and is a likely prospect for ten feet this season; Jerry Frisby, who this season holds a more than likely chance of dominating the javelin event in the city and possibly the region; Tom Ludwicki, a shop putter who is expected to have a good season; and newcomers John Manginelli, Ronald Scott, and Ed Keely, about whom Jabbar states "it's too early to tell".

The team's optimism, however, is overshadowed by a problem that has plagued SICC track and field teams in

the fact that there hasn't been enough money allotted to the track and field team to afford the comfort of safe, updated landing equipment for pole vaulters and high jumpers. The landing equipment now being used has lost its quality with old age and is a hazard to athletes forced to use it. Last year a Queensboro pole vaulter was injured as a result of these outdated facilities, and was rushed to a hospital. Coach Jabbar's request for new landing mats has been declined in the past for, as he puts

it... "administrators put a higher value on economy than student interest. They don't seem to realize that we must have a safe environment for our athletes as well as those from other schools".

Despite problems such as small teams and poor facilities, Coach Najim Jabbar claims that the maintenance of collegiate athletics on this level is very important, for as according to him — "These young men express themselves through athletics. They try their best to represent themselves and their schools, and that's all that matters to them. To me that's winning."



photo by Randy Mc Grath

recent seasons as well, and that is the lack of ample facilities needed to undertake a successful and safe track program at SICC. This problem lies in

Retention Rates

continued from page 6

Following is a "rank" breakdown of SICC's statistical status relative to the other six community colleges listed in the study (Manhattan, Bronx, Hostos, Kingsborough, NYCC, Queensboro):

- Table 1: Totals, Retention & Net Retention...SICC ranked 4th in number of matriculated students; 4th in total present for all four semesters; 5th in retention rate; 4th in total present for fourth semester and 5th in net retention rate.
- Table 2: Level B Students...5th in number; 6th in total present for four semesters; 6th in retention rate; 6th in total present fourth semester and 6th in net retention rate.
- Table 3: Level A Students...4th in number; 5th total present, four semesters; 6th retention rate; 3rd total present fourth semester; 4th net retention rate.
- Table 4: Regular 1 Students...3rd in number; 4th total present, four semesters; 5th retention rate; 4th total present fourth semester and 4th net retention rate.
- Table 5: Regular 2 Students...2nd in number; 1st in total present four semesters; 4th retention rate; 1st total present fourth semester; 3rd net retention rate.
- Table 6: No H.S. Average Known...2nd in number; 4th in total present four semesters; 3rd retention rate; 3rd total present fourth semester and 2nd net retention rate.

4TH SEMESTER RETURN RATE

Table 7: Class Totals...3rd in number of attrited students; 2nd total returns; 2nd rate of return.

Table 8: Level B Students...5th number attrited; 5th total returns; 3rd rate of return.

Table 9: Level A Students...2nd number attrited; 2nd total returns; 2nd rate of return.

Table 10: Regular 1 Students...3rd number attrited; 4th total returns; 5th rate of return.

Table 11: Regular 2 Students...2nd number attrited; 1st total returns; 2nd rate of return.

Table 12: No H.S. Average Known...2nd number attrited; 3rd total returns; 2nd rate of return.

CUNY FIGURES SUMMARY

Following is a breakdown of the CUNY-wide figures recorded in the study:

NET RETENTION		
	CUNY	Community Colleges
I. All Students	69.5	76.0
II. 80% +	80.6	81.9
III. 75-79.9%	70.0	72.2
IV. 70-74.9%	63.0	68.8
V. Less than 70%	57.6	63.3

Includes students in continuous attendance for four semesters, plus transfers from other CUNY colleges and "stop outs" present for fourth semester. Figures do not include students who transferred from day to evening session classes or students who transferred out of the CUNY system.

SICC Retention Chart: Fall 1970 Freshman Class

Tot. Matric.	Tot. Present All 4 Sem.	Retention Rate	Tot. Present 4th Semester	NET Retent. Rate
1. 2165	1041	48.1	1304	60.2
2. 466	202	43.3	240	51.5
3. 625	306	49.0	367	58.7
4. 465	278	59.8	310	66.7
5. 308	185	60.1	219	71.1
6. 301	70	23.3	168	55.8

Attrited Students	Total Returns Pres. 4th Sem.	4th Sem. Return Rate
7. 1124	263	23.4
8. 264	38	14.4
9. 319	61	19.1
10. 187	32	17.1
11. 123	34	27.6
12. 231	98	42.4

GUIDE TO TABLES

- 1&7: College Totals
- 2&8: Community College "level B" students, or those with high school (CAA) averages below 70 percent.
- 3&9: Community College "level A" students, or those with high school (CAA) averages of 70 to 74.9 percent.
- 4&10: Community College "regular 1" students, or those with high school (CAA) averages of 75 to 79.9 percent.
- 5&11: Community College "regular 2" students, or those with high school (CAA) averages of 80 percent and up.
- 6&12: Community College students with out-of-state or otherwise unavailable high school averages.



3-Yr. B.A.

About one hundred day school students are to be invited into the program initially. Selection is to be generally representative rather than gauged toward the students with higher high school averages. Students (including those from one of the regular college programs or those who transfer from another college) who, through prior educational and/or life experiences, clearly demonstrate an ability to proceed into the more advanced position within the baccalaureate program are encouraged to do so. Through conference with the Coordinating Committee, such a student will determine the level of entry into the program. In the future the program should be extended into the Evening Division.

ADMINISTRATION

The administration charged with the competent functioning of the program consists of the Director of the Program, a Committee on a Baccalaureate Program, a Coordinator of Internships, a Coordinator of Off-Campus Experiences, a Coordinating Committee for each option with a Chairperson for each Committee, and student advisers. After the program has begun, the Committee on a Baccalaureate Program will have ten members consisting of the Chairperson of each Coordinating Committee, and one faculty member and one student from each option, as well as the Director of the Program. The faculty and student members are to be chosen by simple majority of their constituencies. The Director of the Program will function as coordinator. The duties of the Committee are to establish the budget and oversee its functioning, to set policy, to coordinate the total program, to evaluate and review the program, to reshape the program as deemed appropriate, and to hear and act on any appeals from students or advisers.

The duties of a Coordinating Committee are to review and approve student contracts when such contracts involve unusual elements or when an adviser requests such review and approval; to approve specific courses, internships, and off-campus experiences; to evaluate life experiences offered for credit; to review a student's



Dolphin track & field team, led by Coach Najim Jabbar anticipates a winning season. This year's team consists of several seasoned veterans combined with the prospects of a crop of talented newcomers.



standing in the program; to review each student's graduation credits; to recommend students for graduation to the faculty; and to hear and act upon matters brought to its attention by faculty or students. The Coordinating Committee for each option will consist of five to eight members, both faculty and students. They are to be elected by their respective constituencies. The Chairperson should be a faculty member of that option, chosen by the Coordinating Committee members (except that the chairpersons will be appointed to get the program started).

The advisers, who are members of the teaching faculty, will be assigned student advisers during orientation. Advisers will be engaged in conducting at least one of the seminars or courses during Orientation, as well as other seminars and courses later in the program. A major part of their duties will be to help students develop viable contracts and to serve throughout Concentration and Synthesis to see that the contract continues to serve the student's needs and to help implement its specific factors. Other members of the faculty of the program will be those engaged in conducting seminars and courses as need arises. All faculty members in the program may serve as advisers for the thesis or project, and all should be available during the residential portion of Synthesis.

The faculty should represent the humanistic, social science, natural science, mathematical, and technological areas of study. They should evidence interest in the program, be capable of serving in advisory capacities, and have a broad educational and occupational background. Equivalencies for faculty members in salary, work load, and vacations against these things for regular college faculty members have been worked out. It is expected also that, later, a faculty member can work out a schedule of teaching in both the baccalaureate program and the regular college program, without disadvantages. Further, from time to time, people outside the academic community who have special expertise in an area important to the students' education in a specific option may be asked to join the faculty, working in close connection with a member of the faculty.

TERM PAPER CLINIC for EVENING STUDENTS

--- Need help for your term paper? --- Come on in the Library (Room A-200) --- See Prof. Kim February 27, Wednesday Date: March 21, Thursday April 23, Tuesday Time: 7:00 to 9:00 p.m. * Day students are also welcome

Side Lines

by Colin Martindale

As we are about to enter upon our third season of competitive tennis at SICC, we are looking forward hopefully to continued success in the NJCAA tournament. In its two years of existence the tennis team has established quite an impressive record. We have had the privilege of winning the regional singles tournament for two years in succession, and qualified on both occasions for the National Junior College Tournament in Ocala, Florida. At the close of the 1972 season, we were unable to attend the Nationals. However, it was my good fortune to take two students (Randall Berstell and John Femenella) to the tournament at the end of the 1973 season. On that occasion, SICC was one of the two teams representing region XV, and although we were unsuccessful in competition against such distinguished tennis-playing schools as Mesa College, Arizona; Odessa Junior College, Texas and Central Texas College, our students gave an extremely good account of themselves, both as ambassadors of SICC and also in national competition generally.

Perhaps the greatest loss to the team this season will be Randall Berstell who was defeated in the regional singles and who is at present a student at Cortland College in the State University system. Randy is working hard toward a B.A. degree in Physical Education, but still enjoys success in competition representing his college in the number 2 position. However, interest in team tennis continues to grow, and this season we have 20 students competing for places on the team.

Mitchell Gerber, a freshman from Canarsie High School in Brooklyn, is a strong contender for the number 1 position. A strong and powerful player... was rated 6th in the Metropolitan High School Tournament. Mitchell combines his powerful style with intelligent use of the court. He has a forceful forehand and an accurate two-handed backhand, but in spite of his very good ground strokes, his service will be his greatest asset. Hopefully, Mitchell will fill the space left by Berstell.

The hard-hitting Femenella brothers, John and Arthur, from the well known tennis playing family on Staten Island will also be adding strength to the team. This will be Arthur's first season of competitive tennis at SICC, while John occupied the number 2 position last season.

Among the other players competing for team places we have three women, competing alongside the men. The first of this group is Mary Evers, an extremely determined, competitive and skillful player, very well known in Staten Island tennis circles and hopeful of becoming one of the top players in the East. Secondly, Susan Anderson, who in her first semester at SICC, has indicated her strength as a tennis player. In the Metropolitan Junior College Open Tournament at Kingsborough last October, Susan was runner-up in women's singles and partnered John Femenella to win mixed doubles. Susan, who played number 1 singles for her high school team at Tottenville, is also well known as an up-and-coming tennis star on Staten Island. Thirdly, Barbara Esmilla, in her second season of competitive tennis at SICC and who was the only woman student to qualify for the men's team last season, continues to make tremendous progress. Since she started as a beginner in one of the tennis courses offered by the department of Physical Education, Barbara is now a model to "would-be women's tennis players at SICC."

As yet at SICC there is no official women's tennis team or coach. As coach of the men's team, I have assumed responsibility for the coaching of all students interested in playing in serious competition, regardless of sex. There are, however, several women students capable of playing in serious competition against other women's teams in the region, as indicated by the three strong contenders for the men's tea. In practice at the present time, there are eight women students, who are very enthusiastic and who are looking forward to playing in unofficial competition against the colleges. Hopefully, this will provide the motivation necessary for regular official competition and the recruitment of a women's tennis coach.

OVERVIEW OF TENNIS AT SICC Interest in the game of tennis has grown to such an extent as SICC that introductory courses offered by the Physical Education Department are very often filled in the first few days of registration; both for Day and Evening school sessions. This enthusiasm has led to numerous requests from students for additional courses at a more advanced level.

Serious consideration is now being given to student requests by the department, and hopefully, in the not too distant future, intermediate and advanced tennis classes will be offered for those students who might benefit most from such instruction. The latter group of students might well furnish the college team.

In addition to student requests, there have also been faculty and staff requests for tennis instruction. The innovative idea which will be introduced by the department next semester involves making available the gymnasium and outdoor facilities to faculty and staff who wish to take part in physical activity. This should provide an excellent opportunity for all members of the college community to come out and receive instruction.

Stenotype - Court Reporting

Positions for court reporters are available at a variety of institutions, besides the courts—large corporations, insurance companies, government agencies, advertising agencies, district attorney's offices, law firms, etc. To meet this need, the Continuing Education Department will offer an evening program for those interested in becoming court reporters. The program will start Thursday, April 11.

The program will be divided into three semesters of six months each. Its final objective is to train students to record 200 words-minute. A student may, however, complete only one or two semesters of the program, depending upon the individual's speed goal.

The complete program consists of 300 hours of classroom instruction. In addition, each student will be expected to study 10 hours-week at home, for a total of 1,050 hours of work over the 18 months.

No one who is not highly motivated to complete the program should apply. The rewards of court reporting are good, in financial terms as well as a certain amount of work-when-you-want, but the student must have the energy and will to achieve the status of court reporter. The homework, for example, is a necessity.

PROGRAM OUTLINE
Stenotype I—First Semester—25 weeks
Fee \$185.00—Thursdays, 6:30-10:30 p.m.
Care of stenotype machine and elementary theory applied to machine practice. All theory will be taught during this semester with some practice given to short business letters.

Stenotype II—Second Semester—25 weeks
Fee \$185.00—Thursdays, 6:30-10:30 p.m.
Emphasis will be on "Question and Answer" practice including two and three-voice testimony. The ultimate goal of this semester is a speed of 120 words per minute. The latter part of the semester will be devoted to Jury Charges and Medical Testimony. At the end of this semester the student will be able to work for an attorney as a legal stenographer or for a large corporation taking minutes of board meetings. The student is not, however, ready to take verbatim testimony.

Stenotype III—Third Semester—25 weeks
Upon completion of the course and testing of the student, the student will be given a certificate by the College certifying the student's capabilities. Qualified students will then be ready to take the tests offered by the State and City for Criminal Court, Civil Court, Family Court and other lower courts of New York State.

Fee \$185.00—Thursdays, 6:30-10:30 p.m.
Goal: 200 words-minute. Speed will be most important aspect of this semester, with emphasis on four and five voice testimony, medical testimony, jury charges, "Question & Answer", wills, legal documents, pre-trial examinations and all other aspects dealing with matters a court reporter must know.

Requirements:
1. A student must be at least 17 years old and a high school graduate.
2. A student must have a wide general vocabulary and a good grasp of the English language, since a court reporter might be asked to record conversations dealing with a variety of professions.
3. Typing is not absolutely necessary—there are court reporters who do not know how to type, since many reporters dictate their notes and refer them to typists or else give their notes to note readers.

A certain typing skill, however, would be helpful. In the tests given for the lower courts, for example, you must transcribe your own notes to qualify; although you are given all the time you need to do so. Still, knowing how to type is useful and sometimes necessary for some of the jobs available to court reporters.

4. A court reporter must also become a notary public, as a court reporter is an Official of the Court in the New York courts.

Additional Costs
A new stenograph machine is \$170. These are available at SICC Book Store. Books required—one at the start of Semester I and one at the start of Semester II. Cost \$5.45 each book. Paper for your machine will be about 25 cents-week.

Meeting
There will be periodic meetings with candidates for this program, in order to make the candidates aware of the difficulties of completing this program.

Real Estate Brokerage

This course is for those who wish to meet the requirements for the State Real Estate Broker's and Salesman's License Examination.
Introduction to various phases of real estate practice including brokerage, mortgage, financing, investments, management and valuation.

Methods of obtaining prospects, filing of listings, preparation of mortgage applications; sales or rental offerings; methods of advertising and business promotion; problems and techniques of negotiations; closing of sales, leases, and other transaction.

Course will meet Mondays and Thursdays 7:00 p.m. to 8:15 p.m. starting April 8.

The course will run for 30 weeks. The class will decide for itself when it will break for summer vacations.

REGISTRATION
Register at Room B-30, SICC, from 10:00 a.m. to 4:00 p.m. on Monday through Friday until April 5. Fee \$110.

ATTENTION JUNE GRADS

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

Wednesday, March 27

Morgan Guaranty (Accounting, Secretarial, Business Management & Liberal Arts students interested in business.)

Thursday, March 28

New York City Dept. of Personnel (All June graduates)

Monday, April 1

Bankers Trust (Accounting, Secretarial)

Thursday, April 4

W.T. Grant (Sales & Sales Management)

Part-time recruitment

Monday, April 1

United Parcel Service (will recruit for Brooklyn jobs)

Wednesday, April 3

(will recruit for Manhattan jobs)



photo by Joe Rickard

Associate Dean of Faculty Abraham I. Habenstreit, left, holds checks totaling \$365 presented by three members of the S.I.C.C. Mathematics Department for a special scholarship fund for graduating students who have made outstanding contributions to the College's Open Admissions Program. The math teachers, left to right, are Ms. Helen Siner, Ms. Sherry Blackman and Prof. Leon Ablon. The funds represent the royalties received to date by the three teachers from sales of their math textbook in the S.I.C.C. bookstore. The book, "S.I.M.M.: Series in Mathematics Modules," was published last year by the Cummings Publishing Co. It has been adopted for use in introductory math courses by more than 50 colleges around the country.